



USDLA

DISTANCE
LEARNING
AWARDS
2025

Hitting Home Runs in
the Digital Age of
Distance Learning



About the Awards.

As the premier organization promoting the use and practice of distance learning, it is not surprising that each year USDLA would recognize “the best of the best” with its series of individual and organizational awards. Open to member and non-members alike, nominations are judged by committees of peers led by Chair Wendy Pate. A unique aspect of the competition is that the various categories are open on an equal basis to all forms of distance learning platforms, addressing the gamut of distance learning audiences, and from anywhere in the world. Past entrants have reported that the awards process itself has helped them sharpen their awareness and design more winsome content. Everyone benefits when world-class competitors are showcased.

AWARD COMMITTEE

Shannon Buck

Lisa A. Clark

John Copeland

Arifa Garman

Janine Lim

Dawn J Mahoney

Tim Marvel

Tammy McClain-Smith

Emily Mulvihill

Joanna Palmer

Brian Ward

01.

USDLA Excellence in Distance Learning Research Award

The Excellence in Distance Learning Research Award is given to a person(s) or organization(s) that currently conducts research in the field of distance education. This award recognizes high quality research that serves to advance the field of distance learning.

Award Categories.

02.

USDLA Outstanding Leadership Award

This award is granted to an Individual leader demonstrating outstanding leadership in the field of Distance Education in their respective constituency (Pre-K-12; Higher Education; Government; Corporate; Health) through advocacy, professional affiliation, influence, and/or scholarship in the field of Distance Education.

03.

USDLA Trendsetter in Distance Learning Award

The Trendsetter in Distance Learning award is given to an agency, institution, company, project, individual or unique pedagogy that has shown innovation in the field of distance learning. The award recognizes pioneering initiatives in the field that have profoundly changed distance learning, existing practice, or developed new and effective solutions.

Award Categories.

04.

USDLA Excellence in Distance Learning/ Teaching Award

The Excellence in Distance Learning/ Teaching award is given to an outstanding individual or team of individuals whose teaching at a distance demonstrates extraordinary impact to student growth and engagement. The teaching or training must demonstrate effective learning facilitated through technology with measurable outcomes.

05.

USDLA Dr. Janet McMahon Rising Star Award

The Rising Star Award is presented to an individual demonstrating exceptional promise in the field of distance education. The individual will have spent less than 5 years in the field of Distance Education.

Award Categories.

Hall of Fame

Individuals inducted into the USDLA Hall of Fame are nominated and elected by the USDLA Board of Directors and have contributed significantly to the field of distance learning through leadership, technology, research, teaching, and actively support the mission of USDLA.



Russ Poulin
Executive Director, WCET & Vice
President for Technology-Enhanced
Education, WICHE (retired)

USDLA 2025 Hall of Fame Inductee Russ Poulin

Russ Poulin retired as the executive director for WCET in December 2024. He led the team's work in supporting the efforts of postsecondary institutions from all 50 states with a focus on the policy and practice of digital learning. Russ was and continues to be a highly sought-after expert and leader regarding policy issues for distance education and on-campus uses of educational technologies. As WICHE vice president for technology-enhanced education, he advised on policy and projects for the regional higher education compact. Russ's commitment to the field is continually noted, and he was honored to have represented the distance education community on federal negotiated rulemaking committees and subcommittees. Russ has received recognition from the Online Learning Consortium (OLC), the Presidents' Forum, Excelsior College, and the National University Technology Network (NUTN) for his contributions to postsecondary digital education and educational policy.

Russ received his bachelor's degree from the University of Colorado Denver and holds a master's degree from the University of Northern Colorado. For no discernible reason, Russ also writes movie reviews for WCET members. As a movie enthusiast, Russ is most fascinated with characters and plots that surprise him. In addition, Russ is a recovering trivia guy who is also partial to cats and his wife, Laurie.

