



**Institution:** North Central Texas College

**Course Code:** GAME2342North C121316

**Course Number:** GAME2342

**Course Name:** Game Dev Using C++

**Course Representative:** William Hill

**Review Start Date:** 2017-02-23

**Review End Date:** 2017-05-03

**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 "short list" amount of links found in your menu on the left makes the quantity of information overload to the student minimal. The start link and video provide clear instructions for the student to able to proceed..

According to the annotation, "indicate what to do first", would make clear the decision of which link to click initially.

**Reviewer Recommendations:**

You have a nice introduction video that steers students toward the Start Here material and syllabus. There is some information about where to find course materials as well.

**Reviewer Recommendations:**

The course provides clear instructions that make clear how to get started and where to find various course component. I noted that on the homepage provides the following statement "Click on the **START HERE** star to learn more! Also watch the Welcome video and view the Syllabus." I believe before your institution used to have a star. However, currently I suggest to remove the word star since the star is not in the course anymore.

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**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:**

The "Home" link provides the information about the course, with specific links to applicable areas in the course.

The learner clicks the Home link and sees the additional links, as well as information about what to do with the links, for further course related material.

Referring to the annotation for specific standard 1.2 "other course documents; or in areas with titles...the "Start Here" link provides multiple options for learner access to the course and its structure, as well as multiple link options for the learner to navigate.

I am not familiar with Canvas yet, can the Front Page link and Home page links be named the same? They carry you to the same place with 2 different names.

**Reviewer Recommendations:**

Yes, the course information is in the syllabus and the course outcomes help to identify the purpose.

**Reviewer Recommendations:**

Learners are introduce to the purpose and structure of the course under the home page.

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**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:**

The "Netiquette" link located within the "Course Information" link contains a statement of informal verbiage to avoid. The evidence found here is what the instructor expects of the student, as far as formality only.

The annotation from Standard 1.3 states: "Expectations for how students are to communicate online and in the classroom are CLEARLY stated." The link to the statement was easy to find and clearly states what is expected of the student.

I think the Coffee Shop link is a good link, it made me want to click it and see what was there and more Netiquette expectations are stated there.

You may consider adding a Netiquette statement in your syllabus.

**Reviewer Recommendations:**

Yes, you have developed a good deal of information for students about the netiquette expectations. Very helpful!

**Reviewer Recommendations:**

Etiquette expectations are located under "Discussion Board Rules - Netiquette" page.

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**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:**

The Start Here link provides a link that clearly states Course and Campus policies.

According to the annotation, "Policies may address such matters as student conduct, academic integrity,.....". The policies are clearly stated in the syllabus. The student should have no question how to comply with the policies.

The only change I would suggest is provide the same campus policy links in your syllabus.

**Reviewer Recommendations:**

Yes, you have provided the policies and links to additional resources where needed. It is easy to find and informative.

**Reviewer Recommendations:**

Course and institutional policies with which the learner is expected to comply are clearly stated in the syllabus and also links are provided to NCTC Campus Policies.

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**STANDARD 1.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

The instructor includes in the Get Help link information which includes Technology Help and Requirements.

The annotation reads: "...course-specific technical skills students must have to succeed in the course are specified."

The link is available and easy to access. The instructor included a "Get Help" link within the "Start Here" menu and may consider including a link to the Get Help link in the syllabus.

However, we recommend the instructor add software requirements for the game design.

**Reviewer Recommendations:**

I found the information about how to get help but not about the technology requirements. I would suggest adding it as a link in the Start Here Materials or in the navigation. Giving it better visibility will help students be prepared.

I did not find the information related to the specific software that students will be using and learning with in the course.

**Reviewer Recommendations:**

Minimum technology requirements are clearly stated under "Technology" page. However, I had to go to "Course Information," "Modules," "Get Help," and then "Technology" to find them. I suggest to add technology requirements in your syllabus so it will be easier for learners to find them.

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**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 prerequisite information is clearly stated in the syllabus, located in the Syllabus link found in the menu items in the left menu.

According to the annotation, "Discipline knowledge prerequisites should specify courses that meet the requirements." The course requirement is clearly stated and complies with this annotation.

An additional statement in the Course Description could be added for the learner.

