aie
SPECIALIST EDUCATORS IN
GAMES, ANIMATION & FILM VFX

2024–2025 Student Handbook and Course Catalog

Lafayette, Louisiana Campus

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academy of interactive entertainment
Sydney Melbourne Canberra Adelaide Lafayette Seattle Online

Contents

Welcome from the Head of School

The Academy of Interactive Entertainment (AIE) offers certificate and diploma programs to train you to become employable as a computer programmer, graphic artist or visual effects engineer in a variety of settings. Our graduates work developing video games, social and casual web-based games, film special effects, massively multiplayer hosting solutions, serious gaming simulations and military simulations as well as applications for medicine and industry. We welcome you to our community and encourage you to enjoy your time participating in our educational experience. We have enjoyed developing our courses and hope that you take away from them the skills and knowledge that will guide you on your educational journey.

Catalog certified as true and correct for content and policy.

Vicki Templet, Ed.D.
Head of School – Lafayette Campus
Dated: August 8, 2024

Authorization

AIE Lafayette is licensed under license number 2736 issued on 22nd of September 2010 by the State of Louisiana Board of Regents Proprietary School Division. Inquiries or complaints regarding this private vocational school may be made to:

State of Louisiana Board of Regents Proprietary School Division www.regents.la.gov
Telephone: (225) 342-4253 / **Fax:** (225) 342-9318

The Academy of Interactive Entertainment is accredited by the
Commission of the Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350
Telephone: 770-396-3898 / **Fax:** 770-396-3790, www.council.org.

Selected programs of study at AIE are approved by the State of Louisiana Board of Regents Proprietary School Division for enrollment of those eligible to receive benefits under all policies and procedures of above referenced State of Louisiana agency.

Statement of Institutional Philosophy

Established in 1996 by John and Vicki De Margheriti, the Academy of Interactive Entertainment is recognized as Australia's peak non-profit Registered Training Organization for the Australian video games, 3D animation and related industries. As such, it is our goal to bring our expertise and development skills to the United States in order to facilitate the development of qualified programmers, engineers, and artists at both the vocational and academic levels for the ever-expanding American market. Specializing in 3D computer graphics, games programming, game design, film, and media, AIE provides real pathways to employment via training approved by industry and delivered by industry-experienced teachers. AIE has close ties with many leading industry players and has won many awards for excellence in educational development and delivery. All AIE full-time certificate and diploma programs are accredited and recognized through the Australian Qualifications Framework. AIE has four campuses in Australia (Adelaide, Canberra, Melbourne, and Sydney), as well as two campuses in the United States (Seattle, WA and Lafayette, LA).

AIE is nationally accredited in the United States by the Council on Occupational Education and is approved to accept federal financial aid from the US Department of Education. Our Advanced Diploma Programs and Associate of Occupational Studies Degree Programs are approved by The Louisiana Board of Regents, accredited by The Council on Occupational Education, and approved by The US Department of Education.

Our commitment to our students is to offer courses that are topical, challenging and help successful students to be able to quickly enter the industry. AIE staff is here to make your learning experience enjoyable and productive. Please talk to us if we can help you with your studies.

AIE Mission

AIE trains students for employment and career opportunities in 3D animation, game development and related fields through world class education and acting as a catalyst to build these industries.

Contact

Academy of Interactive Entertainment
537 Cajundome Blvd., Suite 211
Lafayette, LA 70506

Phone: 337-205-6604
lafayette.aie.edu

Faculty and Staff

Administration		
Dr. Vicki Templet – Head of School, Lafayette Campus	vicki.templet@aie.edu	337-205-6604
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Teaching Faculty		
Donald Gremillion – Game Art and Animation Instructor	donald.gremillion@aie.edu	337-205-6604
Drew Funderburke - Game Programming	drew.funderburk@aie.edu	337-205-6604
Scott Lissard – 3D Animation and VFX Instructor	scott.lissard@aie.edu	337-205-6604

Teaching Faculty

Donald Gremillion II – Art and Animation Instructor

Donald Gremillion II is a CG Artist who has over 8 years of professional experience in his field. He has worked on several interactive virtual reality applications, mobile games, music videos, industrial animations, and feature films which include Secretariat and Harry Potter and the Deathly Hallows.

Donald was born in Lafayette, Louisiana. Upon graduating with his BFA from the University of Louisiana at Lafayette in 2009, Donald strived to continue improving his artistic skills and knowledge throughout his personal and professional life. Donald hopes to continue improving his skills and helping others with their own creative endeavors.

Drew Funderburke – Programming Instructor

Drew Funderburk is a multi-year programmer with a deep love of game systems, design, and audio. He has many years of coding and scripting under his belt with languages from C++ and C# to Python, Java, and even JavaScript.

Drew is an AIE graduate in game programming and has since worked in the Virtual Reality sector before returning to AIE to teach. He is experienced in Unreal Engine and Unity, and even a few custom engines have made their way into his repertoire.

Having spent a good portion of his life overseas, Drew brings a multinational, broad worldview to life. He strives to see the bigger picture in the lives of those around him, and to show it to others.

Scott Lissard - 3D Animation and VFX for Film Instructor

A native of Lafayette, Scott Lissard graduated from The Institute of Audio and Video Engineering in Hollywood, CA in 1992. He began his career as an audio recording engineer and worked on a variety of recording projects like Teenage Mutant Ninja Turtle cartoon voice overs and fifty-piece orchestras for network television shows. At RAVE Video Production Facilities in Burbank, California, he gained experience as a video engineer, editor, and 3d animator. There he edited the first 3d animation tutorial videos for Lightwave 3d, one of the first commercially available 3d animation software packages.

Since moving back to Louisiana, he has held roles like Senior Avid Editor for the local ABC network station and Video Director for the Cajundome, while also freelancing as a 3d animator and videographer. In 2008, he worked for Bullet Films/Activity Entertainment in Lafayette, where he was a VFX Artist and Animator on several films for the SYFY channel. Scott joined Pixel Magic in 2010 and worked on blockbuster films like, Harry Potter and the Deathly Hallows, Men in Black, and Beautiful Creatures.

He is excited to join AIE and share his experience with the new generation of artists. He is working on improving his skills and is excited to see his AIE students flourish in their own respects.

Facilities

Our Lafayette, LA campus is in the Acadiana region, the heart of Cajun and Creole French Louisiana. Our campus is housed in the Louisiana Immersive Technologies Enterprise (LITE) building adjacent to the University of Louisiana at Lafayette. LITE is a 3D immersive visualization and high-performance computing center resource center, hosting clients in commercial industry, government, and university sectors. AIE's partnership with Opportunity Machine (OM) and Lafayette Economic Development Authority (LEDA) gives us the opportunity to give more life to the growing digital media industry in Lafayette.

AIE's campus totals multiple dedicated classrooms, each equipped with state- of - t h e - art computers, software, and peripheral hardware (e.g. drawing tablets, VR development kits, and game consoles). There is a library for student use, as well as breakout space in the VR Center. Offices for Lafayette faculty and staff are onsite, and those for AIE USA financial staff are located in Seattle, WA at Queen Anne Square. All AIE facilities are ADA compliant.

Classes

Classes are taught on a studio model, emulating, in so far as possible, the industry workplace environment with project- based assessment against industry skills standards and criteria. Learning and practice are integrated and take place in the same space, so transitions between theory and practice are unhindered.

AIE strives to maintain a student: teacher ratio of 25:1. Classes that grow larger than that ratio will see the addition of ancillary instructors to assist the primary teacher.

Rights and Responsibilities

As an AIE student, you have rights and responsibilities as outlined below:

Students have the right:

- To a course of study that meets current educational standards of presentation, content, and organization.
- To have work assessed against the prescribed criteria, in a manner that is prompt and helpful.
- To be treated with respect, in a non-discriminatory way.
- To appeal against any assessment on any grievance.
- To have personal information secured from all but those authorized to access it.
- To information which will help choose and manage the program.
- To accurate information about assessment requirements and criteria.
- To a safe work environment.
- To a positive and helpful learning environment.
- To have access to academic and personal counseling.
- To have work assessed and feedback provided as quickly as possible.
- To be kept informed of teacher availability for consultation or any other matter that affects study. Teachers can be available through face-to-face contact either in class or by appointment, telephone, email, and Skype.
- To be given information about assessment requirements and due dates by the end of the second week of study.

It is the student's responsibility:

- To practice effective time management that prioritizes education.
- To self-evaluate work before submission.
- To treat others with respect
- To raise and discuss issues which affect the good management of their academic progress.
- To respect the personal information of others.
- To accept responsibility for managing their own learning.
- To familiarize themselves with the assessment requirements and criteria and to seek clarification where necessary.
- To ensure that the work submitted for assessment is their own work.
- To adhere to occupational health and safety regulations.
- To contribute constructively to the learning of others.
- To take good care of the work environment and equipment
- To adhere to all regulations and agreements regarding nondisclosure, network, and intellectual property.
- To ensure that tuition fees are paid on time according to the invoice and/or repayment contract.
- To be familiar with the policies and procedures contained within this Student Handbook.
- To make sure to check emails, intranet, and bulletin boards regularly.
- Assure AIE has up-to-date contact information.

College Learning Outcomes

Academy of Interactive Entertainment students, faculty, staff, and administration are committed to the employability of our graduates. We promote the knowledge, habits and skills leading to success in a diverse, technological, and information-driven society.

Collaboration

- Interact ethically in diverse and complex situations
- Communicate successfully across cultures
- Value own and others' individuality
- Use honest and ethical behavior in all actions
- Work together with colleagues in an efficient, supportive, and productive manner
- Organize and work in team structures to undertake and complete projects

Communication

- Demonstrate speaking, listening, and writing skills effectively
- Analyze and respond to the needs of clients with sensitivity
- Utilize lines of communication to convey information effectively

Performance

- Demonstrate job-specific technical skills for entry level employment
- Meet industry-specific skills standards and professional quality standards
- Monitor one's own performance to achieve professional standards

Problem Solving

- Apply decision making strategies
- Use multiple resources to gather information to solve problems.
- Reflect on and improve one's own performance

Responsibility

- Assume responsibility for assigned tasks
- Assume responsibility for supporting a team as a member of the team
- Take responsibility for own learning

Policies

Privacy

In accordance with the Privacy Act 1988 in Australia and the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) in the USA, it is AIE's policy to ensure the privacy of all staff, students and third parties. Any confidential information obtained by AIE and committees, individuals or organizations acting on its behalf, will be safeguarded by secure storage and accessed only by designated persons.

No information will be disclosed to a third party without the written consent of the client or student, except as required under the standards for Registered Training Organizations or by law. Details provided may be checked with or supplied to other authorized agencies (for example the Integrated Postsecondary Data System (IPEDS) in the USA, or the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)) for external reporting purposes. By request, through the Head of School or designee, students and/or clients can access their personal records.

Copyright

AIE will try to make sure that the copyright laws are understood both for student protection and for the school's protection. The reproduction of software onto floppy disks or removable media is not permitted by law. A breach of copyright law will result in a written warning and may result in suspension or failure from the course. Students should ask their instructor if they have any doubts about the legality of what they are doing.

Language, Numeracy and Literacy

Students requiring additional language, numeracy and literacy help should first approach the instructor, who may refer the issue to the Head of School or designee. Support will be given on an individual basis and may involve referral to an agency recommended by the AIE.

Non-Discriminatory Policy

The Academy of Interactive Entertainment (AIE) is committed to an inclusive and welcoming environment for students, potential students, employees, and visitors. As such, AIE does not discriminate in administration of its educational policies, admissions, policies, scholarships, loans and any other programs or activities administered by AIE based on, but not limited to, the following: class, sex, gender identification/expression, sexual identification, national origin, religion, race, color, creed, ethnic origin, veteran/military status, the presence of any sensory, mental or physical disability, education, age, domestic/marital status, and any other perceived differences. AIE encourages individuals from all backgrounds to be themselves and feel welcome on our campuses and at AIE sponsored events.

Please contact Dr. Vicki Templet, Head of School, vicki.templet@aie.edu with any questions regarding this policy.

Equal Employment Opportunity (EEO) and Students with Specific Needs

AIE actively promotes equity in access to, and participation in, vocational education and training in accordance with US federal and state policies applicable as of 2013 in this area. AIE is committed to equal opportunity for all students.

AIE applies the principle of "reasonable accommodation" in providing support for students of equity groups. In some cases, AIE can make flexible arrangements so that students are not disadvantaged. These might include special places in a course, curriculum modification or alternative assessment arrangements. Students are responsible for informing their instructor or specific needs. ***AIE will help you if we know your needs. We cannot help if we do not know!***

Procedurally, any student in need of any accommodation should speak directly with the Head of School, who will document the accommodation fully and inform faculty and staff as appropriate to ensure that implementation is smooth and confidential. The Head of School will also check in with students no less than quarterly to ensure that accommodations are working successfully.

Access and Equity

AIE is committed to access and equity for all students. It is not only a staff responsibility but also the responsibility of our whole learning community to make sure that no student is discriminated against because of race, color, origin, nationality, gender, sexual preference, religious beliefs and/or any other circumstance, characteristic, appearance, or belief.

Vaccinations Policy

Academy of Interactive Entertainment does not have an in-school vaccination program or provide students with vaccinations, but it does require proof of vaccination, or a waiver signed as a condition of admission or continued attendance. We expect all students to be in good general health and to be current with any vaccinations necessary to maintain it. Students wishing to be vaccinated should consult with a qualified health care professional.

Harassment

It is the policy of AIE to provide a workplace free of harassment and to uphold relevant federal and Louisiana State Legislation. All students/staff are expected to fully comply with this policy. Harassment is defined as offensive, belittling or threatening behavior directed at an individual or group. Harassment is behavior that is unwelcome, unsolicited, usually unreciprocated, and usually (but not always) repeated. Harassment is often focused on the sex, cultural or racial background or disability of the individual or group. For harassment to occur there does not have to be an intention to offend or harass. Moreover, harassing behavior may be of a minor nature. Individual incidents may seem too trivial to warrant attention, or the person subjected to harassment may seem unaffected. However, if the behavior continues over time and is not addressed, it can undermine the standard of conduct.

Examples of harassing behavior include:

- Offensive physical contact, derogatory language, or intimidating actions;
- Insulting or threatening gestures or language (overt or implied) or continual and unwarranted shouting;
- Unjustified and unnecessary comments about a person's work or capacity for work;
- Openly displayed pictures, posters, graffiti, or written materials which might be offensive to some;
- Phone calls or messages on electronic mail or computer networks which are threatening, abusive or offensive to students/staff; and

- Sexual harassment, which can consist of any or all the following:
    - Unwelcome comments about a person's sex life or physical appearance;
    - Suggestive behavior such as leering or ogling;
    - Unnecessary familiarity such as deliberately brushing up against a person;
    - Sexual jokes, offensive telephone calls, photographs, reading matter or objects;
    - Sexual propositions or continual requests for dates;
    - Physical contact such as touching or fondling; or
    - Indecent assault or rape (which is also a criminal offense)

AIE recognizes that in any area of human interaction, the boundaries of what constitutes harassment may vary from one individual to another. In addition, individuals may have different boundaries for different relationships. It is the responsibility of each student/staff member to recognize and respect the boundaries set by others. Students who believe they are being harassed should talk to an instructor or other appropriate person.

Communication of Harassment Policy to Students

AIE Harassment Policy is communicated to students by:

- Publication of the policy in the student handbook and ensuring that each student receives a copy.
- Bringing students' attention to the policy.
- Publishing a summary of the policy on noticeboards, including contact officers.

Contact Officers

Vicki Templet, Head of School
(337) 205-6612 (direct line)

The Head of School will also serve as the primary point of contact for any complaints or violations that would be covered under the Title IX regulations.

Procedures for Resolving Harassment Complaints

1. If a student believes they have been/are being harassed, that student should report the circumstances to the appropriate contact officer.
2. The contact officer will carefully follow the established process as laid out in the Policy Documents Manual. Full details of this process are available from the harassment officers.
3. If the allegation concerns the contact officer, students should contact any other Department Head (US Controller or another US Head of School). All staff members can assist you in this.

Violence Against Women

The Violence Against Women Act of 2013, requires us to include information on this topic in our handbook and student orientation. AIE is committed to maintaining an environment support of its primary education missions and free of exploitation and intimidation for everyone. It will not tolerate sexual assault or other forms of non-consensual sexual activity. This policy is applicable to students, faculty, and staff regardless of gender. AIE enforces this policy through internal disciplinary and grievance procedures and encouragement of external prosecution through the appropriate local law enforcement officials.

Sex offenses covered under this policy include any sexual act directed against another person forcibly or against that person's will where the victim is incapable of giving consent due to a myriad of reasons, including: their youth, or temporary/permanent mental or physical incapacity.

Victims of sex offenses are encouraged to report the offense as soon as possible after the incident. The Head of School or designee can provide information regarding assistance, resources, and options for action available to the victim. In addition, victims of sex offenses are reminded of their right to report the matter directly to local law enforcement officials. Complaints against enrolled students at school employees will be forwarded to the Head of School or designee for resolution. Sanctions may be imposed against students or employees found guilty of sex offenses defined under the policy are varied. Students may be suspended or terminated from school; Staff may be suspended or terminated from employment from AIE. All will be referred to local law enforcement officials. The following material is based on information provided by the National Crime Prevention Council (NCPC): Date Rape at www.ncpc.org.

The Realities of Rape

In 2014 the U.S. Department of Justice, Bureau of Justice Statistics report on "Rape and Sexual Assault Among College- Age Females, 1995-2013" indicated that:

- For both college students and nonstudents, the offender was known to the victim in about 80% of rape and sexual assault victimizations.
- Most (51%) student rape and sexual assault victimizations occurred while the victim was pursuing leisure activities away from home, compared to nonstudents who were engaged in other activities at home (50%) when the victimization occurred.
- The offender had a weapon in about 1 in 10 rape and sexual assault victimizations against both students and nonstudents.
- Rape and sexual assault victimizations of students (80%) were more likely than nonstudent victimizations (67%) to go unreported to police.

What is Date Rape?

