



Florida Interactive Entertainment Academy

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do not edit federal NCES information below		
CIP Code	Description	NCES Definition
50.0102	Digital Arts	<p>For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</p> <p>A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields</p>

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

The Florida Interactive Entertainment Academy offers emerging media specializations that might well be included in the group of “disciplines for which common collegiate practice has not yet been established”. It is possible that terminal degrees are not yet available in these areas of specialization. In that case faculty with the necessary industry/studio experience will be chosen

The Florida Interactive Entertainment Academy offers the following degrees:

- M.S. – Interactive Entertainment with concentrations in Arts, Programming and Production

The M.S. Interactive Entertainment degree provides an immersive, project-based education that focuses on video games. The Florida Interactive Entertainment Academy (FIEA) teaches artists, programmers, and producers the techniques, tools, and skills to succeed in the gaming industry. The program provides specific skills in the area of game design, as well as essential skills such as problem solving, teamwork, and project management. Students are selected for admission into production teams based on the skills they possess and contributions they can make to their production team.

FIEA provides a team-based, industry-oriented education. Student production teams are mentored by industry experts who provide instruction in game design, creative collaboration, rapid prototyping, 3-D animation and modeling, documentation, software engineering, legal and ethical issues, preproduction,

and postmortems. Graduates have access to internship opportunities and job interviews with game and media companies from across the country.

The foundation of the degree is the four-course core sequence that focuses on team-based learning where artist, producer and programming students come together. This sequence is designed to provide declarative, procedural, and strategic knowledge in a variety of issues related to game design. These include creative collaboration, rapid prototyping, 3-D animation and modeling, documentation, software engineering, legal and ethical issues, preproduction, and postmortems.

Specialization lab sections per semester help prepare students in their chosen field (Programming, Art or Production) by covering the details of each discipline. Programming specific lab sections focus on software engineering techniques as they apply to interactive entertainment products, while production lab sections focus on the specifics of game design as well as project management. Art lab sections help students develop aesthetic and technical skills necessary to create compelling visuals for the entertainment industry.

The capstone experience applies the concepts and theories learned to produce a large-scale project. The target deliverable is a playable demonstration of a game that simulates the core experience and demonstrates the key features of the project's vision. The course concludes with a special event premiering the final project to the FIEA community and invited guests.

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

- Ph.D. in Computer Science or Computer and Information Science
- Ph.D. in Electrical Engineering
- Ph.D. in Modeling and Simulation
- Ph.D. in Text and Technology
- Ph.D. in Information Studies
- Ph.D. in Instructional/Educational Technology
- Doctor of Information Technology (DIT)
- M.F.A. in Studio Art and the Computer
- M.F.A. in Computer Animation and Design
- M.F.A. in Fine Arts
- M.E.T in Entertainment Technology
- M.F.A. in Digital Arts
- M.F.A. in Digital Media
- M.F.A. in Fine Arts/Studio, Design,
- M.F.A. in 3D Modeling and Animation
- M.F.A. in Illustration
- M.F.A. in Electronic Visualization
- M.F.A. in Computer Graphics and Interactive Media
- M.F.A. in Design Media Arts
- M.F.A. in Interactive Design and Game Development
- M.F.A. in Visual Communications

- M.F.A. in Digital Arts and New Media

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

A degree in one of the following disciplines at the appropriate level qualifies for teaching throughout the broad scope of the teaching discipline.

- Ph.D. Communication Studies
- Ph.D. in Physics
- Ph.D. in Mathematics
- EdM in Technology, Innovation & Education
- M.P.S. in Interactive Telecommunications

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

N/A

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]

Consideration of other teaching qualifications in lieu of academic credentials is made on a case-by-case basis and accepted in special cases where evidence of exceptional industry experience, research or other qualifications can be documented and are directly applicable to the courses being taught. For example, an instructor teaching a course in rapid prototype production must have several years of hands on experience producing AAA title games that have been sold to the public whereas faculty teaching principles and advanced interactive entertainment courses need to have occupied upper level management positions and significant involvement in top-level decision making for their perspective game or media company.

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

[3] List those degrees for each discipline taught in the unit that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus, qualify a faculty member to teach throughout the broad scope of that discipline at both the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., Doctor of Philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., Master of Fine Arts, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, not at the graduate level.

[5] Please use this section to provide justification that helps to make the case for special circumstances that apply to your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.