Peralta Community College District
Online Equity Rubric

	Incomplete	Aligned	Additional Exemplary Elements
F1: Technology access	Technology needs aren't clear, or issues related to technology access (devices, software, etc.) 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 (e.g., video tutorials, help desk info).	Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.
F2: Diversity and Inclusion	Nothing present that indicates that diversity is valued in the course.	Diversity is explicitly valued through the following: a diversity statement and/or course content and activities that acknowledge the importance of inclusivity.	Course content, activities, and instructor statements consistently demonstrate that diversity is valued in the course.
F3: 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.
F4: Human Interaction Bias	No acknowledgement of human bias is present.	Human biases are acknowledged, and there is information about mitigating, addressing, and handling bias in the class.	Instructor demonstrates self-reflection of their own biases, and course activities encourage ongoing learning about human biases.
F5: 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 in relation to a variety of perspectives.	Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.

F6: Personal Connections with and among students	No activities that clearly foster connections among students are included.	At least three course activities require students to interact with each other in ways that value diverse student experiences and perspectives.	Course requires regular interaction (i.e. multiple within each learning unit) designed to strengthen student connections based on diverse student experiences and perspectives.
F7: 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.
F8: Student Support	No information about student support resources or how students access them at a distance is provided.	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.

The criteria above, F1 – F8, are designed to be used in conjunction with, and not separate from, the full [California Community Colleges - Online Education Initiative (OEI) Course Design Rubric](). Building distance education courses to increase equity requires alignment with and/or additional exemplary elements in all of the OEI Rubric sections: A) Content Presentation, B) Interaction, C) Assessment, D) Accessibility, and E) Institutional Accessibility Concerns.

For more info about the PCCD Equity Rubric, contact Inger Stark istark@peralta.edu