

Building It Together: What's Shaping the Next CVC Course Design Rubric



California
Community
Colleges

California
Virtual Campus

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Instructional Design Supervisor
San Diego Community College District

Liesl Boswell, M.Ed. continued



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Questions (Ask We Go!)

- Zoom Chat
- Q&A
- Or **'Parking Lot'**



The world was a different place...



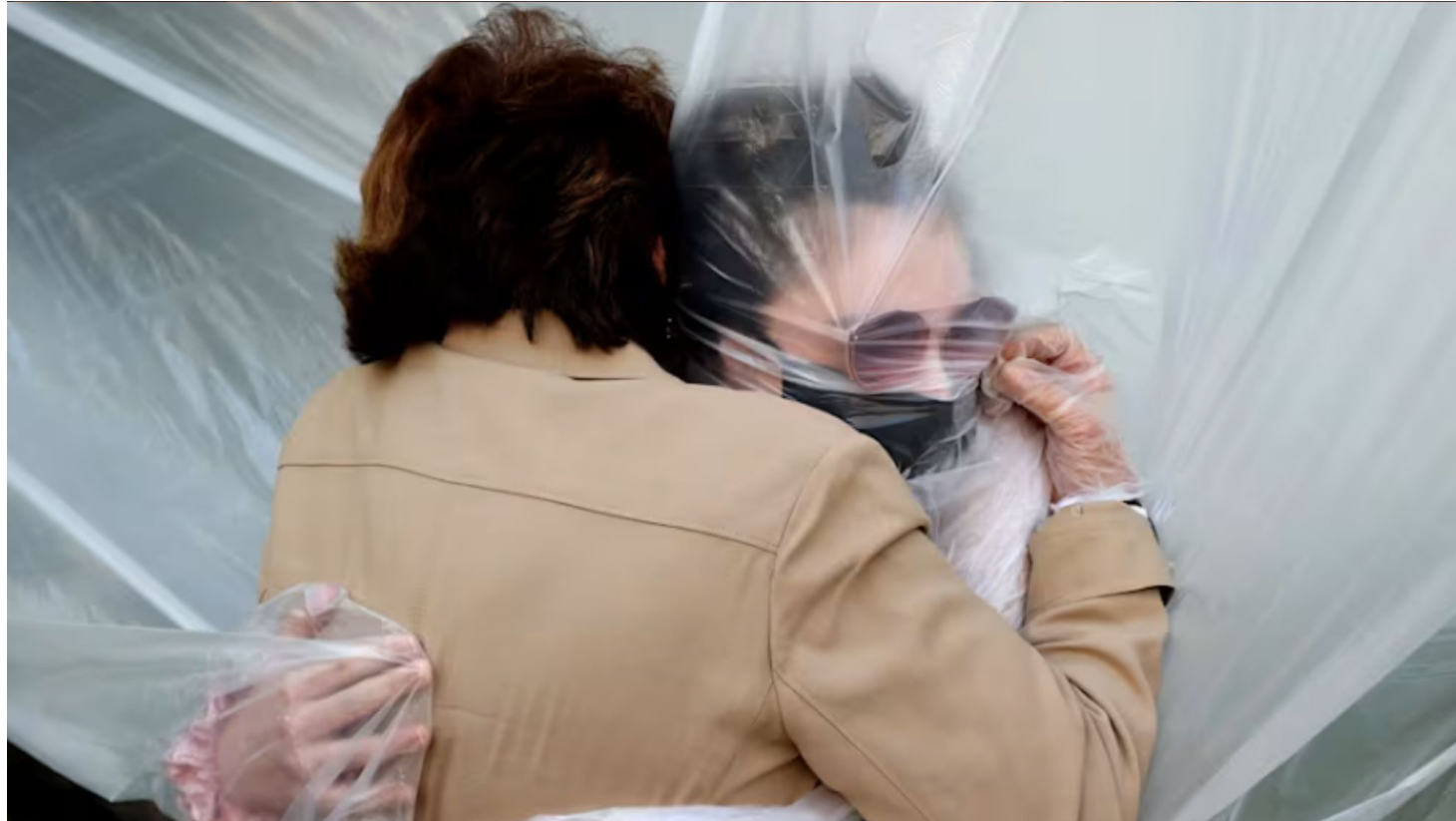
Back in my day: “Please Leave a message after the beep”



“What is the _____ phone?”



