



Institution: North Central Texas College

Course Code: GAME1328North C020316

Course Number: GAME1328

Course Name: VIDEO GAME DESIGN

Course Representative: Lin Hampton

Review Start Date: 2016-06-22

Review End Date: 2016-08-05

Review Type: Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) **Required**

1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The Home Page has various components which clearly indicate what the student needs to do first and provides the student with basic information about the course.

Reviewer Recommendations:

It was good to see the insight prior to the "Start here Star"

Reviewer Recommendations:

Instructions make clear how to get started with the provided "Start Here" under the Home page.

STANDARD 1.2 - (3 Points) **Required**

1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is clearly stated in the start here material and in the syllabus.

Reviewer Recommendations:

Class Schedule is present.

Recommend moving it higher up within the Syllabus perhaps under the Grading Rubric.

Reviewer Recommendations:

The purpose and structure of the course are provided in the Home page.

STANDARD 1.3 - (2 Points)

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are embedded in the material provided under the comprehensive Start Here link.

Reviewer Recommendations:

Links are available but student must drill down to location of netiquette practices.

Reviewer Recommendations:

Etiquette expectations are located under under Course and Campus Policies. See below:

Online Communication Guidelines

- Use proper grammar, punctuation, capitalization, spelling.
- Make your message clear and concise.
- Always re-read what you write to ensure it makes sense and is not offensive.
- Don't just repeat what has already been said in another post; make sure to add your own ideas or opinions as instructed by your teacher.
- Be courteous. DON'T YELL.

STANDARD 1.4 - (2 Points)

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Links to these policies are provided in the Start Here material.

Reviewer Recommendations:

Clearly stated.

Reviewer Recommendations:

Course and institutional policies are located under under Course and Campus Policies. See below:

Course Policies

- **Instructor Response Time** - Please allow 24 hours during the week and 48 hours on the weekend for responses. Assignments will be graded within one calendar week of the due date for all work submitted by Deadline.
- **Online Communication Guidelines**
 - Use proper grammar, punctuation, capitalization, spelling.
 - Make your message clear and concise.
 - Always re-read what you write to ensure it makes sense and is not offensive.
 - Don't just repeat what has already been said in another post; make sure to add your own ideas or opinions as instructed by your teacher.
 - Be courteous. DON'T YELL.

Campus Policies

Click on the links below to access the most recent versions of NCTC Campus Policies

- [Plagiarism - Definitions](#)
 - [NCTC Student Handbook Cheating.pdf](#)
 - [NCTC Online Course Expectations \(Links to an external site.\)](#)
 - [Canvas Student Guide \(Links to an external site.\)](#)
 - [Student eLearning Resources \(Links to an external site.\)](#)
 - [Other Important Policies and Information \(Links to an external site.\)](#)
-

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are outlined clearly in the Start Here material. Students are told exactly what they are expected to be able to do to be successful in the course and what technologies they will need.

Reviewer Recommendations:

Must drill down to Module link for FAQ link.

May want to place this on menu as an item.

Reviewer Recommendations:

Minimum technology requirements are clearly stated and instructions for use provided under the Technology page as shown below:

Technology

Canvas runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser.

Compatible browsers

- [Mozilla Firefox \(Links to an external site.\)](#)
- [Chrome \(Links to an external site.\)](#)
- [Safari \(Links to an external site.\)](#)

Other Browser Requirements

- [Adobe Flash \(Links to an external site.\)](#)
- [Javascript \(Links to an external site.\)](#) Enabled

For more information, visit [Which browsers does Canvas support?](#)

STANDARD 1.6 - (1 Point)

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructor clearly outlines these in the syllabus which students can download from within the course. A link to the syllabus is provided on the main menu in Canvas.

Reviewer Recommendations:

Listed in Basic skill sets.

May want to state prerequisite's for this class are:

Reviewer Recommendations:

The syllabus states that there is no prerequisite.

STANDARD 1.7 - (1 Point)

1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are clearly outlined in the Start Here materials at the beginning of the course.

Reviewer Recommendations:

Foundation Skills

Reviewer Recommendations:

Minimum technical skills expected of the learner are located under the technology page as shown below:

Minimum Skill Requirements

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your instructional associate and/or professor. For web-based courses, students should have a basic working knowledge of computers and Internet use as well as access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the [university catalog \(Links to an external site.\)](#).

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading and downloading documents for assignments, will also be required.

For this course, the ability to download and install programs such as Python and follow instructions regarding programming are also required.

STANDARD 1.8 - (1 Point)

1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students are provided with a self-introduction via video in the opening sections of the course.

Reviewer Recommendations:

Very good placement on the welcome message.

Reviewer Recommendations:

The instructor provides a video to introduce herself in the course homepage.