**Reviewer Recommendations:**

It is stated in the syllabus however it may be helpful to expand it to include skills and knowledge in addition to the pre-requisite so students know what the expectations are.

**Reviewer Recommendations:**

The syllabus states the following: Course Prerequisite(s): (WECM suggested prerequisite) Object-Oriented programming or departmental approval.

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**STANDARD 1.7 - (1 Point)**

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

**Points Possible:** 1

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

The instructor includes in the Get Help link information which includes Technology Requirements, referencing Standard 1.5, we think the instructor should add software requirements for game design.

The annotation reads: "...course-specific technical skills students must have to succeed in the course are specified."

The link is available and easy to access, but the instructor may consider including a link to the Get Help link in the syllabus.

**Reviewer Recommendations:**

I found the information about how to get help but not about the course specific technology requirements. I would suggest adding it as a link in the Start Here Materials or in the navigation. Giving it better visibility will help students be prepared.

I did not find the information related to the specific software that students will be using and learning with in the course.

**Reviewer Recommendations:**

Minimum technical skills requirements are clearly stated under "Technology" page. However, I had to go to "Course Information," "Modules," "Get Help," and then "Technology" to find them. I suggest to add technology requirements in your syllabus so it will be easier for learners to find them.

**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: 2, No: 1)

**Reviewer Recommendations:**

The self-introduction is evident in the Home link, as well as contact information and the best communication method.

The instructor complies with the annotation, that states "presents the instructor as professional as well as approachable, and includes the essentials, such as the instructor's name, title, field of expertise, email address, phone number, and times when the instructor is typically online or may be reached by phone" in the syllabus, as well as the Syllabus link found in the menu on the left of the users' screen.

The instructor may want to specify in his media gallery his additional introduction video.

**Reviewer Recommendations:**

The start here video is very good, however it is really focused on how to get started. Adding some personal/professional information about the instructor will enhance that video and meet the standard.

**Reviewer Recommendations:**

The instructor self-introduce himself in his "Welcome Video."

**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:**

The learners are asked to introduce themselves in the Introduction Discussion Forum found in the Start Here link.

The annotation states, "Learner introductions at the beginning of the class help to create a welcoming learning environment and a sense of community. Learners are asked to introduce themselves and given guidance on where and how they should do so." The instructor takes this annotation a bit further by providing bullet points to prompt the students on what to include in their introductions and offering instructions and the option to provide a media post.

The instructor may want to prompt the learner further by asking open ended questions.

**Reviewer Recommendations:**

Yes, there is an opportunity, that is easy to find, for students to introduce themselves. I love that they can do a video if they like!

**Reviewer Recommendations:**

Learners are asked to introduce themselves as the first 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:**

Evidence of measurable learning outcomes can be found in the Start Here/Modules for Course information link and the syllabus link. Based on the information provided by the annotation, "Measurable course learning objectives precisely describe what learners are to gain from instruction....".

The instructor provides an excellent breakdown of what the student is expected to complete/submit as well as a breakdown of how the student will be evaluated. The breakdown shows how the student will be assessed using points and the value of those points into percentages.

The Course Learning Outcomes information are also provided in the Syllabus.

My only suggestion would be to add a link in the Course Description directly to the syllabus.

**Reviewer Recommendations:**

Yes, the course learning objectives are measurable. Great job!

**Reviewer Recommendations:**

Course learning objectives describe outcomes that are measurable and are located in the syllabus.

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**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 instructor's unit objectives provide evidence that "precisely and clearly describe what learners will learn and be able to do if they successfully complete the course."

The instructor's Syllabus and Course Learning Outcomes link provides precise information how the learner will be measured for successfully completing the course.

As previously stated, maybe the instructor could add a link in the Course Description directly to the syllabus.

**Reviewer Recommendations:**

Yes, the objectives can be found easily and are measurable.

**Reviewer Recommendations:**

Module learning objectives describe outcomes that are measurable and consistent with the course-level objectives, and they are located at the beginning of each chapter.

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**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 instructor provides a "Course Learning Outcomes" link in the learner's list of menu items. The outcomes are written clearly and from the learner's perspective. The outcomes are measurable and the learner should have no difficulty understanding what is expected of them to successfully complete this course.