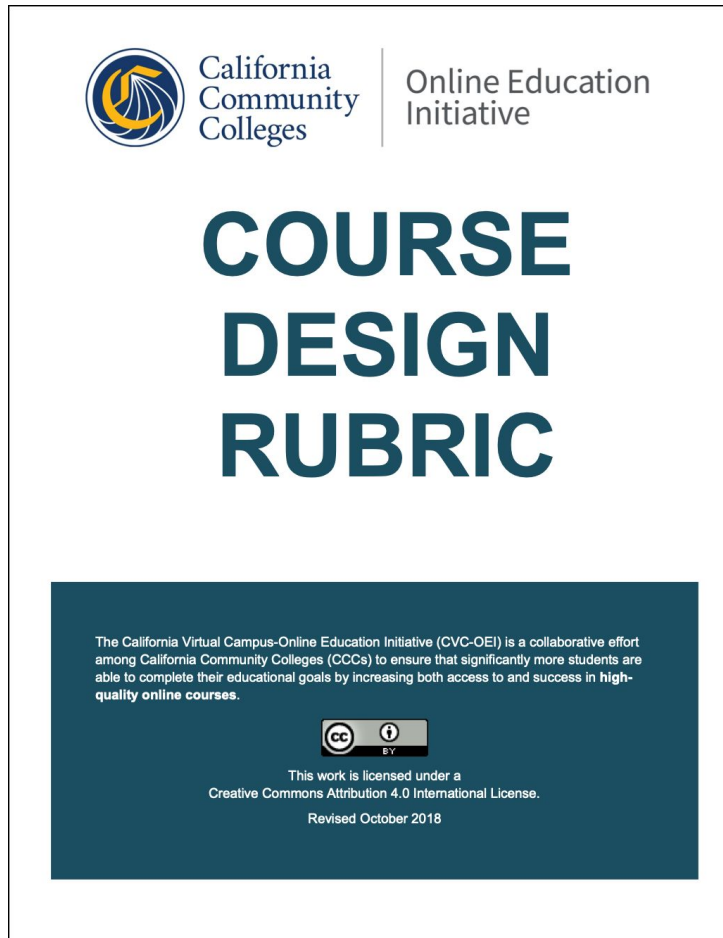
Remember 2020?



Online Teaching & Learning



What Else Happened in 2020?



- **Last revision 2020**
- Direction from Chancellor's Office
- Reflect changing landscape of online education

Goal

Revised CVC Rubric, with additional focus on:

- Artificial Intelligence (AI)
- Regular Substantive Interaction (RSI)
- Privacy/Security
- Equity
- Accessibility

AI

Goal

- Provide opportunities for incorporating College-level AI policies and guidance
- Encourage instructors to develop or incorporate guidelines for the ethical and effective use of AI tools in their online courses

Rating criteria to focus on campus and course specific policies

RSI

Goal

- Update language from REC to RSI
- RSI Embedded Across Existing Elements

Strengthened and clarified standards for instructor-student interaction in alignment with federal and accreditation guidelines

Privacy/Security

Goal

- Address the growing need for data privacy and cybersecurity in online education
- Protect student security and promote safety
- Ensure courses maintain data privacy for students

Rating criteria to focus on campus and course specific policies

Equity

Goal

- Center equity in course design to support success for all students
- Infuse and/or amplify equity principles throughout the rubric
- Incorporate and build upon the foundational work of the Peralta Equity Rubric

Preview of Additional Changes

- Accessibility Addressed as Pre-POCR
- RSI Embedded Across Existing Elements
- Streamlined Rubric Structure
- Performance Levels Rebranded for Clarity
 - **Incomplete**
 - **Approaching Alignment**
 - **Aligned**
 - **Exceptional**
- Rating Criteria language focused on student experience
- Transition to a Web-Based Rubric (Canvas)

Work Group



Christopher Howerton
Woodland College



Elmer Aguilar
Lemoore College



Moses Wolfenstein
El Camino College



Sharon Oxford
Ventura College



Ram Subramanian
Foothill College



Kandce Knudson
Sacramento City



Deborah Polak
Mendicino College



Jane Bowers
Antelope Valley College



Sara Boland
Contra Costa College



Tracy Schaelen
Southwestern College



Liesl Boswell
San Diego College District

Work Group



Accessibility Group



Rubric Pilot Group



Step 1

Work Group Collab: Revising CVC Course Design Rubric

Progress

- Meetings were/are held every two weeks for two hours
- Critical analysis of evaluating current rubric
- Goal = streamline & establishing foundational information



