

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

**Satellite Distance Learning**

| Criteria<br>Scoring scale<br>Exceptional=4, Good=3, Adequate=2, Poor=1,<br>Inadequate=0   | Platinum | Gold | Silver | Bronze |
|---|----------|------|--------|--------|
| <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   |          |      |        |        |