Date rape, also known as acquaintance rape, is sexual assault—the unlawful, possibly violent sexual behavior that includes unwanted touching of another person's vagina, penis, or buttocks, or forced penetration of a genital or anal opening with an object.

Date rape is forced sex, even if the attacker knows the victim and even if the attacker and the victim have had sex before. The force can be verbal or physical. Some acquaintance rapists use emotional coercion as well as physical force. Forcing someone to have sex against their will, even if the attacker knows the person, is still rape and it is still a crime.

Victims can be of any gender or sexual orientation. Regardless of poor communication, mixed signals or body language that contradicts the spoken word, forced sexual conduct or intercourse with a non- consenting acquaintance is date rape, and it is a crime.

Some causes are sexual stereotyping.

- Although things are changing, society still frequently encourages men to be competitive and aggressive and teaches women to be passive and avoid confrontation
- Men say they misunderstand a women's words and actions—the excuse, "She said no, but meant yes."
- Some people—men and women alike—still believe that it is okay for a man to demand sex if he takes a woman out or buys her gifts, and that it is not rapes if he forces sex on a woman who previously had sex with him or other men.
- Women also feel that if they have previously had sex with a boyfriend who later forces them to have sex against their will, it may not be considered rape.

Preventing Date Rape

- Be clear about what, if, any, sexual behavior you are comfortable with and keep talking as you get deeper into a relationship.
- Avoid alcohol and/or other drugs-they decrease your ability to care of yourself and make sensible decisions.
- Trust your gut feelings, if a place or the way your date acts makes you nervous or uneasy, leave. Always take enough money for cab fare.
- Check out a first date or blind date with friends. Meet in and go to public places. Take public transportation or drive your own car
- Leave social events with friends not with someone you just met or do not know well
- Always watch your drink and never leave it unattended. Do not accept beverages from someone you do not know and trust.
- Realize that forcing to have sex against their will is rape, a violent crime with serious consequences
- Accept the decision "no." Do not see it as a challenge.
- Ask yourself how sexual stereotypes affect your attitudes and actions.
- Get help if you see anyone involved in a gang rape
- Understand that if someone is drunk, and you have sex with them against their will, it's still rape.
- Seek counseling or a support group to help you if you feel violent or aggressive toward others.

If Date Rape Happens to You

- Remember that rape is rape. You are not to blame. Know that action against the rapist can prevent others from becoming victims.
- Get help immediately. Phone the police, a friend, a rape crisis center, a relative. Do not isolate yourself, do not feel guilty or ashamed, and do not try to ignore it. It is a crime that should be reported.
- Get medical attention as soon as possible. Do not shower, wash, douche, or change your clothes. Valuable evidence could be destroyed.
- Get counseling to help you through the recovery process. Rape is a traumatic experience, and trained counselors can make recovery easier and quicker.
- If you think you have been sexually assaulted under the influence of a date rape drug, get medical help immediately. Try not to urinate before providing any urine samples. If possible, collect any containers from which you drank.

Occupational Health and Safety

AIE implements and maintains OH&S standards within our working and training environments in accordance with the *Occupational Health and Safety ACT 1991 and the Occupational Health and Safety Code of Practice 2008* as legislated by the OSHA (http://www.osha.gov/dcsp/alliances/regional/reg6/ldeq_final.html).

AIE aims to provide its students with a safe and healthy study environment. The student's responsibility is to know and follow common sense and all posted safety and fire regulations and utilize safety equipment properly to protect themselves and fellow students from inconvenience or serious injury. It is every student's duty to report any unsafe conditions and defective working tools or equipment to the instructor or a staff member. Any and all accidents, no matter how small, should be immediately reported to the instructor or a staff member.

Management/Teacher Action

To ensure that accidents and injury are avoided, staff shall ensure that:

- Work is not assigned which is hazardous or located in a hazardous area until all steps have been taken to provide for the safety of the student.
- All students receive proper instruction and are familiar with pertinent OH&S rules and regulations.
- Work areas are frequently examined to ascertain that the work environment is safe, and the employees are working in a safe manner.
- All health and safety deficiencies are corrected immediately and are not repeated.
- Accidents are investigated, and corrective action is initiated where necessary.

Student Health and Safety Responsibilities

All AIE students must uphold AIE's accident and injury prevention efforts. Students must participate actively in developing an awareness of safety and observing all established precautionary measures.

Reporting Injuries

All injuries, irrespective of their nature, are to be reported immediately to the Head of School, who will help decide the best action to be taken.

Accident Investigation

A completed Accident Investigation form must be returned to the Head of School as soon as possible so that any necessary corrective actions can be implemented as soon as practicable. Forms are available from Administration. If an accident occurs in a classroom, the teacher ensures that an accident form is completed.

Affirmative Action Policy

AIE practices equal employment opportunities for all administrative, faculty and staff positions, and encourages the practice in the recruitment and registration of students. AIE deems equal employment opportunities to the employment of individuals without consideration of race, color, sex, religious creed, marital status, national origin, ancestry, disability, sexual orientation, or age. AIE does not require genetic information from applicants or employees, or otherwise discriminate against any person in employment conditions based on genetic information. Additionally, AIE will not unlawfully discriminate against persons with a prior criminal conviction. Equal opportunity is the purpose and goal of affirmative action.

Code of Conduct

Nothing in this policy prevents the student from contacting the Board of Regents at (225) 342-4253 at any time with a concern or complaint.

Students are expected to behave appropriately always while participating in AIE classes. In cases other than harassment (as covered under 'Harassment' above), students can be dismissed for cause from classes for inappropriate behavior in classes if the instructor of record determines that their behavior is disruptive and/or inappropriate to the classroom environment and is detrimental to the well-being of the educational process of the class. The student, if dismissed from the class, can file a request with the Head of School for readmission and the request will go before the Discipline Committee of the school for advisement. The Discipline Committee is composed of one faculty member and one administrative staff member. Both positions cycle annually. A written evaluation of the teacher's report on the dismissal will be sent to the student along with a decision on the appeal. All decisions of the disciplinary committee are final.

AIE is a Drug-Free Zone

AIE-USA is a drug-free work environment. Substance abuse means the use or possession of any drug in a manner prohibited by law. It also means the use of alcohol or any legal drug in a manner that an individual's performance is impaired beyond normal function. Any infraction of this policy is not tolerated, and any student found in violation of this policy will be brought up before the Disciplinary Committee and could be expelled.

Louisiana State Laws Regarding Minors in Possession (MIP) And Use

The State of Louisiana has enacted minor in possession (MIP) laws to discourage underage minors from consuming or possessing alcoholic beverages in public. Public possession is defined as alcoholic beverage consumption in any place that is open to the public, including streets and highways.

Minors Purchasing and Possessing Alcohol

It is against the law in Louisiana for anyone under 21 to publicly possess or purchase any alcoholic beverage. Anyone who violates this law will be penalized as follows:

- You will be fined not more than $100 and/or
- You may be sentenced to not more than 6 months in jail.
- Your driver's license may be suspended for 180 days.

The Department of Public Safety and Corrections may issue you a restricted driver's license if both of the following apply:

- You are a first-time offender, and
- You can demonstrate to the court that a hardship would result if you were unable to drive to work or school.

The court will determine what type of restrictions will be placed upon the offender's license. Public

possession does not include consumption or possession of an alcoholic beverage:

- For an established religious event or purpose,
- When a person under 21 is accompanied by his or her parent, spouse, or legal guardian who is 21 years or older,
- In a private residence, or
- When a person under 21 handles, dispenses, sells, or transports an alcoholic beverage during lawful employment by a licensed retailer, wholesaler, or manufacturer.

Louisiana Revised Statutes Section 14:93.12, Louisiana Revised Statutes Section 14:93.10

Louisiana Zero Tolerance for Minors: Driving Under the Influence

Any person under the age of 21 who is found with a blood alcohol concentration (BAC) of .02% or more is presumed to be under the influence of an alcoholic beverage. The penalties for an underage driving under the influence conviction are outlined below:

First Offense:

- You will be ordered to pay a fine ranging from $100 to $250, and
- You will be ordered to undergo a substance abuse evaluation, and
- You will be required to complete a driver improvement educational course.

Second Offense:

- You will be ordered to pay a fine ranging from $150 to $500
- You may be sentenced to not less than 10 days or more than 3 months in jail.
- You may be ordered to undergo a substance abuse evaluation.
- You may be required to complete a driver improvement educational course.

The court can choose to suspend the required jail time under the following conditions:

- You are placed on probation and serve a minimum of 48 hours (about 2 days) in jail, undergo a court-approved substance abuse, and participate in a driver improvement program; or
- You are placed on probation and agree to perform 10 8-hour days of community service, at least half of which will consist of participating in a litter abatement or collection program.

Offenders who are ordered to participate in a substance abuse program will be required to pay the cost of the program and failure to do so will result in their probation being revoked.

Louisiana Revised Statute Section 32:662, Louisiana Revised Statute Section 14:98.1

Purchasing Alcoholic Beverage for Minors

It is against the law for any person, other than a spouse, parent, or legal guardian to purchase an alcoholic beverage for a person who is under 21 years of age. Anyone who violates this law will be subject to the following penalties:

- You will be fined not more than $500.
- You will be sentenced to jail for not more than 30 days.
- Your driver's license may be suspended for 180 days.

First time offenders may be eligible for a restricted driver's license. They must prove to the court the suspension of driving pri8vileges would deprive his family of the necessities of life or prevent him from earning a living.

Louisiana Revised Statutes Section 14:93.13

Selling Alcoholic Beverages to Minors

It is illegal for anyone to sell or deliver an alcoholic beverage to a person under 21 unless the person is an owner or employee of a licensed establishment and is accepting delivery during the normal course of employment. Anyone who violates this law will be penalized as follows:

- You will be fined not less than $500 and not more than $1,000.
- You will be imprisoned for not less than 30 days and not more than 6 months.

The judge can choose to sentence you to either or both of the above penalties.

Louisiana Revised Statutes Section 14:93.11

To learn more about the MIP laws, read Title 14, Criminal Law of the Louisiana Revised Statutes. If you are facing MIP charges in Louisiana, contact a criminal defense lawyer for legal advice.

How Louisiana Classifies Controlled Dangerous Substances (CDS)

Louisiana divides CDS into five "schedules." Schedule I lists the most dangerous drugs, which have a high probability of abuse and addiction, and no recognized medical value. Schedules II, III, IV, and V decrease in dangerousness and probability of abuse; and increase in recognized medical uses.

These schedules are also used to determine the applicable penalties for illegally possessing specific CDS (described in the next section). If you have been arrested for illegal CDS possession, you will need to consult the Louisiana Code that lists precisely which drugs fit into each group. Go to the statute (40 La. Stat. Ann. § 964) and find the substance you are charged with possessing -- it will be listed under one of the five Schedules.

Penalties for Illegal CDS Possession

It is illegal in Louisiana to possess CDS without a valid prescription. Penalties vary according to the Schedule and amount of the CDS involved. (40 La. Stat. Ann. § 967.)

Schedule I Substances

Penalties vary according to the specific CDS involved, and usually include a fine of at least $5,000 (and sometimes as much as $600,000); at least four (and sometimes up to 30 years) in prison; or both. However, some substances incur even greater specified minimum penalties. For example, possessing 400 grams or more of a narcotic drug in Schedule I incurs a minimum fine of $250,000 (and up to ($600,000), a minimum prison sentence of 15 (and up to 30) years, or both. (40 La. Stat. Ann. § 966.)

Schedule II Substances

Penalties vary according to the specific CDS involved, and usually include a fine of $5,000 or more (and sometimes as much as $600,000); five or more (sometimes up to 30) years in prison; or both. (40 La. Stat. Ann. § 967.)

Schedule III Substances

Penalties include a fine of up to $5,000, up to five years in prison, or both. (40 La. Stat. Ann. § 968.)

Schedule IV Substances

Penalties include a fine of up to $5,000, up to five years in prison, or both. However, convictions involving Flunitrazepam incur a fine of up to $5,000, up to 10 years in prison, or both. (40 La. Stat. Ann. § 969.)

Schedule V Substances

Penalties include a fine of up to $5,000, up to five years in prison, or both. (40 La. Stat. Ann. § 970.)

Second and Subsequent Offenses

A defendant convicted of a second or subsequent offense will face twice the applicable fine, prison term, or both, as described above, according to the Schedule and substance involved in the violation. (40 La. Stat. Ann. § 982.)

Federal Drug Laws

The possession uses or distribution of illicit drugs is prohibited by federal law. Strict penalties are provided for drug convictions, including mandatory prison terms for many offenses. The following information, although not complete, is an overview of federal penalties for first convictions. All penalties are doubled for any subsequent drug conviction.

- **DENIAL OF FEDERAL BENEFITS (21 USC §862):**
  A federal drug conviction may result in the loss of federal benefits, including school loans, grants, contracts, and licenses. Federal drug trafficking convictions may result in denial of federal benefits for up to five years for a first conviction, 10 years for a second conviction, and permanent denial of federal benefits for a third conviction. Federal drug convictions for possession may result in denial of federal benefits for up to one year for a first conviction and up to 5 years for subsequent convictions.

- **FORFEITURE OF PERSONAL PROPERTY AND REAL ESTATE (21 USC §853):**
  Any person convicted of a federal drug offense punishable by more than one year in prison shall forfeit to the United States any personal or real property related to the violation, including houses, cars, and other personal belongings. A warrant of seizure may be issued, and property seized at the time an individual is arrested on charges that may result in forfeiture.

- **FEDERAL DRUG TRAFFICKING PENALTIES (21 USC §841):**
  Penalties for federal drug trafficking convictions vary according to the quantity of the controlled substance involved in the transaction. The following list is a sample of the range and severity of federal penalties imposed for first convictions. Penalties for subsequent convictions are twice as severe. If death or serious bodily injury results from the use of a controlled substance that has been illegally distributed, the person convicted on federal charges of distributing the substance faces a prison term of not less than 20 years, but not more than life, and fines ranging up to $8 million. Persons convicted on federal charges of drug trafficking within 1,000 feet of a university (21 USC §860) face penalties of prison terms and fines which are twice as high as the regular penalties for the offense, with a mandatory prison sentence of at least one year.

- **FEDERAL DRUG POSSESSION PENALTIES (21 USC §844):**
  Persons convicted on federal charges of possessing any controlled substance face penalties of up to one year in prison and a minimum fine of $1,000, or both. Second convictions are punishable by at least 15 days and up to 2 years in prison and a minimum fine of $2,500. Subsequent convictions are punishable by not less than 90 days but not more than 3 years in prison and a minimum fine of $5,000. Special sentencing provisions for possession of crack cocaine impose a mandatory prison term of not less than 5 years but not more than 20 years and a minimum fine of $1,000, or both, if:

  - it is a first conviction and the amount of crack possessed exceeds 5 grams;
  - it is a second conviction and the amount of crack possessed exceeds 3 grams;
  - it is a third or subsequent crack conviction and the amount exceeds 1 gram.

Civil penalties of up to $10,000 may also be imposed for possession of small amounts of controlled substances, whether criminal prosecution is pursued. Special sentencing provisions for possession of Flunitrazepam (Rohypnol, “roofies” or “roaches”) impose a prison term of not more than 3 years, a fine up to $5,000, or both.

Additional federal sanctions may also apply including forfeiture of vehicles used to transport controlled substances, denial of federal benefits including student loans, grants, and contracts and denial or revocation of certain federal licenses and benefits.

Health Risks

Addiction to either prescribed or illicit drugs, as well as the abuse of alcohol, can have serious and long-lasting effects on a person’s health. These scientifically proven risks include, but are not limited to:

- Lung disease
- Cardiovascular disease
- Liver disease
- Strokes
- Cancer
- Mental disorders.

Counseling and Rehabilitation

AIE does not provide counseling services, but any student or employee can speak to the Student Services Coordinator and/or the Head of School about counseling. These personnel will be able to point that student or employee to the available resources and to assist the student or employee in signing up for them.

Sanctions

Violations of these standards of conduct regarding drugs and alcohol will be dealt with by AIE on a case-by-case basis. Consistent with local, state, and federal law, the disciplinary sanctions imposed could go up to and include expulsion, termination from employment, and referral for prosecution.

Based on the decision of a committee formed of the AIE USA Heads of School and the AIE CEO, a disciplinary sanction may include completing an appropriate rehabilitation program.

The effectiveness of this policy will be reviewed biannually with necessary changes implemented to improve it as needed.

Weapons

The possession or use of firearms, knives (except non-spring pocketknives with blades less than four inches), other weapons, explosives or fireworks of any kind are prohibited on school property and during any school activity. The school reserves the right to inspect all items brought onto the school premises. Possession or use of a firearm, knife (except non-spring pocketknife with a blade less than four inches), other weapon, explosive or firework on school premises or during any school activity will result in the student's immediate termination from the school.

Personal Property

AIE expressly disclaims all liability and responsibility of every kind and nature whatsoever for any loss, theft, damage, destruction, or other casualty to any personal property of any kind owned by any student, visitor or other. Students are advised and warned they must personally take full and complete responsibility for safekeeping of all their property on school premises and during any school activities.

OH&S Officer: Donald Gremillion (donald.gremillion@aie.edu)

First Aid Officer: Vicki Templet (vicki.templet@aie.edu)

Computer Use Limitations

Please note that the following are not permitted:

- Loading any software program of any description onto an AIE computer without permission.
- Playing computer games at inappropriate times.
- Inappropriate use of the Internet.
- Use of the Internet/computers for obscene or offensive material.
- Changing the configuration of any computer other than the screen resolution, sound, and volume.
- Modifying or interfering with the hardware of any computer, including opening the case.
- Unplugging the computer, monitor, or speakers for any reason.
- Removing keyboards, mice, or other equipment for use with personal laptops etc.

Failure to comply with these regulations may result in suspension or removal from the course.

AIE Network Use Policy

All network and computer access are controlled and monitored by teachers and the AIE IT Manager. As computers are shared between students, and to reduce the risk of virus or spyware infection, students must not install any software unless explicitly cleared by the Instructor or the IT Manager.

