ACADEMIC POLICY BOOK

Bachelor Degree Program
Department of Interior Design
Faculty of Creative Design and Digital Business

Institut Teknologi Sepuluh Nopember

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Sambutan Kepala Departemen Desain Interior

Dr. Mahendra Wardhana, S.T., M.T.

Assalamualaikum Wr.Wb.

Greetings to all. Welcome to the Department of Interior Design website. This department was established in 2014. The department has three main strengths: the expertise of the teaching staff, collaborations, and its teaching system. From these three important aspects, it is evident that the Department of Interior Design has experienced rapid development, aiming towards the professionalism of graduates and depth of subject matter in its courses. The development of the Department of Interior Design will focus on deepening and mastering the field of interior design with real design objects in its learning process. With the experience gained, students will have proficient abilities in interior design, as well as the establishment of broader and stronger networking.

The capabilities of our students in interior design can be seen in the works produced by our students and graduates. From these works, the strength of their interior design concepts can be seen in their studies of culture, behavior, technology, and design styles.

Finally, we hope that this website can provide a clear overview of the Department of Interior Design profile, which will be beneficial to all parties in need.

Wassalamualaikum Wr. Wb.

DAFTAR ISI

VISI, MISI, TUJUAN DEPARTEMEN DESAIN INTERIOR

Vision

Be a study program that has an international reputation in the field of interior design, especially those that support the creative industry with environmentally and national culture consciousness, so that in long term, this study program will develop the field of Interior Transportation Design Studies (dynamic interior), specifically marine transportation which the characteristic of ITS.

Mission

Give a real contribution to the development of interior design discipline and its application to the community wellfare through the activity of education, research, community service and management of information and communication technology-based systems.

Goals

The objectives to be achieved by the Interior Design Department are as follows:

1. Produce graduates who are highly competent in the field of interior design, innovative, adaptive, communicative, have high managerial knowledge and abilities, have high professional ethics and integrity and are able to develop a technopreneur attitude.
2. Produce research work and interior design as well as community service that is of high value and according to needs.
3. Produce sustainable national and global cooperation with the community, industry and government

CHAPTER 1 INTRODUCTION

1.1 Interior Design Undergraduate Program

Interior Design is a field of design science that studies and implements design concepts in interior spaces based on function, ergonomics, economics, society, culture, technology, materials, trends, and lifestyle. Meanwhile, ITS Interior Design expertise includes Architectural Interior Design, Transportation Interior Design, Exhibition Interior Design, Furniture Design, Interior Accessories, and Garden Design.

The Department of Interior Design is a study program with an international reputation in interior design studies, especially those that support creative industries with an environmental and national cultural perspective. In the long term, the Department of Interior Design will develop the field of Transportation Interior Design (Dynamic Interior), specifically marine transportation, which is the hallmark of ITS.

1.2 About Academic Guidebooks

This handbook is written by the Academic Guidebook Drafting Team referring the ITS Academic Guidebook and ITS Academic Regulations. Its purpose is to make demands of the academic community in the Business Management Undergraduate Study Program in relation to academic activities, including lectures, practical work, and the final project.

CHAPTER 2 LEARNING AND CURRICULUM

The aim of the Department of Interior Design's education is the development of expertise in the field of interior design and the preparation of students for the world of work. The ITS Interior Design programme uses the Semester Credit System (SKS) to ensure effective teaching.

2.1 Semester Credit Units System

The semester credit system is an organisational structure in education that uses semester credit units (SKS) to measure student workload, teacher workload and programme design effort:

Durations of credits are:

1. 1 (one) sks credit in forms of learning lectures, receptions and tutorials includes:
   a. 50 (fifty) minutes of face-to-face learning activity per week per per semester
   b. 60 (sixty) minutes of learning activity with structured assignments per week per semester
   c. 60 (sixty) of independent learning activity per week per semester
2. 1 (one) sks credit in forms of seminar learning and other similar learning includes:
   a. 100 (one hundred) minutes of face-to-face learning activity per week per semester
   b. 70 (seventy) minutes of independent learning activity per week per semester
3. 1 (one) sks credit in forms of practicum, field practice, research, community service, and/or other similar learning equals of 170 (one hundred and seventy) minutes per week per semester

2.2 Semester Credit System (SKS) Weight

Study load of students is measured in semester credit units (credit), in which each study program curriculum set the minimum study load that students must take as follows:

a. Undergradutes program consists of 144 credits with a maximum study period 14 semesters,
b. The programme is divided into two stages: the preparatory stage and the undergraduate stage. The preparatory stage, consisting of a 36-credit study load, is scheduled over two semesters, while the undergraduate stage, consisting of a 108-credit study load, is scheduled over six semesters of study.

2.3 Lecture Stages

The lecture stages of ITS Interior Design Undergraduate Program are divided into two stages, which are:

Preparatory stage: the phase of learning that takes place during the first four semesters of the curriculum of the undergraduate programme.

Undergraduate level: the phase of study following the preparatory stage, lasting four semesters, from the fourth to the eighth term of the undergraduate curricula.

A semester period consisting of 16 (sixteen) weeks of lectures or other scheduled activities, including evaluation activities.

2.4 Curriculum Structure of Interior Design Undergraduate Program

Bachelor of Interior Design Program prepares the student to have interdisciplinary thinking for the future career that requires to have trans or interdisciplinary knowledge and skills. There are many skills that are required to have by the graduate such as personal development and soft skills.

There are several courses that students in Bachelor of Interior Design (BID) that obligated to take as a graduation requirement. The courses with general knowledge-based are given through national mandatory courses, ITS-specific courses, and faculty-specific courses. Additionally, during the 7th semester, students are given the opportunity to enrol the courses that are delivered by other study programs through enrichment courses. For instance, BID's students are allowed to take sustainable design course that is conducted by the Bachelor of Architecture program. This experience will prepare BID's student in working with the professional in the field of sustainable building design.

SMT	COURSE						
8th			Final Project	Bussines Interior	Project Management and Code of Ethics		
14sks/ 22.4 ects			8sks/ 9.6ects	3sks/ 4.8ects	3sks/ 4.8ects		
7th			Interior Design and Economic	Built Environment and Sustainability	Internship	Technopreneur	Enrichment Course
16sks/ 25.6ects			5sks/ 8ects	3sks/ 4.8ects	3sks/ 4.8ects	2sks/ 3.2ects	3sks/4.8ects
6th		Lighting Design	Interior Design and Culture	Interior Design Accessories	Interior Design Research	Wawasan dan Aplikasi Teknologi	Elective Course
19sks/ 30.4ects		2sks/ 3.2ects	5sks/ 8ects	3sks/ 4.8ects	3sks/4.8ects	3sks/4.8ects	3sks/4.8ects
5th		Interior Science	Interior Design and Technology	Interior Construction	Behavior and Environment	Nusantara Interior Design	Elective Course
19sks/ 30.4 ects		3sks/4.8ects	5sks/ 8ects	3sks/ 4.8ects	2sks/ 3.2ects	3sks/4.8ects	3sks/4.8ects
4th		Computer-generated imagery	Interior Design and Function	Design Appreciation	Research Methodology	Interior Material and Application	Furniture Bussines

20sks/ 32ects		3sks/ 4.8ects	5sks/ 8ects	3sks/ 4.8ects	2sks/ 3.2ects	3sks/4.8ects	4sks/ 6.4ects
3rd		Computer Aided Design	Interior Design and Aesthetic	Design History	Interior Design Methodology	Ergonomic	Furniture Exploration
20sks/ 32ects		3sks/ 4.8ects	5sks/ 8ects	3sks/ 4.8ects	3sks/4.8ects	3sks/4.8ects	4sks/ 6.4ects
2nd	Bahasa Indonesia	Pancasila	Artistic Program	Constructive Drawing	Interior Technical drawing	Introduction to Built Environment	Matematika
18sks/ 28.8ects	2sks/ 3.2ects	2sks/ 3.2ects	3sks/4.8ects	3sks/ 4.8ects	3sks/ 4.8ects	2sks/ 3.2ects	3sks/ 4.8ects
1st	Religious Studies	Civics	Basic Design	Interior Drawing	Interior Drafting	English	Physics
18sks/ 28.8ects	2sks/ 3.2ects	2sks/ 3.2ects	4sks/ 6.4ects	2sks/3.2ects	3sks/ 4.8ects	2sks/ 3.2ects	3sks/ 4.8ects

	National Courses	Faculty Characteristic Courses	ITS Characteristic Courses	Compulsory Program Study Courses	Elective Program Study Courses	Enrichment Courses

Elctive courses	Exhibition Design	Garden Design	Transportation Interior Design	Interior Innovation Design	Communication and Interior Presentation	Interior Startup Business

2.5 Scientific Concentration in the Interior Design Undergraduate Program

The scientific concentration in the Interior Design Study Program is divided into 3 laboratory-based scientific concentrations.

2.5.1 Behavior and Environment Laboratory

Behavior and Environment Laboratory is one of three laboratories in the Interior Design Department. This laboratory developed and analyzed the interrelation between humans as a user within the built environment. The scope of research in this laboratory focused on how humans adapt to their environment and vice versa.

Study on behavior and interior environment related to tangible and intangible aspects that connected to issues about sustainability. Our concern is about the quality of our community, such as health and welfare, innovation, industry, and infrastructure.

2.5.2 Aesthetic and Culture Laboratory

The laboratories implement the tridharma of higher education with a focus on the aesthetics of interior design in research and the development of knowledge to support the national and global creative industries.

Contributing to and serving in the development of Interior Design, particularly creative aesthetic values, through the tridharma of higher education activities, namely education, research, and community service based on intellectual, creativity, managerial strategies, and technology.

2.5.3 Interior Science Laboratory

Interior Science Laboratory, Department of Interior Design, part of the Faculty of Creative Design and Digital Business (FCREABIZ) ITS, operates as a research facility that advocates collaboration within the scientific realm of interior design and its allied technological advancements and environmental perspectives. The primary functions include Tri Dharma and developing sustainable partnerships with industrial associates. Fields of expertise include optimisation of space performance in buildings, interior design based on environmentally friendly smart technology, maritime interior design, development of spatially themed Extended Reality (XR) technology and interior design based on Building Information Modelling (BIM).

2.6 Course Learning Program

2.6.1 Attitude

a. Pious to Almighty God and be able to show religious attitude;
b. Upholding humanitarian values in carrying out duties based on religion, morals, and ethics
c. Contributing to improving the quality of life of society, nation, state, and the progress of civilization based on Pancasila;
d. Contributing as a proud citizen and love of the country, having nationalism and a sense of responsibility to the state and nation;
e. Respecting cultural diversity, views, religion, and beliefs, as well as the original opinions or findings of others;
f. Cooperating and possessing social sensitivity and concern for the society and environment;
g. Adhering to the law and be a disciplined citizen within social life and state;
h. Internalizing academic values, norms, and ethics;
i. Demonstrating a responsible attitude towards the work in the field of expertise independently;
j. Internalizing the spirit of independence, struggle, and entrepreneurship;
k. Striving to achieve excellent result; and
l. Working together to take full advantage of the potential possessed.

2.6.2 Knowledge Mastery

a. Mastering of the theoretical concept of design (Design Theory) in general;
b. Mastering the theoretical concepts of interior design functions and interior design language functions;
c. Mastering general concepts, principles and techniques
    1. Mastering the principles of interior design, interior, utility, lighting, electrical, acoustic, environmentally friendly materials and green energy;
    2. Mastering the principle of aesthetics and culture especially the principles and basic design, design style, accessories, design of the Indonesian archipelago, interior photography;
    3. Mastering the principles of human behavior and interior environment especially ergonomics, design methods, design and production of furniture, exhibition;
    4. Mastering the application of at least one software relevant to interior design.
d. Mastering the principles of design communication;
    1. The principles of presentation technique of interior design
e. Theoretical concepts of occupational health and safety and environmental preservation in general;
f. Factual knowledge of the current and latest technological developments in the field of interior design; and
g. The principles of entrepreneurship in the field of interior design, covering the concept and techniques of opportunity reading, cost estimation and calculation, finding sources of financing and the marketing of interior design products and services.

2.6.3 Special Skills

a. Capable of drawing up interior design concepts that integrates the results of the study of behavioral, technical, and value aspects related to interior design;
b. Able to design the interior independently, either manually or by using information technology and computing based design tools to meet the needs of the society, from residential scale up to the public space based on design theory, the study of user needs, and interior design issues;
c. Able to design thematic interior elements (furniture, walls, ceilings, and floors) based on technical and aesthetic characteristics of materials;
d. Able to produce interior design work as the proposed problem solving and fulfillment of society needs, which can be accounted academically and qualified for the requirement of function, aesthetics, construction, and meaning;

e. Able to communicate ideas in a communicative and informative visual form;
f. Able to design interior and interior elements that prioritizes local wisdom (local indigenous), environmentally friendly (green design), and sustainability.
g. Able to produce interior design work that has selling value both as professional and entrepreneur (designpreneur); and
h. Able to pioneer independent business in interior design sector.

2.6.4 General Skills

a. Capable of completing a wide range of work and analyzing data with a variety of suitable methods, both raw and standard ones;
b. Able to demonstrate quality and measurable performance;
c. Able to solve work problems with the nature and context appropriate to the field of applied expertise based on logical thinking, innovation, and responsibility of the results independently;
d. Able to prepare reports of results and work processes accurately and legitimately and effectively communicate them to others in need;
e. Able to work together, communicate, and innovate in their work;
f. Able to be responsible for the achievement of group work and supervise and evaluate the completion of work assigned to the worker under his / her responsibility;
g. Able to conduct a self-evaluation process against work groups under their responsibility, and manage the development of self-employment competence;
h. Capable of documenting, storing, securing, and rediscovering data to ensure validity and prevent plagiarism;
i. Able to develop themselves and compete in national and international level;
j. Able to implement environmental insight in developing knowledge;
k. Able to implement information and communication technology in the context of execution of its work; and
l. Able to apply entrepreneurship and understand technology-based entrepreneurship.

CHAPTER 3 LECTURES AND EVALUATION

3.1 Student Study Plan

At the beginning of each term, students are required to plan a programme of study with their designated lecturer, which is outlined in the online FRS.

Students can modify, append or withdraw a course that has been enlisted in the online Study Plan Form (FRS) subject to approval by their supervisor. Changes and additions can be made within the first three weeks of the relevant semester. The cancellation of a course can only be done from the first to the tenth week of the current semester. The maximum number of courses that students can undertake will be contingent upon their achievement index from the previous semester. The maximum number of courses a student may take must be discussed with the designated lecturer, and the relevant information can be found in Table

1. Students are required to plan student extracurricular activities (SKEM) each semester with the approval of the Guardian Lecturer.
2. Students in the preparatory stage in the first year are required to take the entire study load in the first semester and second semester.

In the second and subsequent semesters, the study load is determined by the IPS achieved at the previous semester, with the following provision:

Table 3.1 IPS Study Plan

IPS Score	**Max. Study Load**
IPS < 2.50	18 credits
2.50 ≤ IPS < 3.00	20 credits
3.00 ≤ IPS < 3.50	22 credits
3.50 ≤ IPS ≤ 4.00	24 credits

3.2 Learning Evaluation

Process evaluation of student learning outcomes must be conducted at least 4 (four) times within one semester. Students who fail to complete all required assignments or fail to participate in the evaluation stages will not receive a final grade for learning outcomes at the end of the semester or will receive an E grade. Evaluations can be in the form of assignments or exams, which can be written, oral, or practical. The final results of learning evaluation are expressed in numerical and letter grades. Mid-semester and end-of-semester exams are conducted together through Mid-Semester Evaluation and End-of-Semester Evaluation. In addition to the evaluations conducted together, evaluations can also be conducted through assignments and quizzes.

3.2.1 Assignments/Quiz

One form of learning evaluation is by giving assignments. Assignments can be provided on a scheduled or unscheduled basis, adjusted to the situation and conditions of the learning process. All students registered for a course are required to complete and submit assignments. Students who are absent when assigning or collecting assignments are still required to complete and submit assignments.

Learning evaluation can be carried out by holding quizzes. Quizzes can be held scheduled or unscheduled, adjusted to the situation and conditions of the learning process. Students who do not take the quiz for any reason will not get a make-up quiz.

3.2.2 Midterm Evaluation

The mid-semester evaluation is scheduled to take place midway through the semester. In the event that a particular course does not conduct a mid-semester evaluation, face-to-face sessions for said course will nevertheless continue during the evaluation period. The format of the mid-semester evaluation may vary across different courses. Certain courses administer mid-semester evaluations with portfolio progress outputs, particularly those pertaining to design coursework.

For a course to qualify for a mid-semester evaluation, it must have conducted a minimum of 5 face-to-face sessions since the commencement of the semester. As for student eligibility to participate in the mid-semester evaluation, it is imperative that they have achieved an attendance rate of no less than 66% of the total anticipated face-to-face sessions (6 sessions – Maximum of 2 absences).

3.2.3 Final Semester Evaluation

The Final Semester Evaluation is conducted at the end of the semester. If a course does not hold a Final Semester Evaluation, then during the evaluation period, face-to-face sessions for that course will still take place. The format of the Final Semester Evaluation may vary for different courses. Some courses conduct the Final Semester Evaluation with final portfolio outputs, particularly in design courses.

The requirements for a course to conduct the Final Semester Evaluation include having held a minimum of 5 face-to-face sessions since the Mid-Semester period. As for student eligibility to participate in the Final Semester Evaluation, it is essential that they have maintained an

attendance rate of at least 66% of the face-to-face sessions since the mid-semester period (6 sessions – Maximum of 2 absences).

3.3 Examination Regulations / Regulations for Submission of Major Assignments

The examination consists of 3 types of theory exams, namely literature study, studio, and lab-based, which can be conducted through the myITS platform.

Rules for Literature Study/Theory Exams:

Students must arrive on time; those arriving 30 minutes after the exam has commenced are prohibited from participating in the exam.

Students are prohibited from bringing any communication devices.

Students are prohibited from borrowing writing utensils from one another.

Students are not allowed to leave the room for any reason.

For open book exams, borrowing books or bringing electronic devices is not permitted.

