2025–2026 Student Handbook and Course Catalog

Lafayette Campus

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aie
SPECIALIST EDUCATORS IN
GAMES, ANIMATION & FILM VFX

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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 5, 2025

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
Telephone: (225) 342-4253 / **Fax:** (225) 342-9318 / **Web:** www.regents.la.gov

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 / **Web:** 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 the above referenced State of Louisiana agency.

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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 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 several 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 do not hesitate to talk to us if there is anything we can do to assist you with your studies.

AIE Mission

AIE trains students for employment and career opportunities in 3D animation, game development and related fields through the provision of world class education as well as 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/

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1. Faculty and Staff

Administration		
Dr Vicki Templet – Head of School, Lafayette Campus	vicki.templet@aie.edu	(337) 205-6604
Lori O'Neal – Student Services Coordinator	lori.oneal@aie.edu	(337) 205-6604
Lori O'Neal – Financial / Compliance Administrator	lori.oneal@aie.edu	(337) 205-6608
Billy Walker – Industry Relations Coordinator	william.walker@aie.edu	(337) 205-6604
Nick Walker – Event / Admissions Officer	nick.walker@aie.edu	(337) 205-6604
Peyton Smith – Admissions Officer	peyton.smith@aie.edu	(337) 205-6604
AIE USA Administration		
Daniel Franks – US Financial Controller	daniel.franks@aie.edu	(206) 206-5881
Regina Graw Crockett – Staff Accountant	reginag@aie.edu	(206) 206-5881
School Certifying Officials		
Lori O'Neal – Student Services Coordinator	lori.oneal@aie.edu	(337) 205-6608
Regina Graw Crockett – Staff Accountant	reginag@aie.edu	(206) 206-5881
Teaching Faculty		
Donald Gremillion *Game Art and Animation*	Bachelor of Fine Arts degree from University of Louisiana; a CG artist 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.	
Sam Viator *3D Animation and VFX*	An AIE graduate from the class of 2015; a 3D artist at Digital Twin Studios, focusing on Virtual Reality training environments. He has worked with Virgin Hotels, Carnival Cruise Lines, Shell, the Louisiana Department of Health, and Unity.	
Seth Pontiff *Game Programming*	An AIE graduate in game programming; a VR programmer experienced in Unreal Engine and Unity, coding and scripting with languages from C++, C#, Python, Java, and JavaScript.	
Stacey Perry *Filmmaking*	A professional makeup artist and special effects makeup artist who has been working in the film industry since 2005; a Louisiana native who has contributed to numerous film and television productions, including Twisted Metal, The Winchesters, and Where the Crawdads Sing. With extensive experience in the industry, she is passionate about bringing stories to life through the art of filmmaking and dedicated to sharing industry knowledge and helping aspiring filmmakers develop their creative skills.	

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Teaching Faculty	
Court Smith *Game Design and Production*	An award-winning Game Designer and Producer with nearly a decade of experience in the industry; he has worked on multiple high-profile projects, including games for major brands such as Paramount Pictures, MTV, Hot Wheels, Roblox, Meta and Epic Games, with titles amassing over millions of players. He specializes in Game Design, Programming, Level Design, Economy Design, and Live Operations. Throughout his career, he has led multidisciplinary teams, developed engaging player experiences, and mentored aspiring designers.

2. 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-the-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.

3. 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.

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4. 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 and on any grievance.

- To have personal information secured from all but those authorized to access it.

- To information which will assist in the choice and management of 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 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 video conference.

- To be given information about assessment requirements and due dates by the end of second week of study.

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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 their academic progress.

- To respect the personal information of others.

- To accept a high degree of responsibility for the management of their own learning.

- To familiarize themselves with the assessment requirements 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 practice good hygiene, self-care, and appropriate workplace dress.

- 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 (especially the complaints and grievances section) contained within this *Student Handbook*.

- To make sure to check emails, intranet, and bulletin boards regularly.

- To ensure AIE has up-to-date contact information.

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5. 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.

5.1. 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.

5.2. 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.

5.3. 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.

5.4. Problem Solving

- Apply decision-making strategies.

- Use multiple resources to gather information to solve problems.

- Reflect on and improve one's own performance.

5.5. Responsibility

- Assume responsibility for assigned tasks.

- Assume responsibility for supporting a team as a member of the team.

- Take responsibility for your own learning.

6. Admission Requirements and Procedures

6.1. Admissions Policy

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

6.2. 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. AIE staff will process the application forms and select applicants to be interviewed. Should the campus reach capacity, subsequent priority application dates will be cancelled, so early application is encouraged.

6.3. Application Process

1. Complete 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.

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In addition to your application, you will need to submit the following supplemental materials (please submit copies, as submitted materials will not be returned):

- High school diploma OR GED certificate—if a high school senior, provide most recent transcripts.

- 250-word personal statement as outlined on the application (optional but strongly encouraged).

- For homeschooled students:

  - AIE Lafayette will consider admission of homeschooled students from Home Study Programs approved by the Board of Elementary and Secondary Education (BESE).

  - AIE Lafayette 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.

For more information about the application process, to download an application form, or complete an application form online, go to: http://aie.edu/studentinformation/applications/.

6.3.1. Procedure to Evaluate Validity of 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.

6.4. Portfolio Requirements for Game Programming

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 (email, DropBox, 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

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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.

6.5. Portfolio Requirements for Game Art and Animation

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 drawings, 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 examples. The Portfolio Review will be based on the creative process from concept to presentation. We will accept either digital (email, DropBox, Flash Drive, etc.) or physical copies. Please contact AIE directly with questions.

6.6. Portfolio Requirements for 3D Animation and Visual Effects

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 (email, DropBox, Flash Drive, etc.) or physical copies. Please contact AIE directly with questions.

6.7. Portfolio Requirements for Game Design and Production

A design portfolio should include any design work the applicant has done. It does not matter if it is a design for a game, a chair, a car, an electric toothpaste opener; it is all relevant! The key is speaking to the process used to reach that design goal. The act of solo design is one thing but communicating one's ideas to others is another. Showing AIE any written work the applicant has done in the past, be it instructional, informative, or entertaining would be advantageous. Equally, admissions staff will consider an applicant's overall grades, including writing courses, art courses, computer science courses, and math courses, plus any game related training.

6.8. Portfolio Requirements for Filmmaking

The portfolio for Filmmaking should contain evidence of creative ability. Applicants who have explored short films 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, such as story ideas, scripts, or short videos they have created.

Applicants for the Filmmaking course should gather a portfolio of work that demonstrates their creative ability to communicate visually and tell interesting stories. We would be interested in seeing your artistic works including short films, scripts, online videos, animation, photography, storyboards, multimedia, visual art, creative writing or any other media. We recommend that you pick at least 3 - 5 examples of your work to show. If you're not sure if you have enough work, get in touch.

6.9. 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.

6.10. Enrollment

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

7. 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. The Head of School or designee will

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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 $250 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 ultimately makes PLA decisions.

7.1. Advanced Diploma 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 - 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.

7.2. Advanced Diploma or AOS - Game Art and Animation

For PLA of Game Art and Animation 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, or a Diploma in Digital Arts, or any other relevant education as determined by the Head of School or designee. Equivalent industry experience may also be considered for PLA; other forms of evidence in the shape of resumes, testimonials, and portfolios may be provided for assessment by AIE staff.

7.3. Advanced Diploma or AOS - 3D Animation and Visual Effects

For PLA of 3D Animation and Visual Effects 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 applicable entity, a Diploma in Film Production with a focus on visual effects and 3D animation or Film Editing, or any other relevant education as determined by the Head of School or designee. Equivalent industry experience may also be considered for PLA; other forms of evidence in the shape of resumes, testimonials, portfolios, and references may be provided for assessment by AIE staff.

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.

7.4. Advanced Diploma - Game Design and Production

The Game Design and Production stream incorporates certain elements from both the Art and the Programming streams. Any PLA for those units of study would match up with the testing and/or portfolio requirements set forth above. Any other units of study are unlikely to have a PLA option, as those units are project based and/or team based in ways that are highly specific to the AIE curriculum.

7.5. Advanced Diploma – Filmmaking

For PLA of Filmmaking 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 the field of film creation, or any other relevant education as determined by the Head of School or designee. Equivalent industry experience may also be considered for PLA; other forms of evidence in the shape of resumes, testimonials, portfolios, and references may be provided for assessment by AIE staff.

7.6. Transfer of Credits from AIE to Other Institutions

Students who wish to leave AIE and transfer their units to other institutions must file a transfer request with Student Services 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.

Any student considering continuing his or her 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 AIE, if any, that institution will accept.

7.7. Transfer of Credits within AIE

AIE allows internal transfer of credits within a limited scope. Due to the shared courses of the Advanced Diploma – Game Art and Animation program and the Advanced Diploma – 3D Animation and Visual Effects programs, students may transfer between these equivalent programs in the first

year of study with faculty and Head of School permission. In addition, students who have earned a qualification in one of those programs may be eligible to have their credits transferred should they wish to pursue a qualification in the other program.

Because of the shared content across all AIE campuses, it is possible for a student to transfer to the same program at another AIE campus. Due to variances between campuses and because of national requirements, the recognition of prior learning will be at the discretion of the receiving campus. Additionally, international transfer is subject to visa approval.

7.8. Transfer Credit

Due to the specialized instruction, credit earned and/or by examination at other colleges or universities may not be transferred. Students with previous training may be eligible for a Recognition of Prior Learning or Transfer of Credit. Students may apply by completing a *Prior Learning Assessment or Credit Transfer Application*. Each application must be accompanied by an official transcript from the institution offering the course and a $250 credit transfer fee. If transfer credit is granted, an additional $100 per course fee will be required.

