



2024–2025 Student Handbook and Course Catalog

Seattle Campus

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Welcome from the Head of School

The Academy of Interactive Entertainment (AIE) offers certificate and diploma programs to train its students 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, virtual reality applications, massively multiplayer hosting solutions, serious gaming simulations, military simulations, and 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 dedicated immense research into developing our courses with professional and industry guidance for decades and hope that you take away from them the skills and knowledge that will guide you on your educational journey and chosen career path.

Catalog certified as true and correct for content and policy.

Ursula Frank
Head of School, Seattle Campus
Dated: April 29, 2024

Authorization

AIE Seattle is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to:

Workforce Training and Education Coordinating Board
128 - 10th Avenue SW
PO Box 43105, Olympia, Washington 98504
wtecb@wtb.wa.gov
Telephone: 360-709-4600 fax: (360) 586-5862 web: wtb.wa.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 Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

AIE will limit student enrollment to 85% veteran enrollment for each separately approved educational or vocational objective. If a veteran wishes to enroll in a program that has already reached the 85% cap, he or she may do that but will not be eligible for VA funding. Chapter 35 and 31 students may still enroll even if the 85 percent has been realized.



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 and film, 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, is approved to accept federal financial aid from the U.S. Department of Education, is approved to accept the Post-9/11 GI Bill® by the Department of Defense and is approved to accept international students by the U.S. Department of Homeland Security.

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 are 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/qibill>.

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
305 Harrison Street, Suite 405
Seattle, WA 98109

Phone: 206-428-6350
seattle.aie.edu/

School Certifying Officials

Name and Position	Email	Phone
Ursula Frank – Head of School, Seattle Campus	ursula.frank@aie.edu	(206) 686-0136
Daniel Franks – Full Charge Bookkeeper	daniel.franks@aie.edu	(206) 397-8635
Kate Kruse – Financial Aid Administrator	kate.kruse@aie.edu	(206) 428-6350

Faculty and Staff

Administration		
Ursula Frank – Head of School, Seattle Campus	ursula.frank@aie.edu	(206) 686-0136
Krystle Cruz – Student Services Coordinator	krystle.cruz@aie.edu	(206) 428-6350
Kate Kruse – Financial Aid Administrator	kate.kruse@aie.edu	(206) 428-6350
Danny Miranda – Events Officer	danny.miranda@aie.edu	(206) 428-6350
Pardis Davari – Events Officer	pardis.davari@aie.edu	(206) 428-6350
Hyuk Change – Admissions Officer	hyuk.chang@aie.edu	(206) 428-6350
Nicole Krum – Admissions Officer	nicole.krum@aie.edu	(206) 428-6350
AIE USA Administration		
Daniel Franks – Full Charge Bookkeeper	daniel.franks@aie.edu	(206) 397-8635
Kate Kruse – Financial Aid Administrator	kate.kruse@aie.edu	(206) 428-6350
Teaching Faculty		
Terry Nguyen <i>Game Programming</i>	Advanced Diploma of Game Development Specializing in Game Programming from the Academy of Interactive Entertainment at Seattle, Washington; Legacy Award winner at AIE; six years’ experience of contracting and independent game development.	
Andy Romine <i>Game Art and Animation; 3D Animation and VFX</i>	Bachelor of Communication Arts with emphasis in Film and Television Production from the University of Memphis; Character VFX Artist with Digital Domain and with Dreamworks Animation.	
Luke Fisher <i>Game Design & Production</i>	Bachelor of Fine Arts degree from Maryland Institute of Art. Luke has experience as game designer, 3d artist, bilingual software engineer and interactive exhibit designer in a variety of educational environments.	
Hardy Lebel <i>Game Design & Production</i>	Bachelor’s Degree in English from Boston University, Hardy is a veteran of 20+ years in the games industry with game design, producing and publishing credits on AAA titles like Halo series, FarCry, PacMan World and more.	
Robert Rood <i>Game Programming</i>	Freelance C# Developer/Technical Artist focusing on Cross-Platform Virtual Reality Development in Unity; three years’ experience teaching Game Development using C# and Unity to students from US, Netherlands, Mexico, and China; co-organizer for the Seattle Unity User Group; former Academy of Interactive Entertainment Advisory Board Member.	
Harry Teasley <i>Game Art and Animation</i>	Bachelor of Fine Arts from Maryland Institute College of Art; 25+ year game industry veteran Production Artist and Art Director with Microprose, Midway Home Entertainment, Valve, Turbine, and Wizards of the Coast.	

Facilities

AIE Seattle operates in a series of suites in the historic Armory Building, which was constructed in 1939 to serve as a munitions warehouse prior to World War II. Currently it serves as a central hub for the Seattle Center campus, sitting in the shadow of the Space Needle near the Museum of Popular Culture and the Chihuly Glass Museum. The Armory Building is home to schools, theatre companies, and eateries, as well as being a terminus for the Seattle Monorail.



AIE’s campus totals four 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 meeting room. Offices for Seattle faculty and staff are onsite. All AIE facilities are ADA compliant.

Classes

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

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

Rights and Responsibilities

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

Students have the right:

- To a course of study that meets current educational standards of presentation, content, and organization.
- To have work assessed against the prescribed criteria, in a manner that is prompt and helpful.
- To be treated with respect, in a non-discriminatory way.
- To appeal against any assessment 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.

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.

College Learning Outcomes

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

Collaboration

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

Communication

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

Performance

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

Problem Solving

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

Responsibility

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

Admission Requirements and Procedures

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.

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 (seattle.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.

Application Process

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

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

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

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 demonstrate a passion for programming, a willingness to learn directly from the industry, and an aptitude for problem solving. Please contact AIE directly with questions.

Portfolio Requirements for Game Art 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.

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.

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.

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.

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.

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 assess the work against competency standards relating to the modules in question and a report of the assessment will be forwarded to the applicant. Students should be aware that AIE charges a fee of \$200 for this PLA assessment service; however, applicants will be eligible for a 50% refund of that fee should their claim for PLA be unsuccessful.

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

Advanced Diploma - 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.

