

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number DET 370 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We are requesting the creation of a new course : DET 370 – Serious Games.
This course is part of a larger revision of the Digital Entertainment Technology degree plan,
to better utilize the strengths of current faculty and better serve our students.
This course will be taught in Spring 2020 as a special topics course.

A course application, sample syllabus, *etc.* are included.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees			
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD		Provost	Faculty	President
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11.13.19 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11/13/19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11/15/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	DET 370
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Brian G. Burton
2	Course Instructor	Brian G. Burton
3	Course Title	Serious Games
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	COBA
6	Department or School	SITC
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☒ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Instructional Design of Serious Games examines the theory and design of creating meaningful learning experiences using games. Core concepts included in the course include Instructional Design models, game design for learning, and the creation of learning environments using current technology.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	DET 210
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? Even
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2022
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: DET 340.02, Spring 2020, ???
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

See revised DET Degree Plan

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Serious Games teaches students how to create a broad range of projects including instructional design, gamification, learning game, and edutainment. Over the next 10 years, this will be one of the fastest growing areas of game design. There are currently over 30,000 open positions in this field.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for upper-level DET majors, who have already built prerequisite skills including foundational exposure to animation and game development and a working ability with scripting languages.

2. State the overarching course goal(s) in performance terms.

Students who successfully complete this course will be able to utilize fundamental techniques of game development, to broaden their understanding of games and gameplay and apply these principles to a vast variety of digital media fields.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
--	--------------------------	-------------

1	Examine and exhibit appropriate use of instructional design tools and their impact upon the production.	Rubric
2	Demonstrate their understanding of production by creating an independent project	Rubric
3	Apply and demonstrate basic skills of developing a serious game	Rubric
4		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

B. full publication information; label **Graduate**.

TBD

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are

	needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ACU COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
SERIOUS GAMES/INSTRUCTIONAL DESIGN (DET 370)
SECTION 1
SPRING 2020

Instructors: Brian G. Burton, Ed.D.
x6989, bgb07a@acu.edu

Office Hours: TR 8-9:30, 12-1:30
Office: MBB 230

Classroom: Mabey Business (COBA) 316 Tue/Thur 8:00 AM

A Plethora of Mission Statements:

ACU:

Our mission is to educate students for Christian service and leadership throughout the world. We achieve our mission by providing a supportive, welcoming, Christ-centered community in which we foster academic excellence through innovative education, real-world learning opportunities, and faculty-guided research.

COBA:

To create a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

SITC:

The mission of the School of Information Technology and Computing is to provide students with the highest quality education possible in the ever changing high-tech arena, and to establish within them a foundation of faith from which they can lead and serve in world-changing ways.

Course Description

Instructional Design of Serious Games (3-0-3), Spring, Instructional Design of Serious Games examines the theory and design of creating meaningful learning experiences using games. Core concepts included in the course include (but not limited to) ADDIE, xAPI, game design for learning, and the creation of learning environments using current technology. Pre-req: DET 210

Contribution of Course to Overall Business Perspective

This course contributes to the topic of developing digital entertainment in the field of film and animation. By offering a course of how to develop interesting stories, the student will gain a better understanding of the intricacies involved in story development, software design and the complexities of special effects and game engines.

Contribution of Course to the Development of Communication Skills:

This course is structured to develop both written and oral communication skills. Group projects are designed to provide real-life experiences in group interaction by using effective communications to produce professional business outcomes. Written essays and assignments of written and oral reports will lead to proficiency in common business communication skills and emphasize the importance of faithful commitment and participation in group activities.

Contribution of Course to Christian Service and Leadership

Abilene Christian University is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference

in the world. An education for Christian service and leadership means learning to deal successfully with people and to use skills, technology, and opportunities to help promote full lives for ourselves and others. In this class, we study some of the issues in the use and understanding of how people use and communicate with and through technology. In doing so, we will learn how individuals leading Christ-centered lives can effectively use their knowledge and skills to foster the well-being of others as inspired by our faith.

"Now it is required that those who have been given a trust must prove faithful." 1 Corinthians 4:2

Goals for Student Competency

In *Instructional Design for Serious Games*, you will continue to learn many of the tools and theories that are used in professional and educational contexts to create meaningful learning experiences that meet course, state, or federal requirements. You will develop an appreciation for important good design characteristics that allow those who use technology to be more productive, as well as a sense of how to better use appropriate tools for the creation of learning experiences. This course builds upon the skills and knowledge developed in previous Digital Entertainment Technology courses, culminating in a major course project.

