

	Guideline/Technique, Description and Priority	Yes/ No?
1.0	Metadata Provide rich, searchable metadata for resources.	
1.1	Adopt a Consistent Means for Expressing, Exchanging and Updating Metadata Determine what information about resources will be stored as metadata and implement consistent policies and practices for expressing, exchanging and updating this information. [Priority 1]	
1.2	Basic Descriptive Information Provide information giving a basic description of a resource, including title, author, description, identifier and key words. [Priority 1]	
1.3	Contextual Information Provide contextual information about a resource, such as intended audience, language, prerequisites and its relation to other resources. [Priority 1]	
1.4	Technical Information Provide information addressing technical requirements including the format of a resource and what software or systems are required to use or modify it. [Priority 2]	
1.5	Usage Information Provide information on how to use a resource, including software documentation (online, printed or in the form of help screens) and appropriate instructor, student and user guides. [Priority 3]	
2.0	Rights and Permissions Provide a statement of rights and permissions.	
2.1	Statement of Copyright The copyright should be clearly stated and should include contact information for the rights holder. [Priority 1]	
2.2	Statement of Terms of Use A license or explicit statement of rights and terms of use should be attached to or referenced in a resource. [Priority 1]	
2.3	Adopt a Workable Licensing Policy Adopt a licensing policy that meets the needs of contributors and users of resources while offering a limited set of licensing options. [Priority 2]	
2.4	Grant Modification Rights Grant rights to modify the resource if it is intended for adaptation. [Priority 2]	

3.0	Design: Context and Pedagogy Design resources for use by as wide an audience as possible.	
3.1	Multiple Educational Settings Design for multiple educational settings such as in-class lecture, mentored study, self-paced study, and online learning. [Priority 2]	
3.2	Multiple Educational Levels Design for multiple educational levels and multiple age groups. [Priority 2]	
3.3	Multilingual and Multicultural Support Design for multilingual and multicultural support. [Priority 2]	
4.0	Design: Structure and Presentation Create self-contained learning experiences that allow presentation and navigation to easily be revised. Follow accessible design practices.	
4.1	Self-contained Learning Experiences Structure content to consist of one or more self-contained learning experiences, each addressing a single topic or learning objective. [Priority 1]	
4.2	Separation of Content and Presentation Separate content from presentation. [Priority 1]	
4.3	Separation of Content and Navigation Separate content from navigation. [Priority 2]	
4.4	Accessible Design Adhere to accessible design guidelines. [Priority 2]	
5.0	Interoperability Ensure that content can run properly in as many computing and learning environments as possible. Support authors and developers by providing versions of content that can be edited and modified.	
5.1	Standardized and Portable Formats Use standardized and portable formats for content. [Priority 1]	
5.2	Standards for Communication, Sequencing and Navigation Use industry interoperability standards for communication, sequencing and navigation. [Priority 3]	
5.3	Provide Editable Versions For resources that are intended to be adapted, provide an editable version and make source code available. [Priority 2]	