For open note exams, the notes brought must be original handwritten materials (not photocopies/typed).

For close book exams, bringing notes in any form is not permitted.

Students are prohibited from communicating in any form with other students.

Violations of exam regulations will result in sanctions according to academic rules.

3.4 Deferred Examination

Regarding The 2019 Academic Regulations of Institut Teknologi Sepuluh Nopember mentioning that evaluations or exam of each course is carried out at least 4 (four) times and are applied to students who are registered as course participants, including students who cannot follow the evaluation due to illness, disability, or other reasons. For this reason, the evaluation by the study program needs to pay attention to the followings in this Circular Letter.

Criteria:

1. The inability to take the exam due to illness means that the student has health problems that can reduce the student's ability to achieve maximum results that reflect the student's knowledge and skills.
2. This criterion does not apply to minor illnesses such as flu, diarrhea, or mild headaches.
3. The inability to take the exam due to disability means that the student has disabilities as a result of any accident such as traffic accident. The disabilities including the loss of a limb or the malfunctioning of one of the five senses, as well as mental disorders.

4. Students who are permanently disabled from the start are not regulated in this letter because it is assumed that they have the same rights as students who are not disabled.
5. The inability to take the exam due to other reasons may be determined by the program management.

Evidence of inability to follow evaluation due to illness, disability, or other reasons

1. Students who are sick, disability, or other reasons according to point B.1 and B.3 are proven by a statement letter from a doctor or hospital that includes the time span of the permit granted.
2. Students who experience due to other reasons according to point B.5 is proven by a statement letter from the program management that includes the time span of the permit granted.
3. If the permit period is exceeded, the student is required to take care of a new doctor's or hospital's statement letter.
4. This statement letter is automatically invalid if the student has participated in normal academic activities.
5. If the candidate student becomes aware of their health problem and takes the risk of failing the exam by attending it, this is entirely their own decision.

Requirements for a Doctor's or Hospital's Statement Letter Doctor's or hospital's statement letter at least includes the following data or information:

1. Date/estimated duration of illness
2. Doctor's date, stamp and signature
3. A doctor's or hospital's statement letter need to specify the candidate's inability to take an examination but does not need to specify any symptoms or diagnostic details.
4. A doctor's or hospital's statement letter must be submitted before the evaluation is carried out via email to the study program, and also send the document to the study program's office address.

Special Regulations Regarding Childbirth

1. In this condition the student is on maternity leave from the student's home institution, then the student can take the option of academic leave.

2. If a student is unable to take part in the evaluation due to childbirth, the student is required to submit a birth statement letter from a doctor or hospital and a doctor's or hospital’s statement letter regarding the duration of the permit to be obtained.

Withdrawal due to illness after the evaluation is carried out

1. A student who falls ill during an exam can leave the exam room, and immediately go to a doctor or hospital for a check-up.
2. Students report their illness to the exam supervisor, then the exam supervisor will record this incident in the exam report.
3. A doctor's or hospital’s statement letter must be submitted before the evaluation is carried out via email to the study program, and also send the document to the study program's office address

Obligations of study program

1. The study program is obligated to notify all subject lecturers that students are unable to attend lectures or exam and make a copy of the doctor's or hospital's statement letter to be submitted to the lecturers.

3.5 Evaluation Assessment

The evaluation of courses is conducted by converting numerical grades into letter grades. This grading conversion is based on the ranges predetermined in the academic regulations of ITS.

Table 3.2 Conversion of Numbers to Letters

Numeric Value	Letter Grade	Numerical Grade	Description
86 – 100	A	4	Excellent
76 – 85	AB	3,5	Very Good
66 – 75	B	3	Good
61 – 65	BC	2,5	Adequate
56 – 60	C	2	Sufficient
41 – 55	D	1	Insufficient
0 - 40	E	0	Very Poor

3.6 Retaking a Course

Students can retake all courses they have previously taken according to the semester of those courses, except after the fourth semester, students are not allowed to retake courses in previous stages. The recognized grade for retaken courses is the last grade obtained.

3.7 Final Project

Each student who will complete their studies in the Interior Design undergraduate program is required to create a design work called the Final Project, after meeting certain requirements. The Final Project is in the form of an interior design that has characteristics including:

Having problem formulation for design and ideas as problem-solving solutions for interior design development.

The title of the Final Project is chosen by the student themselves or determined by the supervising lecturer.

Based on field observations (primary data) and/or analysis (secondary data).

Must follow a methodological order.

Under periodic and regular guidance by the supervising lecturer.

Must be precise in presentation (academic writing or drawing rules).

Defended in an oral examination in front of the team of examining lecturers.

Published in journals and/or scientific seminars.

3.7.1 Goals

Through the formulation of the Final Project, it is anticipated that students will be adept at consolidating, applying, and synthesizing all acquired knowledge, skills, and ideas to address issues within their specialized field. This process should be conducted systematically, logically, critically, and creatively, underpinned by precise analysis and supported by accurate data and information.

The preparation of the Final Project is one of the requirements for completing studies in the bachelor's and diploma programs, aimed at enabling students to:

Cultivate a scientific mindset.

Identify and formulate design problems rationally and creatively, assessed as important and beneficial from various perspectives.

Execute the interior design process, from conceptualization to the development of ideas to the creation of design documentation.

Undertake rational and creative design studies and processes, resulting in accurate and aesthetic designs.

Present and defend the outcomes of the Final Project in an oral examination before the examining panel of lecturers.

3.7.2 Programming for Final Project

Students can enroll Final Project course once they have completed a minimum of 110 credit hours, passed Design Studios 1-5, and completed their Internship Program.

3.7.3 The Stages of Final Project Assessment

Review and assessment of the Final Project are conducted in 4 stages:

1. Colloquium 1

   Colloquium 1: Concept design/presentation material, 3 alternative space layout designs, selection of alternative, and 3 conceptual sketches for the selected alternative.

2. Colloquium 2

   Colloquium 2: Concept design/presentation material, development of the selected space layout, Detail of Selected Space 1 and Selected Space 2, Final Project Report (from Introduction to Concept Design).

3. Colloquium 3

   Colloquium 3: Exhibition, Assessment of Final Project Defense Feasibility.

4. Final Project Defense

The schedule for Colloquium 1, Colloquium 2, Colloquium 3, and Final Project Defense is determined by the department according to the department's graduation schedule. The requirement to proceed to Colloquium 2 is passing Colloquium 1, and the requirement for the Final Project Defense is passing Colloquium 3. Students who fail Colloquium 1 can revise and retake Colloquium 1 in the following session's schedule.

3.7.4 Final Project Outcomes

The feasibility of the Final Project defense is assessed based on the completeness and feasibility of the produced outputs, including:

Final Project Report

Presentation Material

Working Drawings and Bill of Quantities (BOQ)

Presentation Drawings and Animations

Models/Prototypes

3.8 Internship

Kerja Profesi (KP) is one of the subjects that has 3 SKS (3 Credit Semester) that are mandatory for Interior Design ITS students before they work on Final Project. This subject is intended as a learning process for students to feel how to work as Interior Designer in real lids. Kp experience will prepare students for work after graduation.

The Department of Interior Design requires the students who are in their 6th semester and passed Interior Design 4 Subject, to take a Kerja Lapangan (KP). KP will hold for minimum 3o work days in a company that has a portfolio and good credibility. KP's Koordinator will decide the valuation of the company.

3.9 Indeks Prestasi

The measurement of the success of learning process and outcome is expressed in the Achievement Index (IP) which is calculated as follows:

$$\boldsymbol{IP}=\Sigma \boldsymbol{Ki\ x\ Nini}=\mathbf{1}\Sigma \boldsymbol{Kini}=\mathbf{1}$$

- N = the numerical value of the evaluation outcome of each course.
- K = amount of credit for each subject.
- n = number of courses taken.

The measure of learning activity success within a semester is expressed through the Semester Grade Point Average (GPA); GPA is calculated from all courses taken during that particular semester. Cumulative Grade Point Average (CGPA) is the grade point average calculated from all courses taken from the first to the last.

3.10 Graduation and Graduation Predicate

Students are declared graduates from the Department of Business Management if they meet the following criteria:

1. Have completed and passed the internship.
2. Have completed the thesis and successfully passed the thesis defense.
3. Have completed a minimum of 144 credit hours, including the thesis assignment.
4. Have achieved the targeted learning outcomes of the study program without receiving grades of D and E.
5. Meet the minimum requirements for foreign language proficiency (TOEFL: 477; Japanese: 280; German: 66; French: 66; Mandarin: 66; Arabic: 66).

6. Meet the minimum credit system for Extracurricular Credit System for Students (SKEM): at least 1300.

ITS graduates are awarded graduation predicates consisting of three levels: Satisfactory, Very Satisfactory, and With Distinction. Graduation predicates are determined based on GPA and length of study as follows:

The predicate of graduation is determined based on the GPA and the period of study as follows:

a. Undergraduate Program

Predicate	**GPA**	**Study Period**	**Notes**
Cum laude	> 3.50	≤ 4 years	Minimum score is BC.
Very Satisfying	> 3.50	> 4 years	
3.01 ≤ GPA ≤ 3.5	-		
Satisfactory	2.76 ≤ GPA ≤ 3.00	-	

3.11 Student Academic Duration

The maximum permitted study duration for students is 14 (fourteen) semesters. Upon the end of the 2nd (two) and 4th (four) semester, an evaluation of the study period is carried out. Undergraduates may proceed with their studies if they meet the required standards:- In the preparatory stage, a minimum of 18 out of 36 credits taken within the first two semesters should receive a grade of at least 2.0 for courses other than those worth E. By the end of the fourth semester, all 36 credits of the preparatory stage should be completed with a minimum grade of C.

The undergraduate stage must be completed within a maximum duration of 10 semesters (or 14 semesters if combined with the preparatory stage), encompassing 144 credits with all grades at least C.

3.12 Academic Study Leave

Students may apply for study leave after attending lectures for at least two semesters. Those who are pregnant or unable to engage in academic activities due to treatment may apply for leave even during the first semester. Leave can be granted for up to four semesters while studying at ITS, with a maximum of two consecutive semesters allowed for each leave.

Applications for study leave must be presented to the Dean no later than four weeks from the beginning of the semester, unless supported by the aforementioned reasons along with corresponding documents and acknowledged by the designated teacher and the Head of the Study Programme/Department. The period of absence will not be accounted for in the study duration.

3.13 Discontinuation of Academic Studies

During their education at ITS, every student may be considered to withdraw or be dismissed. Withdrawal or dismissal may occur due to the following reasons:

Student voluntarily withdraws.

Student fails to re-register for two consecutive semesters, considered as voluntary withdrawal.

Study period expires.

Violation of ITS regulations.

Withdrawal as mentioned is determined by the decision of the Rector. Students declared to withdraw, except those violating ITS regulations, are entitled to receive a certificate and a study performance list.

3.14 Violation of Academic Code of Ethics

Students are required to adhere to an academic code of ethics in academic activities both within ITS and outside ITS, in accordance with the provisions outlined in the Regulation of the Rector on Student Code of Ethics and the Regulation of the Rector on Student Rights and Obligations. Violations of academic ethics entail breaches related to academic activities within or outside ITS. These violations may include:

Cheating in exams/quizzes/tests,

Plagiarism in coursework/thesis/dissertation assignments,

Substituting another person's role in evaluations,

Instructing others to impersonate themselves in evaluations,

Misuse of information and electronic transactions, collusion with officials to cheat, and/or identity fraud.

3.15 Academic Sanctions

Academic sanctions can be imposed on students who violate academic regulations. The types of sanctions that may be imposed on students include warnings, counseling, partial or complete

cancellation of learning evaluation results, cancellation of one or several courses, cancellation of all courses in one semester, and/or revocation of student status, either temporarily or permanently. In more detail, the implementation of sanctions can include:

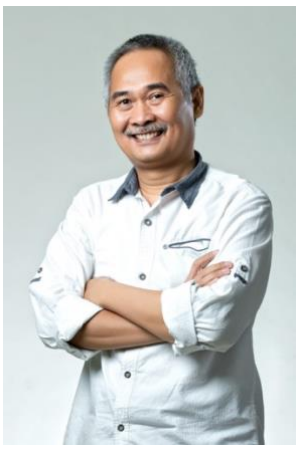
Cheating in completing coursework tasks, such as plagiarism and cheating, will be followed up by the examination team using checking mechanisms such as iThenticate, AI proctor, Google Image. If caught once, a warning will be issued and the student will be asked to redo the work. If repeated, the student will receive an E grade sanction for the course.

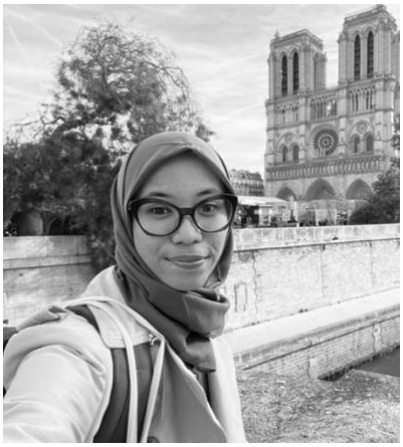
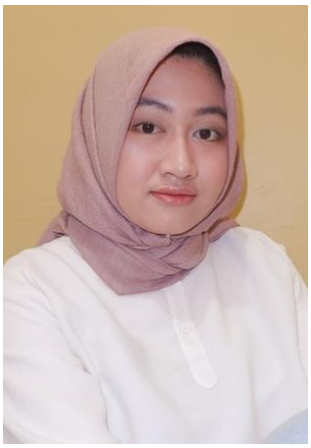
Cheating in completing EBTS exams will result in an ETS grade sanction for the respective course, which receives a grade of 0.

Cheating during exams in EBAS will result in the cancellation of all courses in that semester.

Appendix: Faculty and Educational Staff Profiles

Lecturer Profiles

Behavior and Environment Laboratory			
No.	Name and Employee Identification Number (NIP)	Descriptions	Expertise
1.	 Dr. Ir. Prasetyo Wahyudie, M.T. NIP 19650120 198903 1 002	Lecturer of Interior Design Department	Interior Environmental Psychology Construction Project Managing Environmental Psychology
2.	 Dr. Ir. Susy Budi Astuti, M.T. NIP 19650624 199002 2 001	The Head of Behavior and Environment Laboratory Lecturer of Interior Design Department	Healing Environment Therapeutic Built Environment Design Biophilic Design Aquaculture
3.		Lecturer of Interior Design Department	Artistic Programme Basic Design Aesthetic Design

	 Lea Kristina Anggraeni, S.T., M.Ds. NIP 19800720201504 2 001		
4.	 Yasmin Zainul Mochtar, ST., MA. NIP 1991202012036	Lecturer of Interior Design Department	Interculturalism History of Interior Design Basic Design Anthropology Human Behavior
5.	 Onna Anieqo Tanadda, S.Ds., M.Ds. NIP 2022199712035	Lecturer of Interior Design Department	Basic Design Artistic Programme Aesthetic Design

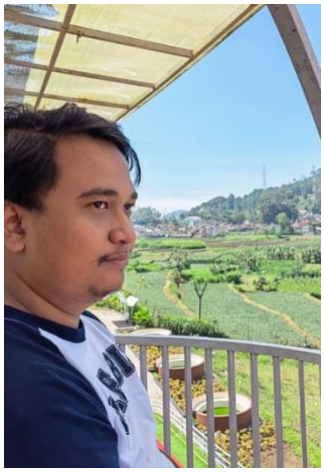
Laboratory of Aesthetics and Culture			
No.	Name and Employee Identification Number (NIP)	Descriptions	Expertise
1.	 Dr. Ir. Budiono, M.Sn. NIP 19590604 199002 1 001	The Head of Laboratory of Aesthetics and Culture Lecturer of Interior Design Department	Islamic Design and Architecture
2.	 Ir. Nanik Rachmaniyah, M.T. NIP 19651109 199002 2 001	Lecturer of Interior Design Department	Aesthetics and Behavior in Public Spaces
3.	 Dr. Firman Hawari, S.Sn., M.Ds. NIP 19720201 199903 1 001	The Head of Postgraduate Interior Design Program Lecturer of Interior Design Department	Aesthetics Design Thinking Research Methodology
4.		Lecturer of Interior Design Department	Basic Design

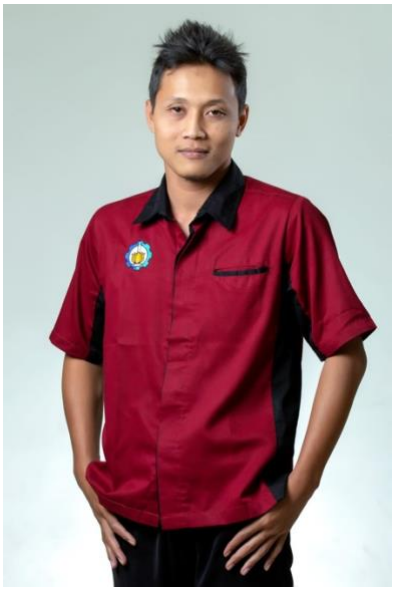
	 Anggri Indraprasti, S.Sn., M.Ds. NIP 19710819 200112 2 001		Nusantara Design Interior Design and Aesthetics Interior Design and Function Interior Design and Culture
5.	 Aria Weny Anggraita, S.T., M.MT. NIP 19820801 200912 2 003	Lecturer of Interior Design Department	Basic Design Artistic Programme Aesthetic Design Pattern Design
6.	 Ajeng Kusumadewi Putri Jatmiko, S.Ds., M.Arch. NIP 1997202312067	Lecturer of Interior Design Department	Arsitektur Vernakular