Please contact the Head of School with questions and to obtain a *Prior Learning Assessment or Credit Transfer Application* form.

7.9. 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. Currently, AIE does not have an articulation agreement with any college.

7.10. Credits for Veterans Administration Students

AIE administration reviews transcripts and prior credit for all Veterans Administration students. When possible, AIE seeks to grant credit through Recognition of Prior Learning (see that section of the Student Handbook and Catalog) with no fee for that review.

8. Policies

8.1. 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.

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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.

8.2. Copyright

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

8.3. Academic Support

Students requiring additional academic support 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 suggestions or referral to an agency recommended by AIE.

8.4. Non-Discriminatory Policy

AIE is committed to an inclusive and welcoming environment for students, potential students, employees, and visitors. As such, AIE does not discriminate in administering 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/expression; 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; or any other perceived differences. AIE encourages individuals from all backgrounds to be themselves and feel welcome on our campuses and at AIE-sponsored events.

8.4.1. Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), to the Title IX Coordinator (Head of School) using any of the following methods:

- In person at the campus location (operational hours only)

- By mail (anytime)

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- By telephone (anytime)

- By electronic mail (anytime).

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

8.5. Americans with Disabilities Act (ADA) 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. 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 assist you if we know your needs. Please help us to help you by giving us the information.***

Procedurally, any student in need of any accommodation should speak directly with the Student Services Coordinator, 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 the students no less than quarterly to ensure that accommodation is working successfully.

8.6. 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 orientation, gender identity, religious beliefs and/or any other circumstance, characteristic, appearance, or belief.

8.7. Vaccinations

AIE 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.

8.8. Recruitment Policy

AIE does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

8.9. Harassment

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 may also contact the Council on Occupational Education at 800-917-2081.

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 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, sexual orientation, gender identity, 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, where the behavior continues over a period and it is not addressed, such behavior 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

- Sexual harassment, which can consist of any of 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

- Displaying sexually suggestive digital content in any way

- Sexual propositions or continual requests for dates

- Physical contact such as touching or fondling

- 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. Each student/staff member is responsible for recognizing and respecting the boundaries set by others. Students who believe they are being harassed should talk to an instructor or other AIE staff member immediately.

8.9.1. Communication of Harassment Policy to Students

AIE's Harassment Policy is communicated to students by:

- Publishing the policy in the *Student Handbook*, which is published online, and ensuring that each student receives a digital copy

- Bringing students' attention to the policy

- Publishing a summary of the policy on noticeboards, including contact officers.

8.9.2. Contact Officers

Dr. Vicki Templet, Head of School
(337) 205-6604

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.

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8.9.3. Procedures for Resolving Harassment Complaints

1. If a student believes he or she has been or is being harassed, that student should report the circumstances to the appropriate contact officer (see Contact Officers section above).
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 regards the contact officer or the Head of School, students should contact any other Department Head (another US Head of School or the CEO). All staff members can assist in this.

8.10. Violence Against Women

The *Violence Against Women Act of 2013* requires inclusion of information on this topic in our handbook and student orientation. AIE is committed to maintaining an environment supportive 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 his/her youth or temporary or 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 or school employees will be forwarded to the Head of School or designee for resolution. Sanctions that may be imposed against students or employees found guilty of sex offenses defined under the policy are varied and include, without limitation, suspension, or termination from the school for students, suspension, or termination of employment for employees and referral of the matter to local law enforcement officials.

8.11. 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.

8.11.1. 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 his/her will, even if the attacker knows the person, is still rape and it is still a crime.

Victims can be male, female, gay, straight, or bisexual. 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.

8.11.2. How Does it Happen?

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 rape 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.

8.11.3. Preventing Date Rape

- Be clear with dates or people in your life about what, if any, sexual behavior you are comfortable with and keep talking as you get deeper into a relationship.

- Do not use alcohol or drugs—they decrease your ability to take care of yourself and make sensible decisions and clouds your judgement and understanding of what the other person wants.

- Trust your gut feelings, if a place or the way your date acts makes you nervous or uneasy, leave. Always take enough money for a 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.

- Forcing a person to have sex against their will is rape, a violent crime with serious consequences.

- Accept a person's decision when they say "no." Do not see it as a challenge.

- Ask yourself how sexual stereotypes affect your attitudes and actions toward others.

- Get help if you see anyone who appears to be in a situation where they are vulnerable.

- If a person is drunk and you have sex with them against their will/without clear consent, it is still rape.

- Seek counseling or a support group to help you if you feel violent or aggressive toward others.

8.11.4. 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.

8.12. Occupational Health and Safety

AIE implements and maintains OSHA 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. All accidents, no matter how small, should be immediately reported to the instructor or a staff member.

8.12.1. 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 have received proper instruction and are familiar with pertinent health and safety 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.

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- Accidents are investigated and corrective action is initiated where necessary.

8.12.2. Student Health and Safety Responsibilities

It is the responsibility of all AIE students to uphold AIE's accident and injury prevention efforts. Students are expected to participate actively in developing an awareness of safety and observing all established precautionary measures.

8.12.3. 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.

8.12.4. 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 the Administration Office. Should an accident occur in a classroom, the teacher of record is responsible to ensure that an accident form is completed.

8.13. 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, gender identity/expression, 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.

8.14. 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 may also contact the Council on Occupational Education at 800-917-2081.

Students are always expected to behave appropriately while participating in AIE classes. In cases other than harassment (as covered under 'Harassment' above), students can be dismissed from classes for inappropriate behavior if the instructor 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

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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.

8.15. 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 before the Disciplinary Committee and could be expelled.

8.15.1. 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.

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.

8.15.1.1. Minors Purchasing and Possessing Alcohol

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

Persons under the age of 21 may not publicly possess or purchase any alcoholic beverage. **Penalty:** Maximum $100 fine, maximum 6 months' imprisonment, and/or suspension of driver's license for 180 days.

The Department of Public Safety and Corrections may issue you a restricted driver's license if you are a first-time offender, and you can demonstrate to the court that 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

- When a person under 21 handles, dispenses, sells, or transports an alcoholic beverage during lawful employment by a licensed retailer, wholesaler, or manufacturer.

8.15.1.2. Louisiana Zero Tolerance for Minors: Driving Under the Influence

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

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:

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

Second Offense:

1. You will be ordered to pay a fine ranging from $150 to $500.
2. You may be sentenced to not less than 10 days or more than 3 months in jail.
3. You may be ordered to undergo a substance abuse evaluation.
4. 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.

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8.15.1.3. Purchasing Alcoholic Beverages for Minors

Louisiana Revised Statutes Section 14:93.13

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 privileges would deprive their family of the necessities of life or prevent them from earning a living.

8.15.1.4. Selling Alcoholic Beverages to Minors

Louisiana Revised Statutes Section 14:93.11

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.

8.15.2. Louisiana State Drug Laws

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.

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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 4 (and sometimes up to 30 years) in prison, or both. However, some substances incur even greater specified minimum penalties. For example, possessing 400 grams (about 14.11 oz) 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), 5 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 5 years in prison, or both. (40 La. Stat. Ann. § 968.)

- Schedule IV Substances

    – Penalties include a fine of up to $5,000, up to 5 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 5 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.)

8.15.3. Federal Drug Laws

The possession, use, 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 five 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 not less than 15 days but not more than two years in prison and a minimum fine of $2,500. Subsequent convictions are punishable by not less than 90 days but not more than three 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 five years but not more than 20 years and a minimum fine of $1,000, or both, if:

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– 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.

8.15.4. 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.

8.15.4.1. 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 direct that student or employee to the available resources and to assist the student or employee in signing up for them.

8.15.5. 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 (Chief Executive Officer), 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.

8.16. Weapons

The possession or use of firearms, knives (except non-spring pocketknives with blades less than 3.5 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 3.5 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.

8.17. 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: Peyton Smith (peyton.smith@aie.edu)

9. 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, including the unauthorized download of copyrighted material.

- 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 expulsion from the course.

10. AIE Network Use Policy

All network and computer access is controlled and monitored by teachers and AIE's IT Department. 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. That 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 on a regular basis. 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 networks 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 another student or a staff member or otherwise attempt to impersonate another student or staff member for any purpose. Any sort of "hacking," "cracking" or otherwise attempting to bypass or compromise the security of the AIE

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computers or network is absolutely forbidden. AIE will implement full disciplinary measures against any student found to be involved in such activity, up to and including expulsion.

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, pin-up model 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. Use of the AIE network, internet access, or equipment for any type of harassing behavior will be subject to disciplinary action.

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 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 staff member.

11. 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 or, the Advanced Diploma of Screen and Media.
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)
   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. Several students will likely create IP for a project. The commercialization of IP that has several 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
   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 their second year of the Advanced Diploma of Professional Game Development or the Advanced Diploma of Screen and Media. 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 later 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
    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
   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.

12. Complaints and Grievances

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 may also contact the Council on Occupational Education at 800-917-2081.

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:

12.1. Principles

- Feedback on performance provides an opportunity for 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 reoccur.

12.2. Process

First, feedback and complaints are best given directly to the party or AIE staff member responsible for the subject of the complaint. If the problem is not resolved or it is not in the students' best interest to direct their feedback or complaint to the party or staff member responsible for the subject of the complaint, it will be referred to the Head of School for investigation and options for resolution.

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Students have one year following their last date of attendance to file a complaint of grievance with AIE.

