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LAKE WASHINGTON INSTITUTE OF TECHNOLOGY DEPARTMENT OF DIGITAL GAMING

11605 132ND Avenue N.E. Kirkland, WA 98034-8506

Prepared by Suzanne Ames Dean of Instruction 425-739-8410 Suzanne.ames@lwtech.edu

Lake Washington Institute of Technology, Digital Gaming & Interactive Media: Program Proposal

COVER SHEET NEW DEGREE PROGRAM PROPOSAL

Program Information

| Institution Name: | ution Name: Lake Washington Institute of Technology | | | |
|---|---|-------------------|------------------|--|
| Degree: | BAS Digital Gaming and Interactive Media | | CIP Code:10.0304 | |
| Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program: | | | | |
| Degree: AAS-T | Digital Gaming and Media | CIP Code: 10.0304 | Year Began: 2009 | |
| Degree: | | CIP Code: | Year Began: | |
| Planned Implementa | tion Date (i.e. Fall 2014): | Fall 2017 | | |

Contact Information

| Name: | Dr. Suzanne Ames |
|--------------|--|
| Title: | Dean of Design, I.T. and Baccalaureate Development |
| Address: | 11605 132 nd Ave NE Kirkland, WA 98034 |
| Telephone: | 425-739-8410 |
| Fax: | |
| Email: | Suzame.ames@lwtech.edu |
| 2 | 1/16 |
| Chief Academ | ic Officer Date |

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LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

DIGITAL GAMING

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Introduction

Lake Washington Institute of Technology is committed to creating pathways for students while meeting the needs of the local workforce. A Bachelor's Degree in Digital Gaming and Interactive Media will provide advanced skills and knowledge for students pursuing a career in digital gaming, an in-demand industry in LWTech's district. This degree will prepare students for employment in the rich digital gaming environment surrounding LWTech who will work as designers, animators, and project managers. As cited in the LWTech's Statement of Need, currently there are only two bachelor-degree granting institutions in the state offering Game Design degrees, and they are private colleges with extremely high tuition. This lack of affordable access to an in-demand degree is putting associate-level game design graduates at a significant disadvantage.

According to Washington State Employment Security, there is demand for 302 multimedia artists and animators in the region, and a total of 379 statewide (<u>https://fortress.wa.gov/esd/employmentdata</u>). To help meet that demand statewide, higher education institutions – public and private – are producing 30 graduates at the bachelor's level and 88 at the associate's level (<u>https://nces.ed.gov/collegenavigator</u>).

According to a recent report, the United States is the top country in the world for game development studios. Seattle/Bellevue ties Austin, TX for the second highest number of game development studies, just shy of San Francisco's gaming population in the Silicon Valley. http://www.gameindustrycareerguide.com/best-cities-for-video-game-development-jobs/

Renowned gaming companies include Microsoft, Nintendo, Valve, Bungie Studios, Big Fish, and Electronic Arts/PopCap. This is in addition to a significant emerging local market of independent game studios. In December, the Seattle Times published an article citing the vast growth of independent game studios on the eastside and Seattle, which opens an entirely new employment opportunity for LWTech digital game design graduates ("Roaring good times for small video-game studios." Seattle Times. December 5, 2015).

LWTech is currently in the approval process for a bachelor's degree in Application Development/Software Development. The college also currently offers a bachelor's degree in Applied Design. The combination of these degrees with a Digital Game and Interactive Media degree provides ample opportunity for interdisciplinary education that simulates a real-world environment of game designers, technical coders and user interface designers working together to create entire video games and interactive media experiences. This partnership already exists at the associate level, but a bachelor's degree-level learning environment provides much greater chance for in-depth interdisciplinary engagement.

LWTech's vibrant Game Design program is active in regional gaming events, demonstrating students' work at PAX Prime in Seattle and the Seattle Retro Gaming Expo. Students created a game with the Oculus Rift – the industry standard in virtual reality equipment – which drew a long line of PAX participants' clamoring to try it out. There was only one other Oculus Rift demonstration at PAX, positioning LWTech's program on the cutting edge. LWTech will debut the HTC Vive, the latest virtual reality tool, at PAX 2016.

| 1. Curriculum demonstrates baccalaureate level rigor. Des pro- by s edu in t | scribe curriculum including (1) program learning outcomes (2) gram evaluation criteria and process (3) course preparation needed students transferring with technical associate degree (4) general acation component (5) course work needed at junior and senior levels he BAS. |
|---|---|
|---|---|

Lake Washington Institute of Technology has designed the Bachelor of Applied Science Digital Gaming and Interactive Media program to provide academically rigorous curriculum that reflects major modern trends of the gaming and interactive media industry and demands of industry employers.

Program Learning Outcomes

The Bachelor of Applied Science Digital Gaming and Interactive Media and program prepares students to work as game designers, animators, and project managers.

By completion of the program, Digital Gaming and Interactive Media BAS degree graduates will have:

- 1. Analyzed all of the core areas of digital game design and interactive development while allowing for in-depth focus and development on a small subset targeted at industry specialization.
- 2. Demonstrated proficiency in 3D Modeling Characters, Hard Surface, Environments and Props, and Lighting and Effects in Maya and Z-Bush.
- 3. Demonstrated proficiency in Character Design, Rigging and Animation 2D & 3D
- 4. Developed expertise in concepting, designing and building in-engine game play environments with interactive elements, with emphasis on technical proficiency in Workflow, Rendering Pipelines, Shaders and Effects.
- 5. Composed Basic and Intermediate Scripting Programming for game Engines to create scripts that respond to player input, trigger game play events, control the behavior of objects and implement character Artificial Intelligence. Developed expertise developing for a wide range of devices and interaction models, including desktop, mobile, and emerging technologies such as virtual and augmented reality.
- 6. Produced project architecture, workflow, pipeline, working with data structures, porting to mobile platforms, inter-process communication techniques and graphics processing Units programming.
- 7. Created game play and interactive experiences utilizing mobile, augmented and virtual reality technologies.

- 8. Developed proficiency creating and integrating user interface (UI) and user experience (UX) into interactive projects with an emphasis on human-centered design theory and principles of inclusive and accessible design. Apply the science and foundations behind UX and solve business problems via design, including analysis of human behavior, and how users use UI, and think about user interface to solve problems and game play challenges.
- 9. Created multi-disciplinary software development projects that mirror professional work flow, incorporating: Game design, conceptualization and creation of digital assets, sound design, audio production, software integration, and project management.
- 10. Created and presented a professional-quality portfolio and demo games to obtain an entry-level position at a game development company, interactive media studio, or animation studio.

Program Evaluation Criteria and Process

LWTech conducts extensive research during the exploratory and implementation phases of new baccalaureate development. Employment and demand data drive the need. Employer and student surveys lend insight into demand and interest. Advisory committee and other industry experts provide guidance on scope and content. Faculty provide expertise on curriculum development. The program proposal received rigorous evaluation by two external experts in higher education and industry. Input from higher education and industry experts will continue throughout the program implementation process. Regular Advisory Committee member input and feedback will be collected through regular meetings. The committee will be particularly helpful as the bachelor's degree curriculum is created and corresponding changes to the associates level curriculum is designed.

LWTech engages in continual program evaluation and improvement. A formal program review process occurs every five years. Criteria for program evaluation is organized around the college's four Core Themes: Pathways, Student Achievement, College Community and External Engagement.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

Five-Year Comprehensive Program Overview:

• Is the mission statement accurate and current?

• Is the program description accurate ad current?

