



**LAKE WASHINGTON  
INSTITUTE OF TECHNOLOGY™**

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**LWTech.edu**

**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
FEBRUARY 2023  
PROGRAM PROPOSAL  
BACHELOR OF APPLIED SCIENCE  
APPLIED ART - ILLUSTRATION  
LAKE WASHINGTON INSTITUTE OF TECHNOLOGY**

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# Cover Page — Program Proposal

## Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: Bachelor of Applied Science, Applied Art - Illustration

CIP Code: 50.0410

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T, Illustration

CIP Code: 50.0410

Year Began: 2020

Degree: AAS-T, Design

CIP Code: 11.0803

Year Began: 2014

Degree: AAS-T, Digital Gaming and Interactive Media

CIP Code: 10.0304

Year Began: 2014

**Proposed Start Implementation Date (i.e. Fall 2014):** Fall 2023

Projected Enrollment (FTE) in Year One: 18

Projected Enrollment (FTE) by Year: 36

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Yes

Off-site: N/A

Distance Learning: Hybrid program with lecture/theory delivered online

## Program Proposal

*Please see criteria and standard sheet. **Page Limit: 30 pages***

## Contact Information (Academic Department Representative)

Name: Professor Jason Sobottka

Title: Department Chair, Visual Art and Illustration AAS-T Advisor

Address: 11605 132nd Ave NE, Kirkland, WA 98034

Telephone: 425-739-8181

Email: jason.sobottka@lwtech.edu

## Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

A handwritten signature in black ink is written over a horizontal line. The signature is stylized and appears to be 'J. Sobottka'. To the left of the signature, there is a small 'X' mark.

Chief Academic Officer

11/4/2022

# Criteria 1: Curriculum demonstrates baccalaureate level rigor.

## 1.1 Program learning outcomes

The mission of Lake Washington Institute of Technology is to prepare students for today's careers and tomorrow's opportunities. The Applied Art-Illustration BAS will prepare students to

- Synthesize traditional and digital arts
  - Students will demonstrate technical proficiency and creative skills related to the graphic design and illustration fields.
  - Students will manage files and content in a manner suitable for industry.
  - Students will create visual narratives and designs based on customer demands.
- Explore industry trends and cross platform opportunities
  - Students will develop multiple formats for 2D and 3D applications of designs and illustrations.
  - Students will present ideas, pitches, and portfolios to industry and peers.
  - Students will evaluate marketing, promotion, and business strategies and professional ethics.
  - Students will curate a portfolio to industry standard.
- Lead in the global workplace
  - Students will demonstrate communication, critical thinking, cultural humility, information literacy, and teamwork skills.
  - Students will evaluate how art and design can work sustainably and with resource stewardship.
  - Students will craft messages that are accessible and supportive of a diverse and inclusive community.
  - Students will validate the care and nuance required when visual communication is broadcast globally.
  - Students will meet Humanities, Natural Science, Quantitative Reasoning, Social Science, and Written Communication distribution area outcomes.

## 1.2 Program evaluation criteria and process

LWTech utilizes three processes for student learning and program assessment. Each process focuses on continuous improvement through the collection and analysis of data and through faculty reflection and planning about changes that were made or can be made to improve outcomes. The BAS in Applied Art-Illustration will be included in all three processes.

### College-Wide Learning Outcomes (CWLOs) Reports

College-wide learning outcomes include communication, critical thinking, cultural humility, information literacy, and teamwork. Degrees designate two courses that teach to and assess each CWLO. The reporting process includes qualitative and quantitative analysis of students' learning of the college-wide learning outcomes. Faculty complete a unique report for each outcome. The report includes a description of how the CWLO was taught; the summative assessment used; student achievement based on a standardized, faculty-developed rubric; faculty reflection and plans for

continuous improvement; and students' descriptions of their learning. Faculty, both full-time and adjunct, teaching CWLO-designated courses teach to and assess the outcome every time the course is taught. They complete the formal report bi-annually. LWTech has consistently assessed CWLOs/Global Outcomes for over a decade. Students also participate in the CWLOs reporting process by completing a self-reflection that includes the following prompts:

- Based on the definition of [the CWLO] provided above and the learning experiences you had in this class, how does the ability to [summary of the CWLO definition] relate to your professional goals?
- How will you apply the ability to [summary of the CWLO definition] to your personal experiences?

## Program Outcomes Guide (POG)

Program outcomes are the overall abilities students will be able to demonstrate upon completion of a program (i.e., certificate or degree). The program outcomes are listed in the college catalog and each course's outcomes align with the program outcomes. The POG provides a framework for quantitative and qualitative analysis of students' learning of the program outcomes. Emphasis is placed on the qualitative description of student learning results and on the changes made or planned to improve results. One guide, which includes identification of measurable criteria for each outcome, course mapping, type of assessment, timing of assessment, results, and changes made or planned, is completed by each program every two years. POGs are completed by all full-time faculty within a program.

## Program Review

Program Review provides the opportunity to assess student access to and success in each program and to look at overall needs of the program to improve those indirect measures of student learning. In 2017-18, Program Review underwent extensive revision to provide meaningful and manageable assessment of each program by faculty and administrators. The new format allows faculty to analyze their program enrollment, retention, and completion through an equity lens by disaggregating student success by students of color and white students. Faculty position requests and equipment requests are also made as part of Program Review. Faculty access data through Tableau, for which they receive training and individual access. Faculty Department Chairs and Program Directors complete Program Review every other fall quarter. Each program review written by faculty is assessed by the Dean and Vice President of Instruction.

## 1.3 Course preparation needed by students transferring with technical associate degrees

- Students can enter the BAS Applied Art - Illustration with 90 credits or an earned associate degree or equivalent in an appropriate concentration from a regionally accredited institution. Appropriate concentrations include:
  - Illustration
  - Design (e.g., Graphic Design)
  - Digital Gaming and Interactive Media
  - Digital Entertainment Design and Production
  - Graphic Technologies

- Digital Media
- Minimum cumulative GPA across all college coursework of 2.5
- Completion of all General Education prerequisite courses listed below with a minimum 2.0 GPA in each course
  - 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA
  - 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
  - 5 credits of college-level Social Science with a minimum 2.0 GPA
  - 5 credits of college-level Humanities (non-art course) with a minimum 2.0 GPA
  - 5 credits of college-level Lab Science course with a minimum 2.0 GPA
- Completion of the following Applied Art prerequisite courses with a minimum 2.5 GPA in each course
  - ART 121 Introduction to Drawing or equivalent, 5 credits
  - ART 255 Beginning Painting or equivalent, 5 credits
  - DSGN 121 Vector Illustration 1 with Illustrator or equivalent, 5 credits
  - DSGN 122 Image Editing 1 with Photoshop or equivalent, 5 credits

Students who have not completed the required Applied Associate Degree, General Education, or Applied Art requirements must submit a written plan for completion of the requirements, including which courses will be taken, where, and when (required for application to be considered complete). Students who have not met the requirement of an Applied Associate Degree or the General Education requirements can be granted conditional admission to the program. Priority for acceptance will be given to applicants with all completed requirements.