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. Should the student's grievance directly involve the Head of School at his or her campus, the student can report the issue to the US Controller, or directly to the AIE CEO.

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 third party external resources available to students within Louisiana. Students will receive detailed written feedback on final resolution outcomes.

12.3. Counseling

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

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

13. General Information

13.1. 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.

13.2. 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* (in this Handbook's appendix or contact Student Services) 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 *Student Handbook and Catalog*.

13.3. 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.

13.4. Re-Enrollment

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

13.5. 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 student portal.

13.6. Requests for Extensions

Requests for extensions on assignments and assessments must be directed to and approved by your instructor. Requests must be made in writing and must be made at least one week prior to the due date of the assignment or assessment. Relevant evidence should accompany the request.

13.7. 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 Development Assistance

- Counseling Services

- Student Activities & Organization

- Graduation

- New Student Orientation.

The sections below briefly detail some of the services provided by Student Services.

13.7.1. Teaching Assistants

Teaching Assistants are advanced AIE students or graduates with a proven skillset and the appropriate temperament for teaching. TAs serve as supplemental instructors, providing guidance and assistance to groups and individuals. Students are encouraged to make full use of any TAs who may be assigned to their class.

TA 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.

13.7.2. Career Development Assistance

Advice on career options is available to enrolled diploma-seeking students. AIE staff and faculty work to establish relationships with prospective employers on an ongoing basis. Faculty, the Head of School, and the Student Services Coordinator will provide resume and job-hunting workshops to supplement career education found in the curriculum.

AIE uses internal communication tools to post current job openings and internships available in the industry. 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.

13.7.3. 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.

13.7.4. Housing

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

Below is a list of resources 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.

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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. We will provide you with options and facilitate a forum for you to contact other students and pursue housing together.

Table 1: Resources to find suitable housing and roommates during your studies at AIE.

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

13.8. Access to Records

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

Student records are maintained for a minimum of 50 (fifty) years at a secure offsite location.

13.9. Transcripts

Students may request copies of their transcripts during normal business hours from the Student Services Coordinator.

14. Attendance

	Monday	Tuesday	Wednesday	Thursday	Friday
Class of 2027	9:00-5:00	9:00-5:00	8:30-12:30	No class	No class
Class of 2026	No class	No class	1:00-5:00	9:00-5:00	9:00-5:00

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

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 class time will receive an absence for the full day.

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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.

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, located by the front desk in suite 211 lobby.

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

Excused 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.

14.1. Make Up Attendance 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 to satisfy the curriculum requirement. The student is responsible for arranging with their instructor a time to make up the assessment. Missed assessments will not be counted until the time that they are made up.

14.2. Payment Periods

Each semester, financial aid will be distributed to the student's account. Advanced Diploma Students will get distribution for four semesters. Associate of Occupational Studies Students will get distribution for five semesters.

	Semester Period
Semester 1	August 2025 – February 2026
Semester 2	February 2026 – July 2026
Semester 3	August 2026 – February 2027
Semester 4	February 2027 – July 2027

14.3. 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

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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.

14.4. 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 that an academic year be repeated to successfully graduate the course.

14.5. Religious Exemption

AIE will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program requirement. Students requesting a religious accommodation should make the request, in writing, directly to their instructor with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work.

Examples of religious accommodations may include rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; and releasing a graduate assistant from teaching or research responsibilities on a given day.

14.6. 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 at 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:

14.6.1. Medical Withdrawals and Readmission

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

14.6.2. 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.

14.6.3. 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.

14.6.4. 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 must meet with their instructor to determine the viability of completing their program.

14.6.5. 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. If a tuition account has been sent to a third-party collection agency, and that agency has been paid in full, AIE considers the debt discharged.

14.6.6. Interruptions and Readmission after Military Service

In compliance with Section 487 of the [Higher Education Opportunity Act](#), 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 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.

14.7. Re-entrance after Dismissal

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

14.8. Official Holidays / School Calendar

Please see the AIE Calendar at the end of this Handbook.

14.9. ID Badge Policy

AIE students are required to utilize their ID badge for attendance.

Please observe the following procedures regarding ID badges:

- If an ID badge is lost or stolen, it 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 may students allow anyone to use their badges for any reason.** Violations of this policy constitute serious academic malfeasance and may result in expulsion from the college.

- ID badges must always be in the student's possession while on school property. Badges may be replaced free of charge only if it stops working and there is no visible damage. A $25 fee applies to replace broken or misplaced badges. To request a replacement badge, contact Student Services.

14.10. Course Expectations

The programs are full time. AIE's classroom environment 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 several 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 class activities or access time. AIE must 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.

15. FERPA Policy

15.1. 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 he, she, or they do/does 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.

15.2. 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.

16. Graduation Requirements

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

1. The student must receive passing grades on all assessments and be 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) Advanced Diploma of Professional Game Development - Game Design & Production – 65 Semester Cr. Hours
   e) Advanced Diploma of Filmmaking – 65 Semester Cr. Hours
   f) Associate of Occupational Studies in Game Art and Animation – 80 Semester Cr. Hours
   g) Associate of Occupational Studies in Game Programming – 80 Semester Cr. Hours

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h) Associate of Occupational Studies in 3D Animation and VFX for Film – 80 Semester Cr. Hours
i) Associate of Occupational Studies in Game Design & Production– 80 Semester Cr. Hours
j) Associate of Occupational Studies in Filmmaking – 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 the Head of School.

17. Tuition and Fees

17.1. Current Tuition

For all Advanced Diploma programs, an enrollment fee of $100 applies toward the tuition of $26,800 for 2025–2026; and that cohort's tuition for 2026–2027 remains $26,800. 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.

17.2. 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. 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/.

17.3. Scholarships

AIE offers scholarship opportunities for students on the basis of academic merit and financial need. To apply for a scholarship at AIE you must have applied for one of our programs.

All supplemental Scholarship Application documentation not uploaded with the application can be submitted via email to lafayette@aie.edu.

17.3.1. Scholarship Eligibility

To be eligible to receive a scholarship, applicants will need to meet the entry requirements, progress through the admissions process and enroll into the program.

Students receiving scholarships are required to meet satisfactory attendance and satisfactory academic progress to maintain eligibility.

Students receiving scholarships are required to remain in school full-time.

Should a student not meet the eligibility requirements, the scholarship will be cancelled.

18. Payment Plans and Debt Collection

This section provides information to students about payment plans and debt collection at AIE. It is a simplified version of the complete *US Debt Collection Procedures* which are available by request from the Head of School.

For tuition balances, AIE accepts a variety of payment sources, including:

- Credit cards, cash, checks

- Federal Financial Aid—Direct Loans

- State specific programs such as GET, TOPS, DSHS, etc.

- Internal payment plans when necessary.

18.1. Course Fee Payment Plan

All students will sign a payment plan, outlining their scheduled payments and acknowledging the debt. These are to be signed prior to class commencement. Any missing signatures must be collected no later than orientation day unless otherwise approved. **No student can begin class for an academic year until an approved payment plan is in place.**

The Enrollment form is used to disclose the amount owed by the student for each year attended. Additionally, the Internal Payment Plan is used to determine the source of funding as desired by the student, and the level and timing at which tuition payments will be made by the student. The Plan may be updated, depending on funding sources.

Federal Financial Aid payments will be established based on guidelines provided by the Department of Education, but all other payments must follow the established schedule when possible and are the responsibility of the student.

Where the student wishes to pay the out-of-pocket amount by installments, payments must be made by automatic payments. The ACH form must be completed by the student before commencement of class. This requirement can only be waived by the Head of School under exceptional circumstances.

18.2. Missed Payments

When one payment is missed: All payments are due on the 1st of the month and are considered late after the 15th of the month. If a payment is missed, the student will be contacted by AIE staff with a reminder to make the payment. Automatic payments are not considered late if they are received by the end of the month as scheduled.

When more than one payment is missed: The student will be contacted by the Head of School to discuss the tuition balance. The Head of School will decide on a course of action that could include, but is not limited to, actions from renegotiating the payment plan up to exclusion from class until payment is made.

Continued non-payment could result in the tuition account being turned over to an external debt collection agency.

18.3. Graduates, Withdrawals, and Drops

Open balances: When dropped students and/or graduates have an open balance at time of departure, the school will continue collection efforts following the same procedures as mentioned above. If payments are not received for over 90 days, and no payment arrangements have been made, any open balance may be sent to an external collection agency.

Issuance of academic records: The school will NOT issue a Diploma or provide academic transcripts directly to the graduate until his or her qualification has been conferred. Conferring the Diploma requires the student financial account to be paid in full, and that all academic requirements have been met.

Graduate in Good Standing: A graduate who is in good standing on his or her payment arrangement may request a copy of his or her transcript be sent to a potential employer when requested by a potential employer. The transcript will be sent to the employer directly. However, the Graduate will not receive a copy of his or her Diploma or Transcript of results until his or her account is paid in full.

Graduate Non-payment: A graduate with an unsatisfied balance, who has not made payments, will not receive a copy of his or her transcript or Diploma for employment purposes until satisfactory arrangements are in place. An exception to this policy will be at management's discretion and when regular payments depend on such employment.

Return to Title IV: AIE, on behalf of students who have dropped the course prior to meeting the required hours per disbursement period, or those who have not met Satisfactory Academic Progress (SAP) will often need to return funds, on a prorated basis, to the Department of Education. If this

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creates a student debt balance to AIE, it is the student's responsibility to pay this balance in full. If payment arrangements are not reached and followed within 90 days of such action, any open balance may be sent to an external collection agency and written off once determined the debt is not collectable. Accounts sent to collection will need to be paid in full to receive a copy of transcripts and a Diploma. An accepted settlement is considered payment in full.