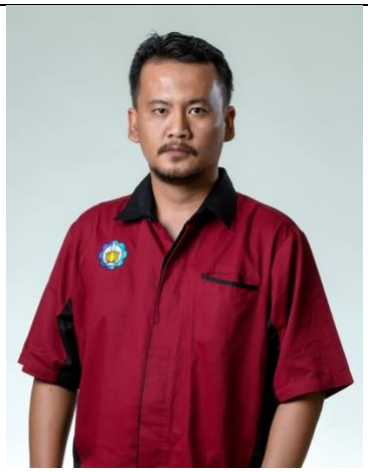
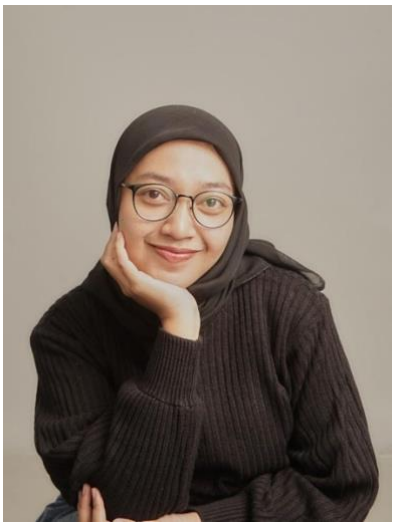
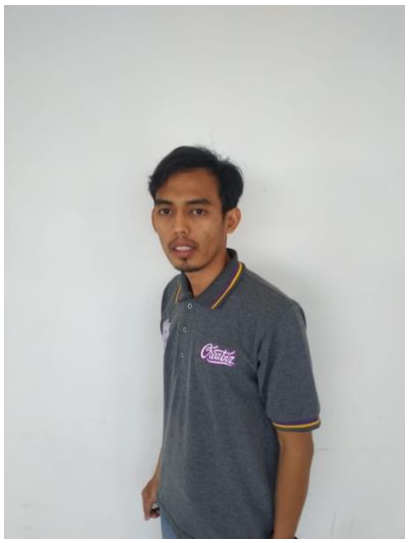
Interior Science Laboratory			
No.	Name and Employee Indentification Number (NIP)	Keterangan	Keahlian
1.	 Dr. Mahendra Wardhana, S.T., M.T. NIP 197204282003121001	The Head of Interior Design Department	Interior Design Human Behavior Aesthetic Design Basic Design Spatial analysis, Interior
2.	 Thomas Ari Kristianto, S.Sn., M.T. NIDN 0029047503	Lecturer of Interior Design Department	Transportation Design Multifunction Furniture Design Interior Lighting Multifunction Furniture Design
3.	 Anggra Ayu Rucitra, S.T., M.MT. NIP 19720201 199903 1 001	Lecturer of Interior Design Department	Healing Environment Therapeutic Virtual Reality Biophilic Design Aquaculture

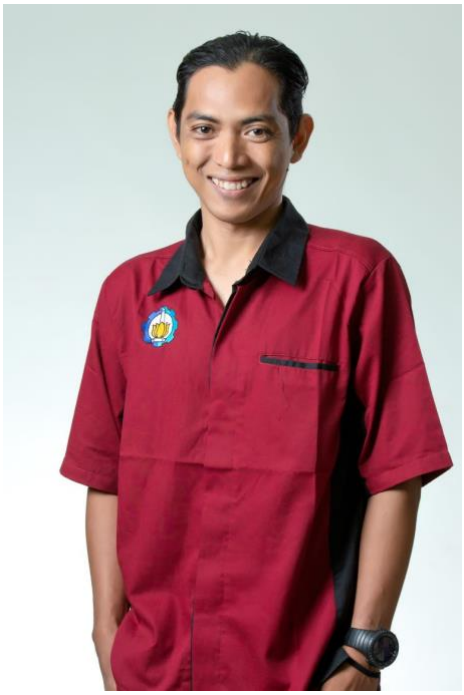
4.	 Caesario Ari Budianto, S.T., M.T. NIP 19851216 201504 1 002	The Secretary of Interior Design Department	CAD/CAM Interior Design technology BIM Interior Design Physic Building Performance Automation & Smart System for Interior Virtual Reality
5.	 Okta Putra Setio Ardianto, S.T., M.T. NIP 1989201711043	The Head of Interior Science Laboratory Lecturer of Interior Design Department	Computer Aided Manufacture Interior Design Digital Design Computational Interior Design Photography
6.	 Yaritsa Husni Sabiela, S.Ds., M.Ds. NIP 1998202312026	Lecturer of Interior Design Department	Extended Reality Child Environment

Educational Staff Profile

No.	Name and Employee Identification Number (NIP)	Description
1.	 Veronica Liestyani Ratih, S.S. NIP 19690301 199303 2 001	Head of The Genaral Sub Section
2.	 Ricky Wicaksono, S.M. NIP 1995202121039	Academic Administration Staff
3.	 Yulia Rizviyanti, ST	Expenditure Assistant Treasurer

	NIP 19750707 201409 2 002	
4.	 Bagus Arianto NIP 1984201821371	Alumni and Student Administration Staff
5.	 Yudha Firman Prasetya NIP 1986201721447	Computer Technician
8.		Office Attendant

	 Afianto NIP 1987201821115	
9.	 Arifa Tantri Wijayanti, S.T	Staff
10.	 Dani Ardiansyah, S.T	Facilities and Room Cleanliness Officer, 3rd Floor

11.	 Hariyono, S.T	Workshop and Library Officer

Appendix: Description of Courses

Course unit title	Design Basics
Course unit code	DI184101
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	1st semester
Number of ECTS credits allocated	6,4 ECTS Credits
Name of lecturer(s)	Lea Kristina Anggraeni, S.T., M.Ds. and Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Students can understand and apply design elements and design principles in the process of doing basic task form and design in general; 2. Students can understand and master the scope of each stage of basic activities form 2D, 2D + and 3D 3. Students are able to carry out the stages of basic learning activities form creatively, systematically and accurately 4. Students are able to compile theories and applications to realize the work of the composition of the elements of 2D, 2D + and 3D and the basic design of a decent interior and can be accounted for 5. Students are able to present both manual and digital presentation, complete, systematic, accurate, and interesting 6. Students are able to work independently or team, account for his work and take a role in teamwork.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	
Course content	1. Design elements and principles 2. Design basics: shape, chromatic values, texture 3. Design principles: rhythm, harmony, and unity 4. Characteristics and details of line drawings 5. Munsell's theory of color 6. Theory of color characteristics, hue, shade, and tint 7. Application of natural and man-made materials for design basics 8. Shape and texture composition 9. 2D+ basic concept for interior composition 10. Design elements and principles in 3D interior composition 11. Optimalization of 3D composition with vanishing points 12. Objects and colors in interior composition 13. Accentuation in interior composition 14. Interior composition with minimalistic and basic shapes in a 3D plane

Recommended or required reading and other learning resources/tools	1. Ching, Franchis D. K. 2007. Architecture. *Form, Space and Order ed. 3rd. NJ* : John Wiley & Son Inc. 2. Ocvirk, Otto; Bone, Robert; Stinson, Robert; Wigg, Philip. 1981. *Art Fundamentals Theory and Practice*. Iowa : William C. Brown Company 3. Wong, Wucius. 1986. *Beberapa Asas Merancang Dwimatra*, translated by Adjat Sakri. Bandung : Penerbit ITB. 4. Wong, Wucius. 1989. *Beberapa Asas Merancang Triimatra*, translated by Adjat Sakri. Bandung : Penerbit ITB.
Planned learning activities and teaching methods	Discovery Learning; Project Based Learning; Team Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Evaluation and Final Evaluation

Course unit title	Interior Drawing
Course unit code	DI184103
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	1st semester
Number of ECTS credits allocated	4,8 ECTS credits
Name of lecturer(s)	Okta Putra Setio Ardianto, S.T., M.T. and Caesario Ari Budianto S.T., M.T.
Learning outcomes of the course unit	1. Students are able to understand concepts and practice techniques for drawing 2D and 3D objects 2. Students are able to understand concepts and practice compositional aesthetic techniques in drawing 3. Students are able to understand concepts and practice rendering lighting, shading and materials in drawing 4. Students are able to understand concepts and practice drawing objects with aesthetic considerations
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Introduction of drawing tools as a means of human communication with their drawing space/media 2. Introduction of independent 3D shape elements as elements of human interaction with space 3. Understanding of structure and construction to realize the essence and accuracy of form 4. Applications of lines to form shadow, depth, dimension, and composition 5. Structure, construction, perspective, dimension, and composition of drawing objects
Recommended or required reading and other learning resources/tools	1. Indraprasta, Alwin, dkk (2015). *Standar Informasi Dalam Gambar Manual.* Program Studi Arsitektur. ITB
Planned learning activities and teaching methods	Blended Learning
Language of instruction	Indonesian and English
Assessment methods and criteria	Assignment, Project, Midterm Evaluation and Final Evaluation

Course unit title	Interior Drafting
Course unit code	DI184102
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	1st semester
Number of ECTS credits allocated	3,2 ECTS credits
Name of lecturer(s)	Ir. Nanik Rachmaniyah, M.T.
Learning outcomes of the course unit	1. Students are able to understand interior drafting standardization (line, letter, and number notations) 2. Students are able to explore interior drafting in interior design basics 3. Students are able to use their spatial understanding in simple projection drawing for work drawing 4. Students are able to make elevation drawings from every angle 5. Students are able to draw basic 3D drawings (isometric, dimetric, trimetric, and oblique) and single vanishing point drawings 6. Students are able to make basic work drawings using the ISO standard 7. Students are able to present their work drawings to project owners
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	
Course content	1. Architectural, civil, and interior work drawing basics 2. Line thickness and variation in work drawings 3. Object projection drawing and coordinates 4. Line notation, dimensions, and title block 5. Simple elevation drawing using basic blocks 6. European and American elevation drawings 7. 1st and 3rd quadrant projections 8. Section drawing and furniture detail drawing 9. Furniture isometric drawing 10. Theory of single and double vanishing point perspective drawing for furniture projection
Recommended or required reading and other learning resources/tools	Ching. Francis, [2002]. *Menggambar Suatu Proses Kreatif*. Jakarta, Penerbit Erlangga. Giesecke, Frederick E.,Mitchell, Alva., Spencer, Henry Cehcl., Hill, Ivan Leroy., Dygdon, John Thomas dan Novak, James E., [2002]. *Gambar Teknik , Jilid 1, Edisi Kesebelas*. Jakarta, Penerbit Erlangga.

	Koch, Robert., Muller, Willi., Ruegg, Ueli., Stahli, Richard dan Waber, Erns, [1997]. *Pedoman Gambar Kerja*. Semarang, Kanisius.
Planned learning activities and teaching methods	Blended Learning
Language of instruction	Indonesian and English
Assessment methods and criteria	Assignment, Project, Final Evaluation

Course unit title	Constructive Drawing
Course unit code	DI84205
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	2nd Semester
Number of ECTS credits allocated	4,8 ECTS credits
Name of lecturer(s)	Caesario Ari Budianto, S.T,, M.T. Okta Putra Setio Ardianto, S.T., M.T.
Learning outcomes of the course unit	1. Able to working together in creating interior and building engineering drawing 2. Able to communicate their own engineering drawing. 3. Able to master computers for interior drawing.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Introduction of Construction Drawing subject and the relationship with other subject 2. Building engineering 3. Construction engineering drawing standard 4. Interior construction drawings
Recommended or required reading and other learning resources/tools	1. Tamrin A.G. (2008). Teknik Konstruksi Bangunan Gedung. Direktorat Pembinaan Sekolah Menengah Kejuruan. Jakarta 2. Putro. Haryono (-). Konstruksi Bangunan. Universitas Gunadarma 3. 3. – (2006). Pedoman Teknis Bangunan Tahan Gempa. Direktorat Jenderal Cipta Karya 4. Herman Hanstein (2018), Constructive Drawing : A Text-Book for Home Instruction, High Schools, Manual Training Schools, Technical Schools and Universities 5. Richard B. (2004), Building Construction Drawing: A Class-book 6. Philip W. Metzger (2007), The Art of Perspective: The Ultimate Guide for Artists in Every Medium 7. Mattew T. Bhrem (2016), Drawing Perspective: How to See It and How to Apply It 8. W. E. Sparkes (2007), Lessons on Shading

	9. Gilles Beloeil, Roberto F. Castro, Andrei Riabovitchev, (2013), Art Fundamentals: Color, Light, Composition, Anatomy, Perspective, and Depth 10. Giovanni Chivardi, (2006) Drawing Light & Shade: Understanding Chiarascuro
Planned learning activities and teaching methods	Project-Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Presentations, assignments, discussions, quizzes, laboratory practices

Course unit title	Artistic Program
Course unit code	DI184101
Type of course unit (compulsory, optional) MK wajib/pilihan	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	2nd Semester
Number of ECTS credits allocated	4,8 ECTS credits
Name of lecturer(s)	Aria Weny Anggraita, S.T., M.MT Lea Kristina Anggraeni S.T., M.Ds. Onna Anieqo Tanadda, S.Ds., M.Ds. (Team Teaching)
Learning outcomes of the course unit	1. Students can understand and master the scope of each stage of basic activities from 2D. 2. Students are able to compile the theory and applications to create the work of 3D composition and the basic design of a decent interior which can be accounted for. 3. Students are able to carry out the stages of basic learning activities creatively, systematically and accurately. 4. Students are able to present both manual and digital presentation, complete, systematic, accurate, and interesting
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	Basic Design
Course content	1. Introduction of self-contained 3D shapes as an element of human interaction with space 2. The application of production theory related to materials, technology, procedures, and time and associated with the theory of 3D form composition: balance, proportion, repetition, dominance, rhythm, and harmony. 3. Color composition theory: balance, proportion, repetition, dominance, rhythm, and color harmony and its application to 3D media, as well as performing the visualization theory of shapes and colors by applying the concept of production, to represent the composition of the shape and the base color in the space without the charge of function value to analyze its impact on the interior of the space 4. Production step is needed to visualize 3D form and analog color in interior perspective by presenting material concept, shape, and color in interior space prototype with basic circulation function to analyze the

	composition and impact to interior directly 5. Visualization of shape and complementary color in interior perspective by presenting material, shpae, and color concept in interior mockup with circulation basic function to analyze composition and impact to interior directly 6. Visualization of shape and complementary color in interior perspective through presenting material, shape, and color concept in interior mockup with circulation basic function to analyze composition and impact to interior directly
Recommended or required reading and other learning resources/tools	1. Cohen,Aaron and Cohen Elainen,Designing and Space Planning for Libraries,1990. 2. Dreyfuss, Henry, 1976, The measure of man, Human Factor in Design, McGraw Hill, USA. 3. Niebel,Benyamin,Methods Standards and Work Design(Eleventh Edition),1999. 4. Papanek, Victor., 1983, Design for Human Scale, Van Nostrand Reinhold Co, New York. 5. Wong, Wucius. 1986. Beberapa Asas Merancang Dwimatra, diterjemahkan oleh Adjat Sakri. Penerbit ITB Bandung. 6. Partap Rao, (2006), Interior Design (Principles& Practice) 7. Anna Starmer, (2005), The Color Scheme Bible: Inspirational Palettes for the Interior Designer 8. Frida Ramstedt, (2020), The Interior Design Handbook
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Technical Drawing
Course unit code	DI1840204
Type of course unit (compulsory, optional) MK wajib/pilihan	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	2nd Semester
Number of ECTS credits allocated	4,8 ECTS credits
Name of lecturer(s)	Ir. Nanik Rachmaniyah, M.T.
Learning outcomes of the course unit (CPMK)	1. Students are able to working together in creating interior and building engineering drawing 2. Students are able to communicate their own engineering drawing. 3. students are able to master computers for interior drawing.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	Interior Drafting
Course content	1. Interior Technical Drawing Standard. Introduction and Knowledge of: a. Refreshing standard drawing technique 1, b. Standard working drawings on interior projects c. Knowledge of floor plans and giving dimensions and floor level. Introduction Knowledge of giving dimensions to interior and architectural drawings d. Knowledge of standardization and supporting elements of a representative image of the pieces and appropriate, a. Knowledge of standardization and supporting elements of detail drawings are representative and appropriate. 2. Introduction and knowledge of common interior technical drawing a. House Plan 1 storey house with building area 80-100 m2 / land area 150-200 m2, b. Knowledge of the elements in interior plan drawings, c. Knowledge of the notation and the dimensions contained in the interior plan drawings. d. Draw a floor plan with scale, size, dimension, thickness of line using drawing pen / rapido, Draw lay out furniture on a floor plan using a pencil 3. Floor plan and ceiling plan drawing a. Floor plan in interior project and supporting element therein, b. Plafond plan and lighting points in interior

	projects and supporting elements therein. 4. Elevation and section drawing for interior a. Draw Interior and longitudinal cuts, b. Description of the image on the image pieces are representative and appropriate, c. Standardization creates a snippet image: thick lines, notations, and dimensions 5. Perspective interior drawing: a. Perspective drawing 2. b. point perspective, c. Image notation supporting the 2 point perspective image Coloring technique on representative interior engineering drawings. 6. Interior detail technical drawing a. Picture of architectural interior detail, picture description and supporting element. b. Picture detail of interior furniture and connection details. c. Picture of architectural interior detail, picture description and supporting element. d. A detailed image of the aesthetic elements of the interior and connection details.
Recommended or required reading and other learning resources/tools	1. Ching, Francis. 2002. Menggambar Suatu Proses Kreatif. Jakarta : Erlangga. 2. F.X Budi Widodo Pangarso. Teknik Gambar Sketsa Arsitektur (interior eksterior). 3. Kiyo Katsu Suga. 1987. Menggambar Teknik, Edisi 4. Jakarta: Pradya 4. Construction Drawing and Detail for Interior, Rosmary Kilmer and W. Otie Kilmer 5. Architectural Drafting for Interior Design, Lydia Sloan Cline, 2008 6. Hand Drafting for Interior Design, Diana Bennett Witz 2009 7. Richard B. (2004), Building Construction Drawing: A Class-book 8. Herman Hanstein (2018), Constructive Drawing : A Text-Book for Home Instruction, High Schools, Manual Training Schools, Technical Schools and Universities 9. Wong, Wocius, Principles of Form and Design Gollwitzer. Menggambar bagi Pengembangan Bakat. Penerbit ITB. 10. Giesecke, Mitchell,Spencer Hill, Dygdon Novak, Gambar Teknik, 2000, Erlangga 11. Perspective Drawing Handbook (Dover Art Instruction) by Joseph D'Amelio 12. Basic Perspective Drawing: A Visual Approach by John Montague
Planned learning activities and teaching methods	Project-Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Project, assignments, laboratory practices, final project

Course unit title	Introduction to Built Environment
Course unit code	DI184733
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	Semester 2
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Dr. Ir. Susy Budi Astuti, M.T.
Learning outcomes of the course unit	1. Students understand the concept of behavior, built environment and sustainable design 2. Students are able to see the phenomena that occurs in Indonesia related to lifestyles and ecological issues 3. Students understand the relationship between lifestyle prevailing in society as the basic concept in designing interior and its aesthetic elements 4. Students understand and able to apply the process of design and sustainability management in designing the interior and its supporting elements 5. Students recognize, understand the characteristics of material and are able to choose the right material to support the sustainable design 6. Students are able to create design as problem solver, which is visually attractive and environmentally friendly. 7. Students are able to create research based on behavior, lifestyle and environmental ecological issues.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Human Habit 2. Lifestyle 3. Environmental Ecological Issues 4. Sustainable Design
Recommended or required reading and other learning resources/tools	1. Hall, Edward T. 1966. *The Hidden Dimension.* Anchor Books. ISBN 0-385-08476-5. 2. Lauraens, Joyce M. (2005). *Arsitektur dan Perilaku Manusia.* Jakarta: Penerbit Grasindo. 3. Moskow, Keith G. _. *Sustainable Facilities : Green Design, Construction, and Operations.* USA:McGraw Hill 4. Winchip, Susan. 2011. Sustainable Design for Interior Environments 2nd Edition. New York : Fairchild Books. 5. Karlen, Mark. 2016. Space Planning Basics. New York : Wiley. 6. Slotkis, Susan. 2017. Foundations of Interior Design: Studio Instant Access. New York : Fairchild Books.