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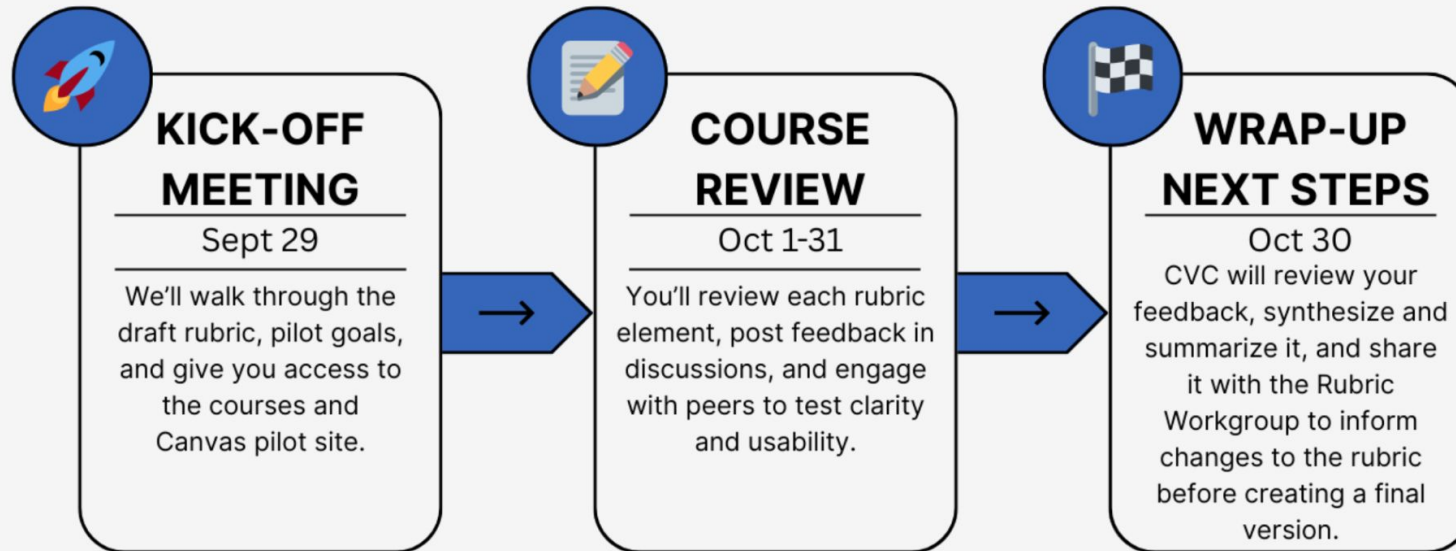


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Step 2

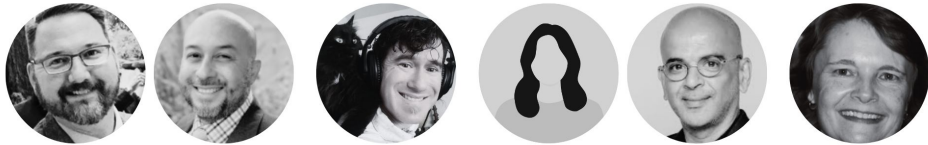
Evaluating Rubric: Accessibility Group & Pilot Rubric Group