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This was difficult to locate because it was labeled "Challenge 1." I would suggest renaming this so that it reflects what the students are actually doing.

Reviewer Recommendations:

Found in Step 1. Also the discussion forum clearly identifies goals. Nice job.

Reviewer Recommendations:

Learners are asked to introduce themselves in the Introductions Discussion.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All of the course and module level objectives are measurable. They specify exactly what the students will be able to do upon successful completion of the course.

Reviewer Recommendations:

Identifies (WECM) Workforce requirements (Institutional Level)

Learning Objectives course/program clearly stated.

Secondary Objectives?

Reviewer Recommendations:

Course learning objectives describe outcomes that are measurable. See below:

Course Objectives (WECM)

CO 1. Solve design problems

CO 2. Demonstrate refinement of preliminary design concepts

CO 3. Demonstrate enhancement of preliminary design concepts

CO 4. Demonstrate techniques for communicating complex design criteria and inspiration to artists and non-artists.

STANDARD 2.2 - (3 Points) Required

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The module level objectives are measurable and define clearly what students will be able to do after completion of each module.

Reviewer Recommendations:

Learning objectives are clearly stated.

If any secondary objectives or outcomes will be achieved perhaps listing these would also be helpful.

For instance: Students will also be able to develop, design, and implement a game of their own creation.

Reviewer Recommendations:

The module level objectives provided in the Course Worksheet describe measurable outcomes. See below:

Module Objectives**Module 1:**

Design board game, including theme and goals and identify conflict and mechanics. (CO1,2,3)

Define and differentiate terms and concepts of basic game elements, game history, and game genres.

Demonstrate understanding of character and storyline creation for games. (CO1,2,3,4)

Brainstorm with peers. (CO4)

Define and differentiate terms and concepts involved in character and storyline within games.

Design documentation for final game project, including brief summary and game flow. (CO1,2,3,4)

Create visual elements of games. (CO2,3,4)

Module 2:

Incorporate elements from module 2 readings into your individual game. (CO3)

Demonstrate understanding of issues involving camera movement in video games. (CO1)

Demonstrate understanding of issues involving game controllers in video games. (CO1)

Explore the use of riddles in game design. (CO3)

Identify and submit labeled examples of display elements. (CO4)

Differentiate types of levels commonly found in video games. (CO1)

Collaborate online and face-to-face with peers to design a group game. (CO1,2,3,4)

Module 3:

Distinguish the types and elements of combat in video games. (CO1)

Consider the impact of violence in video games and present your opinions on the topic. (CO1)

Differentiate between types of enemies commonly used in video games. (CO1)

Explore and demonstrate understanding of the mechanics of video game design. (CO1)

Create a game demonstrating the use of specific game mechanics. (CO1,2,3,4)

Create a game with a puzzle. (CO1,2,3,4)

List and describe game mechanics. (CO1)

Module 4:

Create and design a card game. (CO1,2,3)

Analyze the use of power-ups in an existing video game. (CO4)

Demonstrate understanding of elements required for good game design. (CO1,2,3)

STANDARD 2.3 - (3 Points) **Required**

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The objectives are written so students can understand them and know what they will be able to upon completion of the course.

Reviewer Recommendations:

Identified as C02 & C03.

May want to expand to avoid having users go back to where all the course objectives are individually listed for each module.

Reviewer Recommendations:

The course and module learning objectives are written from the perspective of the learner.

STANDARD 2.4 - (3 Points) **Required**

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This relationship is spelled out clearly throughout the class.

Reviewer Recommendations:

Good to see "important" element (mark)

Reviewer Recommendations:

The module learning objectives clearly indicate the relationship to the course level objectives.

STANDARD 2.5 - (3 Points) **Required**

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This is an advanced beginner level gaming course; the competencies are suited to the level of this more advanced course.

Reviewer Recommendations:

Advanced capstone course key learning objectives and competencies identified.

Reviewer Recommendations:

This is a freshman-level course, and objectives action verbs which align with assignments and discussions. In addition to content-specific objectives or competencies, lower-division courses may address content mastery and core learning skills. The written assignments especially address critical thinking, information literacy, and technology skills.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) **Required**

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Each assessment in the course specifically measures some learning outcome or competency.

Reviewer Recommendations:

Good variety of assessments.

Reviewer Recommendations:

Course learning objectives are aligned with assessments.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is provided in the syllabus and again in the Start Here materials. Students should have no difficulty understanding their grades.

Reviewer Recommendations:

Present in both Syllabus and separate grading rubric page.

May still want to change the color scheme of the Grading Rubric Title based on project.

Reviewer Recommendations:

The course grading policy is stated clearly in the syllabus as well as in the Grading Information page.

