NAECOB

NATIONAL ACCREDITATION AND EQUIVALENCY COUNCIL OF THE BAHAMAS

GUIDELINES FOR RECOGNITION
(International Institutions)

**DISTANCE EDUCATION,
ONLINE LEARNING,
HYBRID and
CORRESPONDENCE EDUCATION
COURSES and PROGRAMMES**

www.naecob.org

PREAMBLE

It is the institution's responsibility to demonstrate that its programmes, procedures, policies, and processes are within The National Accreditation & Equivalency Council of the Bahamas' (NAECOB) recognized standards and scope of authority. NAECOB reserves the right to circumscribe its review functions to the types of institutions and programmes that are within its recognized standards & scope of authority and to liaise with specialized consultants. NAECOB also reserves the right to decline undertaking the review of institutions and programmes that are determined to be outside of NAECOB's purview, capacity, competence, or where information presented by the institution is not apropos for a substantive evaluation.

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INTRODUCTION

This manual was developed by The National Accreditation and Equivalency Council of The Bahamas (NAECOB). Its purpose is:

i.   To provide guidelines and approval for Post-Secondary Institutions seeking Recognition of Distance Education Online Learning, Hybrid and Correspondence Education Courses and Programmes.

ii.   To provide an assessment framework for institutions in the process of designing and developing Distance Education, Online Learning, Hybrid and Correspondence Education Courses and Programmes.

iii.   To act as a quality assurance evaluation tool for those institutions already involved in Distance Education, Online Learning, Hybrid and Correspondence Education Courses and Programmes offerings.

These guidelines comprise eleven (11) standards of quality assurance for Distance Education programmes as adapted NAECOB.

POLICY STATEMENT
Distance and Online Learning, Hybrid and Correspondence Education Courses/Programmes

1. An institution is expected to have clearly defined and appropriate student learning outcomes for each *Distance and Online Learning, Hybrid or Correspondence Education* course or programme.

2. The institution must demonstrate that the student who registers in a *Distance and Online Learning, Hybrid and Correspondence Education* courses or programs is the same student who participates in and completes the course or programme and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, and (c) new or other technologies and practices that are effective in verifying student identification.

3. The institution must provide written documentation of its procedure for protecting the privacy of students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses or programmes.

4. The institution must provide written documentation that it has a written procedure for distribution at the time of registration or enrollment that notifies students of any projected additional charges associated with verification of student identity.

5. Institutions offering *Distance and Online Learning, Hybrid and Correspondence Education* courses or programmes must ensure that it reports accurate student enrollment on its annual institutional report submitted to NAECOB.

6. Institutions must ensure that their *Distance Learning, Online Learning, Hybrid and Correspondence Education* courses or programs comply with the principles of accreditation.

7. Institutions are expected to provide NAECOB with advance notice of its intent to make any significant changes (i.e. course content, credits, delivery mode, etc.) to its *Distance Learning, Online Learning, Hybrid and Correspondence Education* courses or programmes by submitting a <u>Substantive Change Proposal</u>.

STANDARDS OF QUALITY AND ASSURANCE
OUTLINE

The following Quality Assurance Standards (QAS) ensure that institutions comply with NAECOB's Standards for effective assessment, design, development, implementation, and evaluation of its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes.

1. The institution's Pedagogy for *Distance* and *Online Learning, Hybrid or Correspondence Education* is aligned with its mission and vision statements.

2. The institution incorporates its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes in its system of governance and academic policies.

3. The institution ensures the academic standards, integrity, and best practices of its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes are upheld.

4. Curricula for the institution's *Distance* and *Online Learning, Hybrid or Correspondence Education* courses/ programmes are coherent, cohesive, and comparable in academic rigor to programmes offered in traditional instructional formats.

5. The institution provides sufficient, appropriate, and effective learning resources to support and, where necessary, updates its *Hybrid Learning* courses/programmes in an effort to stay current with international standards in Higher Education.

6. The institution ensures that it has adequate physical space and infrastructure to facilitate learning and improve student outcomes in its *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes.

7. The institution identifies appropriately qualified faculty to effectively deliver *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes, and evaluate students' success in achieving its goals and objectives.

8. The institution has a strategic plan for the continued development, sustainment, and if appropriate, expansion of its *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes.

9. The institution provides effective technological support services for students enrolled in its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes.

