Online Equity Rubric

Version 3.0 – October 2020

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Course structure & activities do not yet mitigate digital divide & technology access issues.	Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.	Technologies are used in ways that amplify student voices and foster an inclusive course community.
E2: Student Resources and Support	Course does not yet highlight how student services support wellness and success.	Course highlights the ways that student services support student wellness and success.	Students access relevant support services or resources, at the college or elsewhere, as a part of course-related activities.
E3: Universal Design for Learning (UDL)	Course content and activities are not yet aligned with UDL principles.	Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement.	Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.
E4: Diversity and Inclusion	Communications and activities do not yet demonstrate that diversity is valued.	Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued.	Students analyze how diversity improves learning in classrooms, workplaces, and communities.

	Incomplete	Aligned	Additional Exemplary Elements
E5: Images and Representation	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations in the course reflect broad diversity; exceptions are explained and discussed.	Students analyze how images and representations impact inequalities.
E6: Human Bias	Human biases are not yet addressed.	Human biases are identified in course content and activities.	Students analyze and discuss human biases as part of course activities.
E7: Content Meaning	Connections among course content, students' lives, and students' futures are not yet clear.	Communications and activities draw connections among course content, students' lives, and students' futures.	Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others.
E8: Connection and Belonging	Communications and activities do not yet foster care and connection among students, or with the instructor.	Communications and activities foster care and connection among students, and with the instructor.	Students connect with other class participants, college or community members, and/or professionals in the field.

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the California Virtual Campus - Online Education Initiative (CVC-OEI) Course Design Rubric.

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For more info about the PCCD Online Equity Rubric, visit Peralta Online Equity Initiative
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