PEER REVIEW PROCESS:

1. Each department will identify discipline faculty to be designated and trained as peer reviewers.

   - It is recommended that each department designates at least two faculty members as peer reviewers. Departments are encouraged to have as many peer reviewers as possible.

2. Peer reviewers become eligible to peer-review DE courses upon completion of the *Online Teaching and Design Pedagogical Readiness Training*.

3. Each discipline identifies all courses that are DE approved and are currently scheduled to be taught via Distance Education via a modality that has an asynchronous component.

4. Every course should be reviewed at least twice during the program review cycle.

   - Review of any course that is taught multiple times a year by a variety of instructors should be based on a relevant sample that includes as many of those instructors as possible.

5. In order to have consistency across courses, disciplines, and departments, the review process should make use of the *Rubric for Ensuring Regular and Substantive Interaction in Distance Education Courses*.

6. The completed rubrics and any additional information/data collected through the peer review process should be stored by programs and departments for at least six years or an entire Program Review cycle.

7. Data collected from the rubrics should be used in the Yearly Planning Update associated with Program Review.

8. Stored rubrics could be made available by programs and departments –with the consent of discipline faculty—to accreditation teams for the purpose of demonstrating periodic monitoring and assessment of regular and substantive interaction.

9. In addition to the process described above, departments are encouraged to develop a list of best DE practices that can be shared within and among departments to promote continuous improvement of all DE courses.