Each student has the responsibility to keep his or her work safe by following the back-up procedures as directed by the instructor and the IT Manager. The classroom computers are not backed up. If the computer needs to be rebuilt or replaced, or if a teacher or another student using the computer deletes another student's files, all data on the computer will be lost. Students should take home regular backups of their coursework for safekeeping.

Full-time students are each allocated 1 GB of personal storage space on the network server ("S:" drive). The S: Drive is backed up weekly, and in most cases can be recovered in the event of a server failure. Reports on drive usage are generated regularly. If a student has gone over the limit, the student must remove the excess data immediately. If the student does not comply, the IT Manager will delete files until they are under the limit. Students are encouraged to use a USB flash drive or similar device for personal storage and backup.

The instructor will discuss the proper use of other network drives. Students should not place files on these drives unless the instructor gives permission. All storage on AIE computers and network is only to be used for course-related material. Personal files should be kept on personal media such as a USB flash drive. AIE computers and networks must not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose that is illegal, against AIE policy, or not in AIE's best interests. Students should keep their passwords safe and log out when not at a computer. Do not "log in" using the username or password of any other student or a staff member, or otherwise attempt to impersonate any other student or staff for any purpose. Any sort of "hacking," "cracking" or otherwise attempting to bypass or compromise the security of the AIE computers or network is absolutely forbidden. AIE will implement full disciplinary measures against any student found to be involved in such activity.

Do not use any area of the AIE network or computers for illegal, offensive, or copyright-infringing material. This includes (but is not limited to) mp3 files, pornography (including soft porn, "babes" pictures, and cartoons), movies, animations, TV shows, illegal software (warez, appz, cracks, keygens), offensive or violent web videos, or other material that is not otherwise directly related to AIE coursework. This type of material will be immediately removed, the offense will be logged, and repeat offenders will be disciplined. Potentially offensive material that is course-related must be approved by the instructor before storing it on AIE computers or the network, and if it is approved it must be clearly labeled. Each student must respect the rights of all AIE students and staff to study and work in a non-hostile environment.

From time to time, at the instructor's discretion, students may be able to use classroom computers for limited Internet access. However, usage is logged and monitored. If students download inappropriate material, their Internet access Internet access will be revoked. Students must use the Internet only for web browsing. Other uses are strictly forbidden, including (but not limited to) peer-to-peer file sharing (P2P) and streaming radio or video. Downloading legitimate coursework related files is allowed, but before downloading any files over 50MB students must get permission from their instructor or the IT Manager.

AIE Intellectual Property (IP) Policy for Students

1. AIE recognizes the importance of Intellectual Property (IP) to the computer game development and 3D digital industries and the value of that IP. In this Policy, "student" means a person enrolled as a student of AIE in the Advanced Diploma of Professional Game Development, the Advanced Diploma of Screen and Media, or the Associate of Occupational Studies degree.
2. IP refers to a group of rights arising out of human intellect and that is recognized under American law and can be bought, sold, and licensed. IP includes patents, copyright, trademarks, design rights, and confidential information.
3. This policy regulates and provides guidance in relation to IP created by students.
4. Each student will create IP, such as:

    a) copyright (e.g., source and object code, 3D models, textures, and animations,);
    b) patents (i.e., inventions); and
    c) confidential information (e.g., know-how and trade secrets, game design documents, technical design documents, business plans).

5. Copyright is a particularly important element of the work developed by students as the code, design, graphics, music and other elements of a game will generally attract copyright protection.
6. A number of students will likely create IP for a particular project. The commercialization of IP that has a number of different owners can give rise to practical and legal difficulties. IP can be most effectively commercialized if its ownership can be easily identified, and that IP is properly managed. This should ideally be done through one central entity.
7. AIE aims to have a system that ensures that the IP created by students is captured and consolidated under one owner (AIE). This IP can then be transferred by AIE to a business run by graduates who wish to continue to commercialize the work they have developed, or to a cohort of AIE graduates who wish to publish the title as an indie studio. This approach reduces the risk of claims by other students that they own any of that IP. Without this structure in place, graduate businesses could face real risks of IP claims from other students.
8. Although AIE has the expertise to assist with the commercialization and management of the IP that is created by AIE students, AIE will not itself seek to commercialize any of this IP.
9. The objective of this Policy is to establish mechanisms for the identification, protection, management, and commercialization of IP created by students. This will assist:

    a) the attraction of industry and government funding;
    b) the generation of financial returns for businesses of AIE graduates or student indie studios; and
    c) the ability for graduates of AIE's Advanced Diploma Program to benefit as much as possible from the IP they create.

10. Accordingly, AIE requires students to sign an assignment agreement, assigning IP they create in the Advanced Diploma of Professional Game Development, the Advanced Diploma of Screen and Media or the Associate of Occupational Studies degree. It is not a condition of attendance that a student sign such an assignment, but if they do not then AIE will not:

    a) permit any project they have worked on to be commercialized, due to the risk of IP claims at a later date against the business commercializing that IP from students that may have contributed to the IP being used, but that have not previously assigned that IP.

11. The American Copyright Act (http://www.copyright.gov/title17/) also provides for the protection of the "moral rights" of the author (i.e. creator) of a copyright work. These "moral rights" are the rights of the author to be recognized as the author of a work, the right for authorship not to be attributed to someone else and the right to object to the derogatory treatment of a work. These personal rights cannot be assigned or licensed and can only be waived. While AIE will endeavor to attribute authorship wherever commercially practicable, AIE requires a waiver of the moral rights of each student, and their consent to the infringement of their moral rights, to simplify the commercialization of the IP.
12. Following the assignment of the IP to AIE by a student, AIE still permits that student to use any of that IP within their portfolio, solely for promoting their skills and talent.
13. Each student must:

    a) disclose to AIE on a regular basis details of all IP created by that student; and
    b) treat all this IP as confidential information and not publicly disclose it without AIE's prior written consent (this is particularly important if a patent might be able to be applied for in relation to this IP).

14. Where IP created by a student:

    a) forms part of a project or;
    b) forms part of a project but a decision has been made by participants not to commercialize that IP, then AIE will, upon written request, arrange for that IP to be transferred back to the student(s) that created it at no cost.

15. This Policy may only be waived or modified with the prior written approval of the CEO of AIE.
16. This Policy forms part of the terms and conditions of each student's enrollment at AIE, or in any course or program of study conducted by or on behalf of AIE.

Complaints, Problems, Questions

The AIE is committed to continuous improvement of its programs, courses, teaching methods and administration. Students are invited to contact the Administration Office to make suggestions for improvement. AIE's policy of handling complaints is based on the following:

Principles

- Feedback on performance provides an opportunity for the AIE to improve its service to its students.
- Staff, students, and community members are encouraged to comment on any aspects of AIE's performance to ensure continuous improvement and resolve difficulties.
- Staff and students have rights and responsibilities that are integral to the resolution of any problems.
- Complaints are taken seriously by staff at every level and every effort should be made to resolve identified problems as soon as feedback is received and to ensure that the problem does not recur.

Process

First, feedback should be provided to the area directly responsible for the subject of the complaint. If the problem is not resolved within a reasonable time, it will be referred to the Head of School. Students may choose to use an advocate (such as a student representative) to assist in resolving the matter.

Students are encouraged to achieve a resolution by using AIE's complaint process. If the problem is of an academic nature that is not course specific (or if course specific but the issue involves the instructor of record) the student is encouraged to initially approach the Head of School with the problem and attempt to reach a resolution. If they are incapable of resolution through this avenue, they are then recommended to approach the Head of School or designee.

If a student has exhausted all avenues within AIE without resolving the problem, he or she may choose to refer the matter to an agency outside the AIE. Assistance and advice can be obtained from the Head of School pertaining to 3rd party external resources available to students within Louisiana. Students will receive detailed written feedback on final resolution outcomes.

Counseling

AIE can arrange access to appropriate counseling support for all students. In the first instance, students should contact the Head of School or Student Services Coordinator.

Free Emergency Counseling is available through the Crisis Clinic at 866-4CRISIS (427-4747).

General Information

School Physical Facilities

AIE Lafayette is on the 2nd floor of the LITE Building on the University of Louisiana campus at Lafayette's Research Park. The school facilities are ADA compliant and have elevator access.

Tardiness/Attendance

Any student who is more than 15 minutes late is considered tardy and should refrain from disrupting any lectures or presentations that have already begun. It is important to inform the instructor of anticipated absences or tardiness.

Students who miss more than 15 minutes of Friday's class time will receive an absence for the full day.

Patterns of chronic tardiness/attendance will be brought to the attention of the Head of School, who will meet with the student to help create a solution to the problem.

Class times include one hour scheduled for lunch from 1:00pm to 2:00pm.

Students Meet according to the following schedule:

- **1st Year Students:** Monday and Wednesday from 9AM-5PM and on Friday from 9AM-1PM
- **2nd Year Students:** Tuesday and Thursday from 9AM-5PM and on Friday from 12Noon-4PM

AIE requires students to attend classes regularly and for the full class period. Students who do not attend as scheduled miss vital information and interaction with instructors and other students. Absenteeism affects teamwork and causes other poor work habits. Attendance is taken by the students "clocking in" at the time clock, location by the front desk in suite 211 lobby.

All absences must be communicated to AIE immediately or in advance when possible. Contact the Student Services Coordinator at lori.oneal@aie.edu 337-205-6608.

Absences are defined by the Head of School and are limited to a personal illness or injury, a severe illness or death of an immediate family member and recognized religious holidays.

AIE policy allows for 10% excused absences per semester or Financial Aid disbursement period.

Payment periods for 2024–2025 School Year:

Each semester financial aid will be distributed to the student's account. Advance Diploma Students will get distribution for four semesters.

Associate of Occupational Studies Students will get distribution for five semesters.

Satisfactory Academic Progress

Teacher supervision is required for hours to count toward Satisfactory Academic Progress (SAP). Any student accruing more than 10% absent of attendance for four semesters in the Advanced Diploma curriculum or five semesters in the Associate curriculum will not be eligible for graduation. Students are notified monthly by the student services coordinator of days accrued absent. The student may not graduate with the rest of the class and may be dropped from the course if they accrue more than 10 days of absence. The students' financial aid funds may be returned to the Department of Education.

Any student who misses two consecutive full weeks of instruction will be dropped automatically from the financial aid program and the class. Any student who finds themselves in, or expects to be in, such a situation should meet with the Head of School to discuss options, such as requesting a personal leave of absence.

Leave of Absence

At times, major life disruptions occur, making it difficult to attend classes. In such cases, a Leave of Absence for up to six months is an option for students.

If a student has a life event that will prevent them from attending school for more than two weeks (resulting in an automatic drop from the program, see above) that student should contact Student Services right away to see if a Leave of Absence is warranted. Students should understand that a long leave of absence may require a year to be repeated to successfully graduate from the course.

Interruptions and Readmission Policy

AIE policy requires that a program be completed within 150% of its scheduled time. AIE's Advanced Diploma and Associate of Occupational Studies Programs are scheduled for two years and two and half years respectfully, therefore all programs must be completed within three years for Advance Diploma and three and half years for Associate Programs from the initial start date.

If a student withdraws from an AIE program at any point in an academic year, he or she will restart that program from the beginning of that year upon readmission. It is not possible to restart the program to the point it was dropped.

If the gap between withdrawing from the program and restarting is greater than one year, the student cannot meet the 150% mark and will be required to restart the entire program from the beginning of year one.

Tuition collection for withdrawals will follow the policies in the Enrollment Contract and this Handbook. Students seeking readmission after an absence will have their tuition determined on a case-by-case basis with the Head of School.

If the above conditions are met, any student who wishes to return to AIE after an absence may apply to do so by completing an application. Official transcripts from all institutions attended since last attending AIE, and other official documentation for specific circumstances as requested below.

Medical Withdrawals

A physician's statement must be included, and it must indicate that the applicant is ready to resume his or her studies. Also, it should describe any special needs the student may require upon returning to school.

Interruptions and Readmission after Academic Dismissal

A statement explaining how time away from the school was spent, why the student wishes to return, and how the student plans to be successful by returning should be submitted as part of the application for readmission.

Interruptions and Readmission after Disciplinary Action

Applicants should include a formal appeal for the Head of School to review along with their application for readmission. Applicants previously withdrawn for disciplinary reasons must receive clearance from the Head of School to return.

Interruptions and Readmission for Personal Reasons

There are usually no impediments to returning to the school if there is space available; however, an academic plan may need to be developed with the student's instructor upon re-enrollment, and students requesting readmission after an extended period of time must meet with their instructor to determine the viability of completing their program.

Interruptions and Readmission after Non-Payment of an Account

Outstanding accounts must first be settled before applying for readmission. Once settled, the policy for readmission follows the same guidelines listed under Readmission for Personal Reasons.

Interruptions and Readmission after Military Service

In compliance with the Higher Education Authorization Act, (http://www.gpo.gov/fdsys/pkg/USCODE-2011- title20/html/USCODE-2011-title20-chap28-subchapIV-partA-sec1070.html) any student whose absence from the school is required by reason of service in the uniformed services shall be entitled to readmission to the school if the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such a service to the Head of School. This is provided that the cumulative length of the absence and of all previous absences from the school, by reason of service in the uniformed services, does not exceed five years, and, except as otherwise provided in this section, the student submits a notification of intent to re-enroll in the school.

Readmission after Military Service is an exception to AIE's standard 150% requirement. Should a student be required to withdraw due to reason of service as outlined above, AIE will work actively with that student upon readmission to complete the program in the most timely and non-restrictive manner possible.

Make Up Policy

The "make up policy" affords students the opportunity to make up assessments that they have missed. Students who missed an assessment must make up the assessment upon returning to the school in order to satisfy the requirement of the curriculum. The student is responsible for deciding with the instructor to schedule a time to make up the assessment. Missed assessments will not be counted until the time that they are made up. Missed and failed assessments will adversely affect the student's matriculation and Satisfactory Academic Progress (SAP). Please review our student handbook for more information.

Official Holidays / School Calendar

Please see the AIE Calendar on the last page of this document.

ID Card Badge Policy

AIE students are required to utilize their ID badge for attendance. The ID card reader is outside the Student Services Coordinator office in Suite 211-D.

If an ID badge is lost or stolen this must be reported to AIE immediately by contacting Students Services.

- ID badges must be surrendered to AIE administration upon academic completion or termination.
- Under no circumstance should students allow anyone to use their badges for any reason.
- ID badges will include your legal name and must be in the student's possession at all times while on school property. A badge may be replaced free of charge only if it stops working and there is no visible damage. Otherwise, there is a $25 fee to replace broken or misplaced badges. To request a replacement badge, contact Student Services.

Course Expectations

The programs are full time. The classroom environment encountered here during training simulates industry experience. All students are therefore expected to act as responsible industry professionals would in terms of attendance, communication, teamwork, and meeting deadlines. In a number of modules students will be directly assessed in these "soft skill" areas.

If students are hired for work that requires commitment during class hours, AIE is not required to rearrange any class activities or access time. AIE is required to maintain educational standards, including assessment standards. This reflects conditions in the industry; clients expect work to be up to standards and on time. Not attending for whatever reason means that fellow team members do not get full support. AIE understands that problems may arise with military requirements or ROTC needs, etc., and will accommodate students with these obligations.

If a student anticipates any problems, it is best to negotiate time off BEFORE taking it and discuss issues as they arise with the instructor, the Head of School or designee.

FERPA Policy

Release of Students Directory Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the privacy of students' education records. However, the following information is considered public or directory information and may be released to anyone unless a student informs the Head of School that they do not wish any information released:

- Name
- Primary telephone number
- School email address
- Field of study
- Dates of attendance
- Diploma and awards received
- Enrollment status
- Course for which a student is registered each semester
- Educational institutions attended

Voter Registration

AIE is happy to assist any students with voter registration. Please see the Student Services Coordinator for assistance. For detailed information about voter registration in The State of Louisiana go to: http://www.sos.la.gov/electionsandvoting/registertovote/Pages/default.aspx

Application

To apply for an AIE course, a completed official application form, accompanied by supplemental materials listed below, must be submitted to the AIE campus by the priority closing date for applications. Check the website (lafayette.aie.edu) to allow time to gather the materials you need to apply. The AIE staff will process the application forms and select a number of applicants to be interviewed. Should the campus reach capacity, subsequent priority application dates will be cancelled, so early application is encouraged.

Application Process

1. Submit an application form and supplemental materials.
2. Put together a portfolio of your work.
3. Complete an Administrative Interview and Portfolio Review.
4. Admission Decision.
5. If offered Acceptance, complete Enrollment forms.

In addition to your application, you will need to submit the following supplemental materials (Please submit copies, as submitted materials will not be returned.): Note: Any student applying for a AOS Enrollment must have a 2.0 Overall GPA on any transcript submitted, unless reviewed by Head of School and approved in advance.

- Official high school transcript.
- GED certificate; or official college transcript from an accredited college.
- If a high school senior, please provide most recent transcripts, but Final transcript must be received no later than the first day of school.
- Home Schooled Students:
    - AIE in Lafayette, LA will consider admission of homeschooled students from Home Study Programs approved by the Board of Elementary and Secondary Education (BESE).
    - AIE in Lafayette, LA will consider admission of homeschooled students from Home Study Programs approved by other state education governing boards.
    - It is contingent upon the student to provide documentation to the Head of School certifying a homeschooled program is approved by the BESE or other state education governing boards.

Procedure to Evaluate Validity Secondary Credentials

- The Head of School will evaluate the validity of high school completion and/or home school approved by contacting the agency that certified the student's credentials.
- It is contingent upon the student to provide documentation to the Head of School certifying a homeschooled program is approved by the BESE or other state education governing boards.

For more information about the application process, to download an application form, or complete an application form online, go to: https://lafayette.aie.edu/apply/

Portfolio Requirements for Game Programming either Advanced Diploma or Associate of Occupational Studies (AOS)

Game Programming Portfolios from applicants who have done previous programming work should include actual code samples as well as compiled working applications. Past portfolios have included IOS/Windows/Android mobile applications, game engine mods such as: Visual Basic/Studio projects, and various other examples. We will accept either digital (e-mail, Drobox, Flash Drive, etc.) or physical portfolios.