Rubric Pilot Timeline



Step 3 & On

Leveraging Rubric Pilot Group to Continue Fine Tuning



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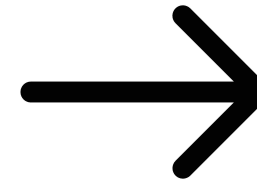
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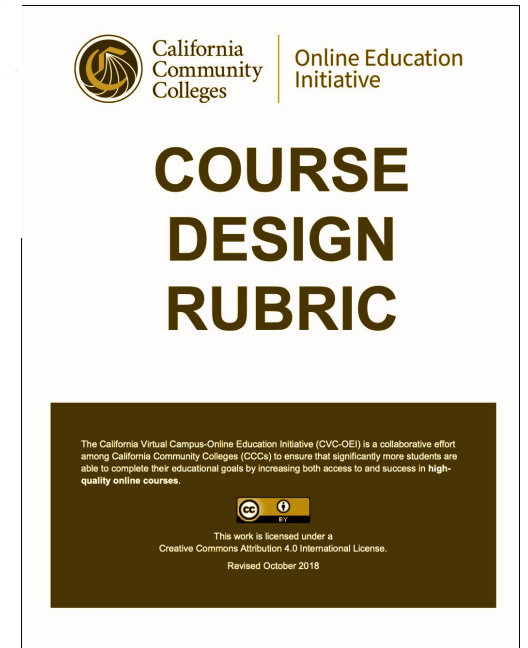
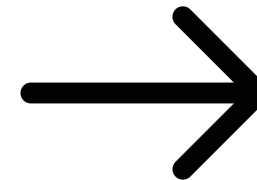
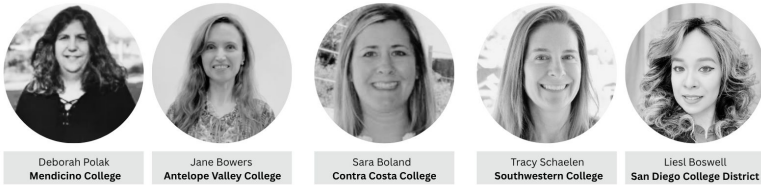
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Step 3 & On

Leveraging Rubric Pilot Group to Continue Fine Tuning



What Does the New Rubric Look Like?

- **PDF**
Not a fillable form



What Does the New Rubric Look Like?

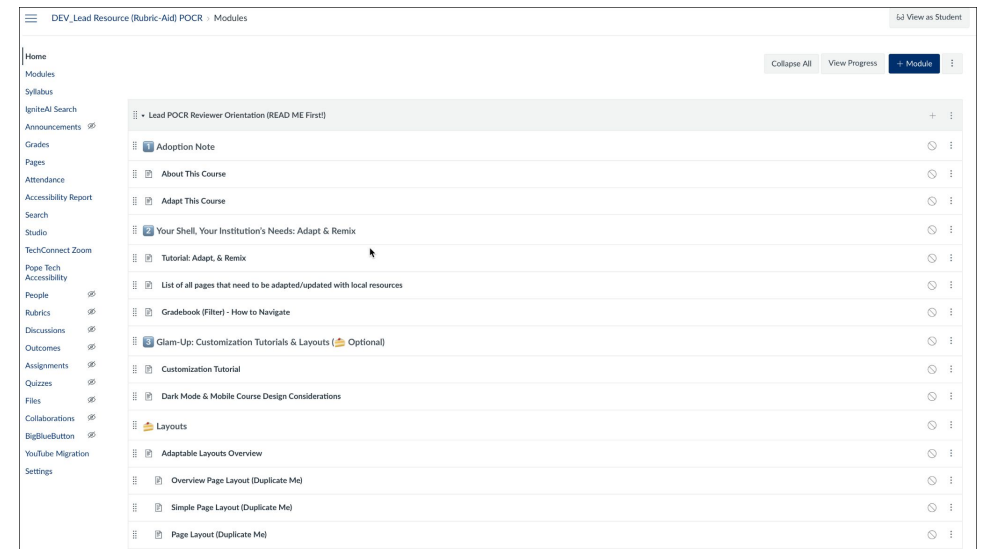
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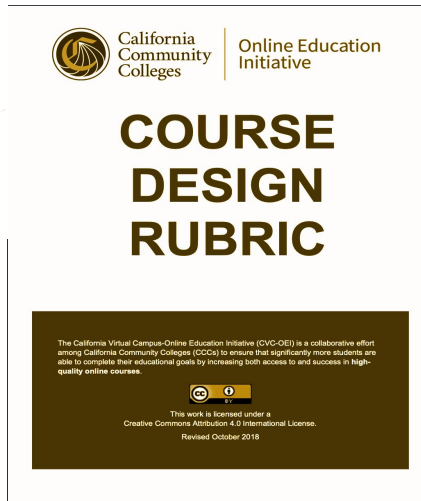


- **Adoptable Canvas Course**

Will be available in the Commons



New Rubric: Retitled Sections



Section 0 - Section 4

- **Section 0:** Accessibility
- **Section 1:** Policies & Support
- **Section 2:** Course Structure
- **Section 3:** Regular & Substantive Interaction
- **Section 4:** Assessments

Two Digital Goodies

1. **POCR Lead Resource** (Adoptable Canvas Course)

Intended to facilitate faculty progress through POCR process leveraging Canvas tools.