SWOT Analysis:

- Strengths and achievements
- Challenges
- Opportunities

Plan of action

- Short-term goals
- Mid-term goals
- Long-term

Table 1. Program Assessment

| Core Theme | Assessment Topic | Specific Assessment | Timing |
|------------|-------------------|-----------------------------|-----------|
| Pathways | Pathways | Flow Chart – how students | Year 1 |
| | | move through the program | |
| | | Where students come from | Year 1 |
| | | Options students have while | Year 1 |
| | | they're here | |
| | | Where students go | Year 1 |
| | Enrollment Data | FTE | Quarterly |
| | | Headcount | Quarterly |
| | | Student-Faculty Ratio | Annually |
| | Curriculum Review | Up-to-date course outlines | Annually |
| | | Delivery methods | Annually |
| | Academic Advising | Entering student support | Year 2 |
| | | Continuing student support | Year 2 |
| | | Completing student support | Year 2 |

| | Employment Opportunities | Employment projections | Annually |
|------------------------|-----------------------------|---|---------------------|
| | | Projected wage data | Annually |
| | | Industry changes/response to changes | Annually |
| | | Pending industry changes | Annually |
| | Transfer | Articulation agreements | Year 3 |
| | | Other transfer options | Year 3 |
| | Resources | Student/Faculty ratio | Annually |
| | | Staffing levels | Annually |
| | | Adequate facilities | Annually |
| | | Adequate equipment | Annually |
| | | Adequate technology | Annually |
| | | Adequate budget | Annually |
| Student Achievement | Data | Average or higher completion | Annually |
| | | Average or higher retention | Annually |
| | | Licensing/industry exam pass rates | Annually |
| | | Internship/externship/clinical pass rates | Annually |
| | | Employment rates | Annually |
| | | Course Evaluations | Annually |
| | Global Outcomes | Communication: • Audience/Purpose • Content Development | Rotates Annually |

| | Clarity/Organization Within Genre and Disciplinary Conventions Technology/Visual Elements Grammar/Language |
|--|--|
| | Sources/Evidence |
| | Critical Thinking: |
| | • Identify the problem |
| | Gather Information |
| | Develop hypothesis |
| | Assess/Analyze |
| | • Evaluate |
| | Information Literacy |
| | Identify Information Need |
| | • Formulate Research Plan |
| | • Select/Use Tools |
| | • Gather Information |
| | • Evaluate/Synthesize Information |
| | Use Information Responsibly |
| | • Apply Technology to Enhance Learning |

| | | Intercultural Appreciation | |
|----------------------|-----------------------------|---|--------|
| | | Cultural Awareness/Self Knowledge Acknowledgement of Stereotypes/prejudice | |
| | | Verbal/Non-Verbal Communication | |
| | | • Respect, Engagement, Inquiry | |
| | | • Teamwork/Openness | |
| | | Teamwork: | |
| | | Working with Team Members | |
| | | • Time Management | |
| | | Contributions | |
| | | • Attitude | |
| | | • Leadership/Participation | |
| | | (Reference Global Outcome Guide) | |
| College Community | Student Support Services | Relationship with library | Year 4 |
| | | Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center | Year 4 |
| | | Relationship with eLearning | Year 4 |
| | | Relationship with Counseling | Year 4 |
| | | Relationship with Disability Support Services | Year 4 |

| | | Relationship with specific | Year 4 |
|------------------------|----------------------------------|---|-----------|
| | | population programs (TRiO, BFET, etc.) | |
| | Associated Student Government | Relationship with ASG | Year 4 |
| | Instructional Programs | Partnerships with other programs | Year 4 |
| | Faculty Development | Activity engagement | Annually |
| | | Future training opportunities | Annually |
| | Faculty Engagement | Committees engagement | Annually |
| | | Initiatives involvement | Annually |
| | | Events involvement | Annually |
| | Safety | Safe classrooms | Annually |
| | | Safe labs | Annually |
| | | Safe offices/workspaces | Annually |
| External Engagement | Recruiting/outreach | Involvement levels | Annually |
| | | Notable successes | Annually |
| | Marketing | Supply of materials | Annually |
| | | Adequacy of materials | Annually |
| | Advisory Committee | Diversity of representation | Quarterly |
| | | Curriculum review feedback | Quarterly |
| | | Contributions/recommendations | Annually |
| | Foundation | Partnership engagement | Annually |

Course Preparation Needed by Students Transferring With a Technical Associates Degree

The Digital Gaming and Interactive Media program is designed to provide pathways for students holding technical associates degree in digital gaming or graphic design. Students with such a degree will be able to complete the BAS-DGIM program in two years of full-time study.

Entry requirements are designed to accommodate students with associates degree earned in various gaming and design AAS programs. Students must demonstrate preparedness for the rigorous academic and technical curriculum of the BAS program. They can enter the BAS-DGIM program if they earned:

1. An associate degree or equivalent from a regionally accredited institution in Digital Gaming or Graphic Design-related fields. The degree must include the following college-level classes completed with 2.0 minimum GPA:

- a. College level Math (with intermediate algebra as prerequisite)
- b. College level English (ENGL& 101 or equivalent)
- c. College level Social Science
- d. College level Humanities

(See Table 4 for further detail.)

2. Minimum cumulative GPA across all college coursework of 2.5.

The following technical courses, or their equivalents, are strongly recommended before starting the BAS degree core coursework because they lay the foundation for the curriculum taught in the program.

- 1. MMDP 124 Introduction to Maya
- 2. ITAD 111 Programming Fundamentals
- 3. MMDP 127 Level Editing

Students who lack the core game design coursework listed above in their AAS degree will be admitted into the program, but will take a "core bridge quarter" the summer before starting the BAS program.

General Education Components

General education courses play an important role in the applied baccalaureate degree by providing a solid foundation of knowledge in the areas of communication skills, quantitative reasoning, humanities, social science, and natural sciences. The 60 general education requirements are described in details in Table 2.

Table 2: General Education Requirements

| Area of Study | Course | Credits | Typical Completion |
|-----------------------------|---|---------|-----------------------|
| Communication Skills (10 | ENGL& 101 English Composition | 5 | AAS |
| credits) | ENGL& 235 Technical Writing | 5 | BAS |
| Quantitative Reasoning | MATH& 107 Math in Society or Algebra II equivalent | 5 | AAS |
| (10 credits) | CS& 141 Computer Science 1 JAVA | 5 | BAS |
| | ART 121 Introduction to Drawing or equivalent | 5 | AAS |
| Humanities (20 credits) | ART 102 Design I or equivalent | 5 | AAS |
| | ART 203 Intermediate Drawing or equivalent | 5 | AAS |
| | COM 330 Principles of Digital Rhetoric | 5 | BAS |
| Social Sciences | Social Sciences Elective: any 5-credit Social Sciences course approved for AAS-T degree*(NOT PSYCH) | 5 | AAS |
| (10 credits) | PSYCH 445 Psychology of Behavior and Decision Making | 5 | BAS |
| Natural Sciences | ENVS& 101 Intro to Environmental Science | 5 | BAS |
| (10 credits) | GEOL& 101 Intro to Physical Geology | 5 | BAS |
| | Total Credits of General Education | 60 | 30 AAS 30 BAS |

* LWTech 2016-17 Catalog http://catalog.lwtech.edu/content.php?catoid=4&navoid=151

Coursework Needed at Junior and Senior Levels in the BAS

180 credits are required for the BAS-DGIM. The first 90 credits are transferred from the technical associate's degree. Ninety credits of the BAS coursework consist of 30 general education credits and 60 core technical credits. Table 3 details the coursework needed at the junior and senior levels of the BAS program.

| Area of Study | Course | Credits |
|--------------------------|---|---------|
| | CS& 141 Computer Science 1 JAVA | 5 |
| | ENGL& 235 Technical Writing | 5 |
| General Education | PSYCH 445 Psychology of Behavior and Decision | |
| Requirements | Making | 5 |
| (30 credits) | ENVS& 101 Intro to Environmental Science | 5 |
| | GEOL& 101 Intro to Physical Geology | 5 |
| | COM 330 Principles of Digital Rhetoric | 5 |
| | DGIM 310 Digital Story Telling & Mythology | 3 |
| | DGIM 312 Interactive Media Studies | 3 |
| | DGIM 315 Principles of Game Play Mechanics | 3 |
| | DGIM 318 2D Game Design | 3 |
| | DGIM 320 C# Programming in Unity | 5 |
| | DGIM 330 Prototyping | 4 |
| | DGIM 332 3D Game Design | 4 |
| Core Requirements | DGIM 335 Advanced Animation | 4 |
| (ou creatts) | DGIM 410 Interactive System Design | 4 |
| | DGIM 412 Designing for Interactive Technology | 4 |
| | DGIM 415 Production Team 1: Preproduction | 5 |
| | DGIM 420 Technical Design | 4 |
| | DGIM 422 Production Team 2: Production | 5 |
| | DGIM 430 Production Team 3: Post Production | |
| | DGIM 432 Capstone Portfolio | 4 |
| | Total Credits at Junior and Senior Levels | 90 |

Table 3: Coursework Needed at Junior and Senior Levels

The BAS curriculum will provide students with a solid foundation in digital gaming and interactive media that builds on the basic skills developed at the associate's degree level in gaming design or graphic design. Students will be taught a critical balance of technical skills such as game design and animation, along with business skills such as teamwork and product development. Course descriptions of the courses listed in Table 2 are provided in Appendix A.

A student attending full-time, 15-20 credits per quarter, will be able to complete the BAS program in 2 years (6-8 quarters). A sample full-time student academic plan is provided in Table 4. The program adviser will work with each student individually to develop an efficient academic plan that takes into consideration all credits transferred from the lower-division programs.