In Memoriam

Michael Goldstein 2019 USDLA Hall of Fame Inductee



Mike Goldstein was born and raised in Brooklyn, NY, a source of immense pride, where he developed an early fascination with urban planning, a deep love of reading, and a penchant for stickball. After graduating from Cornell University, and New York University School of Law, Mike began a career of remarkable breadth and impact. Mike was the founding Director of New York City Urban Corps, the nation's first large-scale student intern program designed to support access for less affluent students. He went on to lead a Ford Foundation-supported effort to establish similar programs in cities across the U.S. From there he served Assistant City Administrator and Director of University Relations in New York City and then Associate Vice Chancellor for Urban Affairs and Associate Professor of Urban Sciences at the Chicago campus of the University of Illinois Chicago campus.

In Memoriam – Michael Goldstein (cont'd)

In 1978, Mike joined the Washington, DC law firm of Dow Lohnes to establish a new legal practice focusing on higher education. By 2014 when his firm merged with the global law firm Cooley LLP, the higher education practice he headed was the largest and most highly regarded in the country. Mike was a pioneer in the development of alternative mechanisms and institutional structures for the delivery of high-quality postsecondary education to expand access and opportunity, including helping to accomplish substantial regulatory reforms that made telecommunicated and then online learning broadly available. The world of online learning that we know today was enabled in great part by Mike's achievements. At the time of his passing, Mike was a Managing Director at Tyton Partners, where he led complex transactions in the higher education and distance learning fields.

Mike's impact extended well beyond his professional achievements. He served as a Board Director of The Washington Ballet for nearly 40 years, a trustee and former Board Chair of both the Fielding Graduate University and Vermont College of Fine Arts, a founding member of the Board of Directors of The Washington Center for Internships and Academic Seminars, and a board member of the Cleveland Park Historical Society, the DC Fire & EMS Foundation, and the Friendship Fire Association, the volunteer arm of the DC Fire Department. In this latter role, he volunteered for over 30 years, providing support to first responders at major incidents including the 9/11 attack on the Pentagon.

He is the recipient of the WCET Richard Jonsen Award, the Council for Adult and Experiential Learning Morris Keeton Ward, the President's Medal from Excelsior College, and is an inductee into the U.S. Distance Learning Association's Distance Learning Hall of Fame Award, as well as a recipient of an honorary Doctor of Humane Letters from Fielding Graduate University for his contributions to the field of adult learning.

Distance Learning Research



Allyson Mitchell



Tami Moehring

Distance Learning Research Gold Award Winners Allyson Mitchell and Tami Moehring | CILC

The Center for Interactive Learning and Collaboration (CILC) advances distance learning through innovative research on interactive teaching and learning. Examples like the book *Museums and Interactive Virtual Learning* and the *Why Distance Learning?* podcast provide actionable insights, bridging learners to institutions, and setting new standards for accessible, impactful educational programming.

The Center for Interactive Learning and Collaboration (CILC) has made a major impact in advancing distance learning over the past 30 years. Their in-depth comprehensive data from their network, staff expertise, and the spearheading of evaluation efforts all of which have contributed to a wide range of research initiatives, including the publication of scholarly journals, book *Museums and Interactive Virtual Learning*, and the 'Why Distance Learning?' podcast series that CILC co-founded with Banyan Global Learning. These projects collectively provide insights into effective practices for virtual teaching and learning, particularly focusing on bridging the gap between learners and culturally enriching spaces, such as museums, science centers, historical sites, and more. The *Museums and Interactive Virtual Learning* book compiles data on promising practices on creating live virtual outreach programs that are highly engaging, fit the needs of an institution (regardless of size), and achieve learning outcomes. Using qualitative and quantitative data collected from the CILC Content Providers who also contributed excerpts to the text to examine how museums and learning institutions can adapt to meet the needs of diverse audiences in virtual learning environments with limited staff to help achieve institutional mission and fiscal goals.

Distance Learning Research



Dr. Amy Sickel

Distance Learning Research Silver Award Winner Dr. Amy Sickel | Walden University

Dr. Amy Sickel has been an invaluable part of Walden University for sixteen years, with the last six years marked by her exceptional leadership as the Associate Dean for the PhD. in Psychology. With a wealth of experience in online higher education, she is instrumental in developing, implementing, and evaluating the doctoral curriculum, faculty, and students to ensure unwavering academic excellence aligned with the university's mission and vision. Dr. Sickel provides invaluable guidance and support to both learners and instructors, fostering a strong and supportive community for her faculty and students.