Advanced Diploma - Game Art and Animation

Recognized prior learning is considered equivalent to a PLA for Year One of the Advanced Diploma - Game Art and Animation. Evidence of formal qualifications and/or portfolio will need to be provided for assessment by AIE staff. Other forms of evidence in the shape of résumés, portfolio, example of prior work, letters of recommendation, transcripts of prior education, and testimonials may also be considered.

Advanced Diploma - 3D Animation and Visual Effects

Recognized prior learning is considered equivalent to a PLA for Year One of the Advanced Diploma - 3D Animation and Visual Effects. Evidence of formal qualifications and/or portfolio will need to be provided for assessment by AIE staff. Other forms of evidence in the shape of resumes, portfolio, examples of prior work, letters of recommendation, transcripts of prior education, and testimonials may also be considered.

Applications may also be made requesting PLA for specific modules. Staff will assess the work against competency standards relating to the modules in question and a report of the assessment will be forwarded to the applicant. This portfolio does not need to contain graphics created in ZBrush or Maya software for PLA. Other software packages can be used to demonstrate competency in certain basic modeling/ animation techniques. Some PLA may also be recognized after perusal of 2D art or design work and interview with the applicant.

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.

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.

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.

Transfer of Credits within AIE

AIE allows internal transfer of credits with 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.

Transfer Credit

Due to the specialized instruction, credit earned and/or by examination at other colleges or universities may not be transferred. However, students with previous training may be eligible for a Recognition of Prior Learning that might allow them to receive credit for specific AIE assessments.



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.

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.

Policies

Privacy

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

No information will be disclosed to a third party without the written consent of the client or student, except as required under the obligations set forth by US accrediting agency, the Council on Occupational Education or by law. Details provided may be checked with or supplied to other authorized agencies; for example, the Integrated Postsecondary Data System (IPEDS) for external reporting purposes. By request, through the Head of School or designee, students and/or clients can access their personal records.

Copyright

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.

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.

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.

Please contact Ursula Frank, Head of School at ursula.frank@aie.edu with any questions regarding this policy.

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 student no less than quarterly to ensure that accommodations are working successfully.

Access and Equity

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

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.

Harassment

Nothing in this policy prevents the student from contacting the Workforce Board at 360-709-4600 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 Washington 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.

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.

Contact Officers

Ursula Frank, Head of School
(206) 686-0136 (*direct line*)

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

Procedures for Resolving Harassment Complaints

1. If a student believes 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.

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.

The Realities of Rape

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

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

What is Date Rape?

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

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

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.

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.

If Date Rape Happens to You

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

Occupational Health and Safety

AIE implements and maintains 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/ldcq_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.

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

Student Health and Safety Responsibilities

It is the responsibility of all AIE students to uphold the 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.

Reporting Injuries

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

Accident Investigation

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

Affirmative Action Policy

AIE practices equal employment opportunities for all administrative, faculty and staff positions, and encourages the practice in the recruitment and registration of students. AIE deems equal employment opportunities to the employment of individuals without consideration of race, color, sex, religious creed, marital status, national origin, ancestry, disability, sexual orientation, 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.

Code of Conduct

Nothing in this policy prevents the student from contacting the Workforce Board at 360-709-4600 at any time with a concern or complaint. Students may 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 School for readmission and the request will go before the Discipline Committee of the school for advisement. The Discipline Committee is composed of one faculty member and one administrative staff member. Both positions cycle annually. A written evaluation of the teacher’s report on the dismissal will be sent to the student along with a decision on the appeal. All decisions of the disciplinary committee are final.

AIE is a Drug-Free Zone

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

Washington State Laws Regarding Minors in Possession (MIP) and Use

- Persons under the age of 21 may not acquire, possess, nor consume alcohol. Nor may other persons furnish alcohol to anyone under 21 or permit underage consumption on premises within their control. **Penalty:** Maximum \$500 fine, 2 months' imprisonment, or both.
- Persons under 21 may not be in a public place or in a vehicle in public while exhibiting the effects of having consumed alcohol. A public place includes city streets and any buildings and grounds used for school purposes. **Penalty:** Maximum \$500 fine, 2 months' imprisonment, or both.
- Persons under 21 may not purchase or attempt to purchase alcohol. **Penalty:** Maximum \$1,000 fine, 90 days imprisonment or both.
- Alcohol may not be opened or consumed in a public place. **Penalty:** Maximum \$1,000 fine.
- It is unlawful to manufacture, deliver, or possess an illicit drug. **Penalty:** Maximum \$10,000 fine, 5 years imprisonment, or both.
- It is unlawful to possess or use drug paraphernalia for purposes relating to the manufacture, delivery, possession, or use of an illicit drug. **Penalty:** Minimum \$250 fine and not less than 24 hours in jail.

Washington State Laws Regarding Driving

- Any minor in a possession (alcohol or drug) offense will result in loss of a driver's license for one year (1st offense) or for two years (2nd offense).
- Under age 21, Driving Under the Influence (DUI) with a .02–.07 BAC has the following penalties:
 - **1st Offense:** 90-day license suspension, maximum 90 days in jail and \$1,000 fine.
 - **2nd Offense:** License revoked until age 21 or at least 1 year, maximum 90 days in jail and \$1,000 fine.
- Any age Driving Under the Influence (DUI) with a BAC of .08 or higher has the following penalties:
 - **1st Offense:** 90-day license suspension, 1-day jail or 15-day electronic home monitoring, fines \$8,125, possible ignition interlock.
 - **2nd Offense:** License revoked for minimum of two years, minimum 30 days in jail and 60 days electronic home monitoring, fines \$8,125, possible five-year ignition interlock.

Washington State Law Regarding False Identification

- Possession of a false identification card is a misdemeanor. Penalty: Minimum \$250 fine and 25 hours community service.

Washington State Drug Laws (RCW 69.50)

The following is a partial list of illicit drugs considered to be controlled substances by the State of Washington: Narcotics (opium and cocaine, and all drugs extracted, derived, or synthesized from opium and cocaine, including crack cocaine and heroin); Methamphetamine; Barbiturates; and Hallucinogenic Substances (LSD, peyote, mescaline, psilocybin, PCP).

