

Student Handbook & Catalog

V 7.3
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Digital Media Institute

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Authorization

The Digital Media Institute (DMI)
is a division of the BRF a 501(c)(3) non-profit foundation.
(Biomedical Research Foundation of Northwest LA)

DMI is licensed by the State of Louisiana Board of Regents
Proprietary School Division (License number: 2198)
www.regents.la.gov
Telephone: (225) 342-4253 Fax: (225) 342-9318

DMI is accredited by the Commission of the Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350
www.council.org
Telephone: (770) 396-3898 Fax: (770) 363-3790

A Message from Faculty & Staff

An Eastern proverb states, "When the pupil is ready the teacher will appear." In the spring of 2014, the Digital Media Institute was born. DMI spun out of a workforce program at a local university, through large grant support from the Caddo Parish Commission, extensive investment by BRF and support from key members of the community. Out of this, our state-of-the-industry digital media facilities and equipment around you were designed, built, and integrated. Top instructional talent from the digital media industries were brought together to design and implement our intensive and effective coursework. Staff worked tirelessly to overcome hurdles: State Licensing, our first classes, then candidacy, eventually, nationally accredited status with Council on Occupational Education that brought us Federal Title IV aid status, and now the addition of Associates Degree programming. However, all the hard work, marketing, recruiting, paperwork and effort had but one purpose - to be ready for you: the successful admissions candidates to join us as students in order to accelerate your journey toward a career in the ever growing and changing future in digital media. We ask only that you put forth an effort worthy of ours and the successful alumni who have preceded you. We know you are ready.

On behalf of the Faculty and Staff,

Welcome to DMI.

Statement of Philosophy

The Digital Media Institute's mission is to deliver high caliber training taught by industry professionals in a state-of-the-art environment and enhance workforce development in the area of digital media.

The Digital Media Institute strives to be an educational institute that prepares its students for employment in the real world. Utilizing a "learn by doing" approach, the instructors and administrators create an atmosphere that facilitates real-world scenarios designed to educate students in a project-based format that accurately mimics the pressures and deadlines similar to those they will face upon graduation.

Our digital media programs use an intensive format that gives students immersive training and access to opportunities in the digital media industry that are specifically focused on occupational skills. Students who complete the course leave the program with extensive training in industry-standard programs and applications. Students who give their full effort leave the programs with a portfolio that will be necessary for interviews and demo reels.

The Digital Media Institute is licensed by the Louisiana Board of Regents and accredited by the Council on Occupational Education. DMI is also authorized by NC-SARA to offer interstate postsecondary distance education.

Admissions Procedures

Admission Requirements

Prospective students must have a high school diploma or GED equivalent.

All applicants must fill out an application, take an entrance exam, submit high school and any post-secondary transcripts, sign a letter of intent, and successfully pass an interview with the admissions committee. Please see the Academic Recruiter for additional guidance on admission procedures.

Financial Assistance is available and financial need is not an admissions criterion.

Entrance Exam

Due to the intense nature of the program, all potential students must complete the entrance exam module before admission into the program. The purpose of this module is to determine the student's entering skill levels and prospective success in completion of the course work.

The entrance exam module is an online skills-evaluation and test for prospective students. Participants are directed to a web address where they will answer approximately 50 questions that will give an understanding of their digital media and computer skills. Applicants will have an hour and a half to complete the assessment.

The entrance exam will be scored by DMI staff. If a prospective candidate receives more than 70% correct for Digital Animation & Visual Effects and Digital Marketing & Design or 60% for Game Development, they will be referred for an in-person interview.

Additional Admission Documents

DMI requires its applicants to submit the following to be considered for admission:

1. Official high school transcript and any post-secondary school transcripts, GED score if applicable.
2. A letter of intent. The letter of intent acts as an admissions essay. This letter addressed to the admissions panel should explore who the candidate is and why they aspire to continue their education at the Digital Media Institute. For further guidance see the Academic Recruiter.

Applicants are also encouraged to send available ACT/SAT scores to DMI; however, this is not a requirement for admission, but could potentially help the admissions team decide whether to award a scholarship or not. Unofficial copies may be sent via email to info@dmi.edu.

Interview Process

The in-person 10 to 15-minute interview is conducted with two faculty members and covers standardized questions as well as some informal questions. An interview will be scheduled after the entrance exam has been taken and additional admission documents submitted.

Admitting Students by Exception to Standard Admission Policies

DMI requires that to enroll in the school, students must hold a high school diploma or GED. They must take an entrance exam, be interviewed by school administrators, and provide adequate references. If a student holds a current software vendor official certification in a computer graphics package that is used in the program, then they are exempt from taking the entrance exam. Current package examples are *Game Development* program a certification in the Unity Game Engine, or a programming language we use such as C# or C++ will exempt the student. However, we recommend all prospects take the entrance exam as it is a prerequisite for some aid.

Transfer Students and Credits

Transfer of Credits from Other Institutions

The Digital Media Institute is a private institute and reserves the right to be selective in its choice of students for enrollment. Because of our unique curriculum and model, DMI will not likely take academic credits from other institutions; however, we will evaluate all previous education and training. DMI evaluates all transfer credits. For the evaluation of General Education classes, DMI will consider transfer credits from other institutions for the Associates Degree Programs. Students must submit an official transcript for consideration. All transfer courses must match the DMI General Education requirements. Only courses with a "C" or better will be considered for transferred credits in the general education classes.

Transfer of Credits from DMI to Other Institutions

DMI makes no representations whatsoever concerning the transferability of any credits earned at the school to another institution. Due to the unique nature of the programs at DMI, it is unlikely that any credits earned at DMI will be transferable to or accepted by another postsecondary institution.

Transfer of Credits within DMI

Once a student has begun one program, they are expected to stay with that program for its entirety. If a student wishes to transfer from one program to another, he or she must meet the entry standards and do so before the end of the initial drop date. In the event there is not an available section, the student may join the next available class. After one week, the student must wait to enter until the next session of the transfer target program is available. DMI does not permit transfers of credits between programs internally.

Enrolling in Simultaneous and Consecutive Programs

Students are not allowed to take more than one program at the same time.

If a student decides to apply to take consecutive programs, they must meet with the Academic Director and new program instructor, and the student must have completed successfully and be in good academic and financial standing. It is however not recommended to take the programs consecutively. Permission

from the Academic Director is required.

Veteran's Credit for Previous Education

Students must report all previous education and training to DMI. DMI will evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the Veteran's Administration and student notified.

Tuition and Fees

Digital Animation & Visual Effects and Game Development Certificate Programs

The tuition per program per student for the 1 year of instruction for each of the programs is **\$26,000, plus fees.**

Fees per year are approximately **\$3,300** and include:

- Technology Support Fee
- Software Licenses*
- Laptop and Tablet if not supplied by the student**

Program Supplies:

- Key Card/ID Badge (\$50 replacement fee)
- Library Maintenance Services
- Data Management Services
- Textbooks
- 1 Year Post-Graduate Flex Lab Access
-

*Software includes a 1-year subscription to Adobe CC, Autodesk Maya & Fusion 360, BorisFX, KeenTools, Nuke, Splatshot, Substance Suite, & Zbrush Core

**Students electing to use their personal PC based laptop or workstation are REQUIRED meet the current minimum technical specs and verify them with DMI by DMI to test and review specifications or (if virtual) allow DMI to remotely access the computer to make sure it meets all specifications. This must be done at least 2 weeks prior to the start of class. The cost of the laptop would be deducted from students fees only on verification.

Associate of Occupational Studies Degree Program Tuition

The total cost per student for the 2 years of instruction for the programs is **\$26,000 (\$13,000/year), plus fees.**

Fees per year are approximately **\$3,300** and include:

- Technology Support Fee
- Software Licenses*
- Laptop and Tablet if not supplied by the student**

Program Supplies:

- Key Card/ID Badge (\$50 replacement fee)
- Library Maintenance Services
- Data Management Services
- Textbooks
- 1 Year Post-Graduate Flex Lab Access

*Software includes a 1-year subscription to Adobe CC

**Students electing to use their personal PC based laptop or workstation are REQUIRED meet the current minimum technical specs and verify them with DMI by DMI to test and review specifications or (if virtual) allow DMI to remotely access the computer to make sure it meets all specifications. This must be done at least 2 weeks prior to the start of class. The cost of the laptop would be deducted from students' fees only on verification.

DMI offers recommended optional hardware accessories monitor, cables, hard drive): up to \$285

Scholarships and Financial Aid

Federal student aid is accepted to qualified students who have filled out a FAFSA (Free Application for Federal Student Aid). DMI also accepts the GI Bill.

DMI is authorized to accept TOPS Tech if the student has qualified. TOPS Tech has its own requirements for GPA/ACT and required high school courses. Please ask us for details on TOPS Tech or see the Louisiana Board of Regents website.

DMI has a comprehensive aid process as well as multiple loan options and payment plans that can make the school affordable to nearly everyone. We encourage everyone applying to the school to fully complete our aid process to understand their costs.

Some need-based scholarships may be available from time to time.

To discuss your individual case, please make an appointment with the Financial Aid and Accreditation Administrator.

Veteran Benefits

Veterans Education Benefits Veterans, spouses, children, and others may be eligible for educational benefits. The required application forms should be obtained, completed, and submitted as far in advance of enrollment as possible, and may be obtained at <https://www.benefits.va.gov/BENEFITS/Applying.asp>. Veterans' benefits will be governed by the latest policies pertaining to the Veterans Administration regulations. Veterans and eligible persons using veterans' benefits are measured academically based on the satisfactory progress thresholds defined in Standards of Satisfactory Progress (SAP) policy as are all students attending the school. Veterans' benefits will be suspended for any students who are academically suspended from the school. Refer to the SAP policy section for details of this policy.

VA Pending Payment Compliance Policy

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

VA Pending Payment Compliance Policy

In accordance with Title 38 US Code 3679 subsection (e), Digital Media Institute has adopted the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Digital Media Institute will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Cancellation and Refund Policy

Should a student wish to withdraw after acceptance and registration, the following conditions will apply:

Three-Business-Day Cancellation: If for any reason the student is unable to enter, all monies paid, including the non-refundable deposit and program fees will be refunded if requested within three business days after signing an enrollment agreement and making an initial payment.

Cancellation after the three-business day cancellation period but before commencement of classes: Not more than \$100 of the tuition and fees collected in advance of entrance shall be retained by the institution. Refunds for a student who does not begin classes shall be made within 30 days of the start of the quarter, term, or semester.

Students who withdraw or are dismissed from the program after commencement of classes refund policy shall be:

- 1) During the first two weeks of classes, the institution shall refund at least 100% of tuition, less the registration fee, thereafter;
 - 2) Beginning the third week of classes, the institution shall refund at least 75% of tuition, less the registration fee, thereafter;
 - 3) During the first 25% of the course, the institution shall refund at least 55% of tuition, less the registration fee, thereafter;
 - 4) During the second 25% of the course, the institution shall refund at least 30% of tuition, less the registration fee, thereafter;
 - 5) During the third and fourth 25% of the course, the institution shall retain 100% of the stated course price.
- ⊗ Percentages of the course completion are to be computed based on clock hours. For programs longer than one year (12 calendar months) in length, 100% of the stated program price attributable to the period beyond the first year will be refunded when the student withdraws during the prior period.

DMI does not require students to request a refund prior to issuing a tuition refund.

Payment Policy

A student's balance should be discussed and outlined with payment terms with the Financial Aid and Accreditation Administrator before or during the first week of class. If a payment plan is not outlined within the first week of class, then the student will be asked to leave class until there is a payment plan outlined. Missed class time for this reason will have to be made up on the student's own time.

DMI accepts direct payments via check, cash, money order, or credit card.

Communication with the Admissions Representative and Academic Director regarding late payments is highly encouraged.

Educational Objectives

The overarching goal of the programs at the Digital Media Institute is to train students for a number of possible career paths, entry level jobs in visual effects, such as rotoscope artist, 3D modeler, 3D texture artist, scene layout artist, 3D lighting artist, 2D compositing artist as well as game software programmer, game designer, or mobile game developer. The program is also geared toward entrepreneurs interested in starting their own businesses as well as those from other industries seeking a better understanding of digital media in order to further their current careers.

Over the course of the year, students accomplish learning objectives through instruction toward the overall goal of preparing for employment in the field of animation & visual effects and interactive software development. *Please see the syllabus for program details.*

Students are given an education that takes a general approach to a wide variety of skills in digital media and interactive software development. It is the opinion of the educators at DMI that participating and learning all skills presented gives the best-rounded education. Students should always endeavor to work through the topics to the best of their ability, even topics that may be difficult for them.

