Driven by Teaching
Guide for Online Developers (GOLD) Rubric: Printable

The GOLD Rubric is made up of course development standards aligned to evidence-based practices and industry standards for online learning. Your assigned instructional designer will use an electronic version of the rubric* to determine if your course meets GOLD standards for UofM Global courses. However, feel free to use this printable document as a resource while you develop your course. The standards are divided into four domains:

A.   General Recommendations
B.   Communicating Expectations
C.   Providing Accessible Instruction
D.   Learning Facilitation

A. General Recommendations

Course Plan

❏   Course goals and learning objectives are measurable.

❏   Learning objectives reflect varying levels of difficulty and facilitate critical thinking.

❏   Learning objectives, assessments, and course materials are clearly aligned.

Instructional Content

❏   All content is present and complete.

❏   Learning objectives are clearly stated for students within each module.

❏   Module headings and topic links are descriptive, appropriate, and presented in a logical sequence.

❏   Content and lectures are chunked into manageable segments.

❏   All activities and assignments have clear instructions and deadlines. Grading criteria for each assignment is transparent and made available to students.

❏   If no textbook is required, supplementary material is provided to reinforce course concepts for each module.

❏   All images serve an instructional purpose and either (1) assist with course progress/navigation or (2) contribute to the accomplishment of learning objectives.

❏   Copyrighted material, including images and media, is appropriately cited.

Questions? Contact us at um3d@memphis.edu or visit our website at memphis.edu/um3d.

*The items in this rubric have been adapted from Quality Matters (QM), OLC Scorecard, and WCAG 2.0.

B. Communicating Expectations

Course Orientation

❏ Course utilizes the M50 Getting Started template.

❏ Required technical skills are identified in the Getting Started Module. Students are provided access to resources that allow them to practice and apply the tool (where appropriate).

❏ Expectations for timely and regular feedback from the instructor are clearly stated within the "Instructor Communication" section of the syllabus (2 business days for communications, 5 business days for assessments, and 3 hours per week for office hours).

C. Providing Accessible Instruction

General

❏ Any accessibility issues (found through the use of the application's accessibility checker) have been remediated.

❏ The majority of instructional content is delivered through HTML files.

Text

❏ The HTML editor is used to apply heading and paragraph styles.

❏ Sans-serif fonts (i.e. Arial) are used instead of serif (i.e. Times New Roman).

❏ Font size and style (and not color alone) are used to convey meaning.

Links

❏ Links use descriptive text (instead of the URL) and match the corresponding content.

Images & Tables

❏ Alternative text descriptions and/or captions are provided for all images.

❏ Descriptive text summaries (or captions) and accessible headings, are provided for tables. (Consider using an accessibility checker to ensure all tables are accessible.)

❏ Tables are reserved for displaying and organizing data, and not solely for formatting/layout.

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C. Providing Accessible Instruction (Continued)

Multimedia	❏ All videos are captioned with accurate subtitles. (Reach out to um3d@memphis.edu for support.)
	❏ Embedded videos are identified by an appropriate heading and brief description.
	❏ Text transcripts are provided for all audio content.

D. Learning Facilitation

Assessments	❏ Course assessments integrate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
	❏ Students are provided options when demonstrating learning (such as choosing the tool, format, or activity).
	❏ Students are informed (with proper lead time) when a timed response is required.
Academic Integrity	❏ Online quizzes and exams randomize question order, randomize answer choice order, and include time restrictions, where applicable.
	❏ Dropbox submissions are screened using plagiarism detection software (e.g. Turnitin) where applicable.
Learner Progress	❏ Course design includes tools and strategies for providing specific and meaningful feedback.
	❏ More than one strategy is applied to help students monitor progress and sustain effort.
Community	❏ Students are given opportunities to interact in a learning community and/or collaborate with other students/the instructor.

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