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Specific criteria, including a very clear rubric, are provided for assignments. Students know what they must do and how it will be measured.

Reviewer Recommendations:

Grading Rubric Review

Reviewer Recommendations:

The course grading policy includes, Chapter Quizzes & Homework, Lab Assignments, Exams, Attendance & Participation, Skills Assessment - Final Character & Game Design. The syllabus provides a clear description for the evaluation of learners' work as shown below:

There are Quizzes for each week. There is also homework. The cumulative score for these tasks are worth 30% of your grade. Exams will be based on the Quizzes, the labs, homework, and action in the class LABS. Grades should be received immediately upon taking an Exam. There are 4 module exams and a Practicum. The FINAL may be optional if you already have an A in the class and your attendance is regular. (Less than 10% absent) The Exams are worth 25% of your grade. Late work is not accepted. With prior approval, I will accept an early assignment. YOU ARE STRONGLY ENCOURAGED NOT TO WAIT UNTIL THE LAST MINUTE TO TAKE ANY ONLINE ASSIGNMENTS, QUIZZES OR EXAMS. THERE IS ALWAYS A POSSIBILITY OF ENCOUNTERING ERRORS OR TECHNICAL PROBLEMS, OR SIMPLY RUNNING OUT OF TIME AND MISSING A DEADLINE. Please subscribe to "FAILURE TO PLAN, IS PLANNING TO FAIL" Communication is critical, your commitment is required. Look in the mirror today and honor the promise to yourself.

Computer Information Technology Training courses will have a number of labs and exercises to be completed during the length of the course. Participation and completion of these labs are significant and work on your Soft Skills. LABS have significant bearing on your Skill Set, some work independently and one as a member of a TEAM or DUO. The LABS will be worth a portion of your final grade, as well as preparing you for your Skills Submissions, which is worth 15% of your final grade. This is a HYBRID Course, you will meet periodically to play test your Lab work (your game design). At other times, you will be required to demonstrate a specific milestone or comprehension of a specific objective.

Also, under the Grading Information page a more specific and descriptive criteria are provided for the evaluation of learners' work.

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instruments used for assessment are scaffolded, requiring students to use skills learned earlier to complete more complex assignments later in the course. The instructor is helping students build the necessary skills to create the final project in a logical and creative way.

Reviewer Recommendations:

Group & Individual Work Design

May want to address work outline for in class labs within schedule etc., especially since this is a hybrid course.

Reviewer Recommendations:

Learners are asked to complete homework, lab assignments, chapter quizzes, exams and the "Skill Assessment-Final Character & Game Design."

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students have access to their grades through the Canvas gradebook. They can also see the results of their quizzes right away.

Reviewer Recommendations:

Feedback with portfolio final and peer review.

Feedback from instructor clearly stated for 24 hour.

Reviewer Recommendations:

You provide several assignments that allows learners feedback on their learning process.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructional materials are chosen specifically to assist students in mastering the learning objectives and competencies.

Reviewer Recommendations:

Instructional material clearly aligned with the course with additional resources provided.

Reviewer Recommendations:

Instructional materials provided such as, textbook, power points, videos and articles contribute to the achievement of the stated course and module learning objectives.

STANDARD 4.2 - (3 Points) Required

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The purpose of the materials and how students are to use them are clearly defined in the modules of the course.

Reviewer Recommendations:

The purpose of instructional materials and how the materials are to be used for learning activities is clearly explained.

STANDARD 4.3 - (2 Points)

4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Citations are available in the opening materials for the course.

Reviewer Recommendations:

One recommendation, while a brief MLA example is provide, instructor may want to add a link to owl formatting guide for a more indepth look and examples for students.

<https://owl.english.purdue.edu/owl/resource/747/01/>

Reviewer Recommendations:

All instructional materials materials used in the course are appropriately cited.

STANDARD 4.4 - (2 Points)

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructor has chosen materials that are up-to-date, providing students with the latest materials to help them master the objectives.

Reviewer Recommendations:

Material is current

Reviewer Recommendations:

Instructional materials are current. Most of the videos are dated from 2015.

STANDARD 4.5 - (2 Points)

4.5 A variety of instructional materials is used in the course.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The materials include textbooks, teacher prepared helps (e.g., MLA style), discussion assignments, quizzes, and exams. There is ample variety throughout the course.

Reviewer Recommendations:

A variety are used that encompass layout, video etc.

Suggestion instructor may want to look at wireframes in addition. This helps with layouts.

Reviewer Recommendations:

The instructional materials used in the course is the textbook, power point presentations, videos and articles.

STANDARD 4.6 - (1 Point)

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are stated clearly in the syllabus.

Reviewer Recommendations:

Extra credit items are clearly identified.