	7. Grimley, Mimi. 2018. The Interior Design Reference & Specification Book. New York : Rockport Publishers. 8. Hristova, Czepczyński. 2018 Public Space: Between Reimagination and Occupation. New York : Routledge. 9. Ramstedt, Frida. 2020. The Interior Design Handbook: Furnish, Decorate, and Style Your Space. Sweden : Clarkson Potter. 10. Magidson, Ariel. 2023. Your Space, Made Simple: Interior Design that's Approachable, Affordable, and Sustainable. Blue Star Press.
Planned learning activities and teaching methods	Introduction lecture, Discussion,
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Presentation, Midterm Exam, and Final Exam

Course unit title	Interior Design and Aesthetics
Course unit code	DI184307
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	3rd semester
Number of ECTS credits allocated	8 Credits
Name of lecturer(s)	1. Dr. Ir. Susy Budi Astuti, M.T. 2. Dr. Ir. Prasetyo Wahyudie, M.T. 3. Aria Weny Anggraita, S. T., M. MT. 4. Onna Anieqo Tanadda, S. Ds., M. Ds. 5. Lea K. Anggraeni, S.T., M. Ds. 6. Okta Putra Setio Ardianto, S. T., M. T. 7. Ir. Nanik Rachmaniyah, MT.
Learning outcomes of the course unit	1. Be able to select and define the images as a complementary reference to the presentation media of the image board in accordance with the theme of the task of one room living. 2. Able to create simple design concepts about user studies, activity studies, facility requirement studies, space requirement studies, design goals, problems, and design solutions (micro-macro concepts). 3. Being able to brainstorm the ideas of design and development through perspective sketch (manual / freehand drawing). 4. Able to translate alternative design ideas from perspective sketches into 3D model studies to enrich insights and design exploration. 5. Be able to translate selected designs from several alternatives into working drawings (engineering drawings) which include the floor plan, drawings, detailed aesthetic elements, furniture detail drawings, floor-ceiling plans, and spatial perspective. 6. Able to create a representative magazine interior (on scale).
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Interior Design (Modern) 2. Space Esthetics (Form, Color, Light, Texture) 3. Function Residential Space 1 Roof (apartment / cottage) 4. Aesthetics of Regional Cultural Artifacts in Indonesia (Nusantara) 5. ATUMICS Transformation Method
Recommended or required reading and other learning resources/tools	1. Panero Julius and Martin Zelnik, Human Dimension and Interior Space, 2000.

	2. Cross Nigel, Engineering Design Methods, John Wiley & Sons LTD, 2006. 3. Karlen, Mark. 2016. Space Planning Basics. New York : Wiley. 4. NKBA. 2016. Kitchen and Bathroom Planning Guidelines with Access Standards 2nd Edition. New York : Wiley. 5. Grimley, Mimi. 2018. The Interior Design Reference & Specification Book. New York : Rockport Publishers. 6. Ramstedt, Frida. 2020. The Interior Design Handbook: Furnish, Decorate, and Style Your Space. Sweden : Clarkson Potter. 7. Norwich, Phaidon. 2022. Inside: At Home with Great Designers. New York : Phaidon Press Limited. 8. Magidson, Ariel. 2023. Your Space, Made Simple: Interior Design that's Approachable, Affordable, and Sustainable. New York : Blue Star Press. 9. Mcgee, Shea. 2023. The Art of Home: A Designer Guide to Creating an Elevated Yet Approachable Home. New York : Harper Horizon. 10. Arnold, Jake. 2023. Redefining Comfort. Rizzoli.
Planned learning activities and teaching methods	Introductory lectures, Brainstorming, Group discussion, Individual guidance/assistance, Consultation
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Presentation, Midterm Exam, and Final Exam

Course unit title	Computer Aided Design
Course unit code	DI184308
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	Semester 3
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Caesario Ari Budianto, ST., MT
Learning outcomes of the course unit	1. Able to arrange the concept of interior design as an idea that will answer the design problem. 2. Able to create alternative and variant of interior design as implementation of design concept. 3. Able to communicate designs by making visualization of the design in the form of 2-dimensional and 3-dimensional images by manual and computer assisted (AutoCAD, InteriCAD, 3D Max, Sketch Up), as well as in the form of animation and mockups. 4. Able to prepare the budget plan and schedule of implementation of the interior project. 5. Able to formulate problem solving practical design functions based on the concept and theory of materials, structure, construction, utility, ergonomics and development management.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and corequisites (if applicable)	-
Course content	1. Introduction to basic commands CAD: Modify, Shape, Rendering. 2. Introduction to how to create working drawings and print scale according to your needs. 3. Making 3D by using CAD. 4. How to calculate the area and volume of materials and material using CAD 2D.
Recommended or required reading and other learning resources/tools	1. AutoCAD 2015, Autodesk Inc. Copyright 2015 tutorial. 2. Karlen, Mark. 2009. Space Planning Basics 3rd Edition. New York : Wiley. 3. Karlen, Mark. 2016. Space Planning Basics 4th Edition. New York : Wiley. 4. Kilmer, Kilmer. Construction Drawings and Details for Interiors 4th Edition. New York : Wiley. 5. Ed, William. 2023. Autodesk AutoCAD Certified User Study Guide. SDC Publications. 6. Fuller, Ramirez, Smith. 2023.Technical Drawing 101 with AutoCAD 2024. SDC Publications.

	7. Schoonmaker, Stephen. 2022. The CAD Guidebook: A Basic Manual for Understanding and Improving Computer-Aided Design. CRC Press. 8. CADArtifex. 2017. 100 AutoCAD Exercises - Learn by Practicing: Create CAD Drawings by Practicing with these Exercises. CADArtifex. 9. CADFolks. 2019. AutoCAD 2020 Beginners Guide: AutoCAD Beginners Guide. 10. Shoukry, Pandey. 2020. Practical Autodesk AutoCAD 2021 and AutoCAD LT 2021: A no-nonsense, beginner's guide to drafting and 3D modeling with Autodesk AutoCAD. Packt Publishing.
Planned learning activities and teaching methods	Introductory lectures, practical lectures, hands-on practice, In direct practice
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Midterm Exam, and Final Exam

Course unit title	History of Interior Design
Course unit code	DI184309
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	3RD semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Ir. Budiono, M.Sn.
Learning outcomes of the course unit	1. Understand well the history of the development of interior design, especially in the context of social culture that includes the form of design work and the background of events that arise. 2. Able to explain verbally and in writing the history of interior design development especially in the context of social culture, among others, able to explain the description and analysis of the style of an interior design work. 3. Able to review and critique the work of interior design, especially in the context of social culture. 4. Has a high sensitivity to the styles of design, especially the style of interior design that has emerged since the era of modern design until now.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Style dan Design Concept: Definition of Style and Mode, Style as a Design Concept. 2. Prehistoric Design to the Renaissance Era: Prehistoric design heritage, Classical Design, Medieval Design, Renaissance Design. 3. Modern Design: Movement of Change, Modernism Style, Modern Design Failure. 4. Post-Modern Design & Pluralism: Pop Culture and Design, Material Culture and Post Modern Design, Deconstruction Design. 5. Indonesian Design Heritage: Indonesian culture and design.
Recommended or required reading and other learning resources/tools	1. Pile, John. 2005. A History of Interior Design 2nd Edition. London : Laurence King. 2. Pile, John. 2007. A History of Interior Design 3rd Edition. London : Laurence King. 3. Ireland, Jeannie. 2009 History of Interior Design 1st Edition. New York : Fairchild Books. 4. Massey, Anne. 2009. Interior Design Since 1900 3rd Edition. London : Thames & Hudson. 5. Widagdo. 2011. Desain dan Kebudayaan. Bandung : Penerbit ITB.

	6. Harwood, May, Sherman. 2011. Architecture and Interior Design: An Integrated History to the Present. Pearson Education. 7. Pile, Gura. 2013. A History of Interior Design 4th Edition. London : Laurence King. 8. Ireland, Jeannie. 2018 History of Interior Design 2nd Edition. New York : Fairchild Books. 9. Massey, Anne. 2020. Interior Design Since 1900 4th Edition. London : Thames & Hudson. 10. Oats, Joclyn. 2022. An Illustrated Guide to Furniture History. New York : Routledge.
Planned learning activities and teaching methods	Introductory lectures, Brainstorming, Group discussion, Case study, Individual guidance/assistance, Consultation
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Presentation, Midterm Exam, and Final Exam

Course unit title	Interior Design Methodology
Course unit code	DI184310
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	Semester 3
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	1. Dr. Mahendra Wardhana, ST. MT. 2. Ir. Nanik Rachmaniyah, MT. 3. Dr. Ir. Budiono, MSn.
Learning outcomes of the course unit	1. Able to explain the characteristics of design, process and design methods as well as the pattern of designer work. 2. Able to analyze and create a design concept 3. Able to explain various methods to generate design alternatives 4. Able to choose design alternatives objectively and rationally
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and corequisites (if applicable)	-
Course content	1. Design and drafting of design concepts 2. Understanding Design: Functions, problems and how the design works 3. Design processes (Descriptive, prescriptive and integrative), and Design Methods (creative and rational) 4. Design Objectives: formulate Objectives and design problems (Objectives Tree Method) 5. Space Programming: User Activity Study, Space Function Analysis, Circulation and Space Connection 6. Design ideas: Brainstorming, Mind mapping, analogy, SCAMPER, morphological chart
Recommended or required reading and other learning resources/tools	1. Cross Nigel, Engineering Design Methods, John Wiley & Sons LTD, 2006. 2. Lauraens, Joyce M. (2005). Arsitektur dan Perilaku Manusia. Jakarta: Penerbit Grasindo. 3. Widagdo. 2000. Desain dan Kebudayaan. Penerbit ITB. Bandung. Indonesia. 4. Karlen, Mark. 2016. Space Planning Basics. New York : Wiley. 5. Ramstedt, Frida. 2020. The Interior Design Handbook: Furnish, Decorate, and Style Your Space. Sweden : Clarkson Potter. 6. Magidson, Ariel. 2023. Your Space, Made Simple: Interior Design that's Approachable, Affordable, and Sustainable. Blue Star Press.

	7. Garip, Ervin. 2020. Handbook of Research on Methodologies for Design and Production Practices in Interior Architecture. New York : IGI Global. 8. Badenduck, Natalie. 2022. Interior Design Concept: Critical Practices, Processes and Explorations in Interior Architecture and Design. New York : Routledge. 9. Aspelund, Karl. 2022. The Design Process 4th Edition. New York : Fairchild Books. 10. Grimley, Mimi. 2018. The Interior Design Reference & Specification Book. New York : Rockport Publishers.
Planned learning activities and teaching methods	Introductory lectures, Group discussion, Case study, Individual guidance/assistance, Consultation
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Presentation, Midterm Exam, and Final Exam

Course unit title	Ergonomics
Course unit code	DI184311
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	3rd
Number of ECTS credits allocated	3.2 ECTS
Name of lecturer(s)	Dr. Ir. Susy Budi Astuti, M.T. Lea Kristina Anggaeni, S.T., M.Ds.
Learning outcomes of the course unit	Students are able to: 1. Able to understand the definition, function, coverage of ergonomics and social relations, culture, aesthetics, behavior, as one solution in interior design 2. Able to read data information in the form of behavior, psychological culture, social, both descriptively and image and determine anthropometry data that can be used to solve a problem of design function. 3. Able to find effective and efficient work system run, and apply in safe and comfortable interior design for short and long period of time 4. Able to find problems, formulate problem solving function of design practical function based on concept and theory of ergonomics 5. Knowing and being able to use the national ergonomic standards in Indonesia and internationally 6. Able to plan, execute, analyze, find ergonommi research results and create research report ergonomics interior design 7. Be able to make informed and creative decisions based on the results of qualitative and quantitative data analysis. 8. Can work in team and responsible for the results of his work.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	Successfully finished the Interior Technical Drawing Course with a minimum grade of C Successfully finished the with Constructive drawing a minimum grade of C Successfully finished or on going with the Interior Design and Aesthetic course with a minimum grade of C Successfully finished or on going with the Exploration Furniture course with a minimum grade of C
Course content	1. Scope of Ergonomics Studies in Interior Design 2. Cognitive Design: Human Capabilities and Limitations

	3. Anthropometry 4. Workstation
Recommended or required reading and other learning resources/tools	1. Direktorat Penataan Bangunan dan Lingkungan. 2006. Peraturan Menteri Pekerjaan Umum Nomor : 30 Tahun 2006, tentang Pedoman Teknis Fasilitas dan Aksesbilitas pada Bangunan Gedung dan Lingkungan. Jakarta: Studio PBL 2. Goldsmith, Selwyn. 2000. Universal Design: a Manual of Practical Guidance for Architects. Oxford: Architectural Press e-Library. 3. Kroemer, Karl H. E. 2006. “Extra – Ordinary” Ergonomics. How To Accommodate Small and Big Persons, The Disabled and Elderly, Expectant Mothers, and Children. CA: Taylor & Francis. 4. Lawson, Bryan. 2001. The Language of Space. Oxford: Architectural Press e-Library. 5. Neufert, Ernst & Neufert, Peter. _ . Architects’ Data. Ed. 3rd. _: Blackwell Science e-Library 6. Pheasant, Stephen. 2003. Body Space. Anthropometry, Ergonomic and the Design of Work. Philadelphia: Taylor & Francis e-Library. 7. Tilley, Alvin R. and Dreyfuss, Henry. 2002. The Measure of Man and Woman. NY: John Wiley & Sons, Inc. 8. Bargana, S. 2018. Contemporary Ergonomics and Human Factors. CRC Press. 9. Bridger, R. S. 2018. Introduction to Human Factors and Ergonomics. CRC Press, Taylor & Francis Group. 10. Tilley, A. R. 2002. The measure of man and woman: Human factors in design. Wiley.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Furniture Exploration
Course unit code	DI184312
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	3rd
Number of ECTS credits allocated	6.4 ECTS
Name of lecturer(s)	1. Thomas Ari Kristianto, S.Sn., MT. 2. Okta Putra Setio Ardianto, ST., MT.
Learning outcomes of the course unit	Students are able to: 1. Students can understand and master the scope of each stage of basic activities of furniture design. 2. Students able to compile theory and application to realize the composition of furniture design elements (storage) is feasible and can be accounted for. 3. Students are able to carry out the stages of basic learning activities of designing furniture 1 (storage) in a creative, systematic and accurate. 4. Students are able to present both manual and digital presentation, complete, systematic, accurate, and interesting.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	Successfully finished the Basic Design Course with a minimum grade of C Successfully finished the Basic Design 2 Course with a minimum grade of C
Course content	1. Elements and Principles of design. 2. Material Character. 3. Marketing. 4. Design Process.
Recommended or required reading and other learning resources/tools	1. Marizar, Eddy S. 2005. *Designing Furniture*. Penerbit Media Pressindo. Yogyakarta. Indonesia 2. Pilliang, Yasraf Amir. 2009. *Materi mata kuliah Desain dan Kebudayaan 2*. Penerbit ITB. Bandung. Indonesia 3. Widagdo. 2000. *Desain dan Kebudayaan*. Penerbit ITB. Bandung. Indonesia 4. Fiell, C., & Fiell, P. 2017. *1000 chairs*. 5. Limited, D. M. E. 2009. *Fifty Chairs that Changed the World: Design Museum Fifty*. Hachette UK. 6. Woodworking, P. 2016. *Contemporary furniture: 17 Projects You Can Build*. Penguin. 7. Postell, J. 2012. *Furniture design*. John Wiley & Sons. 8. Natale, C. 2009. *Furniture design and construction for the interior designer*. Fairchild Books.