In her role as Associate Dean, Dr. Amy Sickel oversees a dynamic program and leads a team of over forty esteemed faculty members. Her outstanding leadership and management skills are undeniable, as evidenced by her active contributions to the field of study and distance education, with numerous publications and presentations on social cognitive factors related to physical, mental health, and adult online learning. Her expertise in adult education, staff development, curriculum design, and assessment is truly commendable. Dr. Sickel's ultimate goal is to cultivate a collaborative, supportive, and empowering learning environment for the diverse and global community of Walden students and faculty, while contributing significantly to the advancement of knowledge and practice in psychology.

Distance Learning Research



Dr. Meena Clowes

Distance Learning Research Bronze Award Winner Dr. Meena Clowes | Walden University

Dr. Meena Clowes, Ph.D., is an extraordinary leader currently serving as the Associate Dean for Doctoral Operations within the esteemed College of Psychology and Community Services at Walden University. With a profound expertise in higher education and a distinguished background in senior management in the private sector, Dr. Clowes brings a wealth of knowledge and a unique perspective to her pivotal role. Her unwavering dedication to the success and well-being of our esteemed faculty and students is not just noteworthy; it is truly inspiring.

Meena's coaching wields a transformative influence on individual faculty members. Her unparalleled expertise in teaching and learning spans from classroom best practices to fostering a cohesive community, providing invaluable insights and experiences. Through her guidance, our team's performance in the classroom is fortified, cultivating a more robust sense of unity. Notably, her development of a leadership dashboard for the academic leadership team exemplifies her unwavering dedication to expedite access to vital data, enriching our comprehension of the classroom experience. When the need arises, she wholeheartedly immerses herself in the topic at hand, formulating effective solutions for our team, faculty, and classrooms.

Distance Learning Research Bronze Award Winner Dr. Meena Clowes | Walden University cont'd

Dr. Clowes' fervent passion for education, her unwavering commitment to excellence, and her resolute drive to make a positive impact on our students' lives is palpable in every endeavor she undertakes. To truly appreciate why Dr. Clowes is deserving of accolades, it is crucial to recognize the daily efforts she contributes to the triumphs of our programs and the academic journeys of our students. Working in close collaboration with a distinguished leadership team, she adeptly oversees a diverse array of programs, providing invaluable support to both our esteemed faculty and our ambitious students. Her keen insights and data-driven approach have significantly enhanced our institution's ability to support and empower our students, shaping the trajectory of their academic and professional success.

Outstanding Leadership



Dr. Rohan Jowallah

Outstanding Leadership Gold Award Winner Dr Rohan Jowallah | University of Central Florida

Dr. Rohan Jowallah is a visionary leader in distance education with over 30 years of experience. As a Senior Instructional Designer at UCF, he has driven innovative course design, global mentorship, and AI integration. His dedication to inclusivity and empowering educators and students is shaping the digital future.

Throughout his professional journey, he has made significant strides in online education, with a particular emphasis on inclusivity and the use of emerging technologies. At the University of Central Florida (UCF), he has led initiatives that notably improved the quality and accessibility of online courses. One of his key contributions is developing the Quality Transformation Model, which has helped faculty create accessible, engaging, and high-quality online educational experiences. This model became an essential resource for faculty development support statewide via TOPKit.org. Moreover, he played a crucial role in founding the Summer STEM Institute, providing educators with the tools to develop effective online learning environments. The Summer STEM Institute set a benchmark for course design initiatives.

Outstanding Leadership Gold Award Winner Dr Rohan Jowallah | University of Central Florida cont'd

His expertise extends to exploring artificial intelligence technologies both within UCF and the broader community. His thoughts on ethics can be seen in established AI frameworks and policies derived from my work. These initiatives have greatly enhanced teaching practices and student engagement, significantly impacting UCF's distance education landscape. As a senior instructional designer at UCF, he is central to creating the institution's online learning experiences and serving as a thought leader in online education. He collaborated closely with faculty members to design courses that are engaging, inclusive, and suitable for a diverse student population, applying evidence-based instructional design principles.