Good grades in math, physics, information technology, and other computer-related classes are useful indicators of an aptitude to learn how to program and may be used in lieu of a portfolio of actual programming examples for individuals with no previous experience. Potential students should demonstrate a passion for programming, a willingness to learn directly from the industry, and an aptitude for problem solving. Please contact AIE directly with questions.

Portfolio Requirements for Game Art & Animation either Advanced Diploma or Associate of Occupational Studies (AOS)

The Game Art and Animation portfolio should demonstrate the aptitude to visually communicate. Applicants should provide 5-15 examples of their work, with at least one drawing from life (still, gesture, environment, etc.) Past portfolios have included oil paintings, gesture drawings, still life's, poster designs, short animations, sculptures, concept art, character, level designs, and many more media.

The work chosen for the portfolio should be the applicant's best example. The Portfolio Review will be based on the creative process from concept to presentation. We will accept either digital (e-mail, Drobox, Flash Drive, etc.) or physical copies. Please contact AIE directly with questions.

Portfolio Requirements for 3D Animation & VFX for Film either Advanced Diploma or Associate of Occupational Studies (AOS)

The portfolio for 3d Animation and VFX should contain evidence of creative ability. Applicants who have explored animation and/or visual effects should provide their best examples. Applicants who have a strong interest in the area, but do not have previous experience, should use the portfolio to demonstrate their ability to imagine and realize a creative piece of work in media that they are more familiar with.

All applicants should provide at least one drawing from life (still, gesture, environment, etc.). Portfolios can include short animations, gesture drawings, poster designs, sculptures, concept art and character designs. We will ask you about your creative process from concept to presentation during the portfolio review. We will accept either digital (e-mail, Drobox, Flash Drive, etc.) or physical copies. Please contact AIE directly with questions.

Interview

Selected applicants will be contacted to schedule an administrative interview and portfolio review. Applicants will be instructed on what to bring and where to go. It is important that applicants bring all necessary materials at the time of their interview, as failure to do so may delay the enrollment process.

Admissions Policy

AIE has a liberal admissions policy; we are committed to giving every student who is interested in a career in digital media the chance to receive a quality education.

Enrollment

Accepted students must complete the enrollment form and remit an enrollment fee (tuition deposit) to enroll officially. All enrollment forms MUST be received by AIE and a payment plan in place before the course starts.

Withdrawal

Students may withdraw from a course or module at any time; however, they may only be eligible for a REFUND in circumstances outlined by the Refund Policy. Students must complete the Course Withdrawal Form at the end of this handbook in accordance with terms outlined in the Refund Policy, or they will be liable for the total amount of their invoice. A copy of the refund policy is available in this Catalog/Student Handbook.

Enrollment for Year 2

Students who have not successfully completed all assessments in Year 1 of their program may not enroll in Year 2. Students who have not paid the tuition for Year 1 will not be eligible to enroll in Year 2 unless an approved payment plan is in place.

Re-Enrollment

Students who withdraw from a program will need to reapply. Depending on curriculum changes, they may have to repeat assessments.

Assessment Details

Course syllabi, assignments and assessment methods will be provided to you by your teacher within the first two weeks of study and are available on the portal.

Requests for Extensions

Requests for assignment extensions must be directed to and signed by your instructor on the official Extension Application for Assignment form before the assignment's due date. Relevant evidence should be attached to the form.

Student Services

Student Services provides services to all diploma-seeking students to support their academic, professional, and personal development. The Student Handbook provides information on the services and procedures including:

- Teacher Assistants
- Alumni Services
- Campus Life
- Housing
- Parking/Transportation
- Career Services
- Counseling Services
- Student Activities & Organization
- Graduation
- New Student Orientation

The sections below detail some aspects of a few of the services provided by Student Affairs.

Teaching Assistants

Teaching Assistants are advanced AIE students or graduates with a proven skill set and the appropriate temperament for teaching. TAs (Teacher Assistant) serve as supplemental instructors, providing guidance and assistance to groups and individuals. Students are encouraged to use any TAs assigned to their class.

TA (Teacher Assistant) numbers are determined by class loads and other factors as determined by the Head of School. Students interested in becoming TAs should speak first with their instructors and then with the Head of School about the application process.

Career Development Assistance

Advice on career options is available to enrolled diploma seeking students. AIE employs an Industry Relations Specialist who works to establish relationships with prospective employers on an on-going basis. The Industry Relation Specialist will offer resume and job-hunting workshops to supplement career education found in the curriculum.

AIE uses an email mailing list to post current job openings in the industry and provides placement services in the form of internships that may be available. Placement assistance continues beyond graduation as these services are extended to alumni. Please note that employment upon graduation is not guaranteed, nor is AIE obligated to secure employment on behalf of students.

Disability Support Services

AIE strives to ensure that all students are provided with an equal opportunity to participate in the Institute's programs, courses, and activities. As outlined by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, AIE will provide reasonable accommodations.

Housing

AIE Lafayette does not provide on-campus housing due to our public location in Lafayette.

Below is a list of resources we have compiled to help you in your search for housing and transportation in the area. Please note that AIE is not affiliated with these organizations; links provided are meant to be for information only.

If you are an enrolled incoming student, and you are interested in finding housing and or an AIE classmate to be your roommate, please contact Student Services this summer. We will provide you options and facilitate a forum for you to contact other students and pursue housing together.

Classified Advertising	Rental Information
• The Dailey Advertiser • Craigslist – Lafayette, Louisiana	• Zillow (rentals Lafayette, LA) • Lafayette, Louisiana Rentals • Move.com • Lafayette, Louisiana Apartment Finders

Access to Records

Students have access to their personal and academic records through AIE Administration Office. All relevant forms are available from AIE Administration Office.

Graduation Requirements

The following are the three requirements that must be met before the student is eligible for graduation.

1. The student must have received a grade of “C” or better on all assessments and able to demonstrate competence on all skills tested in the assessments for their chosen field of study.
2. The student must have settled all financial obligations and debits with AIE before graduation day.
3. The student must have accumulated the total number of semester credit hours outlined by their chosen track of study before graduation day.

    a) Advanced Diploma of Professional Game Development -Game Art & Animation – 65 semester Cr. Hours
    b) Advanced Diploma of Professional Game Development -Game Programming – 65 Semester Cr. Hours
    c) Advanced Diploma of Screen & Media:3D Animation & VFX for Film – 65 Semester Cr. Hours
    d) Associate of Occupational Studies in Game Art and Animation – 80 Semester Cr. Hours
    e) Associate of Occupational Studies in Game Programming – 80 Semester Cr. Hours
    f) Associate of Occupational Studies in 3D Animation and VFX for Film – 80 Semester Cr. Hours

There are no exceptions to these requirements, however, if you need to discuss a specific situation, please feel free to contact your Head of School at 337-205-6604.

Tuition and Fees

Current Fees

Advanced Diploma of Professional Game Development-Game Programming or Game Art & Animation (Cohort 2023)
An enrollment fee of $100 applies toward the tuition of Cohort 2023 and the tuition for 2023-2024 is $24,600. Students are expected to supply their own transportation to and from the course. Students are not required to purchase any software, however if a student wishes to pursue completion of assignments at home, they will be required to supply software as appropriate for the completion of course content. Students are expected to supply their own transportation to and from the course.

Advanced Diploma of Screen and Media: 3D Animation & VFX for Film (Cohort 2023)
An enrollment fee of $100 applies toward the tuition of Cohort 2023 and the tuition for 2023-2024 is $24,600. Students are expected to supply their own transportation to and from the course. Students are not required to purchase any software, however if a student wishes to pursue completion of assignments at home, they will be required to supply software as appropriate for the completion of course content. Students are expected to supply their own transportation to and from the course.

Associate of Occupational Studies in Game Programming, Game Art & Animation or Screen and Media: 3D Animation & VFX for Film (Cohort 2023)
An enrollment fee of $100 applies toward the tuition of Cohort 2023 and the tuition for 2023-2024 is $26,062.50. Students are expected to supply their own transportation to and from the course. Students are not required to purchase any software, however if a student wishes to pursue completion of assignments at home, they will be required to supply software as appropriate for the completion of course content. Students are expected to supply their own transportation to and from the course.

Payment of Fees

AIE appreciates that for many students, payment of tuition in full prior to the commencement of study can be difficult. For this reason, students may be offered the option of paying tuition via a payment plan, which allows students to pay their tuition via installments.

A first payment must be made prior to the beginning of classes, with installments of a specific amount to be made as per the payment plan. Students must sign a Course Fee Payment Contract when they arrange to pay using this scheme. The contract states that the student agrees to pay the tuition by specific dates, and AIE requires that students utilizing a payment plan set up an automatic payment draft from a bank account or credit card. It also states that the student acknowledges that failure to pay the full tuition will result in their diploma being withheld and legal action may be taken to recover the balance owed. **Please refer to the enrollment contract for more information**.

AIE reserves the right to log any student out of the college network who has not paid an installment by the due date, and to withhold the diploma or certificate from graduates until tuition is paid in full. Tuition for each program is based on the course level and length for a successful student to graduate.

Applying for Financial Aid

AIE is fully accredited by the Department of Education to disburse Title IV financial aid. Any current or prospective student who wishes to explore financial aid can contact the Financial Aid Officer (see page 3). The Financial Aid Officer will provide complete information about loans, grants, and scholarships available to AIE students. The process begins by filling out the Free Application for Federal Student Aid (FAFSA) at https://fafsa.ed.gov/.

Refund Policy

I. Refund for Non-Accepted Students

1. AIE collects a $100 deposit from enrolled students only. Any funds collected in advance from non-accepted students are fully refundable.

II. Student Cancelation

2. AIE will refund all moneys received if the enrollee/applicant cancels within five business days (excluding Sundays and Holidays) after the day the enrollment agreement is signed or an initial payment is made, if the enrollee/applicant has not begun classes.

III. Deposit Retention

3. AIE may retain an established enrollment fee equal to ten percent of the total tuition cost, or one hundred dollars, whichever is less, if the enrollee/applicant cancels after the fifth business day after signing the enrollment agreement or making an initial payment. An "enrollment/registration" fee is any fee charged by the school to process student enrollment/application and establish a student record system.

IV. Refunds for Students who Withdraw on the First Day of Class

4. If tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, AIE retains no more than $100 of the tuition and fees.
5. Appropriate refunds for a student who does not begin classes are made within 30 calendar days of the class start date.

V. Refunds for Cancelled or Discontinued Classes

6. Cancelled Classes
    a) If tuition and fees are collected in advance of the start date of a program and AIE cancels the class, AIE refunds100% of the tuition and fees collected.
    b) AIE makes these refunds within 30 calendar days of the planned start date.
7. **Discontinued Classes:** If instruction in any program is discontinued after training has begun or if the school moves from one location to another, such that the student is unable to attend at the new location, it will:

a) Provide students pro rata refunds of all tuitions and fees paid, or
b) Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing.
c) The school will notify the agency and students in advance. The notification will be in writing.

VI. Refunds for Students Enrolled Prior to Visiting the Institution

8. Students who have not visited the school facility prior to enrollment have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.
(International students, please refer to International Student Section later in this handbook.)

VII. Terminated Training

9. If the student leaves the program after entering classes, AIE may retain the enrollment fee established item (3) of this policy, plus a percentage of the total tuition as described in items (8) (a) and (b) below.

VIII. Refunds for Withdrawals after Class Commences

10. Refund Policy for Programs Obligating Students for Periods of 12 Months or Less

    a) The refund policy for students attending AIE who incur a financial obligation for a period of 12 months or less is as follows:

        i. During the first 10% of the period of financial obligation, AIE refunds at least 90% of the tuition;
        ii. After the first 10% of the period of financial obligation and until the end of the first 25% of the period of obligation, AIE refunds at least 75% of the tuition;
        iii. After the first 25% of the period of financial obligation and until the end of the first 50% of the period of obligation, AIE refunds at least 50% of the tuition; and,
        iv. After the first 50% of the period of financial obligation, AIE may retain all tuition.

    b) Refund Policy for Programs Obligating Students for Periods Beyond Twelve Months

        i. The calculation of the refund for the unused portion of the first 12 months is based on section (a) above.
        ii. If the student withdraws during any subsequent period following the first 12 months, the student's refund for the unused portion of the tuition applicable to the period of withdrawal is based on section (a) above.

IX. Calculating Refunds

11. When calculating refunds, the official date of a student's termination is the last day of recorded attendance:

    a) When the school receives notice of the student's intention to discontinue the program; or,
    b) When the student is terminated for a published school policy violation, it provides for termination.

X. Refund Period

12. All refunds are made within thirty calendar days of the student's official termination date.

AIE Title IV Refund Policy

This policy explains how AIE determines the amount of Title IV assistance that students earn if they must withdraw from AIE. These policies are specified by law and cover Federal Pell Grants, Federal Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Direct Loans (subsidized and unsubsidized), and Iraq & Afghanistan Service Grant.

Withdrawal

Students wishing to withdraw from AIE should complete a withdrawal form (available in the Catalog/Student Handbook or from AIE Administration) and submit it to the Head of School or designee. The last date of attendance for students who withdraw from AIE is the date of determination identified by the school, the date on which a student is terminated for violation of a published school policy which provides for termination, or when a student fails to attend class for fourteen calendar days without notice. In this last case, the last day of attendance will be the last date of recorded attendance.

Date of determination: this is the date the school determines, or realizes, the student is a withdrawal.

Withdrawal Date: for schools required to take attendance, always the last date of physical attendance.

Dates Hinging on Date of Determination:

- AIE will offer any amount of post-withdrawal disbursement that is not credited to the student's account within 30 days of the date of determination.
- If the student or parent submits a timely response that instructs the school to make all or a portion of a Direct Loan post-withdrawal disbursement, AIE will disburse the funds within 180 days of the date of determination.
- AIE makes all Title IV grant post-withdrawal disbursements within 45 days if required to be provided directly to the student and within 180 days if paying for allowable charges on the student's account.
- AIE records a student's withdrawal date and maintains the record as of the date of determination.
- AIE will notify the student within 30 days of the date of determination if a grant overpayment is due.
- AIE will collect an overpayment and require the repayment of the full amount of the overpayment be within two years of the date of determination.
- AIE will return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination.

Return of Title IV Funds

AIE has a specific formula that is used to determine the amount of Title IV assistance a student has earned up until the point of withdrawal. If the student received (or a parent or AIE received on the student's behalf) less than that calculated amount, the student may be able to receive the additional funds. If the student, parent, or AIE received more than the calculated amount, the excess funds must be returned.

The amount of assistance earned by a student is pro-rated. For example, if the student attends 25% of the credit hours in the payment period, the student will earn 25% of the assistance they were originally scheduled to receive. If a student completes over 60% of credit hours in a payment period, the student will earn all the scheduled assistance.

In the case that a student does not receive all earned funds, the student may be due a post-withdrawal disbursement. If it includes loans, the student may choose to decline those funds to avoid incurring additional debt. AIE may automatically use all or a portion of the post-withdrawal funds (including any accepted loans) for any tuition or fees, as contracted with AIE. For any other school-related charges, the student must provide AIE with permission to use the disbursement. If permission is not given, the funds will be offered to the student. It may be in the student's best interest to allow AIE to keep the funds to reduce debt.

In the case that AIE does owe the student a post-withdrawal disbursement, funds will be paid within 45 days of the date

of determination, and loan funds will be paid within 180 days of the date of determination.

The return of unearned funds is disbursed in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Parent (Plus) Loan
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant
6. Federal Supplemental Opportunity Grant
7. Other Title IV Assistance

Some Title IV funds the student was scheduled to receive cannot be earned once the student has withdrawn due to other eligibility requirements. Some program funding, for example, may only be disbursed to students enrolled for over 30 days. Students withdrawing before the 30 days have passed will not be eligible for those specific program funds.

Title IV students re-entering within 180 days of the official withdrawal date will resume with financial aid at the same status as prior to withdrawal.

If a student, parent, or AIE receives excess funds that must be returned, AIE will return a portion of the excess funds equal to the lesser of the following:

- All institutional charges multiplied by the unearned percentage of the funds, or
- The entire amount of excess funds.

If a credit balance to a student 's account results from the R2T4 calculation, AIE will process a refund to the student within 14 days of the R2T4 calculation.

If AIE is not required to return all excess funds, the student must return the remaining amount. Any loans must be repaid by the student (or parent for a PLUS Loan) in accordance with the terms of the promissory note.

AIE will return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after the date of the institution’s determination that the student withdrew.

Any amount of unearned grant funds that must be returned by the student is called an overpayment. The amount of a grant overpayment that must be repaid is equal to half of the received amount. It is the student’s responsibility to arrange with AIE or the Department of Education to return any unearned grant funds. charges, and AIE may still charge a student for any Title IV funds that AIE is required to return.

The requirements for returning Title IV funds when a student withdraws are separate from AIE's institutional refund policy. A student may still owe funds to AIE to cover unpaid institutional fees.

Any questions about Title IV funds can be directed to the Federal Student Aid Information Center at 1-800-4FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information may also be found online at Student Aid on the Web (www.studentaid.ed.gov).

AIE Satisfactory Academic Progress (SAP) Policy

For All Students, Including Students Receiving Title IV, Higher Education ACT Program Funds Assistance

Federal regulations require institutions of higher learning to establish and apply reasonable standards of satisfactory progress to receive and disburse federal funding authorized by Title IV of the Higher Education Act. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria that outline the definition of student progress towards a degree and the consequences to the student if progress is not achieved. Students who wish to be considered for financial assistance must maintain satisfactory progress in their selected program of study as set forth in this policy.

Satisfactory Academic Progress (SAP) Standards

For financial aid disbursements, a student's academic progress is evaluated at the end of each payment period. Payment periods are defined by the number of credit hours completed within a program. Students must achieve "Competent" scorings on all components of all assessments administered throughout the payment period to meet SAP standards. Failure to successfully achieve "Competent Scores" on any assessment will result in termination from the program of study.