## 1.4 General education component

To support programmatic and course-level outcomes, students are required to have at least 60 general education credits upon completion of the Applied Art-Illustration BAS degree.

The following courses are to be taken at the associate level and are required for admission to the program. A total of 25 credits of General Education are completed at this level.

- ENGL& 101 English Composition I, 5 credits, meets the Written Communication distribution requirement
- MATH& 107 Math in Society or any college-level math course with intermediate algebra as the prerequisite, 5 credits, meets the Quantitative Reasoning distribution requirement
- SOC& 101 Introduction to Sociology or any other college-level social science course, 5 credits, meets the Social Science distribution requirement
- HUM 110 Introduction to Film, ENGL& 111 Introduction to Literature, or any other non-art college-level humanities course, 5 credits, meets the Humanities distribution requirement
- ENVS& 101 Introduction to Environmental Science or any other college-level lab science course, 5 credits, meets the Natural Science distribution requirement (with lab)

The following General Education courses will be taken at the baccalaureate level. A total of 35 credits will be completed at this level.

- ENGL& 235 Technical Writing, 5 credits, meets the Written Communication distribution requirement

- CMST 302 Mass Communication, 5 credits, meets the Humanities distribution requirement
- ART 430 Undoing Erasure in Art History, 5 credits, meets the Humanities distribution requirement
- PSYC 441 Psychology or Creativity, 5 credits, meets the Social Science distribution requirement
- BIOL& 175 Human Biology with Lab, 5 credits, meets the Natural Science distribution requirement
- PHIL 305 Professional Ethics, 5 credits, meets the Humanities distribution requirement
- MATH 335 Computational Design, 5 credits, meets the Quantitative Reasoning requirement

## 1.5 Course work needed at junior and senior levels in the baccalaureate program

In combination with the general Education courses taken at the baccalaureate level, students will complete the following junior and senior level course work, for a total of 90 credits.

- ART 301 Drawing Expression, 5 credits
- ART 302 Illustration, 5 credits
- ART 305 Figural Form-Making and Technology, 5 credits
- ART 312 Scientific Illustration, 5 credits
- ART 313 Multicultural History of the Illustrated Image, 5 credits
- ART 324 Printmaking for Designers, 5 credits
- ART 383 Digital Deign Fabrication and Prototyping, 5 credits
- ART 400 Exhibition Planning and Marketing, 5 credits
- ART 401 Senior Studio, 5 credits
- ART 402 Senior Studio II, 5 credits
- ART 410 Thesis Exhibition and Portfolio, 5 credits

## Criteria 2: Qualified faculty.

The following faculty members currently teach art courses at LWTech in the college’s AAS-T in Illustration, as well as in support of the General Education Humanities Distribution. All faculty listed are academically and occupationally qualified to teach both technical and general education courses. Currently, two faculty FTE (and two adjunct faculty) teach in the existing Illustration program. With the addition of the BAS, LWTech plans to hire a third faculty FTE.

### Applied Art – Illustration Faculty

Table 1: Applied Art-Illustration Faculty

Name	Position	Qualifications
Jason Sobottka	Professor, Department Chair	Master of Fine Art, Printmaking, University of Minnesota Bachelor of Fine Art, Printmaking, University of Montana 15 years teaching at LWTech, tenured in 2011 2012 Faculty Excellence Award Former Humanities Chair

		24 years college teaching experience at University of Minnesota, Green River College, Tacoma Art Museum, Tacoma Community College, and LWTech Former Learning and Development Specialist, State Farm Mutual Insurance Company Former Studio Art Coordinator, Tacoma Art Museum Former Artist Mentor for Arts Impact Puget Sound Educational Service District Owner, curator, Tacoma Gallery Professional artist exhibiting internationally
Amber Chiozza	Associate Professor	Master of Fine Art, Book Arts and Printmaking, University of the Arts Bachelor of Fine Art, Illustration, School of Visual Arts 4 years teaching at LWTECH, hired tenure-track Associate Professor 2022 8 years teaching at Fortis College, Lone Star College, Shoreline Community College, and Edmonds College. Owner ALLOY Arts LLC Sculpture Maintenance and Art Handling Professional artist exhibiting internationally
Jerry Gordon	Adjunct Professor	Master of Fine Art, Pennsylvania Academy of Fine Art Bachelor of Fine Art, University of Kansas 8 years teaching at LWTECH Former Humanities Chair Curator and Exhibition Designer, Kirkland Art Center Associate Curator Gallery Strega 2021-present Professional artist exhibiting internationally
Jennifer Emswiler	Adjunct Professor	Master of Fine Art, Painting, University of South Carolina Bachelor of Arts, Fine Arts, Defiance College 2017 USCU Professor of the Year 10 years college teaching experience at Piedmont Technical College, The Art Institute of Charlotte, The University of South Carolina Beaufort, Saint Leo University, The University of South Carolina Union, and LWTech Professional artist exhibiting internationally

## General Education Faculty (Full-Time Only)

LWTEch employs general education faculty with the appropriate qualifications for the subjects they teach. This includes the following full-time faculty, as well as adjunct faculty who teach in each of the distribution areas and are equally qualified.