10. The institution provides the necessary student and academic services to foster effective learning.

11. The institution monitors and evaluates the effectiveness of *its Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes, including the extent to which the learning outcomes are attained, and uses the results of its evaluations to enhance achievement of its goals.

STANDARDS OF QUALITY AND ASSURANCE

1. **The institution's pedagogy for *Distance* and *Online Learning, Hybrid and Correspondence Education* is aligned with its mission and vision statements.**

    i. The role of *Distance and Online Learning, Hybrid and Correspondence Education* courses/ programmes is explained in the institution's mission statement.

    ii. Support for *Distance and Online Learning, Hybrid and Correspondence Education* must be evident in the institution's vision statement.

    iii. Institutional goals for meeting the student experience must be incorporated into its educational platforms.

    iv. Students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes, must meet the admission requirements

2. **The institution incorporates its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes in its system of governance and academic policies.**

    i. *Distance and Online Learning, Hybrid and Correspondence Education* platforms follows standard processes used in the institution's traditional offerings.

    ii. The quality of the instruction and the rigor of the offering are assured by the Institution.

    iii. The contractual relationships and arrangements between the institution and consortia Partners (where applicable), and the institution's responsibility for the academic quality of all *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes are clearly documented.

3. **The institution ensures the academic standards, integrity, and best practices of its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes are upheld.**

    i. Institutions offering *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes, must demonstrate compliance with registration procedures. Institutions must ensure that the student who registers for a course or program is the same student who participates in, and completes the course/programme, and receives the academic credit.

    ii. The institution's policies on academic integrity, and faculty and students' responsibilities must be articulated.

    iii. Academic integrity must be addressed during student registration/enrollment.

iv. The institution must clearly document policies and procedures to protect students' privacy. At the time of registration/enrollment, students must be notified of any projected cost associated with the verification process.

v. Institution must document processes to secure student logins and passwords to access online activities.

vi. Faculty members engaged in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes **mus**t be adequately trained on issues of academic integrity, *and* encouraged to identify and report suspected violations.

4. **Curricula for the institution's *Distance* and *Online Learning, Hybrid and Correspondence* Education courses/programmes are coherent, cohesive, and comparable in academic rigor to programmes offered in traditional instructional formats.**

   i. The academic rigor of Distance and Online Learning, Hybrid or Correspondence Education courses/programmes **must** be aligned to traditional instructional formats.

   ii. The curricula goals and course objectives show that the institution has knowledge best practices used in various disciplines and fields of study for Distance and Online Learning, Hybrid and Correspondence Education courses/programmes

   iii. The curriculum is coherent in its content and sequencing of courses that is evident in documentation including course syllabi and program descriptions.

   iv. Scheduling of online learning courses and programs that provides students with a reasonable timeline to ensure timely completion of degrees must be provided.

   v. The institution must establish and enforce policies for Distance and Online Learning, Hybrid and Correspondence Education courses/programmes.

   vi. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly.

   vii. Course design and delivery supports student-student and faculty-student interaction.

5. **The institution provides sufficient, appropriate, and effective learning resources to support and, where necessary, updates its *Distance Learning* and *Online Learning, Hybrid and Correspondence Education* courses/programmes in an effort to stay current with international standards in Higher Education.**

   i. The institution's budget for Distance and Online Learning, Hybrid or Correspondence Education courses/programmes provides for assessment of program demand, marketing, appropriate levels and skills set of faculty and staff, faculty and staff development, library, information, communication and technology infrastructure and resources.

6. **The institution ensures that it has adequate physical space and infrastructure to facilitate learning and improve student outcomes for its Hybrid Learning courses.**

    i.   The institution has adequate safe and suitable classroom/activities, building space and infrastructure to facilitate student learning outcomes.

    ii.   Institution has a strategic plan for operating expenditures, building maintenance, and upgrades and where necessary, structural replacement.

    iii.   Classrooms, laboratories, libraries and student activities spaces must be accessible to all students including those with disabilities.

7. **The institution identifies appropriately qualified faculty to effectively deliver *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes, and evaluate students' success in achieving its goals and objectives.**

    i.   The institution's *Distance* and *Online Learning, Hybrid or Correspondence Education* courses/programmes incorporates tested good practices in online learning pedagogy, and uses current and appropriate software products.

    ii.   Persons identified by the institution for oversite of the *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes must have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support needed to support course development and delivery.

    iii.   Appropriately qualified faculty with responsibility for *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes must be proficient with use of a range of software products identified by the institution. Additionally, they must receive periodic training, and frequent evaluation.

    iv.   The institution must provide evidence of student satisfaction with the quality of the instruction provided by online learning faculty members.