Financial aid payment periods occur as follows:

Cohort 2024

- 1st Year 1st Semester > August 2024-December 2024
- 1st Year 2nd Semester > January 2025-July 2025
- 2nd Year 1st Semester > August 2025-December 2025
- 2nd Year 2nd Semester > January 2026-June 2026

Cohort 2025 students must complete their educational programs according to the following chart:

Program Name	Credits Hours
Advanced Diploma of Professional Game Development-Game Programming	65
Advanced Diploma of Professional Game Development-Game Art & Animation	65
Advanced Diploma of Screen & Media: 3D Animation & VFX for Film	65
Associate of Occupational Studies (AOS) in Game Programming	80
Associate of Occupational Studies (AOS) in Game Art & Animation	80
Associate of Occupational Studies (AOS) in Screen & Media:3D Animation & VFX for Film	80

Advance Diploma students must complete the above-mentioned semester credit hours of instruction at a full-time capacity (20 hours/week) to finish in two school years. Associate of Occupational Studies students must complete the above-mentioned semester credit hours of instruction at a full-time capacity (20 hours/week) to finish in two and half school years.

Students are required to achieve no less than a grade of 70% or better at all administered assessments during the program and not miss more than 10% of class attendance during any payment period.

Regardless of course withdrawals, repetitions, or credit hours transferred from another institution, students must achieve a grade of 70% or better on all components of an assessment to meet SAP.

Financial Aid Warning

Financial aid warning status begins after the first payment period in which a student does not make SAP. Students placed on a warning status are eligible to receive financial aid while in a warning status; however, the student must make SAP for the subsequent period. If the student makes SAP in the subsequent payment period, the warning status is removed from the student's record. If the student does not make SAP for the subsequent payment period, the student may be placed on financial aid probation after a successful appeal process.

Financial Aid Probation

Students not meeting SAP standards after the financial aid warning status will have their financial aid terminated. Students determined as ineligible to receive further assistance may appeal to re-establish eligibility. Students may file an appeal on the basis of the following: Death of a relative; injury or illness of the student; other special circumstances and information that the student must submit regarding the failure to meet SAP standards, in addition to what has changed in the student's situation that will allow the student to meet SAP standards at the next assessment.

If a student's appeal is approved by AIE, the student will be placed on financial aid probation for one payment period and will be eligible for their disbursement of financial aid during the probation payment period.

Students failing to meet SAP at the end of a payment period will be notified immediately of any impact on their Title IV, HEA (Higher Education Act) eligibility.

If a student is not making SAP according to the above policy, AIE will place the student on financial aid probation and may disburse Title IV, HEA program funds to the student for the subsequent payment period if a) AIE evaluates that the student is not making satisfactory academic progress; b) the student appeals the determination; and c) AIE determines that the student should be able to make satisfactory academic progress during the subsequent payment period and meet SAP standards at the end of that payment period, or AIE develops an academic plan for the student that, if followed, will ensure that the student is able to meet AIE's SAP standards by a specific point in time.

Students on financial aid probation must achieve SAP or satisfactory progress specified on an academic plan at the next evaluation. Otherwise, students will not receive Title IV, HEA program funds for the subsequent pay period. In unusual circumstances, students may appeal the next payment period and may be placed on financial aid probation again. The student may be reinstated to financial aid when AIE creates an educational plan for the student that will guide the student to meet SAP requirements within a certain amount of time. Students may appeal termination of Title IV funding no more than two times.

Prior Learning Assessment

Prior learning may be recognized under some circumstances. All students applying for a Prior Learning Assessment (PLA) must submit a completed PLA application form. AIE will schedule a formal meeting with the applicant to assess:

- What Units of Competency will be reviewed, per the course guides
- What evidence is to be provided (transcripts, portfolios, etc.) and how that will be delivered
- Clarification of which evidence is for which Unit of Competency
- A cost structure for the PLA process (based upon the number of Units being credited by AIE)
- The time frame for the PLA process

Applicants requesting PLA for specific modules must provide formal certification of achievement in this field of study OR submit a portfolio for assessment by AIE staff. Staff will assess the work against competency standards relating to the modules in question and a report of the assessment will be forwarded to the applicant. Students should be aware that AIE charges a fee of $200 for this PLA assessment service; however, applicants will be eligible for a 50% refund of that fee should their claim for PLA be unsuccessful.

If they are successful, the fee will be applied towards the tuition. Some students may be eligible for direct entry into Year Two of Advanced Diploma study. The Head of School or designee makes PLA decisions.

Advanced Diploma of Professional Game Development or AOS: Game Programming

For PLA of C/C++ and/or C# to be granted, evidence of formal qualifications may be provided in the form of: a certificate from a local community college or regionally accredited university or an applicable entity, a Diploma in Information Technology incorporating C/C++/C# programming, a Degree in Computer Science (Programming) or any other relevant education as determined by the Head of School or designee. Other forms of evidence in the shape of résumés, testimonials and references may also be considered.

Applicants for Year Two of the Advanced Diploma of Professional Game Development: Game Programming will be asked to take a test, which will help the AIE gauge the degree of PLA in C/C++/C# programming skills. The result of this test will be considered along with the above before PLA is granted. The amount of PLA granted to applicants will determine whether they are best suited to Year One or Year Two of the Advanced Diploma of Professional Game Development or AOS.

Advanced Diploma of Professional Game Development or AOS: Game Art & Animation

Completion of Certificate IV in Screen & Media from the AIE, equivalent industry experience or equivalent recognized prior learning is considered equivalent to a PLA for the Year One of the Advanced Diploma of Professional Game Development or AOS: Game Art and Animation. Evidence of formal qualifications and/or portfolio must be provided for assessment by AIE staff. Other forms of evidence in the shape of résumés, testimonials may also be considered.

Advanced Diploma of Screen and Media or AOS: 3D Animation and VFX for Film

Completion of the Certificate IV in Screen & Media from the AIE, equivalent industry experience or equivalent recognized prior learning is considered equivalent to a PLA for the Year One of the Advanced Diploma of Screen and Media or AOS: 3D Animation & VFX for Film. Evidence of formal qualifications and/or portfolio must be provided for assessment by AIE staff. Other forms of evidence in the shape of resumes, testimonials and references may also be considered. Applications may also be made requesting PLA for specific modules. Staff will assess the work against competency standards relating to the modules in question and a report of the assessment will be forwarded to the applicant. This portfolio does not need to contain graphics created in ZBrush or Maya software for PLA. Other software packages can be used to demonstrate competency in certain basic modeling/animation techniques. Some PLA may also be recognized after perusal of 2D art or design work and interview with the applicant.

Transfer of Credits from AIE to Other Institutions

Students who wish to leave AIE and transfer their units to other institutions must file with the Administration a transfer request stating the institution they wish to transfer their units to. The application must also have attached verification that the student has been accepted to the institution the student is wishing to transfer the units to.

Decisions concerning the acceptance of credits earned in any course taken at AIE are made at the discretion of the receiving institution. AIE makes no representation whatsoever concerning the transferability of any credits earned at the school to any institution other than an AIE campus. It is unlikely that any credits earned at AIE will be transferrable to or accepted by any institution other than AIE.

Any student considering continuing their education at, or transferring to, any institution other than AIE must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. An institution's accreditation does not guarantee that credits earned at that institution will be accepted for transfer by any other institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

Transfer of Credits within AIE

AIE does permit transfers of credits between Game Art and Animation, and 3D Animation and VFX for Film programs internally. You must schedule a meeting with your teacher and the Head of School regarding this matter.

Credit

Due to the specialized instruction, credit earned and/or by examination at other colleges or universities may not be transferred. Students may get credit for general education courses required in the Associate of Occupational Studies degree by submitting their official transcript to the Head of School for evaluation on The Transfer of Credit form that can be acquired by speaking to the Student Services Coordinator at AIE.

Assessment

AIE students are informed of their academic progress at the end of each unit of study. The assessment model includes an oral discussion of the learning module and a written record of each skill's achievements in that unit. The schedule of assessment varies in that each unit of study takes a different amount of time. However, the student is given a schedule and the criteria for competency before each unit of study. The student can check on academic progress with the Student Services Coordinator at any time.

Assessment involves collecting evidence and deciding whether competency has been achieved. These decisions are made by comparing the student's performance with a set of standards established through a course accreditation process that includes industry input.

Grade based assessment is used in all programs. Students will be given a learning and assessment schedule within the first two weeks of the course. If a student is uncertain about the process after the first week's classes, they should ask the instructor for more information. Assessment tools can sometimes be negotiated to suit the needs of individual learners and the student can discuss different methods of presenting evidence of competence with the teacher. In some instances, for example, a student can be assessed in the workplace or present evidence on-line.

Assessment processes are designed to always be transparent, relevant, fair, and current. If a student believes that a final assessment in any module is incorrect, they should check with the instructor in case an error has occurred. If a student feels that, despite discussing the matter with the instructor, they wish to appeal the assessment; the student should next discuss the matter with the Head of School or designee, and then apply in writing to the Head of School or designee to appeal for a review of the assessment.

Appeals Process

Students who wish to appeal their standing or their assessment result must petition through the administration. The appeal is filed with the administration and any appeals are handled by an Appeals Committee, which is called by the Head of School or designee. All appeals are replied to in writing within 30 calendar days.

Semester Credit Hour Grading System

Students receive the following grades during their assessment, A, B, C, D, or F. All programs at AIE are semester credit hours and all assessments MUST be passed with a grade of "C" or better.

How to Achieve Competency

To be awarded an advanced diploma or AOS, a student needs to successfully complete each unit of competency/module associated with the qualification. Each assessment has a rubric in the assessment document and is followed to determine the student's grade. The student needs to meet all the assessment criteria for a competency/module to receive a grade of "C" or better. Students will not be successful if they "get most of it right" or "get more than 50 % of it right." Students will be successful when they can demonstrate their complete competency. Getting a task partially right or even mostly right is not enough to be considered competent. Students will be provided with training and clear ways they can demonstrate their competence. Students will also be provided with a description of exactly what constitutes "competence" in each unit or module. Students will be provided with support to achieve that competence as well. Before submitting work for assessment, students should check it against all the assessment criteria. Students should form teams with other class members and peer-review one another's work before submission. The minimum grade considered satisfactory at AIE is "C."

Students in all AOS programs that are taking general education courses must achieve a **70 or above grade in each of the five general education courses** required for the AOS degree, whether the course is taken at AIE or transferred in from another higher education institution.

Cheating, Plagiarism and Similar Misconduct

Students are advised that AIE will deem work found to be the result of cheating, plagiarism, or similar misconduct unacceptable and inadmissible for assessment purposes because it is contrary to the tradition of respect for knowledge, scholarship, and independent achievements of learners. Discipline for these offenses is at the discretion of the Head of School.

Submitting Work

When students submit work for assessment, teachers make decisions about whether all the assessment criteria have been met by using the rubric in that assessment document. Teachers must exercise professional judgment and interpretation in determining student performance adequacy against the set criteria. The assessment of student work is done through a moderation procedure that requires more than one teacher to be part of the assessment process.

Deadlines for Handing in Work

Deadlines are not guidelines. Every assessment item will have a due date. Students are expected to respond to these deadlines professionally.

Late Submissions of Assessments

Submitting assignments on time is the first rule in an industry-training situation such as ours. However, some unforeseen events may prevent students from doing this. Students may, at least 3 days before the submission date, negotiate an extension with their teacher. This request must be made in writing with supporting evidence. In case of a serious illness, a medical certificate will have to be produced. Use the "Official Extension for Assignment" form obtained from an instructor or AIE Administration Office.

Re-assessment and Change of Grade

The first step for a student desiring reassessment is to speak with the instructor informally about the circumstances for the request **after viewing written feedback of their assessment.** If this does not lead to a satisfactory outcome, the student should fill in a variation of grade form which will then be considered. Once approved, **you will be given a reassessment milestone no more than one (1) week later to prepare your evidence.** Re-assessment after an unsuccessful test or assignment is not automatic. However, if the student submits a **reasonable assessment attempt, 60% or higher, there will be an opportunity to be re-assessed.** This may not apply to final projects, which have been commented on and/or developed over large parts of a semester. Please remember to discuss any re-assessment issues with the instructor first. Please remember to discuss any re-assessment issues with the instructor first.

Re-entrance after Dismissal

A student reapplying will be considered for re-entry based on standard enrollment requirements. Also, faculty advice is considered as a final condition of re-entry.

Student Records

Student records are maintained for at least 50 years at a secure offsite location.

Articulation Agreements

Credits from a college with an articulation agreement with Academy of Interactive Entertainment will be accepted and reciprocated. Grades earned will be included in students' AIE transcripts.

Transcripts

Students may request copies of their transcripts during normal business hours from the Administration.

Assessment Appeal Policy

Purpose

Students are responsible for maintaining standards of academic progress and following procedures established and made known by their college instructors. This appeal protects students against errors or inconsistencies in their academic evaluation.

Appeal Expectations and Conditions

Assessment outcomes assigned by instructors are presumed to be correct. The student is responsible for knowing and initiating the assessment appeal procedure. It is the right and responsibility of the students who appeal an assessment to demonstrate how they believe it to be incorrect. The claim of appeal may be based on one (or more) of the following:

- ERROR: The assessment was tabulated incorrectly (i.e. input or calculation error).
- OTHER: The assessment appeal claim is based on other reasons than those outlined in the policy. Students who choose this basis of claim must write a further explanation of their reasons. These reasons must be best addressed through the Assessment Appeals Process.

Beginning the Process—Meet with your Instructor

A student must first review the assessment with the instructor of the assessment in question. It is the responsibility of the student to demonstrate how the assessment review is inaccurate and provide a suggestion for resolution. If an agreement cannot be obtained, the student may then file a formal appeal.

Conditions for Interruption of Program Due to Unsatisfactory Assessment

A student has two chances to meet assessment requirements. If the student fails to meet the second chance deadline (deadline is determined by the instructor at the time of the failed assessment), they are dropped from the course; however, they are given a chance to appeal against this decision. If successful, a third assessment opportunity is given to the student. A student failing to meet assessment standards on this third opportunity is no longer eligible to continue the course during this academic year, however, the student may reapply and be considered for enrollment in the following year.

Re-Entrance After Dismissal

A student reapplying will be considered for re-entry based on standard enrollment requirements. Also, faculty advice is considered as a final condition of re-entry.

Filing a Formal Appeal

An assessment appeal only applies to the final (second) assessment grade. If a student wishes to pursue a formal assessment appeal, the student must email the Head of School and attach appropriate supportive documentation (i.e., course criteria, email correspondence, assignments, results, etc.) no later than **24 hours** after the end of the assessment period. If a student does not submit the completed form by this time, AIE is not required to process the appeal. It is highly encouraged that students start the appeal process as soon as possible after the second assessment is completed. The Head of School will review the appeal, meet with the instructor and the student as necessary and decide. The Head of School will issue a written response to the student with a copy to the instructor within **24 hours of appeal.**

AIE Lafayette Campus does not admit International Students.

Program Descriptions

Advanced Diploma of Professional Game Development – Game Art and Animation

(65 Semester Credits) (CIP Code 11.0803)

The Advanced Diploma in Game Art and Animation was developed in response to industry needs and driven by extensive consultation with local and international game development studios. The Advanced Diploma is a two-year full-time course, focused on getting students to meet or exceed industry expectations to gain employment with a development studio or develop their own independent games.

Game artists design the environments, create the characters and craft the vehicles for the games that you love to play. They can specialize in modeling, texturing, animation, and level design. Game art development is a dynamic medium to showcase creative ability. Students work with other artists and programmers to design and create their own unique entertainment experiences using cutting-edge game technology.

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, Substance Painter, and Unity to design, create and import art assets into game engines. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills for entry into the interactive game industry as a game artist. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Demonstrate how game art addresses both visual aesthetics and engine/game context functionality. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information from various sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving, Responsibility)
- Initiate and participate in projects requiring teams of diverse individuals (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)
- Prepare an employment portfolio including a resume, cover letter, letters of reference and show reel/work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (34 Semester Credits)

HASO 101 – Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. Knowledge and Skills **Duties and responsibilities.** • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.

VIAR 101 – 3D Art Pipeline	This subject is your introduction and overview of how 3D software is used to generate 3D art assets and artwork. You will be introduced to the whole-process including concepting, modeling, texturing, lighting, rendering and presenting 3D art. You will work on a project to practice and demonstrate your new skills. **Knowledge and Skills** • Understanding of a 3D Pipeline including planning, approval, and production stages. • Learn current 3D software used throughout industry. • Develop multiple modeling techniques. • An understanding of the use and application of 3D Lighting. • Understanding of scene rendering for presentation. • Understand techniques for UV unwrapping a 3D model ready for textures. • Understanding materials and shaders and how to apply them. • Introduction to texturing of 3D Models.
VIAR 102 – Modeling and Texturing (Environment Pipeline)	This subject is focused on advancing your skills in creating and texturing 3D models. Students interested in games will begin learning to work with game engines and the workflows necessary to produce engine-ready art. Students interested in screens will focus on high quality rendering to bring their models to life. Everyone will work on a project to practice and demonstrate their new skills. **Knowledge and Skills** • Further advancement in modeling techniques. • UV and alternative UV unwrapping techniques and workflows. • Advancement in texturing using 3D texturing applications. • An understanding of modular construction. • Developing an understanding of materials and texture networks.
ANIM 101 – Principles of Animation	In this subject you will be introduced to the skills and techniques used to create animation. You will learn the technical side of how 3D animation is created in 3D software packages, as well as learn fundamental animation principles that make animation appealing to watch. You'll produce a number of small, animated pieces as demonstrations of your new skills. **Knowledge and Skills** • Understanding the importance of weight and timing in animation. • Develop convincing animation building on core principles (weight, overlap, squash and stretch, arcs, etc.). • Practical understanding of animation principles through a variety of rigs. • Completing a plan and production schedule. • Producing a final animation that is consistent with the approved planning.