Table 2: General Education Faculty (Full-Time Only)

Name	Position	Distribution Area	Degree
Dr. Wes Mantooth	Professor, Department Chair	Written Communication: English	PhD
Phil Snider	Professor	Written Communication: English	MA
Dr. John Calavitta	Associate Professor	Written Communication: English	PhD

Paul Redman	Associate Professor	Written Communication: English	MA
Sherry McLean	Professor, Department Chair	Quantitative Reasoning: Math	MS
Sue Kuestner	Professor	Quantitative Reasoning: Math	MEd
Dr. William Bricken	Professor	Quantitative Reasoning: Math, Logic	EdD
Dr. Narayani Choudhury	Professor	Quantitative Reasoning: Math	PhD
Michelle Judy	Professor	Quantitative Reasoning: Math	MS
Christine Turpin	Professor, Department Chair	Humanities: Communication, Art	MFA, MS
Dr. Sharon Raz	Professor, Department Chair	Social Science: Psychology, Sociology	PhD
Dr. Laura Toussaint	Professor	Social Science: Psychology, Sociology	PhD
Dr. Nomita Yadav	Associate Professor	Social Science: Psychology, Sociology	PhD
Dr. Amber Wyman	Professor, Department Chair	Natural Science: Biology	PhD
Dr. Barcin Acar	Professor	Natural Science: Biology	PhD
Dr. Kimberly McClure	Professor	Natural Science: Biology	PhD
Michael Rodriguez	Associate Professor	Natural Science: Biology	MS
Dr. Aurora Turgeon	Associate Professor	Natural Science: Chemistry	PhD

## Criteria 3: Selective admissions process, if used for the program, consistent with an open-door institution.

Responsibility for the admission process rests with LWTech's Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. In 2018, the college purchased Radius Software to improve the online admission experience for selective admission programs. A minor reorganizing including reclassifying a classified employee into an exempt level role and adding a new Program Assistant II in the enrollment services office in 2019 accommodated the additional processing workload needed for rapid growth in baccalaureate programs.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the BAS Applied Art-Illustration program closely follows the patterns previously established for the LWTech BAS in Design and BAS in Digital Gaming and Interactive Media. Admission criteria reflect an approach that includes the student's academic record, personal characteristics, and potential to work in the industry.

### General

LWTech currently uses selective admissions processes for several programs of study. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by

the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters' level institutions.

Admissions procedures that serve all selective admission programs include:

- Admissions office as the central locus of application
- Comprehensive online application with detailed, step-by-step instructions and clearly communicated timelines for admission
- Regular day, evening, and online information sessions
- In-house transfer credit evaluations conducted at the time of application, so students know their exact status regarding admissions
- Use of spreadsheets and Tableau for easy applicant tracking
- Use of an online tool for blind scoring of portfolios, essays, and recommendations

## Information Sessions

Information sessions will be presented regularly, both day and evening, to provide prospective students with an overview of the BAS Applied Art-Illustration program and to explain the admission process. An online option will be available through the Admissions office for prospective students who are unable to attend an in-person session.

## Program Admission Requirements

- An earned associate degree or equivalent (90 credits) in an appropriate concentration from a regionally accredited institution; appropriate concentrations include:
  - Illustration
  - Design (e.g., Graphic Design)
  - Digital Gaming and Interactive Media
  - Digital Entertainment Design and Production
  - Graphic Technologies
  - Digital Media
- Minimum cumulative GPA across all college coursework of 2.5
- Completion of all General Education prerequisite courses listed below with a minimum 2.0 GPA in each course
  - 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA
  - 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
  - 5 credits of college-level Humanities (in a subject other than ART/ART&) with a minimum 2.0 GPA
  - 5 credits of college-level Social Science with a minimum 2.0 GPA
  - 5 credits of college-level Lab Science course with a minimum 2.0 GPA
- Completion of the following Applied Art prerequisites courses with a minimum 2.5 GPA in each course
  - ART 121 Introduction to Drawing or equivalent, 5 credits
  - ART 255 Beginning Painting or equivalent, 5 credits
  - DSGN 121 Vector Illustration 1 with Illustrator or equivalent, 5 credits
  - DSGN 122 Image Editing 1 with Photoshop or equivalent, 5 credits

- An illustration portfolio that includes 5 portfolio artworks
- Image list with title, media, size, and date created for all 5 artworks
- \$50 non-refundable application fee

## Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by a team of faculty and staff. The Portfolios will be used to evaluate students' skills and experience in illustration. The portfolio will be the most heavily weighted criteria, followed by GPA.

Prior to reviewing applicants, the admissions selection team (generally program faculty, dean, director of admissions, and an advising representative) will design a comprehensive rubric for evaluating the portfolio. The rubric will be reviewed by the Office of Equity, Diversity, and Inclusion to help eliminate any structural bias in the selection process. The evaluation rubric will ensure a consistent and rigorous method is applied to each prospective student equitably. Portfolios will be evaluated for illustration experience and skill.

Currently the college uses a weighted method for selection criteria for similar selective programs and anticipates the BAS Applied Art-Illustration program will follow the scoring pattern listed below. The final decision on admission to the BAS Applied Art-Illustration program will be made by the admissions selection team with available spots going to the applicants with the most points out of 100 based on the following.

- Portfolio: Maximum of 60 points based on the evaluation rubric
- Cumulative College-Level/Associate Degree GPA: Maximum of 40 points determined by multiplying the cumulative GPA by 10

Students who have not completed the required Applied Associate Degree or General Education requirements must submit a written plan for completion of the requirements, including which courses will be taken, where, and when (required for application to be considered complete). Students who have not met the requirement of an Applied Associate Degree or the General Education requirements can be granted conditional admission to the program. Priority for acceptance will be given to applicants with all completed requirements.

## Criteria 4: Appropriate student services plan.

LWTech provides the following services for students, all of which are available to BAS applicants and regularly enrolled students.

### Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising includes dedicated Student Success Navigators who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The Student Success Navigators for this program also advise appropriate feeder programs. This ensures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience, whenever possible. The Student Success Navigators report to the Director of Student Development who reports to the

Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the Student Success Navigators:

- Answer general inquiry questions
- Provide resources and referrals to program faculty and information sessions
- Provide advising assistance and support in reviewing readiness and qualifications for application, including unofficial transcript review
- Provide one-on-one coaching for completing a competitive application

For enrolled baccalaureate students, the Student Success Navigators:

- Participate in program-specific orientation prior to quarter start
- Ensure all students are registered quarterly and advise them on course selection
- Provide appropriate referrals for financial aid and support services
- Check in with all students a minimum of once per quarter to promote success

For faculty, the Student Success Navigators:

- Attend department and/or division meetings to learn about new curriculum developments and student concerns
- Serve as a single point of contact for faculty questions about student services processes
- Collaborate to provide comprehensive student support and services

Given LWTech's size and dual advising model (full-time and some adjunct faculty also advise students within their program), the college strives to keep the Student Success Navigators to student ratio at or below 1 to 600 FTE (for a full-time Student Success Navigator). Students served by group advising and/or not case managed may exceed this ratio. The college is adding additional advisors with Guided Pathways funds to reduce the advising loads. Once students are enrolled in a program, they work primarily with faculty from that program for advising. Student Success Navigators continue to provide support when needed, especially related to general education requirements and broader academic planning.