The learner is expected to perform various tasks to prove their competencies. The instructor clearly understands the annotation, "learning objectives are written in a way that allows learners, including non-native speakers, to easily grasp their meaning....".

Again, add link to syllabus.

**Reviewer Recommendations:**

Yes, they are easy to understand from the student's perspective.

**Reviewer Recommendations:**

Learning objectives are stated clearly and written from the learner's perspective.

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**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:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

The course objectives and the textbook chapters seem vague. Can the modules outcomes should be written to specify the activities associated within the modules.

Again, place the course outcomes/objectives and/or modules outcomes in the syllabus.

**Reviewer Recommendations:**

I like that you restate the objectives for each module, however I am not sure it is clear what activities in each module allow the students to achieve the outcomes. Perhaps create a table or chart that shows the types of activities and how the objectives connect. That would be one easy way to make that information more clear.

Making the objectives a little more clear - from the student's perspective would be beneficial too. It is easy from a technologist perspective - but perhaps not so from a student's perspective.

**Reviewer Recommendations:**

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

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**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:**

The content of the course is appropriate for the "type and level of the course". "Core learning skills, including critical thinking, information literacy, and technology skills, are typically those that transcend an individual course and are integrated across the curriculum." (as stated by the annotation) are present for the learner to use throughout the course's modules, announcements, quizzes, assignments, and discussions.

**Reviewer Recommendations:**

Yes, all of the activities are consistent with the level of the course.

**Reviewer Recommendations:**

Learning objectives are suited to the level of the course.

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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:**

The annotation for standard 3.1 makes references to 2.1 and 2.2 due to alignment of the assessments with the objectives. The instructor's objectives make it clear what the student will be able to do at the end of the course. The discussions and assignments requirements address most of the objectives listed.

This annotation refers to the alignment of the assessments, "the types of assessments chosen, it is clear that learners can successfully complete the assessments...".

The instructor's objectives addresses this standard's concern by allowing the learner to demonstrate their abilities, clearly a measurable task, in addition to other quizzes and assignments required throughout the course.

**Reviewer Recommendations:**

Yes, the quizzes and written assignments are well aligned with the learning objectives.

**Reviewer Recommendations:**

The assessments measure the stated learning objectives.

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**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:**

The instructor provides "a clear, written statement that fully explains how the course grades are calculated" (quoted from the annotation for this standard). The information provided in the syllabus and the course modules, provides a breakdown of each assignment, discussion, quiz, etc. and the points and percentages for each assignment.

The instructor also provides a late assignment submission policy in the syllabus which leaves no doubt to the learner what to do in case of a missed assignment, quiz, etc.

**Reviewer Recommendations:**

Yes, very clearly outlined in the syllabus.

**Reviewer Recommendations:**

Course grading policy is clearly stated in the syllabus.

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**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:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

Evidence of this standard can be found in the Grades link, using the Dashboard. The grades link provides a possible maximum point score as well as the score of the learner. There are also links to the specific quiz/assignment, etc.

Lab examples or a rubric for the labs would be helpful for student elements of how they are going to be assessed.

**Reviewer Recommendations:**

For the lab assignments there is some information about how to "present" your answers but it is not clear how the activities are going to be evaluated. While the quizzes are self-explanatory, adding a rubric or checklist for the other assessments will provide the necessary criteria for students.

**Reviewer Recommendations:**

Almost at the end of your syllabus, you have "Unit Competencies" that provide assessments and for Multiple choice exam you state that there are 50 questions. However, Annotation for Specific Review Standard 3.3 states the following:

"Learners are provided with a clear and complete description of the criteria that will be used to evaluate their work and participation in the course. These criteria are stated upfront at the beginning of the course. The description or statement of criteria provides learners with clear guidance on the instructor's expectations and on the required components of coursework and participation. The criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated.

As a reviewer, confirm that the criteria used to evaluate learners' performance aligns with the course objectives or competencies. Note, however, that you are not asked to look for and evaluate the instructor's specific feedback to learners in Standard 3.3. Your focus is the design of the course, not the delivery of the course.