You will also learn how to:

- Use team and project management resources;
- Evaluate learning objectives and develop activities to accomplish those objectives;
- Synthesize and critically examine various situations game design;
- Evaluate projects from a variety of users perspectives;
- Use digital media to convey a learning objective based upon grounded theory.

Format

Course material will be delivered through a mix of standard lecture presentations and computer demonstrations, combined with group participation projects/reports, individual reading and self-study exercises, videos, homework assignments, informal review sessions, and/or guest seminars.

Not all class meetings may occur at the scheduled time and location. There may be some non-traditional class meetings and group projects devoted to online game development activities. You will be notified in advance of any class time or location changes. Students will be assigned to groups throughout the semester for purposes of completing group activities.

Course Requirements

You will be required to complete and turn in homework assignments, and complete a major project. Any obviously recognizable or admitted attempt to use a maximin strategy in regards to course work will not result in an 'A.' University is not a zero-sum game. Meeting minimum requirements earns an 75%. Anything extra begins to tally on the additional points.

Course Web Site

Almost all of the information pertaining to this course is available on-line, either through the course web site on Canvas. If you have not used Canvas before, you should become familiar with these facilities as soon as possible. You will find class notes, handouts, electronic resources, assignments, and many other materials at these locations.

Homework Assignments

Because of the nature of this course, students cannot expect to do well without regular practice. Consequently, homework will be assigned on a regular basis, although not all assignments will be collected and graded. You are encouraged to complete all assigned work and to seek help outside of class if you need it. All assignments should be included in a course portfolio that will be submitted at the end of the term.

Unless otherwise specified, homework assignments are due at the beginning of class on the due date.

No late assignments will be accepted. Further, unreadable or sloppily written assignments will not be accepted.

Term Project

You will be required to participate in a term project involving creation of a concept based upon the knowledge gained from this class. This activity is designed to represent a typical project that might be undertaken in an instructional design context. It is also intended to facilitate interaction among students and to demonstrate the necessity of teamwork in the practice of digital entertainment. Details concerning the term project will be provided at a later date. There may also be some interim deadlines to meet. All group members will receive the same grade on this project (although individuals who participate at a disproportionately low level will have their grades reduced accordingly). You may be asked to complete a peer evaluation of group project.

Class Participation

You should be prepared at all times to participate in classroom discussion. Creative thinking, insightful questions, and demonstrated enthusiasm for the material will be reflected in your final grade through the class participation component. Good attendance, while important, is not the sole factor for evaluating class participation. The instructor will assign half of the class participation grade. You will supply the other half in the form of a self-evaluation. Class participation does not mean class monopolization. Students who are consistently off topic or monopolize the conversation will be counted off on their class participation grade.

Grade Composition

Your grade will be computed on the following basis (TENTATIVE):

Activity	Value	Completion or Due Date
Projects ADDIE, xAPI, and I.D.	350 (35%)	
Weekly SCRUM	350 (35%)	
Major Project	200 (20%)	
Class Participation	100 (10%)	

Grading System

Each activity (exam, homework assignment, quiz, etc.) will be graded on the basis of 100%. The grading system for the course is given in the following table.

Letter Grade	Semester Combined Average
A	90 or above
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9
F	Below 60

There is no pre-established quota of As, Bs, Cs, etc. for this class. The article “Clarifying Grade Expectations” (John Williams, 1993, *The Teaching Professor*, vol. 7, no. 7, p. 1) generally reflects your instructor’s approach to grading. A copy is available on the course web site (Canvas) and in the course *classinfo* folder.

Competencies and Measurements

	Competency- The student will:	Measurement Instrument	Measurement Standard
1	1. Examine and exhibit appropriate use of instructional design tools and their impact	Project	I.D. Rubric

	upon the production.		
2	1. Demonstrate their understanding of production by creating an independent project. 2. Demonstrate their understanding of digital entertainment theories within their projects.	Project	Rubric
3	1. Apply and demonstrate basic skills of developing a serious game. 2. Exhibit appropriate guidelines for playability and entertainment. 3. Investigate traditional game development techniques. 4. Demonstrate ability to accomplish serious game development for multiple platforms (mobile, web, pc).	Project	Rubric

Attendance Policy

You may miss up to two (2) weeks of class without penalty. For TR classes, this translates into 4 absences without penalty. Each additional absence will result in a 3% reduction in your overall course grade. If you have missed 3 weeks (6 class meetings), you may be dropped from the course and be assigned a grade of WF.

You are late to class if you arrive five minutes after the scheduled start time. Every three late arrivals will be counted as one absence.