	9. Ashby, M. F., & Johnson, K. 2010. *Materials and design: The Art and Science of Material Selection in Product Design*. Butterworth-Heinemann. 10. Juan, L. 2016. *Furniture Design now*. Gingko Press Editions.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Design and Function
Course unit code	DI184413
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	8 ECTS
Name of lecturer(s)	Ir. Nanik Rachmaniyah, MT Dr. Ir. Prasetyo Wahyudie, M.T. Dr. Ir. Susy Budi Astuti, M.T. Lea Kristina Anggraeni, S.T., M.Ds. Aria Weny Anggraita, S.T., M.MT. Okta Putra Setio Ardianto, S.T., M.T. (Team Teaching)
Learning outcomes of the course unit	Students are able to: 1. Able to develop design concepts. 2. Able to generate the idea of lay out space and lay out furniture 3. Able to transform the concept of theme into space design. 4. Can communicate the final result / out put design in the form of 2 dimensional images and 3 dimensions by manual and computer assisted
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	Successfully finished or on going with the Interior Design and Aesthetic course with a minimum grade of C
Course content	CONCEPTS, IDEAS AND DOCUMENTATIONS DESIGNS. 1. Design Concept: Design Objectives and Problems, Library Studies, Existing and Comparative, User Study and Activities, Program Needs and Space Relationships, Analysis of themes and design concepts .. 2. Alternative lay out of space and furniture: anthopometri study, user activity and circulation, space relationship matrix. 3. Application of themes into space elements: Transform form, Analogy, SKAMPER 4. Out put design documentation: working drawings (floor plans, snippets, details), presentation pictures, mockups.
Recommended or required reading and other learning resources/tools	1. Cross, Nigel (2001), Engineering Design Methods, Singapore, John Wiley & Sons. 2. Mahardini (2010), Desain Rumah Buku, Tugas Akhir ITS. 3. Maulana, Dihlis (2010), Tugas Desain Interior 2, ITS, Surabaya. 4. Tiara Ika (2011), Galeri Batik Mangrove Sebagai Sarana Hiburan Edukasi tentang Mangrove di Surabaya, Tugas

	Akhir ITS 5. Sully, A. (2015). Interior Design: Conceptual basis. In *Springer eBooks*. https://doi.org/10.1007/978-3-319-16474-8 6. Mitton, M., & Nystuen, C. (2016). Residential Interior Design: A Guide to Planning Spaces. John Wiley & Sons. 7. Ching, F. D. K., & Binggeli, C. (2004). Interior design illustrated. Wiley. 8. Panero, J., Zelnik, M., & DeChiara, J. (2001). Time-Saver Standards for Interior Design and Space Planning, Second edition. McGraw-Hill Education. 9. Clarkson, P., Coleman, R., Keates, S., & Lebbon, C. (2013). Inclusive design: Design for the Whole Population. Springer Science & Business Media. 10. Null, R. (2017). Universal Design. CRC Press.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Computer-Generated Image
Course unit code	DI184414
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	4.8 ECTS
Name of lecturer(s)	1. Caesario Ari Budianto, ST., MT. 2. Okta Putra Setio Ardianto, S.T., M.T.
Learning outcomes of the course unit	Students are able to: 1. Able to analyze function, aesthetics, semiotics, structure and construction, materials, ergonomics, security, cost in interior design project until it can be formulated design problem. 2. Able to arrange the concept of interior design as an idea that will answer the design problem. 3. Able to create alternative and variant of interior design as implementation of design concept. 4. Able to communicate designs by making visualization of design in the form of 2-dimensional and 3-dimensional images by manual and computer assisted (AutoCAD, InteriCAD, 3D Max, Sketch Up), as well as in the form of animation and maket. 5. Able to prepare budget plan cost and schedule of interior project implementation 6. Able to apply and develop the concept of Eco Interior 7. Mastering theoretical concepts of aesthetic and semiotics fields in design, as well as socio-cultural fields in design (design sociology, design psychology, design philosophy). 8. Able to create and choose a variety of alternative solutions that are creative and innovative, especially related to the field of interior design armed with a good leadership attitude. 9. Able to create and choose a variety of alternative solutions that are creative and innovative, especially related to the field of interior design armed with high creativity.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	Successfully finished the CAD Subject with a minimum grade of C
Course content	1. **EDITING & MAPPING MATERIAL**: Learn how to create objects and spaces, Polygon Extrusion along splines & Hinge, edit the object using the polygonal editing, surface & patch modeling. MAPPING, defines a material based on color, diffuse, specular and glossiness.

	2. **LIGHTING ON OBJECTS AND SPACES :** Learn the types of lights, placing property. 3. **RENDERING :** Rendering with Scanline, Mentalray, Vray and Global illumination. 4. **ANIMATION :** Create animated spaces in simple terms.
Recommended or required reading and other learning resources/tools	1. Teaching Module CAD 2. 2. Mitton, M. (2011). *Interior design Visual presentation: A Guide to Graphics, Models and Presentation Techniques*. John Wiley & Sons. 3. Rodolfi, L. (2023). *Photorealism with Twinmotion*. Luca Rodolfi. 4. Maestri, G. (2021). *3DS Max and TwinMotion: architectural visualization*. 5. Bass, L., Clements, P., & Kazman, R. (2003b). *Software Architecture in practice*. Addison-Wesley Professional. 6. Ching, F. D. K., & Binggeli, C. (2004b). *Interior design illustrated*. Wiley. 7. Racek, J. (2021). *Rhino: TwinMotion Workflow*. 8. Hugill, A., & Flanagan, R. (2020). *Dreamscapes & Artificial architecture: Imagined Interior Design in Digital Art*. Die Gestalten Verlag-DGV. 9. Coleman, C., & Magazine, I. D. (2001). *Interior Design Handbook of Professional Practice*. McGraw Hill Professional. 10. Cline, L. S. (2012). *Drafting and visual presentation for interior designers*. Prentice Hall.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Design Language and Appreciation
Course unit code	DI184415
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	4.8 ECTS
Name of lecturer(s)	Ir. Budiono, M.Sn.
Learning outcomes of the course unit	Students are able to: 1. Understanding the definition of Function Design, Aesthetics in design, as well as Semiotics in design. 2. Able to explain the definition of Function Design, Aesthetics in design, as well as Semiotics in the design. 3. Able to appreciate the design work proved with the ability to explain the results of appreciation Aesthetics and Semiotikanya. 4. Has a high sensitivity to the language of aesthetics and sign language / sign of a design work
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Sociology of Design (Lifestyle, Design Behavior), 2. Design Process, Design Ethics. 3. Design Function: Basic Understanding, Design Function Models. 4. Aesthetics: Basic Understanding, Aesthetic Philosophy, Aesthetic Categories in Design. Formal Aesthetics: Gestalt Theory, Design Elements, Principles of Composition, Order. Symbolic Aesthetics: Symbolic Meaning, Meaningful Building / Environment Variables, Illumination. 5. Semiotics: Basic Understanding, Semiotics Philosophy, Communication, Signs, Meanings, Semiotics Problems, Emphasis (Oral Alerts, Signs, Visual Signs, Body Signs, Object Signs), Semiotics Controversy, Semiotic Themes, Semiotics Methods.
Recommended or required reading and other learning resources/tools	1. Widagdo. (2011). Desain dan Kebudayaan. Bandung : Penerbit ITB. 2. Zantides, E. (2014). Semiotics and visual communication: Concepts and Practices. Cambridge Scholars Publishing. 3. Bachelard, G. (2014). *The Poetics of Space*. Penguin. 4. Goodwin, K. (2009). Designing for the digital age: How to Create Human-Centered Products and Services.

	Wiley. 5. Calori, C., & Vanden-Eynden, D. (2015). Signage and wayfinding design: A Complete Guide to Creating Environmental Graphic Design Systems. John Wiley & Sons. 6. Uebele, A. (2010). Signage systems and information graphics: A Professional Sourcebook. National Geographic Books. 7. Martin, A. (2016). *Interior Design review: Volume 20*. TeNeues. 8. Postell, J. (2012b). Furniture design. John Wiley & Sons. 9. Holland, D. (2001). Design issues: How Graphic Design Informs Society. Skyhorse Publishing Inc. 10. Black, A., Luna, P., Lund, O., & Walker, S. (2017). Information design: Research and Practice. Taylor & Francis.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Research Methodology
Course unit code	DI184416
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	3.2 ECTS
Name of lecturer(s)	Dr. Mahendra Wardhana, ST. MT.
Learning outcomes of the course unit	Students are able to: 1. Students are able to work together in finding the problems and solving them through the research brief of concept design 2. Students are able to understand and create interior design research proposal and report 3. Students are able to master the research method to create interior design concept 4. Students are able to find data and analyze it
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Qualitative and Quantitative Research on design research 2. Proposal and Design research report 3. Various kinds of research methodology of design concepts 4. Data and analysis
Recommended or required reading and other learning resources/tools	1. Wardhana, Mahendra 2013. Buku Catatan Perkuliahan. Metodologi Riset Desain Interior. Unpublish, Surabaya 2. Wardhana, Mahendra 2009. Buku Catatan Perkuliahan. Menciptakan Estetika Desain dengan Metodologi Peneltian.Unpublish, Surabaya 3. Purnama, C.M. 2001. Strategic Marketing Plan. Penerbit PT Gramedia Pustaka Utama. Jakarta. 4. Creswell, J. W. (2014). Research design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE. 5. Kothari, C. R. (2004). Research methodology: Methods and Techniques. New Age International. 6. Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education. Routledge. 7. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research, Fourth Edition. University of Chicago Press. 8. Kara, H., Lemon, N., Mannay, D., & McPherson, M. (2021). Creative research methods in education: Principles and

	Practices. Policy Press. 9. Clark, V. L. P., & Ivankova, N. V. (2015). Mixed methods research: A Guide to the Field. SAGE Publications. 10. Eden, L., Nielsen, B. B., & Verbeke, A. (2020). Research methods in international business. Palgrave Macmillan.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Material and Application
Course unit code	DI184417
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	1. Dr. Firman Hawari, S.Sn., M.Ds., 2. Dr. Ir. Prasetyo Wahyudie, M.T.
Learning outcomes of the course unit	1. Mastering theoretical concepts in interior materials, structures and construction, building utilities, ergonomics, and construction project management while completing Furniture Design, Interior Design 3, CAD 1.2, and the entire interior. 2. Capable of developing presentation problem solving strategies and designing communication based on verbal and visual presentation concepts and theories using a variety of presentation media. 3. Become socially sensitive and care about the community and its environment. 4. Have solutions for interior-architecture design factors such as Green Design, Eco Design, and Go Green buildings. 5. Capable of developing other materials, composites, or thinking about waste utilization with the potential for new product development and revenue. 6. Capable of orally presenting knowledge of interior materials in design language that is interesting and innovative.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	1. Passing from Interior Technical Drawing 2. Passing from Constructive Drawing 3. Passing from Interior Drawing
Course content	1. Components for floor & stage floor and its development. 2. Components for interior wall & exterior wall and its development. 3. Components for exposed ceiling & drop ceiling and its development. 4. Components on materials and Applications on eco-friendly interior. 5. Object study interior-building 1 (one) floor to several floors. 6. Study of literature, product of industrial material used in interior / exterior and material development. 7. Material-Field study or observation of a construction project on interior-architectural work related to the finishing work of the structures and Mechanical & electrical - Plumbing.

Recommended or required reading and other learning resources/tools	1. Bambang Septana, Memilih bahan konstruksi Lantai,Dinding dan Plafon,2013 2. Yanto Irawan,Panduan Praktis Menghitung beaya Membangun,Kawan Pustaka,2012 3. Adi Wardoyo, Materi Kuliah,Kuliah tamu dan Kuliah lapangan,2015,2016. 4. OPTIMAL DESIGN WITH ADVANCED MATERIALS BY DENMARK,2012 2. Multi-criteria Decision Analysis forSupporting the Selection of Engineering Materials in Produc Design 5. Journal/bulletin of building and interior materials,2013 6. Brown, R., & Farrelly, L. (2012). *Materials and interior design*. (Portfolio skills). Laurence King. 7. 2007. light-emitting smart materials. *Smart Materials in Architecture, Interior Architecture and Design*. Berlin, Boston: Birkhäuser, pp. 110-141. 8. Hecht, S. (2003), Functionalizing the interior of dendrimers: Synthetic challenges and applications. J. Polym. Sci. A Polym. Chem., 41: 1047-1058. 9. Gökay Nemli, Yalçin Örs, Hülya Kalaycıoğlu (2005), The choosing of suitable decorative surface coating material types for interior end use applications of particleboard, Construction and Building Materials. Volume 19, Issue 4, Pages 307-312. 10. Al-Baldawi, M. T. (2015). Application of smart materials in the interior design of smart houses. *Civil and Environmental Research*, *7*(2), 1-15.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Furniture Business
Course unit code	DI184418
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	4th
Number of ECTS credits allocated	6,4 Credits
Name of lecturer(s)	1. Thomas Ari Kristianto, S.Sn., MT. 2. Caesario Ari Budianto, ST., MT. 3. Dr. Firman Hawari, S.Sn., M.Ds. 4. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	Students are able to: 1. Students are able to understand and master the scope of basic furniture business process 2. Students are able to compile theories and applications to realize furniture business design element composition (chair) properly and can be accounted. 3. Students are able to do learning processes of furniture business (chair) creatively, sistematically, and precisely. 4. Students are able to do presentations properly, either manually or digital, completely, sistematically, accurately, and interestingly.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	1. Have completed Basic Design course 2. Have completed Furniture Exploration course
Course content	1. Elements and Principles of Design 2. Characteristics of Material 3. Marketing 4. Design Process
Recommended or required reading and other learning resources/tools	1. Bueno, Patricia. 2004. *Chairs Chairs Chairs*. Atrium Group. Barcelona. Spanyol 2. Cohen,Aaron and Cohen Elainen,*Designing and Space Planning for Libraries,1990* 3. Dreyfuss, Henry, 1976*, The measure of man, Human Factor in Design*, McGraw Hill, USA 4. Fisher, RA. 1971. *Experiment Design, 9th Edition*. Mac Millan publisher. London 5. Marizar, Eddy S. 2005. *Designing Furniture*. Penerbit Media Pressindo. Yogyakarta. Indonesia 6. Niebel,Benyamin,*Methods Standards and Work Design(Eleventh Edition),1999* 7. Papanek, Victor., 1983, *Design for Human Scale*, Van Nostrand Reinhold Co, New Yor

	8. Pilliang, Yasraf Amir. 2009. *Materi mata kuliah Desain dan Kebudayaan 2*. Penerbit ITB. Bandung. Indonesia 9. Wong, Wucius. 1986. Beberapa Asas Merancang Dwimatra, diterjemahkan oleh Adjat Sakri. Penerbit ITB Bandung 10. Widagdo. 2000. *Desain dan Kebudayaan*. Penerbit ITB. Bandung. Indonesia
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Student-Based Learning
Language of instruction	Bahasa
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Design and Technology
Course unit code	DI184519
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	2nd year
Semester/trimester when the course unit is delivered	3rd
Number of ECTS credits allocated	8 Credits
Name of lecturer(s)	1. Thomas Ari Kristianto, S.Sn., MT. 2. Okta Putra Setio Ardianto, S.T, M.T
Learning outcomes of the course unit	Students are able to: 1. Have good insight and knowledge about function and aesthetics of interior design of public facility with modern building system, especially building with office function. 2. Recognize in more detail the application of building systems associated with the interior including structural systems, building quilt systems, building utility systems, vertical circulation systems in buildings, lighting systems, sound systems, security systems. 3. Have the ability to apply an effective and efficient office design interior methodology. 4. Able to do simple design research about the office, design concepts with research design problems, and make alternative office design as implementation of design concepts. 5. Able to make design and final design development, and present it by using manual and digital techniques.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	Have completed Interior Design and Function courses with a minimum grade of D
Course content	1. Aesthetic aspect and its application on interior design office design. 2. Aspects of function and its application on interior design office design. 3. Technology aspect and its application on interior design office design. 4. Aspects of communication design and its application on interior design office design. 5. Aspect of design methodology on interior office design planning. 6. Principles of "design consequences" and its application to the interior design office design
Recommended or required reading and other learning resources/tools	1. Palmer, Mickey. 1981. *The Architect's Guide to Facility Programming*. The American Institute of Architect. 2. Cross Nigel. 2006. *Engineering Design Methods*. New York: Jhon Wiley & Sons LTD.

	3. Albert, Halse. *The Use of Color In Interior*. New York : Mc. Graw Hill. 4. Charles & David. 2001. *Creative Lighting Solution*. Hong Kong : Dai Nippon. 5. D.K Ching, Francis. 1993. *Form, Space and Order*. 6. Potter, B. A., Holmes, C. E., & Yesner, D. R. (2013). Technology and economy among the earliest prehistoric foragers in interior eastern Beringia. *Paleoamerican odyssey*, 81-103. 7. Rahman, M. A., & Jamaludin, J. (2022). Penerapan Motif Batik Jawa Barat Berbasis Teknologi sebagai Elemen Estetis pada Perancangan Interior Lobby Grand Pasundan Convention Hotel. *REKAJIVA Jurnal Desain Interior*, *1*(2), 68-80. 8. Wijaya, I. B. A. (2019). Reaktualisasi Motif Batik pada Elemen Desain Interior Berbasis Teknologi. *LINTAS RUANG: Jurnal Pengetahuan dan Perancangan Desain Interior*, *7*(1). 9. Syifa, N. F. (2023). *Desain Interior Museum Kanker Indonesia Dengan Penerapan Teknologi Digital Untuk Meningkatkan Ketertarikan Pengunjung Dan Tujuan Edukasi* (Doctoral dissertation, Institut Teknologi Sepuluh Nopember).
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Science
Course unit code	DI184523
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3th year
Semester/trimester when the course unit is delivered	5th
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Okta Putra Setio Ardianto, S.T, M.T
Learning outcomes of the course unit	1. Students are able to know and master the knowledge about the aspect of interior physical comfort (ventilation, lighting and acoustics) 2. Students are able to know and master the knowledge about aspects of building utilities in interior (mechanical and electrical) 3. Students know and master knowledge about the aspect of building security in interior. 4. Students are able to work together in groups to analyze and propose integrated schematic solutions on interior science issues.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Aspects of natural and artificial ventilation comfort in interior 2. Aspects of natural and artificial lighting comfort in interior 3. Aspect of acoustic comfort in interior 4. Aspects of mechanical systems, electronics and building piping in interior 5. Aspect of building security system in interior
Recommended or required reading and other learning resources/tools	1. Latifah, Nur Laila (2015). Fisika Bangunan Jilid I. Penerbit Griya Kreasi. Jakarta 2. Latifah, Nur Laila (2015). Fisika Bangunan Jilid II. Penerbit Griya Kreasi. Jakarta 3. Szokolay, Steven (2004). Introduction to Architectural Science. Architectural Press. MA 4. Heerwagen, Deer (2004). Passive and active environmental control-Informing the schematic designing of buildings. McGraw Hill. New York. 5. Roberts, J. H., McKinnon, W. B., Elder, C. M., Tobie, G., Biersteker, J. B., Young, D., ... & Pappalardo, R. (2023). Integrated Interior Science with Europa Clipper. *Space Science Reviews*, *219*, 46. 6. Aji, W. B. (2017). Desain interior discovery sains di Surabaya. *SKRIPSI-2017*.

Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Construction
Course unit code	DI184520
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3th year
Semester/trimester when the course unit is delivered	5th
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Ir. Prasetyo Wahyudie, M.T
Learning outcomes of the course unit	1. Students are able to work together in building construction 2. Students are able to explain the structure and construction of concrete and steel buildings 3. Students are able to master earthquake resistant buildings
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Structure and construction of buildings 2. Engineering of Concrete and Steel building 3. Construction of earthquake resistant building
Recommended or required reading and other learning resources/tools	1. (2006). Pedoman Teknis Bangunan Tahan Gempa. Direktorat Jenderal Cipta Karya 2. Hartiningsih (2016). Konstruksi Bangunan untuk Interior. Penerbit ISI Jogjakarta 3. Murty, CVR (-).Perilaku Bangunan Struktur Rangka Beton Bertulang Dengan Dinding Pengisi Dari Bata Terhadap Gempa. Earthquake Engineering Research Institute, Oakland, California 4. Imriyanti, dkk (2014). Stuktur dan Konstruksi Bangunan II. Universitas Hasanuddin 5. Abbasi, O., E. Noorzai, K. Gharouni Jafari, and M. Golabchi. 2020. “Exploring the causes of delays in construction industry using a cause-and-effect diagram: Case study for Iran.” J. Archit. Eng. 26 (3): 05020008. https://doi.org/10.1061/(ASCE)AE.1943-5568.0000431. 6. Alaloul, W. S., M. S. Liew, N. A. W. Zawawi, B. S. Mohammed, M. Adamu, and M. A. Musharat. 2020. “Structural equation modelling of construction project performance based on coordination factors.” Cogent Eng. 7 (1): 1726069. https://doi.org/10.1080/23311916.2020.1726069. 7. Anantatmula, V. S., and P. F. Rad. 2018. “Role of organizational project management maturity factors on project success.” Eng. Manage. J. 30 (3): 165–178. https://doi.org/10.1080/10429247.2018.1458208.

	8. Brookes, N., M. Butler, P. Dey, and R. Clark. 2014. “The use of maturity models in improving project management performance.” Int. J. Managing Projects Bus. 7 (2): 231–246. https://doi.org/10.1108/IJMPB-03-2013-0007. 9. Cacamis, M. E., and M. El Asmar. 2014. “Improving project performance through partnering and emotional intelligence.” Pract. Period. Struct. Des. Constr. 19 (1): 50–56. https://doi.org/10.1061/(ASCE)SC.1943-5576.0000180. 10. Chokor, A., M. El Asmar, and B. Sai Paladugu. 2017. “Quantifying the impact of cost-based incentives on the performance of building projects in the United States.” Pract. Period. Struct. Des. Constr. 22 (2): 04016024. https://doi.org/10.1061/(ASCE)SC.1943-5576.0000312. 11. Crawford, J. K. 2014. Project management maturity model. Boca Raton, FL: Auerbach Publications. 12. Denicol, J., A. Davies, and I. Krystallis. 2020. “What are the causes and cures of poor megaproject performance? A systematic literature review and research agenda.” Project Manage. J. 51 (3): 328–345. https://doi.org/10.1177/8756972819896113. 13. Durdyev, S. 2021. “Review of construction journals on causes of project cost overruns.” Eng. Constr. Archit. Manage. 28 (4): 1241–1260. https://doi.org/10.1108/ECAM-02-2020-0137. 14. Hermano, V. 2021. “Rethinking maturity models: From project management to project-based.” In Project management and engineering research, 63–73. New York: Springer. 15. Parsamehr, M., U. S. Perera, T. C. Dodanwala, P. Perera, and R. Ruparathna. 2022. “A review of construction management challenges and BIM-based solutions: Perspectives from the schedule, cost, quality, and safety management.” Asian J. Civ. Eng. 1–37. https://doi.org/10.1007/s42107-022-00501-4.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Behavior and Environment
Course unit code	DI184522
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3th year
Semester/trimester when the course unit is delivered	5th
Number of ECTS credits allocated	3,2 Credits
Name of lecturer(s)	Lea Kristina Anggraeni, S.T, M.Ds
Learning outcomes of the course unit	1. Students understand the concept of behavior and environment 2. Students are able to see the phenomenon that occurs in the national and international community 3. Students understand the settings of the environment can affect the behavior of its users 4. Students understand the research based on experiments in the field by using environmental settings, able to analyze phenomena, know the problems and needs of the settings and provide optimal design solutions in the field of interior design.
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	1. Have completed/is enrolled in Interior Design and Aesthetic 2. Have completed/is enrolled in Design History 3. Have completed/is enrolled in Research Methodology 4. Have completed FADP course
Course content	1. Human behavior 2. Settings 3. Socio-cultural 4. Experiment-based research
Recommended or required reading and other learning resources/tools	1. Cross Nigel, Engineering Design Methods, Jhon Wiley & Sons LTD, 2006 2. D.K Ching. Francis, Form, Space and Order, 1993 3. Halse, The Use Of Color Interior, Mc Graw Hill, 1988 4. Panero Julius and Martin Zelnik, Human Dimension and Interior Space, 2000 5. Widyakusuma, A. (2020). Dampak Elemen Interior Terhadap Psikologis dan Perilaku Pengguna Ruang. *Jurnal KaLIBRASI-Karya Lintas Ilmu Bidang Rekayasa Arsitektur, Sipil, Industri*, *3*(2), 38-54. 6. Aulia, A. F., & Handajani, R. P. (2019). Kajian Behaviour Setting pada Interior Kafe di Kota Malang. *Skripsi Program Studi Sarjana Arsitektur. Surabaya: Repository Universitas Brawijaya*. 7. Aprilita, C., & Sari, S. M. (2014). Pengaruh Interior Toko Oen Malang terhadap Perilaku Pengunjung. *Intra*, *2*(2), 563-568.

	8. Angkouw, R., & Kapugu, H. (2012). Ruang Dalam Arsitektur Berwawasan Perilaku. *Media Matrasain*, *9*(1), 58-74. 9. Hamdy Mahmoud, H. T. (2017). Interior architectural elements that affect human psychology and behavior. 10. Kang, M., & Guerin, D. A. (2009). The characteristics of interior designers who practice environmentally sustainable interior design. *Environment and Behavior*, *41*(2), 170-184.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Nusantara Interior Design
Course unit code	DI184521
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	5th semester
Number of ECTS credits allocated	4,8 credits
Name of lecturer(s)	1. Anggri Indraprasti, S.Sn., M.Ds 2. Lea Kristina Anggraeni, S.T., M.Ds. 3. Aria Weny Anggraita, S.T., M.MT. 4. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Students can understand and apply design elements and design principles in the process of doing basic task form and design in general; 2. Students can understand and master the scope of each stage of basic activities form 2D, 2D + and 3D 3. Students are able to carry out the stages of basic learning activities form creatively, systematically and accurately 4. Students are able to compile theories and applications to realize the work of the composition of the elements of 2D, 2D + and 3D and the basic design of a decent interior and can be accounted for 5. Students are able to present both manual and digital presentation, complete, systematic, accurate, and interesting 6. Students are able to work independently or team, account for his work and take a role in teamwork.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Elements and Principles of design 2. Local Wisdom 3. Cultural areas in modern society 4. Design Process 5. Marketing
Recommended or required reading and other learning resources/tools	1. Sunaryo, A. (2009). Ornamen Nusantara Kajian Khusus Tentang Ornamen Nusantara, Semarang: Dahara Prize. 2. Arsitektur Tropis Nusantara: Rumah Tropis Nusantara Kontemporer 3. Van Roojen, P. (2001). Batik Design. Singapore: The Pepin Press. 4. Wulandari, A. (2011). Batik Nusantara. Yogyakarta: Andi. 5. Yunita, Eka. Kain Tenun untuk Pelengkap Interior. 6. Prijotomo, Josef. 2023. Kajian Prinsip-prinsip Desain Di

	Arsitektur Nusantara 7. Roth, Leland M, Amanda C. Roth Clark. (2018) Understanding Architecture: Its Elements, History and Meaning. Routledge 8. Bakhtiar, dkk. 2014. Tipe Teori Pada Arsitektur Nusantara Menurut Josef Prijotomo. Volume 11, No.2. Media Matrasain. 9. Manurung, Parmonangan. 2014. Arsitektur Berkelanjutan, Belajar Dari Kearifan Arsitektur Nusantara. 10. Prijotomo, J.(penghimpun Johannes Adiyanto). (2004). Arsitektur Nusantara Menuju Keniscayaan. Cetakan pertama. Surabaya: Wastu Lanas Grafika. 11. Domenig, G.,Nas, P.J. M.,&Schefold,R.(2003).Indonesian Houses. KITLV Press Leiden.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Transportation Interior Design
Course unit code	DI184526
Type of course unit (compulsory,optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, secondcycle Master)	**first cycle Bachelor**
Year of study when the course unitis delivered (if applicable)	1st year
Semester/trimester when thecourse unit is delivered	5th or 6th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Thomas Ari Kristianto, S.Sn., M.T. Caesario Ari Budianto, ST., MT.
Learning outcomes of the courseunit	1. Students can define the meaning of ship interior design. 2. Students understand the interior character according to the transportation type. 3. Students can analyze problems in transportation interiors. 4. Students can implement transportation interior design research into a concept. 5. Students can implement the concepts into every component of the transportation interior. 6. Students can implement design concepts into design alternatives. 7. Students can implement the concepts into design visualization and presentation images. 8. Students can create transportation interior working drawings. 9. Students can create mock-ups of transportation interior designs / designed components. 10. Students are capable of presenting and showing the important work of the design.
Mode of delivery (face-to-face,distance learning)	face-to-face
Prerequisites and co-requisites(if applicable)	**-**
Course content	1. Ship interiors and human activities inside. 2. Ship classification 3. Marine transportation aspects in the world and Indonesia. 4. Accommodation barch 5. K3 6. Characters of ship users, passengers, and crew 7. Facilities in the ship's interior. 8. Materials suitability for the interior. 9. Ship barch accommodation as a tourist accommodation. 10. Barch accommodation operations. When used for company operations, for example, mining, and oil.
Recommended or required reading and other learning resources/tools	– Ching, Franchis D. K. 2007. Architecture. *Form, Space and Order ed. 3rd. NJ* : John Wiley & Son Inc. – Ocvirk, Otto; Bone, Robert; Stinson, Robert; Wigg, Philip. 1981. *Art Fundamentals Theory and Practice*. Iowa : William C. Brown Company

	– Wong, Wucius. 1986. *Beberapa Asas Merancang Dwimatra*, diterjemahkan oleh Adjat Sakri. Bandung : Penerbit ITB – Ahola, Markus. 2017. *Tracing Passenger Safety Perception for Cruise Ship Design*. Aalto University. https://shop.aalto.fi/p/602-tracing-passenger-safety-perception-for-cruiseship-design/. – Laird, Ross. 2019. “Choosing Wood for Marine Applications | Ross Laird.” 2019. https://www.rosslaird.com/blog/creativity/2007-08-16-choosing-wood-for-marine-use/ – Prvanov, Sinisa. 2017. “The Refurbishment of M/V Anna Mary: Four Samples of Using Durable Wood Products – T. Ask, Engineering for industrial designers and inventors : fundamentals for designers of wonderful things. Beijing: O'Reilly, 2016. – E. Neufert, P. Neufert, and J. Kister, Architects' data, 4. ed. Chichester, West Sussex, UK: Wiley-Blackwell, 2012 – D. Shafran. "What Materials Are Used In Boat Building?" Maritime Page. https://maritimepage.com/materials-used-in-boat-building/ (accessed 2023-02-22, 2023) – K. Kreisler. "Weight Distribution." Southern Boating. https://southernboating.com/engines/outboards/weight-distribution/ (accessed 02-16, 2023)
Planned learning activities andteaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods andcriteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Exhibition Design
Course unit code	DI 184524
Type of course unit (compulsory, optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	**first cycle Bachelor**
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	5th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Anggra Ayu Rucitra, ST.,MMT
Learning outcomes of the course unit	1. Students capable of applying design elements and exhibition design principles; 2. Students understand the types of exhibitions and their applications; 3. Students understand various display systems and their applications; 4. Students capable of producing booths; 5. Students can present in manual and digital with a complete, systematic, accurate, and attractive manner; 6. Students can work independently and in teams and take responsibility for their work.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Introduction of design elements and design principles of exhibitions 2. Explanation of completeness of materials, terms of work and systematic workmanship 3. Types of exhibition 4. Types of exhibition materials 5. Environmental graphic design (EGD) 6. Explanation of completeness of materials, terms of work and systematic workmanship 7. Display system theory 8. Explanation of ergonomics 9. Explanation of the collection list
Recommended or required reading and other learning resources/tools	1. Shuxin Yu, Lixia Wang, Yanhong Yang, Analyzing and predicting colour preference of colour palettes, Heliyon, 10.1016/j.heliyon.2023.e14080, 9, 3, (e14080), (2023) 2. Jiyoung Oh, Heykyung Park, Effects of Changes in Environmental Color Chroma on Heart Rate Variability and Stress by Gender, International Journal of Environmental Research and Public Health, 10.3390/ijerph19095711, 19, 9, (5711), (2022)

	3. Tovey, M., & Ebook library. (2015). Design Pedagogy Developments in Art and Design Education. Farnham: Ashgate Publishing 4. Leach, J., 2005. 'Being in Between': Art-Science Collaborations and a Technological Culture. Social Analysis, pp.141-160 5. Beheshti, M. (2008). Iranian Garden World. Golesta- Honar, 4(2), 15-7 6. Sybille Kramer (2014). Exhibition Design (Architecture in Focus). Braun Publishing
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Garden Design
Course unit code	DI184525
Type of course unit (compulsory, optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	5th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Lea Kristina Anggraeni, S.T., M.Ds. Anggri Indraprasti, S.Sn., M.Ds. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Students can define the meaning of garden design 2. Students can choose natural elements and artificial garden elements according to the design theme 3. Students know the basics of design in planning a garden according to style/concept. 4. Students can formulate several Park alternatives in 1 initial design concept proposal 5. Students can develop garden designs in the form of visualization of working drawings 6. Estimating budget costs for proposed Garden Design projects 7. Able to realize the proposed Garden Design 8. Able to consider garden maintenance aspects
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Design elements and principles 2. Material Character 3. Project Costs 4. Design Ethics
Recommended or required reading and other learning resources/tools	1. Gonzalez, M. T., & Kirkevold, M. (2015). Clinical use of sensory gardens and outdoor environments in Norwegian nursing homes: A cross-sectional e-mail survey. Issues in Mental Health Nursing, 36(1), 35–43. https://doi.org/10.3109/01612840.2014.932872 2. Gueib, C., Pop, A., Bannay, A., Nassau, E., Fescharek, R., Gil, R., Luc, A., & Jonveaux, T. R. (2020). Impact of a healing garden on self-consciousness in patients with advanced Alzheimers disease: An exploratory study. Journal of Alzheimers Disease, 75(4), 1283–1300. https://doi.org/10.3233/JAD-190748 3. Ahmadi, A. & Enteshari Najafabadi, A. (2022). Restoration of palaces and gardens of Isfahan in the Seljuq period based on historical documents. Cultural History Studies, 14(53), 1-25.

	4. Alemi, M. (2012). Symbolism in Persian Garden; The Sense of Nature in the Royal Safavid Gardens. MANZAR, 3(17), 6-13. 5. Barati, N., Alehashemi, A. & Minatour Sajjadi, A. (2018). Iranian Worldview and Axial Pattern in Persian Garden. MANZAR, 9(41), 6-15. 6. Xu JS. Japanese Landscape Architecture and Chinese Culture. Shanghai: Shanghai Peoples Publishing House. 2007. 7. Shi SB. Conflicts among schools of Confucianism in its localization in Japan. Academic Forum 2013; 36(10):108-112. DOI: https://doi.org/10.16524/j.45-1002.2013.10.007 8. Ji C. The Craft of Gardens. Edited by YC Liu. Nanjing: Jiangsu Phoenix Literature and Art Publishing House. 2015. 9. Sun YP. “Japanese Taoism” or “Taoism in Japan”: A review and reflection on research on Japanese Taoism of the past century. Studies in World Religions 2016; 2016(6):77-85. Available at: https://www.360docs.net/doc/e56823041-7.html 10. Qiu CL. Design and Culture. Chongqing: Chongqing University Press. 2009.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Communication and Presentation
Course unit code	DI184539
Type of course unit (compulsory, optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	**first cycle Bachelor**
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	5th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Dr. Mahendra Wardhana, S.T., M.T.
Learning outcomes of the course unit	1. Students are able to demonstrate a responsible attitude towards work in their expertise independently 2. Students mastering the principles of the field of design communication; interior design presentation technique principles 3. Students are able to communicate ideas in a communicative and informative visual form 4. Students are able to solve work problems with the nature and context in accordance with the applied field of expertise based on logical thinking, innovative, and responsible for the results independently.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	-
Recommended or required reading and other learning resources/tools	1. Buser, M. (2014). Thinking through non-representational and affective atmospheres in planning theory and practice. Planning Theory, 13, 227-243. https://doi.org/10.1177/1473095213491744 2. Anderson, M. K., R. J. Anderson, L. S. Tenenbaum, E. D. Kuehn, H. K. M. Brown, S. B. Ramadorai, and D. L. Yourick. 2019. "The benefits of a near-peer mentoring experience on STEM persistence in education and careers: A 2004-2015 study." *J. STEM Outreach* 1 (1): 1–11. https://doi.org/10.15695/jstem/v2i1.01. 3. Andrade, A., C. Castro, and S. A. Ferreira. 2012. "Cognitive communication 2.0 in higher education: To tweet or not to tweet?" *Electron. J. e-Learn.* 10 (3): 293–305. 4. Brunhaver, S. R., R. F. Korte, S. R. Barley, and S. D. Sheppard. 2018. *Bridging the gaps between engineering education and practice*. In Edited by R. B. Freeman and H. Salzman. Chicago: University of Chicago Press.

Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Innovation Design
Course unit code	DI184540
Type of course unit (compulsory, optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	1st year
Semester/trimester when the course unit is delivered	5th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	Dr. Mahendra Wardhana, S.T., M.T.
Learning outcomes of the course unit	1. Students are able to master the principles of innovation in interior design, 2. Students are able to communicate ideas in a communicative and informative visual form, 3. Students are able to demonstrate quality and measurable performance, 4. Students are able to solve work problems with the nature and context in accordance with the applied field of expertise based on logical thinking, innovative, and responsible for the results independently.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	-
Recommended or required reading and other learning resources/tools	1. Kumar, V. (2009), "A process for practicing design innovation", Journal of Business Strategy, Vol. 30 No. 2/3, pp. 91-100. https://doi.org/10.1108/02756660910942517 2.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Startup Business
Course unit code	DI184641
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	6th semester
Number of ECTS credits allocated	4.8 ECTS
Name of lecturer(s)	Dr. Mahendra Wardhana, S.T., M.T.
Learning outcomes of the course unit	Students are able to: 1. Able to master the principles of market evaluation in interior design 2. Able to communicate ideas in a communicative and informative visual form 3. Able to demonstrate quality and measurable performance 4. Able to solve work problems with the nature and context in accordance with the applied field of expertise based on logical thinking, innovative, and responsible for the results independently
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	
Recommended or required reading and other learning resources/tools	
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Design and Culture
Course unit code	DI184627
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	6th semester
Number of ECTS credits allocated	8 credits
Name of lecturer(s)	Ir. Budiono, M.Sn. (Team teaching)
Learning outcomes of the course unit	1. Students have good insight and knowledge about function and aesthetics of interior design of public facility with modern building system, especially building with design function. 2. Recognize in more detail the application of building systems associated with the interior. 3. Student have the ability to apply the design methodology interior design of effective and efficient design. 4. Student are able to do simple design research about design object, arrange design concept with problem of research result design, and make alternative design object of desain as implementation of design concept.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	Successfully finished or on going with the Interior Design and Technology course with a minimum grade of C
Course content	1. Aesthetics design, 2. Function design, 3. Culture and design, 4. Communication design, 5. Design methodology, 6. 'Design Consequences'
Recommended or required reading and other learning resources/tools	1. IKD Noorwatha. 2020. Rachana Vidhi: Metode Desain Interior Berbasis Budaya Lokal dan Revolusi Industri 4.0. 2. Cross Nigel. 2006. Engineering Design Methods. New York: Jhon Wiley & Sons LTD. 3. Albert, Halse. The Use of Color In Interior. New York : Mc. Graw Hill. 4. Charles & David. 2001. Creative Lighting Solution. Hong Kong : Dai Nippon. 5. Jo Ann Asher Thompson, Nancy H. Blossom. 2015. Ways of Knowing in Design: A Position on the Culture of Interior Design Practice 6. P. Sparke. 2013. An introduction to design and culture: 1900 to the present 7. S McKellar, P. Sparke. 2004. Interior design and identity 8. Yi Zhang. 2016. The Application of Traditional Culture In Interior Design

	9. IKD Noorwatha - SANDI: Seminar Nasional Desain. 2021. Ashta Rupa Santana: Kaidah Penerjemahan Visual Inspirasi Desain Berbasis Budaya Ke Dalam Konsep Desain Interior 10. BS Banindro. 2018. KAPITA SELEKTA: Pengkajian Seni Rupa, Desain, Media dan Budaya
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning, and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Lighting Design
Course unit code	DI184628
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	6th semester
Number of ECTS credits allocated	3.2 credits
Name of lecturer(s)	Thomas Ari Kristianto, S.Sn., M.T.
Learning outcomes of the course unit	1. Students are able to work together in finding the problems and solving the problem of design concepts in the context of lighting design 2. Students are able to make lighting design analysis in interior 3. Students are able to master lighting design
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Basic Artistic System: lighting and stage system 2. The Basics of Lighting design 3. Lighting Equipment
Recommended or required reading and other learning resources/tools	1. Cross, Nigel (2001), Engineering Design Methods, Singapore, John Wiley & Sons. 2. Panero, Julius dan Zelnik, martin (1979), 'Dimensi Manusia dan Ruang Interior', Erlangga, Jakarta. 3. Mahardini (2010), Desain Rumah Buku, Tugas Akhir ITS. 4. Maulana, Dihlis (2010), Tugas Desain Interior 2, ITS, Surabaya. 5. R Bean. 2014. Lighting: interior and exterior 6. Odabaşioğlu, S. and Olguntürk, N., 2015. Effects of coloured lighting on the perception of interior spaces. Perceptual and motor skills, 120(1), pp.183-201. 7. Poldma, T., 2009. Learning the dynamic processes of color and light in interior design. Journal of Interior Design, 34(2), pp.19-33. 8. Park, N.K. and Farr, C.A., 2007. The effects of lighting on consumers' emotions and behavioral intentions in a retail environment: A cross–cultural comparison. Journal of Interior Design, 33(1), pp.17-32. 9. Winchip, S., 2022. Fundamentals of Lighting:-with STUDIO. Bloomsbury Publishing USA. 10. Kristian, M.S. and HALIM, E.A., 2018. Pengaruh Cara Distribusi Pencahayaan Buatan Pada Kenyamanan Bercengkerama Pengunjung Kafe. Serat Rupa Journal of

	Design, 2(2), pp.148-162.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning, and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Lab Practices, Quizzes, Midterm Exam and Final Exam

Course unit title	Interior Accessories Design
Course unit code	DI184629
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	6th semester
Number of ECTS credits allocated	4.8 credits
Name of lecturer(s)	1. Anggri Indraprasti, S.Sn., M.Ds. 2. Dr. Ir. Susy Budi Astuti, M.T. 3. Aria Weny Anggraita, S.T., M.MT. 4. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Able to define interior accessories on the inside space 2. Able to choose the type of interior accessories according to the theme of space design 3. Know the basics of design in planning interior accessories according to style / concept 4. Able to formulate some alternative interior accessories in 1 proposed initial concept of designing 5. Be able to translate the idea of interior accessories design in working drawings 6. Able to arrange budget cost on design proposal interior accessories 7. Able to make prototype of interior accessories proposed 8. Be able to consider the maintenance aspects of interior accessories in a room
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Elements and Principles (Principles) of design 2. Nature and Character of Materials 3. Lifestyle 4. Design Process
Recommended or required reading and other learning resources/tools	1. Martinia, Aileen. (2011). Interior Design Superpowers for Everyone. 2. Prayuzan, J.A., Pratama, A.F. and Hartanti, G., 2021, April. Design of furniture and accessories interior in microcinema in Jakarta. In *IOP Conference Series: Earth and Environmental Science* (Vol. 729, No. 1, p. 012058). IOP Publishing. 3. Alimin, N.N., Murni, E.S., Cahyani, D., Aini, N. and Mulyono, A., 2022, December. Fabric scrap interior accessories: A Solution to textile waste in Gulon Asri waste bank community in Solo, Indonesia. In *IOP Conference Series: Earth and Environmental Science* (Vol. 1114, No. 1, p. 012092). IOP Publishing. 4. Daulay, M.Y.I., Widanti, A. and Wiardi, A.H., 2021, May.

	Business Model Innovation Furniture and Accessories. In *BISIC 2020: Proceedings of the 3rd Beehive International Social Innovation Conference, BISIC 2020, 3-4 October 2020, Bengkulu, Indonesia* (p. 125). European Alliance for Innovation. 5. Yıldırım, K., Kaya, N.N.Y., Deli, İ. and Gökbulut, N., 2021. The effect of furniture accessories and hardware used in housing interiors on user satisfaction. *IDA: International Design and Art Journal*, *3*(1), pp.17-24. 6. Winarko, N.P., Suryono, D.I. and Kurniawan, B.K., 2021, April. Furniture and accessories design for creative pop music communities' space. In *IOP Conference Series: Earth and Environmental Science* (Vol. 729, No. 1, p. 012055). IOP Publishing. 7. Takahashi, N., Hamada, Y. and Shoji, H., 2022. The Role of the Colors of Interior Accessories in Forming an Impression of a Room. In *9th International Conference on Kansei Engineering and Emotion Research. KEER2022. Proceedings* (pp. 673-678). 8. Sugiman, A.L.B. and Yahya, H.B., 2022, June. Publication: DIY Accessories Making With Nyonya Batik Style. In *2022 Engineering and Technology for Sustainable Architectural and Interior Design Environments (ETSAIDE)* (pp. 1-8). IEEE. 9. Nielson, K.J., 2007. *Interior textiles: Fabrics, application, and historic style*. John Wiley & Sons. 10. Mounica, R. and Amudha, R., 2019. Study on benefits of garden accessories and tools based on type of garden area.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning, and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Design Research
Course unit code	DI184630
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3rd year
Semester/trimester when the course unit is delivered	6th semester
Number of ECTS credits allocated	4.8 credits
Name of lecturer(s)	Dr. Mahendra Wardhana, ST. MT.
Learning outcomes of the course unit	1. Students are able to collaborate in identifying design problems and solutions through the design research brief. 2. Students are capable of generating creative solutions to the identified problems. 3. Students are capable of formulating and designing design concepts based on the generated solutions. 4. Students are capable of generating creative solutions to the identified problems.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Design research proposal 2. Design research report 3. Design concept research methods 4. Design research implementation brief
Recommended or required reading and other learning resources/tools	1. Purnama, C.M. (2001). Strategic Marketing Plan. Penerbit PT Gramedia Pustaka Utama. Jakarta. 2. Abbott, M.L. and McKinney, J., 2013. *Understanding and applying research design*. John Wiley & Sons. 3. Myers, J.L., Well, A. and Lorch, R.F., 2010. *Research design and statistical analysis*. Routledge. 4. Marczyk, G.R., DeMatteo, D. and Festinger, D., 2010. *Essentials of research design and methodology* (Vol. 2). John Wiley & Sons. 5. Vogt, W.P., Gardner, D.C. and Haeffele, L.M., 2012. *When to use what research design*. Guilford Press. 6. Mulyadi, M., 2012. Riset desain dalam metodologi penelitian. *Jurnal Studi Komunikasi Dan Media*, *16*(1), pp.71-80. 7. Eva, Y. and Ds, S., 2020. *Suatu Pengantar: Metode Dan Riset Desain Komunikasi Visual DKV*. Deepublish. 8. Sunarmi, S., 2013. Peran Riset Dalam Perwujudan Desain. *Jurnal Brikolase*, *5*(1), pp.14-23. 9. Putrawangsa, S., 2018. *Desain pembelajaran: Design research sebagai pendekatan desain pembelajaran*. CV. Reka Karya Amerta. 10. Meyers, L.S., Gamst, G. and Guarino, A.J., 2016. *Applied multivariate research: Design and interpretation*. Sage

	publications. 11. Bechhofer, F. and Paterson, L., 2000. *Principles of research design in the social sciences*. Psychology Press.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning, and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Design and Economic
Course unit code	DI 184731
Type of course unit (compulsory,optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, secondcycle Master)	First Cycle Bachelor
Year of study when the course unitis delivered (if applicable)	4th year
Semester/trimester when thecourse unit is delivered	7th
Number of ECTS credits allocated	8
Name of lecturer(s)	Dr. Ir. Prasetyo Wahyudie, M.T. Caesario Ari Budianto, S.T., M.T. Dr. Mahendra Wardhana, S.T., M.T. Anggra Ayu Rucitra, S.T, M.MT. Dr. Ir. Susy Budi Astuti, M.T. Ir. Nanik Rachmaniyah, M.T. Lea Kristina Anggraeni, S.T., M.Ds. Dr. Ir. Budiono, M.Sn. Dr. Firman Hawari, S.Sn., M.Ds. Aria Weny Anggraita, S.T., M.MT. Thomas Ari Kristianto, S.Sn., M.T. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the courseunit	1. Able to prepare final project proposal and report. 2. Able to develop design concepts. 3. Able to produce design ideas. 4. Able to transform the theme concept into space design. 5. Can communicate the final result / out put design in the form of 2-dimensional images and 3 dimensions by manual and computer-assisted.
Mode of delivery (face-to-face,distance learning)	Face-to-face
Prerequisites and co-requisites(if applicable)	The student has taken the “Interior Design and Culture” course
Course content	1. Final Project Proposal: Procedures of scientific writing and Interior Design Research. 2. Design Concept: Design Objectives and Problems, Literature Review, Existing and Comparative Studies, User and Activities Studies, Programme of Needs and Spatial Relations, Analysis of themes and design concepts. 3. Alternative layouts of space and furniture: anthropometry studies, user activity and circulation, spatial relationship matrix. Design Objective: Formulating objective tree methods. 4. The application of economic aspects in interior design: ShapeTransformation, Analogy, SCAMPER. 5. Design output documentation: working drawings (floor plans, snippets, details), presentation pictures 6. Technical Drawings

Recommended or required reading and other learning resources/tools	1. McMorrough, J. (2018). *Architecture Reference & Specification Book: Everything architects need to know every day*. Quarry Books. 2. Grimley, C., Love, M., & Grimley, C. (2018). *The Interior Design Reference + Specification Book: Everything interior designers need to know every day*. Rockport Publishers Inc., an imprint of The Quarto Group. 3. Triatmodjo, S. (2020). Designing a Design Thinking Model in Interior Design Teaching and Learning. *Journal of Urban Society's Arts*, *7*(2), 53–64. https://doi.org/10.24821/jousa.v7i2 4. Vaux, D.E., & Wang, D. (Eds.). (2020). Research Methods for Interior Design: Applying Interiority (1st ed.). Routledge. https://doi.org/10.4324/9780429029325 5. Karpan, C. M. (n.d.). Programming Interior Environments: A practical guide for students. Routledge. 6. Cline, L. S. (2022). *Architectural drafting for Interior Design*. Fairchild Books. 7. Serrat, O. (2017). The SCAMPER Technique. In: Knowledge Solutions. Springer, Singapore. https://doi.org/10.1007/978-981-10-0983-9_33 8. Obeidat, I., Obeidat, S., Rumman, S. A., & Al-Jubouri, F. (2022). The role of sustainable interior design and its impact on customer's behavior in Commercial Environments. *IOP Conference Series: Earth and Environmental Science*, *1026*(1), 012054. https://doi.org/10.1088/1755-1315/1026/1/012054 9. Whiting, P., Cullen, V., Adkins, H., & Chatteur, F. (2023). A new retail interior design education paradigm for a circular economy. *Sustainability*, *15*(2), 1487. https://doi.org/10.3390/su15021487 10. Lounassaari, A. K. K. (2019). *Teaching-Learning Experiences in Interior Architecture in the Context of Creative Economy and Socially Responsible Design*, *9* 11. Vaux, D. E., & Wang, D. (2021). *Research methods for interior design: Applying interiority*. Routledge, Taylor & Francis Group. 12. Duan, H. (2022). The development trend and optimization of Interior Design. *BCP Social Sciences & Humanities*, *20*, 240–243. https://doi.org/10.54691/bcpssh.v20i.2209 13. Mitton, M. (2018). *Interior Design Visual Presentation: A guide to graphics, models, and presentation methods*. Wiley. 14. Mansour, M. (2023). The relationship between the visual identity of graphic and interior design and the place-making of interior spaces. *Convergence of Contemporary Thought in Architecture, Urbanism, and Heritage Studies*. https://doi.org/10.38027/ICCAUA2023EN0392 15. Afthony, Naufal. (2021). Desain Interior Fasilitas Edukasi Kelistrikan 'Energo' TJB Educenter Berkonsep Edutainment Dengan Implementasi Projection Mapping Guna Menciptakan Nuansa Imersif Pada Pengunjung. Undergraduate thesis, Institut Teknologi Sepuluh Nopember. 16. Haidar, Almer. (2021). *Redesain Desain Interior Singgasana Hotel Surabaya berkonsep Eksimplifikasi Kakawin Negarakertagama Sebagai Wujud Pelestarian Kisah Kerajaan di Jawa Serta Didukung Dengan Konsep Green Building.* Undergraduate thesis, Institut Teknologi Sepuluh Nopember.
Planned learning activities andteaching methods	Project-Based Learning
Language of instruction	Indonesia and English
Assessment methods andcriteria	Project, Midterm Exam, and Final Exam

Course unit title	Internship
Course unit code	DI 184732
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	7th
Number of ECTS credits allocated	4,8
Name of lecturer(s)	Anggra Ayu Rucitra, ST., M.MT. Firman Hawari. S.Sn., M.Ds.
Learning outcomes of the course unit	1. Able to carry out the internship 2. Able to make a logbook 3. Able to prepare internship report 4. Able to communicate the final result 5. Able to understand the work process and analyze the company's SWOT 6. Able to analyze an interior business.
Mode of delivery (face-to-face, distance learning)	Face-to-Face
Prerequisites and co-requisites (if applicable)	The student has taken the “Interior Design and Culture” course
Course content	1. Internship 2. Logbook 3. Internship Report 4. SWOT Analysis 5. Final Presentation
Recommended or required reading and other learning resources/tools	1. Internship Guide 2. Robinson, L. B. (2023). *Interior Design Research Methods / Lily B. Robinson*. Fairchild Books. 3. Vaux, D. E., & Wang, D. (2021). *Research methods for interior design: Applying interiority*. Routledge, Taylor & Francis Group. 4. Cline, L. S. (2022). *Architectural drafting for Interior Design*. Fairchild Books. 5. Mitton, M. (2018). *Interior Design Visual Presentation: A guide to graphics, models, and presentation methods*. Wiley. 6. John, E. (2023). *Studio Guide to interior design*. Taylor & Francis Group. 7. Yakeley, D., & Yakeley, S. (2019). *The BIID interior design jobbook: How to run a project*. RIBA Publishing. 8. Brooker, G., & Stone, S. (2018). *Re-readings 2. interior architecture and the principles of remodelling existing buildings*. RIBA Publishing. 9. Grimley, C., Love, M., & Grimley, C. (2018). *The Interior Design Reference + Specification Book: Everything interior designers need to know every day*. Rockport Publishers Inc., an imprint of The Quarto Group.

