



Online Equity Rubric

Version 2.0 – May 2019

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Technology needs aren't clear, or issues related to technology access are not addressed.	All technology required for the course is listed and described in the course syllabus; each technology is listed in the learning unit that requires it; and resources for technology help are provided where appropriate.	Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.
E2: Student Resources and Support	Information about how students access online student services and support is incomplete.	Syllabus outlines student support & well-being services in, at least, these areas: a) general student assistance, b) online academic supports; c) assistance with using technology; d) health and well-being resources; and/or e) resources for students with disabilities.	In addition to outlining student support resources, there are clear explanations and pathways for online students to access and utilize all needed resources.
E3: Universal Design for Learning (UDL)	Course content and activities are not aligned to UDL principles.	Course content and activities are aligned with core principles of UDL--i.e., multiple means of representation, action & expression, and/or engagement.	Syllabus explains how and why online course content and activities are aligned with specific UDL principles.
E4: Diversity and Inclusion	Nothing present that indicates that diversity is valued in the course.	Diversity is explicitly valued in a diversity statement in the course syllabus, and at least 3 course activities require students to analyze course content from multiple perspectives.	Throughout the course, learning activities demonstrate that diverse ideas and perspectives are valued in the course, and students are challenged to analyze how diversity fosters learning.

E5: Images and representation	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations are diverse, and/or the instructor acknowledges the lack of diversity and provides a platform for discussion around representations and stereotypes.	Images and representations reflect broad diversity, and course activities encourage students to analyze representations and stereotypes throughout the course.
E6: Human Bias	Human biases (e.g interaction bias, implicit bias, etc.) are not clearly addressed.	Human biases are acknowledged, and instructor provides information about how to address and handle different types of bias in the class.	Instructor shares how they work to manage their own biases, and empowers students to identify, learn about, and address human biases.
E7: Content Meaning	There are no clear connections between course content and students' lives.	At least three course activities require students to connect course content to their own lives and/or reflect on course content is relevant to their futures.	Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.
E8: Connection and Belonging	Student connections and a sense of belonging within the course are not fostered through course communications and activities.	Course communications and activities foster personal connections among students, and demonstrate the instructor cares about each unique student's participation and success in the class.	Course communications and activities deepen connections among class participants, and encourage students to connect to your institution and the discipline more broadly.

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the [California Community Colleges - Online Education Initiative \(OEI\) Course Design Rubric](#).

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For more info about the PCCD Online Equity Rubric, visit [Peralta Online Equity Initiative](#) or contact Inger Stark istark@peralta.edu