

USDLA Award Criteria  
 Best Practices in Distance Learning Programming  
 (for an individual course/training module or an online course/module series)  
 Online Distance Learning

| <b>Criteria<br/>Scoring scale<br/>Exceptional=4, Good=3, Adequate=2, Poor=1,<br/>Inadequate=0</b>   | <b>Platinum</b> | <b>Gold</b> | <b>Silver</b> | <b>Bronze</b> |
|---|-----------------|-------------|---------------|---------------|
| <b>INTERACTIVITY</b>  |                 |             |               |               |
| Interactivity With Content <ul style="list-style-type: none"> <li>• Interactive activities</li> <li>• Multimedia appropriately utilized in course</li> </ul>  |                 |             |               |               |
| Interactivity with Peers <ul style="list-style-type: none"> <li>• Clearly stated expectations defining minimal levels of student participation</li> <li>• Course provides opportunities for students to communicate throughout the course</li> <li>• Course provides opportunities for students to effectively collaborate on course activities as necessary</li> </ul> |                 |             |               |               |
| Interactivity with instructor <ul style="list-style-type: none"> <li>• Clearly stated times and methods that online teacher is available to students</li> <li>• Clearly stated expectations for instructor response time</li> <li>• Variety of opportunities to interact with instructor</li> <li>• Instructor contact info available</li> </ul>                        |                 |             |               |               |

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|--|-----------------|-------------|---------------|---------------|
| <b>Online Design</b>   |                 |             |               |               |
| Course and lesson objectives are clearly and concisely written <ul style="list-style-type: none"> <li>• In syllabus</li> <li>• In each module</li> </ul>   |                 |             |               |               |
| Content is presented in a logical progression  |                 |             |               |               |
| Content is presented in manageable segments  |                 |             |               |               |
| Content is easily navigated and connections back to original locations are provided  |                 |             |               |               |
| Content is made available via <ul style="list-style-type: none"> <li>• Content modules</li> <li>• Single pages</li> <li>• Links to external sources</li> </ul>   |                 |             |               |               |
| Content is aligned to recognized standards.  |                 |             |               |               |
| Ancillary resources are: <ul style="list-style-type: none"> <li>• appropriate</li> <li>• high quality</li> <li>• up to date</li> <li>• annotated</li> <li>• access to online library of resources</li> </ul> |                 |             |               |               |
| Course provides multiple visual, textual, kinesthetic and or auditory activities to enhance learning.  |                 |             |               |               |
| Layout and text elements are easy to read and formatting such as bullets, bold, and indentations   |                 |             |               |               |

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|---|-----------------|-------------|---------------|---------------|
| enhance readability   |                 |             |               |               |
| Web pages are visually and functionally consistent throughout the course  |                 |             |               |               |
| Writing Mechanics – text contains no errors in grammar, capitalization, punctuation, and spelling   |                 |             |               |               |
| Fair Use Guidelines are followed with proper use of citations   |                 |             |               |               |
| Content is enhanced through appropriate use of tools <ul style="list-style-type: none"> <li>• Discussion bd</li> <li>• Glossary</li> <li>• Note taking</li> <li>• Links</li> <li>• Quizzes</li> <li>• Self-assessment</li> <li>• Audio</li> <li>• Video</li> <li>• Other</li> </ul> |                 |             |               |               |
| <b>TECHNOLOGY</b>   |                 |             |               |               |
| <ul style="list-style-type: none"> <li>• Minimum technology requirements</li> <li>• Technology requirements are clearly stated</li> <li>• Technical help is easily accessible</li> <li>• How to use technology tools is clearly</li> </ul>  |                 |             |               |               |

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|--|-----------------|-------------|---------------|---------------|
| explained <ul style="list-style-type: none"> <li>• Connectivity issues are considered by providing a variety of formats, such as pdf files, CD-ROM, etc.</li> <li>• Tools required for viewing course content are provided and instructions on how to use and install (RealPlayer, Acrobat Reader, Flash Plug-in, etc.)</li> </ul> |                 |             |               |               |
| <b>Assessment</b>  |                 |             |               |               |
| Self-assessment is provided for quick feedback where appropriate   |                 |             |               |               |
| High Expectations <ul style="list-style-type: none"> <li>• Minimum criteria for participation</li> <li>• Rubric for assignments, projects</li> </ul>   |                 |             |               |               |
| Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways.  |                 |             |               |               |
| Multiple forms of assessment are built into the course   |                 |             |               |               |