1.

Two Digital Goodies

1. **POCR Lead Resource** (Adoptable Canvas Course)

Intended to facilitate faculty progress through POCR process leveraging Canvas tools.

1. **POCR Companion Resource** (Public Canvas Course)

Rubric section element examples & recommendations

...And a Third Digital Goodie...

Accessibility Resource (Adoptable Canvas Course)

...And a Third Digital Goodie...

Accessibility Resource (Adoptable Canvas Course)

Choose your own adventure Optional Placement

- Provide **before** POCR Lead Resource Course
- Incorporate **within** POCR Lead Resource

A Flexible Resource to Support Faculty

- Designed for course authors before review begins
- Covers common accessibility issues and planning for complex items (PDFs, PPTs, etc)
- **Goal**
Address the most common barrier to course alignment, accessibility, by giving faculty tools and support up front
- Not required. Colleges can
 - Adopt it as-is
 - Curate or adapt it
 - Or use your college's internal training

In Your POCR Process...

How did you **ask faculty to communicate their progress and provide updates about their course design** as they aligned their course to the Course Design Rubric?

Lead POCR Resource (Adoptable Canvas Course)

☰	▼	Welcome	✔	▼	+	☰
☰	📄	Glad You're Here! (WHY, WIIFM - OER/ZTC/LTC (benefits, Process, Overall, Benefit introduced here)		⊘		☰
☰	📄	CVC Rubric/Crosswalk		⊘		☰
☰	📄	How Long Does this Course Design Journey Take?		⊘		☰
☰	📄	Facilitation (bullet point/description: Point person DE support, accessibility, ZTC person, Instructional Designers, Instructional Technologist - "Ed Tech")		⊘		☰
☰	📄	Navigation		⊘		☰
☰	📄	★ Important Canvas Shell Links You Need!		⊘		☰
☰	📄	📍 Locate Your Development Shell 0 pts		⊘		☰
☰	📄	📍 Locate the Companion Resource 0 pts		⊘		☰
☰	📄	(Optional - Just a Placeholder) Check Local Guidance on Compensation/FLEX (HOLD)		⊘		☰
☰	📄	Info on Certificate Completion/Progress Documentation/Tracking/Badging		⊘		☰
☰	▼	👉 (Optional) Section 0: Accessibility	⊘	▼	+	☰
☰	📄	Section 0: Accessibility		⊘		☰
☰	📄	Step 1: Backwards Design (Adaptable Layout)		⊘		☰
☰	📄	Step 2: Course Clean-Up		⊘		☰
☰	📄	Step 3: Remediation Plan		⊘		☰

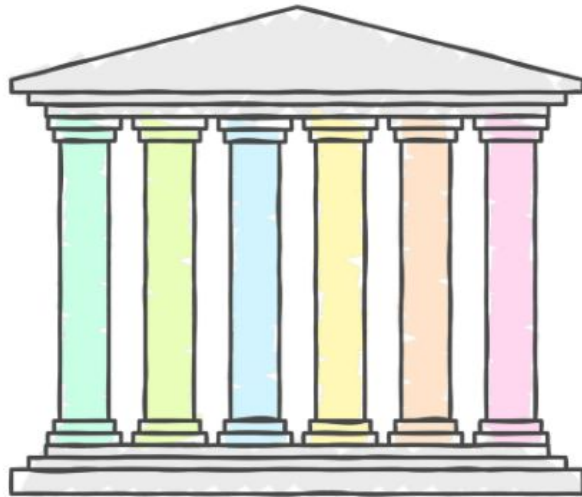


Lead POCR Resource (Example Section Intro)