- **State Penalties for Illegal Sale of Controlled Substances:** The illegal sale of any controlled substance is punishable by up to 5 years in prison, \$10,000 fine, or both.
- **State Penalties for Illegal Manufacture or Delivery of Controlled Substances:** Schedule I or II Narcotics or flunitrazepam – Up to 10 years in prison, \$25,000 to \$100,000 fine, or both. Any other controlled substances under Schedule I, II, III, IV or V, except flunitrazepam - Up to 5 years in prison, \$10,000 fine, or both.
- **State Penalties for Possession of Controlled Substances:** Possession of any controlled substance is punishable by up to 5 years in prison, a \$10,000 fine, or both.
- More severe penalties are provided for persons convicted of providing controlled substances to minors, to repeat offenses and to offenses on or near schools or parks.

Special Note Regarding Marijuana: *Marijuana remains illegal for minors (persons under 21 years of age) to possess, sell, or use and is illegal to possess for a person of any age in amounts over 28.3 grams.*

Marijuana remains illegal under federal law and policies concerning marijuana at AIE remain unchanged. It is illegal to produce, distribute, or use marijuana on school property, during school-sponsored activities, or to be under its influence while in class.

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:
 - 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.

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.

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.

Computer Use Limitations

- 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.

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 network are 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 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.

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.
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.

Complaints and Grievances

Nothing in this policy prevents the student from contacting the Workforce Board at 360-709-4600 or the Council on Occupational Education at 800-917-2081 at any time with a concern or complaint.

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

Principles

- Feedback on performance provides an opportunity for 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.

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.

If a student has exhausted all possible avenues within AIE without resolving the problem, he, she, or they may choose to file complaints with the ***Washington Workforce Training & Education Coordinating Board at 360-709-4600 or workforce@wtb.wa.gov***, or the ***Commission of the Council on Occupational Education; 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350; Telephone: 770-396-3898; www.council.org***.

Student Grievance Procedure

Any student grievance will be first raised verbally or in writing with their classroom teacher whenever possible. If this does not lead to a resolution the student finds appropriate, the student can bring the grievance to the Head of School. The Head of School will meet with the student within a reasonable amount of time to discuss the situation and the possible resolutions and document the grievance.

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

If the outcome of the grievance with the Head of School remains unsatisfactory with the student, the student may contact the ***Washington Workforce Training & Education Coordinating Board at 360-709-4600 or workforce@wtb.wa.gov***, or the ***Commission of the Council on Occupational Education; 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350; Telephone: 770-396-3898; www.council.org***.

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 their campus, the student can report the issue to the US Financial Controller, or directly to the AIE CEO.

Counseling

AIE can help arrange access to appropriate counseling support for all students. In the first instance, students should contact the Head of School or Student Services Coordinator. AIE Seattle uses support services offered through Meta Teletherapy App. All active students can access the app with their AIE issued email address. Download the app by visiting meta.app/students.

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

General Information

School Physical Facilities

AIE Seattle is located on the 4th floor of the Armory Building on the campus of the Seattle Center. The school facilities are ADA compliant and have elevator access.

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*.

Enrollment for Year 2

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

Re-Enrollment

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

Assessment Details

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

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.

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.

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.

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.

Disability Support Services

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

Housing

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

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.

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 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
<ul style="list-style-type: none"> • The Seattle Times • The Stranger • The Daily – University of Washington’s newspaper • Craigslist – Seattle 	<ul style="list-style-type: none"> • Zillow (rentals) • Seattle Rentals • Move.com • aPodments – Calhoun Properties • Seattle Apartment Finders • PadMapper • Hotpads

Access to Records

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

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

Transcripts

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

Attendance

Table 2: 2024–2025 class schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
Class of 2025	9:00 am to 6:00 pm	9:00 am to 6:00 pm	9:00 am to 2:00 pm	No class	No class
Class of 2026	No class	No class	1:00 pm to 6:00 pm	9:00 am to 6:00 pm	9:00 am to 6:00 pm

Class times include one hour scheduled for lunch from 1:00pm to 2:00pm (or at the instructor's discretion).

Students should note they will maintain this schedule for the duration of their program at AIE.

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. Most importantly, they do not accrue the full program clock or credit hours required for graduation.

Absenteeism affects teamwork and causes other poor work habits. Attendance is taken by the classroom teacher and by students “clocking in” at the front desk or via the ESS mobile app.

All absences must be communicated to AIE immediately or in advance when possible. Contact the Student Services Coordinator at krystle.cruz@aie.edu or (206) 428-6350 and your instructor to communicate any absence. Absences that are not communicated on the day of occurrence are counted as **unexcused and attendance must be made-up**.

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. Any request for an excused absence must be approved by the Head of School.

Please provide a note from your doctor should you need to miss more than three days of school due to illness.

AIE policy allows for 10% excused absences per semester or Financial Aid disbursement period. Absences exceeding the limit, regardless of reason, must be made up to receive credit.

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

Payment Periods

Table 3: Payment periods.

	Semester Period	Excused Absence Allowed
Semester 1	August 2024-February 2025	10%
Semester 2	February 2025-July 2025	10%
Semester 3	August 2025-February 2026	10%
Semester 4	February 2026-July 2026	10%

All unexcused absences and excused absences exceeding the semester limit must be made up. Teacher supervision is required for course attendance- to count toward Satisfactory Academic Progress (SAP). Any student accruing more than 10% of absences will be required to action a make-up plan. If hours are not made-up in a reasonable amount of time, the student may not graduate with the rest of the class, may be dropped from the course, and financial aid funds may be returned to the Department of Education.

To receive academic credit for an assessment, students must attend no less than 75% of the class time scheduled for that assessment period. Failure to meet the 75% attendance mark automatically results in a mark below a “C” grade. An appeal can be made directly to the Head of School as recorded in the Assessment Appeal Policy found in this Handbook.

Students whose overall attendance percentage drops below the required 90% for Satisfactory Academic Progress (SAP) are required to meet with the Student Services Coordinator and the Head of School with a written plan to meet the required 90% mark within one month.