Reviewer Recommendations:

The distinction between required and optional materials is clearly explained. See below:

Required Text: Level Up!: The Guide to Great Video Game Design , Author:Scott Rogers, Publication Date: July 13, 2010, ISBN-10: 047068867X, ISBN-13: 978-0470688670

Recommended: Figures, Characters, and Avatars, Author: LesPardew

Publication Date: May 1, 2012, ISBN-10: 1435461207, ISBN-13:

978-1435461208 and a DIY Board Game Design KIT and -

A USB Flash Drive

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students have multiple learning activities in each module which move the student toward mastery of the objectives.

Reviewer Recommendations:

All the learning activities promote the learning objectives along with additional critical thinking needs to accomplish tasks.

Reviewer Recommendations:

The learning activities promote the achievement of the stated learning objectives. For instance, learners read the text book, power points and articles, watch videos and complete assignments.

STANDARD 5.2 - (3 Points) Required

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students interact with the instructor via email and in class. In addition, they interact with the materials during each module, and with each other in discussion board postings.

Reviewer Recommendations:

Hybrid course, face-to-face, but also has an online component with discussion forums.

Reviewer Recommendations:

The LABS required to be completed throughout the course provide opportunities for interaction that support active learning. See below:

LABS

This IS a HYBRID Course. This means that you will meet your class for a total of 6 designated face-to-face meetings. There will be one organizational and informational meeting at the beginning and one Final Project Presentation at the end of the semester. There will be 4 Module completion meetings where you will play and evaluate yours and your peers Game Designs. Computer Information Technology Training courses have a number of labs and exercises to be completed during the length of the course. Participation and completion of these labs are significant and work toward improving your Soft Skills.

STANDARD 5.3 - (3 Points) Required

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is clearly stated in the opening materials for the course.

Reviewer Recommendations:

Clearly stated.

Reviewer Recommendations:

Under the Frequently Asked Questions page it is stated the instructor's plan for classroom response time and feedback on assignments as shown below:

How do I communicate with the instructor?

I prefer email sent to mhampton@nctc. I will respond within 24 hours. If I don't please resend your message.

I also expect you to read your NCTC email often to make sure you have the latest information for the course and your personal communication with me.

I will use the Announcements feature to communicate with the entire class on any changes to the course schedule or other NCTC events that will affect our course.

I will give you individual feedback for your assignments and assessments in the feedback option for your individual work. Please do not comment on my feedback in the feedback option. Send any concerns or questions you have to me via my email.

Do not hesitate to contact me for any reason.

To improve, I would suggest to specify the response time on each assignment feedback.

STANDARD 5.4 - (2 Points)

5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students are given very specific instructions regarding their participation in class and in discussion boards.

Reviewer Recommendations:

Group work and peer review.

Reviewer Recommendations:

The requirements for learner interaction are clearly stated.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The tools involve the gradebook, links to various downloads and materials, embedded videos, and discussion boards. All of these support mastery of the learning objectives.

Reviewer Recommendations:

Tools identified.

May want to include the use of padlet on the same page as textbook and material.

Reviewer Recommendations:

The tools used in the course support the learning objectives.

STANDARD 6.2 - (3 Points) Required

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students cannot complete this course without being actively engaged in assignments and projects. They will not be successful unless they are constantly engaged.

Reviewer Recommendations:

Group work available.

May want to see if possible Webinar (WebEx) or some collaboration tool can be used from both student and/or instructor. (Good for office hours)

Reviewer Recommendations:

The course tools promote learners engagement and active learning.

STANDARD 6.3 - (2 Points)

6.3 Technologies required in the course are readily obtainable.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All the required technologies are easy for students to obtain, and the instructor has provided instructions and links for them to use to get them.

Reviewer Recommendations:

Good to see that license is provided to students however would like to see the cost identified for the advanced level if student interested. DAZ Studio 4.8

Reviewer Recommendations:

Technology required in the course are readily obtainable. under the Technology page. See below:

Technology

Canvas runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser.

Compatible browsers

- [Mozilla Firefox \(Links to an external site.\)](#)
- [Chrome \(Links to an external site.\)](#)
- [Safari \(Links to an external site.\)](#)

Other Browser Requirements

- [Adobe Flash \(Links to an external site.\)](#)
- [Javascript \(Links to an external site.\)](#) Enabled

For more information, visit [Which browsers does Canvas support?](#)

STANDARD 6.4 - (1 Point)

6.4 The course technologies are current.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The technologies used are their most recent versions. Since video gaming is an evolving field, students must keep up-to-date with what is happening. This course provides them with technologies that meet this standard.

Reviewer Recommendations:

Current

Reviewer Recommendations:

The course technologies are current and commonly used. LMS technologies are current.