	10. Grove, J. (2019). *Interior Design: A professional guide*. RIBA Publishing.
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Project based examination

Course unit title	Built Environment and Sustainability
Course unit code	DI 184733
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	7th
Number of ECTS credits allocated	4,8
Name of lecturer(s)	Lea Kristina Anggraeni, S.T., M.Ds. Dr. Ir. Susy Budi Astuti, M.T.
Learning outcomes of the course unit	1. Students understand the concept of behavior, built environment and sustainable design. 2. Students are able to see the phenomena that occurs in Indonesia related to lifestyles and ecological issues. 3. Students understand the relationship between lifestyle prevailing in society as the basic concept in designing interior and its aesthetic elements. 4. Students understand and able to apply the process of design and sustainability management in designing the interior and its supporting elements. 5. Students recognize, understand the characteristics of material, and are able to choose the right material to support the sustainable design. 6. Students are able to create design as problem solver, which is visually attractive and environmentally friendly. 7. Students are able to create research based on behavior, lifestyle and environmental ecological issues.
Mode of delivery (face-to-face, distance learning)	Face-to-Face
Prerequisites and co-requisites (if applicable)	1. Already take Course Study - Interior Design & Culture 2. Already take Course Study – Interior Design Research 3. Already take Course Study – Behavior & environment 4. Already take Course Study – Interior Science 5. Already take Course Study – Material & Interior application 6. Already take Course Study - Ergonomic
Course content	1. Human behavior 2. Lifestyle 3. Environmental ecological issues 4. Sustainable design
Recommended or required reading and other learning resources/tools	1. Obeidat, I., Obeidat, S., Rumman, S. A., & Al-Jubouri, F. (2022). The role of sustainable interior design and its impact on customer's behavior in Commercial Environments. *IOP Conference Series: Earth and Environmental Science*, *1026*(1), 012054. https://doi.org/10.1088/1755-1315/1026/1/012054 2. Whiting, P., Cullen, V., Adkins, H., & Chatteur, F. (2023). A new retail interior design education paradigm for a circular economy. *Sustainability*, *15*(2), 1487.

	https://doi.org/10.3390/su15021487 3. Pacheco-Torgal, F., & Goran-Granqvist, C. (2023). *Adapting the built environment for climate change: Design principles for climate emergencies*. Woodhead Publishing. 4. Obeidat, I. (2022). The effect of self-sufficiency in interior design and its reflection on user's behavior within built environments. *Dirasat: Human and Social Sciences*, *49*(1), 428–457. https://doi.org/10.35516/hum.v49i1.1669 5. Araya León, M. J., Guasch, R., Estévez, A. T., & Peña, J. (2022). Interaction between the interior built environment and the human being. an integrative review in relation to perception, health, and well-being. *Theoretical Issues in Ergonomics Science*, *24*(6), 698–728. https://doi.org/10.1080/1463922x.2022.2134940 6. Kotradyova, V. (2019). Sustainability in interior design: Interdisciplinary research used for exploring relation between built environment and human. *IOP Conference Series: Materials Science and Engineering*, *603*(4), 042100. https://doi.org/10.1088/1757-899x/603/4/042100 7. Hes, D., & Hernandez-Santin, C. (2019). *Placemaking fundamentals for the built environment*. Palgrave Macmillan. 8. Coles, R., Costa, S., & Watson, S. (2019). *Pathways to well-being in design: Examples from the Arts, humanities and the built environment*. Routledge, Taylor et Francis Group. 9. Seta, F., Biswas, A., Khare, A., & Sen, J. (2018). *Understanding built environment proceedings of the National Conference on Sustainable Built Environment 2015*. Springer Singapore. 10. Briede, I., & Strode, A. (2020). Possibilities of environmental sustainability in interior design. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, *5*, 627. https://doi.org/10.17770/sie2020vol5.4870
Planned learning activities and teaching methods	Problem-Based Learning, Group Discusion
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Midterm Exam, and Final Exam

Course unit title	Home Decor
Course unit code	DI 184735
Type of course unit (compulsory, optional)	optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	7th semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	1. Anggra Ayu Rucitra, S.T, M.MT. 2. Anggri Indraprasti, S.Sn., M.Ds. 3. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Students are capable to select and determine images as complementary references on image board presentation media that match the theme of the one-room living assignment. 2. Students are capable of creating simple design concepts regarding user studies, activity studies, facility requirements studies, space requirements studies, design objectives, problems, and design solutions (macro-micro concepts). 3. Students are capable to brainstorm design ideas and develop them through perspective sketches (manual/freehand drawing). 4. Students are capable of translating alternative design ideas from perspective sketches into 3D mockup studies to enrich insight and design exploration. 5. Students are capable of translating selected designs from several alternatives into working drawings (technical drawings) which include furniture plans, cut drawings, detailed drawings of aesthetic elements, detailed drawings of furniture, floor-ceiling plans, and room perspectives. 6. Students are capable of creating representative interior mockups (scalactic).
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Interior Design (Modern) 2. Space Aesthetics (Form, Color, Light, Texture) 3. The function of 1 Room Residential Space (apartment/cottage)
Recommended or required reading and other learning resources/tools	• Cross Nigel, Engineering Design Methods, Jhon Wiley & Sons LTD, 2006 • D.K Ching. Francis, Form, Space and Order, 1993 • Halse, The Use Of Color Interior, Mc Graw Hill, 1988 • Panero Julius and Martin Zelnik, Human Dimension and Interior Space, 2000

	• Suptandar, Pamudji, 1995, Perancangan Tata Ruang Dalam, Universitas Trisakti, Jakarta
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Midterm Exam and Final Exam

Course unit title	Interior Photography
Course unit code	DI 184743
Type of course unit (compulsory, optional)	Optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	7th
Number of ECTS credits allocated	4,8
Name of lecturer(s)	Okta Putra Setio Ardianto, S.T., M.T Yasmin Zainul Mochtar, S.T., MA. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Understand the basic knowledge and general history of photography. 2. Understand and be able to practice basic photography techniques: exposure 3. Understand and be able to practice basic photography techniques: focusing 4. Understand and be able to practice basic photography techniques: composition 5. Understand and be able to practice basic photography techniques: architectural photography 5. 6. Understand and be able to practice basic photography techniques: interior photography 6.
Mode of delivery (face-to-face, distance learning)	Face-to-Face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Photography 101 2. Exposures 3. Focusing 4. Composition 5. Architectural Photography 6. Interior Photography
Recommended or required reading and other learning resources/tools	1. Tal, G. (2023). *The interior landscape: The landscape on both sides of The camera: Reflections on art, creativity, expression, and a life in photography*. Rocky Nook, Inc. 2. Ramelli, S. (2016). *Interior Design Photography* (Vol. 1). PhotoSerge LLC. 3. Ramelli, S. (2016). *Interior Design Photography* (Vol. 2). PhotoSerge LLC. 4. Christensen, B. B. (2022). *Analog photography a beginner's guide*. BoD - Books on Demand - Dänemark. 5. Pavlidis, G. (2022). *Foundations of Photography: A treatise on the technical aspects of digital photography*. Springer.

	6. Sakura, N. (2022). *Product photography: Lighting, composition, and shooting techniques*. Rocky Nook. 7. Davis, M. (2022). *Creating visual narratives through photography: A fresh approach to making a living as a photographer*. Routledge. 8. Taylor, D., Hallett, T., Lowe, P., & Sanders, P. (2021). *Digital Photography Complete Course: Learn Everything You Need to know in 20 weeks (New Edition)*. DK Publishing. 9. Webb, J. (2021). *Design principles for Photography*. Routledge. 10. Webb, J. (2020). *Design principles for Photography*. Bloomsbury Visual Arts.
Planned learning activities and teaching methods	Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Midterm Exam, and Final Exam

Course unit title	Final Project
Course unit code	DI 184836
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	8th
Number of ECTS credits allocated	12,8
Name of lecturer(s)	Dr. Ir. Budiono, M.Sn. Ir. Prasetyo Wahyudie, M.T. Dr. Ir. Susy Budi Astuti, M.T. Ir. Nanik Rachmaniyah, M.T. Dr. Firman Hawari, S.Sn., M.Ds. Dr. Mahendra Wardhana, S.T., M.T. Thomas Ari Kristianto, S.Sn., M.T. Lea Kristina Anggraeni, S.T., M.Ds. Aria Weny Anggraita, S.T., M.MT. Anggra Ayu Rucitra, S.T., M.MT. Caesario Ari Budianto, S.T., M.T. Okta Putra Setio Ardianto, S.T., M.T. Yasmin Zainul Mochtar, S.T., M.A. Onna Anieqo T, ST., M.Ds.
Learning outcomes of the course unit	1. Able to compile Final Project proposals and reports 2. Able to develop design concepts 3. Able to generate design ideas 4. Able to transform the theme concept into space design. 5. Able to communicate the final result/out put design in the form of 2-dimensional and 3-dimensional drawings by manual and computer-aided methods. 6. Able to make working drawings
Mode of delivery (face-to-face, distance learning)	Face-to-Face
Prerequisites and co-requisites (if applicable)	The student has taken the “Interior Design and Economy” and “Interior Design Research” course
Course content	1. Final Project Proposal and Report: Procedures of scientific writing and Interior Design Research 2. Design Concept: Design Objectives and Problems, Library Studies, Existing and Comparative Studies, User and Activities, Program Needs and Space Relations, Analysis of themes and design concepts 3. Layout alternative of space and furniture: anthropometry study, user activity and circulation, space relationship matrix. Design Objectives: Formulating Objectives Tree Methods 4. Application of theme into space design: Form transformation, Analogy, SCAMPER

	5. Design output documentation: engineering drawings (floor plans, sections, details), presentation images, macket, Budget Plan Table, animation and prototype 6. Working drawing
Recommended or required reading and other learning resources/tools	McMorrough, J. (2018). Architecture Reference & Specification Book: Everything architects need to know every day. Quarry Books. Grimley, C., Love, M., & Grimley, C. (2018). The Interior Design Reference + Specification Book: Everything interior designers need to know every day. Rockport Publishers Inc., an imprint of The Quarto Group. Triatmodjo, S. (2020). Designing a Design Thinking Model in Interior Design Teaching and Learning. Journal of Urban Society's Arts, 7(2), 53–64. https://doi.org/10.24821/jousa.v7i2 Vaux, D.E., & Wang, D. (Eds.). (2020). Research Methods for Interior Design: Applying Interiority (1st ed.). Routledge. https://doi.org/10.4324/9780429029325 Karpan, C. M. (n.d.). Programming Interior Environments: A practical guide for students. Routledge. Cline, L. S. (2022). Architectural drafting for Interior Design. Fairchild Books. Serrat, O. (2017). The SCAMPER Technique. In: Knowledge Solutions. Springer, Singapore. https://doi.org/10.1007/978-981-10-0983-9_33 Obeidat, I., Obeidat, S., Rumman, S. A., & Al-Jubouri, F. (2022). The role of sustainable interior design and its impact on customer's behavior in Commercial Environments. IOP Conference Series: Earth and Environmental Science, 1026(1), 012054. https://doi.org/10.1088/1755-1315/1026/1/012054 Whiting, P., Cullen, V., Adkins, H., & Chatteur, F. (2023). A new retail interior design education paradigm for a circular economy. Sustainability, 15(2), 1487. https://doi.org/10.3390/su15021487 Lounassaari, A. K. K. (2019). Teaching-Learning Experiences in Interior Architecture in the Context of Creative Economy and Socially Responsible Design, 9 Vaux, D. E., & Wang, D. (2021). Research methods for interior design: Applying interiority. Routledge, Taylor & Francis Group. Duan, H. (2022). The development trend and optimization of Interior Design. BCP Social Sciences & Humanities, 20, 240–243. https://doi.org/10.54691/bcpssh.v20i.2209 Mitton, M. (2018). Interior Design Visual Presentation: A guide to graphics, models, and presentation methods. Wiley. Mansour, M. (2023). The relationship between the visual identity of graphic and interior design and the place-making of interior spaces. Convergence of Contemporary Thought in Architecture, Urbanism, and Heritage Studies. https://doi.org/10.38027/ICCAUA2023EN0392 Afthony, Naufal. (2021). Desain Interior Fasilitas Edukasi Kelistrikan 'Energo' TJB Educenter Berkonsep Edutainment Dengan Implementasi Projection Mapping Guna Menciptakan Nuansa Imersif Pada Pengunjung. Undergraduate thesis, Institut Teknologi Sepuluh Nopember. Haidar, Almer. (2021). Redesain Desain Interior Singgasana Hotel Surabaya berkonsep Eksimplifikasi

	Kakawin Negarakertagama Sebagai Wujud Pelestarian Kisah Kerajaan di Jawa Serta Didukung Dengan Konsep Green Building. Undergraduate thesis, Institut Teknologi Sepuluh Nopember.
Planned learning activities and teaching methods	Project-Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Project, Midterm Exam, and Final Exam

Course unit title	Project Management and Ecthics Code
Course unit code	DI184837
Type of course unit (compulsory, optional)	compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	first cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4^{TH} year
Semester/trimester when the course unit is delivered	8^{th} semester
Number of ECTS credits allocated	4,8 Credits
Name of lecturer(s)	1. Dr. Ir. Prasetyo Wahyudie, M.T. 2. Thomas Ari Kristianto, S.Sn., M.T.
Learning outcomes of the course unit	1. Students comprehend the construction project management on design work with an eco-interior/go-green concept. 2. Students comprehend construction project management on design work with an Indonesian interior concept. 3. Students comprehend the construction project management on design work with an interior transportation concept. 4. Students comprehend the construction project management on design work with interior conception properly. 5. Students comprehend the proper construction project management of design work with an Indonesian eco concept and interior transportation. 6. Students have high sensitivity to the environment for individuals, groups, and institutions and are tactful to contracts in completing tasks with ethics and morals within existing rules and laws. 7. These ethical standards require students to be responsible for the people around them.
Mode of delivery (face-to-face, distance learning)	face-to-face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Construction project management. 2. Various contracts and regulations in professional-industry association organizations and state-owned companies. 3. Management activities: integration, scope, time, costs, quality, HR, communication, risk, and procurement. 4. QM for Windows software and Microsoft Office projects globally. 5. Code of Ethics related to Construction Implementation projects.
Recommended or required reading and other learning resources/tools	1. A Guide to the Project Management Body of Knowledge (PMBOK ® GUIDE)-Fourth Edition 2008,2010,2014 2. Peraturan Pemerintah Republik Indonesia No.50 Tahun 2012 Tentang Penerapan Sistem Manajemen Keselamatan dan Kesehatan Kerja 3. Undang-Undang Republik Indonesia No.13 Tahun 2003 Tentang Tenaga kerjaan.

	4. Suprapto, Heri, Pengaruh Kompetensi Manajer Proyek Terhadap Kinerja Biaya Pada Proyek Konstruksi, Fakultas Teknik Sipil Dan Perencanaan Universitas Gunadarma, 2007. 5. FIDIC (The International Federation of Consulting Engineers. Its members are national associations of consulting engineers) 2008/2010 - Byron, William J., 2010.The Power of Principles, Kanisius, Yogyakarta
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

Course unit title	Interior Business
Course unit code	DI 184838
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	4th year
Semester/trimester when the course unit is delivered	8th
Number of ECTS credits allocated	4,8
Name of lecturer(s)	Anggra Ayu Rucitra, ST., M.MT. Lea Kristina Anggraeni, S.T., M.Ds. Onna Anieqo Tanadda, S.Ds., M.Ds.
Learning outcomes of the course unit	1. Able to read opportunities, calculate costs and palpability, looking for sources of financing and marketing of interior design products and services. 2. Able to have a selling point either as a professional or an entrepreneur (designpreneur). 3. Able to pioneer independent business in the interior design sector. 4. Able to make business proposals. 5. Able to understand marketing theory. 6. Understand access to funding. 7. Know the rules and professional ethics. 8. Analyze the company SWOT. 9. Know how to analyze trends. 10. Mastering design presentations. 11. Able to develop self-confidence .
Mode of delivery (face-to-face, distance learning)	Face-to-Face
Prerequisites and co-requisites (if applicable)	-
Course content	1. Marketing 2. Business Proposal 3. Funding 4. Budget estimation 5. Design Presentation 6. Interior Business 7. Trend analysis 8. SWOT 9. Profession Ethics 10. Personal Development
Recommended or required reading and other learning resources/tools	1. John, E. (2023). *Studio Guide to interior design*. Taylor & Francis Group. 2. Yakeley, D., & Yakeley, S. (2019). *The BIID interior design jobbook: How to run a project*. RIBA Publishing. 3. Grove, J. (2019). *Interior Design: A professional guide*. RIBA Publishing. 4. Merrill, L. (2015). *How to start a home-based interior design business*. Globe Pequot.

	5. Castrounis, A. (2019). *AI for People and Business: A Framework for better human experiences and business success*. O'Reilly Media. 6. Gibson, K. (2023). *Ethics and business an introduction*. Cambridge University Press. 7. Sadler-Smith, E. (2023). *Intuition in business*. Oxford University Press. 8. Zapletalová, Š., & Starzyczná, H. (2023). *Customer behaviour in ecommerce: Case studies from the Online Grocery Market*. Springer. 9. Kendall, G. T., & Painchaud, H. (2016). *Designing Your Business: Professional Practices for Interior Designers*. https://doi.org/10.5040/9781501325588
Planned learning activities and teaching methods	Problem-Based Learning and Project-Based Learning
Language of instruction	Indonesia and English
Assessment methods and criteria	Assignment, Midterm Exam, and Final Exam