19. Refund Policy

All refunds, when due, are made to the student without the need for the student to request the refund from AIE.

1. Refund for Non-Accepted Students

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

2. Student Cancellation

   a) 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.

3. Deposit Retention

   a) 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.

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

   a) 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.
   b) Appropriate refunds for a student who does not begin classes are made within 30 calendar days of the class start date.

5. Refunds for Cancelled or Discontinued Classes

   a) **Cancelled Classes:**

      o If tuition and fees are collected in advance of the start date of a program and AIE cancels the class, AIE refunds 100% of the tuition and fees collected.

- o AIE makes these refunds within 30 calendar days of the planned start date.

  b) **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:

  - o Provide students pro rata refunds of all tuitions and fees paid, or

  - o Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing.

  - o The school will notify the agency and students in advance. The notification will be in writing.

6. Refunds for Students Enrolled Prior to Visiting the Institution

   a) Students who have not visited the school facility prior to enrollment can 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.

7. Terminated Training

   a) 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.

8. Refunds for Withdrawals after Class Commences

   a) Refund Policy for Programs Obligating Students for Periods of 12 Months or Less

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

        - During the first 10% of the period of financial obligation, AIE refunds 90% of the tuition;
        - 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 75% of the tuition;
        - 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 50% of the tuition; and,
        - After the first 50% of the period of financial obligation, AIE retains all the tuition.

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

- o For programs exceeding 12 months, which all AIE programs do, AIE will release the student of the obligation to pay beyond the 12 months if the student withdraws during the first 12 months and does not intend to attend the program beyond the first 12 months.

- o The calculation of the refund for the unused portion of the first 12 months is based on section (a) above.

- o 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.

9. Calculating Refunds

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

- o When the school receives notice of the student's intention to discontinue the program; or,

- o When the student is terminated for a violation of a published school policy which provides for termination; or,

- o When a student, without notice, fails to attend classes for thirty days.

10. Refund Period

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

20. 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), and Federal Direct Loans (subsidized and unsubsidized).

20.1. Withdrawal

Students wishing to withdraw from AIE must complete a withdrawal form (available in the Catalog/ Student Handbook or from AIE Administration) and submit it to the Head of School or designee.

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The last date of attendance for students who withdraw from AIE is the date denoted by the student on the withdrawal form, 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.

Post-withdrawal disbursements will be calculated with the approved disbursement calculator and provided to the student in the form of a check.

Dates Hinging on Date of Determination:

- AIE will offer any post-withdrawal disbursement 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.

20.2. 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 clock hours in the payment period, the student will earn 25% of the assistance he or she was

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originally scheduled to receive. If a student completes over 60% of clock 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 explicit 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 must be paid within 45 days of the withdrawal date, and loan funds must be paid within 180 days of the withdrawal date.

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

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Parent (Plus) Loan
5. Federal Pell 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 who have been enrolled for more than 30 days. Students withdrawing before the 30 days have passed will not be eligible for those specific program funds.

Title IV Future Professionals 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 the 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 with the Department of Education to return any unearned grant funds.

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 charges, and AIE may still charge a student for any Title IV funds that AIE is required to return.

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).

21. Veterans Benefits Transition Policy

AIE is proud to be authorized to accept the Post 9/11 GI Bill®. If you are a veteran or an eligible dependent of a veteran, AIE's financial aid office will work with you to understand how your benefits can be applied to your tuition at AIE.

21.1. Policy Statement

In accordance with the *Veterans Benefits and Transition Act of 2018*, Section 3679 of Title 38, of the United States Code, the Academy of Interactive Entertainment (AIE) adheres to the following policy.

The Academy of Interactive Entertainment will allow to attend or participate in a training program any individual who is entitled to educational benefits under Vocational Rehabilitation & Employment (Chapter 31) or Post 9/11 GI Bill® benefits (Chapter 33) of the Veterans Administration.

AIE will not impose any penalty, including the assessment of late fees, the denial of access to classes, or other institutional facilities, or the requirement that a student borrow additional funds because of their inability to meet the financial obligations to the institution resulting from delayed disbursement of funding from Veterans Administration under Chapter 31 or Chapter 33.

21.2. Standard Operating Procedure

1. The student must provide a <u>Certificate of Eligibility</u> verifying entitlement to educational assistance under Chapter 31 or Chapter 33. The Certificate of Eligibility can also include a Statement of Benefits (eBenefits) or a VAF28-1905 form for Chapter 31 authorization purposes.
2. The permissible attendance period begins once the Certificate of Eligibility has been received by the institution **AND** the student has been certified in VAONCE.
3. The permissible attendance period ends on the earlier of the following dates:

   a) The date on which payment from VA is made to the institution.
   b) Ninety (90) days after the date the institution certified tuition and fees in VAONCE following the receipt of the Certificate of Eligibility and Statement of Benefits.

22. AIE Satisfactory Academic Progress (SAP) Policy

This policy applies to **all students of AIE**, including full-time and part-time students in AIE programs who receive financial assistance under the Title IV, HEA program.

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.

22.1. Satisfactory Academic Progress (SAP) Standards

For the purposes of financial aid, 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 (see below). At each evaluation, the student must have achieved "Competent" scorings on all components of all assessments completed by the end of 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 every semester.

1st year 1st semester: August 2025 - February 2026

1st year 2nd semester: February 2026 - July 2026

2nd year 1st semester: August 2026 - February 2027

2nd year 2nd semester: February 2027 - July 2027

Students must complete their educational programs according to the following chart.

Program Name	Credit 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
Advanced Diploma of Professional Game Development Game Design and Production	65
Advanced Diploma of Filmmaking	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
Associate of Occupational Studies (AOS) in Game Design and Production	80
Associate of Occupational Studies (AOS) in Filmmaking	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 a 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.

22.2. Financial Aid Warning

Students not meeting SAP during a payment period (semester) will be placed on **financial aid warning** status. Students placed on this status are eligible to receive financial aid for only one payment 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.

A student placed on financial aid warning status may continue to receive assistance under the Title IV, HEA programs until the evaluation at the end of the next payment period, at which time the student is required to meet SAP standards or will become ineligible to receive further assistance.

22.3. Financial Aid Probation

Students not meeting SAP standards next semester after the financial aid warning status **will have their financial aid terminated.**

Students determined to be ineligible for financial aid may appeal to re-establish eligibility. Students may file an appeal based on 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, the appeal must include what has changed in the student's situation that will allow the student to meet SAP standards at the next payment period 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 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.

23. 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 the achievements for each skill 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 in advance of each unit of study. The student can check on his or her academic progress with their instructor or 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.

Assessment processes are designed to be transparent, relevant, fair, and current. If a student believes that a final assessment in any module is incorrect, he or she should check with the instructor in case an error has occurred. If after this meeting, the student wishes to appeal the decision made on the assessment, he or she should refer to the complete Assessment Appeals Policy in this handbook.

23.1. Semester Credit Hour Grading System

Students receive one of the following grades following completion of their assessment: **A, B, C, or F**. All programs at AIE are semester credit hour programs and all assessments must be passed with a grade of "C" or better for program completion.

23.2. How to Achieve Competency

To be awarded an advanced diploma, a student must successfully complete each unit of competency associated with the qualification. The student must 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 are successful when they can demonstrate their complete competency. Students are provided with a grading rubric, relevant training, and clear ways to demonstrate their competence as well as a description of exactly what constitutes "competence" in each unit or module. Students are provided with support to achieve that competence as well.

Before submitting work for assessment, students should check it against all the assessment criteria. It is recommended that students form teams with other members of the class, and peer review one another's work before submission. The minimum grade considered satisfactory at 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.

23.3. 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. Plagiarism is serious academic malfeasance and will result in disciplinary actions up to and including expulsion from the college.

23.4. Submitting Work

When students submit work for assessment, teachers decide if all the assessment criteria have been met. Inevitably, this involves a degree of subjectivity; teachers exercise professional judgment and interpretation in determining if a student has performed adequately against the criteria. The assessment of student work is done through a moderation procedure that requires more than one teacher in the assessment process.

23.5. 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 in a professional manner.

23.5.1. 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, up to one week prior to the submission date, negotiate a submission extension with their teacher. This request must be made in writing with supporting evidence. In case of a serious illness, medical documentation may be requested. Use the "Official Extension for Assignment" form obtained from an instructor or AIE Administration Office.

Instructors may grant an extension of up to two weeks.

23.5.2. 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.

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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.

24. Assessment Appeal Policy

24.1. Purpose

Students are responsible for maintaining standards of academic progress and following procedures established and made known by their instructors. The purpose of the assessment appeal process is to ensure AIE's academic integrity and provide students additional opportunity for success with their academic evaluations.

24.2. 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 to appeal an assessment to demonstrate their competency in the subject area assessed. 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:** Students who choose this basis of claim must write a further explanation of their reason for appeal. These reasons must be adequately addressed through the Assessment Appeals Process.

24.3. Beginning the Process—Meet with your Instructor

A student must first review the assessment in question with their instructor. It is the responsibility of the student to demonstrate how the assessment review is inaccurate or how the student plans to improve their work if an appeal is granted. If there is an error on the part of the instructor and correction cannot be obtained, the student may then file a formal appeal.

24.4. Appeals

All students are expected to meet the first deadline for an assessment. (A late assignment without an approved extension is automatically marked with a non-passing "F" grade.) The first request for an appeal must be submitted **in writing to the instructor** within 48 hours following the instructor's

marking of the assessment. After meeting with the student, instructors may grant one extra week to submit a second attempt of the assessment.