VIAR 103 – Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You will learn how to use sculpting software to create highly detailed models. You will learn how these sculpted characters are used in either games or films. You will create a character using the various techniques covered. **Knowledge and Skills** • Gain an understanding of what a character artist is and his/her relationship to industry. • Gain a deeper understanding of the complexities of character modeling and disciplines involved. • Gain an understanding of storytelling through character design. • A practical knowledge of figurative proportions and anatomy. • Creating concept art using various techniques (paint-overs, thumb-nailing etc.). • Understanding the importance of mesh topology. • Gain knowledge of UV un-wrapping techniques for organic characters. • Building fundamental techniques for sculpting characters. • Gain understanding of rigging characters. • Setting up shader and material networks. • Learn the fundamentals of lighting characters and rendering an appealing image.
ANIM 102 – Character Animation	This subject will build on the principles developed in the animation subject and advance your skills further. You will progress with more complex character rigs, and, through a better understanding of body mechanics and acting principles, you will bring the characters to life. You will further combine all these techniques with audio syncing and emotional expression which will result in a convincing character animation piece. **Knowledge and Skills** • Ability to create or source useful and relevant reference material for animation. • Learn to plan animation for convincing performance. • Understanding of developing polished animation through passes. • Develop understanding of body mechanics. • Create acting performance confidently, including lip-sync and facial animation. • Ability to critique your own work, seek feedback and improve your work. • Ability to produce a short, polished animation which conveys emotion.
VIAR 104 – Digital Lighting and Compositing	In this subject, you will be introduced to the world of visual effects. You will learn about the skills and techniques used to integrate 3D objects into live footage. You will work on a project to bring some of your art into the “real world” as a demonstration of your new skills. **Knowledge and Skills** • Knowledge of how to plan a project, seek approvals and produce agreed deliverables. • Understanding of the impact of color and how it can be applied to improve visual appeal. • Competency in basic concepts in lighting and composition. • Knowledge and skills to use digital lighting to simulate real world lighting effects. • Competency in setting up and utilizing 3D shaders. • Introductory knowledge and skills in the use of compositing packages.
VIAR 106 – 3D Workflow Techniques	This subject focuses on advancing your skills in a small specific area through research, experimentation, and discussion. Additionally, you will need to present your findings to your peers and evaluate the process. Upon completion of this subject, you will have improved your research and presentation skills as well as your knowledge of 3D workflow techniques. **Knowledge and Skills** • Knowledge of how to plan and document an intended research topic. • Ability to present and demonstrate to a large-scale group of your peers. • Gain experience in evaluating and discussing feedback and acting upon it.

PROD 101 – Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Your team will be writing project documentation, setting schedules, and contributing to the development process of a potential project. You will learn how to prepare for large projects and develop an understanding of scripts, storyboards, and pipeline management. **Knowledge and Skills** • Gain insights into how a game studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a game concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes. • Ability to iterate through concepts and respond to feedback. • Understanding of pre-production planning.
PROD 102 – Production	Students from various disciplines will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project pre-production to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your group's performance as a whole. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable sources of information to gain an understanding of current industry trends, emerging technologies or markets and the overall structure and operation of your chosen field. This will give you important insights into what professional practice is and assist you ultimately to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Ability to develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.
Year Two Subject Descriptions (31 Semester Credits)	
GART 205 – Game Materials	In this subject, you will learn and apply techniques used to create materials for a game production using procedural material authoring software. You will be introduced to new software and processes for game material creation. **Knowledge and Skills** • Gain an understanding of working with shaders in a real-time environment. • Learn how to create procedural materials.

GART 202 – Game Environments	You will work individually or in teams to develop a game level you might be asked to create in a commercial studio. You will plan, schedule, and execute the production of a polished level which is aimed to showcase your strengths as a real-time environment artist. An iterative approach to development will be used to refine concepts, grey box and planning, through to the development of high-quality assets. The final project will demonstrate a high level of creativity and effective workflows and be presented in a real-time game engine. **Knowledge and Skills** • Critical analysis of game level development. • Plan and schedule tasks. • Ability to integrate pre-production and concept strategies prior to production. • Game environment construction and implementation. • Ability to iterate through the development process and respond to feedback. • Knowledge of engine implementation processes used in game development. • Practical understanding of environment workflows and asset management.
GART 203 – Game Characters	You will design and develop a 3D interactive gameplay model or character for use in a computer game while carefully considering both the design brief and technical considerations. This subject will develop more advanced techniques of modeling, texturing, rigging and animation and explore all aspects of developing a real-time character with approaches ranging from console to mobile game development. The final animated character will be presented in a real time engine and demonstrate a deeper understanding of a full character pipeline and the technical considerations for character-driven games. **Knowledge and Skills** • Identify and use appropriate modeling and texturing tools. • Produce and deliver documentation, showing evidence of concepts creation and design decisions. • Plan and manage the design process for creating 3D character models according to a design brief. • Incorporate the design specifications and create complex 3D character models. • Knowledge of current game-play hardware and software products. • Understanding of technical constraints imposed on design and development.
GART 204 – Graphical User Interface	You will be introduced to the topics and techniques needed to research, plan, and create a Graphical User Interface (GUI) project. You will examine and replicate the workflow involved in implementing a basic GUI for a real-time project. You can create a stand-alone project or attach this to either the game environment or the game character assessment. **Knowledge and Skills** • Understanding of workflow and pipelines of GUI in industry, including commonly used software. • Knowledge of current trends and best practices relating to GUI. • Planning and documentation of the design process. • Basic implementation of GUI to an interactive level or character. • Reflection and evaluation of the project.
VRXR 201 – Virtual and Extended Realities	For this subject, you will research and analyze current and future applications of extended realities and technology. You will then work within a team, creating a playable VR/AR prototype which will be accompanied by a game design brief. You will design and create 3D models, based on the design brief, optimized to run on the chosen extended realties platform. **Knowledge and Skills** • Research and analyze current and future applications of extended realities. • Design and create optimized 3D models for a team. • Test performance impact of 3D elements on the chosen platform. • Collaborate with a team to test and finalize a playable build on the chosen platform.

VIAR 204 – Proof of Concept	All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formulize their development plan and start on the pre-production stage; creating clear outlines and documentation that they will take with them to the major production. Each team will create a workable prototype, Design Document, Art Bible, and Technical Design Document. **Knowledge and Skills** • Learn iterative design processes for refining an idea. • Learn how to pitch a game concept to an industry panel. • Know how to incorporate feedback into your game ideas. • Understand how to identify risks and target markets. • Learn how to prioritize development tasks.
PROD 201 – Major Production	This subject is the opportunity for students to put all of their art, programming and design skills that they have gained throughout the course, combined with their project management skills, into a final project. All streams work together to continue the approved proof of concept, in an environment that simulates the complete development process. This results in the final delivery of a polished game or interactive experience which can be market ready. **Knowledge and Skills** • Demonstrate acquired skills in project development from initial conception to completed product. • You will learn how to adapt the scope and focus of your project throughout development. • Develop critical thinking skills and the ability to reflect on your own work and the work of others in an unbiased manner.
OPPR 201 – Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback. **Knowledge and Skills** • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skillset. • Understand how to create a “Resume” and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

Advanced Diploma of Screen & Media: 3D Animation and VFX for Film

(65 Semester Credits) (CIP Code 10.0304)

The Advanced Diploma of Screen and Media – 3D Animation and VFX for Film is a two-year, full-time course for students who want to work in film, TV, or visual effects. It is a practical course designed to give students the best technical training to work as 3D artists using the latest state-of-the-art technology.

Developed with the input of leading film and visual effects studios, the Advanced Diploma of Screen and Media will enable students to complete impressive film projects that showcase their skills and form the basis of a professional show-reel to impress potential employers.

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, Nuke, and DaVinci Resolve to design, create, and render digital visual effects. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills, such as scheduling, and maintaining deadlines, for entry into the 3D Animation and VFX industry. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate a holistic approach to see the entire scope of a project and how each individual's roles interface and impact others. (Collaboration, Performance, Responsibility) Develop the ability to adapt to team diversity, varying timetables, art styles and processes. (Collaboration, Communication, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information received from a variety of sources; including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)
- Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)
- Prepare an employment portfolio including a resume, cover letter, letters of reference and Show Reel/work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (34 Semester Credits)

HASO 101 – Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. **Knowledge and Skills** • Duties and responsibilities. • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.

VIAR 101 – 3D Art Pipeline	This subject is your introduction and overview of how 3D software is used to generate 3D art assets and artwork. You will be introduced to the whole-process including concepting, modeling, texturing, lighting, rendering, and presenting 3D art. You will work on a project to practice and demonstrate your new skills. **Knowledge and Skills** • Understanding of a 3D Pipeline including planning, approval, and production stages. • Learn current 3D software used throughout industry. • Develop multiple modeling techniques. • An understanding of the use and application of 3D Lighting. • Understanding of scene rendering for presentation. • Understand techniques for UV unwrapping a 3D model ready for textures. • Understanding materials and shaders and how to apply them. • Introduction to texturing of 3D Models.
VIAR 102 – Modeling and Texturing (Environment Pipeline)	This subject is focused on advancing your skills in creating and texturing 3D models. Students interested in games will begin learning to work with game engines and the workflows necessary to produce engine-ready art. Students interested in screens will focus on high quality rendering to bring their models to life. Everyone will work on a project to practice and demonstrate their new skills. **Knowledge and Skills** • Further advancement in modeling techniques. • UV and alternative UV unwrapping techniques and workflows. • Advancement in texturing using 3D texturing applications. • An understanding of modular construction. • Developing an understanding of materials and texture networks.
ANIM 101 – Principles of Animation	In this subject you will be introduced to the skills and techniques used to create animation. You will learn the technical side of how 3D animation is created in 3D software packages, as well as learn fundamental animation principles that make animation appealing to watch. You will produce small, animated pieces as demonstrations of your new skills. **Knowledge and Skills** • Understanding the importance of weight and timing in animation. • Develop convincing animation building on core principles (weight, overlap, squash and stretch, arcs, etc.). • Practical understanding of animation principles through a variety of rigs. • Completing a plan and production schedule. • Producing a final animation that is consistent with the approved planning.

VIAR 103 – Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You will learn how to use sculpting software to create highly detailed models. You will learn how these sculpted characters are used in either games or films. You will create a character using the various techniques covered. **Knowledge and Skills** • Gain an understanding of what a character artist is and his/her relationship to industry. • Gain a deeper understanding of the complexities of character modeling and disciplines involved. • Gain an understanding of storytelling through character design. • A practical knowledge of figurative proportions and anatomy. • Creating concept art using various techniques (paint-overs, thumb-nailing etc.). • Understanding the importance of mesh topology. • Gain knowledge of UV un-wrapping techniques for organic characters. • Building fundamental techniques for sculpting characters. • Gain understanding of rigging characters. • Setting up shader and material networks. • Learn the fundamentals of lighting characters and rendering an appealing image.
ANIM 102 – Character Animation	This subject will build on the principles developed in the animation subject and advance your skills further. You will progress with more complex character rigs, and, through a better understanding of body mechanics and acting principles, you will bring the characters to life. You will further combine all these techniques with audio syncing and emotional expression which will result in a convincing character animation piece. **Knowledge and Skills** • Ability to create or source useful and relevant reference material for animation. • Learn to plan animation for convincing performance. • Understanding of developing polished animation through passes. • Develop understanding of body mechanics. • Create acting performance confidently, including lip-sync and facial animation. • Ability to critique your own work, seek feedback and improve your work. • Ability to produce a short-polished animation which conveys emotion.
VIAR 104 – Digital Lighting and Compositing	In this subject, you'll be introduced to the world of visual effects. You'll learn about the skills and techniques used to integrate 3D objects into live footage. You'll work on a project to bring some of your art into the "real world" as a demonstration of your new skills. **Knowledge and Skills** • Knowledge of how to plan a project, seek approvals and produce agreed deliverables. • An understanding of the impact of color and how it can be applied to improve visual appeal. • Competency in basic concepts in lighting and composition. • Knowledge and skills to use digital lighting to simulate real world lighting effects. • Competency in setting up and utilizing 3D shaders. • Introductory knowledge and skills in the use of compositing packages.

VIAR 106 – 3D Workflow Techniques	This subject focuses on advancing your skills in a small specific area through research, experimentation, and discussion. Additionally, you will need to present your findings to your peers and evaluate the process. Upon completion of this subject, you will have improved your research and presentation skills and knowledge of 3D workflow techniques. **Knowledge and Skills** • Knowledge of how to plan and document an intended research topic. • Ability to present and demonstrate to a large-scale group of your peers. • Gain experience in evaluating and discussing feedback and acting upon it.
PROD 101 – Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Working in small teams, you will be writing project documentation, setting schedules, producing assets, testing, and contributing to the development process of a potential project. **Knowledge and Skills** • Gain insights into how a VFX studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a film concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes.
PROD 102 – Production	Students will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project pre-production to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your groups' performance as a whole. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable sources of information to gain an understanding of current industry trends, emerging technologies or markets and the overall structure and operation of your chosen field. This will give you important insights i nto what professional practice is and assist you ultimately to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.

Year Two Subject Descriptions (31 Semester Credits)	
VFXX 201 – Visual Effects	This subject focuses on the development of your skills and knowledge considered core to working effectively in the visual effects industry. You will learn and practice this core skill set and produce some VFX shots using these skills. **Knowledge and Skills** • You will learn advanced compositing techniques. • You will learn how to track and match live action plates. • You will learn how to create particle and fluid simulations.
VFXX 202 – Specialization	This subject is designed to guide you to produce work at a professional level. You will discuss with your teacher before choosing what area to specialize in. You will learn about and research what a "professional" level of quality means and then work on a project to meet those standards. **Knowledge and Skills** • Through research, understand what a professional level skillset and quality of work means in a chosen field. • Develop skills to seek and act on valid feedback to improve your work. • Develop your skills in a chosen field to a professional level. • Research and apply how creativity is achieved in a chosen field.
VFXX 203 – Story Development (Pre-Production)	This subject is all about learning what makes a compelling story and narrative. You will discuss and propose ideas and develop storylines. You will prepare a proposal and pitch your ideas to stakeholders for potential future development. **Knowledge and Skills** • Advance and expand your knowledge of story or narrative, as it applies to screen productions. • Develop a strong understanding of the structures and formulas used in crafting the storytelling process. • Develop the skills to brainstorm, create and define a narrative concept. • Understand principles and techniques through practical application of the story creation processes. • Learn how to design and create storyboards from a narrative script, using the cinematic visual language of cinematography. • Complete the process of creating a motion animatic or pre-visualization animation.
VFXX 204 – Short Film Production (Major Production)	This subject is the opportunity for you and your fellow students to put all the skills they have gained throughout the course, combined with their project management skills, into a final project. Again, students work together in an environment that simulates the studio development process. This results in the final delivery of a polished film which has the potential to be market ready. **Knowledge and Skills** • Visually interpreting a script and narrative. • Ability to lay out 3D scenes to pre-existing shot plans. • Understanding cinematography and virtual cameras. • Skills in designing and building 3D sets. • Skills to design, document and implement visual effects. • Skills to create and maintain a variety of production documentation. • Ability to implement and complete an operational plan. • Ability to design and implement a sustainable project.

OPPR 201 – Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback. **Knowledge and Skills** • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skillset. • Understand how to create a “Resume” and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

Advanced Diploma of Professional Game Development – Game Programming

(65 Semester Credits) (CIP Code 11.0804)

The Advanced Diploma of Professional Game Development was developed in response to industry needs and driven by extensive consultation with local and international game development studios. The Advanced Diploma is a two-year full-time course, focused on preparing students to meet or exceed industry expectations to gain employment with a development studio or develop their own independent games.

Game programmers drive the game development process. They are responsible for creating development tools, the underlying framework and the primary mechanics that drive gameplay. As the essential ingredient in the development process, game programmers are highly valued and in demand.

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software, middleware, languages and version control, such as but not limited to: Visual Studio, Advanced C++, C#, OpenGL, Unity3D, PhysX, Unreal Engine and Git. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills for entry into the interactive game industry as a programmer. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)
- Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)
- Prepare an employment portfolio, including: a resume, cover letter, letters of reference, show-reel, work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (33 Semester Credits)

HASO 101 – Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. **Knowledge and Skills** • Duties and responsibilities. • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.

PROG 101 – Introduction to C++	You will learn the syntax of C++ and how to program using the most widely used language in the games industry. An Object-Oriented language, C++, can be used to create applications and simulations that can be deployed on a range of platforms including Windows, OS X, iOS, Android and all of the common game consoles. It has influences from multiple languages and has influenced the design of many others. **Knowledge and Skills** • Learn C++ language syntax and use. • Understand the development of Software Applications.
PROG 102 – Math for Games	This subject covers the mathematics essential for representing and managing the interactions of game objects and graphics within continuous spaces. Topics include linear algebra, geometry, and calculus specifically as they relate to video games. Major concepts include transformations, collision detection, and rigid body dynamics. **Knowledge and Skills** • Learn fundamental mathematical skills needed for games and simulation programming. • Knowledge of Vector and Matrix math as they relate to Euclidean spaces. • Ability to implement basic collision detection and resolution. • Create redistributable libraries for use in multiple applications.
PROG 103 – Code Design and Data Structures	Throughout this subject you will learn various software architecture and design techniques that can be applied to many different programming languages in many different areas of software engineering. Knowledge and experience in this domain is essential for all programming professionals. Software engineering is a complicated subject in itself, but there are many techniques and algorithms that have been developed over the years to make computer programming easier and more understandable. **Knowledge and Skills** • Gain an understanding of the common systems and patterns in game development. • Implement various game development algorithms and data structures. • Implement basic real-time game systems.
PROG 104 – Artificial Intelligence for Games	This subject introduces many of the core concepts behind the use of Artificial Intelligence in video games. Decision making techniques such as Finite State Machines and Behavior Trees are explored, along with locomotion techniques such as Steering Behaviors and Pathfinding techniques for finding ways around a level. **Knowledge and Skills** • Implement pathfinding algorithms. • Implement decision making for autonomous agents. • Learn how to create competitive A.I. opponents.
PROG 105 – Introduction to C#	Within this subject, you will focus on learning a tools-based development stack. This will involve getting exposed to new languages and developing intermediate tools, such as a level editor, and libraries to assist with development. **Knowledge and Skills** • Exposure and practice with an additional industry relevant programming language. • Discover how to design, implement, and utilize tools to assist in game development.