An additional objective is to provide graduating students with material that can be used to compile a portfolio consisting of demo reel of examples from their programs animation and visual effects or gameplay and coding examples as well as portfolio work from the Digital Marketing & Design content.

Objectives for the Digital Animation & Visual Effects Program*

**Previously known as Animation, Visual Effects, and Interactive Content*

One-Year Certificate Program - 1,030 total clock hours (approximately 66 credit hours)

The Digital Animation and Visual Effects Program focuses on the area of digital media that would typically be found in content created for film and television. This training is based on industry experience that focuses student work on tools, software and skill sets necessary to compete for employment opportunities in that field.

Objectives for the Game Development Program*

**Previously known as Interactive Software Development*

One-Year Certificate Program - 1,024 total clock hours (approximately 66 credit hours)

The objective of the Game Development Program is to prepare students to be immediately productive as new employees in the interactive software industry. Students in the program will learn the science and craft of making interactive software for personal computers, gaming consoles, and mobile devices. Interactive software development is a multidisciplinary field, so the program offers a diverse curriculum focused on programming, game design, and art content creation. Graduating students will be able to create complex software products using the C# programming language and have a firm understanding of multiple computer hardware architectures. They will be fluent in the fundamentals of game design as well as the creation of art content using industry-standard tools. Students completing this course will develop professional competence with Visual Studio, Unity, and Perforce.

Objectives for the Associate of Occupational Studies in Digital Marketing & Design Program **Previously known as Advertising Design*

Two-Year Associate of Occupational Studies in Digital Marketing & Design Degree Program – 81 credit hours

The Digital Marketing & Design program is a two-year semi-intensive model program that covers the fundamentals of modern advertising for both traditional and new mediums using advanced computer tools and techniques. Advertising theory and practice are taught through a practical portfolio driven model, building career skills as the program proceeds toward a capstone project.

Suggestions for Success

Be present. Be on time. Be involved. Read the material. Ask questions. Seek to solve your own problems. Dedicate time outside of class to refine your assignments or apply principles to your own personal projects. Understand that this work takes time to comprehend, just like learning a new language. Be patient, you'll get it. Plan your own hours to work beyond the minimum requirements, use your own time to explore and create work beyond the course work, our most successful graduates have done time and again this and it leads to success in the workplace. Use your time to your advantage, focus on the course and keep work, life, and school balanced so you can get the most out of this experience.

Marketability

The staff will make its best efforts to guide alumni towards employers and internship opportunities; however, it is primarily up to individuals to market themselves and pursue their individual goals. Results will vary based on individual background and application, as well as your work ethic, both during the

program and after graduation.

No direct or specific claim of marketability, or direct job placement based on the content of this training program or its completion is expressed or implied. Please be aware your individual results may vary from your peers. An end of program portfolio review is conducted by staff and notes will need to be addressed prior to a student being approved for graduation.

Mastery of Skills

This program is an accelerated training program that offers a general survey of many different digital media career options. Although students will be tested as to their understanding of key concepts and practical knowledge of the curriculum, there is and should be no expectation of mastery of any skill set while at the DMI. Mastery of any set of skills comes with substantial amounts of time and practice. Your mastery of these skills will continue to grow as you gain experience after the completion of the program and transition to your area of focus.

DMI instructors can provide additional self-study materials if a student has an area of interest that they would like to explore on the student's own time.

You must plan to continue to practice using the tools if you are not immediately placed on completion, as your skills and the software used can change quickly.

Self-Determination

There are self-directed projects that are included in the coursework; however, the program is not designed to provide students with a set of exclusively self-directed or self-designed projects for a student's portfolio. Students are encouraged to make use of the Flex lab and other available non-program classroom hours to explore and create on one's own with the skills and software from the program.

Professional Communication

All students are issued a dmi.edu email address and have remote access to Moodle. These are the methods faculty and administrators will use to communicate with you. Please note that these are the primary ways you will be notified of all official information for classes, closures, events, and job openings while enrolled.

Reliable two-way communication when you are not on campus is your responsibility. We are not responsible if you do not receive information in a timely manner. We are not responsible for any impact this may have on your attendance, academic progress or job placement due to your inability to receive or respond to our communication when off campus.

Please keep in mind, DMI will not always text or send info to your personal emails while and after you are enrolled. You can easily forward your dmi.edu email to your personal email. If you have any questions reach out to the network administrator or your instructor.

Classroom Specifics

Time Investment

The Certificate program is a clock-hour program. Students are responsible for 100% of the hours scheduled for the course. The Digital Animation & Visual Effects Program meets for approximately 1,030 hours and the Game Development Program for approximately 1,024 (approximately 66 credit hours)

The Digital Marketing & Design Associates Degree program meets for 4 terms of 15 weeks, a total of 81 credit hours.

Class Hours (Daily)

Digital Animation & Visual Effects M-F: 9:00 AM – 3:00 PM

Digital Animation & Visual Effects (Night): M-F: 5:30 PM – 10:30 PM

Game Development: M-F: 9:00 AM – 3:00 PM

Digital Marketing & Design: See program addendum for schedule

*Exact hours may vary at the instructor's discretion.

School Calendar/Schedule

See Moodle, Diamond Portal, or the Student Handbook & Catalog. You may also ask any administrative staff for an up-to-date calendar.

Student Orientation

Students go through orientation the first week of class. Below is an outline of a typical day of orientation:

- 1) Students are to read the Student Handbook in its entirety. The handbook details the procedures and guidelines students need to be familiar with. They then sign off that they have received a copy of the current handbook. When significant updates are made to the handbook, a new signature page will be circulated, and the new handbook posted digitally.
- 2) Students are given accounts on the network. They are walked through the steps to logging in and setting up their password along with basic computer use principles.
- 3) They are given email accounts and any needed software credentials.
- 4) Students fill out paperwork to get their ID card, which gives them access to the building. They will then have their picture taken for their ID card, and then it will be printed and tested. Students are responsible for clocking in/out at the appropriate times.

Supplies will be handed out as needed.

Organization

These are intensive/semi-intensive courses that meet daily/weekly as scheduled. The format is a lecture/lab course model that will introduce students to a wide variety of digital media topics. It is intended to be a general survey course designed to expose students to skills related to specific jobs in digital media. Each skill will build on previous skills and will culminate in a multi-week class project that will utilize all the skills demonstrated in the curriculum.

There will be quizzes to test terminology retention. There will be a mid-term that will be both written and practical.

Class grades must remain above 70% in order to continue and be successful in class.

Coursework

The coursework is composed primarily of preset projects intended to teach specific skills in both an individual and a group format. It is important to understand that students are required to complete all assignments in the program including term projects as they are assigned. Any refusal by the student to participate in an assignment, group project, or term project can result in a score of 0 being given for that assignment.

Moodle and Diamond

These are online access point to the DMI curriculum. It will allow students to see curriculum timeline, dates and reference materials. It is where you will turn in assignments, check schedules, and communicate any questions to your instructor.

If you have any questions about assignments, grades, or attendance contact your instructor **immediately**.

Work Assignments

Each assignment will be listed in Moodle. Follow the instructions for each assignment. If you have questions, please ask your instructor. Each assignment will be noted as to whether it is a major or minor assignment.

Grading

Grades will be posted within a week of an assignment or quiz deadline.

There is a zero-tolerance policy for late work. All assignment due dates and times are posted in Moodle.

If a delivery deadline is missed, a resulting grade would be a zero. However, should a technical issue with the DMI network or Moodle prevent submission on time, please see the instructor for guidance.

Once an instructor closes attendance and grading for the end of the program, those grade and attendance records are final 2 weeks after the last day of class. If a student has a question or concern about their grade or attendance, they should speak with their instructor prior to the end of the program.

Transcript Requests

Transcripts and all student records are protected by the FERPA privacy act. Only the student may request a copy unless otherwise noted by the student in their FERPA release form (attached).

Official transcripts or certificates may only be released once the student's balance is sufficiently settled (they clear any financial hold). Please contact the Administrative Assistant via email to request a copy of your official transcript.

Grading Policy

A complete class syllabus will be made available on the on the Moodle online system at the beginning of the class year. The syllabi will be available at the online portal as well. Both the printed and online versions will have clear guidelines for expectations and grades.

- 1) Students must maintain a grade average of a C or better 70% or higher in all phases of the program.
- 2) Assignments and tests will not be allowed to be made up without an excused absence and will be given at the discretion of the instructor. Pop quizzes may be given occasionally and are not subject to make-up.
- 3) Grades will be confidential. Students who question a grade should consult their instructors. Grades will be posted on Moodle no later than a week after a project is turned in. Term reports will be issued in a written document.
- 4) Course grades are automatically calculated in Moodle so you can see your cumulative grade, at any time during the semester.
- 5) **Students failing to maintain satisfactory progress at 70% or above during the semester will be dismissed.**
- 6) Course grades are derived from chapter tests, daily tests, assignments, projects, and pop quizzes.

Grades are rounded up or down by tenths (for example: 84.4 = 84 or 84.5 = 85). Therefore, an average less than 69.5 in a marking term will result in dismissal from DMI. Grading information for assignments that have been graded by your instructor will be available by request. Grades and attendance will also be sent to the student bi-monthly. See grading scale on Academic Grades Evaluated chart.

Academic Grades Evaluated		
100 - 90	=	A
89 - 80	=	B
79 - 70	=	C
69 - 60	=	D
59 and below	=	F

Make-Up Test Policy

If a student will be absent from a testing period, the instructor must be notified at least 30 minutes before the start of the exam. Students who are absent from a testing period are required to make up the test within one class week. An alternate form of the exam will be given. Failure to take the make-up exam will result in a zero for that exam. It is the student's responsibility to make up the exam upon return to class.

Final Examination Policy

If a student fails to take the final examination on the date listed in the syllabus and has not requested, in

writing, to schedule the final for another time, the grade of zero will be assigned for the missed exam.

Test Review

As time permits, students may review examination results in class or by appointment with instructors. Online test records are not kept after graduation.

Remediation

Remediation is required for any absence regardless of coursework, and hours to be made-up/completed by remediation are at the discretion of the instructor. A remediation plan form will be filled out by the instructor and given to the student with specifics detailing number of hours/assignments missing. The deadline for completion of remediation will be no later than one week (or the deadline described in the remediation assignment) upon return from absence. Your instructor upon completion and both parties will sign stating that the hours/assignments missed have been made-up. Remediation will be kept on file to backup amended student hours recorded in DMI's student information system.

Medical and Emergency Leave of Absence

Students who need to interrupt their progress towards certificate may petition for a leave of absence. Leave of absences are defined as temporary separation from DMI for a stated period outlined in a leave of absence request form. Leave of absence (LOA) may be considered only in extraordinary circumstances such as military deployment, medical conditions, death in the family, or other emergencies. The student will meet with the Academic Director and instructor to discuss the student's situation, relevant support resources, and if LOA petition is approved, the intended use of time while away.

Leave of absence may be obtained at any point in the program, however; if the LOA extends past two weeks, it is recommended that the student considers dropping or withdrawing from the program. If the student desires to re-enter the program later, regardless of progression through term, student will re-enter the program at the beginning of the term when he or she left, and no later than a year after first enrolled.

Situations that could qualify:

- Hospitalization or intensive medical care
- Death or critical illness in immediate family
- Recommendation of health and counseling
- Title IX or DHSM-related issues, such as interpersonal violence or stalking
- Home fire or natural disaster

Situations that don't qualify:

- Doctor's Appointments
- Minor short-term illness (cold, flu, etc)
- Allergies
- Injuries that do not require hospitalization
- Mono – without doctor's care
- Headaches/Migraines -without doctor's care
- Roommate or Relationship Conflicts
- Weddings
- Job Interviews, or VA Appointments
- Family Health Issues

It is the responsibility of the student to be in touch with faculty to discuss and agree upon a reasonable plan to address any academic or financial issues that may arise from the student's absence. Communicating with your instructors and the DMI staff as much as possible is essential for creating realistic expectations regarding the student's ability to make up missed hours, exams, or assignments.

During LOA students are not eligible for federal financial aid, including Federal Direct Loans. In some cases, student loans may not be deferred for the entirety of a leave. Students should contact DMI's Financial Aid Office for additional information.