To ensure strong communication within the Student Services division, the Vice President of Student Services:

- Leads monthly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team, who in turn share information with their teams
- Emails college and division updates to the full division weekly

In addition, the Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (Student Success Navigators, TRIO, WRT, OG, WorkFirst, BFET, International, High School Programs, etc.) where curriculum changes, services updates, and other information are shared. Department Chairs and Deans frequently lead discussions at these meetings to ensure all advisors are up to date on program developments and requirements.

## Assessment

The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, and accommodated testing for students with disabilities. The Assessment Center can also proctor tests and quizzes for online classes if needed.

## Student Development Services - Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below). DSS connects TRiO-eligible students directly with TRiO advisors.

## Workforce Programs - Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques).

On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices and students to search and apply for those jobs or post their resumes.

## Financial Aid

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech BAS programs since their inception in 2008. Services provided by Financial Aid, including FAFSA/WAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals, will be made available to students in the BAS Applied Art-Illustration program.

## Workforce Development

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last four years, Veterans discharged in the last four years, persons that need additional training to prevent being laid off their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

## Intervention Services – General Student Population

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance by raising "flags" in the college's student success software (Starfish by Hobsons, rebranded as LEGEND on campus) to students having difficulties with attendance, assignment completion, exams, and class preparation. Interventions by staff via email, phone, and/or in-person meetings are the second and third steps used in this process.

## TRIO Student Support Services

TRIO Student Support Services is a federally funded project established at LWTech for assisting students in achieving their post-secondary ambitions. The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first-generation students. This is accomplished by providing supportive services such as academic and transfer advising, financial literacy workshops, individualized and group tutoring, and student success appointments such as study skills, motivation, financial aid, stress reduction, test anxiety, life skills, and campus resources as well as mentoring and monitoring of student progress.

## The Learning Lab

The TRIO program also supports The Learning Lab, a drop-in tutoring center. Any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

## Student Programs

LWTech offers all enrolled students a variety of ways to get involved in campus life. BAS Applied Art-Illustration students will enjoy the same access to these opportunities, including the ability to hold student government office, participation in existing clubs, opportunities to form new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational community-oriented campus life.

## Library

LWTech added a full-time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Another half-time librarian was hired in 2019. There are currently 2.5 librarians on staff. The Librarians work closely with program faculty to research, purchase, and curate program-specific materials.

Bachelor of Applied Art-Illustration collection materials are included via online database subscriptions to support coursework and research processes requiring academic literature. Funding for multidisciplinary databases is included in the library budget. The library recently increased its operating budget to cover a variety of databases for new BAS degrees. In 2016, the library increased its operating budget to introduce and integrate a new state-supported Integrated Library System, Alma/Primo. Many databases integrated in Alma/Primo and available through the library website support the BAS degree programs. Additional program budgets support program and departmental needs.

## Tutoring & Supplemental Instruction

LWTech provides centralized tutoring services to all students, including those enrolled in its current baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g., lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper

division courses.

Supplemental Instruction is employed in high enrollment, low pass rate courses and has been a successful initiative at LWTech. Supplemental Instruction will be provided in classes where it is determined historically marginalized students are struggling at a disproportionate rate.

## Criteria 5: Commitment to build and sustain a high-quality program.

### 5.1 Types of funds to be used to support the program

The BAS in Applied Art-Illustration program will be funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program is not dependent on state funding.

### 5.2/5.5 Projected program expenses and revenue

The table below projects five years of expenses and revenue. LWTech maintains a new program development budget that will cover the small shortfall in Year 1 if realized. The projected enrollment used is the minimum cohort size to run the program.

Table 3: Projected Revenue and Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	15	30	30	30	30
<b>Projected Revenue</b>					
Tuition 1, 2	\$107,143	\$214,286	\$220,715	\$227,336	\$234,156
Course Fees	\$9,900	\$19,800	\$19,800	\$19,800	\$19,800
Application Fees	\$750	\$750	\$750	\$750	\$750
<b>Total Revenue</b>	<b>\$117,793</b>	<b>\$234,836</b>	<b>\$241,265</b>	<b>\$247,886</b>	<b>\$254,706</b>
<b>Projected Expenses</b>					
F/T Faculty Salaries 3	\$69,700	\$69,700	\$71,094	\$72,516	\$73,966
F/T Benefits	\$24,395	\$24,395	\$24,883	\$25,380	\$25,888
P/T Faculty 3	\$15,000	\$30,000	\$30,600	\$31,212	\$31,836
Curriculum Dev	\$6,300	\$6,300	\$0	\$0	\$0
Good & Services	\$9,900	\$18,000	\$18,000	\$18,000	\$18,000
Library	\$0	\$5,000	\$5,000	\$5,000	\$5,000

Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Travel & Conf	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Expenditures	\$135,295	\$163,396	\$159,577	\$162,108	\$164,690
<b>Balance</b>	(\$17,502)	\$71,440	\$81,668	\$85,778	\$90,016
1 - assume 15-person cohort					
2 - assume 3% tuition increase starting year 3					
3 - assume 2% Cola starting year 3					

### 5.3 Appropriate facilities

The Applied Art-Illustration BAS degree will be unique in that most of the lecture-based instruction will be online. The atelier-style hands-on learning and studio work will necessitate a specific campus space for ideal student learning. This studio space has been designed as part of Schrieber Starling Whitehead (SSW) Architect’s planned Center for Design, which is scheduled to break ground in the Summer of 2023. The Center for Design will hold three dedicated Art classroom studios, all three of which will be used by the Applied Art-Illustration BAS. One of the spaces will be dedicated solely to the BAS program. The three spaces will include the following facilities and resources:

**Dynamic Art Studio:** Designed as an improvement to the current Dynamic Art Studio, this new space will feature a large open studio space with expansive windows for natural light. The room will contain flexible and movable art furnishings such as easels, taborets, and drawing horses. Flexible and rearrangeable areas for still life and model stands will be throughout the space affording ample opportunity for representational and observational study. In floor and hanging electrical outlets will facilitate special lighting requirements. The room will have proper ventilation for the use of professional art materials. Around the periphery of this space is lockable storage and a secure changing area for life drawing models to change clothes.