You will still be responsible for all notes and information missed as the result of your absence. Your instructor will **not** distribute course materials more than once, so you should plan to obtain them elsewhere. As noted above, homework assignments will be available via the course LMS.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to

the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Classroom Management

In order to maintain decorum and to optimize the learning environment for all members of the class, certain classroom

management policies must be adhered to:

- If you sleep in class/lab you will be asked to leave and you will be counted absent.
- If you walk out of class/lab without returning, you will be counted absent (obviously, exceptions will be made if you become ill or have made a prior arrangement with the instructor).
- Disruptive behavior will not be tolerated. This includes playing (off-task) games, writing email, engaging in instant messaging, or similar activities on the computer terminal during lab periods. If you disrupt the class, you will be asked to leave and will be counted absent.

Communications

To facilitate consistency in communications of courses requirements, assignments, and general information, and to make the course as paperless as possible, your instructor will regularly communicate with you via email using your ACU email address. You are encouraged to check your ACU email everyday for messages from your instructor. In addition, announcements and course materials will be posted to the course web site (Canvas) on a regular basis, and you are also encouraged to check that facility often.

Students with Disabilities

Abilene Christian University is committed to providing a learning atmosphere which reasonably accommodates qualified persons with disabilities. If you feel you have a disability which may impair your capacity to successfully complete this course, please contact the Director of Disability Services (674-2667) in Alpha Academic Services. Student Disability Services assists students with disabilities in obtaining appropriate academic accommodations.

Text and Supplements

The following texts and classroom resources will be used in the course:

Required: None

Additional Readings: To be assigned throughout the semester

Serious Game Development Rubric

	Good	Satisfactory	Needs Improvement	Poor
1. Content				
Convention	Clear evidence of traditional storytelling devices	Some evidence of traditional storytelling devices	Little evidence of storytelling devices	No evidence of an attempt to use a storytelling device
Ethic or Morals	Clear evidence of an ethical or moral use within the content	Some evidence of moral or ethics within the content	Little evidence of morals or ethics within the content.	No evidence of morals or ethics within the content
Audience Engagement	Evokes reflection and/or	Audience empathizes	Limited connection with	No connection with audience

	transformation.	with story	audience	
2. Creativity				
Purpose	has a solid purpose and is engaging.	The purpose is apparent but could be better presented	purpose is vaguely apparent but could be better presented	The purpose is not apparent and must be better presented
Idea/Aesthetics	Well developed	Developed	Needs more development	Limited or no development
Graphics	Exceptional use of graphics	Appropriate use of graphics	Inappropriate use of graphics	Graphics not used or highly inappropriate
Originality	New concept or idea	Fresh approach on idea	Ordinary approach	Nothing new, original
3. Project Management				
Team	Teamwork is high performing	Teamwork has only a few problems not resolved	Teamwork has many problems, project suffers	Team fails to complete project
Management	Group meets regularly and effectively resolves issues	Group meets occasionally, has some difficulty resolving issues		
4. Scripts	Effective use of scripts to accomplish the project	Script use is evident. Could have been used more effectively	Some scripting is used.	Script use is not evident or was not used to any advantage in the project.
5. Reflection				
Content	Reflection reveals a strong understanding of how to create a story to standards	Reflection shows a good understanding of the relation between storyboarding and standards	Reflection shows a weak understanding of standards	No reflection or inappropriate reflection of standards.
Well written	Reflection is clearly written	Easy to understand, minor errors	Parts of the reflection are unclear	Confusing, poorly written reflection

Dr. Brian Burton
MBB230
325-674-6989
Bgb07a@acu.edu

October 10, 2019
Re: Review of DET340

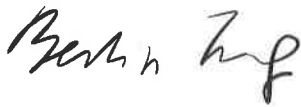
Dear Dr. Burton,

Thank you for submitting DET 340 Serious Games/Instructional Design, and I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all requirements except a few changes I would suggest:

1. The course file names have DET370 in it, but in the document it shows 340. Please make them consistent.
2. Add meeting time and place, prerequisites/co-requisites, office location, outline of topics that are missing from the syllabus;
3. Add Title IX policy. You can find some standardized text for university policies here: <https://tinyurl.com/acusyllabus>
4. Though not required, adding a calendar for the students will be helpful for both the professor and the students to keep up with the assignments.

If you choose to make the changes, please submit the revised version to the council for review. There is no need to bring back the syllabus for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 15, 2019
TO: Dr. Brian Burton
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for DET 370 – Serious Games

After reviewing the course proposal, the library is able to support the proposed course. Thank you for allowing us to review the course proposal.