Incomplete

When a student has an illness or other extenuating circumstance beyond his or her control that prevents completion of a coursework before the end of a term or otherwise specified deadline, a temporary "I" grade may be offered at the discretion of the Academic Director. Incomplete grades are reflected on the official transcript at an "I" until they are changed to the final grade. Incomplete grades at that are not changed within one year will revert to the incomplete final grade that was determined by the instructor at the time the original incomplete grade was assigned.

A student must meet the following criteria to be considered for an incomplete:

- Completion of at least 85% of the term
- In "Good Standing" – minimum attendance, GPA, and financial status may be met
- Legitimate documentation stating reason for LOA and permission to return to school if applicable.

Students will NOT be considered for an incomplete if they do not meet these standards or if the request was made because student failed to complete work in a timely matter.

Note: an incomplete grade may not be considered passing for purposes of determining academic standing or federal financial aid eligibility.

A student concerned about the completion of a term is advised to speak with Instructor to discuss avenues of remediation. If remediation may not be obtained, an Incomplete Grade Request is required. This form acts as a contract with the student detailing 1) reason for Incomplete with appropriate documentation provided by student; 2) all coursework/hours necessary for completion; 3) and deadline of completed work. Student will fill out the form and submit appropriate documentation to support Incomplete request to the instructor. If approved, the instructor specifies terms for making up the incomplete and returns a copy to the student. All work must be completed by deadline granted or expected graduation, whichever comes first. When all work is completed, the instructor completes the form and returns it to the administrative offices to be filed in student's file. Only in the most extenuating circumstances will extensions be granted beyond the deadline. Reason for requests for extension may be added must be approved by instructor and Academic Director.

Feedback

One of the things that help instructors at the DMI verify the effectiveness of course material is student feedback. Once a month, students will be asked certain questions pertaining to the curriculum. These questions are designed to give us feedback regarding how well students understand the lessons.

It will also give us the ability to review sections of curriculum in order to make sure skill retention is high across the classroom.

Student Comments

As a part of improving the educational instruction of the DMI, we encourage quarterly comments and reviews of instruction. At the end of every grading period, students will be given an opportunity to answer questions that may help us better understand the student experience and improve it.

Student Complaints

The staff and administration at the DMI are focused on improving the quality of the education and experience of our students. We value our students input and work to listen to any input. Students are encouraged to comment on all aspects of the experience from instruction, curriculum, the facility, or administration, we welcome student input.

Should an issue arise, students should be made aware that they have rights and responsibilities that are critical to the resolution of any complaint, difficulty, or issue.

Procedure for Responding to Student Complaints

Step One:

The person in charge of the area that is at issue should be the first one informed. So, if there were a problem with the classroom or equipment therein, the instructor would be the first person a student should speak to. It is not permitted that issues or complaints be addressed during instructional periods. Students wishing to address an issue must schedule time outside of the instructional time to discuss it with the instructor.

Step Two:

Should the issue remain unresolved; the student will be asked to fill out the official complaint form (the Administrative Assistant will provide form upon request) that will be referred to the Academic Director of the DMI. Should the student or group of students feel more comfortable using a representative from the class as the voice, that will be acceptable.

The Academic Director and administration will respond to your official written complaint in writing and meet with impacted parties in person to work to resolve it.

Only after the student has unsuccessfully attempted to resolve the matter with the school after having first filed a written and signed complaint with the school's officials, they may proceed to step three.

Step Three:

Should the student have not resolved the issue, they are encouraged to seek the advice of the Louisiana Board of Regents. Student complaints relative to actions of school officials shall be addressed to the Louisiana Board of Regents, Proprietary Schools Section, P. O. Box 3677, Baton Rouge, LA, 70821-3677, Phone 225-342-4253.

In the case that where a complaint remains unresolved student complaints shall be addressed to the Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350. Toll-Free 800-917-2081 www.council.org.

Classroom and Flex Lab Rules of Conduct

- 1) Phones are allowed in the classroom and flex lab as a privilege. It is not allowed to be texting, checking social media or in any way that may be cause for distraction. **If you need to take a call, please step out of the classroom or flex lab without disturbing the lab or lecture. The breakroom is an acceptable space for this.**
- 2) Food and beverages are not permitted in the classroom. There is a shelf outside the class entrance for drinks and a refrigerator in the break room for your use.
- 3) Class lab time should be treated like any other class. Your attendance is mandatory, and work done in lab time should be spent on assignments or on instructor approved work. If you do not return from a break, arrive late or leave early, it will be reflected in your attendance.
- 4) No children are allowed in class or to be left unattended in our public space. Out of respect for your peers and the educational atmosphere it is not acceptable to bring them to class.
- 5) It should be understood that the classroom will from time to time be a rated R environment. This means students may review work as examples from films, games, or other media that may include blood, violence, cinematic gore, creatures, and characters of a super-natural natures such as ghosts and demons.
- 6) Students are only allowed in the building between 8:30 AM – 5:00 PM, Monday through Friday.

As an occupational school that teaches how professional digital content and techniques are accomplished, students are required to participate in an academic and clinical manner.

Lack of adherence to the following will result in a one-day suspension from class:

- It is not permitted for students to watch YouTube, Netflix, DVDs, Amazon Video or any other video medium for entertainment purposes during class. It is distracting to the educational climate and is therefore not allowed during lectures, labs, or any other time class is in session.
- The same is true for games, social media, and smartphone related activities. Unless approved by your instructor or specifically related to classwork, the above activities are not permitted.
- Should a student engage in these activities during class hours they will be sent home for the day. The entire day will be considered an absence and the student will be required to make up the time.

Note: Listening to music, podcasts, or streamed audio is permitted during work periods only, not while the instructor is lecturing. Please remember that working with others requires common courtesy. Please wear headphones and keep the volume to a reasonable level. You should be able to hear your instructor and classmates if you are called on.

Additionally, listening to video material with the screen fully minimized would fall under the category of music or podcasts. Should it become a distraction the above consequences will apply. It should be further noted that shrinking the video player to postage stamp size and placing it in the corner of the screen is not acceptable as it becomes impossible to both work and watch a video simultaneously.

Should a distracting activity not outlined above be noted by an instructor, the students will be notified.

Please keep in mind the primary focus of classroom and lab time is to further your studies, not personal entertainment.

In Class Commentary

In-class discussion is an important part of the educational process and your ideas, comments, suggestions, questions, grade challenges, etc. are welcome; however, it is important to respect the instructor's authority to end in class discussion as they see fit or to request a private sidebar discussion if necessary. Please refrain from commenting during lectures until the instructor asks for comments or you have been recognized by them.

Dress Code

Although the digital media industry tends to be informal in its workplace attire, the classroom has business casual requirements. Students are always expected to maintain a clean and neat appearance, dressing in a manner appropriate for the InterTech Science Park. Workplace attire must not serve as a distraction to other classmates, faculty, and staff of DMI, employees of BRF, or other visitors.

Failure to adhere to this policy may result in appropriate disciplinary action such as being asked to leave class, up to and including expulsion.

Sexual Harassment Policy

DMI prohibits sexual harassment and anyone who feels like they are being harassed is encouraged to report the activity. No person on campus shall be subjected to unwelcome sexual conduct, verbal or physical.

Sexual harassment includes unwanted sexual advances and verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior, including the following: unwanted sexual advances, leering, making sexual gestures, making or using derogatory comments, slurs and jokes, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or emails.

Procedure to Respond to Sexual Harassment***Step One:***

Let the offending person know immediately that you want the behavior to stop. Say NO

firmly. If you do not feel comfortable confronting the person alone, contact the Academic Director.

Step Two:

In addition, document when, where, and how you believe you have been sexually harassed in a complaint form (available from the Administrative Assistant) and deliver the written documentation to the Academic Director. Include in that documentation names of witnesses, direct quotes, actions, evidence, any written communication, and your response to the situation.

Step Three:

In the event that informal, direct communication between individuals is either ineffective or impossible, or if the situation is perceived to be severe and/or persistent, the following steps should be taken to report an incident of sexual harassment:

- 1) Promptly contact the Academic Director. If the Academic Director is unavailable, please inform your instructor or the Operations Director.
- 2) An investigation of a complaint of sexual harassment will be undertaken as promptly as practicable and as confidentially as possible so as to protect the privacy of the persons involved. To the extent practicable and appropriate, confidentiality will be maintained throughout the investigatory process. Every reasonable effort will be made to keep the complainant aware of the process of the investigation.

Retaliation is prohibited and shall be a violation of this policy and shall constitute misconduct subject to disciplinary or other action.

Anti-Bullying Policy

Bullying can cause a climate of fear and disrespect which seriously impairs the physical and psychological health of its victims. DMI is committed to maintaining high standards for behaviors where every student, faculty, and staff member conducts oneself in a manner which demonstrates proper regard for the rights and welfare of others.

Bullying is defined as the aggressive and hostile acts of an individual or group of individuals who are intended to humiliate, mentally or physically injure or intimidate, and/or control another individual or group of individuals. Bullying can occur in many ways, including verbal, non-verbal, physical, or cyber bullying. Physical bullying includes pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's work area or personal property; and/or damaging or destroying a person's work product.

Verbal bullying includes ridiculing, insulting, or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.

Nonverbal bullying includes directing threatening gestures toward a person or invading personal space after being asked to move or step away.

Cyber bullying is defined as bullying an individual using electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.

Policy Prohibiting Employee-Student Amorous or Sexual Relationships

The DMI is committed to fostering an environment of trust and mutual respect for all members of its educational and workplace community. All employees as members of the workplace community, especially those upon whom the institution confers teaching, administrative, recruiting, supervisory, or evaluative responsibilities, carry a special obligation to adhere to the highest ethical and professional standards and to avoid any actions that may appear to damage this atmosphere of trust and respect and

thereby hinder the institution's educational mission.

Due to potential differentials of power, and the potential for reputational, educational or other harm to the individuals involved and the need for trust in our environment, DMI's stated policy is to prohibit all employee-student amorous or sexual relationships regardless if they take place in our external community, workplace, teaching labs, as well as events on site or off and extend this protection to prospective students, students, camp attendees, students re-entering programs and anyone actively working with the school administratively, promotionally, educationally, or on projects with community partners. Program completers or non-completers and graduate alumni during their 12-month post program period regardless of placement/monitoring or flex lab use are covered by this policy. This policy protection also extends to school-monitored internships, and other types of placements as well as projects outside those periods as they are also considered actively working with the school.

All employees and students should be aware that amorous or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a staff member and a student in our school environment. They can begin and remain consensual, however they may easily be later characterized as non-consensual and could potentially lead to discipline, sexual misconduct claims, as well as dismissal and sexual harassment charges.

DMI is dedicated to an open and mutually respectful environment for our employees and student community. Should anyone have any questions regarding this policy or to discuss any potential conflicts or relationships it covers, please contact the Academic Director to report an issue or for assistance or clarification.

Attendance Policies

Being in class is the single largest determining factor of success in assignments, quizzes, and the final project, as well as job placement. Keep in mind attendance is recorded and then reported to our Student Information System, which in turn is reported to the Department of Education and or VA and will directly impact your funding and/or eligibility with those agencies.

Students are expected to attend class on a regular, full-time basis for the duration of the program.

1. It is the student's responsibility to notify instructors in advance when he or she is going to be absent or tardy. Students that are tardy will be required to stay immediately after regularly scheduled class to make up missed time and assignments.
2. Students are expected to give their scholastic obligations primary consideration. Regular class attendance is the student's obligation, and the student is responsible for completing all the work of all the classes. An acceptable explanation of an absence, avoidable or unavoidable, does not in any way relieve the student from responsibility for the work of his/her course during his/her absence.
3. Attendance records are kept on an electronic time clock and in the instructor's attendance book, which is entered into DMI's Student Information System. Should there be a discrepancy between the time clock and the instructor's records, the instructor's records shall be used as primary record. Students may request grades from their instructors at any time.
4. Students are responsible for all of the clock hours to successfully complete their program of study. Students are allowed 2.5 absences per marking period*, not to exceed a total of 10 for the year. This is not a rolling bank of days that can continuously be made up.
5. A student may not carry more than 2.5 absences total at the end of any marking period, and they must have made up all work and time before the end of a marking period to successfully progress to the next period.
6. For any absence, students must attend after class and required weekend makeup sessions until all program clock hour time and work have been made up. At the discretion of the instructor, students may also be required to complete additional assignments. Once the work has been made up, that absence is dissolved.