Table 4: Sample 2-Year Academic Plan

| Summer (Bridge Quarter) | Fall | Winter | Spring |
|---|--|--|---|
| MMDP 124 Introduction to Maya 4 Credits ITAD 111 Programming Fundamentals 5 Credits | DGIM 310 Digital Story Telling & Mythology 3 Credits DGIM 312 Interactive Media Studies 3 Credits | DGIM 318 2D Game Design 3 Credits ENGL& 235 Technical Writing 4 Credits | DGIM 330 Prototyping 4 Credits DGIM 332 3D Game Design 4 Credits |
| MMDP 127 Level Editing 4 Credits | DGIM 315 Principles of Game Play Mechanics 3 Credits CS 141 Computer Science 1 JAVA 5 Credits | DGIM 320 C# Programming in Unity 5 Credits PSYCH 445 Psychology of Behavior and Decision Making | DGIM 335 Advanced Animation 4 Credits ENVS& 101 Introduction to Environmental Science |
| | 5 Cieuns | 5 Credits | 5 Credits |

Junior Year

Senior Year

| Fall | Winter | Spring | |
|--------------------|---------------------|-----------------------|--|
| DGIM 410 | DGIM 420 | DGIM 430 | |
| Interactive System | Technical Design | Production Team 3: | |
| Design | | Post Production | |
| DGIM 412 | DGIM 422 Production | COM 330 | |
| Designing for | Team 2: Production | Principles of Digital | |
| Interactive | | Rhetoric | |
| Technology | | | |
| DGIM 415 | GEOL& 101 | DGIM 432 | |
| Production Team 1: | Intro to Physical | Capstone Portfolio | |
| Preproduction | Geology | | |

| 2. Qualified faculty. | Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. |
|-----------------------|---|
| | Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code. |

LWTech expects 20 FTE enrolled in the first year, growing to 40 in the second year. The program will be led by one full-time Digital Gaming faculty who will teach at the associate's and bachelor's levels, with a number of full- and part-time faculty from Digital Gaming, application development, user interface, psychology, science and business. In total, 2 FTEF will support the program. The faculty bring vast industry experience, including an interactive media Emmy award winner, established game developers, and coding experts. All professional-technical faculty and administrators meet certification requirements.

| Faculty Name | Credentials | Status | Courses | BAS Classes (Tentative) |
|--------------|-------------|-----------|----------------|----------------------------|
| Phil Trumbo | B.F.A. | Full-Time | Digital Gaming | MMDP 124 |
| Mark Stein * | M.F.A. | Part-Time | Digital Gaming | DGIM 310 |
| | | | | DGIM 312 |
| | | | | DGIM 315 |
| | | | | DGIM 332 |
| | | | | DGIM 335 |
| | | | | DGIM 412 |
| | | | | DGIM 415 |
| | | | | DGIM 422 |
| | | | | DGIM 430 |
| | | | | DGIM 432 |

Table 5: Core Faculty Profiles

| Alexandra Vaschillo | M.S. | Full-Time | Application Development | ITAD 111 |
|------------------------|--------|-----------|----------------------------|-----------|
| Thomas Abbott | M.S. | Full-Time | Application Development | CS 141 |
| | | | | DGIM 320 |
| Steve Ater | M.F.A. | Full-Time | User Interface | DGIM 318 |
| | | | | DGIM 330 |
| Karen Holum | M.S. | Full-Time | User Interface | DGIM 410 |
| | | | | |
| George Dalich | Ph.D. | Full-Time | Science | ENVS& 101 |
| | | | | GEOL& 101 |
| Laura Toussaint | Ph.D. | Full-Time | Psychology | PSYCH 445 |
| Phil Snider | M.A. | Full-Time | English | DGIM 310 |
| | | | | ENGL& 235 |
| | | | | COM 330 |
| Narayani | Ph.D. | Full-Time | Math | |
| Choudhury | | | | |
| Matt Beckman | B.F.A. | Part-Time | Gaming | MMDP 127 |

* An additional faculty member with a Master's degree will be hired to support the second year of the program.

| 3. | Selective admissions process, if used for the program, consistent with an open door institution. | Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program. |
|----|--|--|
| | | |

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.

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

The admission process for the BAS – DGIM program closely follows the patterns previously established for the LWTech Bachelor of Technology in Applied Design (BTAD), Bachelor of Applied Science in Public Health (BAS-PH), and Bachelor of Applied Science in Transportation and Logistics Management (BAS-TLM), programs which have been successfully operated since 2009, 2014, and 2015 respectively. 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:

- 1. Admissions office as the central locus of application
- 2. Comprehensive paper application with detailed, step-by-step instructions
- 3. Regular day, evening, and online information sessions
- 4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions
- 5. Use of spreadsheets for easy candidate selection by faculty
- 6. Clearly communicated timelines for admissions

Information Sessions

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

Program Admission Requirements

- 1. An earned associate degree or equivalent from a regionally accredited institution in an appropriate area of concentration (e.g. a design-related field).
- 2. 5 credits of college level math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA
- 3. 5 credits of college level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
- 4. 5 credits of college level Social Science with a minimum 2.0 GPA
- 5. 5 credits of college level Humanities with a minimum 2.0 GPA
- 6. Minimum cumulative GPA across all college coursework of 2.5.
- 7. A current resume.
- 8. A design portfolio
- 9. One-page multiple choice questionnaire and one-line answers assessing students' familiarity with and exposure to video gaming and students' main area of interest (art, game design, coding).
- 10. Two letters of recommendation attesting to the student's ability to succeed at the baccalaureate level, preferably one from an instructor and one from an employer (such as a supervisor).
- 11. \$50 non-refundable application fee.

The timeline for admissions includes:

- 1. Applications available April; due June.
- 2. Information sessions held in March, May.
- 3. Faculty/staff review applications
- 4. Students notified of admissions deadline within 4 weeks.

Selection Criteria

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by a team of faculty and staff. Portfolios will evaluate students' skills and experience in the design industry. The portfolio will be the most heavily-weighted criteria followed by GPA, resume, admission essay, and recommendation letters.

Prior to reviewing applicants, the admissions selection team (program faculty, dean, director of admissions, and advising representative) will design comprehensive rubrics for evaluating the portfolio, transcript(s), resume, questionnaire, and references. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably. Draft rubrics are included in Appendix C, and will be made available to students.

Evaluation rubrics:

- 1. Portfolios will be evaluated for design experience and skill.
- 2. Candidate resumes will be evaluated for the range of educational and work experiences, clarity, and expression.
- 3. One-page multiple choice questionnaire and one-line answers assessing students' familiarity with and exposure to video gaming and students' main area of interest (art, game design, coding).
- 4. Letters of recommendation will be evaluated based the writers' statements about the candidates' potential to benefit from baccalaureate study and the enhancement of his/her career goals.

Currently the college uses a weighted method for selection criteria for all selective programs, and anticipates the BAS- DGIM program will follow a pattern similar to that shown in Table 5.

The final decision on admission to the BAS-DGIM program will be made by the admissions selection team with available spots going to the applicants with the most points based on Table 6.

| Application Requirements | Max. | Notes |
|------------------------------------|------|--|
| | Pts | |
| Portfolio | 40 | Based on evaluation rubric |
| Cumulative College-Level Associate | 30 | Multiply cumulative GPA by 10 to |
| Degree GPA | 30 | determine total points |
| Resume | 10 | Based on evaluation rubric |
| Questionnaire | 10 | Based on evaluation rubric |
| Letters of Recommendation | 10 | 5 points for each recommendation, based on |
| | | evaluation rubric |
| TOTAL | 100 | |

Table 6 – Weighted Criteria for Selective Program Admission

Encouraging Diversity

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Committee, using Intercultural Appreciation as one of the college's five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication), focusing on diversity work within its Strategic Plan, and implementing its first 5-year Equity, Diversity, and Inclusion Plan.

LWTech consistently enrolls greater percentages of students of color than reflected in the surrounding school districts. LWTech's fall 2014 enrollment was 33% students of color compared to the surrounding school district average of 29%. Additionally, over 7% of enrolled students report having a disability and the average age of students is 32. This strong enrollment from diverse students in existing programs at LWTech will benefit the recruiting opportunities for a new baccalaureate program.

When recruiting, the college consistently reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events.

Because the BAS-DGIM program will use selective admission, LWTech will carefully monitor diversity in student enrollment in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

| 4. Appropriate student services plan. | Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program. |
|---------------------------------------|---|
| | services and academic advising for student admitted into the program. |

The following student services at LWTech are available to all BAS-DGIM applicants and regularly-enrolled students. Since the new BAS program will add approximately 40 students to the college's current population at enrollment peak, we believe existing services will be sufficient to support this small population.