If the second deadline submission is determined to not meet passing standards, the student may appeal **formally and in writing to the Head of School** for a third (final) attempt. The appeal must include the reasons why this third attempt will allow a passing grade to be achieved. The request for a final attempt must be received within 48 hours of the second assessment marking. The Head of School may grant one extra week to complete the assessment if approved. The Head of School will meet with the teacher and the student regarding the appeal to determine if the final appeal should be granted.

If the third (final) submission is determined to not meet passing standards, the student will be disenrolled from the program.

25. International Students

AIE Lafayette Campus does not admit International Students.

26. Program Descriptions

Advanced Diploma of Professional Game Development – Game Programming

(65 semester credits) (CIP Code 11.0804)
Start Date: August 2025
Estimated Graduation Date: July 2027

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 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:

1. 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)

2. Demonstrate appropriate project management skills for entry into the interactive game industry as a programmer. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

3. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

4. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

5. Interpret information received from a variety of sources; including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

6. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)

7. Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

8. Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)

9. 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.

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PROG 107 - Game Engine Scripting	This subject combines foundational programming concepts with the practical application of modern game engines, specifically focusing on visual scripting within the Unreal game engine. This subject emphasizes two essential components: visual scripting in the Unreal Engine and cross-platform development. Throughout the course, you will enhance your programming skills by utilizing the power of the Unreal engine and visual scripting to create engaging and interactive game experiences. Through hands-on exercises and projects, you will gain proficiency in designing game mechanics and behaviors. Additionally, you will explore the challenges and strategies involved in adapting games for diverse devices and operating systems, equipping you with the necessary skills to thrive in the dynamic gaming industry. **Knowledge and Skills** • Investigate, develop, write, and integrate scripts using a visual scripting language within a game engine to author interactive media products. • Develop a deep understanding of game design principles and their application and implementation in mobile game development, including gameplay mechanics, user interfaces, and controls. • Acquire proficiency in using game development software and tools, such as game engines, visual scripting languages, and mobile development frameworks, to create mobile games from concept to deployment. • Prepare games for delivery across multiple system platforms using cross-platform software and hardware.
PROG 108 - User Interface Programming	This subject focuses on how User Interface (UI) can be implemented within game engines and the challenges this can present to us as game developers. You will explore UI design principles and industry best practice, designing graphical user interfaces for different hardware and platforms, handling a variety of input methods, as well as diegetic and non-diegetic UI. **Knowledge and Skills** • Analyze and Interpret design requirements. • Document user interface designs to meet requirements specifications. • Create prototype user interfaces implementing required functionality. • Test and iterate on GUI designs.

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, 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 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 creative competitive A.I. opponents.
PROG 109 - Advanced Game Engine Programming	This subject is a focused exploration of advanced game programming techniques using the powerful Unreal Engine. Learners will gain proficiency in utilizing the C++ programming language to create compelling features and functionalities within the engine. Throughout the subject, learners will work on briefs that challenge them to leverage their existing C++ programming skills to prototype, test, and present their technical designs and solutions. Through training covering the integration of multiple data sources into interactive 3-D environments learners will be equipped with the knowledge and expertise to create data-driven games using the Unreal Engine, preparing them to excel in the competitive world of game development. **Knowledge and Skills** • Integrate sources of data into interactive 3-D environments. • Research and design workflows and data pipelines that facilitate and simplify how game development teams work with data for real-time interactive games. • Apply C++ programming skills and knowledge to implement systems and features within modern game engines. • Document technical design concepts and solutions for real-time interactive 3-D games. • Prototype, test, and present technical design concepts or solutions.

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 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 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** • Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. • Identify and utilize available online opportunities and resources as they relate to marketing and promotion. • Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Positively engage with relevant industry communities online.

Advanced Diploma of Professional Game Development – Game Art and Animation

(65 semester credits) (CIP Code 11.0803)
Start Date: August 2025
Estimated Graduation Date: July 2027

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 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.

Program Learning Objectives

Students will:

1. Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, Mudbox and Unity to design, create and import art assets into game engines. (Performance, Problem Solving, Responsibility)

2. Demonstrate appropriate project management skills for entry into the interactive game industry as a game artist. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

3. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

4. Demonstrate how game art addresses both visual aesthetics and engine/game context functionality. (Communication, Performance, Problem Solving, Responsibility)

5. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

6. Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

7. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving, Responsibility)

8. Initiate and participate in projects requiring teams of diverse individuals (Collaboration, Communication, Performance, Problem Solving, Responsibility)

9. Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)

10. 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'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 (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 screen 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.

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ANIM 103 - Animation	In this subject, you will learn a range of tools, principles and techniques needed to create high quality 3D digital character animation. You will learn how to produce well-constructed animated sequences which shows a combination of body performance and emotive facial animation. **Knowledge and Skills** • Apply a clear understanding of the tools, workflows and methodologies used to create animation. • Construct characterized animations confidently, including lip-sync and facial animation. • The skills necessary to seek feedback to ensure improvement of your own work.
VIAR 103 - Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You'll learn how to use sculpting software to create highly detailed models. You'll learn how these sculpted characters are used in either games or film. You'll 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.

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 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 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 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.

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Year Two Subject Descriptions (31 semester credits)	
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.

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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.
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.

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PROD 201 - Major Production	This subject is the opportunity for students to put all 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** • Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. • Identify and utilize available online opportunities and resources as they relate to marketing and promotion. • Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Positively engage with relevant industry communities online.

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

(65 semester credits) (CIP Code 10.0304)
Start Date: August 2025
Estimated Graduation Date: July 2027

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:

1. Demonstrate entry-level proficiency using industry standard software and resources such as: Maya, ZBrush, Photoshop, After-Effects, Nuke, and Premiere to design, create and render digital visual effects. (Performance, Problem Solving, Responsibility)

2. 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)

3. Demonstrate a holistic approach to see the entire scope of a project and how everyone'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)

4. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

5. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

6. Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

7. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)

8. Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)

9. 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'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 (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 screen 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.

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ANIM 103 - Animation	In this subject, you will learn a range of tools, principles and techniques needed to create high quality 3D digital character animation. You will learn how to produce a well-constructed animated sequences which shows a combination of body performance and emotive facial animation. **Knowledge and Skills** • Apply a clear understanding of the tools, workflows and methodologies used to create animation. • Construct characterized animations confidently, including lip-sync and facial animation. • The skills necessary to seek feedback to ensure improvement of your own work.
VIAR 103 - Character Pipeline	This subject is designed to advance your skills by learning how 3D characters are produced. You'll learn how to use sculpting software to create highly detailed models. You'll learn how these sculpted characters are used in either games or film. You'll 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 as well as seek feedback and to 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 focus is 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.

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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. • 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 205 - Effects	In this subject, you will explore the skills and knowledge needed to produce a range of simulation-based effects including particles, fluids, pyrotechnics, and rigid body dynamics. **Knowledge and Skills** • Understand the role of an effects artist. • Plan effects for a range of contexts. • Produce effects for a range of contexts. • Learn foundational skills in SideFX Houdini. • Create a range of effects through guided exercises. • Plan and produce your own effects.
VFXX 206 - Matchmove	In this subject, you will explore the skills and knowledge needed to plan and perform matchmove requirements for visual effects sequences. You will also learn critical thinking and problem-solving techniques that can be applied to a range of scenarios. You will apply these techniques by completing a practical project where you will need to solve the problem of matching camera and object motion in a sequence of footage. **Knowledge and Skills** • Understand the tools and techniques required to develop solutions in a matchmove context. • Analyze a complex problem to determine the requirements of solutions. • Develop critical thinking techniques when solving complex problems. • Learn foundational skills in 3d Equalizer. • Learn the skills and techniques associated with being a matchmove artist in the Visual Effects industry. • Learn how to approach and solve complex problems.

VFXX 207 - Color Grading and Correction	In this subject, you will explore the skills and knowledge needed to work with footage from cinema grade cameras, preparing it for post-production purposes including visual effects. A large portion of this training will focus on understanding and working with different color spaces and grading tools. Additionally, you will create creative color grades to footage, both universally to the whole frame (a primary grade) and to isolated sections of a composition (secondary grade). **Knowledge and Skills** • Understand of core principles of color grading and correction. • Prepare footage from cinema cameras for post production. • Develop color grading and correction tools and techniques. • Learn foundational skills in DaVinci Resolve's Color management and grading tools. • Work with footage from a range of cinema cameras. • Prepare footage for use in a visual effects pipeline.
VFXX 208 - VFX Production	In this subject, you will explore the skills and knowledge needed to produce a short visual effects sequence combining live action and CG elements and effects. You will learn the production requirements for each pipeline stage, including expectations on deliverables, naming conventions, file formats, and other production specifications. You will learn Katana, an industry standard lighting and look-development tool. This topic will also introduce the concept of working with interchange formats such as Alembic and USD to work between different packages like Houdini and Maya. You will also learn valuable skills in on set VFX supervision requirements and Previz for Visual Effects productions. You will apply all you learn to a collaborative visual effect production. **Knowledge and Skills** • Create and manage projects within a standard Visual Effects Pipeline. • Light and look develop in Katana using Alembic and USD pipelines. • Ability to create previsualizations for visual effects productions. • Learn fundamental skills in Katana for lighting and look development. • Experience an end-to-end studio pipeline. • Work in a collaborative environment on visual effects productions.

VFXX 203 - 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 their 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.

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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** • Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. • Identify and utilize available online opportunities and resources as they relate to marketing and promotion. • Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Positively engage with relevant industry communities online.