7. Make up work must be documented with the instructor and only hours you work on make-up work and turn in something will be counted as made up.
8. If a student exceeds 2.5 absences (12.5 hours) with no makeup at the end of the marking period, they will go on academic probation and a remediation plan will be issued. During probation, if time and work are not made up according to the remediation plan, the student is subject to suspension (which must also be made up). 10 absences (50 hours) will result in expulsion from the program.
*Marking periods are 4 equal quarters of the year (see your course outline and schedule).
9. The instructor has the authority to assign you a mandatory make up sessions to meet our policy. This can time after class or on Saturdays, Sundays or during scheduled breaks with or without supervision to meet our policy. If you do not comply with their direction, they can recommend suspension which can accelerate you being expelled.
10. This policy states that you are responsible for successful completion of all the course time and work and not exceeding 50 Hours of missed course time at any time.

Hours absent	Result
< 1.5 h	Stay after class to makeup missed work and hours.
> 1.5 h	Hours and work must be made up by Monday.
12.5 h @ period* end	Academic probation
> 12.5 h	Recommendation for suspension
50 h	Expulsion

Should a student not be caught up at the midpoint of the year they risk failing SAP (Satisfactory Academic Progress with the Department of Education which could result in the loss of the student's federal student aid.)

Graduation

Upon graduation, students receive a signed certificate of completion. This document is presented to students who have successfully maintained the minimum grade point average, are in good financial standing, and have met all other requirements.

There will be a graduation ceremony where all student work will be displayed for students and family. Currently DMI holds graduation once a year in the spring.

Demo Material

Although the program does provide significant time for a student to work on a portfolio or demonstration reel, responsibility for the quality and presentation of those materials rests solely with the student. Remember, you will get out of the programs what you put into them. At program completion, all students will be scheduled to meet with the course instructor to review their final program demo material. Prospective graduates will receive notes from the meeting that contain detailed instructions for necessary or suggested steps for demo improvement. Students must complete to the satisfaction of the instructor the steps defined as necessary. If these steps are not taken, the student's certificate of completion will not be awarded.

Alumni Participation and Placement Services

As we approach a student successfully completing a program at DMI, we begin the process of attempting to help secure an initial placement for each student.

For alumni and DMI administration to be able to successfully place a student, it is required that students remain in contact with the school. As part of the process, alumni will receive emails, text messages and other social media communication asking them for responses, conveying job opportunities or inviting them to events. It is the individual's responsibility to be 100% prepared and COMMUNICATE EFFECTIVELY with the school and employers to carry out the recommended placement activity.

You will be contacted monthly by your instructor or staff for placement follow up for one year after successful completion of classes unless you are placed or otherwise have opted out or been deemed

ineligible.

A completer has the option of declining initial placement during the year that is tracked following completion, by opting. DMI will work to assist that alumni at any time in the future at the students request regardless of the student declining this initial placement assistance.

If you are unwilling, or unable to seek an initial placement during the 12 months following completion, please notify us as soon as possible in writing.

If a student secures work, joins the military, or continues their education on their own during the year after completion please notify the instructor and or the school staff in writing so we may record the information correctly.

Lack of response to set up interviews, emails, calls, online surveys, or other forms of outreach makes it more difficult for placement staff to help alumni, current, and future students. **Ultimately, alumni who do not respond will be marked as “non-responsive.”**

Termination and Re-Admission Policy

Should a student be unable to meet the standards set forth in this document as it relates to grades, attendance, conduct, financial obligations, or any other situation, the administration will have the authority to permanently dismiss them from the program.

Should a student be unable to continue in the program for any reason, he or she must inform the instructor and subsequently the administration so he or she can withdraw.

Should a student be suspended from class and recommended for dismissal by the instructor, he or she will have the right to appeal to the institute administration.

Students who have been terminated or withdrawn from the program who wish to return at a future date must proceed as follows:

1. They must insure they are in good financial standing. All outstanding balances must be paid in full.
2. They must reapply to the program.
3. Students reapplying to the program will be allowed to continue at the term where they last successfully completed. Should a student not have completed any block of study they will be required to begin again as a new student.

This policy only applies within a period of 12 months from the time a student leaves the program. Should a student re-apply after 12 months he or she will be required to retake all blocks of study and pay full tuition.

Additional Student Considerations

Housing

Tuition to the DMI does not include housing. Students are required to arrange their own room and board. Shreveport-Bossier City and the surrounding areas have many apartments and houses available for lease.

Counseling

Workforce counseling is available to all students during the program and after graduation. Should a student need additional workforce counseling after graduation, they should contact their instructor or the Academic Director.

Possible Career Paths

Digital Animation & Visual Effects Program (previously known as the Animation, Visual Effects, & Interactive Content Program)

Though our program is general in focus giving the students a broad background many choose to move into specialized areas upon entry onto the field or after some experience.

3D Generalist

This is the all-around production artist. They do all aspects of a production, 3D modeling, textures, animation; lighting, rendering and compositing. Typically, they work on smaller scale productions but can also have a deeper specialty. They are great utility players in larger environments as well.

Digital Compositor

Compositors touch nearly every type of linear digital media today. Using both workstation and desktop systems, they are responsible for the final assembly of layered 2D and 3D images, color, rotoscoping, keying, and final retouching of shots as well as motion graphics.

3D Modeler

3D modelers create characters and environments for video games and 3D movies as well as images and modeling for websites, graphic designs, animation, film effects, simulations, broadcast design, special effects, characters and props for film, and television effects. These multi-talented professionals also create images/models for geologists, architects, scientists, engineers, healthcare agencies, and more.

Animator

3D animators are responsible for creating movement in film, television, and game development. Animators bring life to characters and create destruction through environmental animation and simulation. Modern animators can work with keyframe animation, motion capture, simulation and other forms of computer-generated animation.

Video Game Designer

Video game designers will often work closely with other members of a team to create video games for computers and video game consoles. Designing video games is a very specialized and challenging career.

Art Director

Art directors are responsible for the visual style and images in digital media, magazines, newspapers, and movie and television and game productions. They create the overall design and direct others who develop artwork or layouts across many types of media.

Film and Video Editor

As a film or video editor, you'll be responsible for assembling recorded raw material into a finished product that's suitable for broadcasting. The material may include camera footage, dialogue, sound effects, graphics, and special effects. This is a key role in the post-production process and your skills can determine the quality and delivery of the final product. You'll usually work closely with the director to achieve the desired result.

Multimedia Animator

Multimedia animators create 2D and 3D animation for smartphones, tablets, websites, marketing, and more.

Game Development Program

The Game Development program's primary focus is learning to develop for interactive games. However, upon completion the software development skills can translate into other areas across many industries. The examples below are game focused.

Game Programmer

Game Programmers design and write the computer code that runs and controls a game. They work in both commercial game engines and proprietary systems to deliver great experiences.

QA Tester

QA Testers test, tune and debug a game and suggest refinements that ensure its quality and playability, assuring quality in a game and finding all its flaws before it goes public.

Level Editor

Level Editors define and create interactive architecture for a segment of a game, including the landscape, buildings and objects.

Technical Artists

Technical Artists act as a bridge between the Artists and Programmers working on a game.

Game Designer

Game Designers devise what a game consists of and how it plays, defining all the core elements.

VR /AR Developer

Game engines go beyond games these developers deliver content and experiences for mobile and head mounted virtual reality and augmented reality.

Digital Marketing & Design Associates Degree Program

This program covers fundamentals of modern advertising for both traditional and new mediums using advanced computer tools and techniques. Advertising theory and practice are taught through a practical portfolio driven model, building career skills as the program proceeds towards a capstone project, simulating and engaging with real-world experiences and employers.

Graphic Designer – Digital/Marketing

Graphic Designers illustrate concept by designing rough layout of art and copy regarding arrangement, size, type size and style, and related aesthetic concepts. Graphic Design professionals work for the design and marketing industry; they create designs for marketing collateral, product illustrations, brand identities and websites. They combine diverse digital, technical and manual skills to communicate. Graphic Designers produce work for print and for websites.

Brand Designer

Brand Designers work for marketing and advertising agencies. They create visual content to be used in a variety of media (web -based content for social media advertising, digital billboards, print material for posters, brochures, etc.) They also work creating logo and identity for companies, agencies, or institutions. Product packaging is also part of this profession. Brand designers work with the client to understand what image or mood they want to project and come up with designs to create a brand identity. They produce designs for logos, websites, packaging, physical environments, and social media.

Digital Designer

Digital designers work with artists and illustrators to produce digital animation for various advertising materials. They are usually responsible for creating templates and mock-ups to review with artists and management before submitting the finished product.

Product Designer

Digital Designers produce graphics, images or illustrations to produce digital content that can be used in animations for websites, online magazines, advertising materials, videos, etc. They create templates or mockups of branding, identities, advertisements to be discussed with clients before submitting the finished product. Product designers use their design skills and technical knowledge to create new products or improve the way that existing products work and look, and/or produce them at a lower cost.

Advertising and Promotion Manager

Advertising and Promotion Managers are the directors for advertising, promotion and marketing teams. They oversee the daily activities and make sure that the job is completed on time according to the client's needs. Advertising, promotions, and marketing managers plan all aspects of a campaign. They work with art directors, sales agents, and financial staff members and discuss topics such as budgets and contracts, marketing plans, and the selection of advertising media.

User Experience Designer (UX)

User Experience Designers (UX) job focuses on optimizing the best user experiences. They combine interfaces and workflows to enhance user experience. They create user-friendly products to attract customers. User Experience Designers are responsible for how a product feels, which ultimately creates an enjoyable, user-friendly experience for the customer.

Faculty & Staff

Full Time Staff:

Greg Nelson, *Academic Director & Digital Animation & VFX Instructor*

Elizabeth Boitnott, *Operations Director*

Margaret Hiers, *Administrative Assistant*

Rhonda Rogers, *Financial Aid & Accreditation Administrator*

Chris Leavitt, *Academic Recruiter*

Maxey McSwain, *Graphic Design Specialist*

Instructors:

Greg Nelson, *Digital Animation & VFX Instructor*
BA Journalism, California Polytechnic State University

Jeremy Bregermann, *Game Development Instructor*
BS Game Design & Development, Wilmington University

Cameron Nichols, *Teaching Assistant, Digital Animation & VFX*

Associate of Occupational Studies in Digital Marketing & Design Instructors:

Anna Gray *Adjunct Instructor, Digital Marketing & Design*
Master Education, Louisiana Tech

Auburn Miller *Adjunct Instructor, Digital Marketing & Design*
Master Psychology, Louisiana State University, Shreveport

Baron Capers *Adjunct Instructor, Digital Marketing & Design*
BFA Digital Arts, Louisiana State University-Shreveport

Emily Hamann *Adjunct Instructor, Digital Marketing & Design*
BA Communication, Centenary College of Louisiana

Heather Williams *Adjunct Instructor, Digital Marketing & Design*
Master Educational Technology, Northwestern State University

Lindsey Christiana *Adjunct Instructor, Digital Marketing & Design*
Master Education, Northwestern State University

Matthew Williams, *Adjunct Instructor, Digital Marketing & Design*
MS Biological Medical Sciences-Mississippi College

Mirla Enriquez *Adjunct Instructor, Digital Marketing & Design*
MFA, University of Texas Pan American

Facilities

The Digital Media Institute is located in the InterTech 1 building at 2031 Kings Hwy, Shreveport, LA 71103 and includes a state-of-the-art facility utilizing industry standard hardware and software that duplicates the experience students will encounter in the real world.

Adjacent to the Digital Media Institute classroom is a 1,600 sq. foot sound, motion capture VR and green screen stage. This stage allows students to create motion data and green screen footage that rivals any other educational institution in the United States.

Students enrolled in the program are issued a key card with a photo ID. This card allows access to the flex lab between 8:30 AM – 5:00 PM. Access to the lab includes the use of network storage and software for non-commercial use. One year after program completion, access to the InterTech 1 building expires. Alumni must inform DMI of their intent to use the flex lab or other workstations after the course is complete. This access is a privilege extended on an available basis at the discretion of DMI.

Should a student lose or have their key card stolen, they should notify DMI *immediately* so that a new card may be issued and the access on the old one terminated. A replacement fee for lost or stolen cards is \$50; replacement of broken or cards not working from wear and tear may be replaced at no cost.

Students should “clock-in” and “clock-out” appropriately when arriving for class, leaving and returning from lunch/dinner, and leaving for the day. It is the student’s responsibility to use the correct scanner.

Physical Equipment

Each DMI student is provided with industry-grade Windows-based computers, high speed networks industry-grade servers, render management and processor farm that allow class participants to run digital imaging software in an environment similar to that of a professional work environment.

Students have access to video and still cameras for use in development of course-based material on campus only.