**Static Art Studio:** Designed as an improvement to the current Static Art Studio, this creative space will focus on fixed art furnishings, flat table work, and printmaking presses and other heavier pieces of equipment. The same flexible electrical infrastructure is in place as the Dynamic studio, but additional snorkel vent hoods are installed for increased ventilation and filtration needs, and there is an exterior patio area with a pressure washing station for screen print preparation and special clean up needs.

The offices for the Instructional Technical Support staff are positioned near this studio, with windows for supervision and safety.

**Applied Art-Illustration BAS:** This new space is designed as an improvement to the Design BAS studio space and places a greater emphasis on the needs of a creative art space. Similarities to the other studio spaces include flexible lighting and electricity, as well as improved ventilation. The BAS studio

will have a small area dedicated to table work, and a small area dedicated to easel or drawing horse work. Additionally, it will have a bank of computers, scanners, and printers so students can directly incorporate their analog artwork into digital and commercial modalities.

A key feature of these spaces will be key card access for students to work outside of class, during open campus hours. This studio space will be a destination for students to work and will help provide an equitable creative space for all students, regardless of where they live or if they have adequate at-home spaces to create art.

Surrounding all three new studios are breakout rooms and critique spaces, where students working in the larger studios can take advantage of smaller, more private areas.

The Center for Design will also feature a dedicated gallery space, for the exhibition of both student work and the exhibition of outside artists and designers on campus. This gallery space expands into an event space, which also has exhibit space.

Prior to the completion of the Center for Design, the Applied Art-Illustration BAS program will use the two current art studios in the West building, as well as the Design and Digital Gaming computer labs in the Tech Center. A temporary new space will also be secured for the student studio workspace and BAS-level art instruction. Additionally, the Innovation Lab (formerly the Design, Innovation, Research and Technology DIRT Lab) has rapid prototyping equipment, e.g. laser cutters and 3D printers.

LWTech currently has two areas that exhibit student work, and the students in the Applied Art-Illustration BAS will continue to showcase their creative efforts in the Chef City Grill restaurant and the Library Learning Commons. Both spaces have gallery-quality display systems and secure areas to showcase art and design work.

## **5.4 Equipment, technology, and instructional resources needed for the program**

The equipment, technology, and instructional resources needed for the program are currently in place for the AAS-T Illustration degree and will be appropriate for the proposed BAS program. Additionally, the college has extensive support programs such as the Library Learning Commons and Information Technology Services. These services consult with the Illustration/Art Department Chair and faculty to procure materials or provide services specific to the program. The Department Chair routinely seeks input from faculty and staff regarding budget development, resource identification, and evaluation of the effectiveness of all resources. Budget proposals are submitted annually to the Division Dean for approval and administered daily by the Department Chair.

## **5.6 Document the college's ability to sustain the program over time**

LWTech has ten years' experience successfully offering applied baccalaureate degrees. In Fall 2022, baccalaureate seeking students represent 11.9% of all students enrolled at LWTech. LWTech integrates all new BAS programs into the work of the college. This encompasses marketing, recruiting, and admissions, as well as advising, budgeting, program assessment, facilities development, etc. The BAS in Applied Art-Illustration will have this ongoing, integrated support, which will sustain the program over time.

## Criteria 6: Program specific accreditation.

LWTECH received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Eleven subsequent BAS degrees have been approved by the Commission. Upon receiving SBCTC approval, the LWTECH Accreditation Liaison Officer will notify NWCCU of the college's offering of the BAS Applied Art-Illustration program.

LWTECH will not pursue specialized program accreditation for the BAS in Applied Art-Illustration.

## Criteria 7: Pathway options beyond baccalaureate degree.

The BAS in Applied Art-Illustration has been developed with pathways to Master of Fine Arts (MFA) programs in mind. While specific connections with in-state MFA programs have occurred, the BAS is intended to prepare students to present a competitive portfolio for admission to any related MFA program.

**Central Washington University (CWU):** CWU's MFA accepts BAS-earners "based on the student's potential as evidenced by a portfolio, previous coursework in art, goals consistent with departmental resources, and other experiences relevant to art making." In conversation with Gregg Schlanger, Chair of the Department of Art + Design, LWTECH Dean of Basic and General Education confirmed that students who meet these criteria will be considered for admission. Chair Schlanger also offered advising and direction to students in the best ways to apply for CWU's program. The BAS in Applied Art-Illustration prepares students to meet the admission requirements for CWU's program by providing students coursework and support that will result in competitive portfolios.

**Washington State University (WSU):** In August of 2021, LWTECH Dean of Basic and General Education began discussions with WSU Vice Provost of System Innovation and Planning to determine opportunities for articulation from LWTECH's BAS in Applied Art-Illustration to WSU's MFA. These discussions will be rekindled in order to determine what the relationship between the programs will look like and how we can best serve students together. Students who earn the Illustration BAS at LWTECH will be prepared to successfully complete the admission application and portfolio regardless of the creation of a formal articulation in time for the first cohort of graduates.

Other local MFA programs for which students will be prepared include the following:

- DigiPen Institute of Technology, MFA in Digital Arts
- Seattle University, MFA in Arts Leadership
- University of Washington, MFA in Painting and Drawing

## Criteria 8: External expert evaluation of program.

LWTECH selected two expert external reviewers, one from a university level institution and one practitioner from within the content area of the proposal. Their completed reviews and resumes/CVs are included in Appendix C.

- Squeak Meisel, MFA Chair and Associate Faculty at Washington State University

- Kate Sweeney, Independent Illustrator with an MFA in Medical and Scientific Illustration

Both reviewers were overwhelming positive in their feedback about the program proposal, citing strong curriculum, focus on employability, and commitment to equity. They agreed that the program will adequately prepare students for meaningful and successful careers as illustrators. Both reviewers also noted the flexibility built into the curriculum to allow students to pursue multiple employment paths and further education. The program meets both student and industry needs.

The greatest concern noted was the need for art history courses to meet MFA requirements. LWTech included two five-credit courses in this area in response to this need and plans to develop additional course options at the associate level to supplement the credits included in the BAS. Should a large number of students enter the BAS without sufficient credits in art history for continuation to an MFA program, LWTech will develop a baccalaureate-level certificate in art history and its applications.

Both reviewers expressed interest in continuing to support the program should it be approved. LWTech will include them in course content development and ongoing discussion about educational articulation and employment opportunities.