STANDARD 6.5 - (1 Point)

6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Links to all privacy policies are provided early in the course.

Reviewer Recommendations:

Links are available and clearly identified.

Reviewer Recommendations:

Links are provided to privacy policies for all external tools required in the course under the The Fine Print-Privacy Policies page. See below:

The Fine Print - Privacy Policies

Canvas Privacy Policy

Instructure, Inc. ("INSTRUCTURE") is committed to protecting your privacy. We have prepared this Privacy Policy to describe our practices regarding the personal information that may be collected from users of our websites which post this Privacy Policy, including <http://canvas.instructure.com> ("SITE"), Instructure's Canvas iOS, Android, and other mobile applications ("APPS"), and other related educational services ("SERVICES"). By submitting personal information through our Site, Apps, or Services, you expressly consent to the processing of your personal information in the U.S. in accordance with this Privacy Policy. The use of personal information collected through our service shall be limited to the purposes described in this Privacy Policy.

For more information go to the [Canvas Privacy Policy site \(Links to an external site.\)](#)

Canvas Accessibility Statement

This Voluntary Product Accessibility Template, or VPAT, is a tool that administrators and decision-makers can use to evaluate Canvas' conformance with the accessibility standards under Section 508 of the Rehabilitation Act.

For more information go to the [Canvas Accessibility Statement site \(Links to an external site.\)](#).

Daz 3D Privacy Policy

Daz 3D collects various information in order to provide a better shopping and browsing experience for its users, as well as to keep its users informed of details of offers relating to **Daz 3D** and its products or services. Such information includes:

- Account credentials and details (including email address and other optional personal information)
- Order and wish-list details
- Cookies

Daz 3D email messaging can be opted out of at any time by clicking the unsubscribe link contained in the email.

Daz 3D does not share your personal information with third parties, except as required by law.

By accepting this policy, you are also opting in to those services and activities outlined in it.

This privacy policy is subject to change without notice.

Daz 3D Accessibility Statement

Daz3D is an open source development tool and is not required to meet accessibility requirements at this time.

YoYoGames - Gamemaker Studio

This privacy policy covers the information provided to and gathered by YoYoGames.com.

Data Controller

All information provided to or gathered by YoYoGames.com is controlled by YoYo Games Ltd.

We gather the following types of information:

- Information provided by you - Some sections of YoYoGames.com allow you to enter personal information, including but not limited to your name and email address. You can choose not to provide this information when requested, but as a result may be unable to use some functions of the site.
- Information gathered automatically - Certain types of information can be gathered automatically when you visit, including your IP address and details of the browser you use.

Using your personal information

We use your personal information to allow you to log into the My Account section of this site and retrieve your GameMaker license keys. Your name and address, gathered during the checkout process, are securely stored and encrypted for legal auditing purposes only as per the Data Protection Act and Freedom of Information Act.

YoYoGames - Gamemaker Studio

YoYoGames is an open source development tool and is not required to meet accessibility requirements at this time.

Game Salad Privacy Policy

This Privacy Policy was last updated January 5, 2014

This Privacy Policy ("Privacy Policy") explains our policy regarding the collection, use and disclosure of your personal information for GameSalad, Inc. ("GameSalad") and the website located at: www.gamesalad.com and any other site provided by GameSalad (collectively the "Site"). As we update and expand our services, this policy may change, so please refer back to it periodically. By accessing our Site or otherwise using our service, you consent to our information practices. This Privacy Policy explains the following:

What personally identifiable information is collected from you through the Site, how it is used and with whom it may be shared;
What choices are available to you regarding the use of your personally identifiable information;
The security procedures GameSalad puts in place to protect against the unauthorized disclosure and use of your personally identifiable information; and
How to update or correct any inaccuracies in the personally identifiable information that you provide to GameSalad.

To see the complete Privacy policy visit the Website at [Game Salad \(Links to an external site.\)](#).

Game Salad Accessibility Statement

Game salad reported via email (24 nov, 2015) that they did not have an accessibility statement.

Construct 2 Privacy Policy

We collect information from you when you register on our site, place an order, subscribe to our newsletter or fill out a form.

When ordering or registering on our site, as appropriate, you may be asked to enter your: name, e-mail address, mailing address or phone number. You may, however, visit our site anonymously.

Google, as a third party vendor, uses cookies to serve ads on your site.

Google's use of the DART cookie enables it to serve ads to your users based on their visit to your sites and other sites on the Internet. Users may opt out of the use of the DART cookie by visiting the Google ad and content network privacy policy.

To see the complete Privacy policy visit the Website at [Construct 2. \(Links to an external site.\)](#)

Construct 2 Accessibility Statement

Construct 2 reported via email (24 nov, 2015) that they did not have an accessibility statement.