Students also have access to the needed physical equipment, (cameras, suits, tracking markers and computer workstation) required to capture motion data for use in animation.

Data Policy

Although our best efforts will be made to keep program data secure, while enrolled at DMI it is the responsibility of the individual student to ensure proper, frequent, and regular backups are made of their critical data. You acknowledge this is your responsibility and hold DMI harmless for any loss of data that may occur. Course data is archived at the end of a program / section and removed from our servers.

It is recommended that all work be backed up on hard drives that are given to the student at the beginning of the program.

Non-Commercial Use

The systems and software provided at the DMI are educational in nature and any commercial use will violate the end user agreements we have with our vendors. You may not use any systems or software for paid, compensated, commercial work at any time. If you have questions, please ask your instructors for guidance as to what commercial work is.

Copyright Policy

Students will be educated as to laws regarding copyright. Should a student be in violation of copyright he or she will be asked to remove all copyright violations from the server. Should a student remain or be in copyright violation on subsequent occasions, a written warning will be issued.

Penalties for Copyright Infringement

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Studio Equipment, Safety, and Terms

The studio can be a dangerous environment. Please note that students are not allowed to use the studio equipment without supervision. It is also highly recommended that students follow all safety protocols and follow all their instructor’s directions related to the studio equipment.

- 1) Students are not allowed to use ladders and/or hang or modify anything above the floor level in the studio. Please ask for permission and assistance from the staff if you need to hang or rig something in the studio.
- 2) Do not touch hot lights or the metal barn doors immediately close to the light source. They get extremely hot during operation and can cause severe burns.
- 3) Do not walk too close the curved part of the green screen. Minimal weight will cause it to crack and substantial weight could cause significant damage to the wall.
- 4) Never leave lights plugged in when not in the studio. This is a fire hazard.

A complete health & safety plan is available to students upon request.

Students also agree to hold DMI and BRF its agents, employees, partners and contractors harmless for any injury that may result from the activities of the program should they occur onsite or offsite.

Students also agree to allow use of their likeness, image and all class related work for promotion of the DMI programming that may or may not include, internet advertising, television, radio and any other form in the future. Official Photo Release form should be completed during orientation. (pg. 41)

Students agree that curriculum used at the DMI is confidential intellectual property. As such, disclosure of specific curriculum to third parties is prohibited during the program and for no less than seven years from the student’s date of graduation or termination from the program.

Students agree that public or online defamation (negative comments) about the program, its content, facilities or other students and staff is prohibited while enrolled or making use of the labs at the DMI.

Limitations on Computer and Network Use

It is assumed that students will always use the computers in a professional manner. To be clear, the following actions are not permitted:

- Using the internet inappropriately.
- Creating content that violates accepted community standards.
- Destroying the monitor, keyboard, mouse or workstation.
- Loading software of any kind onto a workstation.
- Using a networks administrator’s login and password to modify a workstation’s configuration without permission. Students violating this will be subject to disciplinary action with the possibility of expulsion and/or legal action. Should a student require additional software, to upgrade a tablet driver or for an assistive device driver for example, it is permissible to request that the network administrator who has administrative permission install it.
- Accessing the server to delete or access sensitive information. Students violating this policy will be subject to disciplinary action with the possibility of expulsion.

- Avoid naming your files with periods (.), special characters (\$, *, #...) and spaces. It is suggested to use underscores (_) instead. Keep names under 35 characters.
- Using DMI programs for the download of illegal copyrighted material, pornography, movies, TV programs or animations.
- Moving or relocating workstations, monitors or modifying any wiring is not permitted.
- Installing external devices that were not assigned by the program without permission.
- Use of microphone gaming headsets is prohibited in both the classroom and the flex lab.

Also:

- Classrooms, the lab and office areas are always under video surveillance.
- Student access to the internet is logged and monitored. Students downloading excessive amounts of data, inappropriate material and P2P file sharing will have their internet permissions cancelled.
- It is the student's responsibility to archive his or her work. Program fees paid for the course includes a portable hard drive. The drive should be used consistently to back up student work.
- Issued equipment and hard drives are the responsibility of the student to maintain and repair.
- File name suggestion
- Extensive modifications or alterations, negligence related damage or theft to issued laptops rendering them non serviceable for class use are not the responsibility of DMI. Replacements will be at cost to the student.

****DMI does not support Maya PLE, Nuke PLE and any other non-issued off-site software or hardware for any reason. 100% of the work for the program must be completed in the provided software on the provided hardware. Running classroom files through this software can damage the files and make them unsuitable for use on our network no accommodations will be made for grading issues related to free versions of our network or hardware.***

After-Hours Access

- Students are only allowed personal access to the flex lab between 8:30 AM – 5:00 PM on weekdays.
- No guests are allowed when staff is not present.
- Facilities are patrolled by LSU Health Science Center (LSUHSC) police and are under 24hr video surveillance
- The DMI is staffed from 8:30am to 5:00pm Monday through Friday.
- Loss of your key card will result in a \$50 replacement fee.

Emergency Procedures

- 1) If the issue is life threatening or there is a fire call 911.
- 2) If the issue is non-life-threatening call: LSUHSC Police 318-675-6165.They cover our facility 24hrs a day.
- 3) In the event of a severe storm, take refuge in interior areas away from windows and evacuate as directed by emergency personnel.
- 4) Your instructor has access to the DMI first aid kit.

Dealing with Comments of a Threatening Nature

Any threats against oneself or other are taken extremely seriously. If anyone hears a threatening comment of any sort, they must inform the Academic or Operations Director, as soon as possible, who will contact the appropriate authorities. An incident report will be filled out and kept in the student's file.

Drug & Alcohol Abuse Prevention Program Policy

The passage of the Drug-Free Schools and Communities Act Amendments has placed requirements on institutions of higher education to develop policies and to provide information to students on drug and alcohol abuse.

The Digital Media Institute is a drug and alcohol-free environment.

DMI engages in a comprehensive approach to reduce high-risk alcohol use and drug abuse. DMI will

annually make available to each student and employee the following via the student handbook, employee manual, and online consumer information:

- Standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students, faculty, or staff on DMI property or as part of any DMI activities.
- Information on the health risks associated with drug and alcohol abuse.
- Descriptions of applicable sanctions under state, local, and federal law.
- Description of available counseling, treatment, or rehabilitation programs.

DMI collaborates with civil authorities and abides by all state, federal and local laws pertaining to drugs and alcohol and will enforce underage drinking and possession laws.

The impairment of students or employees while at work is a violation and will result in disciplinary action. When there is a violation of this policy DMI will notify proper authorities once investigated and reviewed by DMI's Academic & Operations Directors.

These policies support DMI's commitment to providing a safe and healthy living and learning environment on campus.

Educational Sanctions

Sanctions are designed to foster an environment that reduces the risk of drinking and promotes responsible behavior while holding individuals accountable for their choices. The Academic Director will consider prior conduct record, mitigating circumstances, alcohol abuse issues, and high-risk drinking factors in determining the appropriate course of action, to best educate the student(s) while maintaining community standards when assigning sanctions. Sanctions range from student reprimand, disciplinary probation, or suspension/expulsion from DMI for more serious and/or persistent violators. In addition to the administrative sanctions previously listed, sanctions generally also include an educational component (i.e. SBIRT- Screening, Brief Intervention, and Referral to Treatment). SBIRT is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs. Parents are notified of the alcohol related offense for students under the age of 21 after the case has been adjudicated.

Legal Sanctions

In Louisiana, it is unlawful to produce, manufacture, distribute, dispense, or possess illegal drugs. The most common illegal drugs on college campuses are marijuana, opium derivatives, hallucinogens, depressants, cocaine, cocaine derivatives, and amphetamines. The Criminal Code of Louisiana carries specific penalties for the possession and use of illegal drugs. Louisiana Revised Statute 40:891.3, Violation of Uniform Controlled Dangerous Substances Law; Drug Free Zone, states that any person who violates a provision of the Uniform Controlled Dangerous Substances Law (Louisiana Revised Statute 40:966 through 970) while on any property used for school purposes by any school, within two thousand feet of any such property, or while on a school bus, shall, upon conviction, be punished by the imposition of the maximum fine and be imprisoned for not more than one and one-half times the longest term of imprisonment authorized by the applicable revisions of R.S. 40:966 through 970 of the Uniform Controlled Dangerous Substances Law.

It is also unlawful in Louisiana for anyone under 21 years of age to purchase or possess any alcoholic beverages for any reason, in any place open to the public. Exceptions occur when the alcohol is possessed or consumed for the following reasons: for established religious purposes; for medical purposes when prescribed by a licensed authority; when an 18-20-year-old is accompanied by a parent, spouse, or legal guardian at least 21 years of age; in private residences or private clubs or establishments when lawfully employed by a licensed enterprise for the lawful sale, handling, transport or dispensing of alcohol beverages. In accordance with Louisiana Revised Statute 14:98, Operating a Vehicle While Intoxicated, driving under the influence of alcohol is illegal in Louisiana, and anyone with a blood alcohol concentration of .08 or above will be charged with driving while intoxicated (DWI) or driving under the influence (DUI).

Federal Law

According to federal laws, a person convicted of certain misdemeanor or felony offenses may forfeit certain civil rights, including his/her right to vote, hold public office, purchase or possess firearms, or obtain or maintain certain licenses for a specified period.

21 U. S. C. 841 makes it a crime (a) to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance; or (b) to create, distribute, or dispense, or possess with intent to distribute or dispense, a counterfeit substance.

Possession of a controlled substance is defined in 21 U.S. C. 844(a) is defined as knowingly or intentionally possesses a controlled substance unless such substance was obtained directly or pursuant to a valid prescription or order, from a practitioner. Possession is punishable by up to 1-year imprisonment and/or a minimum fine of \$1,000. Possession of Flunitrazepam (also known as Rohypnol) may be punishable by up to 3 years imprisonment.

The Controlled Substances Act (CSA) places all substances which are in some manner regulated into one of five schedules. The CSA provides penalties for unlawful manufacturing, distribution, and dispensing of controlled substances.

The U. S. Code establishes and authorizes the U. S. Attorney General to revise as needed, classifications of controlled substances. Schedule I is comprised essentially of “street drugs” and Schedule V is comprised of drugs with a “low potential for abuse” when compared with drugs in schedules I-IV. Examples of Schedule I drugs are heroin and marijuana. PCP, for example, is a Schedule II drug. Amphetamine is a Schedule III drug, while Barbitol is a Schedule IV drug. An example of a Schedule V drug would be a prescription medication with not more than 200 mg. of codeine per 100 grams.

The penalties are determined by the schedule of the drug or other substance, and sometimes are specified by drug name, as in the case of marijuana. Penalties for first offenses include a fine up to \$10 million and/or a prison term up to life, but no less than 1 year.

For the Drug Enforcement Agency’s complete list of Federal Trafficking Penalties for Schedules I-V, please see: <https://ifap.ed.gov/regcomps/attachments/86a.pdf>

Health Risks Associated with the Use of Alcohol and Other Drugs

Effects of Alcohol Abuse: Alcohol consumption causes several marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the risk that the driver will be involved in an accident. Poor decisions and aggressive acts such as sexual assault is commonly associated with alcohol use. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to problem solve, to process information and to remember information. Very high doses cause respiratory depression and death. Repeated, long-term use of alcohol can lead to physical dependence.

Sudden cessation of alcohol intake in chronic users is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and seizures. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome.

Effects of Other Drugs

The National Institute on Drug Abuse website at <http://www.drugabuse.gov/> features a page on the health effects of many drugs. To assist the public in keeping current on drug related issues, the NIDA website also features a page on emerging drugs.

Marijuana: Marijuana and related compounds are usually used for their “relaxation” effects or to produce an altered sense of reality, a “high.” In higher doses, marijuana can increase anxiety due to interaction with brain receptors for cannabis. Marijuana can put the user at increased risk for development of major psychiatric disorders that may include psychosis, altering the lives of individuals significantly.

Cocaine/Crack: All forms of cocaine are highly addictive, producing a habit that is extremely difficult to stop. In some individuals, cocaine may produce fatal cardiac rhythm disturbances. Chronic cocaine use negatively affects concentration and memory.

Amphetamines: These are very addictive and may produce psychotic and violent behaviors.

Ecstasy or MDMA is a drug of the phenethylamine and amphetamine class. These drugs can cause fatal cardiac arrhythmias or lead to severe mood dysregulation and psychosis.