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Advanced Diploma of Professional Game Development – Game Design and Production

(65 semester credits) (CIP Code 50.0411)
Start Date: August 2025
Estimated Graduation Date: July 2027

The *Advanced Diploma in Game Design and Production* 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 designers and producers are key elements in the game development process. They are responsible for creating game experience, monitoring the schedule and pipeline, and keeping the team and production on track. As the prime communicators in the development process, game designers and producers with demonstrable ability are valued and in demand.

Program Learning Objectives

Students will:

1. Demonstrate entry-level proficiency using industry standard software and version control, such as but not limited to: Maya, Photoshop, Unity 3D, Unreal Engine 4, Twine, GameMaker, Prezi, MS Office Suite, Playmaker, and both bug tracking and project management software (Project Management, Performance, Problem Solving, Responsibility)

2. Demonstrate appropriate project management skills for entry into the interactive game or film industry. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

3. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

4. Analyze and interpret user desires to design and develop engaging gameplay. (Communication, Performance, Problem Solving, Responsibility)

5. Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

6. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)

7. Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

8. Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)

9. Prepare an employment portfolio, including: a resume, cover letter, letters of reference, showreel, work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (32 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.
GMDS 101 - Introduction to Game Design	This subject looks at a range of games and evaluates their design with the goal of breaking down components into definable sections. You will become familiar with gaming, the game design lexicon and common devices used by designers to make games appeal to their target audience. You will analyse both computer and traditional board games and learn how to articulate, present and debate ideas through a series of exercises and projects which have been designed to encourage you to discuss games and gameplay through the mindset of a designer as well as compare and contrast opinions about game players, target markets and genres. You will create and maintain high level design documentation, learn how to identify, and resolve any technical issues and functionality constraints common to initial game design concepts and how to iterate on and refine mechanics, scope, and gameplay requirements. You will learn about delivering an engaging presentation, how to gather, analyse and respond to feedback from peers that will further expand your design and clarify the game design and technical resource requirements. **Knowledge and Skills** • Apply an understanding of core game design principles and terms. • Demonstrate the concepts of a target market, demographics, and platforms. • Demonstrate a close knowledge of the history of the gaming industry for designers. • Articulate, present and debate ideas and designs. • Identify prototyping methodologies for game development. • Seek out, analyze, respond to, and incorporate feedback from others.

GMDS 102 - Level Design Fundamentals	This subject is an introduction to level design, from initial concepts through to the planning and creation of level designs in a game engine. It is not only relevant for the learner's own ability to conceptualize level design in 2D and 3D but also understand how to utilize these skills when communicating ideas in a development team. You will gain a deeper understanding of how Designers and Artists work together in a development environment for the creation and delivery of art assets and successful level designs. You will learn how to design game levels, from a level design document (LDD) and 2D topographical map design through to fully functional, 3D grey box environment prototypes running in game engine while gaining practical skills and knowledge with game engine tools and development process. **Knowledge and Skills** • Demonstrate a basic knowledge of art principles. • Plan processes around 2D level design. • Plan processes around 3D level design. • Understand the basic game engine principles. • Apply basic skills in 3D modelling in a game engine. • Explain the principles of level design. • Create 3D environments in a game engine. • Apply appropriate vocabulary when discussing game and level design.

GMDS 103 - Level Design Fundamentals	This subject introduces the learner to the common procedures and logic in developing functional game prototypes. The content draws from fundamental theories of programming and applies them within the context of the Unreal game engine. Through these topics, the learner will gain the experience and understanding required to think critically and apply practical solutions when developing and modifying playable prototypes. Learners will apply and refine practical, hands-on skills and knowledge, designing game mechanics and user interfaces utilizing visual scripting tools to build functionality for their prototype. This functionality can be single or multiple game mechanics, a game system such as an Inventory or GUI or any other interactive experience utilizing visual scripting in the Unreal game engine. From the perspective of a designer, this subject will help the learner gain an appreciation of the role a programmer has in a game development team. Working with Unreal Blueprints will give designers a firm understanding of core programming principles and the challenges they will encounter when working with programmers and designing functionality for games. Furthermore, the learner will become more experienced and self-sufficient when it comes to design prototyping, implementing functionality and problem solving in a game engine, essential skills for any designer. **Knowledge and Skills** • Gain an understanding of basic programming principles. • Translate basic programming logic in a visual scripting environment. • Create visual scripts for prototyping and proof of concepts. • Review, debug, and organize visual scripts using appropriate naming conventions. • Prototype and demonstrate proof of concept design in a game engine.
GMDS 104 - Sound Design	Sound plays an important role in the interactivity and immersion of a video game, as dialogue, sound effects, ambient sound and music all contribute to the implicit and explicit narrative of the player experience. In this subject, you will develop the skills and knowledge to design, generate and manipulate audio elements and apply basic functions and trigger sound events in a game engine. You will use Audacity Sound editing software to prepare audio and sound effects in a game engine while learning concepts and principles of sound in an interactive environment. You will also gain an understanding of audio recording, sound editing and production workflows. **Knowledge and Skills** • Demonstrate an understanding of the purpose and intention behind sound design. • Team Collaboration in sound design. • Utilize sound software related to sound design in a game engine. • Source and edit sound for sound design. • Apply sound in a game engine. • Interpret sound copywrite.

GMDS 105 - Narrative Design	This subject is designed to teach the learner exactly what story is, how it is utilised in different ways and how it works in the context of an interactive medium. It is meant to shift general, opinionated thinking about story structures in games to a more analytical approach to help learners create their own works. It heavily ties into game design and prototyping which are highly valuable and required to get learners prepared for work in industry. It is a requirement to apply all learned skills to build a narrative prototype that demonstrates the acquired knowledge of this subject. Learners are encouraged to show proficiency using narrative techniques specialising in the interactivity of the medium of games, writing, prototyping including text, image, and sound. **Knowledge and Skills** • Implement effective writing techniques including written communication, spelling, and grammar. • Interpret the role of narrative design in the game industry. • Apply an understanding of story, narrative, and game design. • Demonstrate interactions between story and gameplay. • Design narrative scenes for games. • Develop story to synopsis stage.
GMDS 106 - Testing and Quality Assurance	In this subject, you will be working within groups and acting as a Quality Assurance (QA) team to test software for clients. You will be liaising with clients, identifying issues and items that will require testing and getting approval from your clients to go ahead and begin testing. You will be involved in taking responsibility for team management, maintaining, and creating documentation for testing plans, and working within your team to accomplish the tasks you've identified in your client's testing requirements. Furthermore, you will be doing research and market analysis on the products you are testing in order to provide more effective feedback for your clients in regard to their product and the market the product they will be competing in. Finally, you will be documenting the outcomes from your product testing and producing effective and detailed reports for your clients. **Knowledge and Skills** • Apply a deeper understanding of the testing process and where it stands during the software development lifecycle (SDLC), more specifically in the context of game development. • Apply knowledge of the testing process and the different methods of testing. • Create testing plans and strategies to deal with the testing process. • Manage and work within a team. • Demonstrate an understanding of client relationships and how to liaise with development teams. • Research and identify a product's target markets and conduct competitive analyses. • Document bugs and issues and create reports based on your testing outcomes.

PROD 101 - Production Planning	This subject is about identifying the requirements needed by a client and proposing and documenting a project proposal to address those requirements. You'll receive a client brief that will outline a client's request. You'll need to break down this client brief into a detailed description in you planning documentation. This documentation will house a full description of the client and what they need. Team members will contribute more than one design proposal for internal review, then choose a final design to be formally presented to the client as a group. You'll need to collect feedback and approvals from your client to process. You will then produce a Production Brief document detailing the agreed production along with supplemental documentation as required for the project. This documentation will then need to be approved by the client. **Knowledge and Skills** • Identify team roles in a pre-production environment. • Execute collaborative skills and knowledge in production planning. • Undertake research and generate ideas for a creative project. • Prepare and present multiple proposals to address a client's requirements. • Present and explain key concepts to a target audience.
PROD 102 - Production	In this subject you will work within a team on a collaborative production. The production will be a simulated real-world project. You will need to review project planning documentation and use it to organize your team's activity. You will need to work effectively with your team in a professional manner to achieve the goals of the production, update and maintain design documentation and work collaboratively within your team through regular participation in team meetings and discussions. You will complete the subject by delivering a completed production to the satisfaction of a client. Finally, you will need to reflect upon and document your performance, noting any areas where you would make improvements on future projects. **Knowledge and Skills** • Access and clarify approved pre-production planning documentation. • Implement planning documentation to a production. • Work within a team to produce a digital product. • Undertake production tasks and responsibilities according to assigned role. • Utilize production software and assets as required. • Deliver the digital product to a client's satisfaction.

PRPD 101 - Professional Practice Development	The purpose of this subject is to develop your professional industry skills and knowledge, to prepare and maintain an individual development plan to guide you through your learning and development as a creative and gain the skills and knowledge to establish yourself as a freelance game developer. This will be a research and development process that includes planning, feedback, and taking action. Upon completion of this subject, 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** • Prepare a professional development plan. • Research employment opportunities and trends in the creative arts industry. • Identify online opportunities and resources, as they relate to your professional development. • Evaluate your current skills and knowledge and identify your professional development needs. • Research networking activities that will benefit your progression as a creative professional. • Develop skills required to work in the capacity of freelance game developer including: • The ability to promote self to clients. • The ability to create a high-level business plan. • The ability to negotiate work arrangements. • The ability to manage the financial and business aspects of service.