# Appendix A: Program Outline

## Applied Arts – Illustration, BAS

180 credits

Program Admission Dates: Fall

Lake Washington Institute of Technology's Bachelor of Applied Arts in Illustration combines Visual Arts courses with Design and Game courses to prepare students for careers in the applied arts. During the third year of study students will complete academic, theory, and foundational courses. Advancing into the fourth year, students will refine and direct their portfolios towards future jobs and complete advanced courses in both the visual and digital arts.

Bachelor of Applied Science Illustration graduates will:

- Synthesize traditional and digital arts
  - Students will demonstrate technical proficiency and creative skills related to the graphic design and illustration fields.
  - Students will manage files and content in a manner suitable for industry.
  - Students will create visual narratives and designs based on customer demands.
- Explore industry trends and cross platform opportunities
  - Students will develop multiple formats for 2D and 3D applications of designs and illustrations.
  - Students will present ideas, pitches, and portfolios to industry and peers.
  - Students will evaluate marketing, promotion, and business strategies and professional ethics.
  - Students will curate a portfolio to industry standard.
- Lead in the global workplace
  - Students will demonstrate communication, critical thinking, cultural humility, information literacy, and teamwork skills.
  - Students will evaluate how art and design can work sustainably and with resource stewardship.
  - Students will craft messages that are accessible and supportive of a diverse and inclusive community.
  - Students will validate the care and nuance required when visual communication is broadcast globally.
  - Students will meet Humanities, Natural Science, Quantitative Reasoning, Social Science, and Written Communication distribution area outcomes.

## Admission Requirements

- An earned associate degree or equivalent (90 credits) in an appropriate concentration from a regionally accredited institution; appropriate concentrations include:
  - Illustration
  - Design (e.g., Graphic Design)
  - Digital Gaming and Interactive Media
  - Digital Entertainment Design and Production

- Graphic Technologies
- Digital Media
- Minimum cumulative GPA across all college coursework of 2.5
- Completion of the Prerequisite Requirements listed below
- An illustration portfolio that includes 5 portfolio artworks
- Image list with title, media, size, and date created for all 5 artworks
- \$50 non-refundable application fee

## Prerequisite Requirements

- Completion of all General Education prerequisite courses listed below with a minimum 2.0 GPA in each course
  - 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA
  - 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
  - 5 credits of college-level Humanities (in a subject other than ART/ART&) with a minimum 2.0 GPA
  - 5 credits of college-level Social Science with a minimum 2.0 GPA
  - 5 credits of college-level Lab Science course with a minimum 2.0 GPA
- Completion of the following Applied Art prerequisites courses with a minimum 2.5 GPA in each course
  - ART 121 Introduction to Drawing or equivalent, 5 credits
  - ART 255 Beginning Painting or equivalent, 5 credits
  - ART 205 Human Life Drawing or equivalent, 5 credits
  - DSGN 121 Vector Illustration 1 with Illustrator or equivalent, 5 credits
  - DSGN 122 Image Editing 1 with Photoshop or equivalent, 5 credits

## Program Requirements

### Quarter One

- ART 301 Drawing Expression 5 credits
- CMST 302 Mass Communication 5 credits
- PSYC 441 Psychology of Creativity 5 credits

### Quarter Two

- ART 313 Multicultural History of the Illustrated Image 5 credits
- ART 302 Illustration 5 credits
- ENGL& 235 Technical Writing 5 credits

### Quarter Three

- BIOL& 175 Human Biology with Lab 5 credits
- ART 305 Figural Form-Making and Technology 5 credits
- ART 324 Printmaking for Designers 5 credits

### Quarter Four

- ART 312 Scientific Illustration 5 credits
- ART 400 Exhibition Planning and Marketing 5 credits
- PHIL 305 Professional Ethics 5 credits

## Quarter Five

- ART 401 Senior Studio I 5 credits
- ART 383 Digital Design Fabrication and Prototyping 5 credits
- MATH 335 Computational Design 5 credits

## Quarter Six

- ART 402 Senior Studio II 5 credits
- ART 410 Thesis Exhibition and Portfolio 5 credits
- ART 430 Undoing Erasure in Art History 5 credits

# Appendix B: Course Descriptions

**ART 301 Drawing Expression** (5 credits) This studio course orients students to the Illustration Program and expands on the foundations of drawing, illustration and two-dimensional form-making. Students will explore a variety of media and create drawings based on themes and narratives. Prerequisites: Admission to the BAS in Illustration program

**ART 302 Illustration** (5 credits) This studio course challenges students to render images in a variety of styles and artistic schools for a client. Prerequisites: ART 301

**ART 305 Figural Form-Making and Hand Drawn Technique** (5 credits) This advanced drawing class focuses on the human form as a basis for learning about composition, anatomy (including skeletal and muscular structure), and movement. Students will exit the class with the ability to draw the human form accurately in proportions, gesture, balance, structure, foreshortening, and surface anatomy. Students will conduct a thorough research project and present/teach the material to the class. Prerequisites: Admission to the BAS in Illustration, BAS Digital Gaming and Interactive Media or the BAS in Design program

**ART 312 Scientific Illustration** (5 credits) This course focuses on the studio practice and historical application of scientific and medical illustration. Analog and digital drawing media will be used to render detailed and observational illustrations of subject matter traditionally employed by medical and scientific publications. Prerequisites: ART 302

**ART 313 Multicultural History of the Illustrated Image** (5 credits) This course focuses on the historical and cultural development of the illustrated image across diverse cultures. The traditional uses, dissemination and impact of illustrations across the globe will be explored. Prerequisites: Admission to the BAS in Illustration program

**ART 324 Printmaking for Designers** (5 credits) This course explores relief, monotype, monoprint, intaglio (dry and wet techniques), and stencil printmaking. Additional media are introduced for historical background. Students research the historical evolution of print graphic arts and forge connections between traditional print media and modern commercial print design. Prerequisites: Admission to the BAS in Illustration of the BAS in Design program

**ART 383 Digital Design Fabrication and Prototyping** (5 credits) This course provides a survey of the field of design fabrication and prototyping from the perspective of design, materials, and industry practices. Students will be guided through a lab environment using rapid prototyping devices and physical modeling techniques. Theoretical underpinnings will suggest how the "machine" is becoming

more integrated into the design process. Prerequisites: Admission to the BAS in Illustration program

**ART 400 Exhibition Planning and Marketing** (5 credits) This course explores exhibition preparation, professional development, grant writing, image documentation, and other aspects of corporate and personal entrepreneurship. Students will plan their thesis exhibition. Prerequisites: ART 301, ART 302, ART 305, and ART 324