LSD and PCP (hallucinogens): These drugs can result in very poor decision making which can lead to accident or death. They can cause psychosis in some individuals. PCP is notable for the effects on mood, potentially leading to severe agitation and aggression. Individuals with a PCP psychosis can be aggressive and full of rage, increasing risk of danger both to the individual and those in the environment. The negative effects of PCP may continue after the drug is out of the system.

Heroin (narcotic): These are among some of the most addictive substances known. Withdrawal can produce seizures or even coma. Overdose is common and can result in death. Needle-drug users are in a high-risk group for infection with human immunodeficiency virus, the precursor of AIDS.

Prescription Drugs: Many medications and prescribed drugs have the potential for abuse. Those listed below are some of the most abused, addictive and dangerous.

Adderall, Concerta, Ritalin, etc. are stimulants and controlled by the Drug Enforcement Agency (DEA). The risk from misuse of these drugs ranges from lack of sleep and weight loss to the more severe risk of psychosis with severely disorganized thinking. For individuals abusing these stimulants, abrupt withdrawal may lead to significant mood changes including severe depression with a risk of self-harm.

Codeine, Hydrocodone, and Oxycodone are medications that are prescribed for severe pain. Addiction to pain medications is common and withdrawal can be very difficult to manage.

Xanax, Valium, and other benzodiazepine drugs are prescribed for acute anxiety and panic attacks. Symptoms associated with withdrawal from these drugs can be severe and include seizures.

Substance Abuse Assessment and Treatment

When DMI becomes aware of a student's alcohol abuse or drug use it interferes with the goal of protecting the health of the student and the community. If a staff member or student does appear to be under the influence, the person noticing this should first notify an administrative staff member, who will contact the Academic Director. If the person is out of control or seems physically/mentally unstable at the time, it is appropriate to call 911 first.

Students may be required to complete a substance abuse assessment. This assessment must be conducted by a mental health professional who is an addictions specialist. It is recommended that the student consult with DMI staff when finding a provider.

Drug & Alcohol Abuse Prevention Procedure

Responsibilities:

Financial Aid and Accreditation Administrator:

- Place orders for any promotional materials at least one month prior to student orientation.
- Presents information to students and employee during orientation.
- Maintains the sign in sheet.

Academics Director/Operations Director:

- Ensures that materials are presented annually during student orientation and to all employees.

Statement of Understanding

- I. Student acknowledges that participation in the DMI program does not come with an explicit or implied guarantee of gainful employment in his or her field upon graduation.

It is understood that although the staff and associates of the DMI program will work to create opportunities for program graduates, the digital media industry is competitive and operates in the free market.

It is further understood that the DMI program employees and associated organizations do not have influence over local, regional and national employment markets, conditions, tax incentive programs or hiring cycles.

- II. Student understands that the DMI program, its agents and administration have the right to issue addendums to this handbook at any time throughout the year. Should an addendum be issued, it will be presented to all students for review and signature.
- III. It is further understood that acceptance to the DMI program is an “at will” enrollment. The administration has the right to terminate a student’s enrollment in the DMI program at any time for any reason.

IV. Code of Conduct

Professionalism

Students will behave in a professional manner at all times.

Instructors have the right to suspend a student during class for disruptive behavior, disrespect or any situation in which the instructor feels the educational atmosphere is being negatively affected by a student. Situations may include, but are not limited to, disruptive conversation or unnecessary interruption, coming to class under the influence of illegal drugs or alcohol and not meeting the dress code or an appropriate standard of personal hygiene.

A student suspended by the instructor will be required to meet with the administration prior to returning to class. Students who are suspended will be given an unexcused absence for the day.

Drugs

As the DMI program is a professional environment, it is a drug and alcohol-free work environment. This policy is limited to substances banned by law and does not extend to medically prescribed substances, except for instances in which the prescribed medication impairs the student’s ability to perform in class.

There is a no tolerance policy for illegal drugs and alcohol. Any student who violates this policy on campus or comes to class impaired and unable to perform will be expelled from the program.

Weapons

It is not permitted to carry firearms or knives on campus. Other weapons, such as explosives or fireworks, also are prohibited on school property. Any student who violates this policy will be expelled from the program.

Smoking

The InterTech 1 building is a non-smoking facility. However, smoking is permitted outside. This includes the use of chewed tobacco, e-cigarettes or other vapor products. All tobacco products are not permitted in the classroom and must be consumed outside the building a smoking shelter is provided. All materials related to tobacco or chewing tobacco and its waste products must remain outside the building in appropriate receptacles.

Academic Dishonesty

It is the policy of the Digital Media Institute that all work turned in for credit on assignments or practical exams should be the exclusive work of the student. Students are not to use parts or entire bodies of work created by other students or found on the internet, unless discussed with the instructor. An example of this would be code written by another student, “free” 3D model or textures that becomes part of a student assignment that is turned in for credit. If a student has discussed this in advance with the instructor, those works must be attributed to the original content creator. Use of external work without attribution to the original content creator will be considered plagiarism and will be grounds for disciplinary action or dismissal from the program.

In the event of an offense the following will occur:

First Offense: Student will receive a no credit on the assignment.

Second Offense: Student will receive a one-day suspension.

Third Offense: Student will be dismissed from the program.

- V. Students are required to participate in all phases of the instructional experience. Should a student refuse to participate in a lesson, lab assignment or final project, he or she will receive a zero for the assignment and grade will be negatively impacted.

Digital media work on films and television and games can often involve elements that might be considered rated R by the Motion Picture Association of America or the ESRB. Though it is not the intention of the program to make students uncomfortable, some educational blocks may involve instruction, visual effects shots, game components or class produced material that can include but is not limited to gun shots, blood and gore, artistic nudity such as fine art sculpture or life drawing as well as paranormal thematic material.

Should a student be uncomfortable with the work, the appropriate means of addressing it will be to ask the instructor for a private conversation. If possible, the instructor will seek to work with the student in order to accommodate the student's concerns while still maintaining the educational integrity of the assigned exercise.

Statement of Ownership

Curriculum and Class Assignments

All work products created as a function of supplied content or code in the curriculum, or step by step class assignments are the property of the DMI program. All files of any type generated to create student work from this code or content are owned by the DMI program and may not be redistributed, shared, or sold in any form without the express written permission of DMI Administration.

Simply stated: if DMI created it or gave it to you, it is DMI's intellectual property.

Curriculum or Class Assignments that are 100% Original

DMI makes no intellectual property claim against student or teams of students work that are 100% original code or content, DMI does however reserve the right in perpetuity to all work products created as a function of the program and any work accepted for academic credit or otherwise to promote the school or to create new curriculum in any format and way the DMI program, its agents and administration deem appropriate. Should work be deemed to contain a portion of DMI issued curriculum; content or code, then ownership shall revert to DMI as stated above as if it were part of curriculum; or class assignments. We further ask that you credit DMI where appropriate upon sale or distribution.

Simply stated: if you created 100% of the work it is your intellectual property, except to be used for school promotional/curriculum use.

Non-Commercial Tools, and Copyright Not Owned by DMI

All course software educational license policies shall remain in force where appropriate, and any copyright not assignable by DMI (for example vendor tutorials) shall remain the property of the original holder. It is the student's responsibility to resolve any issues with software use or copyright on their original work that may be sold or redistributed.

Non-Discrimination Policy

It is the DMI policy to abide by all laws pertaining to non-exclusionary practices and to not discriminate against any student because of race, color, religion, age, sex, gender, gender identity, national origin, ancestry, citizenship, sexual preference, sexual orientation, mental or physical disability, medical condition, union or nonunion affiliation, marital status, veteran status, or any other basis protected by federal, state or local law or ordinance in admission to, participation in, or receipt of the services and benefits under any of its programs and activities, whether carried out by DMI directly or through a contractor or any other entity with which DMI arranges to carry out its programs and activities.

Further, it is the policy of the school that students do not discriminate against each other or faculty based on the above listed factors.

DMI is an equal opportunity educator. It is expected that every student and faculty member will be treated with respect and professionalism. The school will not tolerate harassment of individuals for any reason

including, but not limited to, harassment based upon race, color, religion, age, sex, gender, gender identity, national origin, ancestry, citizenship, sexual preference, sexual orientation, mental or physical disability, medical condition, union or nonunion affiliation, marital status, veteran status, or any other basis protected by federal, state or local law or ordinance.

DMI is committed to equal access for all students and to providing an environment in which learning is done in a comfortable and welcoming space. These statements are in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Regulations of the U.S. Department of Health and Human Services issued pursuant to these statutes at Title 45 Code of Federal Regulations Parts 80, 84, and 91.

Disability Support

The Digital Media Institute is committed to making students with disabilities full participants in our programs through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. DMI is committed to providing equal educational opportunities to students by minimizing the impact of functional limitations upon their academic lives through providing reasonable accommodations to students who have disclosed their disability to us.

Reasonable accommodations are modifications to a program that do not fundamentally alter the program. Appropriate accommodations are determined by your instructor and DMI staff, and after an intake appointment, the student will have approved accommodations available for use at their discretion.

Disability disclosure at DMI is achieved through three steps: **disclose, document, and request accommodations**. A student must first **disclose** in writing their learning-related disability and provide third-party **documentation** in the form of a College-Level Individualized Learning Plan or a doctor's note with recommended accommodations. A student then **requests accommodations** by scheduling a meeting with their instructor. If a student elects not to disclose their learning disability, the instructor may not be able to provide special assistance.

Title IX

No student should be subjected to unsolicited or unwelcome sexual conduct, either verbal or physical. Sexual harassment violates DMI's policy as well as state and federal laws.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, the Digital Media Institute has developed internal policies that prohibit discrimination and sexual misconduct on the basis of sex. Please review the sexual harassment policy as stated prior in the handbook for instructions on reporting an incident.

Religious Accommodation

A religious accommodation is a change in school schedule or environment, or in the way tasks or assignments are customarily done, made to enable a student to participate in their religious practice or belief without causing undue hardship to DMI's operations or activities. Reasonable accommodations are necessarily determined on an individual basis and depend on the circumstances. They might include rescheduling an exam or giving the student a make-up exam, allowing an individual or group presentation to be made on a different date, adjusting a due date, or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment.

A student should make their religious accommodation request to the instructor or faculty member in charge of the course. Students are asked to examine the course syllabus for potential conflicts at the start of the semester and promptly notify the instructor of any anticipated accommodation needs, providing as much notice as possible. Students are responsible for arranging in advance to make up missed work in a timely manner.

Privacy Policy

Students and faculty have the right to privacy regarding personal information. Any information of a confidential nature gathered by the DMI program will be stored on secure network servers.

Should a third-party request information regarding information of a confidential nature regarding a student or students, no information will be released without the student's signature.

Photo Release Policy

Releases should be obtained from subjects who will be recognizable in photographic or video images that are intended for promotional use by the Digital Media Institute. This procedure applies to images to be used in printed publications, displays, promotional videos, on DMI's website, and in any other formats.

By filling out a release form, subjects authorize DMI to publish their likeness in DMI materials. Release forms are also necessary when publishing testimonial statements when their name is being published.

Releases are not required when photographing people in a public place, such as walking across campus or attending a DMI graduation ceremony. If subjects are prominent in an image that is shot at a public space or event and it is anticipated that the photographs will be used in a highly conspicuous way (such as on the cover of a publication or on a prominent web page), then it is advisable and courteous to obtain a signed release from these subjects when possible.

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Program Outlines

Program Outline: Digital Animation & Visual Effects

Course Outline & Descriptions - 1,030 total hours *this program is offered in a hybrid model & 100% online/distance

3D Modeling and Animation (Course #3D 101) - 462 Hours (136 lecture/326 lab)

This course of study is designed to give students a broad overview of the components of 3D Models, their design, proper modeling, animation and animation techniques.

1. Program Introduction (1 lecture)

A concise introduction to the certificate program including what will be expected from the students throughout the program.

2. All Up Demo (1 lecture)

A full demo of the tools and what they do. It will give a great opportunity to see a working green stage, motion capture suit and see how we shoot for visual effects. Software that will be used throughout the course will be introduced here.

3. Pipeline Practices and Procedures (2 lecture)

This module covers an introduction to the pipeline procedures while working within a studio environment. It will discuss the philosophy and models of pipeline as they relate to a digital production workflow.

4. CG Technology (1 lecture)

An overview of the cutting-edge computers, cameras and other technology being developed for the visual effects and gaming industry. This module will focus on what is new and what to expect in the future of CG technology.

5. Digital Media History (5 lecture)

A historical outline of the major film and technological advancements that have created the industry in which this program is based. Significant milestones in the industry as well as the hidden techniques developed throughout film, animation and video games are discussed.