8. **The institution has a strategic plan for the continued development, sustainment, and if appropriate, expansion of its *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes.**

    i.   Institutional goals and projections to increase the number of courses/programmes provided through *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes and/or numbers of students to be enrolled in them are evident.

    ii.   Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

iii. The institution provides documented evidence that programme assessment, needs analysis and recommendation for continued support of Distance and Online Learning, Hybrid and Correspondence Education courses/programmes are ongoing.

9. **The institution provides adequate and effective technological support services for students enrolled in its *Distance* and *Online Learning, Hybrid and Correspondence Education* courses/programmes.**

   i. Students have access to and can effectively use appropriate library resources.

   ii. Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

   iii. Access to laboratories, facilities, and equipment appropriate to the courses or programmes, is provided.

10. **The institution provides the necessary student and academic services to foster effective learning.**

   i. Students are provided with adequate information about the nature of *Distance* and *Online Learning, Hybrid or Correspondence Education* courses/programmes, to assist them in conducting self-assessment to determine if they possess the required skills for being successful in these learning platforms.

   ii. The institution provides an online learning orientation program including navigation of the Learning Management System.

   iii. The institution provides support services to students in formats appropriate to the delivery of the online learning programme.

   iv. Students in *Distance* and *Online Learning, Hybrid or Correspondence Education* courses/programmes have adequate access to student services, including course registration.

   v. Students in *Distance* and *Online Learning, Hybrid or Correspondence Education* courses/programmes have adequate/ready access to learning resources, including library, information resources, laboratories, and equipment and tracking systems, and 24/7 technical support.

   vi. Publications and advertising for *Online Learning, Hybrid or Correspondence Education* courses/programmes are accurate and contain necessary information such as programme goals, requirements, academic calendar, and faculty.

   vii. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

11. **The institution monitors and evaluates the effectiveness of** *its Distance* **and** *Online Learning, Hybrid and Correspondence Education* **courses/programmes, including the extent to which the learning outcomes are attained, and uses the results of its evaluations to enhance the achievement of its goals.**

    i.   Good practice methods are employed during assessment of student learning.

    ii.   Evaluation of the effectiveness of academic and support services provided to students in Distance and *Online Learning, Hybrid or Correspondence Education* courses/programmes is evident, and its results are used for improvement.

    iii.   The institution demonstrates the appropriate use of technology to support its assessment strategies.

    iv.   Appropriate goals for the retention/persistence of students using the platforms are continuously assessed and measured.

PRINCIPLES OF RECOGNITION
Distance and Online Learning, Hybrid and Correspondence Education Courses and Programmes

Guideline Statements

Institutions should consider the following guideline statements in the implementation of and reporting on *Distance and Online Learning, Hybrid or Correspondence Education* courses and programmes.

Mission

If an institution offers *Distance Learning, Online Learning, Hybrid or Correspondence Education* courses or programmes, it should be reflected in the institution's mission statement. Further, online and hybrid courses should be designed to serve the academic needs and interests of the various student population, and delivered in a way that allows for the best possibility of learning and student success.

Suitability

The institution must confirm that the course content and learning outcomes are suitable to *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes offerings.

Academic Standards

- *Distance and Online Learning, Hybrid and Correspondence Education* courses or programmes must reflect the same standards of academic integrity, rigor and quality of instruction as traditional classroom-based courses.

- The technology used must be appropriate to the nature, structure and objectives of the courses and programmes, and expectations concerning the use of such technology are clearly communicated to students.

- *Distance and Online Learning, Hybrid and Correspondence Education* courses or programs policies are clear concerning copyright issues, ownership of materials, and the creation and production of software, tele-courses, or other media productions.

- An institution entering into consortia arrangements or contractual agreements (i.e. AA or MOUs) for the delivery of courses/programmes and or related co-curricular activities or services offered by *Distance and Online Learning, Hybrid and Correspondence Education* courses or programmes, must ensure that sound and acceptable practices for determining the effectiveness, and quality of the courses/programmes offered by all of the participants are employed.

- Academic and technical support services are appropriate and specifically related to *Distance and Online Learning, Hybrid and Correspondence Education* courses/programs.