Section 1: Policies & Support

Overview

Foundations of Course Success

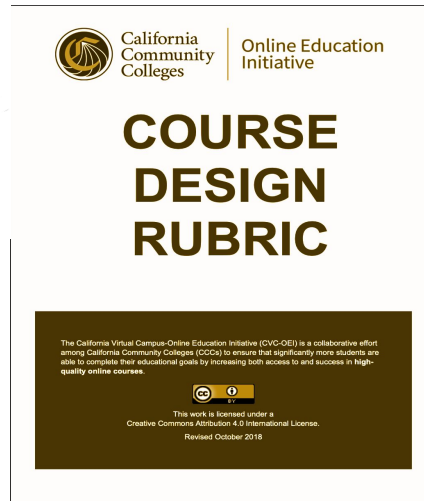


-  **Academic Honesty**
Ensures integrity in academic work.
-  **Participation**
Encourages active engagement in learning.
-  **Communication**
Facilitates clear and effective interaction.
-  **Late Work**
Defines guidelines for submitting assignments on time.
-  **Withdrawal**
Outlines procedures for leaving the course.
-  **Technology, AI, Privacy**
Integrates digital tools for enhanced learning.

These six elements ensure that key course policies such as academic honesty, participation, communication, late work, and withdrawal are clearly stated and easy to access to support student success.

It also ensures that course policies provide guidance on required technology, AI usage, privacy, and institutional support services, while embedding helpful resources throughout the course to assist students when needed.

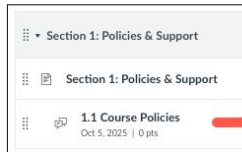
New Rubric: Retitled Sections



Section 0 - Section 4


- **Section 0:** Accessibility
- **Section 1:** Policies & Support
- **Section 2:** Course Structure
- **Section 3:** Regular & Substantive Interaction
- **Section 4:** Assessments
- **Wrap-Up & Next Steps**
 - Ensuring Accessibility Addressed
 - Badging
 - Continuing Course Maintenance
 - More local resources/CVC Courses
 - Opportunity to spotlight/share examples from your course

Lead POCR Resource (Example Discussion)



- Section 1: Policies & Support
 - Section 1: Policies & Support
 - 1.1 Course Policies
Oct 5, 2025 | 0 pts

View Availability


 **Liesl Boswell (She/Her/Hers)** AUTHOR | TEACHER
Created Feb 24 1:05pm | Last edited Apr 13 1:17am

1.1 Course Policies

Rubric Language


Incomplete
Required items not present or seen.


Approaching Alignment
May need revision to reach aligned

 Important: Approaching Alignment is not a "passing" score. An element must be fully Aligned to be considered met in the rubric.

Aligned
Course policies that support student success, such as academic honesty, withdrawal, work submission, communication, and participation, are clearly stated and located in multiple locations.

Exceptional
Relevant course policies are also included within units or activities where they are most useful, helping students apply expectations as they move through the course.

 Note: To be marked as Exceptional, the element must first meet all expectations described in the Aligned level. The higher rating reflects design choices that go beyond the baseline to further support student learning, engagement, and access.


Visit [POCR Course Design Rubric Resources](#) to learn what this element is about, why it is important, tips/examples, and guidance for reviewers:
[Section 1.1 Rubric Element](#)

Discussion Instructions

Part 1: Assigned Reviewer Reviews Course

A. Based on current course design, Lead Reviewer scores this element: *Incomplete, Approaching Alignment, Aligned* or *Exceptional*?
B. Provide a brief explanation for your scoring decision.
(Optional: In lieu of writing text, you may also [record video or audio](#) 🎥)

Part 2: Faculty Review your Assigned Reviewer's:

- A. Post Reply
- B. Rubric feedback
- C. Resources

Part 3: Discussion Continues

Please feel free to choose one way to provide evidence where revisions have occurred:

- Course link from Dev Shell
- Screenshot
- Record video

Click Next to continue.

Reply

What About Existing Badge Courses?

- **If the course is badged...**
It is assumed it still holds the same quality standards
- **Have Access to a crosswalk of the archived and new rubric**
Identify elements to update
- **“Keep the Badge” webinar** will be offered
- **FAQs** will be available on the POCR site

What About POOCR Reviewers Who Were Trained?

- **CVC will provide webinar training**
(Starting in July)
 - Assist understanding the new rubric updates
 - Explain how to use
 - POOCR Lead Resource (Adoptable Canvas Course)
 - Companion Canvas Course
- **Have Access to a crosswalk of the archived and new rubric**

Timeline

- 1. PARTY!**
June 2026 - New Rubric & resources released during Online Teaching Conference
- 2. July 2026 - Webinars begin**
- 3. 2026-2027 - Early Adoption**
- 4. Fall 2027 - Enforced Adoption of New Rubric**

Thanks for Listening

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