Examples of what to look for:

1. Evidence that the instructor has stated the criteria for evaluation of all graded work. Criteria may be in the form of a detailed checklist, rubric, or other instrument for identifying the various levels of learner mastery.
2. A description of the how learners' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of learners' comments and their responsiveness to classmates' comments; and the grade or credit learners can expect for varying levels of performance.

In order to further meet SRS 3.3, I would suggest you to provide a brief description of what quizzes, labwork and homework are about. For instance you can provide the following statement:

Quizzes: Every unit you will take a quiz so we can make sure that you are learning the material covered. Additionally, in case you did not accomplish mastery at a level of 70% or more in a particular quiz. I would suggest you to contact me so I can clarify any misconceptions. I am here to help you and quizzes count 20% towards your final grade. Therefore, it is crucial that you excel in your quizzes so you can succeed in our course.

**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 instructor provides multiple ways of assessing the learner throughout this course. Quizzes, discussions and other required homework assignments from the student are effective alternate ways the instructor has provided.

The annotation reads "assessments are varied in order to provide multiple ways for learners to demonstrate mastery...". The instructor provides many various forms of assessing the learner's comprehension of the tasks assigned or tested for the learner to demonstrate their mastery.

**Reviewer Recommendations:**

Yes, the variety of labs, written work, discussions and quizzes/tests provide the student with multiple opportunities to assess learning.

**Reviewer Recommendations:**

The assessment instruments selected are quizzes, labwork, homework and exams, and they are suited to the learner work being assessed.

**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:**

The instructor has provided multiple opportunities to measure students' learning progress. As stated by the annotation, "Learning is more effective if learners receive frequent, substantive, and timely feedback. The feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other learners.", the instructor provides a statement when the learner should expect to receive their grades and feedback throughout the semester in the Syllabus.

**Reviewer Recommendations:**

Canvas provides an online grade book which allows students to keep track of their progress and the quizzes appear to be self-grading to give immediate feedback. Well done!

**Reviewer Recommendations:**

Learners are provided with multiple attempts in their quizzes. In addition learners have access to their grades.

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 instructor provides appropriate materials that align with the course objectives in order to meet the requirements of the annotation: "materials align with the learning objectives or competencies in a clear and direct way and provide the information and resources learners need to achieve the stated learning objectives or competencies".

**Reviewer Recommendations:**

Yes, the textbook is current and provides rich content and learning activities that provide for achievement of the stated learning outcomes.

**Reviewer Recommendations:**

Learners are provided with power points and notes. In addition, learners have to purchase their textbook.

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**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 syllabus and well-designed modules provide consistent simple to locate and follow instructional materials for the students. The annotation states: "Learners are provided with an explanation of how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies.". The instructor provides clear instructions in the modules of the course for the learner to read so the learner will know why the instructional materials provided are important for their successful completion of the course. .

The only recommendation for this standard is to provide minimum technology requirements to access the course as a link in your syllabus.

**Reviewer Recommendations:**

Yes. While there is no explicit notation of what is required, it is easy to determine that all listed materials are required. To improve, it may be helpful to indicate that explicitly.

**Reviewer Recommendations:**

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

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**STANDARD 4.3 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations:**

The course does not appear to have cited resources provided by the instructor for the various resources provided by the publisher. As stated by the annotation, "Sources for materials used in the course are clearly identified."

We could not find the textbook using the ISBN and it should be cited in the course.

**Reviewer Recommendations:**

The textbook is noted in the syllabus although it was not immediately obvious that the 2nd edition was being used. I think the image of the book is an older edition. Adding the ISBN would ensure that students obtain the correct book and improve the citation.

**Reviewer Recommendations:**

The Required Text Book is cited as follows:

**Required Text Book:** Starting Out with Games and Graphics in C++, 2nd edition, by Tony Gaddis; ISBN: 978-0-312807-9. Flash drive is recommended for the labs – recommended minimum of 8 GB. You are required to keep all labs through the end of the semester.

As stated in the Annotation for SRS 4.3 as follows: At minimum, a citation includes the author or owner name; date of publication; resource title, if supplied; and URL or source. Therefore, I would suggest to add the date of publication.

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**STANDARD 4.4 - (2 Points)**

4.4 The instructional materials are current.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET (Yes: 2, No: 1)

**Reviewer Recommendations:**

The ISBN of the textbook can be located in the course syllabus and the Course Materials link. Trouble with locating the textbook using the ISBN, is the textbook the most current version? The textbook should be cited.