- Programme length is appropriate for each of the institution's *Distance and Online Learning, Hybrid and Correspondence Education* courses or programs. The Course Name and Number specifically

indicates that the course is offered online [E.g. ENG 1301- **4**-01 (the **4** indicates online); MAT 1504-**H**-01 (the **H** indicates hybrid)].

- For all degree programmes offered through *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes, the programmes must embody a coherent course of study that is compatible with the institution's mission, and is based upon fields of study appropriate to higher education.

- For all courses offered through *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes, the institution employs sound and acceptable practices for determining the amount and level of credit awarded (i.e. credit and non-credit bearing), and justifies the use of a unit other than semester credit hours by explaining its equivalency.

- For *Online* courses, **100% of the content** is delivered online; there are no required face-to-face sessions within the course and no requirements for on-campus activity. Additionally, at least two (2) proctored activities are required: on-site exams, laboratory activities, and other activities as deemed necessary by the institution.

- For *Hybrid Learning* courses, **75-85%** of instruction is delivered online and a **minimum of 15%** is delivered face-to-face (institutional verification is required) or via synchronous Web conferencing or Interactive video. Additionally, at least two (2) proctored activities are required such as Lab experiments, final examination and other activities identified by the institution). Course development forms must include percentage of online content and list resources/activities that will constitute that percentage.

Please Note: *Distance and online Learning, Hybrid, and Correspondence* course offerings must offer the same comparable learning opportunities and total hours of classroom instruction as traditional face-to-face courses.

An institution entering into consortia arrangements or contractual agreements (i.e. AA or MOUs) for the delivery of courses/programmes and or related co-curricular activities or services offered by *Distance and Online Learning, Hybrid or Correspondence Education* courses or programmes, must ensure that sound and acceptable practices for determining the effectiveness, and quality of the courses/programmes offered by all of the participants is employed.

Faculty

- An institution offering *Distance and Online Learning, Hybrid and Correspondence Education* courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programmes.

Institutional Effectiveness

- The institution has clearly written policies and definitions of procedures that governs the assessment, design, development, implementation, and evaluation of its *Distance and Online Learning, Hybrid/Correspondence Education* courses/programmes.

- Comparability of *Distance and Online Learning, Hybrid or Correspondence Education* courses or programs to campus-based programmes and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

- The institution regularly assesses the appropriateness and effectiveness of its provision of library, learning, technological, and other essential resources and student support services for *Distance and Online Learning, Hybrid and Correspondence Education* courses/programs students.

Library and Learning/ Information Resources

- Students have adequate and appropriate access to Virtual Library or related collections and services.

- Access is provided to laboratories, facilities, and equipment appropriate to *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes.

- The institution ensures that appropriate learning resources, including software are available to students.

Technological Resources

- The institution regularly assesses the appropriateness, effectiveness and relativeness of its technological infrastructure to support the courses/programs' methodology.

- Appropriate and current resources and technical expertise required for *Distance and Online Learning, Hybrid and Correspondence Education* courses/programs are available and maintained.

Teaching Resources

- The institution regularly analyses the appropriateness, effectiveness and the relativeness of its Learning Management System in the delivery of courses/programmes.

- The institution ensures that appropriate and current teaching tools are available to students.

Student Services

- The institution ensures that appropriate communication access and resources are available to students.

- Students have adequate access to the range of services appropriate to support the courses/programmes for which they are enrolled.

- Students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/ programmes have adequate guidelines for filing complaints.

- Documented procedures assure that security of students' personal information is protected during assessments and evaluations and in the dissemination of results.

- Students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

- Students are provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, and academic support services specific to students' location and mode of delivery.

- Class schedules and registration materials for students should clearly indicate which method of instruction will be utilized in a course i.e. online, distance, hybrid, correspondence, web-enhanced and what technological requirements, if any, are required.

- Students are provided with appropriate information to include: online navigation tutorial, introduction to the Learning Management System (LMS), course syllabus, institutional policies governing *Distance and Online, Hybrid and Correspondence Education* courses/programmes, instructor office hours and communication contacts, email addresses, LMS support system, attendance & grading policy, and system requirements.

Facilities and Equipment

- The institution ensures that the required physical, financial, communication, academic, and technological resources are available to students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes to facilitate leaning and enhance student learning outcomes.

- The institution ensures that the facilities, equipment and technical expertise are appropriate to meet programme or course objectives, and a plan for obsolescence is evident.

