

	<b>Guideline/Technique, Description and Priority</b>	<b>Yes/ No?</b>
<b>1.0</b>	<b>Metadata</b> Provide rich, searchable metadata for resources.	
<b>1.1</b>	<b>Adopt a Consistent Means for Expressing, Exchanging and Updating Metadata</b> 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]	
<b>1.2</b>	<b>Basic Descriptive Information</b> Provide information giving a basic description of a resource, including title, author, description, identifier and key words. [Priority 1]	
<b>1.3</b>	<b>Contextual Information</b> Provide contextual information about a resource, such as intended audience, language, prerequisites and its relation to other resources. [Priority 1]	
<b>1.4</b>	<b>Technical Information</b> 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]	
<b>1.5</b>	<b>Usage Information</b> 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]	
<b>2.0</b>	<b>Rights and Permissions</b> Provide a statement of rights and permissions.	
<b>2.1</b>	<b>Statement of Copyright</b> The copyright should be clearly stated and should include contact information for the rights holder. [Priority 1]	
<b>2.2</b>	<b>Statement of Terms of Use</b> A license or explicit statement of rights and terms of use should be attached to or referenced in a resource. [Priority 1]	
<b>2.3</b>	<b>Adopt a Workable Licensing Policy</b> Adopt a licensing policy that meets the needs of contributors and users of resources while offering a limited set of licensing options. [Priority 2]	
<b>2.4</b>	<b>Grant Modification Rights</b> Grant rights to modify the resource if it is intended for adaptation. [Priority 2]	

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