The textbook is 2012, is this the most current textbook?

**Reviewer Recommendations:**

Yes, the faculty developer has selected the second edition which is more current. I would encourage a review of materials in the coming years to determine is 2012 is current enough moving forward.

**Reviewer Recommendations:**

The text book photo is from 2009.

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**STANDARD 4.5 - (2 Points)**

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

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

The annotation states, "The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia." PowerPoints and required readings are part of the expectations for the learner.

Additional materials (free materials) like open source related information, YouTube videos and industry websites to make the course as robust as possible

**Reviewer Recommendations:**

The students are provided with the textbook and publisher PowerPoint along with the lab exercises in the textbook. To improve the course, I would like to see industry websites, video snippets or other materials to enhance the content for students. An easy way to add some of the instructor's voice into the course would be to include instructor notes in the PowerPoint and or voice over the PowerPoint.

**Reviewer Recommendations:**

The course uses power points, discussions and the text book.

**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:**

The instructor provides "Clear explanations are provided to learners regarding which materials and resources are required and which are optional. Instructors are expected to clearly indicate which materials learners must acquire and use to complete course activities and assignments." (stated from the annotation).

There is evidence that an 8GB flash drive is recommended.

The instructor may want to include in the course some optional sources now that open source materials are available, applicable and very useful.

**Reviewer Recommendations:**

While it is not explicit is is very clear what is required.

**Reviewer Recommendations:**

The distinction between required and optional materials is clearly explained under "Course Materials."

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:**

The instructor provided various instructional materials and methods to engage the learner in the course. The annotation simply states: "The purpose of learning activities is to facilitate the student's achievement of the stated objectives." The instructor's variability of discussions, reading assignments, quizzes, etc. can engage the learner in multiple ways and give the learner many forms of successfully completing the learning objectives.

Again, my only suggestion is provide open source materials/links for additional help in successfully completing the course.

**Reviewer Recommendations:**

Yes, the weekly lab exercises allow students to synthesize and apply what they are learning in the textbook and PowerPoint presentations. The activities align well with the stated learning objectives.

**Reviewer Recommendations:**

Learners have to read the text book, review power point, complete the homework and labs.

**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:**

I only see the introduction discussion at the beginning of the course, but are discussions necessary for this particular course?. The annotation says: "Activities encourage learners' engagement during learning through different types of interaction....".

The "Coffee Shop" link is a great idea for engaging learners interaction. The rules are simple and provide an opportunity for learners to get to know each other just like social media.

**Reviewer Recommendations:**

Yes, students are able to apply what they are learning by working with the software to complete appropriately complex activities/labs. To improve the course you could evaluate ways to have students interact with you and their peers in discussions, solving case problems together or other similar interactive activities.

**Reviewer Recommendations:**

Learners activities provide opportunities for interaction that support active learning.



**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:**

The instructor clearly provides response time and feedback in the "Home" link and in the syllabus.

The annotation reads: "The course provides clear information about when learners will receive instructor responses to emails and discussion postings, feedback on assignments, and grades. ...".

The statement of response time and feedback is clear, concise and easy to locate within the course.

**Reviewer Recommendations:**

Yes, it is stated in the Home content. I also noted that the instructor spelled out when he was not available - that is an excellent element to point out to students at the beginning of the course so they know what to expect. Well done!

**Reviewer Recommendations:**

The instructor's plan for classroom response time and feedback on assignments is clearly stated under the Home page as shown below:

**Communications**

To contact your instructor on a one on one basis please use the link labeled "Inbox" to access the CONVERSATIONS feature. The link is located on the top right of the Canvas pages next to your name. Your instructor will respond within 24 hours on weekdays; all emails after 5:00pm on Fridays will be responded to by 5:00pm the following Monday.

**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:**

The discussions throughout the course clearly state how the learners will interact. The instructor provides a "Coffee Shop" link which encourages students to discuss non-course related topics.

As stated by the annotation, "The statement helps students plan and manage their class participation and provides a basis for the instructor to evaluate student participation.", the instructor promotes student interaction by requiring the discussions, and the learner is provided with complete, precise instructions in order to receive credit for the discussions.