Security Services

- The institution ensures that identity of students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes is securely maintained and consistently verified.

- The institution ensures that integrity is maintained with regard to test taking for students enrolled in *Distance and Online Learning, Hybrid and Correspondence Education* courses/programmes.

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Middle States Commission on Higher Education (Interregional Guidelines for the Evaluation of Distance Education). *wcet.edu*

Panola College Distance Learning, (2019). Retrieved from *https://www.panola.edu/elearning/*

Southern Association of Colleges and Schools-Commission on Colleges. *sacsoc.org*

The European Association of Distance Teaching Universities (EADTU). *eadtu.eu*

The North American Council for Online Learning. *inaecol.org*

The United States Department of Education. *ed.gov*

Western Association of Senior College and University Commission. *wscuc.org*

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APPLICATION FOR RECOGNITION

Distance and Online Learning, Hybrid and Correspondence Education Courses/Programmes

Name of Institution:

Provide information for each credit-bearing programmes and/or non-credit bearing programmes being offered or proposed to be offered by the institution, where applicable.

1. CREDIT-BEARING PROGRAMME OUTLINES

a) Provide the following information about each Credit Bearing Programme:

Designation	Degree Name	Duration	Mode Of Delivery
E.g. Certificate	E.g. Accounting	E.g. 6 months	E.g. Face-to-Face
E.g. Diploma	E.g. Early Child Care	E.g. 1 year	E.g. Blended/Hybrid Learning
E.g. Associate of Science	E.g. Psychology	E.g. 2 years	E.g. Face-to-Face & Web-Enhanced
E.g. Bachelor of Science	E.g. Nursing	E.g. 4 years	E.g. Blended/Hybrid Learning
E.g. Master of Science	E.g. Business Administration (MBA)	E.g. 18 months	E.g. 100% Online

(Attach Each Programme Outline separately and in front of the corresponding course outlines)

b) ALL Credit-Bearing Programme Outlines MUST feature the following information:

Programme Description:			
Programme Goals/Objectives:			
Programme Department:	**Total # of Credits in Programme:**	**Programme Length:**	**Programme Mode of Study:** (Face-to-Face / Online/Blended…etc.)
# of General Education Course Credits:	**# of Core Course Credits:**	**# of Major Course Credits:**	**# of Elective Course Credits:**
General Entry Requirements (New Students):			
General Entry Requirements (Transfer Students):			
General Entry Requirements (International Students and Other Student Categories if applicable):			
Provide information on the academic provisions in place for identifying and providing support for admitted students who are not fully prepared for college level study in this academic programme and are not digitally literate.			

c) **ALL** **COURSES** **featured in the Programme** **MUST** **be laid out in the following format:**

DEGREE	DEGREE NAME	TOTAL CREDIT

GENERAL EDUCATION COURSES		
Course Code	**Course Title**	**Course Credit Hour**
E.g. ENG 1301-**4**-01 E.g. MAT 1504-**H**-01	College English I (**4** indicates that this course is online) College Math (**H** indicates that this course is hybrid)	

CORE COURSES		
Course Code	**Course Title**	**Course Credit Hour**

MAJOR COURSES		
Course Code	**Course Title**	**Course Credit Hour**

d) PROGRAMME SEQUENCE - Illustrate the 'recommended sequence' of ALL courses featured in the programme for both **full-time** and **part-time** offerings.

RECOMMENDED SEQUENCE
(Full-Time Student)

First Semester
Course code – Course Name
Course code – Course Name
Course code – Course Name
Course code – Course Name

Second Semester
Course code – Course Name
Course code – Course Name
Course code – Course Name
Course code – Course Name

RECOMMENDED SEQUENCE
(Part-Time Student)

First Semester
Course code – Course Name
Course code – Course Name

Second Semester
Course code – Course Name
Course code – Course Name
Course code – Course Name

Third Semester
Course code – Course Name

e) COURSE OUTLINES - Course outlines MUST feature the following components:

(Attach Each Separately)

Course Code:	Course Name:				Credit Hour:
Prerequisite(s):	**Co-requisite(s)**	**Contact Hours:**	**Semester Length:**	**Mode of Delivery/Instruction:**	**Date Last Updated:** (month & year)

Course Description:

Course Objectives: The online coursework load should be structured to achieve the learning objectives as well as promote student engagement and participation.