PROG 106 – Cross-Platform Development	Within this subject, you will be exposed to a variety of tools curated at the instructor's discretion. The focus will primarily be on Game Engines and the considerations and techniques necessary to maximize their utility. **Knowledge and Skills** • Use industry standard tools and APIs for developing games. • Learn various platform-specific considerations when developing games. • Begin rapidly prototyping game concepts and ideas.
PROD 101 – Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Your team will be writing project documentation, setting schedules, and contributing to the development process of a potential project. **Knowledge and Skills** • Gain insights in how a game studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a game concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes.
PROD 102 – Production	Students from various disciplines will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project pre-production to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your groups' performance as a whole. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable sources of information to gain an understanding of current industry trends, emerging technologies or markets and the overall structure and operation of your chosen field. This will give you important insights to what professional practice is and assist you ultimately to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.
Year Two Subject Descriptions (32 Semester Credits)	
PROG 201 – Computer Graphics	This subject is designed to teach you the techniques and algorithms used in modern real-time rendering and film rendering. You will make use of a modern rendering API, such as OpenGL, to learn GPU shader programming and the various lighting and rendering pipelines that are commonly used in the industry today. Other cutting-edge GPU-related technologies are explored. **Knowledge and Skills** • Gain an understanding of modern render pipelines on Graphics Processing Units (GPUs). • Industry standard rendering techniques for games, film, and simulation. • Knowledge of procedural content generation techniques. • Practical skills in GPU shader programming.

PROG 202 – Complex Game Systems	Video games are full of various systems with varying degrees of complexity. In this subject you will take a look at some of these systems including multithreaded and parallel programming, audio programming, network programming and automation and testing systems, such as automated build servers, automated testing and analytics. The topic focus is curated by your instructor. **Knowledge and Skills** • Ability to implement networking for games and simulations. • Understand threading and parallel programming techniques. • Use of audio in game programming. • Knowledge of various complex systems used in game development.
PROG 203 – Physics for Games	Explore physics as it relates to real-time applications and video games. We take a practical approach to integrating and implementing an advanced physics library to explore various interactions within the fields of rigid-body and soft-body physics. We'll focus on practical applications and the appropriate tools and concepts to solve a variety of problems in game development. **Knowledge and Skills** • Understanding of physics formulas. • Knowledge of real-time physics techniques. • Ability to integrate third-party physics libraries.
VRXR 201 – Virtual and Extended Realities	For this subject, you will research and analyze current and future applications of extended realities and technology. You will then work within a team, creating a playable VR/AR prototype which will be accompanied by a game design brief. You will design and create systems, based on the design brief, optimized to run on the chosen extended realties platform. **Knowledge and Skills** • Research and analyze current and future applications of extended realities. • Design and create optimized code for a team. • Test performance impact of systems on the chosen platform. • Collaborate with a team to test and finalize a playable build on the chosen platform.
VIAR 204 – Proof of Concept	All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formulize their development plan and start on the pre-production stage; creating clear outlines and documentation that they will take with them to the major production. Each team will create a workable prototype, Design Document, Art Bible and Technical Design Document. **Knowledge and Skills** • Learn iterative design processes for refining an idea. • Learn how to pitch a game concept to an industry panel. • Know how to incorporate feedback into your game ideas. • Understand how to identify risks and target markets. • Learn how to prioritize development tasks.

PROD 201 – Major Production	This subject is the opportunity for students to put all of their art, programming and design skills that they have gained throughout the course, combined with their project management skills, into a final project. All streams work together as a continuation of the approved proof of concept, in an environment that simulates the complete development process. This results in the final delivery of a polished game or interactive experience which has the potential to be market ready. **Knowledge and Skills** • Demonstrate acquired skills in project development from initial conception to completed product. • You will learn how to adapt the scope and focus of your project throughout development. • Develop critical thinking skills and the ability to reflect on your own work and the work of others in an unbiased manner.
OPPR 201 – Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback.

Associate of Occupational Studies in Game Art and Animation

(80 Semester Credits) (CIP Code 11.0803)

The Associate of Occupational Studies in Game Art and Animation adds an academic component to produce a well-rounded student with academic and technical skills needed for success in the work environment. The associate degree was developed in response to industry needs and driven by extensive consultation with local and international game development studios. The associate degree is a two-and-a-half-year full-time course, focused on getting students to meet or exceed industry expectations to gain employment with a development studio or to develop their own independent games.

Game artists design the environments, create the characters and craft the vehicles for the games that you love to play. They can specialize in modeling, texturing, animation, and level design. Game art development is a dynamic medium to showcase creative ability. Students work with other artists and programmers to design and create their own unique entertainment experiences using cutting-edge game technology.

"The transfer of credits that a student earns at AIE Lafayette is at the complete discretion of the institution to which they may seek to transfer. For this reason, the student should make certain that his/her attendance at AIE will meet his/her educational goals. AIE Lafayette does not imply, promise, or guarantee that any credit earned will be transferred to or be accepted by any other institution. It is the student's responsibility to find out in advance of enrollment whether the receiving institution will recognize/accept any credits/courses earned at AIE."

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, Substance Painter, and Unity to design, create and import art assets into game engines. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills for entry into the interactive game industry as a game artist. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Demonstrate how game art addresses both visual aesthetics and engine/game context functionality. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving, Responsibility)
- Initiate and participate in projects requiring teams of diverse individuals (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)
- Prepare an employment portfolio including a resume, cover letter, letters of reference and show reel/work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (34 Semester Credits)	
HASO 101 – Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. **Knowledge and Skills** • Duties and responsibilities. • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.
VIAR 101 – 3D Art Pipeline	This subject is your introduction and overview of how 3D software is used to generate 3D art assets and artwork. You will be introduced to the whole-process including concepting, modeling, texturing, lighting, rendering, and presenting 3D art. You will work on a project to practice and demonstrate your new skills. **Knowledge and Skills** • Understanding of a 3D Pipeline including planning, approval and production stages. • Learn current 3D software used throughout industry. • Develop multiple modeling techniques. • An understanding of the use and application of 3D Lighting. • Understanding of scene rendering for presentation. • Understand techniques for UV unwrapping a 3D model ready for textures. • Understanding materials and shaders and how to apply them. • Introduction to texturing of 3D Models.
VIAR 102 – Modeling and Texturing	This subject is focused on advancing your skills in creating and texturing 3D models. Students interested in games will begin learning to work with game engines and the workflows necessary to produce engine-ready art. Students interested in screens will focus on high quality rendering to bring their models to life. Everyone will work on a project to practice and demonstrate their new skills. **Knowledge and Skills** • Further advancement in modeling techniques. • UV and alternative UV unwrapping techniques and workflows. • Advancement in texturing using 3D texturing applications. • An understanding of modular construction. • Developing an understanding of materials and texture networks.
ANIM 101 – Principles of Animation	In this subject you'll be introduced to the skills and techniques used to create animation. You will learn the technical side of how 3D animation is created in 3D software packages, as well as learn fundamental animation principles that make animation appealing to watch. You will produce several small, animated pieces as demonstrations of your new skills. **Knowledge and Skills** • Understanding the importance of weight and timing in animation. • Develop convincing animation building on core principles (weight, overlap, squash and stretch, arcs, etc.). • Practical understanding of animation principles through a variety of rigs. • Completing a plan and production schedule. • Producing a final animation that is consistent with the approved planning.

VIAR 103 – Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You will learn how to use sculpting software to create highly detailed models. You will learn how these sculpted characters are used in either games or films. You will create a character using the various techniques covered. **Knowledge and Skills** • Gain an understanding of what a character artist is and his/her relationship to industry. • Gain a deeper understanding of the complexities of character modeling and disciplines involved. • Gain an understanding of storytelling through character design. • A practical knowledge of figurative proportions and anatomy. • Creating concept art using various techniques (paint-overs, thumb-nailing etc.). • Understanding the importance of mesh topology. • Gain knowledge of UV un-wrapping techniques for organic characters. • Building fundamental techniques for sculpting characters. • Gain understanding of rigging characters. • Setting up shader and material networks. • Learn the fundamentals of lighting characters and rendering an appealing image.
ANIM 102 – Character Animation	This subject will build on the principles developed in the animation subject and advance your skills further. You will progress with more complex character rigs, and, through a better understanding of body mechanics and acting principles, you will bring the characters to life. You will further combine all these techniques with audio syncing and emotional expression which will result in a convincing character animation piece. **Knowledge and Skills** • Ability to create or source useful and relevant reference material for animation. • Learn to plan animation for convincing performance. • Understanding of developing polished animation through passes. • Develop understanding of body mechanics. • Create acting performance confidently, including lip-sync and facial animation. • Ability to critique your own work, seek feedback and improve your work. • Ability to produce a short, polished animation which conveys emotion.
VIAR 104 – Digital Lighting and Compositing	In this subject, you will be introduced to the world of visual effects. You will learn about the skills and techniques used to integrate 3D objects into live footage. You will work on a project to bring some of your art into the “real world” as a demonstration of your new skills. **Knowledge and Skills** • Knowledge of how to plan a project, seek approvals and produce agreed deliverables. • An understanding of the impact of color and how it can be applied to improve visual appeal. • Competency in basic concepts in lighting and composition. • Knowledge and skills to use digital lighting to simulate real world lighting effects. • Competency in setting up and utilizing 3D shaders. • Introductory knowledge and skills in the use of compositing packages.

VIAR 106 – 3D Workflow Techniques	This subject focuses on advancing your skills in a small specific area through research, experimentation, and discussion. Additionally, you will need to present your findings to your peers and evaluate the process. Upon completion of this subject, you will have improved your research and presentation skills as well as your knowledge of 3D workflow techniques. **Knowledge and Skills** • Knowledge of how to plan and document an intended research topic. • Ability to present and demonstrate to a large-scale group of your peers. • Gain experience in evaluating and discussing feedback and acting upon it.
PROD 101 – Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Your team will be writing project documentation, setting schedules, and contributing to the development process of a potential project. **Knowledge and Skills** • Gain insights into how a game studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a game concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes.
PROD 102 – Production	Students from various disciplines will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project preproduction to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your groups' performance as a whole. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable sources of information to gain an understanding of current industry trends, emerging technologies or markets and the overall structure and operation of your chosen field. This will give you important insights to what professional practice is and assist you ultimately to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Ability to develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.

Year Two Subject Descriptions (31 Semester Credits)	
GART 205 – Game Materials	In this subject, you will learn and apply techniques used to create materials for a game production using procedural material authoring software. You will be introduced to new software and processes for game material creation. **Knowledge and Skills** • Gain an understanding of working with shaders in a real-time environment. • Learn how to create procedural materials.
GART 202 – Game Environments	You will work individually or in teams to develop a game level you might be asked to create in a commercial studio. You will plan, schedule, and execute the production of a polished level which is aimed to showcase your strengths as a real- time environment artist. An iterative approach to development will be used to refine concepts, grey box and planning, through to the development of high-quality assets. The final project will demonstrate a high level of creativity and effective workflows and be presented in a real-time game engine. **Knowledge and Skills** • Critical analysis of game level development. • Plan and schedule tasks. • Ability to integrate pre-production and concept strategies prior to production. • Game environment construction and implementation. • Ability to iterate through the development process and respond to feedback. • Knowledge of engine implementation processes used in game development. • Practical understanding of environment workflows and asset management.
GART 203 – Game Characters	You will design and develop a 3D interactive gameplay model or character for use in a computer game while carefully considering both the design brief and technical considerations. This subject will develop more advanced techniques of modeling, texturing, rigging and animation and explore all aspects of developing a real-time character with approaches ranging from console to mobile game development. The final animated character will be presented in a real time engine and demonstrate a deeper understanding of a full character pipeline and the technical considerations for character-driven games. **Knowledge and Skills** • Identify and use appropriate modeling and texturing tools. • Produce and deliver documentation, showing evidence of concepts creation and design decisions. • Plan and manage the design process for creating 3D character models according to a design brief. • Incorporate the design specifications and create complex 3D character models. • Knowledge of current game-play hardware and software products. • Understanding of technical constraints imposed on design and development.

GART 204 – Graphical User Interface	You will be introduced to the topics and techniques needed to research, plan and create a Graphical User Interface (GUI) project. You will examine and replicate the workflow involved in implementing a basic GUI for a real-time project. You can create a standalone project or attach this to either the game environment or the game character assessment. **Knowledge and Skills** • Understanding of workflow and pipelines of GUI in industry, including commonly used software. • Knowledge of current trends and best practices relating to GUI. • Planning and documentation of the design process. • Basic implementation of GUI to an interactive level or character. • Reflection and evaluation of the project.
VIAR 204 – Proof of Concept	All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formulize their development plan and start on the pre- production stage; creating clear outlines and documentation that they will take with them to the major production. Each team will create a workable prototype, Design Document, Art Bible and Technical Design Document. **Knowledge and Skills** • Learn iterative design processes for refining an idea. • Learn how to pitch a game concept to an industry panel. • Know how to incorporate feedback into your game ideas. • Understand how to identify risks and target markets. • Learn how to prioritize development tasks.
VRXR 201 – Virtual and Extended Realities	For this subject, you will research and analyze current and future applications of extended realities and technology. You will then work within a team, creating a playable VR/AR prototype which will be accompanied by a game design brief. You will design and create 3D models, based on the design brief, optimized to run on the chosen extended realties platform. **Knowledge and Skills** • Research and analyze current and future applications of extended realities. • Design and create optimized 3D models for a team. • Test performance impact of 3D elements on the chosen platform. • Collaborate with a team to test and finalize a playable build on the chosen platform.
PROD 201 – Major Production	This subject is the opportunity for students to put all of their art, programming and design skills that they have gained throughout the course, combined with their project management skills, into a final project. All streams work together as a continuation of the approved proof of concept, in an environment that simulates the complete development process. This results in the final delivery of a polished game or interactive experience which has the potential to be market ready. **Knowledge and Skills** • Demonstrate acquired skills in project development from initial conception to completed product. • You will learn how to adapt the scope and focus of your project throughout development. • Develop critical thinking skills and the ability to reflect on your own work and the work of others in an unbiased manner.

OPPR 201 – Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You'll then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback. **Knowledge and Skills** • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a "Resume", a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show- reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

Associate of Occupational Studies in Screen and Media – 3D Animation and VFX for Film

(80 Semester Credits) (CIP Code 10.0304)

Associate of Occupational Studies in Screen and Media: 3D Animation and VFX for Film adds an academic component to produce a well-rounded student with academic and technical skills needed for success in the work environment. The associate degree is a two and a half year, full-time course for students who want to work in film, TV, or visual effects. It is a practical course designed to give students the best technical training to work as 3D artists using the latest state-of-the-art technology.

Developed with the input of leading film and visual effects studios, the Advanced Diploma of Screen and Media will enable students to complete impressive film projects that showcase their skills and form the basis of a professional show-reel to impress potential employers.

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, Nuke, and DaVinci Resolve to design, create and render digital visual effects. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills, such as scheduling, and maintaining deadlines, for entry into the 3D Animation and VFX industry. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate a holistic approach to see the entire scope of a project and how each individual's roles interface and impact others. (Collaboration, Performance, Responsibility)
- Develop the ability to adapt to team diversity, varying timetables, art styles and processes. (Collaboration, Communication, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information received from a variety of sources; including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)
- Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)
- Prepare an employment portfolio including a resume, cover letter, letters of reference and Show Reel/work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (34 Semester Credits)

HASO 101 – Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. **Knowledge and Skills** • Duties and responsibilities. • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.

VIAR 101 – 3D Art Pipeline	This subject is your introduction and overview of how 3D software is used to generate 3D art assets and art work. You will be introduced to the whole process including concepting, modeling, texturing, lighting, rendering and presenting 3D art. You'll work on a project to practice and demonstrate your new skills. **Knowledge and Skills** • Understanding of a 3D Pipeline including planning, approval and production stages. • Learn current 3D software used throughout industry. • Develop multiple modeling techniques. • An understanding of the use and application of 3D Lighting. • Understanding of scene rendering for presentation. • Understand techniques for UV unwrapping a 3D model ready for textures. • Understanding materials and shaders and how to apply them. • Introduction to texturing of 3D Models.
VIAR 102 – Modeling and Texturing	This subject is focused on advancing your skills in creating and texturing 3D models. Students interested in games will begin learning to work with game engines and the workflows necessary to produce engine-ready art. Students interested in screens will focus on high quality rendering to bring their models to life. Everyone will work on a project to practice and demonstrate their new skills. **Knowledge and Skills** • Further advancement in modeling techniques. • UV and alternative UV unwrapping techniques and workflows. • Advancement in texturing using 3D texturing applications. • An understanding of modular construction. • Developing an understanding of materials and texture networks.
ANIM 101 – Principles of Animation	In this subject you'll be introduced to the skills and techniques used to create animation. You will learn the technical side of how 3D animation is created in 3D software packages, as well as learn fundamental animation principles that make animation appealing to watch. You'll produce a number of small, animated pieces as demonstrations of your new skills. **Knowledge and Skills** • Understanding the importance of weight and timing in animation. • Develop convincing animation building on core principles (weight, overlap, squash and stretch, arcs, etc.). • Practical understanding of animation principles through a variety of rigs. • Completing a plan and production schedule. • Producing a final animation that is consistent with the approved planning.