**Reviewer Recommendations:**

Yes, there are points of information throughout the syllabus, start here materials, and modules that let the students know what is expected of them, including the "attendance" expectation.

**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 and video the instructor uses in the course support the course learning objectives. "Tools are functional software that provide areas for interaction in the course....", as stated by the annotation, are the motivating factors for online courses.

Due to the lack of the traditional classroom, motivating factors provided by the tools and media in an online or hybrid classroom are necessary to motivate and capture the attention of the learner and the classroom.

**Reviewer Recommendations:**

The LMS provides for quizzes, discussion boards, file management, assignments and other tools. Additionally, the textbook provides for support in learning with the software necessary to attain the stated learning objectives.

**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:**

The course tools and media support student engagement and guide the student to become an active learner and promote the "learning process rather than passively absorb information" (quoted from annotation). The instructor recognizes the challenges that face today's learner outside the traditional classroom and provides videos and other media to capture the student's attention and makes learning the required material more exciting than only reading it.

**Reviewer Recommendations:**

Yes, the tools the instructor has selected will allow for students to engage with the content to achieve the stated learning objectives.

**Reviewer Recommendations:**

The course tools promote learner 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:**

The technologies required throughout the course are readily obtainable. The short list of menu items in the Start Here link encourages the learner to browse the course without feeling overwhelmed. As stated by the annotation, easily obtainable, through download, purchase at the bookstore, or another means "

The Home link provides a link to the Course Information and modules into logical ways for the learner to successfully complete the course requirements. Additional required web site link access is provided by the instructor.

**Reviewer Recommendations:**

Yes, all tools and resources are readily obtainable.

**Reviewer Recommendations:**

Technologies required in the course are readily obtainable.

---

**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 instructor provides evidence of the use of current technologies as stated by the annotation: "Examples of current technology that may be used in support of the course objectives to enhance student learning." Evidence of current technologies include discussion forums, various videos, learner presentations, and digital content from TestOut, the required simulation/lab learning tool.

**Reviewer Recommendations:**

Yes, though I would encourage a review of available textbooks in the coming year to ensure the 2012 edition is the most current.

**Reviewer Recommendations:**

The course 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:**

The Fine Print - Privacy Policies provides links to external privacy policies, as well as the LMS privacy policy.

**Reviewer Recommendations:**

Yes, it is provided by including links to all policies of relevant technologies being used in this course. Well done!

**Reviewer Recommendations:**

The links below are provided in the "The Fine Print -Privacy Policies" folder.

The Fine Print - Privacy Policies

Privacy Policies

Most of the privacy policies for companies whose products are used/linked in this course are included here:

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

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

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

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

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

[Apache \(Open Office\) Privacy Policy \(Links to an external site.\)](#)

Many companies with a web presence link to a privacy policy at the bottom of their primary web page; sometimes, every page on the site has such a link. If you are curious about what information websites collect when you visit and how they use that information, check the privacy policy.

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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:**

The list of menu items outside the course provides a "Get Help" link that guides the learner to various means of technical support. There is also a link, "Get Help" located in the "Start Here" link.

The annotation information states: "Technical support for learners differs from institution to institution and includes such information as how to log in; how to use the tools and features of the learning management system; and how to get help desk support."

The links provided offer various support for the Canvas LMS, as required by the annotation.

**Reviewer Recommendations:**

Yes, there is robust and easy to find information for students who may need technical support for all tools used in the course.

**Reviewer Recommendations:**

The "Get Help" link provides learners to a clear description of the technical support offered and to obtain it as shown below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding 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 not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

- [eCampus Help Desk \(Links to an external site.\)](#)
- [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 FAO \(Links to an external site.\)](#)

**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 Get Help Discussion (this Discussion). To use this Get Help Discussion, enter your question or comment in the box below that has the word "Reply" in it. Then click on the "Post Reply" button. For specific assignment questions relating to grades, use [Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: [Submit a ticket with the eLearning Help Desk \(Links to an external site.\)](#)

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**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:**

The syllabus provided by the instructor offers information concerning the Office for Students with Disabilities. As instructed by the annotation: "services and accommodations are available for learners with disabilities and inform the learner how such services may be accessed." The information supplied by the instructor in the syllabus provides the campus location, the phone number and a link that jumps the student directly to the Office for Students with Disabilities website provided by the school.