Year Two Subject Descriptions (33 semester credits)	
GMDS 201 - Psychology and Economies	Psychology & Economies examines the role of psychology in game design, paying particular attention to its role in engaging players and devising in-game economies and creating feedback loops. The subject will examine the target markets for particular games and the relationship between them, the psychology of design and the influence of economic systems. Learners will be reviewing and providing valuable feedback on designs based on their understanding of target markets and the psychological drivers of audiences. Learners will design and prototype an in-game economic system and learn to understand its connection to the psychological drivers of gameplay. They will also be practicing key design principles such as iteration, communication, prototyping as well as critiquing and assessing designs. Learners will use what they have learnt in this subject to create a production quality design document. **Knowledge and Skills** • Communicate the concepts and principles of design effectively through documentation. • Demonstrate an understanding of psychology in design and how it is used to expand ideas and concepts. • Demonstrate a thorough understanding of economic systems. • Design and prototype an economic system supporting your game design document. • Identify different production methodologies. • Implement feedback into your own work.

GMDS 202- Designing the User Experience	This subject is designed to teach the process of UX Design as a discipline, encouraging learners to move away from opinionated, boxed thinking about games to a more analytical approach towards designing experiences based on user needs. Learners are going to investigate idea generation techniques to come up with creative and innovative concepts for a stakeholder. They will be organized in groups to interact both as stakeholders and production team members to gain insights in both worlds. Learners will be assessed in both roles. Learners will be required to take an active part in the assessment process as they must fulfil dual roles during the process. Stakeholders and team meetings need to be conducted in a professional manner, including appropriate documentation. The trainer's role is to observe group work and communication, acting as investor or producer for teams to make sure production is on track and remains professional and effective. Although several tutorials are held, trainers are primarily mentoring the class. **Knowledge and Skills** • Demonstrate an understanding of UX Design as a discipline. • Research and identify the expectations from stakeholders and potential users. • Interpret research and design creative solutions based on user research insights. • Analyse the stakeholder's requirements and users' needs for projects. • Communicate progress appropriately with team and stakeholders. • Implement a design concept. • Set up QA and iteration processes during a project. • Analyse usability testing feedback accordingly.
GMDS 203 - Production for Clients	In this subject you create a game prototype (and the accompanying documentation and materials) for a client based on a brief. You will complete and deliver a playable prototype of the game, accompanied by a Pitch Document and a Post-Mortem document of the project. You will take the game through various green light processes with the trainer (acting as the client), and develop the game through Alpha, Beta and Master, performing user testing and feedback processes with players and with their client, then ensuring their project is polished and meets the requirements of the project. There will be an emphasis on scheduling, meetings, and feasibility. **Knowledge and Skills** • Apply your practical game development skills. • Correctly scope a project. • Identify all necessary software and tool requirements. • Demonstrate developed task estimation and milestone tracking skills. • Clearly communicate the vision and design concepts through documentation and playable experiences. • Effectively communicate, pitch, and deliver the proposed project requirements to your client.

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VRXR 201 - Virtual and Extended Realities	In this subject, designers will familiarize themselves with the fundamentals of VR/AR development. They will then design and deliver a VR or AR prototype build showcasing a core mechanic and UI element in a real time VR or AR environment. The design and scope of the project is the responsibility of the designers. **Knowledge and Skills** • Identify workspace, hardware, and software requirements. • Design and implement interactions with virtual/augmented reality. • Understand and apply motion controllers and peripherals. • Design UX and UI for use in a virtual/augmented reality. • Understand scale and perspective in a virtual/augmented space.
PROD 200 - Proof of Concept	This subject is designed to enhance your understanding and experience of working collaboratively in a game development environment. In teams, you will go through the planning, design and creation of an interactive game prototype and pitch. Teams will also be researching industry trends and markets and developing and presenting a pitch of their game. Teams are strongly encouraged to mix designers, programmers, and artists in this subject. **Knowledge and Skills** • Present game ideas. • Develop documentation for a game or interactive project. • Apply an understanding of the time and resources required for the development of the game idea. • Incorporate feedback into your game ideas. • Identify Risk and Target Markets. • Prioritize development tasks. • Work effectively within a group and contribute actively to the pitch and prototyping process. • Develop in an Iterative Pipeline. • Use version control tools.

PROD 201 - Major Production	The Major Production subject is the culmination of your studies. You will be working on a group project utilizing the skills you have learnt to create a game or visual showpiece that will form the heart of your portfolio. You will be demonstrating knowledge of team collaboration, scheduling and project development while leveraging your skills and tools in your area of specialism to complete and deliver a finished product. You will provide the appropriate documentation and work to an established milestone structure, taking feedback from play testing and review sessions. You will be working in a professional manner. Finally, you will need to reflect upon and document your own performance and role in this project. **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 skills gained throughout this subject, while directed at the individual's portfolio requirements, are equally applicable to the online promotion and marketing of any future project, product, or business. In the Online Professional Portfolio subject, you will gain the knowledge and expertise required to create an impressive online portfolio and build your online presence. This subject will allow you to look at how to develop an online marketing strategy which focusses on your strengths and skill sets and how they compare with industry requirements and trends. This will give you the opportunity to look at what industry is looking for in terms of professionals and research any new and emerging technologies or markets. The subject will be a research and development process that includes planning, feedback and taking action. During this subject you will conduct research and document a strategic plan for creating, improving, and maintaining an online professional portfolio. **Knowledge and Skills** • 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. • Develop an engaging and professionally presented portfolio website which accurately showcases your skill-set and professional information such as a CV. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Complete your online presence to positively engage with your relevant industry community.

Advanced Diploma of Filmmaking

(65 semester credits) (CIP Code 50.0602)
Start Date: August 2025
Estimated Graduation Date: July 2027

The *Advanced Diploma of Filmmaking* was developed in response to industry needs and driven by extensive consultation with local and international film 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 films.

The course is a practical, hands-on, and intensive training program designed to prepare you for the dynamic film industry. We don't just teach filmmaking; we immerse you in an environment that replicates the real-world screen industry. Here, you will be part of a simulated production house, where projects are not just assignments, but real-world experiences. You will develop and pitch projects, form crews, and see your ideas come to life from preproduction to postproduction. This course is not just about learning the practical aspects of filmmaking, but also about professional development within the context of filmmaking.

Program Learning Objectives

Students will:

1. Gain hands-on experience in various aspects of filmmaking.

2. Acquire technical knowledge needed for a career in the film industry.

3. Learn how to develop and pitch projects.

4. Understand the operations of a production house.

5. Master the process of realizing projects from preproduction to postproduction.

6. Learn about professional development in the context of filmmaking.

7. Evaluate different creative business practices and identify ways of costing and selling creative work.

8. Evolve ideas using critical thinking and research.

9. Participate in workplace discussions and meetings in a positive and constructive manner.

10. Use your developing skills in film and collaborate with audio specialists, artists, designers, game developers, and animators.

Year One Subject Descriptions (35 semester credits)

FILM 101 – Introduction to Filmmaking	In this subject you will engage in intensive training to learn the basics of film production. You will also learn about workplace health and safety on set and associated legislation. You will apply this WHS knowledge to each round of practical film making throughout the year. In this subject you will also form production teams, develop an idea, and produce a short film. **Knowledge and Skills** • Basic producing, directing, camera, audio and editing. • Working safely with others on a film set. • Produce a Fast Film.

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FILM 102 - Documentary Round	In this subject you will be expanding on the skills learnt in the 'Introduction to film making' subject and putting them into practice. You will develop and pitch an idea for a documentary film project. Some of these projects will move forward into preproduction. Teams will be formed, and crews will be established to realize the production. **Knowledge and Skills** • Develop a documentary idea via discussion and research. • Pitch idea and respond to Q and A. • Create a documentary film in a team.
FILM 103 - Open Round	In this subject you will add Virtual Productions skills to your productions. You will produce and direct a film piece that uses elements of Virtual Production. You will produce 2D artwork such as storyboards and moodboards. Other students will join your production team to realize your idea. You will also crew on other film projects. **Knowledge and Skills** • Drawing / creating 2D images - Storyboarding Mood board. • LED basics. • Realize productions.
FILM 104 - Drama Round	In this subject you will be expanding on the skills learnt in the documentary and open rounds and create a live action-drama film. This is a double round which means you need to crew on two projects. In this subject you will need to develop film ideas for drama involving dialogue and actors. You'll need to form production teams and work with your fellow students in a variety of roles. Additionally, you will need direct rehearsal of performers. **Knowledge and Skills** • Working with actors. • Story structure and Script format. • Camera coverage and shot selection. • Realize a film.
FILM 105 - Frontier Round	In this subject you will need to demonstrate all the skills you have learned so far. You need to develop and produce a short film that includes the use of the LED wall and footage shot in the real world. **Knowledge and Skills** • Virtual production techniques in a studio environment. • Matching Virtual Production shots into a larger film project.

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FILM 106 - Craft Skills	In this subject you will learn the crew roles required for making films. Within the four craft areas you will need to demonstrate your skills in three of them. The four craft skills are as follows: • Producing (managing a film shoot) • Camera • Editing • Post Audio When undertaking these roles, you will need to collect evidence of your participation for assessment. **Knowledge and Skills** • Managing a film shoot (Producing). • Camera work. • Editing. • Post audio. • Storytelling. • On set procedures. • File management. • Postproduction process.
FILM 107 - Professional Development	In this subject you will learn about developing a sustainable career tailored to your own personal goals. You will deepen your understating of the industry and research opportunities in your state. You will create networks by participating in work experience and attending industry events. **Knowledge and Skills** • Understanding opportunities in the film industry. • Building networks. • Continuing relationships. • Creating employment opportunities for the future.
FILM 108 - Red Carpet	This subject represents the end of year collection and presentation of your work. You will need to create a showreel and host it for viewing. **Knowledge and Skills** • Create a showreel of your work. • Deliver final master version of films. • Present your work to an audience.