Outstanding Leadership



Dr. Jim Castleberry

Outstanding Leadership Silver Award Winner Dr. Jim Castleberry | Walden University

Dr. Jim Castleberry, Ph.D., has been with Walden University for the past eleven years serving in various capacities but is currently the Associate Dean for the School of Human Services. His tenure speaks volumes about his expertise and dedication to distance education. He has served in many areas, such as being selected into the inaugural group of Senior Core faculty and supporting academic integrity as the Academic Achievement Coordinator for the Barbara Solomon School of Social Work & Human Services. He has also participated in several curriculum projects, developing conflict resolution and mediation courses and a nonprofit management study, including a virtual community element.

Jim's commitment to distance education is evident in the broad range of impact he has had, from developing stellar and industry-focused programs to demonstrating his effective servant leadership approach for both faculty and students. However, it is his unwavering dedication to social change, a commitment that truly sets him apart and inspires all who engage with him.

Dr. Castleberry is a retired Naval JAG Officer and began his military career in the U.S. Coast Guard. His legal and professional experience has focused on military, regulatory, and administrative law. He is a certified mediator and previously handled cases for federal agencies, including EEOC. Over the last several years, he has worked on a MacArthur Foundation grant to analyze data and engage the community to develop and model effective ways to support individuals from returning to jail once paroled with the focus on more effective reintegration for

Outstanding Leadership Silver Award Winner Dr. Jim Castleberry | Walden University cont'd

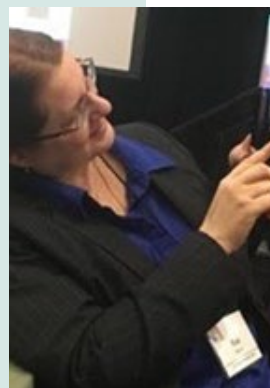
those who must be confined into the community upon release. His leadership as a project coordinator at the partner site, which just received 1.75 million dollars from the foundation to implement many strategies designed over the last year, is a testament to his impact in the field.

Dr. Castleberry's academic journey is a testament to his dedication and desire for knowledge. He earned his Ph.D. in Human Services from Capella University, his Juris Doctor from William Mitchell College of Law, and graduated from the Staff Judge Advocate General School at the University of Virginia. His educational foundation also includes a M.S. in Sociology from Minnesota State University and a B.S. in Education and Psychology from the University of Wisconsin.

Trendsetter



Dr. Farah Bennani



Kae Novak



Chris Luchs

Trendsetter Gold Award Winners

Dr. Farah Bennani, Chris Luchs and Kae Novak

This online ID model was developed to respond to rapidly changing events involving the intersection of racism, gender issues, immigration status, indigenous rights, and religious minority persecution. This model addresses the limited development time to respond or introduce social justice issues and the complexity of adopting online culturally relevant pedagogy. Our model seeks to address how educators and educational organizations can rapidly respond to events and create and curate content. Impact and Scale: The model was presented as part of the Adult Learning Academy at their home institutions between 2022 -2024 where they trained 45 faculty and instructors. In addition to the faculty trained, the student impact was estimated at 10,125 students per academic year. This was based on each faculty and instructor averaging 3 classes per semester for a total of 9 classes per participant per calendar year (Summer, Fall, and Spring semesters) and each class averaging 25 students at census. As the numbers above illustrate, the model facilitates a train the trainer mode of delivery and lends itself to scaling across a department, division, or system quickly.