After that one month, if the attendance percentage is still below 90%, the student will be placed on academic probation. The student will meet with the Student Services Coordinator and the Head of School and will have two additional weeks to raise the attendance percentage above the required 90% mark.

After that probation period, if the attendance percentage is still below 90%, **the student will be disenrolled from the program.** The student retains the right to appeal this termination to the Head of School, who may grant a probation extension of up to two final weeks based on the student’s extenuating circumstances.

Any student who misses two consecutive full weeks of instruction for any reason will be dropped automatically from both the financial aid program and from the class. Any student who finds that he or she is 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.

Tardiness

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. Attendance is taken in 15-minute intervals and will be rounded up in favor of the student’s positive attendance. Students must inform instructors and Student Services of anticipated absences or tardiness.

Patterns of chronic tardiness will be addressed by your instructor who will meet with the student to help create a solution with the student.

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 weeks 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.

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 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.

Interruptions and Readmission Policy

AIE policy requires that a program be completed within 150% of its scheduled time. AIE's Advanced Diploma programs are scheduled for two years, therefore all programs must be completed within three years 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:

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.

Interruptions and Readmission after Academic Dismissal

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

Interruptions and Readmission after Disciplinary Action

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

Interruptions and Readmission for Personal Reasons

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

Interruptions and Readmission after Non-Payment of an Account

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

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.

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.

Official Holidays / School Calendar

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

ID Badge Policy

AIE students are required to utilize their ID badge for attendance and tracking of clock attained using ID access card technology. The ID card reader is located at the front desk area and is under camera surveillance.

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 should 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.

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.

FERPA Policy

Release of Students' Directory Information

The *Family Educational Rights and Privacy Act (FERPA) of 1974* protects the privacy of students' education records. However, the following information is considered public or directory information and may be released to anyone unless a student informs the Head of School that 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.

Voter Registration

AIE is happy to assist any students with voter registration. Please see the Student Services Coordinator for assistance. Washington State residents can register to vote online through the Washington Secretary of State.

Graduation Requirements

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

1. The student must have received 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 clock hours outlined by their chosen track of study before graduation day. These hours can be accumulated by adding total hours of actual attendance to total excused hours to total make-up hours over the period in attendance at AIE.

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

Tuition and Fees

(International students, please refer to International Student Section later in this handbook.)

Current Tuition

For all Advanced Diploma programs, an enrollment fee of \$100 applies toward the tuition of \$25,800 for 2024–2025; and that cohort’s tuition for 2025–2026 remains \$25,800. 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.

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/>.

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.
- And internal payment plans when necessary.

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.

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.

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 meet all academic requirements.

A graduate may request a copy of his or her transcript be sent to a potential employer or other institute of higher education. Upon request, the transcript will be sent directly to the employer or institution.

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 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.

Refund Policy

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
 - 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.
 - 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:
 - Provide students pro rata refunds of all tuitions and fees paid, or
 - Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing.
 - The school will notify the agency and students in advance. The notification will be in writing and will include data required under WAC 490-105-210(3).

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 Obligorating Students for Periods of 12 Months or Less

- 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 at least 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 at least 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 at least 50% of the tuition; and,
 - After the first 50% of the period of financial obligation, AIE may retain all the tuition.

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

- 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.
- The calculation of the refund for the unused portion of the first 12 months is based on section (a) above.
- 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:
- When the school receives notice of the student's intention to discontinue the program; or,
 - When the student is terminated for a violation of a published school policy which provides for termination; or,
 - When a student, without notice, fails to attend classes for 14 calendar days.

10. Refund Period

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

AIE Title IV Refund Policy

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

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.

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.

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.

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 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).

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.

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.

Standard Operating Procedure

1. The student must provide a Certificate of Eligibility 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.

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.

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 occur after a certain number of clock hours in the program have been completed (see below). At each evaluation, the student must have achieved at least a 70%/“C” grade or better on all components of all assessments completed by the end of the payment period to meet SAP standards.

Financial aid payment periods occur every semester.

- **1st year 1st semester: August 2024-February 2025**
- **1st year 2nd semester: February 2025-July 2025**
- **2nd year 1st semester: August 2025-February 2026**
- **2nd year 2nd semester: February 2026-July 2026**

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

Program Name	Credit Hours
Advanced Diploma – Game Art and Animation	65
Advanced Diploma – Game Programming	65
Advanced Diploma – Game Design and Production	65
Advanced Diploma – 3D Animation and Visual Effects	63

Students must complete their educational program in the required clock hours of instruction, within four academic semesters. Students must complete the required hours of instruction at a full-time capacity (21 hours/week) to finish in two academic years. The maximum time frame allowed for students to complete a program at AIE is 156 weeks.

Students are required to achieve no less than 70% or better at all administered assessments during the program and to attend at least 90% of the course instruction for each payment period. AIE calculates the pace at which the student is progressing by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted.

Additionally, students must meet an attendance rate of no less than 75% during the period of each assessment to achieve a competent grade.

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

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.

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.

Financial Aid Probation

Students not meeting SAP standards at the 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 payment 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.

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.

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.

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 is "C".

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.

The use of generative AI

AIE provides a supportive environment for the development of critical skills and knowledge in each program tract. The reliance and/or abuse of generative AI contributes to lack of industry skills and expertise including:

- Theoretical knowledge.
- Conducting practical tasks.
- Deficits in vocabulary.
- Ability to make informed judgments.

Every subject at AIE will have different evidence requirements and conditions, students considering using an AI tool is encouraged to consult with instructors to determine whether its use is appropriate.

All assessments will be analyzed for AI-generated text, and it is recommended students keep the original prompt and response to cite AI usage, such as chat GPT used in work submitted as assessment.

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.

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.

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.

Assessment Appeal Policy

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.

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.

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.