Course Learning Outcomes: Must state what the student will accomplish and it must be measurable

Course Materials: Ensure that text book information includes:
- (i) Full Name of Textbook,
- (ii) Author(s),
- (iii) Edition,
- (iv) Year Published
- (v) Publisher(s)
- (vi) ISBN #
- (vii) Learning Management System.

Course Content: Components i.e. modules along with descriptions must be outlined. Students' active participation for in-class and out of class activities should be outlines. The same should include but not be limited to the following:
- Module name and length
- Objective
- Referenced material i.e. (text chapters etc.)
- Presentations
- Assignments
- Due Dates
- Quizzes

Course Assessment & Evaluation: Evaluation Component and weight assigned Grading Scales. Students will be required to:
- Verify attendance
- Self- Evaluation
- Prepare discussion boards
- Complete assignments & assessments (quizzes and final exam)
- Grading Scale

General & Academic Policy Statements: Ensure at a minimum the following policies are included on each course outline:
- (i) Academic Integrity
- (ii) Class Attendance/Absenteeism
- (iii) Technology Requirements for the Course
- (iv) Disruptive Student Conduct Policy
- (v) Late Assignment Policy
- (vi) Make –Up Exam Policy
- (vii) Course Withdrawal Policy.

2. NON-CREDIT BEARING PROGRAMME OUTLINES

a) Provide the following information about each Non-Credit Bearing Programme:

Designation	Name	Duration	Mode Of Delivery
E.g. Professional Development Course	**E.g.** Customer Service 101	**E.g.** 12 weeks	**E.g.** Face-to-Face & Web-Enhanced
E.g. Seminar	**E.g.** Organizational Leadership in the 21st Century	**E.g.** 1 day	**E.g.** Blended/Hybrid Learning
E.g. Workshop	**E.g.** Project Management Essentials	**E.g.** 5 days	**E.g.** Face-to-Face
E.g. Webinar	**E.g.** Microsoft Word 2016: Overview of New Features, Updates and Tools	**E.g.** 3 hours	**E.g.** 100% Online

b) ALL Non-Credit Bearing Programme outlines MUST feature the following information:

Programme Title	
Programme Length:	
Programme Description:	
Programme Goal/Objectives:	
Learning Outcomes:	
General Entry Requirements	

Programme Modules, Timing and Description		
Module Time/Length	**Module Name**	**Module Description**
Total:		

Learning Materials	**Ensure that text book information includes**: Full Name of Textbook, Author(s), Edition, Year Published, (Publisher(s) and ISBN #.
Learning Activities	
Assessment & Evaluation Criteria	**Ensure to include: 1)** a list of formative and summative assignments and their associated percentage weights, **2)** grading scheme used at institution (i.e. letter grade percentage weight, and GPA equivalent).
General & Academic Policy Statements:	**Ensure at a minimum the following policies are included on each course outline**: 1) Academic Integrity 5) Disruptive Student Conduct Policy 2) Class Attendance/Absenteeism 6) Late Assignment Policy 3) Course Withdrawal Policy 7) Make –Up Exam 4) Policy Technology Requirements For The Course

3. CALENDAR SYSTEM associated with Educational Programme Delivery

☐ Semester ☐ Quarter ☐ Trimester ☐ OTHER (please specify)

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4. ADMISSIONS <mark>*Attach Separately*</mark>
   i.   a copy of the institution's application form.
   ii. a copy of placement examination (if applicable).
   iii. policies governing student recruitment and admissions.

5. RECORDS MANAGEMENT <mark>*Attach Separately*</mark>
   i.   Policies governing student records management.

6. STUDENT-RELATED POLICIES <mark>*Attach Separately*</mark>
   i.   Policies governing students.

7. TUITION & FEES Information <mark>*Attach Separately*</mark>
   i.   Information on Tuition & Fees Structure.
   ii. Policies governing Tuition & Fees.

8. PHYSICAL RESOURCES/FACILITIES <mark>*Attach Separately*</mark>
   i.   Provide information on the physical resources/ facilities in support of the successful delivery of the Educational Programme(s).

9. LEARNING RESOURCES <mark>*Attach Separately*</mark>
   i.   Provide information on the learning resources in support of the successful delivery of the Educational Programme(s).

10. FINANCIAL RESOURCES <mark>*Attach Separately*</mark>
   Provide information on the financial resources in support of the successful delivery of the Educational Programme(s).