Trendsetter



Wendy Pate



Dr. Robert Zotti

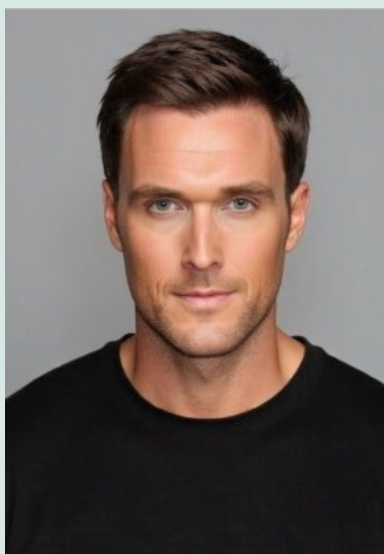
Trendsetter Silver Award Winners Wendy Pate and Dr. Robert Zotti | Stevens Institute of Technology

Many developers of digital learning use a framework to develop their courses using best practices such as OSCQR, OLC Scorecard, Quality Matters, etc. How many then monitor everything about the courses as they are run – teacher satisfaction, student satisfaction, instructor course load, on campus vs online versions of the course, components of the course, etc. To monitor courses after they are developed, Stevens has created what we call Program Director meetings. We schedule these at minimum once per year with each program director. We present the enrollment numbers (breakdown of FT Grad, PT Grad, FT UGrad and PT UGrad), number of course sections each instructor is teaching each semester, end of course survey results for ALL courses (online, on campus and corporate) including the student written comments, overall observations, course by course observations, kudos for creative ideas, easy to implement recommendations, a map of each course activities, recommendations of new tools and technologies that could be implemented and a link to their program as it is posted on the external facing webpages that potential students are viewing. Stevens has been running online courses since 2004 and has more than 250 individual courses available to be run each semester. This means we have many online courses that come up for review every semester. Since we don't have a team of instructional designers, much of the course redesign is put back on the instructors. The presentation we give to the program directors allows them to decide which courses need the most modifications, which courses need cosmetic changes (adding instructor information to the homepage, etc.), which courses are run

Trendsetter Silver Award Winners Wendy Pate and Dr. Robert Zotti | Stevens Institute of Technology cont'd

differently when taught by two different instructors and how an on-campus course fairs against the same course taught online. This 'snapshot' provides most of the elements needed for them to make decisions for the upcoming semester, which courses are low enrollment and shouldn't be run, which instructors may need additional training on technology to improve their course, which instructors are teaching too many courses each semester and it may be time to hire adjuncts or additional faculty, etc.

Trendsetter



Owain Yoeman



Dr. Michael Everest

Trendsetter Bronze Award Winners Dr. Michael Everest and Owain Yeoman | EdYou

edYOU is an online educational platform that uses AI tutors to help people with personalized learning, standardized test prep, professional certification and sports coaching. Our AI tutors are both teachers and wellness companions helping learners navigate the stress of study. If you feel better, you will learn better.

Our innovation is expanding access to quality education for all, including underserved populations, bridging educational gaps and ensuring that learning is not limited by geographic or socioeconomic barriers. By providing personalized, AI-driven learning, we are increasing test scores, improving grades, and offering pathways to professional certification. The edYOU platform will continue to empower individuals across various demographics, enhancing career opportunities and contributing to a more educated, skilled society prepared for the demands of a rapidly evolving job market. edYOU, redefines personalized education by seamlessly integrating advanced AI with user-centric learning, empowering each user to learn at their own pace. Unlike traditional learning tools, edYOU adapts in real-time, delivering tailored resources that address individual strengths and weaknesses, fostering deeper engagement and measurable progress. Our 24/7 accessibility makes it ideal for modern learning environments,

Trendsetter Bronze Award Winners Dr. Michael Everest and Owain Yeoman | EdYou cont'd

providing real-time analytics for optimal support. Independent peer reviewed research demonstrates superior educational outcomes with edYOU and the potential for accelerated learning, equipping students with lifelong skills in a way that's efficient, accessible, and impactful. Our innovation is expanding access to quality education for all, including underserved populations, bridging educational gaps and ensuring that learning is not limited by geographic or socioeconomic barriers. By providing personalized, AI-driven learning, we are increasing test scores, improving grades, and offering pathways to professional certification. The edYOU platform will continue to empower individuals across various demographics, enhancing career opportunities and contributing to a more educated, skilled society prepared for the demands of a rapidly evolving job market.