VIAR 103 – Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You will learn how to use sculpting software to create highly detailed models. You will learn how these sculpted characters are used in either games or films. You will create a character using the various techniques covered. **Knowledge and Skills** • Gain an understanding of what a character artist is and his/her relationship to industry. • Gain a deeper understanding of the complexities of character modeling and disciplines involved. • Gain an understanding of storytelling through character design. • A practical knowledge of figurative proportions and anatomy. • Creating concept art using various techniques (paint-overs, thumb-nailing etc.). • Understanding the importance of mesh topology. • Gain knowledge of UV un-wrapping techniques for organic characters. • Building fundamental techniques for sculpting characters. • Gain understanding of rigging characters. • Setting up shader and material networks. • Learn the fundamentals of lighting characters and rendering an appealing image.
ANIM 102 – Character Animation	This subject will build on the principles developed in the animation subject and advance your skills further. You will progress with more complex character rigs and, through a better understanding of body mechanics and acting principles, you will bring the characters to life. You will further combine all these techniques with audio syncing and emotional expression which will result in a convincing character animation piece. **Knowledge and Skills** • Ability to create or source useful and relevant reference material for animation. • Learn to plan animation for convincing performance. • Understanding of developing polished animation through passes. • Develop understanding of body mechanics. • Create acting performance confidently, including lip-sync and facial animation. • Ability to critique your own work, seek feedback and improve your work. • Ability to produce a short, polished animation which conveys emotion.
VIAR 104 – Digital Lighting and Compositing	In this subject, you'll be introduced to the world of visual effects. You'll learn about the skills and techniques used to integrate 3D objects into live footage. You'll work on a project to bring some of your art into the "real world" as a demonstration of your new skills. **Knowledge and Skills** • Knowledge of how to plan a project, seek approvals and produce agreed deliverables. • An understanding of the impact of color and how it can be applied to improve visual appeal. • Competency in basic concepts in lighting and composition. • Knowledge and skills to use digital lighting to simulate real world lighting effects. • Competency in setting up and utilizing 3D shaders. • Introductory knowledge and skills in the use of compositing packages.

VIAR 106 – 3D Workflow Techniques	This subject focuses on advancing your skills in a small specific area through research, experimentation, and discussion. Additionally, you will need to present your findings to your peers and evaluate the process. Upon completion of this subject, you will have improved your research and presentation skills and knowledge of 3D workflow techniques. **Knowledge and Skills** • Knowledge of how to plan and document an intended research topic. • Ability to present and demonstrate to a large-scale group of your peers. • Gain experience in evaluating and discussing feedback and acting upon it.
PROD 101 – Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Working in small teams, you will be writing project documentation, setting schedules, producing assets, testing and contributing to the development process of a potential project. **Knowledge and Skills** • Gain insights in how a VFX studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a film concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes.
PROD 102 – Production	Students will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project pre- production to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your groups' performance as a whole. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable information sources to understand current industry trends, emerging technologies or markets and the structure and operation of your chosen field. This will give you important insights into what professional practice is and assist you to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Ability to develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.

Year Two Subject Descriptions (31 Semester Credits)	
VFXX 201 – Visual Effects	This subject focuses on the development of your skills and knowledge considered core to working effectively in the visual effects industry. You will learn and practice this core skill set and produce some VFX shots using these skills. **Knowledge and Skills** • You will learn advanced compositing techniques. • You will learn how to track and match live action plates. • You will learn how to create particle and fluid simulations.
VFXX 202 – Specialization	This subject is designed to guide you to produce work at a professional level. You will discuss with your teacher before choosing what area to specialize in. You will learn about and research what a "professional" level of quality means and then work on a project to meet those standards. **Knowledge and Skills** • Through research, understand what a professional level skillset and quality of work means in a chosen field. • Develop skills to seek and act on valid feedback to improve your work. • Develop your skills in a chosen field to a professional level. • Research and apply how creativity is achieved in a chosen field.
VFXX 203 – Story Development (Pre-Production)	This subject is all about learning what makes a compelling story and narrative. You will discuss and propose ideas and develop storylines. You will prepare a proposal and pitch your ideas to stakeholders for potential future development. **Knowledge and Skills** • Advance and expand your knowledge of story or narrative, as it applies to screen productions. • Develop a strong understanding of the structures and formulas used in crafting the storytelling process. • Develop the skills to brainstorm, create and define a narrative concept. • Understand principles/techniques through practical application of the story creation processes. • Learn how to design and create storyboards from a narrative script, using the cinematic visual language of cinematography. • Complete the process of creating a motion animatic or pre-visualization animation.
VFXX 204 – Short Film Production (Major Production)	This subject is the opportunity for you and your fellow students to put all the skills they have gained throughout the course, combined with their project management skills, into a final project. Again, students work together in an environment that simulates the studio development process. This results in the final delivery of a polished film which has the potential to be market ready. **Knowledge and Skills** • Visually interpreting a script and narrative. • Ability to lay out 3D scenes to pre-existing shot plans. • Understanding cinematography and virtual cameras. • Skills in designing and building 3D sets. • Skills to design, document and implement visual effects. • Skills to create and maintain a variety of production documentation. • Ability to implement and complete an operational plan. • Ability to design and implement a sustainable project.

OPPR 201 – Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback. **Knowledge and Skills** • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skillset. • Understand how to create a “Resume,” a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show- reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

Associate of Occupational Studies in Game Programming

(80 semester Credits) (CIP Code 11.0804)

Associate of Occupational Studies in Game Art and Animation adds an academic component to produce a well-rounded student with academic and technical skills needed for success in the work environment. The associate degree was developed in response to industry needs and driven by extensive consultation with local and international game development studios. The associate degree is a two-and-a-half-year full-time course, focused on preparing students to meet or exceed industry expectations to gain employment with a development studio or to develop their own independent games.

Game programmers drive the game development process. They are responsible for creating development tools, the underlying framework and the primary mechanics that drive gameplay. As the essential ingredient in the development process, game programmers are highly valued and in demand.

Program Learning Objectives

Students will:

- Demonstrate entry-level proficiency using industry standard software, middleware, languages, and version control, such as but not limited to: Visual Studio, Advanced C++, C#, OpenGL, Unity3D, PhysX, Unreal Engine and Git. (Performance, Problem Solving, Responsibility)
- Demonstrate appropriate project management skills for entry into the interactive game industry as a programmer. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information from various sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)
- Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)
- Prepare an employment portfolio, including: a resume, cover letter, letters of reference, show-reel, work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (33 Semester Credits)

HASO 101 - Health and Safety in the Office	This module covers occupational health and safety, specifically in offices and at computer workstations. It covers the health implications of sedentary work at a computer workstation. **Knowledge and Skills** • Duties and responsibilities. • Risk Management. • Identify and assess Occupational Health and Safety risks at computer workstations. • Recommend and communicate solutions to Occupational Health and Safety Risks.

PROG 101 - Introduction to C++	You will learn the syntax of C++ and how to program using the most widely used language in the games industry. An Object-Oriented language, C++, can be used to create applications and simulations that can be deployed on a range of platforms including Windows, OS X, iOS, Android, and all the common game consoles. It has influences from multiple languages and has influenced the design of many others. **Knowledge and Skills** • Learn C++ language syntax and use. • Understand the development of Software Applications.
PROG 102 - Math for Games	This subject covers the mathematics essential for representing and managing the interactions of game objects and graphics within continuous spaces. Topics include linear algebra, geometry, and calculus specifically as they relate to video games. Major concepts include transformations, collision detection, and rigid body dynamics. **Knowledge and Skills** • Learn fundamental mathematical skills needed for games and simulation programming. • Knowledge of Vector and Matrix math as they relate to Euclidean spaces. • Ability to implement basic collision detection and resolution. • Create redistributable libraries for use in multiple applications.
PROG 103 - Code Design and Data Structures	Throughout this subject you will learn various software architecture and design techniques that can be applied to many different programming languages in many different areas of software engineering. Knowledge and experience in this domain are essential for all programming professionals. Software engineering is a complicated subject, but there are many techniques and algorithms developed over the years to make computer programming easier and more understandable. **Knowledge and Skills** • Gain an understanding of the common systems and patterns used in game development. • Implement various game development algorithms and data structures. • Implement basic real-time game systems.
PROG 104 - Artificial Intelligence for Games	This subject introduces many of the core concepts behind the use of Artificial Intelligence in video games. Decision making techniques such as Finite State Machines and Behavior Trees are explored, along with locomotion techniques such as Steering Behaviors and Pathfinding techniques for finding ways around a level. **Knowledge and Skills** • Implement pathfinding algorithms. • Implement decision making for autonomous agents. • Learn how to create competitive A.I. opponents.
PROG 105 - Introduction to C#	Within this subject, you will focus on learning a tools-based development stack. This will involve getting exposed to new languages and developing intermediate tools, such as a level editor, and libraries to assist with development. **Knowledge and Skills** • Exposure and practice with an additional industry relevant programming language. • Discover how to design, implement, and utilize tools to assist in game development.

PROG 106 - Cross-Platform Development	Within this subject, you will be exposed to a variety of tools curated at the instructor's discretion. The focus will primarily be on Game Engines and the considerations and techniques necessary to maximize their utility. **Knowledge and Skills** • Use industry standard tools and APIs for developing games. • Learn various platform-specific considerations when developing games. • Begin rapidly prototyping game concepts and ideas.
PROD 101 - Production Planning	During this subject you will learn project management skills and production methodologies while working with team members. Your team will be writing project documentation, setting schedules, and contributing to the development process of a potential project. **Knowledge and Skills** • Gain insights into how a game studio operates on a day-to-day basis. • Understand how the students work together as a group. • Improve your ability to outline, define and pitch a game concept. • Improve your skills at organizing a team and planning a production. • Learn group communication and record-taking skills and processes.
PROD 102 – Production	Students from various disciplines will work together on a production to gain a better understanding of the challenges encountered when developing a project. You will learn important lessons from project preproduction to completion. **Knowledge and Skills** • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own, other team members' performance, and your groups' performance. • Learn how to conduct, analyze and share constructive criticism.
PRPD 101 – Professional Practice Development	This subject focuses on the necessary skills to become an accomplished industry professional. You will research and prepare a development plan which will guide you through your learning and development as a creative. You will be able to locate reliable sources of information to gain an understanding of current industry trends, emerging technologies or markets and the overall structure and operation of your chosen field. This will give you important insights to what professional practice is and assist you ultimately to guide your own development. **Knowledge and Skills** • Gain experience with identifying goals and preparing a strategy to enter the industry. • Learn how to research a chosen industry and identify current trends. • Ability to develop communication skills with industry contacts and research networking opportunities. • Gain experience in developing a resume to demonstrate experience and skills.

Year Two Subject Descriptions (32 Semester Credits)	
PROG 201 - Computer Graphics	This subject is designed to teach you the techniques and algorithms used in modern real-time rendering and film rendering. You will make use of a modern rendering API, such as OpenGL, to learn GPU shader programming and the various lighting and rendering pipelines that are commonly used in the industry today. Other cutting-edge GPU-related technologies are explored. **Knowledge and Skills** • Gain an understanding of modern render pipelines on Graphics Processing Units (GPUs). • Industry standard rendering techniques for games, film and simulation. • Knowledge of procedural content generation techniques. • Practical skills in GPU shader programming.
PROG 202 - Complex Game Systems	Video games are full of various systems with varying degrees of complexity. In this subject, you will look at some of these systems including multithreaded and parallel programming, audio programming, network programming and automation and testing systems, such as automated build servers, automated testing and analytics. The topic focus is curated by your instructor. **Knowledge and Skills** • Ability to implement networking for games and simulations. • Understand threading and parallel programming techniques. • Use of audio in game programming. • Knowledge of various complex systems used in game development.
PROG 203 - Physics for Games	In this subject, you explore physics as it relates to real-time applications and video games. We take a practical approach to integrating and implementing an advanced physics library to explore various interactions within the fields of rigid-body and soft-body physics. We'll focus on practical applications and the appropriate tools and concepts to solve a variety of problems in game development. **Knowledge and Skills** • Understanding of physics formulas. • Knowledge of real-time physics techniques. • Ability to integrate third-party physics libraries.
VRXR 201 – Virtual and Extended Realities	For this subject, you will research and analyze current and future applications of extended realities and technology. You will then work within a team, creating a playable VR/AR prototype which will be accompanied by a game design brief. You will design and create systems, based on the design brief, optimized to run on the chosen extended realties platform. **Knowledge and Skills** • Research and analyze current and future applications of extended realities. • Design and create optimized code for a team. • Test performance impact of systems on the chosen platform. • Collaborate with a team to test and finalize a playable build on the chosen platform.

VIAR 204 - Proof of Concept	All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formulize their development plan and start on the pre-production stage; creating clear outlines and documentation that they will take with them to the major production. Each team will create a workable prototype, Design Document, Art Bible, and Technical Design Document. **Knowledge and Skills** • Learn iterative design processes for refining an idea. • Learn how to pitch a game concept to an industry panel. • Know how to incorporate feedback into your game ideas. • Understand how to identify risks and target markets. • Learn how to prioritize development tasks.
PROD 201 - Major Production	This subject is the opportunity for students to put all of their art, programming and design skills that they have gained throughout the course, combined with their project management skills, into a final project. All streams work together as a continuation of the approved proof of concept, in an environment that simulates the complete development process. This results in the final delivery of a polished game or interactive experience which has the potential to be market ready. **Knowledge and Skills** • Demonstrate acquired skills in project development from initial conception to completed product. • You will learn how to adapt the scope and focus of your project throughout development. • Develop critical thinking skills and the ability to reflect on your own work and the work of others in an unbiased manner.
OPPR 201 - Online Professional Portfolio	The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback. **Knowledge and Skills** • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a “Resume”, a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show- reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

General Education Course Descriptions (15 Semester Credits)	
Note: Courses are scheduled during the fifth semester of the student's attendance at AIE.	
ENGL 101 – English Composition	The study of the basic rhetorical modes of English composition with emphasis on pre-writing, writing, and revising techniques utilizing correct English grammar, usage, and punctuation.
HUMA 101 – Introduction to Visual Arts	Basic elements and principles of the visual arts: the vocabulary of art; appreciation and understanding of diverse styles and mediums of art, past and present; developing visual literacy.
MATH 101 – College Algebra	This course covers topics from algebra involving real numbers and their properties, operations of polynomials, solving liner equations and inequalities, solving absolute value equations and inequalities, understanding of radical expressions, operations of complex numbers, solving quadratic equations, solving systems of equations, rectangular coordinate system and graphs, intro to functions, graph linear equations and inequalities, graph quadratic equations, graph exponential and logarithm functions, and graphing systems of equations and inequalities.
NSCI 101 - Introduction to Physical Science	Introduction study of topics in physical science including motion, energy, temperature, light and sound, electricity, and atomic structure.
BSCI 101 – Introduction to Sociology	This course provides the student with a basic understanding of society, the group, and the person. Socio cultural processes will be examined as they relate to social institutions, social stratification, social change, and social control.

Cancellation/Withdrawal Form

ACADEMY OF INTERACTIVE ENTERTAINMENT
Federal School Code 88021

This form can be returned in person or posted/emailed to:

POST
Academy of Interactive Entertainment
357 Cajundome Blvd
Suite 211
Lafayette, LA 70506

EMAIL
lafayette@aie.edu.au

Use this form to withdraw from study at AIE.

Note: If you withdraw after the due date on your invoice, you will be liable for part or all of your fees. Refunds will only be approved according to the terms outlined in the Refund Policy.

Do not assume that non-attendance is an automatic withdrawal as you will still be liable for fees.

FIRST NAME: _____

LAST NAME: _____

MIDDLE NAME: _____

STUDENT ID: AIE _____

DATE OF BIRTH: _____ / _____ / _____

I wish to withdraw completely from my studies at AIE.

PROGRAM NAME: _____

PROGRAM CODE: _____

STUDENT SIGNATURE: _____

DATE: _____ / _____ / _____

OFFICE USE ONLY ☐ Details checked by Administration Officer	**Date:** _____ /_____ /_____	**Signed:** _____

Student Grievance Procedure

Prior to enrollment during the orientation process, AIE Lafayette provides students with contact information for filing complaints with its state approving agency (Louisiana Board of Regents) and its accreditation agency (Commission of the Council on Occupational Education (COE). Furthermore, the same information is provided to students in the student Handbook which is available to students online via lafayette.aie.edu.

Any students who have grievances should first raise them verbally or in writing with their classroom teacher. If this does not lead to a resolution the student finds appropriate, they can file the grievance in writing.

with the Head of School who will meet with the student within a reasonable amount of time to discuss the situation and the possible resolutions. All appeals, including appeals of disciplinary action, must be appealed by the student to the Head of School in writing.

If the outcome of the grievance with the Head of School remains unsatisfactory with the student, that student may make a final appeal to a grievance committee, which shall be formed by a different AIE Head of School, an AIE administrator, and an AIE faculty member. The decision of this committee on the matter will be final.

Should the student's grievance directly involve the Head of School at his or her campus, the employee should follow the above procedure but report the issue to the US Controller, another AIE US Head of School, or the CEO.

The Head of School will also serve as the primary point of contact for any complaints or violations that would be covered under the Title IX regulations.

Nothing in this policy prevents the student from contacting the State of Louisiana Board of Regents (the state licensing agency) at (225) 342-4253 at any time with a concern or a complaint, www.regents.la.gov

Additionally, unresolved grievances can be addressed to: Commission of the Council on Occupational Education; 7840Roswell Road, Building 300, Suite 325, Atlanta, GA 30350; Telephone: 770-396-3898 / FAX: 770-396-3790; www.council.org.

2024/25 School Calendar

Academic Year 2024-2025

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar Dates:

Y1:

First Day of School: Y1 Aug 26
Labor Day: Y1 Sept 2
Thanksgiving Holiday: Y1 Nov 25-29
Winter Break: Y1 Dec 23-Jan 3
MLK Holiday: Y1 Jan 20
Mardi Gras: Y1 Mar 3-7
Easter: Y1 April 18-25
Memorial Day: Y1 May 26
Juneteenth: Y1 June 18
Last Day of Class: Y1: June 27

Y2:

First Day of School: Y2 Aug 27
Labor Day: Y2 Sept 3
Thanksgiving Holiday: Y2 Nov 25-29
Winter Break: Y2 Dec 23-Jan 3
MLK Holiday: Y2 Jan 21
Mardi Gras: Y2 Mar 3-7
Easter: Y2 April 18-25
Memorial Day: Y2 May 27
Juneteenth: Y2 June 19
Last Day of Class: Y2 June 27