6. Tools for Success (1 lecture)

An overview of what training and mindsets are necessary to be successful in this field. Time management, responsibility, problem solving skills and what is expected from professional artists in the industry are discussed.

7. Intro to 3D Modeling (5 lecture/10 lab)

Introduction to the core concepts of three-dimensional models and how these models are created in the current industry standard software. Terms used in modeling are introduced as well as basic modeling procedures.

8. Hard Surface Modeling (10 lecture/45 lab)

Teaches students how to model hard surface objects such as buildings and automobiles. This module builds a foundation through standard techniques as well as observation of objects and how to portray them in 3D space.

9. Organic Modeling (10 lecture/40 lab)

Teaches students how to model organic subjects such as plants, animals, and objects that do not have a fixed shape and size. NURB modeling is introduced and its application inside of standard workflow discussed.

10. Solid Modeling (5 lecture/10 lab)

This block of study gives students fundamental understanding of parametric engineering style solid 3D modeling for 3D printing and CNC manufacturing.

11. Photo Editing Fundamentals (5 lecture)

This block of study gives students the fundamental understanding of photo editing software so they can use it to texture 3D objects.

12. Fundamentals of Texturing, Lighting, Rendering and Render Layers (10 lecture/15 lab)

Teaches students the fundamentals of lighting and rendering techniques. Students will learn how to apply images to the surface of models that they have created. UV mapping, model unwrapping, 3D painting, surface deformers, materials and shaders are discussed and used.

13. Fundamentals of Lighting - HDR (5 lecture/10 lab)

This block of study teaches students how to capture High Dynamic Range images for use with lighting in 3D.

14. Fundamentals of Digital Sculpting (16 lecture/20 lab)

Explores traditional sculpting techniques and new digital sculpting techniques. Students also get experience in tactile sculpting and its relationship to 3D sculpting.

15. Particles (3 lecture/7 lab)

Students learn a general overview of particle engines in current industry software packages.

16. Game Assets (15 lecture/25 lab)

Students will use their knowledge of modeling to learn how modeling can be utilized in video games. They are given projects related to implementing smaller polycount 3D objects and have them interact inside game engines.

17. Video Editing Fundamentals (5 lecture)

This block of study gives students a solid overview of video editing and allows them the tools to create their own demonstration reel.

18. Demo Reel (25 lab)

The course will occur four times throughout the program. Students will have the opportunity to create their own demo reel for the purposes of highlighting their modeling skills.

19. Fundamentals of Animation (10 lecture/15 lab)

Students learn the fundamentals of animation. This module focuses on standard practice, as well gives students the basics for animation in multiple facets of the digital realm.

20. Fundamentals of Character Animation (15 lecture/35 lab)

Teaches students key techniques developed by major animation studios specifically designed for the animation of characters. It will involve posing to key frames and give in-depth techniques on exaggerated positions commonly found in high-level animation.

21. Fundamentals of Motion Capture (1 lecture/ 24 lab)

A core course that teaches students the basics of motion capture. Students have the opportunity to utilize a motion capture suit, stage, and use the data generated to animate a character.

22. Animation Using Motion Capture (5 lecture/20 lab)

In-depth course using the data gathered from the previous course. Students learn how to manipulate the data they acquire and “fine tune” their motion capture animation.

23. Demo Reel II (25 lab)

The course will occur four times throughout the program. Students will have the opportunity to create their own demo reel for the purposes of highlighting their animation skills.

24. Business of Digital Media (5 lecture)

This block of study gives students practical ways to view their careers as digital artists and business owners. It discusses, portfolio, online and social media, bidding a project and understanding your costs.

3D Final Project (Course #3D 102) - 137 Hours (137 lab)

The instructor will guide the students through the 3D final project with specific tasks. The final project is a collaborative group project that is CG heavy and will give students an opportunity to utilize the skills they have learned in the previous months and provide an opportunity to work together as a team mimicking a real commercial, film environment. Students will be accountable to start and finish their tasks/shots including turning in final renders (that are free of render defects/artifacts).

2D Compositing (Course #2D 101) - 284 Hours (39 lecture/245 lab)

1. Introduction to Visual Effects (2 lecture)

This course gives students an understanding of the principles of visual effects. Terminology and techniques are introduced that will enable students to build a foundation for further study.

2. Intro to Compositing (5 lecture/65 lab)

An outline of basic principles of compositing. Various compositing software is introduced, and students begin basic interface interaction.

3. Rotoscoping Workshop (5 lecture/20 lab)

Teaches the basic principles and lab time necessary to become proficient in rotoscoping. With techniques and methods developed in earlier modules, students gain a strong background in this most important concept in visual effects.

4. Compositing Fundamentals (5 lecture/20 lab)

A deeper exploration of compositing tools in current industry standard compositing packages. Real shot footage will be produced by the class and used as the base layers. Prerequisite: Intro to Compositing.

5. Match Moving and 3D Modeling (5 lecture/20 lab)

A core course that will give the students in-depth knowledge and understanding of 3D camera tracking. It will also give them lab time necessary to become proficient in the use of 3D camera tracking.

6. Lighting VFX I - HDR (5 lecture/10 lab)

Teaches students proper lighting techniques for computer generated imagery, using traditional and image-based lighting.

7. Compositing Techniques (5 lecture/20 lab)

Introduces students to a higher level of production practices as it relates to node and layer-based compositing. 3D integration with 2D becomes the main focus.

8. Advanced Compositing (5 lecture/20 lab)

The final section of node and layer-based compositing. Teaches students additional industry standard techniques to prepare them for their final demo reel.

9. Motion Graphics (2 lecture)

Students learn additional industry standard techniques for accomplishing motion graphics in both node and layer-based software packages.

10. Demo Reel III (35 lab)

The course will occur four times throughout the program. Students will have the opportunity to create their own demo reel for the purposes of highlighting their visual effects and animation skills.

11. Demo Reel IV (35 lab)

The course will occur four times throughout the program. Students will have the opportunity to create their own demo reel for the purposes of highlighting their overall skills.

2D Final Project (Course #2D 102) - 147 Hours (147 lab)

The instructor will guide the students through the final project with specific tasks. The 2D final project is a collaborative group project that is visual effects heavy and will give students an opportunity to utilize the skills they have learned in the previous months and learn to work together as a team mimicking a real commercial, film environment. Students will be accountable to start and finish their tasks/shots including turning in final renders (that are free of render defects/artifacts).

Program Outline: Game Development

Course Outline & Descriptions - 1,024 total hours

Interactive Coding (Course #DEV 101) - 105 Hours (48 lecture/57 lab)

1. Software Development Program Introduction (1 lecture)

A concise introduction to the certificate program including what will be expected from the students throughout the program.

2. Computer Programming Languages - Overview (10 lectures/5 lab)

An overview of modern programming languages that will be used throughout the program will be introduced here.

3. Computing Architecture (4 lecture/4 lab)

This module covers a foundation in computing architecture. It discusses the philosophy and models of key architectures, hardware and software that will be touched on in the program.

4. Code Management (Revision Systems) (5 lecture/5 lab)

An overview of the modern code and asset revision systems being used by developers to manage collaborative code bases successfully.

5. Game and Development Mathematics (10 lecture/5 lab)

This module covers a foundation in *game and development mathematics*. It will discuss the key math principles including vectors, normals and matrices needed by the student successfully support the advanced development topics in the program.

6. Code Quality (8 lecture/2 lab)

A concise introduction to writing, maintaining, merging and documenting quality code including what will be expected from the students throughout the program.

7. Tools for Success (3 lecture)

An overview of what training and mindsets are necessary to be successful in this field. Time management, responsibility, problem solving skills and what is expected from professional developers in the industry are discussed.

8. Programmer Psychology (4 lecture/1 lab)

An overview of programmer psychology and issues that can get in the way of successful software development and how to avoid them. Individual and group topics will be highlighted.

9. Development History (3 lecture)

A historical outline of the gaming and software development advancements that have created the

industry in which this program is based. Significant milestones in the industry as well as the hidden techniques developed throughout film, animation and video games are discussed.

10. Term 1 Development Project (35 lab)

The student will undertake an implementation of the game Tetris. This game contains all the key concepts needed for successful development.

Graphics for Developers (Course #DEV 102) - 226 Hours (66 lecture/160 lab)

1. Image Editing (5 lecture/5 lab)

Fundamentals of editing and creating 2D images, leading programs in both bitmap and vector files are created and edited. Major graphics file formats and compressions are also discussed.

2. Graphic Design Fundamentals and Practice (8 lecture/8 lab)

Good 2D design is a foundation of all graphics-oriented projects. Quality graphic design, color and type are the main focus of this topic. Image ethics and copyright are also covered.

3. Fundamentals of Sound (5 lecture)

Sound creation, sound editing, sound effects and copyright are covered in this segment. Students will also learn how to work with the major sound file formats and compression.

4. Basic Animation (5 lecture/10 lab)

The fundamentals of 2D computer-based animation are covered. Frame rates, pacing and best practices are also covered.

5. Cinematics and Storytelling (5 lecture/10 lab)

Cinema techniques or film making language is an important tool for the game developer. This segment covers framing, cameras, angles staging and their impact on storytelling. Telling a compelling story is important part of the developer's art so this segment also covers story development in detail.

6. 3D Modeling 15 lecture/15 lab)

Building organic and inorganic 3D models is covered in a leading 3D package. Modifying and integrating models into a game engine is also covered.

7. 3D Animation (15 lecture/15 lab)

Intermediate topics in 3D animation for both organic and non-organic game assets. Humanoid characters are animated for game use, the 12 principles and cycles are covered in detail.

8. Motion Capture (3 lecture/7 lab)

Student teams use the DMI motion capture stage to setup capture and edit human motion resulting in 3D animation for use in their 3D game projects.

9. 3D Gaming and Engine Theory (5 lecture)

Students will use their knowledge of 3D to learn how 3D can be utilized in video games. They are given projects related to implement smaller polycount 3D objects tasked to have them interact inside the engine. Competitive game engines and platforms are discussed from a comparative perspective.

10. Graphics Term II Project (75 lab)

Students are tasked to create a development term project showcasing the graphics topics covered in the term.

11. Portfolio I (15 lab)

The module will occur three times throughout the program. Students will have the opportunity to create their own portfolio content for the purposes of highlighting their graphics and development skills to this point.

Interface, Interaction, and Game Design (Course #DEV 103) - 332 Hours (56 lecture/276 lab)

1. User Interface Design (UI) (5 lecture/5 lab)

Designing good user interfaces is an important skill to the developer. Topics in color, clarity, layout and meeting design goals will be covered. Creating design documents such as wire frames will also be covered.

2. User Experience (UX) (5 lecture/5 lab)

The interaction design or flow of the interactive experience is as important as the graphical layout. In the UX segment good interaction will be studied as well as testing and user feedback models.

3. Novel Interfaces, VR, AR and Beyond (2 lecture/10 lab)

Virtual Reality and Augmented Reality in both desktop and mobile are market segments on the verge of rapid expansion. These novel interface modes are explored and compared with the students through exercises.

4. Game Design Theory (15 lecture/5 lab)

What makes a game or interactive experience great from the player/user perspective? This is the core question the students will explore in the Game Design Theory module. Traditional analog game as well as historical digital examples will be explored in this module through lecture and simple projects.

5. Designing Game Play (5 lecture/15 lab)

Students will be tasked with designing captivating interactive experiences. Mockups and prototypes will be created. Story and design will be integrated into the process in this interactive module.

6. Testing UI/UX (3 lecture/8 lab)

Testing is a large component of any commercial interactive project. Quality actionable feedback is the goal in testing interactive software user interfaces and user experiences. Testing models and methodologies will be explored.

7. Testing Game Play (6 lecture/8 lab)

Game play testing will be discussed in this module. Gathering and implementing bug feedback across teams and revision and bug report systems will be covered.

8. Interactive Web Development (15 lecture/25 lab)

The web is a major platform for the interactive developer with web based as well as social development driving a large sector of gaming. Developing browser, server and social platform based projects will be the focus of this module.

9. Interactive Web Project I (25 lab)

This project focuses on designing and building an initial web based project.

10. Interactive Web Project II (50 lab)

This second web-based project takes a team approach to a more complex web based development project.

11. Term Project-Interface Interaction and Game Design (100 lab)

Students are tasked to create an Interface Interaction and Game Design term project showcasing the graphics topics covered in the term.

12. Portfolio II (20 lab)

In the second portfolio module students will have the opportunity to create their own portfolio content for the purposes of highlighting their Interface Interaction and Game Design skills to this point.