**ART 401 Senior Studio I** (5 credits) This course integrates traditional analog art with the digital environment and emphasizes how illustration changes across multiple formats. Students will use illustrated elements to create both traditional and non-traditional product designs. Prerequisites: ART 301, ART 302, ART 305, ART 324, ART 312, and ART 400

**ART 402 Senior Studio II** (5 credits) In preparation for students' thesis exhibition, students will engage in focused and supervised studio time, creating and refining projects. Independent study, team collaboration and guided critique are critical elements to this culminating course. Prerequisites: ART 401

**ART 410 Thesis Exhibition and Portfolio** (5 credits) This capstone class has students creating a culminating thesis exhibition of artwork. The exhibition installation, promotion and planning will be student driven and inhabit both the physical and online spaces. Prerequisites: ART 401

## General Education Courses

**ENGL& 235 Technical Writing** (5 credits) Students will learn to design, format, and produce documents common in business and industry. Emphasis will be placed on efficiently developing accurate, clear, concise, and visually accessible technical communication. Research techniques for technical writing will be introduced. Prerequisites: ENGL& 101

**CMST 302 Mass Communication** (5 credits) This course focuses on mass media's history and cultural, social, and economic impacts. Examines how Internet, television, radio, film, and print media affect public and private life. CMST 302 studies legal, ethical, and commercial dimensions of mass communication, including First Amendment issues. Prerequisites: Admission to a BAS program

**ART 430 Undoing Erasure in Art History** (5 credits) This important class serves two key roles in preparing students to join the global art world. Students will tabulate significant advancements in art history, especially as it applies to commercial art and illustration. During this tabulation of art history, artists who have been historically unrepresented or underrepresented will be distinguished and their impact of contemporary art audited. Prerequisites: ART 313

**PSYC 441 Psychology of Creativity** (5 credits) This course is a close examination of creativity as a human trait. Issues of definition, identification, measurement, development, use, loss, and value in the design process are examined. Prerequisites: Completion of a 100- or 200-level social science course and admission to a BAS program

**BIOL& 175 Human Biology with Lab** (5 credits) An introductory survey of human anatomy and physiology designed for non-science majors or pre-allied health students not going into nursing or dental hygiene. Relationships between structures and functions in each body system are emphasized. Prerequisites: ENGL 93 (or placement into ENGL 99 or higher) and ABED 40 (or placement into MATH 87 or higher)

**PHIL 305 Professional Ethics** (5 credits) This course examines ethical questions that can arise for individuals working in business and other professions. Students will be equipped to identify the values that inform various professions and to skillfully resolve conflicts that arise between core value concepts. Prerequisites: Admission to a BAS program

**MATH 335 Computational Design** (5 credits) Computational Design studies the use of computational technology in the design process. The course focuses on algorithmic thinking and the use of modern software tools to generate, explore, iterate, refine, and solve specific design problems. Specific skills include parametric design, programming concepts and environments, computational grammars and L-systems, and genetic algorithms. Prerequisites: MATH& 107 or any college-level math course with intermediate algebra as a prerequisite

## Appendix C: External Reviewer Evaluations and Credentials

See additional document for review by Squeak Meisel, as well as his CV.

<b>College Name:</b>	Lake Washington Institute of Technology	<b>BAS Degree Title:</b>	Bachelor of Applied Science, Applied Art - Illustration
<b>Reviewer Name/ Team Name:</b>	Kate Sweeney	<b>Institutional or Professional Affiliation:</b>	Independent illustrator
<b>Professional License or Qualification, if any:</b>	MFA, Medical and Scientific Illustration	<b>Relationship to Program, if any:</b>	Advisory Panel Member
<b>Please evaluate the following Specific Elements</b>			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>The degree program is thoughtfully designed to allow graduates to enter the field with the skills needed to succeed in collaborative, tech-oriented image creation businesses, as well as leaving them well-positioned to go on to work towards an MFA if they so desire. The curriculum covers the wide range of skills needed for the current job market. In my recent survey of current job postings, I feel the skills for entry level positions are covered well by this curriculum – Digital design and illustration across multiple platforms, and communication and collaboration tools and methods.</b>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<b>Yes. The curriculum, combined with the requirements for acceptance into the degree program, are thorough and rigorous, appropriate to the baccalaureate degree level. The core curriculum and the general education components create a solid foundation for an illustration career.</b>		
Curriculum Alignment	Does the curriculum align with the program’s Statement of Needs Document?		
	<b>Yes. The Statement of Needs outlines a very strong program to meet the demands for skilled illustration professionals in the Puget Sound area and is</b>		

	well researched and well thought out. They have addressed the academic pathway to create a degreed population of professional illustrators that can find employment in the area and globally and can fill the identified needs in the Seattle region.
Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	<b>The core courses do prepare the graduate with skills that employers are seeking, providing instruction in digital design applications and theory, as well as collaborative work and communication skills crucial to a modern workplace. Upper level courses prepare the student for further graduate level work.</b>  <b>The Senior Studios allow the student to assimilate and integrate learning across all classes into projects that will give them an opportunity to practice creating assets in a workplace-like dynamic.</b>
General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	<b>Yes. The general education required classes provide a thoughtful and full range of competencies that will have good applicability in the field– writing and communication skills, professional ethics and psychology, and the theory and foundation of high-level computational modeling and design.</b>
Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	<b>Yes. The baccalaureate degree provides a breadth and depth that will allow the student to further specialize through specific graduate degree programs, from computational design to scientific illustration to arts leadership.</b>
Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<b>Yes. Impressive group. The program evaluation criteria and processes described are robust and thoughtful.</b>
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<b>Yes. Advising and support services are generous and on point. Revenue forecasts and budget considerations are reasonable and solid.</b>
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?
	<b>Yes. After review by the Advisory Committee the curriculum was amended, I believe to add additional classes in art history.</b>
Overall assessment and recommendations	Please summarize your overall assessment of the program.
	<b>This is a very strong program that has a good emphasis in several areas that align with the current job market and has processes in place to keep the program responsive to a dynamic field. Figure modeling classes provide learning opportunities for those graduates who will be going into character development. The computational design and digital design classes provide instruction for those who will be going into surface and form rendering and cross platform asset modeling and organization.</b>

	<p>The curriculum allows for each student to develop their unique skill set, and ample chances to spread their creative wings and investigate their own unique proclivities in the field of illustration.</p> <p>I would like to see a module on creating information graphics added to the scientific illustration core curriculum, which would prepare the student interested in pursuing this as a career understand the narrative forms and techniques underlying the visual depiction of complex scientific and technical subjects and processes. I think this type of instruction would be a great addition to the skill set of any illustration student. The ability to distill a complex subject down into a clear visual communication is a valuable skill.</p>
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**Kate Sweeney**  
**Medical/Scientific Illustrator**