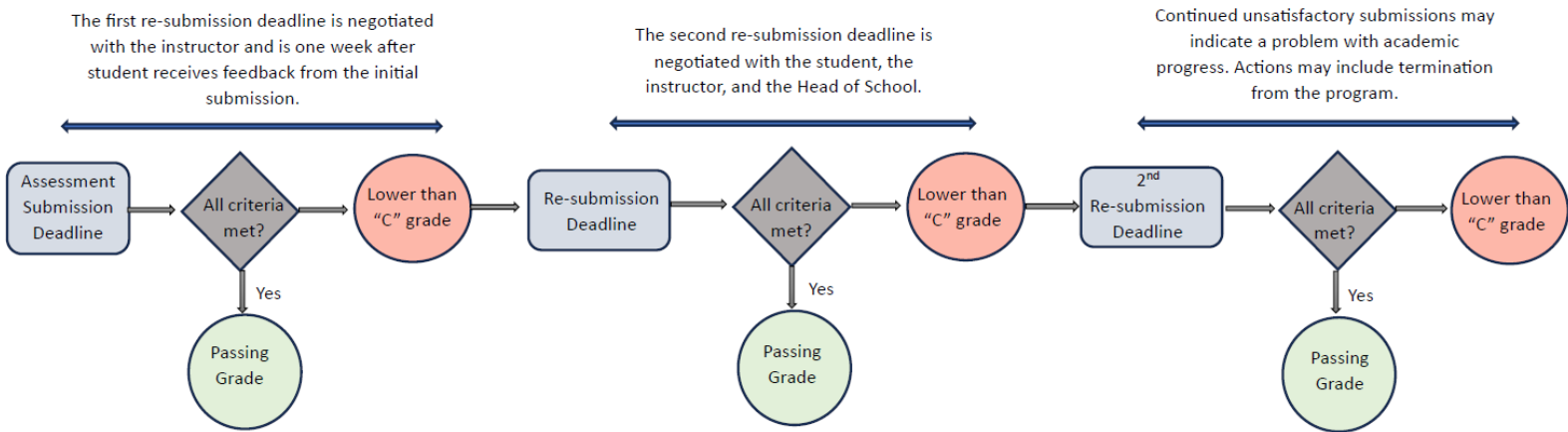
Appeals

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.

Assessment Appeal Process



International Students

The Seattle campus of AIE is authorized under Federal law to enroll non-immigrant alien students.

International students interested in AIE Seattle should consult the following website regarding the Student Exchange Visitor Program (SEVP) for more information: <https://www.ice.gov/sevis/students>.

Additional information can be obtained by contacting the Primary Designated School Official (PDSO) for the Seattle campus: Ursula Frank at ursula.frank@aie.edu.

Basic International Student Requirements

Students will require an M-1 visa issued by the US Department of State. The AIE PDSO will assist with this, the required I-20 form, and all other international paperwork. An F-1 student visa is **not** allowed for AIE.

Test of English as a Foreign Language (TOEFL) scores of no less than 25 are required in Listening and Speaking. AIE and SEVP require that international students present financial evidence of the ability to cover their educational and living expenses. More details are available from the PDSO.

International Student Fees

International students are invoiced for fees at the beginning of each semester. The first invoice is payable prior to the beginning of the course and each subsequent invoice will be due within the first 2 weeks of beginning of semester studies, or by previous arrangement with AIE. For information regarding fees or possible payment options, please contact the **Financial Aid Administrator: Kate Kruse at kate.kruse@aie.edu**.

For all Advanced Diploma Courses:

An enrollment fee of \$100 applies toward tuition. Tuition is \$31,500 for 2024–2025. 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 complete assignments at home, they will be required to supply software as appropriate for the completion of course content.

Refund Policy for International Students

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 CANCELATION

- 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 records system.

4. REFUNDS FOR STUDENTS WHO WITHDRAW ON OR BEFORE 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 start date.

5. REFUNDS FOR CANCELED OR DISCONTINUED CLASSES

- a) Cancelled Classes
 - 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.
 - 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:
 - Provide students pro rata refunds of all tuitions and fees paid, or
 - Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing.
 - The school will notify the agency and students in advance. The notification will be in writing and will include data required under WAC 490-105-210(3).

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 WITHDRAWAL AFTER CLASS COMMENCES

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

- 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 at least 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 at least 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 at least 50% of the tuition; and,
 - After the first 50% of the period of financial obligation, AIE may retain all the tuition.

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

- 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.
- The calculation of the refund for the unused portion of the first 12 months is based on section (a) above.
- 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:
- When the school receives notice of the student's intention to discontinue the program; or,
 - When the student is terminated for a violation of a published school policy which provides for termination; or,
 - 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.

Attendance and Academic Requirements

AIE is required to report any students failing to comply with either attendance or academic requirements of their visa to the Department of Homeland Security (DHS). This includes the following:

- Application for approved leave
- Withdrawal from the course
- Unsatisfactory academic results.

AIE is currently reporting on academic progress.

Credentials

Upon completing the program of your choice, you will receive one of the following certificate-level credentials:

- Advanced Diploma - Game Art and Animation
- Advanced Diploma - Game Design and Production
- Advanced Diploma - Game Programming
- Advanced Diploma -- 3D Animation and Visual Effects

Program Descriptions

Advanced Diploma – Game Programming

(1680 clock hours/65 semester credit hours) (CIP Code 11.0804)

Start Date: August 2024

Estimated Graduation Date: July 2026

The *Advanced Diploma* 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 (825 clock hours/33 semester credit hours)	
<p>Health and Safety in the Office</p> <p>(15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Introduction to C++</p> <p>(120 clock hours/5 credit hours)</p>	<p>You will learn the syntax of C++ and how to program using the most widely used language in the games industry. An Object-Oriented language, C++, can be used to create applications and simulations that can be deployed on a range of platforms including Windows, OS X, iOS, Android, and all of the common game consoles. It has influences from multiple languages and has influenced the design of many others.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Learn C++ language syntax and use. • Understand the development of Software Applications.
<p>Game Engine Scripting</p> <p>(105 clock hours/4 credit hours)</p>	<p>Game Engine Scripting combines foundational programming concepts with the practical application of modern game engines, specifically focusing on visual scripting within the Unity game engine. This subject emphasizes two essential components: visual scripting in the Unreal Engine and cross-platform development.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Math for Games (105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Code Design and Data Structures (120 clock hours/5 credit hours)</p>	<p>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.</p> <p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Advanced Game Engine Scripting (75 clock hours/3 credit hours)</p>	<p>This subject is a focused exploration of advanced game programming techniques using the powerful Unreal Engine. Learners will gain proficiency in utilising the C++ programming language to create compelling features and functionalities within the engine.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>UI Interface (45 clock hours/2 credit hours)</p>	<p>This subject focuses on how 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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Analyse 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.