Advising

Advising is available for all new and continuing students on both a drop-in and appointment basis. LWTech recently redesigned advising services to create dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for each baccalaureate program also advises the feeder programs to ensure students receive information about the program as early as possible and to create a strong relationship between students and a single point of contact in student services for the full four years whenever possible. The SSNs report to the Director of Student Development who in turn reports to the Vice President of Student Services. Hours of work vary among the navigators depending on the needs of the programs they serve. The navigator for this program works 4 - 9s in order to be on campus until 6pm for evening student access.

For prospective baccalaureate students, the SSN:

- Answers general inquiry questions
- Leads information sessions
- Provides group and one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not yet applied.

For enrolled baccalaureate students, the SSN:

- Leads a program-specific orientation prior to initial start
- Ensures all students are registered each quarter and advises them on appropriate course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to ensure success.

For faculty, the SSN:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves at single point of contact for faculty questions about student services processes

An FTE was added to the advising office 2 years ago as part of bringing on more baccalaureate programs at that time and planning for more (such as this one). According to the Council for Academic Standards (2009, p. 5),

- "Academic advising caseloads must be consistent with the time required for the effective performance of this activity,"
- "academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs,"
- "the academic status of the student being advised should be taken into consideration when determining caseloads,"
- "when determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student."

Given LWTech's size and dual advising model (lead faculty also advise students within their program) the target SSN to student ratio is at or below 1 to 500 FTE (for a full time SSN). Caseloads for SSNs and other related staff are detailed below (please note this does not include specialty populations such as WRT, Wk1st, BFET, OG, International, High School Programs, or Veterans all of whom have separate staff that serve as the equivalent of an SSN). While the college is close to capacity in the advising office with the addition of new program development, there is still some growing room before another staff member will be needed. The college's budget process last year prioritized advising staff as the most important need if new funding becomes available.

| Position | Programs Covered | Approximate FTE served |
|--|--|---------------------------|
| Director of Student Development (25% case managed advising to students) | Business Accounting Business Technology Human Resources | 100 |
| Coordinator of Disability Support Services (40% direct | Services Horticulture | 150 |

| case managed advising to students) | Culinary/BakingEarly Childhood EdSocial and Human Services | |
|---|---|--|
| Student Success Navigator (100% case managed advising to students) | Health Care Dental Hygiene (may become a BAS) Dental Assisting Nursing Medical Assisting Fitness Funeral Services OTA PTA Baccalaureate Programs Public Health All pre-selective admission Health Care (not case managed, not the admissions side of the work, only advising for classes, largely by group advising) | 250 (case managed) 300 (not case managed) |
| Student Success Navigator (100% case managed advising to students) | Applied Design Multimedia Design and Production Game Design Engineering Graphics (Mechanical/Architectural/Civil) Information Technology Computer Security and Network Technology Information Technology Application Development Baccalaureate Programs Applied Design BAS-DGIM – Proposed BAS-SD – Proposed | 500 (with both proposed programs) |

| Student Success Navigator (100% case managed advising to students) | Transportation Automotive Auto Collision Diesel Power Equipment | 450 (once new programs are fully enrolled) |
|---|---|--|
| | TransferBiology DTA/MRP | |
| | Business DTA/MRP | |
| | Computer Science DTA/MRP | |
| | Construction Mgt. DTA/MRP | |
| | Math Education DTA/MRP | |
| | Technology DTA/MRP | |
| | • Computer and Electrical Pre-Engineering (AS-T/MRP) | |
| | Mechanical, Civil, Aeronautical, Industrial, Materials Science Pre-Engineering (AS- | |
| | T/MRP) | |
| | Baccalaureate Programs | |
| | Transportation/Logistic Mgt | |
| Career and Recruitment | Manufacturing | 200 |
| Coordinator (50% case managed advising to students) | ElectronicsMachiningWelding | |

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

- Leads quarterly division meetings to discuss division and college updates
- Meeting weekly with the student services leadership team who in turn share information with their teams
- Emailing college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide advising services to students (SSNs, TRiO, WRT, OG, Wk1st, BFET, International, High School Programs, etc) to share curriculum updates, services updates, and other information

to keep all staff informed and able to serve students. As a small college, admissions, registration, advising, workforce programs, and financial aid are all on the same floor and interact continuously to support students.

* Citation: Council for the Advancement of Standards of Higher Education (CAS) (2009). *Academic advising programs: CAS standards and guidelines.*

Assessment

Provides placement testing, all College Level Examination Program (CLEP) exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online (WAOL) proctoring.

Counseling

Counseling is available to support all students with short-term issues that might impact retention and academic success. One-on-one, crisis-response, and group counseling services are all available and used as appropriate to support student needs. Counseling has established relationships with community mental health and service-providing agencies that are utilized for both referrals and on-campus assistance with programming around mental health issues.

Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. The role of these adjustments is to provide equal access in the classroom. Academic adjustments are specific to the student, his or her disability, and the class requirements. Students registered with this office are also eligible to join TRiO (see below).

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 office provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the office assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills such resume and cover letter writing, and interviewing techniques.

On-campus recruiting is coordinated through the ERC. The ERC also offers an online e-career center that allows employers to post job notices, and students to search and apply for jobs or post their resumes online.

Financial Aid

Since 2008 the financial aid office has successfully processed grant, loan, and scholarship awards for students in other LWTech baccalaureate programs. All services provided by financial

aid, including FAFSA orientations, veterans' services, in person assistance, and scholarship referrals will be made available to students in the BAS-DGIM program.

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. For the general student population, faculty can initiate assistance to students having difficulties with attendance, assignment completions, exams, and class preparation. This includes faculty informing Student Development of the difficulties followed by interventions by staff via email, phone and/or in-person meetings.

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of 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 action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.

The TRiO program also supports the Learning Lab, where 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).

In addition, the program offers specialized services such as career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

Student Programs

LWTech offers all students a variety of ways to get involved in campus life. BAS-DGIM students will enjoy the same access to these services as all other students, including: participation in existing clubs, opportunities to form new student clubs, participation in associated student government, and the ability to enjoy frequent educational programming.

| 5. | Commitment to build and sustain a high quality program. | Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be |
|----|---|---|
| | sustain a high quality program. | This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to b |

| (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. |
|---|
| Document the college's ability to sustain the program over time. |

The budget for the digital gaming development bachelor's degree projects first year revenue slightly is less than necessary to meet expenditures due to start-up curriculum development and fewer students. However, this is made up for in future years with two years of tuition-paying students and fewer curriculum development costs. The college will expend reserve funds to support the program for its first year. Curriculum development and equipment expenditures are included in each of the five years in order to assure the program keeps pace with this quickly changing industry. The bachelors and associates degrees in digital gaming and interactive media will be led by one exempt program director. Funds will be moved from the associate's degree budget to the bachelor's degree to account for program management fees currently being paid for through release time for faculty at the associates level. An assumption of a 2 percent tuition and a tech fee paid for by students is accounted for, but the program is not dependent on that increase.

| | Year 1: | Year 2: | Year 3: | Year 4: | Year 5: |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| Expenditures | | | | | |
| Faculty Salaries* | \$28,800 | \$57,600 | \$57,600 | \$57,600 | \$57,600 |
| Faculty Benefits** | \$7,776 | \$15,552 | \$15,552 | \$15,552 | \$15,552 |
| Curriculum Devo*** | \$9,450 | \$3,150 | \$3,150 | \$3,150 | \$3,150 |
| Program Director | \$89,000 | \$89,000 | \$89,000 | \$89,000 | \$89,000 |
| Benefits**** | \$26,700 | \$26,700 | \$26,700 | \$26,700 | \$26,700 |
| Goods/Services | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| Travel | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 |
| Equipment**** | \$57,800 | \$67,800 | \$57,800 | \$67,800 | \$57,800 |
| Total Expenditures | \$222,526 | \$262,802 | \$252,802 | \$262,802 | \$252,802 |
| | | | | | |
| Revenue | | | | | |
| | Year 1: | Year 2: | Year 3: | Year 4: | Year 5: |
| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| Number of students | 20 | 40 | 40 | 40 | 40 |
| Transfer from Gaming | \$12,900 | \$12,900 | \$12,900 | \$12,900 | \$12,900 |
| Tuition/Fees | | | | | |
| ONLY***** | \$145,860 | \$297,302 | \$302,885 | \$308,467 | \$314,050 |
| 1 | | 1 | I . | | 4 |
| Gross Revenue | \$158,760 | \$310,202 | \$315,785 | \$321,367 | \$326,950 |

Table 7: Projected DGIM Budget

```
$3,200 per class, 9-5 cr. classes 1st yr., then 18-5 cr. classes
** 27% benefits
*** 9-5 cr. classes 1st yr., then 3-5 cr. classes
**** 30% benefits
***** Annual Software license, equipment
***** 2% tuition increase years 2-5; $21 per credit fee, Tech Fee
```

| 6. Program specific accreditation. | Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees. |
|------------------------------------|--|
| | |

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Two subsequent BAS degrees were also approved by the commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BAS-DGIM program via the substantive change process.