Advanced Development (Course #DEV 104) - 361 Hours (27 lecture/334 lab)

1. Mobile Game Development – Overview (5 lecture/10 lab)

Mobile (smart phone) and tablet development is one of the largest sectors of the interactive development space. This module serves as the overview to ground the student in the constraints and unique advantages of this segment.

2. Mobile Development Platform-Specific Topics (2 lecture/4 lab)

Each device platform has its challenges. In this module students will explore through lecture and projects Apple OS, Android OS and other emerging technologies in the mobile space.

3. Mobile Application Development (5 lecture/10 lab)

This module the students design and build a mobile game or app, focusing on delivering a working complete app store/marketplace releasable project.

4. Mobile Based Game Project (25 lab)

Small devices without controllers present unique challenges to the developer. The student is tasked to deliver a working and playable complete basic mobile-based game.

5. 2D Gaming Project (50 lab)

Students execute an intermediate 2D game project in the web or mobile area in teams. Enhanced game play and exploring and pushing the boundaries of the 2D game space are key components of this module.

6. 3D Gaming Theory and Practice (10 lecture/25 lab)

The theory of 3D gaming is explored along with the issues and pitfalls of increased complexity through project and lecture.

7. Intermediate 3D Gaming Project (50 lab)

Students execute an intermediate 3D game project as a team. Original 3D assets as well as stock assets and a leading game engine will be utilized to deliver a complete game project on schedule.

8. Advanced Development Capstone project (140 lab)

This project brings all the skills and experience together for the students. This project will also have input from an industry advisor to help the students through a challenging and complex project. Students who complete this will have seen their skills and teamwork come together to deliver the longest and most complex project of the program.

9. Advanced Development Portfolio III (20 lab)

In the third portfolio module students will have the opportunity to create and prepare their portfolio content for the purposes of highlighting their Advanced Development skills and showcasing their collected work from the entire program.

10. Workplace Transition and Marketing your Skills (5 lecture)

In this final module, workplace transition, networking, interviewing and transition topics are covered for all the types of potential graduates. Keeping one's skills up to date are also covered in this pre-certification module.

Program Outline: Associate of Occupational Studies in Digital Marketing & Design

Course Outline & Descriptions – 81 total credit hours – 1845 clock hours

4 Terms Spring/Fall – Spring/Fall

2 Academic Years

GE1103 Contemporary Mathematics (3 Lecture)

Online: An introduction to topics in contemporary mathematics. Topics may include the theory of finance, perspective and symmetry in art, formal Aristotelian logic, graph theory, probability and odds, statistics, elementary number theory, optimization, numeracy in the real world, and historical topics in mathematics that have influenced contemporary mathematics. (Topics will vary.)

GE1113 Principles of Computing (3 Lecture)

Online: This course covers elementary principles of computing, including iteration, recursion, and binary representation of data. Additional topics on cellular automata, encryption, and the limits of computation are also introduced. The goal of this course is to introduce some of the techniques used in computer science to solve complex problems, with or without a computer. This course does not include a programming component, although the principles that are taught can be used in multiple programming contexts.

AD1100 Advertising Design Foundation Course (1 Lecture – 2 Lab)

Introduction to the basics of design as a visual communication tool, using form, color and contrast to communicate clearly and with the desired impact.

SD1110 Front-End Web Development I (2 Lecture – 1 Lab)

This course focuses on the basics of front-end web development. Topics include constructing, manipulating, styling, and programming documents that are viewed by a web browser.

DM1120 Design for Interactive Platforms (1 Lecture – 2 Lab)

In the interactive world, design is not static it is meant to drive an experience, the designer must guide the user through careful and tested design work. User Experience UX is that area of design where the designer is part designer and part developer as good UX must be tested and improved to meet the project's needs.

DC1130 Intro to Hard Surface and Organic Modeling (1 Lecture – 2 Lab)

This course instructs students how to use industry standard 3D modeling and sculpting software to create objects that are both solid and organically shaped.

AD1140 Advertising Design Demo Reel I (1 Lecture – 2 Lab)

This course simulates a client driven project, and workplace methods such as time management and production planning and budgets. A working professional external guide or mentor is engaged with the cohort in this class.

GE1013 English Composition (3 Lecture)

Introduces students to the critical thinking, reading, writing and rhetorical skills including citation and documentation, writing as process, audience awareness, and writing effective essays.

AD1500 Advertising Basics (1 Lecture – 2 Lab)

How advertising components and visual communication combine to create an impression on a customer. Using Color, Form, and Copy to underscore and drive a branded impression.

AD1505 Advertising Design Prototypes and Mock-Ups (1 Lecture – 2 Lab)

This course covers making and using pre-production prototypes relevant to Advertising Design to lower costs of production and to work out ideas with input from clients and teams.

AD1510 Graphic Design (1 Lecture – 2 Lab)

This block of study will focus on the theory and practice of graphic design, typesetting, logo creation and themed branding. It will take students through the creation of company/product logo used for print, online and television. Simultaneously, students will learn Adobe After Effects.

DC1520 Digital Photography and Video (1 Lecture – 2 Lab)

Learn the fundamentals of acquiring and using your own media captured from the world around us. Fundamentals of using cameras, composition, lighting and technical aspects are covered in the course.

SD1530 Web Design (1 Lecture – 2 Lab)

Course focuses on common website design practices and patterns for layout, navigation, and interactivity.

AD1540 Advertising Design Demo Reel II (1 Lecture – 2 Lab)

This course simulates a client driven project, and workplace methods such as time management and production planning and budgets. A working professional external guide or mentor is engaged with the cohort in this class.

GE1003 Physics (3 Lecture)

Online: An introduction to physics and to the fundamental principles of the physical world. Topics include basic concepts of motion, forces, energy, heat, light, sound, electricity, magnetism, and other forces that make up the structure of matter and the universe.

AD2100 Type and Design (1 Lecture – 2 Lab)

This foundational course is a study of letter forms and typography as graphic communication elements. The focus is developing a current, practical typographic knowledge based on industry standards.

AD2110 Motion Media Design (1 Lecture – 2 Lab)

Introduction to the basics of design in motion moving type, logos, animated interactive components using animation tools and typical animated projects found in industry.

AD2120 Illustration Fundamentals for Designers (1 Lecture – 2 Lab)

Illustration of a concept is a core skill to the Advertising designer, in this course both traditional and computer aided illustration are explored.

AD2122 Advanced Advertising Design (1 Lecture – 2 Lab)

In this advanced course the student will take on more complex and iterative projects meant to prepare them for the capstone courses.

DM2130 Law and Copyrights(3 Lecture)

Legal issues are a concern for designers and people in advertising from clearances with a legal department to fair use of copyrighted images and video. Understanding law is an important part of

the commercial artists world.

AD2140 Advertising Design Capstone I (1 Lecture – 2 Lab)

This course focuses on the capstone project, it is core to a designer's portfolio. A student proposal will be created and approved by faculty. Then the project will be prototyped, and phased improvements will be made with feedback culminating in a final version with a client approval.

GE2413 Social Psychology(3 Lecture)

Online: Survey of the scientific study of individuals as they influence and are influenced by others.

AD2500 The Business of Advertising Design (1 Lecture – 2 Lab)

Learn to be a commercial artist and deliver for a client, learn to negotiate contract work, budget the project, budget your time and bill your clients. Learn the ins and outs of freelancing or how to be successful in the modern gig driven economy. The course will also highlight the ins and outs of working within an agency setting whether a staffer or a contract employee.

AD2510 Design for New and Unusual Mediums (1 Lecture – 1 Lab)

Designing to an unusual client driven need, for example for Virtual or Augmented reality, a projection mapped building, a wrap on a vehicle or tradeshow booth. An advertising designer may be called upon to do unusual things that are not just on a screen or page so in this course you will get outside the box, way outside.

AD2520 Advertising and Marketing Demographics (1 Lecture – 2 Lab)

A good advertiser knows their target, learn to understand demographics-based targeting. As well as the medium related implications of marketing and advertising channels in traditional and new and emergent mediums.

AD2540 Advertising Design Capstone II (1 Lecture – 3 Lab)

This course focuses on the second phase of capstone project, and more importantly the designer's portfolio. The final project will be completed, and a curated portfolio will be created with input from faculty and external reviewers.

GE2530/2531 Industry Transition Course / Internship and Guided External Project (1 Lecture – 2 Lab)

Getting ready to go out into the working world, preparing your portfolio, researching target firms. Learn how to network and leverage social media and other tactics to land that initial job. Preparing your website, applying for positions, working through online bidding marketplaces, engaging recruiters, setting up as a freelancer are all topics this course covers.

School Facility Guidelines – COVID-19

DMI adheres to all local protocols and procedures put forward by the state of Louisiana, the CDC (Center of Disease Control), and the Biomedical Research Foundation (our parent organization.) The safety of our students and staff is paramount. If you are symptomatic or have been exposed to COVID-19, please stay home and contact your instructor immediately.

For more information, please visit <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>.

DMI FERPA Release Form

AUTHORIZATION TO RELEASE INFORMATION

Student's Name: _____

The Digital Media Institute respects the right to student's privacy and will not allow disclosure of any individual records; educational or otherwise, without the written consent of a student.

This consent is valid through the student's enrollment at the Digital Media Institute and thereafter but may be modified by the student at any time upon request.

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), the undersigned student hereby permits the Digital Media Institute to release school related information below to the following individual(s):

Name: _____ Relationship: _____ Ph: _____

Name: _____ Relationship: _____ Ph: _____

Name: _____ Relationship: _____ Ph: _____

Name: _____ Relationship: _____ Ph: _____

INFORMATION TO BE RELEASED:

The following information from my records at the Digital Media Institute may be released to the above specified persons: Financial Aid, Tuition & Fee information Grades & Academic Standing, and Attendance and Discipline Records.

*Do you allow DMI to share your information with potential employers? (mark x next to one).

_____ Yes _____ No

I have read and understand the contents of this consent form pertaining to the Family Educational Rights and Privacy Act of 1974.

FERPA Student Signature _____

Date _____

*Additional information on FERPA for students can be found at
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

DMI Handbook Signature Page

DMI Student Handbook Version 7.3

I _____ have read the above handbook and understand that I may ask any questions I might have concerning the handbook. I hereby agree to its terms and conditions and understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it. A copy of all such revisions will be provided to me.

Student Signature

Date

Instructor Signature

Date

DMI Photo Release Form

Photo Release Policy

Releases should be obtained from subjects who will be recognizable in photographic or video images that are intended for promotional use by the Digital Media Institute. This procedure applies to images to be used in printed publications, displays, promotional videos, on DMI's website, and in any other formats.

By filling out a release form, subjects authorize DMI to publish their likeness in DMI materials. Release forms are also necessary when publishing testimonial statements when their name is being published.

Releases are not required when photographing people in a public place, such as walking across campus or attending a DMI graduation ceremony. If subjects are prominent in an image that is shot at a public space or event and it is anticipated that the photographs will be used in a highly conspicuous way (such as on the cover of a publication or on a prominent web page), then it is advisable and courteous to obtain a signed release from these subjects when possible.

Release

I, _____ (print name), hereby authorize the Digital Media Institute at InterTech to use photos of me for the purposes of advertising, publicity, news media, and other formats without time limitation.

Student Signature _____

Date _____

Email Address _____

Phone Number _____

Address (Street, City, State, Zip)

If under 18, parent name and signature is required.

Name: _____

Signature: _____

Student Academic Calendar

Spring 2023

Orientation	Tuesday	January 17
Digital Animation & VFX and Digital Marketing & Design Term 2 & Term 4 Begins	Tuesday	January 17
Three Week Grades Due	Friday	February 3
Last Day to Add/Drop Program	Friday	February 17
Digital Marketing & Design Midterms	Mon-Fri	March 6-10
Spring Break (Student Holiday)	Mon-Fri	Mar 13-17
Midterm Grades Due	Monday	March 20
Good Friday (Student & Staff Holiday)	Friday	April 7
Digital Marketing & Design Final Exam Study Days	Wed-Fri	April 26-28
Digital Marketing & Design Program Final Exams	Mon-Fri	May 1-5
Digital Marketing & Design Term 2 & 4 Last Day of Classes	Thursday	May 18
Memorial Day (Student & Staff Holiday)	Monday	May 29
Final Grades Due	Friday	June 2
Independence Day (Student & Staff Holiday)	Tuesday	July 4
Digital Animation & VFX Last Day of Class	Friday	July 28