<p>Artificial Intelligence for Games (75 clock hours/3 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Implement pathfinding algorithms. • Implement decision making for autonomous agents. • Learn how to creative competitive A.I. opponents.
<p>Production Planning (30 clock hours/1 credit hour)</p>	<p>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. <i>After July 2018, this assessment will be rolled into Production to allow for a more streamlined approach.</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Minor Production (135 clock hours/5 credit hours)</p>	<p>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. <i>For students enrolled in or after August 2018, this assessment has been expanded to include all information previously found in Production Planning to allow for a more streamlined approach.</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Year Two Subject Descriptions (855 clock hours/32 semester credit hours)</p>	
<p>Physics for Games (105 clock hours/4 credit hours)</p>	<p>In this subject, you explore physics as it relates to real-time applications and video games. We take a practical approach to integrating and implementing an advanced physics library to explore various interactions within the fields of rigid-body and soft-body physics. We’ll focus on practical applications and the appropriate tools and concepts to solve a variety of problems in game development.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Understanding of physics formulas. • Knowledge of real-time physics techniques. • Ability to integrate third-party physics libraries.

<p>Computer Graphics</p> <p>(150 clock hours/6 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Complex Game Systems</p> <p>(135 clock hours/5 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Virtual & Extended Realities</p> <p>(45 clock hours/2 credit hours)</p>	<p>This subject explores the origins and current hardware, software and marketplace characteristics of application and game development in the virtual and extended realities space. You will be required to research, analyze, and apply extended reality technologies to create a digital application or game based on a technical design brief.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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. • Demonstrate an understanding of scale and perspective in a virtual/augmented space.
<p>Proof of Concept</p> <p>(75 clock hours/3 credit hours)</p>	<p>All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formalize 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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Major Production (315 clock hours/11 credit hours)</p>	<p>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. <i>For students enrolled in or after August 2018, this assessment has been expanded to include all information previously found in Proof of Concept to allow for a more streamlined approach. Students who enrolled in August 2017 will still work with Major Production as described.</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Online Professional Portfolio (30 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a "Resume", a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.

Advanced Diploma – Game Art and Animation

(1650 clock hours/65 semester credit hours) (CIP Code 11.0803)

Start Date: August 2024

Estimated Graduation Date: July 2026

The Advanced Diploma 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:

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

Year One Subject Descriptions (795 clock hours/32 semester credit hours)	
<p>Health and Safety in the Office</p> <p>(15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>3D Art Pipeline</p> <p>(105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Environment Pipeline</p> <p>(105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Principles of Animation</p> <p>(45 clock hours/2 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Character Pipeline</p> <p>(120 clock hours/5 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Character Animation</p> <p>(105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Digital Lighting and Compositing</p> <p>(75 clock hours/3 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>3D Workflow</p> <p>(45 clock hours/2 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research into a relevant topic. • Improve knowledge and skills in a selected area. • Conduct a review with peers. • Present and demonstrate findings.
<p>Production Planning</p> <p>(15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Minor Production</p> <p>(165 clock hours/6 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

Year Two Subject Descriptions (855 clock hours/33 semester credit hours)	
<p>Game Art Pipeline (90 clock hours/4 credit hours)</p>	<p>This subject is an introduction to the specialization of game art for year two students. It will refresh knowledge from year one with a focus on expectations of a game artist and real-time workflow. You will be challenged to adopt industry techniques and focus on preparing high quality assets for game engines. You will further develop your 3D creative skills while working within different game art pipelines.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Gain an understanding of real-time art techniques. • Knowledge of industry standard production techniques for games. • Knowledge of major 3rd party game engines. • Practical skills in real-time content development and optimization.
<p>Game Environments (150 clock hours/6 credit hours)</p>	<p>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.</p> <p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Game Characters</p> <p>(120 clock hours/5 credit hours)</p>	<p>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.</p> <p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Graphical User Interface</p> <p>(30 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Virtual & Extended Realities</p> <p>(45 clock hours/2 credit hours)</p>	<p>The Virtual and Extended Realities subject is a group project where learners will familiarize themselves with the fundamentals of VR/AR development. Artists will contribute optimized art assets to the project while the Design and Programming streams will work together to design and scope the project.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the current use and potential future applications of extended reality technologies. • Understand and apply the technical requirements for creating functional 3D models for AR and VR platforms. • Design and implement optimized 3D models for extended reality technologies. • Identify the impact that 3D models have on performance of extended reality platforms

<p>Proof of Concept (75 clock hours/3 credit hours)</p>	<p>All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formalize 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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Major Production (315 clock hours/11 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Online Professional Portfolio (30 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a "Resume", a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.
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Advanced Diploma – Game Design and Production

(1650 clock hours/65 semester credit hours) (CIP Code 50.0411)

Start Date: August 2024

Estimated Graduation Date: July 2026

The *Advanced Diploma* 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 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:

- 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)
- Demonstrate appropriate project management skills for entry into the interactive game or film industry. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Use analytical thinking skills to design, develop and troubleshoot. (Communication, Performance, Problem Solving, Responsibility)
- Analyze and interpret user desires to design and develop engaging gameplay. (Communication, Performance, Problem Solving, Responsibility)
- Interpret information received from a variety of sources, including reference manuals, the Internet, computerized help systems and colleagues. (Collaboration, Communication, Performance, Problem Solving)
- Identify own skills and abilities and develop strategies for effectively using them in group settings. (Communication, Problem Solving)
- Initiate and participate in projects requiring teams of diverse individuals. (Collaboration, Communication, Performance, Problem Solving, Responsibility)
- Demonstrate the ability to effectively communicate both verbally and in writing. (Communication, Performance, Responsibility)
- Prepare an employment portfolio, including: a resume, cover letter, letters of reference, show-reel, work samples and pitch a concept. (Collaboration, Communication, Performance, Responsibility)