Program-specific accreditation is not required for BAS-DGIM graduates to be employed in the industry.

| 7. | Pathway options beyond baccalaureate degree. | Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post- baccalaureate pathways for graduates. |
|----|--|---|
|----|--|---|

LWTech's respected associates' degree in digital gaming sets up its future bachelor's degree students for success. Conversations with DigiPEN indicate a strong likelihood of articulation agreements from LWTech's DGIM program to their M.F.A. in Digital Arts. Raymond Yan, Senior Vice President of DigiPEN, provided this comment for support of DGIM: "LWTech Bachelor's of Digital Gaming graduates will be closely considered for DigiPEN's Master's of Fine Arts program. DigiPEN is interested in exploring the possibility of an articulation agreement to ease students' transition." A letter of support from Digipen is attached in Appendix D.

| 8. | External expert evaluation of program | The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal. |
|----|--|---|
| | | In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators. |

LWTech received external reviews from two digital gaming subject matter experts working at the university level, including the neighboring University of Washington, Bothell. Formal reviews and biographies are located in Appendix B. The reviewers are:

Jason Pace

Executive Director, Digital Futures Lab University of Washington Bothell 18115 Campus Way NE Bothell, WA 98011 425-352-3786 jpace@uwb.edu

Robby Gilbert, M.Ed., MFA

Assistant Professor, Visual Arts and Animation Vermont State Colleges, Lyndon 1001 College Road Lyndonville, VT 05851 800-626-6323 <u>Robby.Gilbert@lyndonstate.edu</u>

Feedback from the external reviewers was overwhelmingly positive and supportive, and provided valuable insights on areas to strengthen in the program. The Dean of the School of Design and program faculty made some specific adjustments based on the recommendations of the expert reviewers. The specific adjustments were as follows:

- Program outcomes were revised to indicate exposure to all of the core areas of digital game design and development while allowing students to focus in-depth in a small subset.
- User experience and user interface course learning outcomes were strengthened to emphasize human-centered design theory, and principles of inclusive and accessible

design.

- Game play and interactive experiences learning outcomes were broadened to include a wider range of devices and interaction models, including desktop, mobile, and emerging technologies such as virtual and augmented reality.
- Sound design and audio production learning outcomes were added to DGIM 422 Production Team 2: Production.
- Proposed coursework has been revised to replace PSYCH 441 Psychology of Creativity with PSYCH 445 Psychology of Behavior and Decision Making. Students will learn fundamental concepts of psychology that are relevant to game design, such as schedules of reinforcement, operant conditioning, and behavioral science. Students will understand the effect of behavior analytics to create compelling user experiences. Students will learn how to design and build behavioral and decision simulations. Students will learn to utilize human centered design theory to address principles of inclusive and accessible design, and ethical and social aspects of interactive media.
- As the program expands, the college plans to fill positions with faculty that have obtained terminal degrees such as Ph.D.'s and MFA's to remain competitive with similar institutions and meet accreditation standards.

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Bachelor's of Applied Science in Digital Gaming and Interactive Media

Appendix A: Course Descriptions

DGIM 310 Digital Story Telling & Mythology

3 credits

Digital Storytelling & Mythology provides an overview of the historical origins and roots of mythic literature and explores the forms and style of storytelling that have emerged through diverse cultures and time periods. Lab projects will be focused on incorporating the principles of game design to deliver mythic narratives through interactive mechanics and graphics. The course makes a distinction between story and narrative, placing narrative at a higher level of Importance. An emphasis is placed on delivering narrative through game play mechanics, discovery and interaction. Students will evaluate examples of mythic narrative in classic and contemporary games. Students will write original narrative scenarios based on classic archetypes incorporating elements of game play mechanics. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 312 Interactive Media Studies

3 credits

This course will explore the formal, aesthetic, and cultural aspects of interactive experience and the relationship of digital games to traditional games and other media. Lectures will examine interactive media from an academic standpoint: history, aesthetics, genres, cultural context and social significance. Lecture and labs will deconstruct and analyze various forms of interactive media such as cards and board games to develop an understanding of its theory and structure. Lectures and lab will investigate the intersection of technology, user experience, user interface, game design and publishing, and how evolving digital technology is changing mass media as well as personal social interactions.

Prerequisites: Admission to DGIM program or instructor permission.

DGIM 315 Principles of Game Play Mechanics

3 credits

Students will begin to develop a literacy with the ontology and principles of game play mechanics and how they define player's interactions with the rules of a game. They will analyze the formal properties of games: rules, objectives, challenges, rewards, goals, player actions, strategies, and game states. Students will research non-traditional, experimental and artistic games as well as games with a commercial focus. Students will be expected to consider the social and ethical consequences of their projects and to look beyond what are traditionally thought of as "games". Prerequisites: Admission to DGIM program or instructor permission.

CS 141 Computer Science 1 JAVA

5 credits

In this course, students create digital content utilizing computer science and software engineering concepts using Java programming language. The topics include algorithm development, implementation and debugging, basic control structures (sequence, if/else, loops), procedural programming (methods, parameters, return values), file processing, arrays, and introduction to Object Oriented Programming. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 318 2D Game Design

3 credits

In this course, students analyze the development process for 2D games. Students will create multiple original games in common genres. Topics covered will focus on aesthetics, level design, token placement, level flow, play controls, scripting, and mechanics in 2D. Emphasis is placed on user experience and user interface (UX & UI) learning outcomes to emphasize human-centered design theory and principles of inclusive and accessible design. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 312 Technical Writing

5 credits

Successful team-based projects require clear, concise and highly detailed and organized documentation, conceived from a strategic technical and organizational standpoint rather than a creative one. In this course students will apply current best practices that will enable them to create, structure, organize and distribute documentation relevant to all of the stakeholders in a project. Students will apply the principles of work flow and information management, and integrate documents into a user-friendly information architecture. Lab projects will include creating pitch documents, design documents, production schedules and tracking documents, software documentation, art style guides, tutorials, and manuals. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 320 (Formerly MMDP 267) C# PROGRAMMING IN UNITY

5 credits

Students will study C# programming language in the context of a Unity gameplay experience. This programming course is a bridge between the digital gaming and coding required for application development. Students will learn and apply programming language to game design. Prerequisites: Admission to DGIM program or instructor permission.

PSYCH 445 Psychology of Behavior and Decision Making

5 credits

Students will apply fundamental concepts of psychology that are relevant to game design, such as schedules of reinforcement, operant conditioning, and behavioral science. Students will apply behavior analytics to create compelling user experiences. Students will design and build behavioral and decision simulations. Students will utilize human centered design theory to address principles of inclusive and accessible design, and ethical and social aspects of interactive media. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 330 Prototyping

4 credits

Students utilize design, development and iterative processes use for creating applications. A focus will be placed on rapid iteration cycles with frequent testing. Student will utilize effective testing procedures and evaluate result data. Labs will include rapid prototyping techniques, troubleshooting methods and procedures, analyzing and interpreting test results, bug analysis and reporting. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 332 3D Game Design

4 credits

This course examines developing games in an interactive 3D engine. Students create multiple game in many different genres and a wide range of devices and interaction models, including desktop, mobile, and emerging technologies such as virtual and augmented reality. Student will analyze 3d game mechanics, controls, and cameras. The course will explore the use of aesthetics, mechanics and level design, and how they fit in with each of the many 3D game genres. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 335 Advanced Animation

4 credits

In this course, students will create and implement character and other animation into real-time environment and pre-rendered scenes. Best practice for creating animation looping and sequential animation, as well as working with motion capture data will be learned. In labs students will create sequential animation such as walk cycles, idle poses, turns and interactions based on an understanding of the mechanics of natural human motion the 12 principles of animation. Students will record and manipulate motion capture data to build animations and implement data into a real time interactive environment. Prerequisites: Admission to DGIM program or instructor permission.

ENVS& 101 Introduction to Environmental Science

5 credits

This course analyzes the effects of human activity on changing ecosystems, energy flow, sustainability, pollution, and natural cycles. Content also deals with water and wastewater treatments, air pollution, and solid waste treatment and disposal technologies. Includes laboratory. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 410 Interactive System Design

4 credits

In this course, students research the fundamental principles of interactive design; visual communication and the psychological principles related to design; human perception, memory, and cognitive flow; conceptual approaches to visual systems. Students will develop the conceptual, analog and digital skills and tools needed to design, build and evaluate games and interactive experience systems. Labs will include flowcharting information architecture, storyboarding intuitive user interface and user experience and rapid interface prototyping techniques. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 412 Designing for Interactive Technology

4 credits

In this course, students will analyze different interactive platforms and hardware, and examine how to develop design strategies and game play experiences to best utilize the capability of each target platform. Students will learn how to design and create for multi-platform experiences as well as for specific platforms such as mobile, virtual reality, augmented reality and site-based experiences. Students will exploit the potential advantages as well as design around the limitations and specific hardware and software requirements of each platform. Considerable emphasis is given to the design consideration of platform-specific user interface and user experience. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 415 Production Team 1: Preproduction

5 credits

This is a long-term course broken into 4 sections. The class will be organized into teams to develop a year-long project. Preproduction will examine and mimic how real projects are designed, vetted and planned before they enter full production. Not only will students design and prototype the projects and it systems, but they will plan and schedule the development using existing design methodologies based on given target dates, design specifics, task Lists and dependencies. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 420 Technical Design

4 credits

This course explores the technical side of interactive development. Student will examine core systems to better understand how the overall system works. Student will study and create projects exploring rendering pipelines, shaders, AI systems, physics engines and other elements at the core of interactive design. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 422 Production Team 2: Production

5 credits

This course builds on Production Team 1 and focuses on entering the development process and building of the project. The academic focus will be on management of production timelines and schedules, regular and effective communication, and the production process itself. Students will produce projects based on pre-determining design specifications; maintaining and meeting milestone schedules; understand, use and maintain project management software; integrate sound design and audio engineering; and maintain version/source control software to maintain effective communication within the team and management. Prerequisites: Admission to DGIM program or instructor permission.

GEOL& 101 Intro to Physical Geology

5 credits

In this course, students analyze the physical processes, both on and beneath the surface, that have over time given the earth its present form. Course format includes field and laboratory study of minerals, rocks, and maps. Off-campus field trip may be required. Laboratory Science Course. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 430 Production Team 3: Post Production

5 credits

In this course, students build on Production Team 2 and market their project. In order to ensure a successful launch, the target audience needs to be informed. Marketing considerations should be considered early in a projects development. Additionally, as a project progresses through production, it is continually evaluated and changes base on schedules and need. Projects will change in scope, reducing and trimming the design to accommodate remaining production time. As the project nears the end of production, it is rigorously play tested and polished. Throughout the course, the development will end and the project will be prepared for release and submission. Prerequisites: Admission to DGIM program or instructor permission.

COM 330 Principles of Digital Rhetoric

5 credits

Students will analyze the principles of how digital technologies influence persuasion. Students will compose and deliver a clear, convincing, and compelling presentation describing the multiple attributes of a digital game or interactive media project to a panel of venture capitalists. They will research the principles of argumentation and arrangement, and critically examine presentations of self and others. Prerequisites: Admission to DGIM program or instructor permission.

DGIM 432 Capstone Portfolio

4 credits

Students will concentrate on developing their entrepreneurial skills and creating a professional quality portfolio which expresses their unique creative vision and demonstrates their specific industry skills. Lecture and lab will include revising work to industry specifications, editing demo reels, engaging in industry job research, practicing concept pitches and job interviews, developing self-publishing strategies, and developing a robust online and social media professional network. Work will be critiqued by peers and industry professionals. Prerequisites: Admission to DGIM program or instructor permission.

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Appendix B External Expert Evaluations and Biographies

UNIVERSITY of WASHINGTON | BOTHELL

July 29, 2016

Phil Trumbo Faculty, MMDP Digital Gaming & Media Lake Washington Institute of Technology

Dear Phil,

Thank you for providing me with the opportunity to review the proposal for the Lake Washington Institute of Technology's Bachelor of Applied Science in Digital Gaming and Interactive Media program.

Reviewer Bio

I am currently the founder and Executive Director of the Digital Future Lab (DFL), an interactive media research and commercial game development studio housed within the University of Washington Bothell and affiliated with both UW Bothell's Interdisciplinary Arts and Sciences (IAS) and STEM schools. DFL offers internships for academic credit to students working in software and technical architecture design, visual art & animation, interaction design, game systems and narrative design, production and project management, business, and software testing. In addition to my role as DFL Director, I also serve as core faculty for our Interactive Media Design program (Bachelor of Arts), a joint degree offered by the UW Bothell IAS and STEM schools. Prior to joining the University of Washington I was a senior manager at Microsoft (16 years), including working as a Lead Producer and Creative Director for Microsoft Studios (343 Industries/Halo), Group Design Manager for Microsoft Casual Games, and other design and management positions in the Windows and Developer divisions.

Executive Summary: Bachelor of Applied Science in Digital Gaming and Interactive Media

The Lake Washington Institute of Technology's proposed BAS in Digital Gaming and Interactive Media seeks to prepare students as animators, experience designers, and project managers/producers. LWTech's robust Digital Gaming and Media AAS degree track and related programs provide pre-majors with an excellent foundation for more advanced coursework, and the additional BAS general education requirements and proposed upper division curriculum reflects the appropriate breadth, level of rigor and hands-on project work to allow students in these three areas (animation, experience design, and production) to be both successful in entry level career roles and prepared to pursue graduate study. The curriculum is well-matched to meet local industry and employer needs.

Industry Background and Requirements

The fields of Interactive Media and Digital Gaming include a wide range of disciplines and career roles that often span schools and programs. Graduates from 4-year Interactive Media and Digital Gaming undergraduate programs must be provided with both a broad theoretical foundation and hands-on project work that can be showcased in a professional portfolio; as a general rule, programs that can offer both sufficient breadth and specialized depth are best positioned to prepare graduates for entry level career roles in the industry.

Digital game design and development encompasses 12 distinct areas, including the following 9 contentgenerating roles: software design (code and architecture), game mechanic, game systems, game levels, interaction, narrative, visual (including still and motion), audio (including sound and music) and metagame design; core roles also include the supporting disciplines of production/project management, quality assurance/test, and user research to round-out the dozen (Note: for the purposes of this review, I'm deferring conversations focusing on business and marketing as ancillary to the core generative disciplines of interactive software development). Academic game design programs combine or separate these 12 individual areas depending on the program's specific pedagogical approach and curricular structure, but each area requires mastery of a range of specific concepts.

LWTech BAS in Digital Gaming and Interactive Media Learning Outcomes

To be effective at the baccalaureate level, the program must provide students with broad exposure to the above 12 areas as well as the opportunity to develop and demonstrate deeper mastery of a specialty area, as the preparation and portfolio requirements for entry level animators, designers, and producers differ significantly between disciplines (i.e., animators need demo reels, designers need working levels, producers need shipped projects). While smaller studios will expect contributors to potentially work across a number of areas, employees are still typically expected to have a primary area of expertise; larger studios generally expect employees to have advanced skills in a single discipline or even sub-discipline (e.g., 3D lighting artist). When attempting to describe the best curriculum to ensure students are competitive for the widest range of roles, we often suggest programs focus on a "T" approach by providing at least some direct exposure to all of the 12 core areas while allowing them to focus in depth in a small subset.

The majority of the LWTech BAS cohorts are anticipated to come from LWTech's strong and wellestablished Digital Gaming and Media AAS program, which provides broad exposure to all core disciplines and the opportunity to explore potential specialization areas, and allows students to begin building their reels and/or portfolios prior to entering the major. Hands-on production work for the BAS occurs in the *Production Team* sequence in the senior year's *DGIM 415*, *DGIM 422* and *DGIM 430* (which follows a similar structure to the University of Washington Bothell's IMD Senior Practicum sequence) and is modeled on real-world, cross-discipline production teams. *DGIM 432 Capstone Portfolio* allows students to focus on refining their individual portfolios, reels and demos to showcase their specialization areas.

The current BAS proposal includes an impressive range of upper division courses covering many of the 12 core areas, but is missing specific mention of audio design in either the learning outcomes or proposed curriculum. LWTech does not currently offer audio or sound design classes, but plans to add audio production learning outcomes to *DGIM 422 Production Team 2: Production*. While sound design is not critical path for any of the three focus areas of the BAS (animation, experience design, and production/project management), sound design plays a significant role in experience design and ideally the BAS will add more focused curricular support for audio and sound as the program grows. As expected from an applied degree program there is less emphasis on theoretical content, and the 9 learning outcomes listed in the proposal are written to emphasize practical skill development over mastery of theory. That said, the courses covering interaction and experience design will require students to become fluent in human-centered design theory and principles of inclusive and accessible design, and this will be a critical element of the program for students who choose to pursue graduate

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study. As a number of courses in the curriculum cover theory in some detail (including, for example, *PSYCH 441 Psychology of Creativity* and *COM 330 Principles of Digital Rhetoric*), it may be beneficial to explicitly include a reference to mastering relevant theory in the learning outcomes.

LWTech offers additional curricular support for interaction designers through courses in their Bachelors of Technology in Applied Design (BTAD) curriculum, and *DGIM 412 Designing for Interactive Technology* will cover human-centered design. Pre-major students in the AAS program who believe they are interested in pursuing production or design specialization areas in the BAS should strongly consider taking *MMDP 155 Intro to User-Centered Design* and those in the major interested in experience design should similarly pursue additional courses if possible from the BTAD program, as many studios have begun emphasizing inclusive UX in their processes.

Graduate Study Preparation

Depending on specialization area, the BAS in Digital Gaming and Interactive Media program appears to provide students with good preparation for a range of graduate programs, including local programs such as Northeastern's Master of Professional Studies in Digital Media: Game Design, Digipen's MFA in Digital Arts, and potentially UW Seattle's Human-Centered Design and Engineering (HCDE). As noted above in the learning outcomes section, the program should remain aware of the theoretical foundations required for students wishing to pursue graduate study in design fields that align well with the curriculum but may not be focused on digital games (the BAS appears to have more robust theoretical underpinnings than are explicitly referenced in the learning outcomes, and coupled with targeted electives from LWTech's other programs (such as the Bachelors of Technology in Applied Design) students should be able to exit the program with adequate grounding in theory.

Recommendation

Based on the success of LWTech's Digital Gaming and Media AAS program, the BAS curriculum design and faculty assignments, and the broad range of potential electives available to LWTech's students to support specialization, the Bachelor of Applied Science in Digital Gaming and Interactive Media appears well matched the meet the needs of students, industry, and the community.

Best regards,

Jason Pace Executive Director, Digital Future Lab University of Washington Bothell

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To: Dr. Suzanne Ames Dean of Design, I.T., and Baccalaureate Development Lake Washington Institute of Technology 11605 132nd Ave. NE Kirkland, WA 98034

From: Robby Gilbert, M.Ed., MFA Assistant Professor, Visual Arts and Animation Vermont State Colleges, Lyndon

Date: July 30, 2016

After having reviewed the proposed curriculum for the Bachelor of Applied Science in Digital Gaming degree I am happy to say I'm very pleased with the overall design, scope, and rigor of the program, and have only a few relatively minor suggestions. Overall, this looks like an excellent program that fills a very definite need to meet the rapidly growing demand for game designers in the greater Seattle area. Kudos to Dr. Ames and her team for assembling such a comprehensive and well thought out proposal that meets the needs of students, industry, growth, and workforce development.

With the greater Seattle area maintaining its position as one of the largest hubs for the interactive and digital media industries, and with relatively few affordable options for students to pursue a course of study in the area, the overall concept of the degree program is extremely relevant and appropriate to current employer demands as well as academic standards. There is no doubt that this is a growing course of study for students wishing to obtain baccalaureate degrees, and the concepts learned in the study of game design are applicable to a growing variety of industries including marketing and business, architecture, medical science, and many others. The demand for game design professionals is growing and graduates of this program should have little trouble securing meaningful employment in the field. Additionally, there are surprisingly very few colleges in the area offering baccalaureate degrees in game design, and they are primarily forprofit institutions with tuitions that are well out of the reach of many students. Lake Washington has relatively little competition, the need is great, and the timing is perfect.

The degree learning outcomes appear very well thought out and are appropriately rigorous for a baccalaureate degree, although I do have some minor comments about some of the general education courses, which I will address in a moment. Overall, the competencies and learning outcomes presented to students will prepare them for the needs of the industry. I really like that the program outline addresses both the technical aspects of the field, such as competency in 3D modeling and game engine proficiencies, as well as the conceptual and theoretical concepts that are so critical to the application of good design. The core courses are particularly relevant, and the subject matter presented in each course seems to be well distributed, allowing for scaffolding of learning and fitting in well with Bloom's Taxonomy. The sequencing seems clear and well organized, and aligns appropriately with the Statement of Needs Document.

A distinct advantage that is evident the program proposal is LWIT's history and growth with the computer and information technology programs, which has and will continue to provide a



collaborative learning environment for students. This is key, and gives LWIT a strong advantage over some of the competing schools in the area, as very often the design aspects of those programs fall short because of the absence of critical application software programming skills necessary to game development. I see that LWIT is also introducing a baccalaureate in Application Development/Software Development, and this alliance can only yield powerful results for both programs at the college. This gives LWIT a strong foundation to become a leader in game design education in the greater Seattle area.

Overall, the general education components are suitable for a baccalaureate level program. Since it is not a BFA program, the offerings are generally in line with what would be expected for an Applied Baccalaureate. If I am not mistaken, the competing game design programs in the area offer BFA's, and LWIT may want to look at this in the future.

As a firm believer in the importance of General Education, I offer the following comments as suggestions for discussion only. While I like idea of a class in the Psychology of Creativity, I think that a more rigorous focus on behavioral psychology and applied sociology is critical to the study of game design. I question whether or not such a specialized course such as the Psychology of Creativity class might properly introduce fundamental concepts of psychology that are relevant to game design such as schedules of reinforcement, operant conditioning, and behavioral science. With so much psychology and behavior analytics built into the design of games, and with industry leaders such as Valve looking to hire experimental psychologists, I wonder if a Psychology of Creativity class may be too specialized a course and not offer enough in the way of fundamental concepts upon which designers can build interesting user experiences. When designing games, developers are inherently building behavior and decision economies, and without attention to these core aspects there is a danger of students merely scratching the surface to fit industry rather than think more critically. Perhaps this will be addressed in some of the foundational theory classes.

As an additional nugget for thought, because game play is at its core a social endeavor (hence the term, interactive, and with the juggernaut of apps such as Pokémon Go), I do think the program might consider a class in sociology if the credits allow for it. But again, this is addressed I think in the AAS portion of the program. If that is indeed the case, LWIT may want to consider making some sort of sociology class a requirement for students wishing to transfer into the program from other institutions. Again, this is less a recommendation than food for thought.

Lastly, a course in basic economics might be worth considering as well. I want to be clear that I see these as minor suggestions to discuss, and perhaps the psychology and sociology courses in the AAS segment of the degree are adequate to meet these requirements.

As for as preparation for graduate program acceptance, I see no reason why students who graduate from LWIT's BAS, DG program should not be able to find appropriate graduate programs if desired. Of course, this is always up to the specific institutions. That said, it is worth having the program developers consider and discuss the possibility that graduates of this degree may or may not be sufficiently prepared to pass the GRE should a particular program, such as the University of Washington, require such admissions testing. But given the nature of an academic

study of game design and the growing number of available options for students to continue into a graduate program in game design, I do not see this as a problem as long as the realities of GRE testing are discussed and made clear to students who wish to pursue graduate degrees at certain institutions.

The faculty qualifications appear sufficient for beginning such a program. LWIT is fortunate to have at its core at least one of the top designers in the industry in Emmy award winning designer, Phil Trumbo. This is a huge plus. As the program expands, however, the college may need to fill positions with more faculty that have obtained terminal degrees such as Ph.D.'s and MFA's to remain competitive with similar institutions and meet accreditation standards. It is notable that fewer than fifty percent of the current program faculty hold terminal degrees, and experience tells me that this will probably need to be addressed in the future given the transition from an Associate's program to a Baccalaureate.

The admission process seems very straightforward and conceptually well developed, but the evaluation rubric was not a part of the proposal document. I might suggest including this rubric when submitting the proposal for approval.

Lake Washington's resources appear more than adequate to sustain and advance the program, and include an excellent library and student support services. This is a real strength of the college. The commitment to diversity is and has always been excellent, as LWIT has been a strong leader in serving non-traditional student populations.

I strongly commend Lake Washington for moving forward with this proposal. As I mentioned before, the timing is right, the need is strong, and the proposal is excellent. I wish LWIT the very best in moving forward with this exciting offering.

Robby Gilbert M.Ed., MFA Assistant Professor of Visual Art and Animation Vermont State Colleges, Lyndon

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A *vermont* STATE COLLECE



BIO:

Robby Gilbert is an American animator, illustrator, and cartoonist best known for work in educational and interactive media. His work often explores the relationships and interconnectivity of many artistic disciplines. Gilbert has taught animation, illustration, and game design at several colleges is currently a professor of animation at Lyndon State College in Lyndonville, Vermont.

He has worked extensively as an animator for commercial studios, game development companies, television programming and film. In 1993 he began working with pioneering interactive media companies such as Broderbund Software and Paramount Interactive, where he directed projects that earned several awards including a National Parenting Publications award. In addition, he has illustrated several children's books. From 1999 to 2009, he illustrated the monthly comic strip "The Adventures of Ranger Rick" for the National Wildlife Federation's award-winning *Ranger Rick Magazine*, combining interests in storytelling, drawing, and environmental themes.

Gilbert began teaching animation and game design in Seattle, Washington where he eventually earned a M.Ed. in Education and a MFA in Visual Art from the Vermont College of Fine Arts in Montpelier, Vermont.

Lake Washington Institute of Technology Program Proposal

Bachelor's of Applied Science in Digital Gaming and Interactive Media

Appendix C Application Assessment Rubrics

| Rubric for DGIM Recomm | nendation Forms | Applicant Name: | |
|--|---|--|--|
| Faculty Rec. | /orker ₽. | Employ Rec. | |
| RECOMMENDER INFO | RMATION GRIE | D SECTION (Total Points Possible=3): | |
| Applicant starts with 2 p | pints for recomm | mender information grid section | |
| If more than three rec For each recommendation | ommendation crit tion criteria checl | iteria scored as "unable to evaluate", .5 deducted cked as "below average" or "fair" .25 is deducted | |
| If all are "Exceptional" "Superior"), add an ad | and/or "Superior ditional 1 point | r" (allowing for one response below "Exceptional" or | |
| Exceptional Below & or Ave./Fair | Unable to | Total Recommender Info. Grid Section | |
| Superior | Evaluate | | |
| | | | |
| | | | |
| RECOMMENDATION S | ECTION (Total | I Points Possible=1): | |
| If "Strongly Recomment | าd", 1 | | |
| • If "Recommend", .75 | | | |
| If "Recommend with R | eservation", .5 | If "Do not Recommend". 0 | |
| Strongly Recommend | d Recommend | Do not Personmend Total Recommendation Section | |
| Recommente | Reservation | | |
| | | | |
| | | | |
| | | | |
| BONUS POINT OR POSSIB | F OVFRALL DEDL | UCTION: GENERAL COMMENTS SECTION (Total Points | |
| Possible=1): | | | |
| If additional positive "General Comments", 1 | | | |
| If additional "General Comments" expressing reservation or concern, deduct .75 from overall score No "General Comments" 0 | | | |
| | | | |
| Additional Additional | Additional | | |
| Comments: Comments: Positive Reservation or Concern | Comments: None | APPLICANT'S TOTAL SCORE WITH BONUS POINT OR DEDUCTION IF APPLICABLE: | |

| Consistency Designers Intent | 0 Points Inconsistent Unclear Confusing Unclear Progression Erratic | 3 Points Minimal Consistency Minimal Coherency Minimal Progression | 7 Points Consistent Coherent Organized Good Progression | 10 Points Excellent Consistency Extremely Coherent Well Executed / Organized Strong Progression |
|---|--|---|--|--|
| Creativity Conceptual Ability Problem Solving Artistic Achievement | Lack of Concept Formulaic Unaesthetic | Vague Concept Limited Creativity Some Aesthetic Reach | Strong Concept Average Creativity Clear Solution of Design Problem | Exquisite Expression Out of the Box Concept Unexpected and Effective Solution |
| Professionalism Technical Competence Marketability of Design | Not to Industry Standards Poor Craftsmanship Low Quality of Presentation Lack of Technical Competency | Minimal Competency Minimal Industry Standard Basic Technical Competency Moderate Craftsmanship | High Level of Craftsman- ship Marketable Product Acceptable Industry Stan- dard Good Technical Compe- tency | Excellent Craftsmanship Highest Quality Above and Beyond Industry Standard Technical Mastery Excellent Marketability |

student #

RUBRIC FOR BACHELOR OF DIGITAL GAMING & INTERACTIVE MEDIA ESSAY AND RESUME ADMISSIONS 2009 (30 pts)

| | 0 points | 3 points | 7 points | 10 points |
|------------------------------|-----------------------------|-----------------------------|--------------------------------|------------------------------|
| COMPONENTS | UNACCEPTABLE or | MINIMALLY QUALIFIED | GOOD | EXCELLENT |
| | NOT RANKED | | | |
| Writing skills: | *unclear or meandering | *reasonably clear and | *clear message statement | *speaks with engaging and |
| Clarity of message, | meaning; vague or | organized meaning | *well organized, good | identifiable voice |
| grammar, spelling, | unstated goals. | *mostly sequential, but | transitioning and | *concise, clear meaning |
| vocabulary, sentence | *little or incorrect use of | with unclear transitions | sequencing | and strong transitions |
| structure, punctuation, | vocabulary/gaming terms | *minimal use of incorrect | *correct use of | *correct use of |
| mechanics. | *poor spelling throughout | vocabulary/gaming terms, | vocabulary/gaming terms | vocabulary/gaming terms |
| | *poor sentence | some spelling and | *few or no errors, but | *no spelling or grammar |
| | structure/sentence | grammatical errors | sentence structure or | errors |
| | fragments | *fluency could improve | meaning could improve | *excellent sentence |
| | | | | structure and fluency |
| Intent: | *holds bachelor degree | *goals include connection | *clearly states their goals | *integrates and |
| What are the student's | (regardless of other | to gaming field, but not | and ties to gaming field | synthesizes concepts in an |
| future goals in the gaming | factors) | clearly expressed | *clear statement of how | innovative way, well |
| field and how will the | *little or no connection to | *Vague statement of how | this degree helps their | organized with clarity of |
| DGIM help accomplish | gaming studies | this degree will help | career prospects | message |
| those goals? How will the | *no statement of career | career prospects | *good description of what | *logical and very clear |
| student contribute the | progression through | *Vague or limited | they bring to the | about their future with |
| learning environment? | degree award. | description of what they | classroom | supporting statements |
| Indications of diversity | *no indication of what | bring to the classroom or | *indication of meeting | *strong case for how they |
| and/or overcoming | they bring to the | meeting prior challenges | prior challenges | contribute to the program |
| obstacles. First bachelor | classroom or meeting | | | *clear articulation of |
| degree in family? | prior challenges | | | overcoming obstacles |
| | | | | *first in family to complete |
| | | | | bachelor's? |
| Work and/or leadership | *meanders, no clear | *some ties to gaming field; | clear ties to gaming field; if | strong gaming career work |
| experience: | connection to gaming field | not clearly expressed | changing careers, builds | or compelling case for |
| How does the student tie | *no student or | *some student or | case for how their | changing fields; describes |
| their background to the | professional leadership | professional leadership | skills can adapt to gaming | how their prior |
| gaming field? How have | activities | experience | *moderate student or | experiences prepare them |
| they demonstrated | | | professional leadership. | *significant student or |
| initiative and leadership in | | | | professional leadership |
| either industry or student | | | | |
| activities? | | | | |

Lake Washington Institute of Technology Program Proposal

Bachelor's of Applied Science in Digital Gaming and Interactive Media

Appendix D Letter of Support from Digipen



9931 Willows Road NE Redmond, WA 98052 Phone (425) 558-0299 Toll-Free (866) 478-5236 FAX (425) 558-0378

www.digipen.edu

September 22, 2016

Suzanne Ames Dean of Design, IT and Baccalaureate Development Lake Washington Institute of Technology 11695 132nd Ave. NE, Kirkland, WA 98034

RE: Letter of support for proposed LWIT Bachelor of Digital Gaming degree

Dear Suzanne,

I am pleased to confirm DigiPen's interest in exploring articulation opportunities to our Master of Fine Arts degree for graduates from Lake Washington Institute of Technology's proposed Bachelor of Digital Gaming degree. DigiPen views Lake Washington Institute of Technology as a strong partner and with the growing demand by the local video game industry for highly skilled personnel, establishing a pathway for advanced study at DigiPen will certainly benefit students by reducing the time and cost.

Please let me know how DigiPen can be of further assistance as you seek approval for your new degree program. I look forward to working with you on defining an articulation agreement once you have received approval

Sincerely,

Raymond Yan Senior Executive Vice President