

# Key E-learning Standards In Brief

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The following are five key sources of standards or models that we included in our [Association Learning Management Systems](#) report. We make these descriptions available under a Creative Commons Attribution Noncommercial Share Alike 3.0 United States license ([view license](#)). Please feel free to re-mix, re-use, and re-distribute this document as you see fit under the terms of that license. (Attribution, with a clickable link, should be made to [www.tagoras.com](http://www.tagoras.com).)

## AICC

The Airline Industry CBT Committee, more commonly known as AICC, was one of the first groups to establish standards for how computer-based training (CBT) should communicate with computer-managed instructions systems (CMI) designed to track training activities. First established in 1993, the AICC CMI Guidelines for Interoperability (<http://www.aicc.org/pages/down-docs-index.htm>) form the basis for much of the subsequent work that has been done to ensure that an e-learning course created for use in one learning management system will also function properly in other systems.

## IMS Global

A central focus of the IMS Global Learning Consortium is how learning content can be tagged so that it can easily be discovered and reused, whether in a single system or across multiple, disparate systems. The various IMS specifications (<http://www.imsglobal.org/specifications.html>) are at the root of terms like reusable learning object as well as the most current approaches to interoperability. It should be noted that IMS standards are based on the extensible markup language, or XML, specification created by the World Wide Web Consortium (W3C). XML is the language used for tagging learning content objects.

## SCORM

The Shareable Content Object Reference Model, or SCORM, is perhaps the most widely recognized set of standards in the e-learning world. A project of the U.S. Department of Defense's Advanced Distributed Learning initiative (<http://www.adlnet.gov/Technologies/scorm/default.aspx>), it unites standards from AICC, IMS, W3C, and other sources to create a general model for defining, packaging, and managing learning objects. An LMS that is SCORM-compliant should provide the ability to import, launch, and track a lesson or course that has been developed according to the SCORM model. Additionally, an LCMS, or an LMS that features content management capabilities, should be able to recognize and manipulate the shareable content objects, or SCOs, which comprise a piece of learning content.

## Medbiquitous

Medbiquitous ([www.medbiq.org](http://www.medbiq.org)) is an organization focused on leveraging XML to establish a set of interoperable standards exchanging educational content and

tracking learner activities and profiles as part of healthcare education and competence assessment. We included Medbiquitous as part of our 2009 survey of association e-learning based on our knowledge that many healthcare associations are already active in e-learning.

### Section 508

Section 508 (<http://www.section508.gov>) refers the Rehabilitation Act of 1973 and subsequent amendments designed to address the accessibility of electronic and information technologies, including the Web, by people with disabilities. Federal agencies are required—with some limited exceptions—to meet standards defined under Section 508 when purchasing electronic and information technologies, which means that any entity hoping to sell to the federal government must ensure that its products comply to the standards. Requirements aside, many developers and consumers of e-learning feel that compliance with Section 508 is simply the right thing to do. For additional information on Section 508 as it relates to e-learning, see <http://www.access-board.gov/sec508/e-learning.htm>.

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