11. SAMPLE OF AWARD(s) <mark>*Attach Separately*</mark>
   i.   Sample of each award received by a student that successfully completes / graduates from a programme.
   ii. Programme Completion / Graduation Requirements policies &procedures
   iii. Application for Programme Completion/ Application for Graduation

12. DEVELOPMENT PLAN <mark>*Attach Separately*</mark>
      i.   Provide information on the <u>development plan</u> in support of the successful delivery of the Educational Programme(s).

13. AFFILIATED INSTITUTION(S) <mark>*Attach Separately*</mark>
      i.   Provide information on whether the institution is affiliated with or will seek Articulation Agreement(s) or Memoranda of Understanding (MOU's) with established/accredited institutions either local or overseas in support of the academic programme. **Provide a copy of the agreement.**

14. INSTRUCTIONAL STAFF MEMBER(S) <mark>*Attach Separately*</mark>

Provide information on the <u>Instructional Staff Member(s)</u> that support academic programme delivery at the institution:
    (a) Resume, transcript(s), and academic qualification(s) of all Instructional Staff.
- Fill out a separate 'profile table' for **each** Instructional Staff Member.
- Attach the Instructional Staff Member's (i) resume, (ii) official transcript(s) and (iii) copy of academic qualification(s) to **each** profile table.

Instructional Staff Profile Table				
Full Name				
Gender				
Nationality				
Work Number		**Home Number**		**Cell Number**	
Email				
Years and Type of Experience				
Subject(s) to be Taught				
Full Time or Part-Time				
Total Teaching Load (Hours Per Week)				
Credentials / Qualifications	**Name of Institution (s)**	**Address of**	**Qualification(s) Achieved**	

(b) INSTRUCTIONAL STAFF POLICIES *Attach Separately*
     Provide information on the <u>policies</u> associated with **instructional staff policies.**

15. ADMINISTRATIVE & SUPPORT STAFF MEMBER(S) *Attach Separately*

Provide the following information on the <u>Administrative & Support Staff Member(s)</u> that supports the institution in achieving its mission and goals**:**
     (a) Resume, transcript(s), and academic qualification(s) of all administrative & support staff**.**

- Fill out a separate 'profile table' illustrated below for **each** administrative & support staff member.
- Attach the administrative & support staff member's (i) resume, (ii) official transcript(s) and (iii) copy of academic qualification(s) to **each** of their profile table.

Administrative & Support Staff Profile Table				
Full Name				
Gender				
Nationality				
Work Number		**Home Number**		**Cell Number**
Email				
Department				
Areas of Responsibilities				
Full Time or Part-Time				
Credentials / Qualifications	**Name of Institution (s)**		**Address of Institution(s)**	**Qualification(s) Achieved**

(b) ADMINISTRATIVE AND SUPPORT STAFF *Attach Separately*
     Provide information on the <u>policies</u> associated with the Administrative and Support Staff.

DECLARATION STATEMENT

- The undersigned formally declares our intent to seek Recognition Status for *Distance Learning/ Online Learning/Correspondence Education* Courses/Programmes from The National Accreditation & Equivalency Council of The Bahamas (NAECOB) and requests the review of our *Application for Recognition* and accompanying documents as the initial steps in this process.

- The undersigned understands that no affiliation is formed between the institution and NAECOB based on their submission of the *Application for Recognition.*

- The undersigned understands that an institution is not allowed to make any public statement about the status of its *Application for Recognition* submission other than the approved and exact statement outlined by NAECOB.

- The undersigned understands that the decision as to whether the institution qualifies for *Recognition* rests solely and exclusively with NAECOB and that the decision(s) are final.

- I/We [full name(s)] _____ am/are authorized to submit this *Application for Recognition* and accompanying documents on behalf of [***Institution's name***].

- I/We hereby also declare that all the information contained in this *Application for Recognition* is, to my/our knowledge, true and correct.

_____
Signature   (Proprietor)   Date

_____
Signature   (Principal/President/Director)   Date

<u>PLEASE SUBMIT COMPLETED APPLICATION FORM AND ACCOMPANYING DOCUMENTS TO:</u>

The National Accreditation and Equivalency
Council of The Bahamas (NAECOB)
RND Plaza West
John F. Kennedy Drive
P.O. Box N-3913
Nassau, The Bahamas

Telephone: 328-8872/3
Email: info@naecob.org