Distance Learning/ Teaching



Dr. Victoria Brown Dr. Jillian Powers



Dr. David Kumar Dale Brown

Distance Learning/Teaching Gold Award Winners Dr. Victoria Brown, Dr. Jillian Powers, Dr. David Kumar and Dale Brown | Florida Atlantic University

Creating a hyflex event provided pre-service teachers opportunities to learn about using robots to teach basic coding and computational thinking within content instruction. Students could attend the event, join through livestreaming, watch recorded video, or complete an online lesson to achieve the educational goal to integrate robots into classroom instruction.

The instructional technology faculty along with teaching methods education faculty in the Department of Curriculum and Development in the College of Education at Florida Atlantic University experienced a challenge requiring them to teach their courses online because of scheduling conflicts. However, students do benefit from hands-on experiences with some instructional technology materials. Robots are one of those tools. This challenge resulted in the need for creative thinking about how to reach these students with a unique class experience while giving them the ability to access information about the use of educational robots. Students that benefited from the hyflex event came from various classes, two undergraduate preservice classes and various graduate classes with the focus on instructional technology.

Distance Learning/Teaching Gold Award Winners Dr. Victoria Brown, Dr. Jillian Powers, Dr. David Kumar and Dale Brown | Florida Atlantic University cont'd

The solution was to offer a hyflex event to meet the needs of three different groups of students. The challenge was to provide equivalent experience for each of the groups of students.

1. Provide a high quality and meaningful experience for those students that were able to attend the event.
2. Provide a way to access the on-campus event by students who were online at the same time as the event.
3. Provide a way for students who were unable to attend the live event at the time offered due to work, family or academic obligations.

Hyflex became the best option for meeting the needs of all three groups of students because it would meet the pedagogical needs of the courses, the andragogical needs of the students to provide relevance, and heutagogical needs by allow the students options for meeting the requirements of the course. The instructors offered four different delivery formats: (a) live on-campus event, (b) livestreamed of campus event, (c) recorded videos of campus event, and (d) prepared online activity through unplugged or computer-based activities. The pedagogical goal of the event was to improve the preservice teachers' self-efficacy in teaching basic coding skills and computational skills using robots.

Distance Learning/Teaching



Dr. Brian Ward

Distance Learning/Teaching Silver Award Winner Dr. Brian Ward | Pensacola State

One of the historical challenges of distance learning is to make the classroom feel more personable. In order to make his distance classes more 'in person', he developed a strategy for using video engagement. These videos have two applications; first is the 'professor's perspective' where he delivers a video follow up to the prior week's discussion board question. These professor's perspectives address the discussion question by sharing real world experience, pitfalls, and considerations related to the discussion topic. These videos enhance learning in several ways, including augmenting the book learning with real-world application and making the online course feel more 'human.' In addition, Dr Ward has implemented supplemental videos that address current and emerging topics in the discipline. These videos provide students with a current events view of trends and requirements in the field that are not inherent in the textbook, since the textbook is only as current as its date of publication. By providing students with real time information on trends in the field of study, students are prepared for success when they transition from student to employee in the professional field. Ultimately, his use of videos as instructional tools enhances the outcomes of his distance learning courses for his students by making his classes feel less disconnected while preparing students for immediate success through the delivery of up-to-the-minute content; all from strategically aligned professor videos.

Distance Learning/Teaching



Karen J. Magruder

Distance Learning/Teaching Bronze Award Winner Karen J. Magruder | University of Texas at Arlington (UTA) School of Social Work

As a fully remote faculty member at the University of Texas at Arlington (UTA) School of Social Work, I am uniquely positioned to understand and address the needs, challenges, and strengths of distance learners. First, I've designed five master Canvas shells to receive Quality Matters certifications for online learning best practices. My research and service also center around online learning, including serving in the UTA Online Success Program, mentoring peers on online learning strategies, securing four open education resources (OER grants) for two online courses (replacing costly textbooks with free digital materials) and two special projects (creating an online open access social work licensing resources study guide and coauthoring a digital OER teaching guide for integrating AI into the classroom), launching a fully online undergraduate mentoring program, and facilitating numerous online interprofessional education simulations. During my tenure as the Director of Undergraduate Programs, I proposed and successfully launched a fully online pathway to the Bachelor of Social Work, as well as the new online Bachelor of Substance Use Treatment program. In my current role as the inaugural Director of the Doctor of Social Work program, I'm leading efforts to design and launch a fully online doctoral curriculum and help establish a satellite