[katesweeneysea@gmail.com](mailto:katesweeneysea@gmail.com)

206-355-0344

[www.katesweeneyfineart.com](http://www.katesweeneyfineart.com)

**Education**

B.F.A., Fine Arts & Medical Sciences, Double Major, University of Michigan

M.F.A., Medical and Biological Illustration, University of Michigan

**Professional Experience:**

***Principal, K.E. Sweeney Illustration, 1983 -present***

Projects: environmental disaster remediation litigation image support, custom 3D modeled aortic grafts, drug therapy delivery, plastic surgery, heart defibrillators, medical school curricula support, orthopedic surgical illustrations

Clients: NOAA, Gulf Watch Alaska, AbT Associates, Aortica, Stratus Consulting, Anadys, Operativ, Neurovista, EKOS, Anatomical Chart Co., ATL, Bard Pharmaceuticals, Boston Scientific, C.V. Mosby, Darwin Molecular Technologies, Harcourt Brace, Immunex, InControl, Lifespex, Lippincott Williams and Wilkins, Little Brown, MedChem, Medical Economics, Microsoft Corp, NeoPath, NeoRx, OnHealth.com, Ostex, Pacific Vascular, Random House, Procyte, Receptagen, Silver Burdett & Ginn, SRS Inc., Time Life, W.B. Saunders, Weldon Owen Publishers Ltd., Zeiss

***Medical/Scientific Illustrator, 2010-2017 University of Washington***

Chief illustrator for University of Washington School of Medicine, University of Washington Health Sciences Research Center, and affiliated departments.

Major Project: NOAA Deepwater Horizon Spill Response Graphics

***Medical/Scientific Illustrator, 2010-2011***

Allen Institute for Brain Sciences

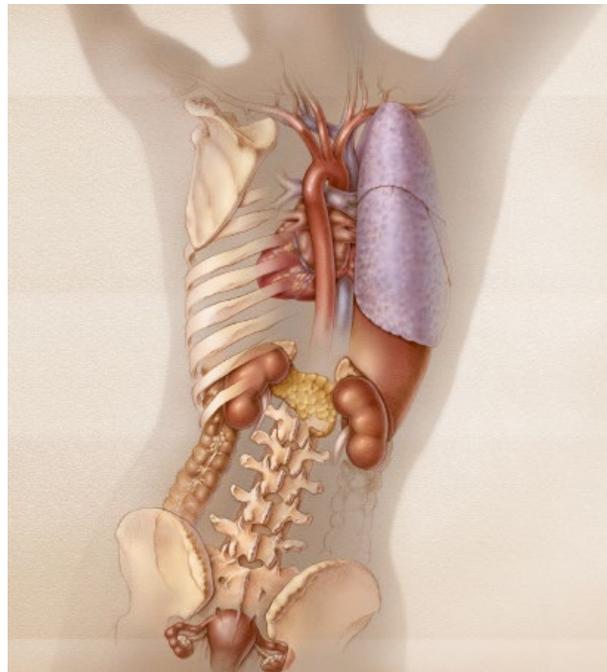
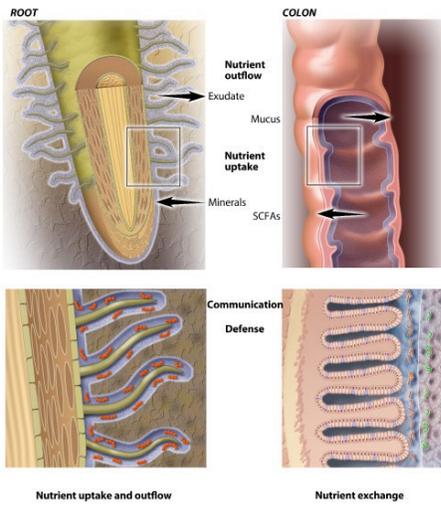
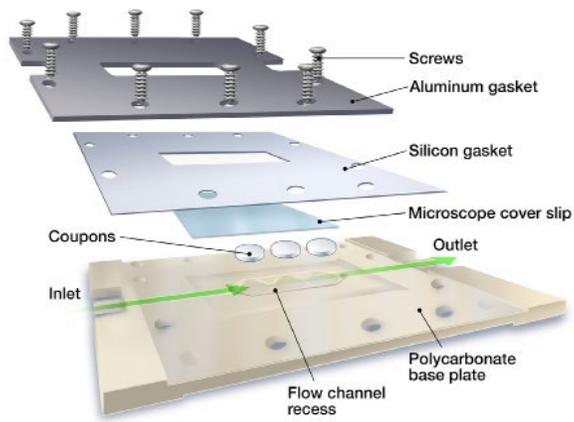
Responsible for visual mapping of brain anatomy pertaining to genetic expression

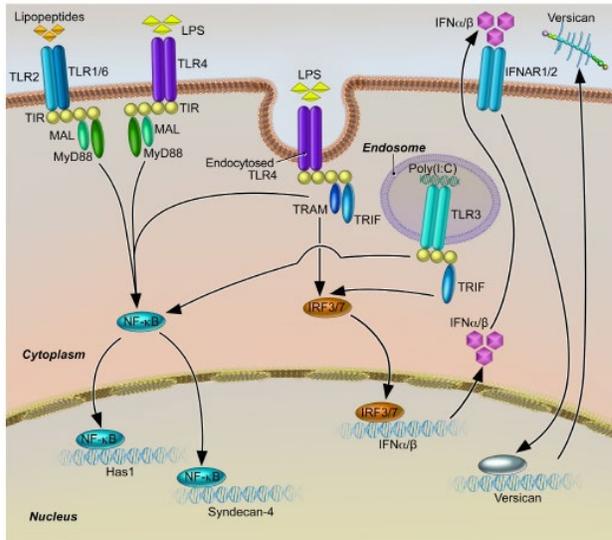
***Art Director, Microsoft Corp., 1992 -1996***

Developed and directed information graphics for MS Health, a health resource web site and CD-ROM.

***Partner, Sweeney & Wood Graphics for Litigation, 1984 - 1990***

Provided analysis, interpretation and presentation of forensic medical evidence for medical litigation.





### Conceptual Model of Arctic Oil Spill Exposure and Injuries