Year One Subject Descriptions (840 clock hours/35 semester credit hours)

<p>Health and Safety in the Office</p> <p>(15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
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<p>Introduction to Game Design</p> <p>(150 clock hours/6 credit hours)</p>	<p>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 analyze 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 opinions about game players, target markets and genres.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Level Design Fundamentals</p> <p>(135 clock hours/5 credit hours)</p>	<p>This subject is an introduction to Level Design as well as basic 3D modeling, texturing, and lighting. Learners will get insights into basic design and art principles and learn the necessary industry standard vocabulary when working with artists. The subject teaches a basic understanding of how the process behind 3D art works and how to properly estimate time frames for it. It is not only relevant for the learner’s own ability to create art, but it also provides a deeper understanding when communicating in development teams. Learners will gain skills in Autodesk Maya, covering all relevant topics needed to create basic inanimate 3D objects and environments. We will also look at Adobe Photoshop basics. The emphasis of the subject is focused on the development process of the level design rather than the final art. Gameplay should be considered, including techniques and principles based around conception. The outcome of this subject should be a full level using created 3D art, textures, and lighting while the learner also considered game design principles.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Learn basics of the Digital Art pipeline and its needs and timetables. • Understand the requirements of art design in gameplay and user experience.
<p>Design Prototyping Fundamentals</p> <p>(120 clock hours/5 credit hours)</p>	<p>This subject is designed to introduce the learner to the fundamental theories of programming and the general procedures and logic in developing programming code. Building on these basic skills, the learner will move on to reading, modifying, and debugging code in existing projects and eventually build the knowledge and skills necessary to script (program) game elements in new projects. 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, and help the designer gain a better understanding of the challenges they would encounter when working with programmers. Furthermore, the learner will become more experienced and be better equipped to deal with coding and scripting issues and become more self-sufficient when it comes to developing functionality in games and software.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Learn basics of the Programming pipeline and its needs and timetables. • Knowledge and skills to identify and document software bugs. • Understand the opportunities and limitations when merging art and programming.

<p>Sound Design</p> <p>(45 clock hours/2 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the purpose and intention behind sound design. • Team Collaboration in sound design. • Utilise 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.
<p>Narrative Design</p> <p>(120 clock hours/6 credit hours)</p>	<p>This subject is designed to teach the learner exactly what story is, how it is utilized 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 students create their own works. It heavily ties into level design and prototyping, which are highly valuable and required to get learners prepared for work in industry. Furthermore, additional knowledge about the essential fields of architecture and human psychology are part of this subject, giving learners the basic tools to become valued in this field. It is a requirement to apply all learned skills to build a grey box prototype that demonstrates the acquired knowledge of this subject. Learners are encouraged to show proficiency using narrative techniques specializing in the interactivity of the medium of games, writing, prototyping including text, sound, lighting, particles, and animation.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Gain an understanding of the role of story in an interactive medium. • Assess story structures analytically in terms of level design and prototyping. • Produce a working prototype incorporating required narrative elements.
<p>Testing and Quality Assurance</p> <p>(75 clock hours/3 credit hours)</p>	<p>In this subject, learners will be working within groups and acting as a Quality Assurance (QA) team to test software for clients. They will be liaising with clients, identifying issues and items that will require testing and getting approval from the clients to go ahead and begin testing. Learners will be involved in taking responsibility for team management, maintaining, and creating documentation for testing plans, and working within their team to accomplish the tasks they have identified in the client’s testing requirements. Furthermore, learners will be doing research and market analysis on the products they are testing to provide more effective feedback for the clients regarding their product and the market the product will be competing in. Finally, learners will be documenting the outcomes from the product testing and producing effective and detailed reports for the clients.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Work with clients to understand the needs and results of testing and quality assurance. • Document the testing and quality assurance process to industry standards. • Manage a team of QA testers to achieve the desired results for the client.

<p>Production Planning</p> <p>(45 clock hours/2 credit hours)</p>	<p>This subject is about identifying the requirements needed by a client and proposing and documenting a project proposal to address those requirements. You will receive a client brief that will outline a client's request. You will need to break down this client brief into a detailed description in your 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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Minor Production</p> <p>(135 clock hours/5 credit hours)</p>	<p>Students from various disciplines will work together on a production to gain a better understanding of the challenges you encounter when developing a project. You will learn important lessons from project pre-production and planning to completion while working with artists and programmers. This includes writing project documentation, setting schedules and budgets, producing assets, testing, and contributing to the development process of a game project.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Gain insights in how a game studio operates on a day-to-day basis. • Understand how the developers 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. • Gain experience with project management tools used within the industry. • Learn how to analyze features and prioritize tasks based on their value to the project. • Learn how to evaluate your own performance, other team members' performance, and your group's performance. • Learn how to conduct, analyze, and share constructive criticism.

Year Two Subject Descriptions (810 clock hours/30 semester credit hours)	
<p>Psychology and Economies</p> <p>(105 clock hours/4 credit hours)</p>	<p>Psychology & Economies examines the role of psychology in game design, paying particular attention to its role in the way systems are developed to engage players and in-game economies are devised, creating feedback loops. The subject will examine the target markets for games and the relationship between them, the psychology of design and the influence of economic systems. Students will be reviewing and providing valuable feedback on designs based on their understanding of target markets, and psychological drivers of audiences.</p> <p>Students will design and prototype an in-game economic system and learn to understand their 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. Students will use what they have learnt in this subject to create a production quality design document.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Gain knowledge of the desires, motivations, and reactions of game players. • Understand the relationship between in-game economies and effective gameplay. • Practice iteration, communication, and effective design documentation.
<p>Designing the User Experience</p> <p>(105 clock hours/4 credit hours)</p>	<p>This subject is designed to teach design as a general discipline, pushing learners forward to move away from opinionated, boxed thinking about games to a more analytical approach towards the design. Learners are going to investigate idea generation techniques to come up with creative and innovative concepts for a client. They will be organized in groups to interact both as clients and production team members for another group to gain insights in both worlds. Learners will be required to take an active part in the assessment process as they must fulfill dual roles during the process. Client and team meetings are conducted in a professional manner, including appropriate documentation. Communication will play a major role for this subject and groups will be assessed for both roles. The teacher’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 small tutorials are held, teachers are primarily mentoring the class.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the role of analysis in design. • Practice professional communication from both the client and the production sides.
<p>Production for Clients</p> <p>(105 clock hours/4 credit hours)</p>	<p>This subject is a solo game project where learners create a playable prototype of a game for a fictitious client (teacher) accompanied by a Game Design Document (GDD), and a Post-Mortem document of the project. Students will take the game through various green light processes with their client and develop the game through Alpha, Beta and Master, implementing user testing and feedback processes to ensure their project is polished and meets the client requirements. There will be an emphasis on project scope, scheduling, and client meetings. As the level of competency has developed throughout the course, students should be aiming to utilize all their skills and strengths to produce all the required documentation and deliver an engaging playable experience.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Practice project management skills for a complete game project. • Demonstrate an understanding of art pipeline, programming pipeline, user experience, client needs, and post-mortem analysis.