[YouTube Privacy Policy \(Links to an external site.\)](#)

How YouTube's privacy process works

If a privacy complaint is filed, YouTube provides the uploader an opportunity to remove or edit the private information within their video. We issue notification of the potential violation and provide the uploader 48 hours to take action on the complaint. If the uploader removes the video during these 48 hours, the complaint filed will be closed. If the potential privacy violation remains on the site after 48 hours, the YouTube Team will then review the complaint.

Our [Privacy Complaint Process \(Links to an external site.\)](#) also accounts for cases that warrant urgent removal of contact or financial data.

[Youtube Accessibility Help \(Links to an external site.\)](#)

As a product of Google please follow the link to see the Accessibility help for the device you are using. For more information about the [Google VPAT \(Links to an external site.\)](#) please follow the link.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All of this information is available in the opening materials of the course--either in the syllabus or in the materials under the start here link.

Reviewer Recommendations:

On separate page clearly marked.

Reviewer Recommendations:

The course instructions link to a clear description of the technical support offered and how to obtain it under the Get Help page as shown below:

Get Help

Ask for Help in the correct place

The following resources will help you succeed in your online portion of the course. Note that Canvas technology questions are best directed to the [eCampus Help Desk \(Links to an external site.\)](#). Questions about your grades or other private information should be sent to the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

- [eCampus Help Desk - Click the blue "Submit a Ticket" button \(Links to an external site.\)](#)
- [eCampus Student Resources \(Links to an external site.\)](#)

[Student Support \(Links to an external site.\)](#)

- [Library \(Links to an external site.\)](#)
- [Are Online Courses for you? \(Links to an external site.\)](#)
- [Grade Results Online Tutoring \(Links to an external site.\)](#)
- [Disability Services \(Links to an external site.\)](#) and [Disability Services FAQ \(Links to an external site.\)](#)

Help with this Course

- **IMPORTANT:** [Watching and Viewing inline Videos and Content; Inline View of External Content](#)
- Course Assignment and Content Questions: For general content questions please use the Conversations Inbox.
- Technical question: [Submit a ticket with the eLearning Help Desk \(Links to an external site.\)](#)

[PreviousNext](#)

STANDARD 7.2 - (3 Points) Required

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All of this information is available in the opening materials of the course--either in the syllabus or in the materials under the start here link.

Reviewer Recommendations:

On separate page and clearly marked.

Reviewer Recommendations:

The course instructions link to the institution's accessibility policies and services under the The Fine Print-Privacy Policies page. See below:

The Fine Print - Privacy Policies

Canvas Privacy Policy

Instructure, Inc. ("INSTRUCTURE") is committed to protecting your privacy. We have prepared this Privacy Policy to describe our practices regarding the personal information that may be collected from users of our websites which post this Privacy Policy, including <http://canvas.instructure.com> ("SITE"), Instructure's Canvas iOS, Android, and other mobile applications ("APPS"), and other related educational services ("SERVICES"). By submitting personal information through our Site, Apps, or Services, you expressly consent to the processing of your personal information in the U.S. in accordance with this Privacy Policy. The use of personal information collected through our service shall be limited to the purposes described in this Privacy Policy.

For more information go to the [Canvas Privacy Policy site \(Links to an external site.\)](#)

Canvas Accessibility Statement

This Voluntary Product Accessibility Template, or VPAT, is a tool that administrators and decision-makers can use to evaluate Canvas' conformance with the accessibility standards under Section 508 of the Rehabilitation Act.

For more information go to the [Canvas Accessibility Statement site \(Links to an external site.\)](#).

Daz 3D Privacy Policy

Daz 3D collects various information in order to provide a better shopping and browsing experience for its users, as well as to keep its users informed of details of offers relating to **Daz 3D** and its products or services. Such information includes:

- Account credentials and details (including email address and other optional personal information)
- Order and wish-list details
- Cookies

Daz 3D email messaging can be opted out of at any time by clicking the unsubscribe link contained in the email.

Daz 3D does not share your personal information with third parties, except as required by law.

By accepting this policy, you are also opting in to those services and activities outlined in it.

This privacy policy is subject to change without notice.

Daz 3D Accessibility Statement

Daz3D is an open source development tool and is not required to meet accessibility requirements at this time.

YoYoGames - Gamemaker Studio

This privacy policy covers the information provided to and gathered by YoYoGames.com.

Data Controller

All information provided to or gathered by YoYoGames.com is controlled by YoYo Games Ltd.

We gather the following types of information:

- Information provided by you - Some sections of YoYoGames.com allow you to enter personal information, including but not limited to your name and email address. You can choose not to provide this information when requested, but as a result may be unable to use some functions of the site.
- Information gathered automatically - Certain types of information can be gathered automatically when you visit, including your IP address and details of the browser you use.