Year Two Subject Descriptions (30 semester credits)	
FILM 201 - Minor Production	In this subject you will be expanding on what you learnt in the Diploma year. You will be a self-led learner, researching and developing your idea and being pro-active in recruiting crew and realizing your production. You will lead your crew through pre-production, production and post. You will be directing your own film, whilst also crewing on a minimum of two other projects. Your film must have at least TWO locations. The cohort will work together as a production house, ensuring students have equal access to shoot days, equipment and crew resources. It is your responsibility to ensure you are actively engaged with the course and have enough available time to attend lessons and crew on films. **Knowledge and Skills** • Research, develop, recruit crew and realize a documentary, music video or experimental film idea.
FILM 202 - Major Production – Part 1	In this subject you will be expanding on what you learnt in the Diploma year. As a cohort, you will produce a limited number of live action dramatic films with actors. You will be exposed to a variety of industry standard development tools including table reads and live action storyboards to maximize your shoot outcomes. You will also master the skill of capturing compelling performances by learning how to audition and direct actors. In this subject you will be a self-led learner, researching and developing your crew roles and being pro-active in realizing your productions. The cohort will work together as a production house, ensuring projects have equal access to shoot days, equipment and crew resources. You will work as a team with your cohort through preproduction, production and post. It is your responsibility to ensure you are actively engaged with the course and have enough available time to attend lessons and crew on films. **Knowledge and Skills** • Develop and realize an original film idea. • Crew on film projects. • Participate in table reads. • Create a live action storyboard. • Audition and direct actors.

FILM 203 - Major Production – Part 2	In this subject you will be expanding on what you learnt in the Diploma year. As a cohort, you will produce a limited number of live action dramatic films with actors. You will be exposed to a variety of industry standard development tools including table reads and live action storyboards to maximize your shoot outcomes. You will also master the skill of capturing compelling performances by learning how to audition and direct actors. In this subject you will be a self-led learner, researching and developing your crew roles and being pro-active in realizing your productions. The cohort will work together as a production house, ensuring projects have equal access to shoot days, equipment and crew resources. You will work as a team with your cohort through preproduction, production and post. It is your responsibility to ensure you are actively engaged with the course and have enough available time to attend lessons and crew on films. **Knowledge and Skills** • Develop and realize an original film idea. • Crew on film projects. • Participate in table reads. • Create a live action storyboard. • Audition and direct actors.
FILM 204 - Post Production	In this subject you will be expanding on what you learned in the first year. You will post the minor film project that you directed to a professional standard. You will collaborate with an editor and grade a film. **Knowledge and Skills** • Grade a short film. • Collaborate with an editor. • Master minor project.
FILM 205 - Business and Professional Development	In this subject you will be expanding on what you learnt in the first year. Throughout the year you will engage with the industry via work experience and industry engagement. You will create a plan outlining the way you will build a sustainable career and conduct case studies. You will explore and pursue career pathway opportunities. **Knowledge and Skills** • Engage with industry. • Engage in work experience. • Update a resume. • Update a showreel. • Create a sustainable practice plan. • Complete case studies.

Associate of Occupational Studies in Game Art and Animation

(80 semester credits) (CIP Code 11.0803)
Start Date: August 2025
Estimated Graduation Date: July 2027

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.

Program Learning Objectives

Students will:

1. 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)

2. Demonstrate appropriate project management skills for entry into the interactive game industry as a game artist. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

3. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

4. Demonstrate how game art addresses both visual aesthetics and engine/game context functionality. (Communication, Performance, Problem Solving, Responsibility)

5. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

6. Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

7. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving, Responsibility)

8. Initiate and participate in projects requiring teams of diverse individuals (Collaboration, Communication, Performance, Problem Solving, Responsibility)

9. Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)

10. 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 (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.
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.

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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.

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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.

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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 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** • Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. • Identify and utilize available online opportunities and resources as they relate to marketing and promotion. • Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Positively engage with relevant industry communities online.

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

(80 semester credits) (CIP Code 10.0304)
Start Date: August 2025
Estimated Graduation Date: July 2027

The *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:

1. 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)

2. 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)

3. 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)

4. Develop the ability to adapt to team diversity, varying timetables, art styles and processes. (Collaboration, Communication, Problem Solving, Responsibility)

5. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

6. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

7. Interpret information received from a variety of sources; including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

8. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)

9. Demonstrate the ability to effectively communicate both verbally and in writing and through a visual medium. (Communication, Performance, Responsibility)

10. 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'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 screen 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.

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ANIM 101 - Principles of Animation	In this subject you'll be introduced to the skills and techniques used to create animation. You'll 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 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'll learn how to use sculpting software to create highly detailed models. You'll learn how these sculpted characters are used in either games or film. You'll 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 as well as seek feedback and to 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.

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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. • 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.

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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'll 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'll discuss with your teacher before choosing what area to specialize in. You'll 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'll discuss and propose ideas and develop storylines. You'll prepare a proposal and pitch your ideas to stakeholders for possible 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.

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VFXX 204 - Short Film Production (Major Production)	This subject is the opportunity for you and your fellow students to put all their 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'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** • Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. • Identify and utilize available online opportunities and resources as they relate to marketing and promotion. • Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. • Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. • Positively engage with relevant industry communities online.

Associate of Occupational Studies in Game Programming

(80 semester credits) (CIP Code 11.0804)
Start Date: August 2025
Estimated Graduation Date: July 2027

The *Associate of Occupational Studies in Game Programming* 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:

1. 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)

2. Demonstrate appropriate project management skills for entry into the interactive game industry as a programmer. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

3. Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)

4. Analyze and interpret user requirements to design and develop appropriate solutions. (Communication, Performance, Problem Solving, Responsibility)

5. Interpret information received from a variety of sources; including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)

6. Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)

7. Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)

8. Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)

9. 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.

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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, 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 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 creative 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.

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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.

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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	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.

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VRXR 201 - Virtual & 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 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** - Create a competent and accurate strategic plan for meeting your specific career goals and identified opportunities. - Identify and utilize available online opportunities and resources as they relate to marketing and promotion. - Develop an engaging and professionally presented online portfolio which accurately showcases your skill-set and professional information such as a CV or resume. - Devise a strategy for sourcing meaningful feedback and implementing improvements, revisions and new content based on such feedback. - Positively engage with relevant industry communities online.

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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

Use this form to withdraw from study at the 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 the fees.

FIRST NAME: _____

LAST NAME: _____

MIDDLE NAME: _____

STUDENT ID: AIE _____

DATE OF BIRTH: _____ / _____ / _____

I wish to withdraw completely from my studies at the AIE.

PROGRAM NAME: _____

PROGRAM CODE: _____

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STUDENT SIGNATURE: _____

DATE: _____ / _____ / _____

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

Student Signature Page

Completion of Orientation and Receipt of Handbook

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

I have participated in AIE New Student Orientation. I certify that I have received a general overview of the Student Handbook, as well as information on the following:

- AIE and Title IV Refund Policy

- Alcohol and Drug Policy

- Assessment Appeal Policy

- Attendance Policy

- FERPA Policy

- ID Card Badge Policy

- Missing or Unresponsive Student Policy

- Network Use Policy

- Non-Discrimination Policy

- Plagiarism Policy

- Prevention of Harassment and Violence Against Women Policies

- Satisfactory Academic Progress (SAP) Policy

- Student Attire Policy

- Grievance Policy

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- Student Code of Conduct.

I agree to abide by the standards, policies, and procedures referenced in the Student Handbook. I understand that the information in the handbook is subject to change. I am aware the Student Handbook is available on the AIE website lafayette.aie.edu.

Student Name (printed): _____

Student Signature: _____

Date: _____ / _____ / _____

2025-2026 Calendar

2025 – 2026 Calendar
Lafayette Campus

*This calendar is subject to change

August '25

Su	M	Tu	W	Th	F	S
					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 '25

Su	M	Tu	W	Th	F	S
	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 '25

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25

Su	M	Tu	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25

Su	M	Tu	W	Th	F	S
	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 '26

Su	M	Tu	W	Th	F	S
				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 '26

Su	M	Tu	W	Th	F	S
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 '26

Su	M	Tu	W	Th	F	S
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 '26

Su	M	Tu	W	Th	F	S
			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 '26

Su	M	Tu	W	Th	F	S
					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 '26

Su	M	Tu	W	Th	F	S
	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				

July '26

Su	M	Tu	W	Th	F	S
			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	

Holidays – Campus Closed*

09/01	Labor Day
11/11	Veterans Day
11/27 -11/28	Thanksgiving Break
12/24 – 01/1	Winter Break
01/19	MLK Day
02/16	Mardi Gras
02/17	Mardi Gras
04/03	Good Friday
05/25	Memorial Day
07/03	Independence Day

*Additional closures may occur at the discretion of Head of School

No Class – Campus Open*

11/24 -11/26	Thanksgiving Break
12/22 – 1/2	Winter Break
03/16 – 03/20	Spring Break
04/06	No class

*Students may use these days make up hours as needed and/or they may be used if/when class needs to be rescheduled. Campus open hours determined by the Head of School

Important Dates

Y1 Start	8/25/25
Y2 Start	8/27/25
Semester 2 Start	1/28/26
Y2 Last Day	6/26/26
Y1 Last day	7/01/26

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