<p>Virtual & Extended Realities</p> <p>(45 clock hours/2 credit hours)</p>	<p>In this subject, you will be creating a playable build of a game prototype based on a technical design brief. This assignment is designed to explore a range of different tools and software used in Mobile, AR and VR development.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Proof of Concept</p> <p>(75 clock hours/3 credit hours)</p>	<p>All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formalize 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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Techniques for generating ideas. • Ability to rapidly prototype game ideas. • Skills in presenting an idea for critical feedback.
<p>Major Production</p> <p>(345 clock hours/12 credit hours)</p>	<p>All disciplines will work together on prototyping game ideas in teams. Once the game idea has been approved by a panel, the teams will formalize 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.</p> <p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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. • Demonstrate acquired skills in project development from initial conception to completed product. • 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.

<p>Online Professional Portfolio (30 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a "Resume", a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.
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Advanced Diploma – 3D Animation and Visual Effects

(1635 clock hours/63 semester credit hours) (CIP Code 10.0304)

Start Date: August 2024

Estimated Graduation Date: July 2026

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

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

Program Learning Objectives

Students will:

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

Year One Subject Descriptions (795 clock hours/32 credit hours)

<p>Health and Safety in the Office</p> <p>(15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
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<p>3D Art Pipeline</p> <p>(105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Environment Pipeline</p> <p>(105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Principles of Animation</p> <p>(45 clock hours/2 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Character Pipeline (120 clock hours/5 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Character Animation (105 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Digital Lighting and Compositing (75 clock hours/3 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>3D Workflow (45 clock hours/2 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research into a relevant topic. • Improve knowledge and skills in a selected area. • Conduct a review with peers. • Present and demonstrate findings.
<p>Production Planning (15 clock hours/1 credit hour)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Minor Production (165 clock hours/6 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Year Two Subject Descriptions (840 clock hours/31 credit hours)</p>	
<p>Visual Effects (150 clock hours/6 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Specialization (180 clock hours/6 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Story Development (90 clock hours/4 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.
<p>Short Film Production (390 clock hours/14 credit hours)</p>	<p>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.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • 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.

<p>Online Professional Portfolio (30 clock hours/1 credit hour)</p>	<p>The aim of this subject is to ensure you have a well-planned and professional-looking online portfolio ready for use when applying for work. In this subject, you will learn about the standards your portfolio should meet and how to best showcase your work and skills. You will then create the online framework to house your portfolio and upload your work. This subject is an ongoing process which will run throughout the second year of study. This helps you develop a suite of work which best showcases your skills and incorporates improvements from feedback.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Conduct research and identify promotion opportunities, target audience and audience requirements. • Create a competent and accurate strategic plan for meeting your specific goals and opportunities. • Identify and utilize available online opportunities and resources, as they relate to marketing and promotion. • Understand how to successfully work under a freelance and or contract employment arrangement. • Create an engaging and professionally presented portfolio website, which accurately showcases your skill set. • Understand how to create a "Resume", a "Letter of Introduction" and a "Cover Letter", which is tailored to a specific position and / or employer. • Identify and implement key considerations when planning your portfolio and show-reel, based on your specific goals and on your observations of your competitors. • Identify and adhere to the industry-accepted standards and conventions, as they apply to the presentation of portfolios, for show-reels and applications. • Identify and implement successful practices for positively engaging your relevant online community to build a strong online presence.
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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
- 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 (seattle.aie.edu).

Student Name (printed): _____

Student Signature: _____

Date: ____ / ____ / _____



2024 – 2025 Calendar Seattle Campus

*This calendar is subject to change

August '24						
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

November '24						
Su	M	Tu	W	Th	F	S
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February '25						
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May '25						
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September '24						
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29	30					

December '24						
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29	30	31				

March '25						
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June '25						
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29	30					

October '24						
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27	28	29	30	31		

January '25						
Su	M	Tu	W	Th	F	S
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26	27	28	29	30	31	

April '25						
Su	M	Tu	W	Th	F	S
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27	28	29	30			

July '25						
Su	M	Tu	W	Th	F	S
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20	21	22	23	24	25	26
27	28	29	30	31		

Holidays – Campus Closed*	
9/02	Labor Day
11/11	Veterans Day
11/28 - 11/29	Thanksgiving Break
12/24 - 1/01	Winter Break
1/01	New Years Day
1/20	MLK Day
2/17	Presidents' Day
5/26	Memorial Day
6/19	Juneteenth
7/04	Independence Day

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

No Class – Campus Open*	
8/30	No class
11/08	No class
11/25 - 11/27	Thanksgiving Break
12/23	Winter Break
1/02 - 1/03	Winter Break
1/17	No class
2/14	No class
3/17 - 3/21	No class
5/23	No class
7/07	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	
Y2 Start	8/19/24
Y1 Start	8/21/24
Y1 Spring Start	1/21/25
Y1 Semester 2	2/06/25
Y2 Semester 2	2/12/25
Spring Semester 2	4/24/25
Y1 Last Day	7/11/25
Spring Last day	7/25/25
Graduation	7/28/25