Distance Learning/Teaching Bronze Award Winner Karen J. Magruder | University of Texas at Arlington (UTA) School of Social Work cont'd

campus to better serve rural students. While I am proud of the numerous projects, I have successfully led related to innovative distance education models, the impact on my students is most easily quantifiable. I have taught 54 online courses, at both undergraduate and master's levels, in synchronous and asynchronous modalities, with a cumulative average of 4.9/5 on my official student feedback surveys (a full standard deviation above the college average), with numerous courses earning a perfect 5/5 average score. Qualitative comments on feedback surveys have been overwhelmingly positive, with frequent commendations on my engaging lectures, prompt and thorough feedback, clarity, organization, responsiveness, enthusiasm, and caring, supportive attitude. Within the last academic year, at least 15 different students stated I was the best professor they've ever had.

Rising Star



Whitney Packer

Dr. Janet McMahon Rising Star Award Winner Whitney Packer | Landmark College

Whitney Packer Position: Assistant Director of LC Online Teaching and Learning

Institution: Landmark College, Putney, VT Years in Distance Education: 2.5

Introduction I am nominating Whitney Packer for the Dr. Janet McMahon Rising Star Award. Although I have only been at Landmark College for four months, it did not take long to realize what an asset Whitney is to the LC Learning Online program. Nobody has had one negative thing to say about Whitney. The only thing I have heard is "If you need something done correctly and quickly, send it to Whitney." Her work around course design and faculty support is second to none. Although Whitney has only worked in online learning for two years, she is well-versed in Canvas and online design. She also understands higher education and the importance of providing a sound, cost-effective online learning environment for our students. It is important to note that Landmark College is one of the only accredited colleges in the United States designed exclusively for students who learn differently, including those with learning disabilities (such as dyslexia), and attention deficit hyperactivity disorder (ADHD). Thus, our online courses are designed using a robust series of supports for students. They also incorporate original Landmark College research. Whitney accepted the challenge of learning Landmark College's research-based design and teaching principles on top of everything a relatively new online designer must learn and incorporate. The courses she has developed have advanced the understanding of how best to teach unique content to divergent learners. Whitney approaches her work with a positive attitude and growth mindset. I cannot think of a better person to receive this award.

The awards ceremony is made possible in part due to the generous support of our partners and sponsors. We are grateful to have them on our team.



Platinum



Gold



Silver



Bronze



Exhibitors & Friends





For 38 years, USDLA has pursued the goals of:

Leadership: To provide national leadership in the field of distance learning

Advocate: To advocate and promote the use of distance learning

Information: To provide current information on distance learning

Policy: To represent the distance learning community before government policy and regulatory bodies

Association of Associations: To serve and support the state, consortium and individual organizations that belong to the USDLA

Recognition: To provide annual recognition and awards of outstanding achievements in distance learning

Partnerships: To serve as a catalyst for the formation of partnerships among education, business, healthcare, government, and non-governmental organizations

International: To achieve a global leadership role through liaisons with international organizations

Access and Equity: To promote equity and access to lifelong learning through distance learning

Diversity: To promote diversity in our organization and its programs



USDLA™
UNITED STATES DISTANCE LEARNING ASSOCIATION

Join us next year!

The United States Distance Learning Association was the first nonprofit distance learning association in the United States to support distance learning research, development and praxis across the complete arena of education, training and communications.

Visit us at usdla.org

Thank you for helping us to celebrate this year's award winners. We hope to see you again next year and hope that you will consider submitting one of your colleagues or projects for consideration for an award. If you have any questions about the awards submission process, please reach out to Wendy Pate, wpate@usdla.org for additional details.