**Reviewer Recommendations:**

Yes, the policies are clearly stated and there are links to access stated services.

**Reviewer Recommendations:**

The "Accessibility" links provides learners to the accessibility policies and services as shown below:

Accessibility Policies

Information about the accessibility of companies used/linked in this course are below. If a company is not listed, please let us know and we will locate the information. If a company does not have such a policy, it will be noted.

[Canvas Voluntary Product Accessibility Template \(Links to an external site.\)](#)

[Adobe Accessibility Policy \(Links to an external site.\)](#)

[Google/YouTube Accessibility Policy \(Links to an external site.\)](#)

[Microsoft Accessibility Policy \(Links to an external site.\)](#)

[Apache \(Open Office\) Accessibility Policy \(Links to an external site.\)](#)

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**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:**

There is evidence the instructor has provided necessary information that articulates the institution's academic support services and resources in the link "Syllabus" and "Home/Course Syllabus."

The annotation states, "Academic support services and resources, and the scope of what they entail, differ from institution to institution."

A suggestion I have for this standard is to provide additional links within a folder located in the Start Here link for these services.

**Reviewer Recommendations:**

Yes, there are clearly stated policies and links to request support.

**Reviewer Recommendations:**

The "Get Help" link provides learners how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them as shown below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding 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 not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

- [eCampus Help Desk \(Links to an external site.\)](#)
- [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 Get Help Discussion (this Discussion). To use this Get Help Discussion, enter your question or comment in the box below that has the word "Reply" in it. Then click on the "Post Reply" button. For specific assignment questions relating to grades, use [Conversations](#).
  - Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
  - 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:**

The evidence the instructor provides the student support services can be found in the "Syllabus" and "Home" link.

As stated by the annotation, "For the purposes of this review, student support services include advising, registration, financial aid, student or campus life, counseling, career services, online workshops, and student organizations.", the links provided for online help are clearly marked and stated in the sections Student Success Center, Financial Aid, Scholarships, and Veterans Services of the syllabus.

**Reviewer Recommendations:**

Yes, the policies are stated and there are links to the services provided in the course materials.

**Reviewer Recommendations:**

The "Get Help" link provides learners how the institution's students services and resources can help learners succeed in the course and how learners can obtain them as shown below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding 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 not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

- [eCampus Help Desk \(Links to an external site.\)](#)
- [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 Get Help Discussion (this Discussion). To use this Get Help Discussion, enter your question or comment in the box below that has the word "Reply" in it. Then click on the "Post Reply" button. For specific assignment questions relating to grades, use [Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- 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:

Navigating the course flows efficiently. The instructor makes it clear in the course where to start with the "Start Here for Course Information" and "Course Syllabus" links provided in the Home page.

Referring to the annotation, "Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Navigation throughout the course is consistent, logical, and efficient.", the instructor makes it logical and simple to follow the course structure.

##### Reviewer Recommendations:

The course is well designed to meet the standards of accessibility. The navigation is intuitive and follows best practices for design that enhances use of screen readers.

##### Reviewer Recommendations:

The course is very easy to navigate.

---

#### 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:

The annotation reads: "Learners with disabilities have access to information on the accessibility of the learning management system and all additional required technologies."

The evidence to support this standard can be found in the "Fine Print" section of the Start Here link.

##### Reviewer Recommendations:

Yes, the students are provided with easy to find information about how to get support with accessibility and/or the accessibility of the tools/resources used.

##### Reviewer Recommendations:

Information is provided about the accessibility of all technologies required in the course under the "Accessibility" link.

---

#### 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:** 0

**Result:** **NOT MET** (Yes: 1, No: 2)

##### Reviewer Recommendations:

I see information about accessibility policies and voluntary product accessibility template.

Introduction video should be closed captioned or a transcript available for visual learners.

##### Reviewer Recommendations:

While students can download content to their own system if needed and there are links for students to request additional support when needed, the introductory video does not include a transcript or closed captioning. Adding that would be helpful. In addition, the images in the course are missing the alt-tag for screen readers.