Using your personal information

We use your personal information to allow you to log into the My Account section of this site and retrieve your GameMaker license keys. Your name and address, gathered during the checkout process, are securely stored and encrypted for legal auditing purposes only as per the Data Protection Act and Freedom of Information Act.

YoYoGames - Gamemaker Studio

YoYoGames is an open source development tool and is not required to meet accessibility requirements at this time.

Game Salad Privacy Policy

This Privacy Policy was last updated January 5, 2014

This Privacy Policy ("Privacy Policy") explains our policy regarding the collection, use and disclosure of your personal information for GameSalad, Inc. ("GameSalad") and the website located at: www.gamesalad.com and any other site provided by GameSalad (collectively the "Site"). As we update and expand our services, this policy may change, so please refer back to it periodically. By accessing our Site or otherwise using our service, you consent to our information practices. This Privacy Policy explains the following:

What personally identifiable information is collected from you through the Site, how it is used and with whom it may be shared;

What choices are available to you regarding the use of your personally identifiable information;

The security procedures GameSalad puts in place to protect against the unauthorized disclosure and use of your personally identifiable information; and

How to update or correct any inaccuracies in the personally identifiable information that you provide to GameSalad.

To see the complete Privacy policy visit the Website at [Game Salad \(Links to an external site.\)](#).

Game Salad Accessibility Statement

Game salad reported via email (24 nov, 2015) that they did not have an accessibility statement.

Construct 2 Privacy Policy

We collect information from you when you register on our site, place an order, subscribe to our newsletter or fill out a form.

When ordering or registering on our site, as appropriate, you may be asked to enter your: name, e-mail address, mailing address or phone number. You may, however, visit our site anonymously.

Google, as a third party vendor, uses cookies to serve ads on your site.

Google's use of the DART cookie enables it to serve ads to your users based on their visit to your sites and other sites on the Internet. Users may opt out of the use of the DART cookie by visiting the Google ad and content network privacy policy.

To see the complete Privacy policy visit the Website at [Construct 2. \(Links to an external site.\)](#)

Construct 2 Accessibility Statement

Construct 2 reported via email (24 nov, 2015) that they did not have an accessibility statement.

[YouTube Privacy Policy \(Links to an external site.\)](#)

How YouTube's privacy process works

If a privacy complaint is filed, YouTube provides the uploader an opportunity to remove or edit the private information within their video. We issue notification of the potential violation and provide the uploader 48 hours to take action on the complaint. If the uploader removes the video during these 48 hours, the complaint filed will be closed. If the potential privacy violation remains on the site after 48 hours, the YouTube Team will then review the complaint.

Our [Privacy Complaint Process \(Links to an external site.\)](#) also accounts for cases that warrant urgent removal of contact or financial data.

[Youtube Accessibility Help \(Links to an external site.\)](#)

As a product of Google please follow the link to see the Accessibility help for the device you are using. For more information about the [Google VPAT \(Links to an external site.\)](#) please follow the link.

STANDARD 7.3 - (2 Points)

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All of this information is available in the opening materials of the course--either in the syllabus or in the materials under the start here link.

Reviewer Recommendations:

On separate page and clearly marked.

Reviewer Recommendations:

The course instructions link to a clear description on how the institution academic support services and resources can help learners succeed in the course and how learners can obtain them under the Get Help page as shown below:

[Student Support \(Links to an external site.\)](#)

- [Library \(Links to an external site.\)](#)
- [Are Online Courses for you? \(Links to an external site.\)](#)
- [Grade Results Online Tutoring \(Links to an external site.\)](#)
- [Disability Services \(Links to an external site.\)](#) and [Disability Services FAQ \(Links to an external site.\)](#)

Help with this Course

- **IMPORTANT:** [Watching and Viewing inline Videos and Content; Inline View of External Content](#)
- Course Assignment and Content Questions: For general content questions please use the Conversations Inbox.
- Technical question: [Submit a ticket with the eLearning Help Desk \(Links to an external site.\)](#)

STANDARD 7.4 - (1 Point)

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

All of this information is available in the opening materials of the course--either in the syllabus or in the materials under the start here link.

Reviewer Recommendations:

Located on a separate page and easily navigated.