**Reviewer Recommendations:**

The "Welcome Message for Game Development Using C++" video provides a transcript. The power points provided in the course have alt-tags. I would suggest to change the file format from PowerPoint to pdf. The reason is because the PowerPoint format takes more time to download.

**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 instructor of this course makes the readability very comfortable and not distracting as required by the annotation: "Course design elements maximize usability by facilitating readability and minimizing distractions."

**Reviewer Recommendations:**

Yes, the colors and simplicity of the design allow for the use of screen readers and reduces distractions.

**Reviewer Recommendations:**

The course design facilitates readability. However, I noted that under the "Syllabus" page there is white space that can be reduced.

**STANDARD 8.5 - (2 Points)**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

PowerPoints and introduction video are accessible and easy to watch and read.

Add closed captioning subtitles or a transcript to your intro video.

**Reviewer Recommendations:**

Please see comments on 8.3 for comments related to multimedia and concerns about accessibility.

**Reviewer Recommendations:**

Course multimedia facilitate ease of use.

**Additional Review Comments:****Reviewer**

Nice job!

**TOTAL POINTS AWARDED: 82**

**FINAL RESULT: DID NOT MEET STANDARDS**

**Amendments****STANDARD 1.5**

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

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

Amended: I included the information for the specific software the students will be using on the Course Materials page under the Course Book, Software, and Other Materials heading in the description beside the textbook graphic under the Required Text Book heading:

"The textbook (if purchased new) includes a DVD that has the required software to do the lab assignments: Microsoft Visual C++ 2010 Express edition. It also details how to download and setup the App Gaming Kit (AGK) from The Game Creators to use in conjunction with Visual C++. I also changed the Required Text Book heading to Required Text Book and Software heading."

(This was also included in the syllabus in the Required Text Book information.)

**Chair Notes:**

Thank you for including the information for the specific software the students will be using on the Course Materials page under the Course Book, Software, and Other Materials heading in the description beside the textbook graphic under the Required Text Book heading:

"The textbook (if purchased new) includes a DVD that has the required software to do the lab assignments: Microsoft Visual C++ 2010 Express edition. It also details how to download and setup the App Gaming Kit (AGK) from The Game Creators to use in conjunction with Visual C++. I also changed the Required Text Book heading to Required Text Book and Software heading."

**STANDARD 1.7**

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

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

---

**Course Representative Notes:**

Amended: Course pre-requisites are listed in the syllabus.

**Chair Notes:**

Thank you for providing the course pre-requisites are listed in the syllabus.

---

**STANDARD 2.4**

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

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

Amended: course outcomes are listed in the syllabus as well as in the Start Here Module and each chapter that follows as recommended.

**Chair Notes:**

The course outcomes are listed in the syllabus as well as in the Start Here Module and each chapter that follows as recommended.

---

**STANDARD 3.3**

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

**Course Representative Notes:**

Amended: Added grading scale and category weighting to the syllabus. Also included a grading rubric for all labs.

**Chair Notes:**

Thank you for adding the grading scale and category weighting to the syllabus. Also included a grading rubric for all labs.

---

**STANDARD 4.3**

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

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

All citation have been updated

**Chair Notes:**

Citations have been updated.

---

**STANDARD 4.5**

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

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

A variety is currently being used through video's offered in the textbook, web sites, hands on exercises and discussion boards.

**Chair Notes:**

A variety is currently being used through video's offered in the textbook, web sites, hands on exercises and discussion boards.

---

**STANDARD 8.3**

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

**Course Representative Notes:**

There is an accessibility statement in the Start Here module for the students to access.

**Chair Notes:**

There is an accessibility statement in the Start Here module for the students to access.

---

**STANDARD 8.5**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

Amended: Added transcript to welcome video.

**Chair Notes:**

Added transcript to welcome video.

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**Additional Course Representative  
Comments:**

William,

**Additional Chair Comments:**

Thank you for completing all the revisions. You had done an excellent work! Congratulations in certifying your online course through Quality Matters. Have a great week.

Best wishes,

Andrés

**TOTAL POINTS AWARDED (Initial Review): 82**

**TOTAL POINTS AWARDED (Upon Amendment): 99**

**FINAL RESULT (Upon Amendment): MET STANDARDS**