Reviewer Recommendations:

The course instructions link to an explanation of how the institution's student services and resources can help learners succeed in the course and how learners can obtain them under the Get Help page as shown below:

[Student Support \(Links to an external site.\)](#)

- [Library \(Links to an external site.\)](#)
- [Are Online Courses for you? \(Links to an external site.\)](#)
- [Grade Results Online Tutoring \(Links to an external site.\)](#)
- [Disability Services \(Links to an external site.\)](#) and [Disability Services FAQ \(Links to an external site.\)](#)

Help with this Course

- **IMPORTANT:** [Watching and Viewing inline Videos and Content; Inline View of External Content](#)
- Course Assignment and Content Questions: For general content questions please use the Conversations Inbox.
- Technical question: [Submit a ticket with the eLearning Help Desk \(Links to an external site.\)](#)

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

***Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.**

STANDARD 8.1 - (3 Points) Required

8.1 Course navigation facilitates ease of use.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The navigation of the course is easy to follow. Links are available to various components and follow a logical sequence. However, it is difficult to find some of the required elements, and as a review, I had to spend quite a bit of time looking for some things. I would suggest putting some of the pertinent introductory information under links on the main menu rather than in a long section of "start here" material.

Reviewer Recommendations:

More easy to navigated.

On the menu instructor has placed my Media and Media Gallery. The purpose of these links has not been defined.

Reviewer Recommendations:

Navigation and relocating key information is straightforward. Canvas is intuitive if the learner has previous LMS experience.

STANDARD 8.2 - (3 Points) Required

8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3

Points Awarded: 3

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is provided in a section under the general information at the beginning of the course. In addition, when accessibility information is not available for a component, the instructor states this directly.

Reviewer Recommendations:

Found in all individual modules and the videos have closed captioning.

Reviewer Recommendations:

Information is provided about the accessibility of all technologies required in the course under the The Fine Print - Privacy Policies page and in the syllabus. See below:

Canvas Accessibility Statement

This Voluntary Product Accessibility Template, or VPAT, is a tool that administrators and decision-makers can use to evaluate Canvas' conformance with the accessibility standards under Section 508 of the Rehabilitation Act.

For more information go to the [Canvas Accessibility Statement site \(Links to an external site.\)](#).

Daz 3D Accessibility Statement

Daz3D is an open source development tool and is not required to meet accessibility requirements at this time.

Game Salad Accessibility Statement

Game salad reported via email (24 nov, 2015) that they did not have an accessibility statement.

[Youtube Accessibility Help \(Links to an external site.\)](#)

As a product of Google please follow the link to see the Accessibility help for the device you are using. For more information about the [Google VPAT \(Links to an external site.\)](#) please follow the link.

The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. A disability is anything that can interfere with learning, such as a learning disability, psychological challenge, physical illness or injury. Accommodations may include extra time on tests, tests in a distraction reduced environment, volunteer note taker in class, etc. On the Corinth Campus, please go to room 170 or call 940-498-6207 or 940-498-6224. On

the Gainesville Campus, go to room 110 in the Administration (100) Building or call 940-668-4209 Students on the Bowie, Graham, Flower Mound, and on The Office for Students with Disabilities (OSD) provides accommodations for students who have documented disability. On the Corinth Campus, go to room 170 or call 940-498-6207. On the Gainesville Campus, go to room 110 or call 940-668- 4209. Students on the Bowie, Graham, Flower Mound, and online campuses should call 940-668-4209. North Central Texas College is on record as being committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2009, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). <http://www.nctc.edu/StudentServices/SupportServices/Disabilityservices.a.spx>

STANDARD 8.3 - (2 Points)

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

Although I did not see alternative means of access for everything in the course, this is a hybrid course. Students, therefore, attend class, and the instructor has invited them to contact her directly if any difficulties arise. In addition, students have access to disability support services which might provide them with any other accommodations to meet their needs. I believe the 85% standard for this item is met.

Reviewer Recommendations:

Instructor has placed Powerpoint slides, PDF handouts (downloads) and video links.

Reviewer Recommendations:

Videos are closed captioned and pdf files are searchable. However, power points do not provide audio. To improve, I would suggest to add audio to your power point presentations.

STANDARD 8.4 - (2 Points)

8.4 The course design facilitates readability.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The design of the course is very readable. It is logical, and the fonts and reading levels are easy to follow.

Reviewer Recommendations:

Easy to read and clearly stated

Reviewer Recommendations:

Course materials were easily readable. White space was well used, and font was consistent.

STANDARD 8.5 - (2 Points)

8.5 Course multimedia facilitate ease of use.

Points Possible: 2

Points Awarded: 2

Result: MET (Yes: 3, No: 0)

Reviewer Recommendations:

The media in the course are embedded so that students only need to hit a button within the course to access them.

Reviewer Recommendations:

Video closed caption

Reviewer Recommendations:

The course multimedia were easy to navigate. Audio was clear on the Welcome to Video Game Design (GAME 1328) and in all videos provided throughout the course.

Additional Review Comments:

Reviewer

This course while much more intense and not fully online is well designed and easy for the user to follow.

Reviewer

Dear Professor Hampton,

I really enjoyed reviewing your course and learning from your course content.

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS