

DEVELOPING ACCREDITATION
STANDARDS FOR JORDANIAN
UNIVERSITIES

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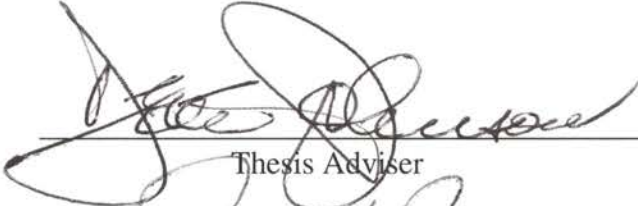
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CHAPTER I

INTRODUCTION

Education is a very important factor for a country wanting to develop and grow. It is a basic element a society needs to possess in order to succeed and achieve its goals. In our modern world, quality and improvement of education, both important and in great demand and achieved through the institutions of higher education. This is why higher education institutions are dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society they serve (Middle States Association of Colleges and Schools, Characteristics of Excellence in Higher Education: Standards for Accreditation, 1994). They are the places where inventions, projects of development and new discoveries happen and which are expected to lead to the improvement of the standard of living of the people and create a better future for all mankind.

Through the appropriate level or amount of education, including the postsecondary level, a developing country can strive to achieve self-sufficiency and advance its economic prosperity. Today, the only way for a nation to achieve progress and a higher level of excellence is to depend upon its educated and well-trained citizens. According to Ashour (1993) fully developed nations have attained

their status, developmental growth and successes through well orchestrated educational programs at all levels, especially through institutions of higher education.

Higher education has always concerned itself with quality and improvement. This concern has recently been intensified because of the decline in public and student revenues and the increased demand by society for institutional accountability. Also, public funders of higher education insist on more efficient and effective uses of their tax money. With the increased public concern for quality in higher education institutions, government regulations have become more complex to protect public money.

In the past, governmental regulations were limited to institutional licensure and to state-level planning and coordination, including the approval of new degree programs. Now this has been expanded to include budgeting, auditing, and state review of existing academic programs. Some states have gone even further by granting their higher education agency the responsibility and power to accredit institutions and academic programs within the institutions (Harclerod, 1980).

Accreditation has been treated as an indicator of quality and excellence. Selden (1960, p. 6) defines accreditation as a means by which an organization or agency recognizes a college or university or a program of study as having met certain predetermined qualifications or standards. Trivett (1976) noted:

Accreditation is the process by which an institution or program of study is evaluated and recognized by another agency or organization, usually private in nature, that certifies predetermined qualifications or standards are being met. It is usually expected that institutions and programs voluntarily apply for accreditation (p. 12).

Accreditation, has also been defined as a:

Status granted to an institution, or a program within an institution, that has been evaluated and found to meet, or exceed, stated criteria of educational quality in that field (Understanding Accreditation, Young, Chambers, Kells, and Associates, 1983, p. 443). Also, it is a process by which an institution of postsecondary education evaluates its educational activities, in whole or in part, and seeks an independent judgment to confirm that it is substantially achieving its objectives and is generally equal in quality to comparable institutions of postsecondary education (p. 21).

Recently, Northwest Association of Schools and Colleges, (Accreditation Handbook, 1994 Edition) defined accreditation as a:

Process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process of accreditation involves initial and periodic self-study and evaluation by peers (p. 189).

Accreditation in the United States began in the late nineteenth century with the main purpose being the improvement of educational quality. The United States has six regional accrediting agencies. The accreditation process began in 1885 when the New England Association of Schools and Colleges was founded. Two years later the Middle States Association of Colleges and Schools was established. The North Central Association of Colleges and Schools was founded in 1895, and later in the same year the Southern Association of Colleges and Schools was founded. In 1917, the Northwest Association of Schools and Colleges was created and, finally, the Western Association of Schools and Colleges was founded in 1924 (Mayhew, 1990).

The American Council on Education, in its 1991/92 directory "Accredited Institutions of Postsecondary Education" published for the Council on Postsecondary Accreditation listed six major goals for accreditation:

1. Foster excellence in postsecondary education through the development of uniform national criteria and guidelines for assessing educational effectiveness;
2. Encourage improvement through continuous self-study and review;
3. Assure the educational community, the general public, and other agencies or organizations that an institution or program has clearly defined appropriate objectives, maintains conditions under which their achievement can reasonably be expected, is in fact accomplishing them substantially, and can be expected to continue to do so;
4. Provide counsel and assistance to established and developing institutions and programs;
5. Encourage the diversity of American postsecondary education and allow institutions to achieve their particular objectives and goals; and
6. Endeavor to protect institutions against encroachments that might jeopardize their educational effectiveness or academic freedom (p. 693).

Accreditation is a system for recognizing in educational institutions and professional programs affiliated with those institutions the level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States this recognition is extended primarily through voluntary institutional or professional associations. In most countries, the establishment and maintenance of educational standards are the responsibility of a central government. In Jordan, this responsibility is exercised by the Ministry of Higher Education, which regulates policies of higher education and accredits and authorizes the establishment of new universities.

All public universities in Jordan are recognized by the government, through the Ministry of Higher Education. These old universities are believed to have a good reputation and quality of education as evidenced by the quality of their graduates. This is supported by (Ashour, 1993) who stated: "Universities in Jordan have gained a

good reputation and a place of prestige in the Arab world at large” (pp. 80-81). However, the educational quality of the newly established private universities is not known, and there is some concern about the educational quality of these universities among the public and the educational communities in Jordan (Al Ra'i Daily Newspaper. September 6, 1994). This is why it is very important for the Ministry of Higher Education, or any other agency in Jordan, to have a well-trained accreditation unit and appropriate accreditation standards to ensure and maintain a high level of quality of education in the country.

Statement of the Problem

Education in Jordan is held in high esteem and the public demand for higher education is very high. University education is a desired goal which is instilled in children early in life by their parents. This might explain why over a dozen new public and private universities were established throughout the country in the past few years, in addition to the four public universities previously established.

In spite of this strong demand for higher education in Jordan, little is known about what standards of quality these new institutions must meet, especially the private institutions, in order to be licensed and operate as an institution of higher education in Jordan. This study will consider those standards and propose a set of accreditation standards to be used by all universities in Jordan.

Purpose of the Study

The primary purpose of this descriptive and analytical study was to give a historical development of university education in Jordan from the establishment of the first university in the country in 1962 to the present. The second purpose was to study the development of accreditation agencies in the United States from the beginning in the late nineteenth century to this time. The third purpose was to examine the accreditation standards used by different bodies of accreditation in the United States and determine whether any of these standards could be used by the Ministry of Higher Education or any other agency in Jordan. The final purpose was to propose a set of accreditation standards which will ensure the orderly development of universities in Jordan through evaluation and recommend standards which the universities can use in the future.

Universities in Jordan are already contributing to the social and economic development of the country and have high standards of educational quality (Abusamaha, 1987). They also have earned the trust and enjoy a good reputation in the neighboring Arab countries, as a result, about 5,000 Arab and other students choose Jordanian universities over others for their university education (Asharq Al-Awsat Newspaper, February 9, 1995). This study, it is expected, will result in further improving the level of excellence of higher education in Jordan and suggest a system to measure the quality of universities based on the parameters under which they operate.

Need for the Study

Until the early 1990s Jordan had four public universities and no private universities. Today, Jordan has about 20 universities; over a dozen of them are private. In addition, seven other applications for new private universities are now under consideration by the Ministry of Higher Education; one of these applications is for a private American University in Amman (Al-Asswaq Newspaper. December 3, 1994).

There are some concerns that the new universities, especially the private universities, might not have the same high standard of education as the public universities. As enrollment in private universities in Jordan continues to grow, the need to define the standards of these universities and the quality of education they provide is essential. The pressures to provide public certification that an institution is of acceptable quality and to assist those institutions in improving their academic programs is great. The Minister of Higher Education in Jordan recently stated that one of the problems which faces higher education in Jordan is the random distribution of institutions of higher education in the country plus the lack of application of standards of accreditation in private colleges and universities. The Minister emphasized the need for a well-developed system of accreditation in Jordan (Al-Ra'i Daily Newspaper. September 6, 1994).

It is expected that this study will be useful to Jordanian universities, educators, students, parents, and the educational community. This study could provide essential

information which the Ministry of Higher Education or any other agency can use in setting accreditation standards for the newly established universities. The explosion in the number of higher education institutions and the increase in student enrollments at these institutions, increases the need to establish well developed accreditation standards which all public and private institutions would have to meet in order to operate. Detailed knowledge of the accreditation standards must be of the utmost importance to the decision makers at the Ministry of Higher Education and the other government and private agencies dealing with higher education in Jordan.

Background Information

The land of Jordan and its people have been molded for centuries by a succession of civilizations. Jordan has always been a crossroads between the east and west, and its centrality has given it strategic and economic importance, making it a vital trading and communication link between countries, peoples and continents.

Jordan is situated in the heart of the Middle East and of three continents: Europe, Asia, and Africa. Jordan is a land of fascinating variety . Throughout history, Jordan has been a melting pot of many different peoples and cultures. Historically, Jordan was ruled by different powerful empires at different times, each leaving their mark on the people and the land. Also, Jordan is the scene of the emergence of the three monotheistic religions of the world. Jordan, has seen many waves of migration throughout the years and witnessed a series of prosperous civilizations, the evidence

of these civilizations still there to see. An example of this is the city of "Petra" which was built by the Nabataeans over 2,000 years ago south of the Dead Sea.

Jordan, is a small country with an area of about 38,000 square miles. It is situated in the center of the Arab World. It shares borders with Syria to the north, Iraq to the east, Saudi Arabia to the east and to the south, and Palestine and the occupied West Bank to the west. The population of Jordan is over four million people with the annual growth rate of about 3.4%. Jordan's population is generally young, with 47.2% under 14 years of age and only 2.7% over 65 (Facts Figures, Jordan Information Bureau, 1992).

Jordan has been a stable country in comparison with its neighboring countries. This stability in a turbulent region has attracted a huge numbers of refugees from the neighboring countries of Palestine, Lebanon, and Iraq. In addition Jordan recently has received hundreds of thousands of Jordanian expatriates who returned from Kuwait and other Gulf States as a result of the Gulf War. More than two thirds of Jordanians reside in the cities of, Amman, Irbid, Zarqa, Salt, and Mafraq. Amman, the capital, accounts of 40% of the country's population.

The modern history of the country started in 1921 when the Emirate of Transjordan was established on the east bank of the Jordan River under British aegis. On May 25, 1946 the country achieved full independence and became the Hashemite Kingdom of Jordan with prince Abdullah its king. In 1951 the king's son, prince Talal, assumed the throne, and became the King of Jordan, but relinquished the throne a year later due to ill health, and Prince Hussein, King Talal's son was proclaimed

king. A year later, at the age of 18, he formally ascended to the throne. King Hussein has placed great value on education and the development of the country and transformed Jordan to become one of the most rapidly developing countries in the area.

Education

Jordan considers human resources as its most valuable asset and places great importance on education. Jordan has the highest literacy rate in the area with 82% literacy in 1992, and the target for the year 2000 is 92%. Education is free and compulsory through age 16, (Jordan Economic and Social Development Plan 1993-1997 Jordan). In the academic year 1993-1994, there were 85,934 men and women students enrolled in public and private institutions of higher education in Jordan, of which 41,283 were female students. The number of students enrolled in the private universities in the same year was 11,319. In addition, there were 31,943 Jordanian students enrolled in institutions of higher education abroad (*Wazarat Atta'leem Al'ali Fi Sutoor* "Ministry of Higher Education ...in few Lines", Dar Al-Khalili Press, Amman, Jordan. 1994).

According to the Ministry of Education, there are 1,272,660 (K-12) students enrolled in the academic year 1994-1995, of which 918,670 students were enrolled in the government schools, 162,760 students in the United Nations Relief and Work Agency (UNRWA) and 10,500 students enrolled in schools run by Jordan Armed Forces and the Ministry of Social Development. There are about 50,400 teachers in

the government schools. Of 4,075 schools, 2,675 schools are run by the government, 1,180 schools run by the private sector, 200 schools run by (UNRWA), and 20 schools run by other different government agencies (Sawt Al-Shaab Daily Newspaper, August 27, 1994).

The educational system in Jordan is largely centralized and controlled by the Ministry of Education. The Ministry has jurisdiction over the education policy of the country in terms of the financing of the system, curriculum, text book approval, general examinations, recruitment, promotion, and other related issues. The Ministry of Education, as the main agency for education, has the authority to regulate education provided by the other private agencies and institutions, except higher education (Hamouri, 1992).

The popular demand for higher education in Jordan has recently increased due to the fact that higher education is perceived as a means of social progress and economic prosperity. It should be borne in mind that Jordan is an economically-deprived country. Jordan does not have any oil and except for potash fertilizer deposits has no significant natural resources; this is why, the focus on developing the human resources acquires great significance. One way of developing the human resources is through establishing, expanding and improving the institutions of higher education in Jordan.

The government and the private sectors have responded to the increase in the number of students and popular demand by establishing new universities, both public and private. Since the beginning of the 1980s many state and private universities and

colleges have been established to absorb the growing number of secondary school graduates. At the end of 1992, there were six state universities, four of which were in operation and two in the process of being completed; there was also an applied science university college. At the same time, there were 13 licensed private universities, six of them operational. There were also over 50 state and private community colleges (Jordan Economic and Social Development Plan 1993-1997).

These universities cost the country's public and private sectors a large part of the nation's financial resources and (for this reason these universities, the expectation is that they turn out highly-qualified well-trained graduates). For the higher education system to maintain high standards of education and to ensure a good quality of postsecondary education, an accreditation system needs to be created to evaluate the system's development and to encourage the continued development of higher standards of education in these institutions.

Delimitation

This study was delimited to the development of university education in Jordan and the accreditation process in the United States. No attempt was made to move beyond that.

Limitations of the Study

1. This study is limited to universities granting the Bachelor's degree in Jordan, both public and private. Community colleges are not included in this study.
2. The researcher spent a long-time collecting data about accreditation in Jordan and there is lack, or limited, documented information related to the study.
3. Private universities are new in Jordan, therefore information about their progress is limited.
4. This study was limited to institutional or general accreditation only. Programs, or specialized accreditation, are not included in this study.
5. This study was not meant to answer questions concerning what happens to students of universities after their graduation. These concerns are beyond the scope of this study.

Definition of Terms

Accreditation: A process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body (Northwest Association of Schools and Colleges, Accreditation Handbook, 1994).

Agency or Association: A corporation, association or other legal entity or units thereof which has the principle responsibility for carrying out the accrediting function.

Council of Higher Education (Jordan): Established on May 1, 1982. It is headed by the Minister of Higher Education and includes twelve other members. The Council's most important responsibilities are to plan and set policies for higher education, and approve the establishment of higher education institutions in the country. The Council coordinates with the universities the development of overall policy, and has numerous specialized committees to research, evaluate, and recommend certain academic curricula and reforms.

The Council on Postsecondary Accreditation (COPA), USA: A body founded in 1975 from the merger of the private accrediting bodies of the National Commission on Accrediting (NCA) and the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) into one nongovernmental organization intended to support, coordinate, and improve all voluntary accrediting activities conducted at the postsecondary level in the US.

Ministry of Education (Jordan): A central governmental body which is responsible for elementary, preparatory and secondary public education in Jordan. MOE is the principal body regulating and controlling education provided by all schools in the country, with the exception of community colleges and universities.

Ministry of Higher Education (Jordan): A “cabinet-level” government entity established in April, 1985 which authorizes, accredits and regulates higher education in Jordan, it also, has authority over community colleges, both public and private.

Mission and Objectives Statement: Defined as the statement in which an institution identifies and demonstrates its understanding of its unique mission and objectives. Particular institutional purposes vary widely. They encompass the intellectual and effective development of the students, the pursuit of knowledge, the study of values and attitudes, public service and others. The institution’s statement of mission describes its particular philosophic stance and serves as a guide for educational planning. It also operates as a frame of reference for decisions about such practical matters as students admission and retention, the curriculum, the faculty, and allocation of funds (Northwest Association of Schools and Colleges, Accreditation Handbook, 1994).

Private Universities (Jordan): Defined as those higher education institutions which grant at least the Bachelor’s degree, and are established, owned, and administered by private interest groups.

Public Universities (Jordan): Defined as those institutions of higher education which grant at least the Bachelor’s degree, established by a Royal Decree or any government agency, and receives financial support from the government.

Self-Study: An analysis of an institution’s educational resources and effectiveness in relation to its stated mission and objectives by its own staff, or a

published analysis identifying all of the components, strength, and weaknesses of the overall educational programs and processes within a particular institution.

Standards (or Criteria) for Accreditation: A specific, required minimum set of conditions which may be quantitatively or qualitatively based. _

United Nations Relief and Works Agency (UNRWA): Defined as a UN agency administratively responsible for implementation of vocational programs and schools for the Palestine Arab refugee communities since 1950. It also administers two community colleges in Jordan.

CHAPTER II

REVIEW OF THE LITERATURE

The literature reviewed relative to this study will cover the development of higher education in Jordan, the development of accreditation in the United States and identify some of the standards and criteria for accreditation used by different bodies of accreditation for institutional accreditation.

Higher Education in Jordan

This section will focus primarily on the development of the university education in Jordan. However, to understand the development of university education, it is important to know how the roots of higher education in Jordan began.

Higher Education in Jordan started in the beginning of the second half of this century, when teacher training institutions were established to fulfill the need for teachers caused by the growing number of students at the compulsory and secondary level. At the time this was done Jordan included the West Bank and several institutions mentioned in this study are in the West Bank. Jordan has since dropped all claim to the West Bank. The first teacher training institute was the “Al-Hussein College” which opened in Amman in 1951. It began to accept students in a one-year

teachers training program. Students were chosen from graduates of secondary schools. Only two classes graduated from this institute and the system was later changed to a two year program in 1953 when it was designated as the first teacher's institute and its graduates were trained to teach at the schools of the compulsory cycle (Ministry of Higher Education, 1985).

The number of teacher institutions continued to increase as several teachers institutes were established in the country, such as the teachers institute for women in Ram-Allah 1952-1953, the teachers institution of Beit Hanina 1953-1954, the teacher institution at Howwara in 1956-1957, the teacher institution of Al-Aroob in 1958-1959, and the teacher training center for women at Ram-Allah 1958-1959 sponsored by The United Nations Relief and Works Agency (UNRWA). The 1960s also, witnessed the establishment of a number of other institutions of higher education, most of them two-year institutions.

The University of Jordan

In 1962 the first university in Jordan was established. The Royal Decree calling for the establishment of the University of Jordan was issued on September 2, 1962, and academic teaching began on December 15, 1962 with one Faculty, namely the Faculty of Arts. The teaching staff numbered eight, and the number of students was 167. From the beginning particular attention was given to expanding and developing this university to become an outstanding educational institution attracting students not only from Jordan, but also from abroad.

Today, the University of Jordan has 14 academic colleges which are grouped as follows:

1. Colleges of Humanities: College of Arts, College of Economics and Administrative Sciences, College of Shari`a (Islamic Studies), College of Educational Sciences, College of Law, and College of Physical Education.
2. Scientific Colleges: College of Science, College of Agriculture, and College of Engineering and Technology.
3. Medical Colleges: College of Medicine, College of Nursing, College of Pharmacy, and College of Dentistry.
4. College of Graduate Studies which serves to coordinate and monitor the activities of many graduate programs in the various colleges in the university.

In its publications the University of Jordan stated that it is seeking to achieve and accomplish the following goals: (The University of Jordan Catalogue, University Press 1990/1991).

1. Provide the optimum setting for study and research by offering a broad range of programs that give priority to quality rather than quantity.
2. Encourage and conduct scientific research that is directly related to aspects of development in Jordan.
3. Develop the spirit of team work among the students, and encouraging them to take the initiative and think creatively.
4. Safeguard the Arab and Islamic Civilization and disseminate its heritage.
5. Foster the sense of responsibility and patriotism among students.
6. Utilize and develop technologies that meet the needs of the society.
7. Promote Arts and Sciences.
8. Strengthen its links with other Arab and foreign universities and scientific and academic institutions.
9. Foster the interest in the national and international cultures and the development of the national heritage.

10. Provide medical care by coordinating and cooperating with other medical institutions, and by graduating qualified people to serve the local society (pp. xi-xii)

According to the university publications, student enrollment for the academic year 1992/1993 exceeded 23,200 students; including 3,000 students at the graduate level. About 1,500 students come from some 50 Arab, Islamic and other countries. The number of faculty members including all academic ranks was more than 850, while the number of administrative and support staff was over 2,000. In addition more than 1,700 staff members were working at the University Hospital, University of Jordan (Facts and Figures, 1994).

The University of Jordan seeks quality rather than quantity in the teaching and the learning process. The university, which follows the credit-hour system (because it allows more participation and interaction among students and faculty), has more than 55 different academic departments offering about 3,500 courses a year. These programs lead to the following academic degrees: B.A., B.Sc., M.A., M.Sc., Ph.D., as well as a Diploma of Higher Studies and a Professional Diploma.

Yarmouk University

Until 1976 the University of Jordan was the only higher education institution in the country offering university education. Due to the strong public demand for higher education in Jordan and to provide society with the qualified manpower needed by the economic and social development plan, in 1976 the second university in Jordan was established. Yarmouk University is situated near the northern city of Irbid. The

new university helped in providing the opportunity of university education to an increasing number of students who, having completed high school, found that the University of Jordan could not accommodate them. This would have forced some citizens to leave the country to study abroad. A Royal Decree was issued on June 1, 1976 to establish a new university in the governate of Irbid. On October 9, 1976 academic teaching began at Yarmouk University's Faculty of Arts. This faculty consisted of three academic groups:

1. Science Departments; physics, chemistry, mathematics, biology.
2. Arts Department; Arabic language.
3. Economic and Administrative Sciences; economic.

The philosophy and objectives of Yarmouk University emphasize quality education. Using the credit-hour system, the university considers the academic department as the central unit to its organizational structure and gives it complete freedom to make decisions as well as implement them. The university has community service among its goals and has established centers and institutes and is providing a variety of courses and training sections for the local community. The university has developed very rapidly over the years and student enrollment increased from 644 students in the school year of 1976/1977 to 3,286 in 1979/1980 to 10,507 in 1982/1983 and to 15,072 in 1992/1993, (The Annual Statistical Report on Higher Education in Jordan 1992/1993). The teaching and administrative staff has increased also. The university grew and expanded in other directions as new colleges and academic programs both, graduate and undergraduate, were added and new centers

and services started. Yarmouk University grants degrees similar to those offered in American universities such as: B.A., B.Sc., M.A., M.Sc., Diploma of Higher Studies and Professional Diploma. The University is also in the process of developing programs leading to the Ph.D. degree.

Mut`ah University

Mut`ah University was the third Jordanian university established in southern Jordan in 1981 as a military and police academy modeled after (South Carolina Citadel Academy). In 1981/1982 academic year, 291 students were enrolled and in 1984/1985 academic year, there were 434 students enrolled. Student enrollment continued to increase with 3,549 students enrolled in 1990/1991 and 6,166 students enrolled in all levels of study in the academic year 1992/1993. The number of faculty has also increased. The university expanded and developed in many ways and now has a civilian section besides the military and police sections. The university has the following faculties: Science, Arts, Economics and Administrative Sciences, Engineering, Education and Fine Arts, Law, Shari`a, as well as the Military Science College and the Police Science College. Some of these colleges grant the Higher Diploma and Masters degree in addition to the baccalaureate degree (The Annual Statistical Report on Higher Education in Jordan for the years 1992/1993, Ministry of Higher Education 1994, pp. 186-193).

Jordan University for Science and Technology (JUST)

As a fourth university Jordan University for Science and Technology was established in 1986 in Ar Ramtha, north of the country, with an initial enrollment of around 3000 students (Metz, 1991) which grew to around 4800 in 1993/1994. The university grants B.A., B.Sc., and M.A., M.Sc. degrees by most of its faculties which include: Engineering, Pharmacy, Nursing, Public Health, Medicine, Dentistry, Science, Agriculture, and Veterinary.

Demands on university education has continued as evidenced by student enrollment. Table I compares the number of students enrolled in Jordan's four public universities between the academic years 1984-85 and 1989-90. In 1984-85, the total number of students was 25,929, of which 10,054 were female. In 1989-90, the total number of students increased to 31,757 of which 14,348 were female. The increase in total enrollment (male and female) represents an annual growth rate of 4.5 percent (Hamouri, 1992).

TABLE I
 NUMBER OF STUDENTS ENROLLED IN ALL PUBLIC UNIVERSITIES
 BY SEX FOR 1984/85 To 1989/90

Year	Male	Female	Total
1984/85	15875	10054	25929
1985/86	16308	10403	26711
1986/87	17328	11101	28429
1987/88	17511	11584	29095
1988/89	18459	13189	31648
1989/90	17409	14348	31757

Source: The Annual Statistical Report on Higher Education in Jordan, Several Issues, 1984/85, 1985/86, 1986/87, 1987/88, 1988/89, and 1989/90. The Ministry of Higher Education, Amman, Jordan.

Recently a number of new public universities were established in Jordan to meet the increasing demand for university education in the country; however, little data on them is available. This also applies to a number of newly established private universities. Most of the private universities in Jordan began enrolling students as early as 1990. The students admitted to private universities increased from 1,324 students in 1990/1991 to 7,003 students in 1992/1993 and increased again to reach a total of 11,319 students in the academic year 1993/1994, out of which 3,200 were

women (Ministry of Higher Education...in Lines, 1994). While private universities in Jordan expanded both in number and size, still all of them only admit students in under-graduate programs where they confer the first university degree "Bachelor degree". At the same time, more new universities are trying to get established. Table II shows the total increase in the number of students enrolled in all universities public and private by level between the academic years 1991/92 and 1993/94.

TABLE II
SUMMARY DATA OF STUDENTS ENROLLED AT ALL JORDANIAN
UNIVERSITIES PUBLIC AND PRIVATE FOR
THE YEARS 1991/92 TO 1993/94

Year	Public Univ. Under Grad.	Private Univ. Under Grad.	Public Univ. Graduate	Total
1991/1992	36523	4072	5024	45619
1992/1993	44026	7003	5501	56530
1993/1994	44511	11319	4812	60642

Source: The Annual Statistical Report on Higher Education in Jordan, Several Issues, 1991/92, 1992/93, and 1993/94. The Ministry of Higher Education, Amman, Jordan.

Also, Table III details the number of students enrolled at all Jordanian Universities (public and private) by degree for the academic year 1992/93. The total number of students enrollment at all Jordanian universities was 56,530 out of which 23,653 were women distributed to all levels at 12 public and private universities.

TABLE III
 NUMBER OF STUDENTS ENROLLED AT JORDANIAN
 UNIVERSITIES BY DEGREE FOR THE
 ACADEMIC YEAR 1992/93

University	Bachelor	Higher Diploma	Masters	Doctorate	Total
Jordan University	19419	842	2856	138	23255
Yarmouk University	13907	354	811	0	15072
Mu'tah University	5903	163	100	0	6166
Science & Tech. Univ.	3985	0	237	0	4222
Amman Univ. College	812	0	0	0	812
Amman National	2919	0	0	0	2919
Philadelphia University	370	0	0	0	370
Al-Isra University	876	0	0	0	876
Applied Sci. Univ.	1810	0	0	0	1810
Jordan Univ. for Women	717	0	0	0	717
Princess Sumaya	244	0	0	0	244
Academy of Music	67	0	0	0	67
Total	51029	1359	4004	138	56530

Source: The Annual Statistical Report on Higher Education in Jordan, 1992/93 The Ministry of Higher Education, Amman, Jordan, p. 89.

Amman National University was the first private university to be established in Jordan. It opened its doors in 1990/1991 with an enrollment of 1,324 students, distributed among the faculties of arts, administrative sciences, science, law, and education. The university enrollment increased to 2,919 in 1992/1993 and two new faculties were added to the university: engineering and pharmacy (Annual Statistical Report, 1994).

Four new private universities began admitting students in the academic year 1991/1992. **Philadelphia University** admitted 264 students, **Al-Isra University** 549 students, **Jordan University for Women**, 451 students, and **Applied Science University** 553 students (Annual Statistical Report, 1994).

There are other new universities now operating in Jordan, but little data is available about them. They are Amman University College, Princess Sumaya College, Al-Zytoonah University, College of Educational Science, Jerash University, Academy for Music, Al el Bayt University, Al-Zarqa University, Irbid University, and others.

The rapid expansion of University Education in the 1990s has been the result of the return of hundreds of thousands of citizens from the Gulf countries as a consequence of the Gulf War. As early as 1948 many Jordanians began seeking employment in the Gulf States, starting with Kuwait and by 1990 hundreds of thousands of Jordanians were established in Kuwait, Saudi Arabia, and rest of the Gulf States. When Iraq invaded and occupied Kuwait on August 2, 1990, Jordan and

many of the Jordanians then employed in the Gulf States were accused of siding with Iraq. This led to a mass expulsion of Jordanians, particularly from Kuwait. Hundreds of thousands were forced to return to Jordan. This created a unique situation for while the universities in Jordan cannot accommodate all the students seeking university education, and while state policy is to decrease the number of students who would travel abroad for education, because of the many problems they face abroad and to save scarce hard currency, the result was an increased demand on university education in Jordan.

Starting new universities in Jordan has not been a problem because Jordan has an adequate number of qualified academic and administrative staff coupled with the fact that university education in Jordan has a good reputation in the neighboring countries. Many prefer to send their kids to universities in Jordan than to have them travel elsewhere abroad. Families in Saudi Arabia, and the Gulf States prefer to send their daughters to study in Jordanian universities because of the similarities of customs and tradition in both societies. In the Jordan University for Women, the number of non-Jordanian students exceeds the number of Jordanian students. There were 4,361 non-Jordanian students studying in Jordanian Universities in early 1995.

University education in Jordan has gained a reputation of high quality, as a result of which graduates of Jordanian universities are given preference by employers and have an advantage over others and that is why many students in the Arab and Moslem World choose Jordanian Universities for their studies (Asharq Al-Awsat, February 9, 1995).

State universities in Jordan are recognized by the Ministry of Higher Education as meeting the standards set by the Ministry for quality of education. Today the need is to have the newly established universities meet those set standards to insure that university education in Jordan continues to maintain the standards of quality provided by the Ministry. Universities, public and private, must be inspected periodically to insure they are improving and maintaining that standard of education (Higher Education Development, Jordan Press Agency, Petra, 1994).

Accreditation Development in the United States

Accreditation in the United States is relatively a new phenomenon which started in the late nineteenth century considering that higher education began in 1636 when Harvard was established. The accreditation system developed quickly although it only recently received national attention outside the postsecondary education system. Still this attention is limited, fragmented, and often misunderstood.

The American system of accreditation is unique among other systems in the developed world as most countries use governmental agencies or ministries to control and monitor higher education institutions. In the United States, accrediting bodies and agencies have developed as a voluntary attempt by professional and scientific groups or associations to guide and control the conditions under which these educational efforts can be practiced (Zook and Haggerty 1936). Accreditation bodies in the US

are usually national or regional in scope, and comprise institutions that have achieved and maintained accreditation.

Historians do not agree on how accreditation began, and how it started, as they cite many beginnings and different stories about it. The formative base of accreditation goes as back to the formal establishment of the University of the State of New York, now Columbia University. The New York Regents system in 1787 was reorganized and required by law to review and visit each year every college in the state, register each curriculum at the institution, and report to the legislature. Later a number of other states took similar action, such as Iowa in (1846), Utah in (1896), Washington in (1909), Virginia in (1912), and Maryland (1914).

The first voluntary, nonprofit programmatic association was the American Medical Association established in 1847. Other specialized educational associations followed and provided accreditation like the Association of American Law Schools (1900), the American Osteopathic Association (1897), and the Society of American Foresters (1900). (Harclerod, 1980).

Higher education saw rapid growth in the late nineteenth century witnessed by the proliferation of traditional and nontraditional schools, proprietary institutions and colleges. The development in higher education also led to expansion in academic disciplines and it became very difficult to evaluate institutions. For these reasons and the need for a form of control over those institutions was great; and it led to the formation of regional associations. This began as a reform movement when the need for quality control in secondary and higher education institutions became obvious.

There was also need to define what was meant by a college. The US Bureau of Education, now the US Office of Education, was the first authority to undertake such a definition. Zook and Haggerty (1936) reported that in order to carry out its function of summarizing the educational activities of the country, it was necessary for the Bureau to ascertain the number of colleges, the number of teachers, the number of students and others. This task was hard to fulfill unless there was an answer to the question, "What is a college?". At that time, there was no clear set of admission standards for colleges, and/or for completing a degree. According to Petersen (1979) in order to alleviate this problem, many educational associations came together to discuss problems and issues of common interest; to elevate academic quality and standards and worked on monitoring college admissions and on strengthening articulation between secondary schools and higher education.

The first federal agency to get involved in accreditation was the Department of Education (DOE) which was established in 1867. It also had to answer the question, "What is a college?". The Department had limited funds and was primarily a statistical agency, collecting, listing, categorizing, and periodically publishing directories and other related data. In order to perform its function, the DOE had to decide what institutional categories to use and how to push higher education towards standardization. In 1870, a list of 369 institutions was proposed and it continued to report regularly until 1910. By then 602 institutions were included (Harclerod, 1980).

The need for a definition of a college, was not the only factor pushing toward the standardization of higher education. The development and the increasing number of colleges forced these institutions to maintain relations not only with the secondary schools, but also with each other. There were two general problems facing colleges at that time, namely college admissions and standards. The question of admission supplemented by the question of transfer increased the need of the older, well-established institutions who found themselves in the midst of newer, expanding colleges to work out adequate means for judging the quality of education in the new institutions. The problem was further complicated by the fact that in those days it was easy to incorporate a college with authority to grant degrees without control, supervision, or any kind of regulation by the state or federal government. The need for control was there, and a list of institutions providing satisfactory or good education was needed.

The number of organizations concerned with admission, curricula, graduation and quality of education in colleges and universities increased in number. Such organizations were: the US Bureau of Education, the National Education Association, which established a Department of Higher Education in 1870, the Carnegie Foundation for the Advancement of Teaching founded in 1905, and the National Association of State Universities which in 1908 adopted a report which included six standards for American universities related to: (1) graduation, (2) qualification of teachers and institutional facilities, (3) equipment, (4) time units for degrees, (5) scope of curriculum, and (6) provision for recognition (Zook and Haggerty 1936).

While accrediting activity began at the state level in New York in the late eighteenth century and was followed by a number of other states at a later time, six regional associations followed and they covered all of the United States. Some of the most prestigious accrediting commissions, were formed from the 1880s through the 1920s.

Faced with the need for preparing the students for a separate college examination, the members of Massachusetts Classical and High School Teachers Association initiated a conference with the president of Harvard University, Charles W. Eliot in 1884. As a result, in 1885 the New England Association of Colleges and Secondary Schools was created. It included: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont (Selden, 1960). The New England Association of Schools and Colleges was the first regional association founded with the expressed goal of advancing the cause of liberal education by promoting common interests to both colleges and preparatory schools. However, the New England Association did not function as an accrediting body for colleges and universities until 1952, more than 65 years after its founding (Young and Others, 1983).

The Middle States Association of Colleges and Schools started in 1887, two years after the first regional association was established. The purpose of this association, as stated by Mayhew 1990, was to strengthen relationships among institutions in order to create favorable educational legislation. In 1917 the Association took the first move toward accrediting institutions of higher education by adopting the following motion:

That a special committee be appointed to consider the advisability of this Association's taking up the question of determining standards for colleges and universities in the district covered by this Association, and of classifying these institutions accordingly; and, if the committee considers it advisable, to suggest methods of procedure. (Zook and Haggerty, 1936, p. 32).

The Middle States Association established a Commission on Institutions of Higher Education in 1919. By 1921, the Association had expanded its functions and started the publication of a list of approved institutions.

The third regional association is the North Central Association of Colleges and Schools was created in 1895. The association was concerned with establishing closer relationships between colleges and secondary schools in the region. Also, the association was the first to begin standardizing and evaluating high schools, and adopting standards for accrediting colleges in 1909. The North Central Association published the first list of accredited colleges in 1913, and it was the first association to develop quantitative standards and the first to discard them. In 1934 the North Central Association adopted a new policy which required an institution to be judged in terms of the purposes it seeks to serve and gave up the old standards. The new policy became a practical necessity because common criteria can be applied only to comparable institutions.

Today, the North Central Association is still the largest regional association and serves colleges and schools in 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and

Wyoming, besides schools that operate overseas and are attended by children of American military and civilian personnel. The Association was also the first to formulate an accrediting program, which accredited 915 institutions as of 1982 (Young, Chambers, Kells, and Associates, 1983).

On November 6, 1895, the Association of Colleges and Secondary Schools of the Southern States, now the Southern Association of Colleges and Secondary Schools, was organized, in the same year, March 29, 1895, the North Central Association was founded. The Southern Association has the following purposes:

1. organizing Southern schools and colleges for cooperation and mutual assistance,
2. evaluating the standards of scholarship and to effect uniformity of entrance requirements, and
3. developing preparatory schools and cut off this work from colleges (Zook and Haggerty, 1936, p. 31).

The Association began accrediting secondary schools in 1912, through a Commission on Secondary Schools which was founded a year earlier. In 1917 the Association accepted a plan for a Commission on Institutions of Higher Education, and in 1919 set up accrediting standards which were approved and adopted in 1920.

Another regional accrediting association, created in 1917, was the Northwest Association of Schools and Colleges, also as voluntary, nongovernmental organization for the improvement of educational institutions. The purpose of this association was to foster growth and cooperation between secondary schools and higher education institutions in the northwestern region of the United States. The Northwest region includes Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The

Commission on Colleges of the Northwest Association of Schools and Colleges has been listed since 1952 by the US Secretary of Education as a nationally recognized accrediting agency. This recognition was reaffirmed in May 1992 for a five-year period (Accreditation Handbook 1994).

The last and youngest of these regional associations, the Western Association of Schools and Colleges, was founded in 1924. The Western Association has two accrediting commissions, one for senior colleges and universities and the other for postsecondary institutions that offer less than a baccalaureate degree. The Association was established in California, Guam, and Hawaii for the purpose of discussing common problems (Mayhew, Ford, Hubbard, 1990, p. 210).

All of the established regional associations worked hard to improve the quality of education and enforce academic standards. However, the North Central Association was the first to establish a set of 12 criteria for accreditation in 1912, and a year later they published the first list of accredited institutions. Also, the Council on Medical Education published a classification of medical schools in 1905. It started inspection of schools in 1906 and prepared a second list in 1907 which classified 160 schools as approved, probation, or unapproved (Anucha, 1986).

In the United States, there is no Federal Ministry of Education or Higher Education nor a centralized authority having single national control over higher education institutions. There is some kind of control exercised by the states over education, allowing higher education institutions to operate with considerable independence and autonomy. Heusser (1982) points out that federal involvement in

accreditation was limited to the establishment of regulations for college preparation and examination in Veterinary Medicine by the Department of Agriculture and the Civil Service Commission. Federal participation continued on various ways and degrees. In 1932 the American Veterinary Medicine Association was established and started its function of accreditation. The Federal Bureau in the US Office of Education which is known as the Accreditation and Institutional Eligibility Staff was founded in 1968 and later became the Eligibility and Agency Evaluation Staff in 1980. Because of the increase in student enrollment in higher education institutions, federal funding and student assistance by the federal involvement continued to increase.

Many agencies were involved in institutions accreditation. In the 1920s the American Council on Education (ACE) and some college administrators were concerned about the increasing number of specialized accrediting bodies and the ambiguity of standards and that no body seemed to be in charge of this problem. ACE considered itself as spokesperson for all matters of higher education, including accreditation. In 1949 the National Commission of Accrediting (NCA), was established as a result of the growth in the number of specialized accrediting bodies caused by the expansion of education that followed the end of World War II. Also, some educational leaders were not happy about the performance and the approach of the ACE. Orlans (1975) noted:

The NCA has offered possible alternatives to the Commissioner of Education's legitimatizing and monitoring of agencies that accredit higher education institutions and programs, with certain changes to enlarge its scope and

representativeness, it could conceivably monitor agencies that accredit all postsecondary institutions and programs (p. 16).

There is an assumption that accreditation is the best method for developing and preserving educational quality and integrity.

In 1949, the same year, the National Commission on Accrediting established the National Committee of Regional Accrediting Agencies (NCRAA). It was created to facilitate cooperation throughout the regions and provide answers to some of the problems associated with the increase in the number of new accrediting agencies. NCRAA met regularly and published annually a list of regionally accredited institutions. In 1964 the NCRAA became the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). The National Commission on Accrediting and the Federation of Regional Accrediting Commissions of Higher Education tried to work together on common goals, standards, procedures, until finally merged to form the Council on Postsecondary Accreditation (COPA) in 1975. Most of the accreditation activities of higher education institutions in the United States were conducted under the umbrella of the Council on Postsecondary Accreditation (COPA) which is a nongovernmental organization whose goal was to promote and insure the quality and diversity of higher education in America (Bogue, 1992).

On December 31, 1993, the Council on Postsecondary Accreditation (COPA) was dissolved and a new organization called the Commission on Recognition of Postsecondary Accreditation (CORPA) was established and took over the responsibilities and duties performed by the dissolved COPA. Since then there has

been a smooth transition from COPA to CORPA, and the previously accrediting bodies who were recognized by COPA and wished to continue recognition were approved to do so by the Commission on Recognition of Postsecondary Accreditation (1994/95 Accredited Institutions of Postsecondary Education. American Council on Education 1995).

Accreditation existed for most of this century. It started in the beginning of this century by evaluating a small number of institutions based on developed standards or criteria, but since then accreditation has developed and evolved to become a sophisticated process where it serves the quality of education and promotes the continuous improvement of member institutions of higher education. Accreditation is valued and looked at by many groups, individuals, and agencies. Students, parents, and counselors pay attention to accreditation at the time of selecting college or universities. Employers, foundations, and governmental agencies also require accreditation as a condition of eligibility for funding, grants, and employment. Colleges and universities base their articulation agreements on accreditation. Also, the general public considers accreditation as quality assurance of education more than any other way of control. However, accreditation went through numerous changes and development both in philosophy and process to accommodate changes in society and in higher education. Now, accreditation considers the importance of goal formulation and attainment and puts heavier emphasis on results obtained rather than just meeting prescribed standards and criteria. Although, accreditation has seen a lot of improvement, there are some issues and problems which still need to be worked

out. Some argue that the process of accreditation is too costly in time and money; it is outdated, and the rules of maintaining the status of accreditation are too rigid. These are just samples of the issues surrounding the process of accreditation. Despite all this, accreditation remains the best known signal and the most effective instrument of guaranteeing quality of education (Bogue, 1992, p. 64).

Some think accreditation is in trouble. The US Congress in 1992 nearly removed the restriction that only students attending accredited institutions could receive federal financial aid. Had that happened that could have been disastrous for the accreditation process. Again critics of accreditation claimed that money and time spent for the privilege of being accredited could be much better spent improving the institution and programs. Still they ask, does accreditation improve academic programs and graduate better students? To answer such questions and face the criticism of accreditation process, the regional and specialized agencies of accreditation responded by encouraging the institutions to define their goals and missions and by moving toward more flexible standards of accreditation.

Many educators believe that accreditation must change. Those who are involved in the process of accreditation feel the need to refocus on standards and criteria that achieve educational effectiveness. Ralph A. Wolff (1993), executive director of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, noted in the *Chronicle of Higher Education*, that Higher Education must serve more seriously and carefully the public concerns and demands. Accreditation needs to look at the public concerns as student

attrition, teaching effectiveness, and student learning. “Higher Education is too important to society to be left solely in the hands of educators” Wolff (1993, p. 81).

Standards of Institutional Accreditation

The objective of accreditation is to foster high quality education through self-regulation and peer review adapted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and limiting the outside control over education. In order to accomplish this objective, accrediting agencies established lists of standards which vary due to the diversity of institutional purposes and the processes for achieving those purposes. However, there are some common standards which are used by most of the accrediting associations. These common elements include:

Institutional mission and objectives: An institution must have clearly stated mission and goals appropriate to the institution’s resources and the needs of its constituents. The statement of mission and objective should be widely understood in the institution and should appear in appropriate institutional publications, including the catalog. In addition, the mission statement should be reappraised periodically, to insure that it provides an accurate information about the institution.

Students: The institution should have a statement specifying the potential students it wishes to serve, and admission policies compatible with this statement and appropriate to its programs (A Handbook of Accreditation, North Central Association

of Colleges and Schools, 1984). An institution should also have full knowledge and understanding of its student populations such as; student beliefs, values, interests, skills, attitudes, and others.

Every institution should provide to its students a well organized program of services like financial aid, admissions, registration, orientation, advising, counseling, health, housing, students organizations and activities. Some institutions child care, athletic activities, and security may be included (Characteristics of Excellence in Higher Education, Middle States Association of Colleges and Schools, 1994).

Financial Resources: Every institution of higher education must have sufficient fiscal resources that enable the institution to achieve its goals and objectives. Institutions should provide for adequate financial reserves and each institution should provide evidence of this adequacy. An institution that wants to be accredited must show “sources of income, distribution of expenditures, operating budgets, audits, capital outlay, and sound financial management” (Accreditation Handbook, 1994. p. 31).

Physical Plant, Materials, and Equipment: An institution to be accredited should have sufficient facilities: buildings, classrooms, laboratories, instructional facilities, furnishings, computers, athletic facilities, student activity buildings, audio-visual aids, and other instructional materials. “Special programs requiring special facilities should not be offered unless the appropriate facilities are available”(Accreditation Handbook, 1994. p. 45).

Library and Information Resources; Every institution of higher education should support teaching, learning, and research in ways that ensure achieving the mission, goals, and objectives of the institution. Information resources and services include holdings, equipment, and personnel within libraries, media and production centers, computer centers, telecommunications, and other supportive materials or services significant to the accomplishment of the institution's mission (Accreditation Handbook 1994). Each institution should provide access to information resources through library resource center, they must be reasonable in quantity, but numbers alone are no assurance of excellence, quality, accessibility, availability; their relevance to the institution's current programs; and related to the institution's educational mission, goals, curricula, size, complexity, degree level, fiscal support, and its teaching, learning, and research requirements (Characteristics of Excellence in Higher Education, 1994).

Educational Program and Curricula; Students' education is the main purpose of having academic institutions, that is why the quality of educational programs and its effectiveness are very important to the accreditation process. Educational programs include not only what happens in classrooms, laboratories, computer centers, and the library, but also student activities, athletics, lectures, exhibitions, and other informal activities. The curricula should be dynamic and related to the institutional mission, and should be evaluated regularly and modified as educational, community, or social needs require. An institution must also seek a balance between specialized area and general education, according to its mission and goals.

Faculty; An institution should have faculty and instructional staff with professional qualifications appropriate to the mission and goals of the institution who are committed to continuous intellectual and professional development. The faculty of an institution must be competent, committed individuals, academically prepared and qualified, their main responsibilities is to teach, and provide proper instruction. “Faculty must remain knowledgeable about advances in their disciplines and pedagogy”(Characteristics of Excellence in Higher Education, 1994, p. 11).

Faculty members, should have adequate academic freedom and participate in the development of the institutional policies which should lead toward achieving the institution’s mission and objectives. Faculty members, in order to be effective teachers and researchers must also have security with adequate salaries and benefits compatible with the changing economic and social conditions.

Administration; An institution of higher education needs to have good leadership, organization and administration which facilitate teaching and learning and foster their improvement. An effective organization should define clearly the responsibilities of the governing board, the chief executive officer, other administrators and officers, faculties, staffs, students, and others. The governing boards, usually set the laws and regulations of the institutions, and the chief executive officer is responsible to the governing board for providing educational leadership in developing and implementing an institution’s plans, staffing its organization, effectively using the institution’s resources, and directing the institution toward the

achievement of its goals and objectives (Characteristics of Excellence in Higher Education, 1994).

Administrators should have an adequate academic background, professional training, intelligence, integrity, and vision, also; they should have the skills, time, and assistance necessary to enable them to perform their duties effectively. A good relationship and contact with faculty and students to understand their concerns is very important to the administrators in achieving the mission of the institution.

Summary

It has been the purpose of this chapter to study the development of higher education in Jordan, study accreditation development in the United States and how the accreditation agencies were established and developed. This chapter also identified some standards of institutional accreditation used by different US regional accreditation agencies. Although there was some published material related to this study, still the material was not sufficient in some areas like the development of private universities, and the issue of accreditation in Jordan. There was an abundance of published material devoted to the history and standards of accreditation in the United States and its importance to the development of higher education institutions and the education quality they provide.

The accreditation system determines and helps to maintain educational quality and excellence in institutions of higher education. Accreditation provides a vehicle

for systematic self assessment and institutional planning. Higher Education in Jordan developed and expanded very rapidly especially in the 1990s. Educational quality has become an important issue which concerns the public and the education community in Jordan. Accreditation in the United States began over a century ago and developed its processes and standards to accommodate the changes taking place in higher education. Now there are six regional institutional accreditation agencies in the United States concerned with evaluation of an educational institution as a whole. Accreditation in the US is a voluntary, nongovernmental process unlike most of the other countries in the world where the quality of higher education is the responsibility of the central government. Today, Jordan seeks to have a process of accreditation similar to, or improve over, the US system to ensure high quality education in the country.

The standards of institutional accreditation vary from one institution to another, depending largely on the type of institution, size of institution, goals and mission. All accredited institutions possess important common characteristics and standards which the accreditation agency determines an institution's accreditation.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of this study as stated in Chapter I, was to describe the development of university education in Jordan since the establishment of Jordan University in 1962 to the present. The Second purpose was to study the development of the accreditation system in the United States from the beginning in the late nineteenth century to this time. The third and final purpose was to examine the accreditation standards used by different bodies of accreditation in the United States with the intention of identifying which of those standards would be suitable to Jordan and propose a set of standards to ensure improvement in quality of the university education. This Chapter will deal with the methodology used in this study.

The review of literature on accreditation in Jordan revealed little information about the history, process, and standards of accreditation used by the Ministry of Higher Education. The issue of accreditation, up until recently, was not widely known to many in Jordan, there being no specific accreditation agency in the country. In the US the public perceives the work of the accrediting agencies as a standard by

which they judge university quality. The universities in Jordan are licensed and authorized to operate by the government through the Ministry of Higher Education. Lately, with the increasing number of universities being established, mostly private, accreditation became an essential factor and a public demand. Now a special agency of accrediting Higher Education Institutions is being established in Jordan. One of its major goals is to develop standards of accreditation for higher education institutions in the country.

Sources of Data

Data and information regarding accreditation and higher education in Jordan were sought and collected using all available means and sources. These sources of information were classified according to the following: (1) primary sources and (2) secondary sources (Gay, 1987, P. 182).

Primary Sources

The primary sources of information in Jordan constituted of firsthand information, such as personal interviews, original documents and reports, government documents (i. e., the Ministry of Education, Ministry of Higher Education, and Ministry of Planning, government records, and statistical educational yearbooks, and other firsthand information). The primary sources of information regarding accrediting agencies in the United States were official documents from different bodies of accreditation, telephone conversations with accreditation officials, and

personal interviews with people involved in institutional accreditation in the United States.

Secondary Sources

The secondary sources concerning Jordan consisted primarily of information, such as reference books, newspaper articles dealing with accreditation and higher education in Jordan, periodicals, pamphlets about higher education in Jordan published by different agencies both in Jordan and abroad, and any other publications available about education and higher education in Jordan. The secondary information regarding the US accrediting agencies included: reference books, handbooks of accreditation, publications by different accreditation associations and US Senate Government archives.

Data-gathering Procedures

Data for this study were gathered from all available sources, namely the review of materials, investigation of documents, annual reports, university catalogs, and any publication relevant to the accreditation process. Interviews or contacts with officials in universities, colleges, and the Ministry of Higher Education were conducted to assess their perceptions about current and future accreditation standards. The data collected were studied, and analyzed to compare the accreditation standards used by the Ministry of Higher Education in Jordan to accredit universities in the country. Standards used by accreditation associations in the United States were helpful in this process. An effort was made to evaluate the current accreditation

standards and process of Jordan higher education system. Changes will be recommended with the intention of improving the accrediting process, structure, and standards in Jordan.

Also, information was collected through many telephone calls to a number of educators and officials who have served or participated on committees concerning accreditation in Jordan. In addition, the investigator collected more information from notes following personal interviews with key individuals in the Jordan educational community. These conversations were very helpful to the researcher and very much appreciated.

Research for this study started in the summer of 1993 by sending letters, faxes, personal interviews, and making telephone calls to key institutions in Jordan and included: Ministry of Higher Education, Ministry of Education, University of Jordan, Yarmouk University, Ministry of Planning, Council of Higher Education, Jordan Information Bureau in Washington, and other officials and individuals in the education community in Jordan. Also, letters and calls were made to the regional accreditation associations and other different accreditation agencies in the United States. Finally, documents were sought from United States Agency for International Development (USAID) programs currently in Jordan.

Contact was made with different accreditation agencies in the United States. Contacted were the following: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, The Northwest Association of Schools and Colleges, Southern

Association of Colleges and Schools, Western Association of Schools and Colleges, American Assembly of Collegiate Schools of Business, Council on postsecondary Accreditation, Commission on Recognition of postsecondary Accreditation, The Carnegie Foundation for the Advancement of Teaching and others.

Information and materials were received from many Jordanian agencies including: Ministry of Higher Education, Ministry of Education, Jordan University, Yarmouk University, Ministry of Planning, and many officials and individuals in the education community in Jordan. Also, materials were received from Jordan Information Bureau and the Embassy of Jordan in Washington, D. C.

However, the researcher wished more information from the Ministry of Higher Education especially regarding the development of accreditation in Jordan, its standards, policies, and procedures. Many faxes, personal visits, and telephone calls were made to the Ministry of Higher Education in Jordan seeking information about university accreditation, but little new information was received. The researcher concluded that there is a lack of documented information about the issue of accreditation available in Jordan. However, newspapers served as a good source of information with regard to new developments in accreditation.

All the available data and information collected were gathered, analyzed, and presented in this study. Some of the information collected were recorded on cassette tapes and translated from Arabic to English by the investigator. An English-Arabic and Arabic-English dictionary was used to ensure accuracy of the translation. No outline of data translation was used.

Summary

In this chapter, Methodology, described the sources of data that was used in the study, primary sources like government documents, statistical yearbooks, government records, government laws and regulations, as well as calls and interviews with different people in the education community in Jordan and the USA. Secondary sources included reference books, periodicals, pamphlets, newspapers, and other publications of higher education. Data for this study were gathered from different sources both in the United States and Jordan, information needed were available in the United States and were collected in a reasonable time, however, published information sought from Jordan took a long time and were not sufficient enough. Therefore, personal visits were necessary by the researcher to gain important information for the study. Since the issue of accreditation in Jordan is relatively new and little published materials are available about it, the researcher had to use personal contacts to gather some of the information related to accreditation. The findings from this methodology were presented in Chapter Four of this study.

CHAPTER IV

PRESENTATION, ANALYSIS, AND DISCUSSION

OF DATA

Introduction

The purpose of this study was to summarize the historical development of higher education in Jordan from the second half of this century to the present, and to discuss the development of accreditation in the United States since its inception in late nineteenth century, tracing the development of some national and regional accreditation bodies and agencies. Another purpose was to identify different standards used by various bodies of accreditation and recommend their use by universities in Jordan to ensure quality education. This chapter presents data for this study in a way that identifies the standards and criteria for accreditation. Finally, Chapter IV represents the findings of this study.

Governance and Laws of Higher Education in Jordan

Jordan considers its most valuable asset to be its human resources. Therefore it places great importance on education. The development of education in Jordan over the years, especially since the early 1980's, attests to this principle. A number of

higher education institutions were established as were a number of government agencies. In 1982, the Council of Higher Education was established as a legislative body which set the policies of higher education. The Ministry of Higher Education was created on April 4, 1985 as an executive body to implement the Council's policies in Jordan. Together with the Council of Higher Education, the Ministry has the authority to implement the Government's educational, cultural and planned policies governing the institutions of higher education. Higher Education Law No. 28 of 1985, spelled out the objectives of higher education in Jordan as follows:

1. Educating God fearing and responsible citizens, devoted to their nation, who are aware of their heritage and proud of it, and conscious of the development of humanity and its values.
2. Providing students with sufficient knowledge, and the sciences and their skillful application to give them a level of specialization that would enable them to do their assigned duties and provide them with opportunities to expand and increase their abilities.
3. Providing the country with man-power to meet the needs of Jordan's economic, cultural, and social development plans. Also, to provide Jordan's society with its needs in the different fields of specialization as well as providing healthy cooperation among higher education institutions and other establishments in society.
4. Encourage and expand scientific research and direct this research toward development and production plans, the needs of the society and Arab civilization.
5. Encourage the use of the Arabic language and spread its use as a language for learning at all levels of higher education, and encourage translation and research works written in Arabic.
6. Knowledge of at least one other language to serve as a means of studying the research about other nations in all fields.
7. Strengthening and expanding the arts, cultural and, scientific cooperation in scientific research and higher education with countries and organizations especially in the Arab and Islamic world (University of Jordan 1990. Laws, Regulations, and Instructions. pp. 1/2-2/2).

The Council of Higher Education, coordinates with the Ministry of Higher Education and the universities on planning the overall policy. The Council has numerous specialized committees to research, evaluate, and recommend specific academic curricula and reforms. The Ministry of Higher Education does not interfere with the internal management of the universities; thus in all respects, the universities enjoy a considerable amount of autonomy. Higher Education Law No. 28 of 1985, defines the responsibilities of the Council of Higher Education as follows:

1. Approving the establishment of higher education institutions in Jordan and the type of study in these institutions.
2. Approving the plans of study for higher education institutions and suggesting a general plan of higher education and recommending its priorities.
3. Approving fields of specialization at all levels and coordinate this among higher education institutions in Jordan. The Council is empowered to suspend, or terminate these fields partially, or totally, as conditions and needs require it.
4. Finding means for financial support and sources of funds for higher education institutions and determine ways for its investment and distribution.
5. Approving and receiving all donations and grants made for higher education institutions.
6. Approving admission policies and determining the score or average in the general high school examination to be used in accepting students in higher education institutions.
7. Determine the number of students to be accepted in the different fields of specialization in higher education institutions.
8. Determine the amount of tuition, medical fees, and other kinds of fees the institutions of higher education may charge students.
9. Discuss the annual reports of higher education institutions and evaluates their accomplishments.
10. Approve examinations, training programs, and rehabilitation programs for graduates of any field from higher education institutions abroad when this is needed.
11. Approve the university's annual budgets.
12. Coordinate the work of centers of production, press, publication, consultation and others of the higher education institutions in Jordan.

13. Determine policies for the transfer, assignment, and loan of university teaching staff to other institutions of higher education in and out of Jordan.
14. Approve cooperation, cultural and technological agreements among Jordanian universities and establishments, with special agencies of Arab, foreign, regional and international organizations (Higher Education Law No 28 of 1985, Article 8).

University Education in Jordan

To regulate the development of university education in Jordan, the government issued a number of laws governing university education in the country. The Law of Universities in Jordan No. 29 of 1987, Article 4, describes a “university” as a national establishment for higher education or scientific research which aims at:

1. Developing and disseminating knowledge and help in advancing human thought.
2. Providing university education both applied and theoretical.
3. Encouraging and conducting scientific research to better mankind.
4. Developing scientific methodology and the spirit of team work among students and encouraging them to take personal initiatives and think creatively.
5. Emphasizing the Islamic faith, its moral and spiritual values, as well as, safeguarding the Arab and Islamic civilization and spreading its heritage.
6. Serving the Jordan society by meeting the community needs as well as the needs of the Arab societies at large (Ministry of Higher Education, pp. 1-2).

University education in Jordan began with the establishment of the University of Jordan in Amman in 1962. This university started with one curriculum, eight teaching faculty members, and 167 students. In 1994, the university had 14 academic colleges and offered baccalaureate and graduate degrees similar to those offered by universities in the United States, having over 23,000 students with more than 850

faculty members, (See Higher Education in Jordan in Chapter II). The demand for higher education increased as a result of the rapid development of Jordan. By 1986, four public universities were already in existence on Jordan. Yarmouk University, the second university, was established in 1976 in the northern part of the country. Mu`tah University was established in 1981 in the southern part of Jordan. It started as a military and police academy and later a civilian branch was included in its curricula. The fourth university in Jordan to be established was the University of Science and Technology in Irbid 1986 as a specialized institution of higher studies.

Private University Law 1989

Private universities were established following a resolution taken by the Council of Higher Education to open more opportunities for students to continue their education and to curb the flow of money out of Jordan. These universities were encouraged to offer specializations different from those offered by the state universities, while achieving the goals of higher education. A private university is an independent entity with financial and administrative autonomy.

To establish a private university in Jordan, the founder must submit a special application to the Council of Higher Education, asking for permission to establish a private university. The Council of Higher Education issues the initial license and the initial general accreditation before a private university can operate and accept students. The founder must provide, within a period of four, years the standards of accreditation to be followed or the initial license is terminated.

According to Article five paragraph one of the 1989 Law of universities No. 19 university accreditation in Jordan is designed to:

1. Improve the level of excellence in higher education.
2. Encourage diversity in specialization as needs of society and labor market change.
3. Enable the university to achieve excellence through self evaluation, and the improvement of its educational programs (p. 7).

The Private Universities Law No. 19 of 1989 gave the Council of Higher Education the following responsibilities:

1. Approving the establishment of and the type of studies offered by private universities,
2. Approving plans of study and priorities,
3. Confirming the field of specialization at all levels at the private universities,
4. Approving the admission standards for students,
5. Approving the receipt of donations, grants, and any gifts to the private universities,
6. Discussing the budget, financial and annual report of the private universities to evaluate accomplishments of each and make recommendations to improve their operations.
7. Approving technological and cultural cooperation agreements between the private universities and public universities, other Arab, regional, and foreign universities, or other specialized scientific establishments (p. 3).

Applications for establishing new private universities are sent to the Council of Higher Education. The application must include the necessary documents and guaranties as specified by law. The Council acts on the application within six months. The Council must also make certain that the university will achieve its objectives by

providing the guidelines for licensing and accreditation. The Council has the power to stop the private university from admitting students, or it may suspend the license, or close the university if it violates the laws and regulations governing private universities.

The Law of Private universities No. 19 of 1989, Article 9, points out the revenues of the private university can consist of the following resources:

1. Tuition and fees collected from students and others for services,
2. Revenue from investments or money received from assets,
3. Any gifts, grants, and donations received by the university. The Council must approve those that come from sources outside the country,
4. Revenues received for providing scientific and academic services, as well as serving as consultant for others,
5. Revenues generated from printing and publications, and
6. Any other funds given to the university which are approved by the Council (pp. 4-5)

The university must provide financial records and follow the accepted procedures for keeping records. These records and financial reports must be audited by a certified accountant of the university. The university must then submit to the Council of Higher Education an annual report about its operations during the fiscal year and its plans for the coming year.

Standards of General Accreditation

In order to understand what is meant by accreditation, it is important to know the types of accreditation. Basically, there are two types of educational accreditation: general, or institutional, and specialized, or programmatic accreditation.

General accreditation usually applies to the evaluation of the institution or university as a whole, or as one unit, implying that every unit is contributing to the achievement of the institution's goals and objectives, as indicated by the institution's mission and educational philosophy. The accrediting body should consider the characteristics of the whole institution. It looks not only at the educational programs of the institution, but also at other criteria such as students, personnel services, financial conditions, faculty, administrative strengths, facilities, community relations and others. The Accredited Institutions of Postsecondary Education Directory for the year 1993/94, states that the institutional accrediting body should consider whether the institution meets the following general areas:

1. Has specific and meaningful goals and objectives;
2. Has the resources needed to accomplish its objectives;
3. Demonstrates that it is accomplishing its objectives; and,
4. Provides reasons to believe that it will continue to accomplish its objectives (pp. 408-409).

Specialized accreditation focuses on the evaluation of programs, departments, or schools within an institution of higher education. The accredited unit can be a college, school within a university or a curriculum within a single discipline. Specialized accreditation was born out of the concern of a profession about the quality of educational programs that were preparing its practitioners. Example of professions are: business, medicine, engineering, art and music education. In the United States, the specialized accrediting bodies are all national in scope, but they vary greatly in size. However, institutional and specialized accreditation all function to insure the

basic level of quality in an institution or program, and to assist in the improvement of an institution or program in higher education.

In general, accreditation requires a clear definition of an institution's mission, purpose, goals and objectives. The Commission on Higher Education of the Middle States Association of Colleges and Schools stressed that:

The educational program must be consistent with that definition, effective in producing results, and appropriate to the scope of available resources. Students should be admitted on the basis of their potential, motivation, and willingness to assume an active role in the learning process. Effective teaching, research and scholarly activity and public service are often interrelated dimensions of institutional excellence. An educational institution will best achieve the fundamental prerequisites for excellence when it has substantial support through its governing board, administrative leadership and management and participation by the faculty in developing the total program of the institution (Characteristics of Excellence in Higher Education, 1994, p. 5).

In order to study accreditation of universities and institutions of higher education, this study examined a number of standards used by most of the accreditation agencies in the United States and Jordan. The purposes of accreditation according to the Ministry of Higher Education in Jordan are:

To improve the level of excellence in higher education institutions;

To assist in the diversity of fields of specialization as required by the labor market and needs of the society; and,

To enable institutions to evaluate themselves and develop their programs of study. (Ministry of Higher Education, Amman, Jordan. 1989).

This study also looked at the accreditation criteria used in Jordan as required by the Ministry of Higher Education. Since the University of Jordan is the oldest and the largest university in the country, it will be considered for most the of discussion and examples provided in this study. Because of the diversity of institutional purposes and the processes for achieving those purposes, the standards are mostly qualitative rather than quantitative. The following is a study of the above standards used in the accreditation process. This section will present and discuss some of the standards or criteria universities required for accreditation.

Standard One

Institutional Mission, Purposes, and Objectives

A basic characteristic of excellence in higher educational institutions are clear and reasonable goals and objectives. The institution shall clearly state its distinctive characteristics and its mission and shall have an orderly process for developing appropriate strategies and objectives that are consistent with the overall high quality of these standards. Strategies and objectives should be appropriate to the institution's constituencies and resources. The mission statement of an institution needs to be broad and general; while course and curriculum objectives should be more precise and directed toward particular learning and understanding.

The mission and purpose of an institution should be developed through the joint efforts of the institution's faculty, administration and governing board and

provide direction to the curricula and other activities. The institution's mission statement should be evaluated and periodically reappraised: An educational institution revises or modifies its goals and objectives over time and should provide current and accurate information about itself. This information should appear in all appropriate institutional publications. The distinguishing marks of well-defined goals and objectives according to the Commission on Higher Education of the Middle States Association of Colleges and Schools include the following. They are:

1. Clear, expressed in simple terms appropriate to higher education and suitably broad in scope;
2. Identifiable with the particular institution;
3. Honest in describing the institution's plans and programs;
4. Stated in terms of results sought and the means by which they are to be attained;
5. Always attainable in reasonable degree;
6. Understood and utilized within the institution as guides for thought and action (Characteristics of Excellence in Higher Education 1994, P. 7) .

The institution must be authorized to grant scientific degrees and must have obtained a proper license to operate as a higher education institution. The institution should state clearly all its educational activities and its admission policies, selection of faculty, resources, planning, curriculum, etc.

In a lecture entitled the "Development of Higher Education" sponsored by the faculty of science at the University of Jordan, the Minister of Higher Education spoke about some of the difficulties facing higher education in Jordan, such as the lack of having clear policies for higher education in the country. He called for clear policies and a clear mission and quality control by limiting the in-put of higher education and

make it more in line with the social, economic, and development plans of the country.

(Ad-Dustour, December 1, 1994).

Public universities in Jordan, appear to have in writing clear mission statements and stated goals and objectives. The older universities appear to be accomplishing some of these goals. For example, the mission of the University of Jordan rests on three main pillars:

1. Provision of sound professional education at both the undergraduate and graduate levels. Most academic departments run Master's programs in addition to the regular undergraduate programs associated with these departments. Very few, however, run the Doctoral program. Except for Medicine and Dentistry, all programs are based on the credit-hour system of education.
2. Support of goal-oriented research, particularly research activities which are in line with the national development plans, and
3. Community service to Jordan and the region. (The University of Jordan Brochure, 1992/1993, p. 3).

However, the new and mostly private universities need to prove that they are also meeting their mission and purpose. It seems that there is some duplication in the mission and programs of study among these universities. Officials and some educational leaders are concerned about the educational quality of the new universities. (Dr. Mohammad Al-Karyouti, Dean of Princess Sumaya College).

Standard Two

Administration, Governance, and

Organization Structure

An institution of higher education shall have a clear organizational structure for the institution as a whole, and for every unit, stating duties and responsibilities according to general guidelines. The institution should have a system of governance that facilitates and assures the successful accomplishment of its mission and purposes. The relationships, authority, and responsibilities among the governing board, administration, staff, and faculty should be clearly described in a constitution, by-laws, or equivalent document and should appear in the institution's publications and be practiced in the actual working order of the institution (New England Association of Schools and Colleges, Standards for Accreditation).

The governing board should have the ultimate responsibility for the institution's quality and integrity since it has the authority to insure the achievement of the purposes of the institution. The Southern Association of Colleges and Schools, states that the governing board's responsibilities are:

...establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer. In addition, the governing board must have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution. The board must not be subject to undue pressure from political, religious or other external bodies. Furthermore, it should protect the administration from similar pressures. (Criteria for Accreditation, 1995, pp. 66-67).

The Council of Higher Education in Jordan sets the broad policies for university education in the country and serves as a Board of Regents for all the Jordanian universities. However, the universities enjoy an autonomous status and their affairs are run by a number of different bodies or councils. According to laws governing universities in Jordan, a university should have a proper organizational structure based on general clear guidelines which should include the following:

University's Boards or Councils; A number of councils should be formed for every university as follows:

1. Board of Trustees (or whatever the name may be). A university should have a board with members of high qualifications, experience and willingness to serve unselfishly. The board is a body that serves the public interest by seeing that the institution fulfills its mission and goals, and ensuring its continuity. Members of the board are either appointed by the Higher Education Council or elected in accordance with the charter, constitution, or by-laws of the institution. The president of the university is a member of the board. Consistent with institution's mission and objectives, members of the board should represent different points of view, interests, and experience. Terms should be long enough to provide experience and continuity but not continuous by re-election or re-appointment.

A board usually has the following duties and responsibilities:

- Sets university policies and rules as well as plans of development,
- Approves the university's internal regulations and instructions to ensure its proper operational and administrative functioning,

- Appoints the university's president, vice-presidents, and deans,
- Manages the university's resources and take care of its assets and investments,
- Approves the university budget and financial reports, and,
- Sets university fees and tuition.

In addition to its primary responsibility of ensuring the quality of teaching and learning, the board should deal with matters such as approving degree programs, confirming the appointment of major academic and administrative officers, evaluating the chief executive officer and administration, setting salaries, encouraging research, and approve the awarding of degrees. Above all, it is the board's responsibility to ensure continuous institutional assessment and planning.

2. The University Council. The University Council will be chaired by the president and will consist of the following: the president, the vice-presidents, the deans, two faculty members from each college elected by the faculty members within the college for one year and may be re-elected, two administrative department heads appointed by the president for one year, one university student chosen by the president for one year, and one alumnus chosen by the president for one year.

The University Council has the following responsibilities:

- Recommends the university policies to ensure excellence in teaching, learning, training, scientific research, and serve the needs of society.
- Develops the regulations, rules, and instruction plans for the university.
- Discusses and recommends study plans proposed by department or college councils.
- Coordinates the scientific and cultural activities of the university colleges and

strengthen inter-relationships and cooperation within the university colleges, centers and other institutions and agencies outside the university.

- Evaluates in a scientific way the university's performance and consider its annual reports.
- Discusses the annual budget and financial reports and forward them to the Higher Council.

3. The Council of Deans. This council is chaired by the president and consists of the vice-presidents and the deans of colleges.

The Council of Deans has the following responsibilities:

- Appoints faculty members in the university; and decide on their promotion, tenure, sabbatical leave, leave without pay, resignation, and termination.
- Evaluates faculty members based on their teaching, academic activities, scientific research and take decision on these matters.
- Grants the academic degrees and the honor certificates.
- Studies any other issue presented by the president.

4. The College Council. Each college has a council headed by the College's dean and consists of the associate-deans, department heads within the college, a representative of every department elected by the faculty members of the department for one year, and two outside members, who have interest, experience, and are concerned with the well being of the college, and fully aware of the college activities. These two members are appointed by the president after being nominated by the dean's college to serve for one year.

The college council has the following responsibilities:

- Suggests plans for study within the college and requirements for granting academic degrees.
- Provides supervision over the overall operation of the college and coordinate the operation of its different departments.
- Organizes and supervises the examinations given by the college and review their results.
- Supervise academic research within the college and encourages it.
- Makes recommendations on matters related to faculty members and the instructional staff, as appointments, promotions, tenure, sabbaticals, resignation, etc.
- Prepares annual budget of the college.
- Gives recommendations and ideas on other issues the dean of the college introduces.

5. The Department Council. Every department in the college has a council consisting of the department head as chair and the rest of the faculty of the department as members. The department council has the following responsibilities:

- Provides the college council with plans of study within the department and suggest ways of improving them.
- Coordinates the department's curriculum and assign courses and lectures among faculty.
- Encourages and coordinates academic research within the department.
- Decides on faculty promotions, application for employment of faculty or lecturers in the department.

The issue of administration and governance of higher education in Jordan seems to be covered very well. The laws of higher education provide detailed information about the responsibility of every level of administration in the organizational structure of the university. However, Dr. Al-Karyouti (Dean of Princess Sumaya College) suggested establishing an independent council of higher education with its members who have no political connection or to have no personal interest in the council's decisions and to ensure the democratic process in administering the higher education establishments in Jordan.

Standard Three

Faculty

The faculty in an institution shall be of sufficient number and demonstrate the capabilities, experience, professional involvement, and instructional performance which includes teaching effectiveness, curricula development, student counseling, conducting research, and other ways to improve the instructional program. The faculty shall help in developing the institution's academic, professional, research, and service programs within the framework of its educational mission and objectives. The institution must prove that it has employed faculty members qualified to accomplish its goals and purposes, and it must show it has an orderly process for recruiting and appointing its faculty.

Teaching is the principal responsibility of the faculty. A university should have faculty, staff, and other instructional and support resources of sufficient quality and quantity to foster the overall high quality of its programs. The institution should define the responsibilities of the faculty and the criteria for their recruitment, appointment, evaluation, and promotion in accordance with the mission and purposes of the institution. Also, the institution should provide adequate salaries and benefits to attract and retain good faculty members. Faculty, in order to be effective teachers and live in dignity and comfort, must have security. The faculty salaries and benefits should be regularly evaluated and re-examined to keep them current with changing economic and social conditions (Northwest Association of Schools and Colleges, Accreditation handbook, 1994). The rank of university faculty members usually consist of the following: (1) professors, (2) associate professors, (3) assistant professors, (4) instructors, and (5) graduate and research assistants.

Faculty Student Ratio. The number of faculty in the university should be sufficient and the ratio of faculty to student in different colleges according to the University Law in Jordan No. 19 of 1989 should not exceed the following:

- Colleges of arts, humanities and social sciences, 30 : 1
- Colleges of agriculture and pure sciences, 20 : 1
- Colleges of engineering, nursing, and pharmacy, 15 : 1

The ratio of the instructors to the faculty should not exceed 20% within the college. The university may appoint part-time or adjunct faculty if the criteria for the

appointment, supervision, and teaching effectiveness are comparable to those of the full-time faculty. The Southern Association of Colleges and Schools, stated that:

The number of full-time faculty must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, ...part-time faculty can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited. (Criteria for Accreditation, 1995, p. 47).

Part-time faculty should be provided opportunities for professional development by the institution. Part-time or adjunct faculty may be needed in some institutions on a limited basis, while in other institutions they may need to be on a more regular basis. In all cases full-time faculty in any college should not be less than 80% of the total faculty of that particular college (Ministry of Higher Education, Amman, Jordan, 1989).

The institution should employ an adequate number of faculty to accomplish its mission and purpose, and

...must have procedures for the equitable and reasonable assignment of faculty responsibilities including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public....The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of subject, and help available from secretaries and teaching assistants. (Criteria for Accreditation, 1995, p. 50).

According to Jordan's Universities Law No. 29 of 1989, the maximum weekly teaching load for the full-time faculty members at the baccalaureate level in the Jordanian universities is set as follows:

- Professors are required to teach up to nine credit hours per week.

- Associate and Assistant professors are required to teach up to 12 credit hours per week.
- Instructors are required to teach up to 15 credit hours per week.
- Part-time faculty members are required to teach up to six credit hours per week.

(Ministry of Higher Education, 1989).

Jordan has surplus in the number of advance degree holders, therefore, universities do not have problem in finding qualified faculty to teach at their colleges, many of them received their degrees from universities in the USA.

In discussing the issue of teaching loads and number of preparations with many educators and faculty members in Jordan, the researcher found, that the teaching loads are excessive in many institutions, public and private. Some faculty members teach a total of 15 - 18 credit hours a week. This includes courses which are taught in graduate programs. Several cases were found where faculty members had four different course preparations in a single semester. The Minister of Higher Education stated there is an imbalance in faculty student ratio in some Jordanian universities, and faculty teaching load is unacceptable also. Salaries were insufficient to retain the most productive faculty. Many faculty members have left Jordanian universities for neighboring Arab universities and are receiving approximately four times their original salaries in Jordan. (Ad-Dustour, December 1, 1994).

Standard Four

Student Services

Students are a very important element of the institution; without them there is no need for the institutions. The Southern Association of Colleges and Schools pointed out that student services are:

Essential to the achievement of the educational goals and objectives of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students....the institution must develop goals for the student service program consistent with student needs and with the purpose of the institution. (Criteria for Accreditation, 1995, p. 59).

Since students are the primary beneficiaries of the institution's educational mission, institutions must carefully plan admission programs which provide accurate, comprehensive, and realistic information about such matters as admission requirements, curricula, student development services, housing, financial aid, health services, tuition, fees, placement and advising. Students may have different needs and interests. Some students may require special support.

The institution should provide student development services with adequate human, physical, financial, and equipment resources to assure accomplishment of the goals and purposes of the institution. Students may require some counseling in career development. The institution should provide personal counseling and a career development program which should include career information and planning, placement services, career counseling, testing services and follow up activities. (Criteria for Accreditation, 1995). The range and type of services necessary vary, of

course, with the type of institution. Other services the institution should provide for its students may include adequate facilities for both female and male student's recreational needs. Intramural sports programs contribute to the personal development of students and should be related to the total program of the institution.

Also, the institutions of higher education should have the following policies:

The kinds of information included in the permanent record of students as well as the policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution. (New England Association of Schools and Colleges, Standards for Accreditation, 1992, p. 22).

All of this information regarding student services, rights and responsibilities of the students should be documented and appear in the university's publications or in the student handbook.

The issue of student services in universities in Jordan is still developing. Many of the universities lack the programs and facilities to provide adequate services to the students. Many universities do not have housing facilities, (those universities that provide housing its services limited to female students only), personal and career counseling, financial aid, placement, student organizations, etc. And very few universities have written documents stating student rights and responsibilities or any documents as a student guide.

In general, student services need to be improved in the universities in Jordan. Some of the problems facing students at these universities include the lack of career counseling which results in a high rate of unemployment among the university

graduates. Admission policies at the Universities in Jordan, decided by the Council of Higher Education, are ambiguous and questionable. At the beginning of each academic year, the Council of Higher Education, determines the number of students to be admitted to the universities. The Ministry of Education is involved in the determining the standards of admission at the universities. Admission to the universities is based on the grades the student receives in the general high school examination which is administered by the Ministry of Education. Usually, students who obtain 85 percent, or above, on the general examination from the scientific branch are admitted to the Faculty of Medicine and Dentistry, those with 80 percent are admitted in the Faculty of Engineering and Pharmacy, and those with 65 percent, or above, (the cut off percentile in admission at the public universities) are accepted in the Faculty of Humanities and Social Sciences. The cut off percentile for admission at the Private Universities is 60%.

There is a high demand by the public and among the educational community to adjust and reform the admission policies at all universities in the country. Recently (40 members) half of the Lower House "Parliament" signed a document protesting the Higher Education policies and the admission requirements at Jordanian universities. They also demanded a special meeting in the parliament to discuss these issues. (Ad-Dustour, September 2, 1995).

Standard Five

Educational Programs and Curricula

The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in society both domestic and worldwide. The curriculum shall be responsive to social, economic, and technological developments and shall reflect the application of evolving knowledge in economics and the behavioral and quantitative sciences (United States Agency for International Development, Evaluation Report of the Management Development Project in Jordan, 1989). The institution's main goal is to educate its students by offering programs of study that lead to degrees in recognized fields of study. The institution's programs should be consistent and serve to fulfill its mission and purposes. There should be a strong relationship or connection between the stated mission of the institution and the goals and objectives of the educational program, and the diplomas, certificates or degrees awarded.

The institution must have a process by which the curriculum is established, developed, approved, administered and evaluated. This process must recognize the various roles of the faculty, the administration, and the governing board. Academic programs or curriculum should be reviewed by special curriculum development team. The faculty and administration should be responsible for the development of academic programs and make recommendations to the governing board as well as implementing and monitoring the general curriculum policy and the academic programs approved by

the board. In general, curriculum should be regularly reviewed, evaluated, and modified to meet the changes in the educational community and the needs of society. (Characteristics of Excellence in Higher Education, 1994).

The Universities in Jordan adopted the credit-hour system in their educational programs, to encourage academic freedom, interaction and participation within the university. The study plan for each specialization leading to the Bachelor's degree must consist of (1) university requirements, (2) college requirements, (3) department requirements, and (4) free electives. (The University of Jordan Catalogue, 1990/1991). The duration of study for the Bachelor's degree should not exceed seven years. Graduation requirement for the bachelor's degree in the University of Jordan Faculty's should complete the following credit-hours as shown in Table IV in the following page 79.

TABLE IV
SUMMARY OF CREDIT HOURS REQUIREMENT FOR THE BACHELOR'S
DEGREE AT THE UNIVERSITY OF JORDAN

FACULTY	B.A/B.Sc
Arts	132
Economics and Administrative Sciences	134
Science	129/130
Islamic Law "Shari`a"	138
Medicine	Six Years
Agriculture	146
Nursing	146
Education	134
Engineering and Technology	182 for Architecture and 167 for others
Law	143
Physical Education	136
Pharmacy	162 Plus 1442 Hours of Training
Dentistry	203

Source: The University of Jordan, Student Guidebook, Amman, Jordan, 1989/1990, pp. 38-39.

Standard Six

Library and Other Learning Resources

An effective institution of higher education must have a library and other information resources available for the fulfillment of the institution's mission and purposes. The information resources should support the academic and research program and the intellectual development of students, faculty, and staff within the institution. A library and other learning resources are essential to the teaching and learning processes. Each institution must have a library equipped with an adequate number of reference books, periodicals, journals, encyclopedias, dictionaries, and maps. It should also have computers, audiovisual and other technological systems to facilitate the learning and teaching processes. All other information resources that help facilitate teaching and researching and accomplishing the institution's goals and mission should be provided to students, faculty, staff and be within easy reach and accessibility.

Library buildings and learning facilities should be designed, and arranged for convenience and accessibility to students, faculty and other users. They should contain nice and appropriate furniture such as chairs, tables or desks, and the arrangement of books and materials, lighting and conditioning should be appropriate. All this and more should be designed to make the facility an attractive place for study, research, and teaching. The library should be staffed with personnel adequate in number in areas of expertise to manage and provide assistance in the use of this

services by students and faculty. Instructional support staff such as bibliographic instruction, research assistance, computer specialist, curriculum development, etc. should be provided to faculty and to students to meet their curricular and educational program needs (Garten, 1994). Librarians must help facilitate the teaching and learning process, especially in assisting students to improve their information gathering skills.

The library should strive to provide extra services to its users. Interlibrary loan service is an example whereby libraries and other institutions help support and supplement the educational programs. The library must maintain adequate hours of service to ensure accessibility to users, and assistance should be available at convenient locations during library hours. In all cases, institutions must not only rely on numbers alone as an assurance of excellence. More important is quality, accessibility, availability, and delivery of resources on site and elsewhere. The institution must regularly and systematically evaluate all of its learning resources, and use the results to improve and increase the effectiveness of these resources and services.

Other learning resources which the institution must provide and have available to enhance the educational process include audiovisual and instructional materials such as overhead projectors, film and slide projectors, videos and other instructional resources that make teaching and learning easier and more attractive both to students and faculty. Copying machines, printers and computers also should be available to students and other users. With regard to these important other facilities, the institution

must have are laboratories and workshops equipped with the needed instruments and materials in accordance with the curriculum to accomplish the institution's mission and purposes.

Universities in Jordan still need to have a good libraries and other information resources, although, the University of Jordan houses the second largest library in the Middle East. It is equipped with instructional resources. Its services and facilities benefit students, faculty, staff and the community. Still the library hours are too limited to provide needed services to students who study in the late afternoon and in the evening. "The library hours are from 8 a.m. to 8 p.m. weekdays and 8 a.m. to 1 p.m. weekends" (The University of Jordan Catalogue, 1990/1991, p. 584).

However, not all other university libraries are as large and well equipped as the University of Jordan library. Some libraries lack enough reference books, journals, periodicals especially in foreign languages like English. Laboratories, media and computer centers are not adequate in some universities. Many students and faculty complained of the insufficient library hours. Dr. Rateb Al-Saud, the Minister of Higher Education, pointed out the need to improve the universities libraries in Jordan (Ad-Dustour, December 1, 1994).

Standard Seven

Financial Resources and Budget

Since financial resources of an institution determine and influence the quality of its educational program, every university must have and possess sufficient financial resources to support all of its programs and accomplish its mission and objectives. The institution must have and maintain continuous and adequate fiscal resources to support its goals and purposes, as well as, to further institutional improvement. It is the responsibility of the governing board to ensure the continuity of the current financial resources and always look for different new avenues.

A budget is a statement of estimated income and expenditures for a fixed period of time, usually the fiscal year of the institution, or it is a financial plan based upon estimates of income and expenditure (Criteria for Accreditation, 1995). An institution of higher education must always have plans for future operations. These plans, in order to be achieved, should be based on clear financial resources. The institution must prepare an appropriately detailed annual budget. Preparation of the budget is the responsibility of the chief executive officer and the administrative staff. It should be developed through consultation with college deans, department heads, and other appropriate academic and administrative unit officers. A well-developed budget reflects institutional resources, needs, plans, and priorities. The budget is presented in general by the chief executive officer to the governing board for final approval. The governing board should not concern itself with details.

The institution's business and financial functions must be centralized and controlled by a business officer, who should report to the chief executive officer of the institution. The chief executive officer should have enough experience and be able to understand and handle business and financial affairs to serve the educational goals of the institution and assist in furthering its mission and purpose. The financial records of the institution should be protected and controlled by a special office which is responsible to the administration within the institution. The Southern Association of Colleges and Schools states:

Budgetary control is an administrative function, not a board function....No outside or superimposed agency should exercise specific and detailed control over the financial affairs of an institution. Once funds have been appropriated, creating a budget, establishing priorities, and controlling expenditures become the responsibility of the institution operating under the jurisdiction of the governing board and subject to its policies. (Criteria for Accreditation, 1995, pp. 70-71).

However, the institution should have a clear accounting system, where records and financial resources should be audited annually by an external auditor in accordance with the general standards of accounting. The institution should have in place an extensive, well-organized and appropriate program of internal audit and control to evaluate its financial management. The internal auditing and financial control must be maintained to complement the accounting system and the annual external audit.

Financial resources of higher education in the United States consisted mostly of federal and state funds, student tuition and fees, donations, gifts, and auxiliary funds. Financial resources of universities in Jordan are internal revenues student

tuition and fees, university investments, donations, grants, gifts, and others. Jordan public universities are supported by the central government. The university has an independent budget prepared by the president of the university, adopted by the University Council and approved by the Council of Higher Education. Also, public universities receive a specific share of the fees collected by the customs authority and other taxes which represent a large portion of the university budget. Table V as an example shows the University of Jordan's budget for the year 1992 which consist of the following revenues:

TABLE V
SUMMARY DATA OF THE UNIVERSITY OF JORDAN'S
BUDGET FOR THE YEAR 1992 (K.J.D).

Jordan University Revenues	(K.J.D)	Percentage (%)
Internal Revenues	1,491,152	7
University Fees	8,786,755	39
Customs Fees	10,301,452	45
Governmental Assistance	129,500	0.6
Donations	700,000	3
Other Revenues	1,249,847	5.4
Total	22,658,706	100

Source: The Annual Statistical Report on Higher Education in Jordan, 1991/92. The Ministry of Higher Education, Amman, Jordan, p. 22.

Conversations with some officials and administrators of the universities in Jordan revealed that universities in Jordan are achieving their mission and most of their goals and purposes. Since Jordan has been having some economic and financial difficulties, public universities experienced tight budgets' too. Dr. Abdul-Bari Dorah, president of Al-Isra University, points among the difficulties facing higher education in Jordan is the government is unable to provide and allocate the financial resources needed for the universities. Some universities have deficits in their annual budgets which have caused some objectives to be postponed or put on hold. Universities seek different ways to fund special projects and equipment both internally and externally. The Minister of Higher Education in Jordan stressed the need to find new sources for funding the universities to enable them to develop and expand their programs. He called for the establishment of a special fund for higher education to support academic research and help scientific projects in public universities. (Al-Ra`i, September 6, 1994). Private universities appear to be in a better financial situations than the public universities, because, they are new and they charge higher tuition and fees from their students.

Standard Eight

Physical Resources and Equipment

Physical resources and facilities, include buildings, materials, equipment, and campus area, should be designed and adequate to serve the needs of the institution and

to ensure achieving its mission and purpose. The university area should be sufficient to provide adequate space, buildings, and other facilities as needed for the activities of the institutional education program. Classrooms, laboratories and other facilities must be appropriately equipped, lighted, heated, ventilated, and adequate in size and number. Facilities should be constructed and maintained regularly in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns (Standards for Accreditation, 1992).

Institutional facilities and equipment should be considered important and critical resources that support the institution's mission and purpose. Facilities should be adequate for each professional education program offered by the institution, faculty office space, instructional space, technological needs, and accessibility to individuals with disabilities (National Council for Accreditation of Teacher Education, 1987). Usually, suitable and attractive buildings provide convenience and help in scheduling and increase usefulness and effectiveness. They also attract students and faculty, and enhance the prestige of the institution. At the same-time, inappropriate or lack of facilities limits the institution's progress and potential and affect its goals and mission.

Facilities and equipment need regular maintenance and proper management. The operation of all physical facilities is accomplished by adequate, qualified and competent staff, who provide and maintain at least the common services when needed. According to the Middle States Association of Colleges and Schools, Commission on Higher Education:

Appropriate, well maintained, and systematically updated equipment is crucial ... deferred maintenance and deteriorating buildings may hamper operations and eventually may undermine other resources and individual pride in the institution. (Characteristics of Excellence in Higher Education, 1994. p. 23).

The Ministry of Higher Education in Jordan, requires universities to provide facilities that meet the needs of the institution. It provide detailed quantitative standards and requirements such as:

- Classrooms in the Colleges of Arts, Humanities, and Social Sciences, should not exceed 60 students in size.
- Classrooms in the Colleges of Science and Applied Science, should not exceed 40 students in size.
- Lecture halls which seat at least 200 students.
- Laboratory space should be at least 60 square meters and the number of students should not exceed 20.

Universities should also provide other resources, such as instructional buildings, computers, athletic facilities, instructional materials, laboratory and workshop equipment, student activity buildings, cafeterias, administrative and faculty offices and meeting rooms. The university should have sports field and playgrounds for volleyball, handball, basketball, tennis, swimming pool, and a football field (soccer) for universities having a physical education majors.

Standard Nine

Planning and Evaluation

Planning institutions of higher education should be based on stated goals and objectives. Planning should be a continuous process, involving the institution's faculty, administrators, governing boards, students and others. The institution should systematically collect and gather information and data necessary to support the planning process. Plans are always subject to change. Institutions should have both long-range and short-range planning and be prepared for any modifications or adjustments in the plan. The Southern Association of Colleges and Schools, in discussing planning and evaluation states that the institutions must:

1. Establish a clearly defined purpose appropriate to collegiate education.
2. Formulate educational goals consistent with the institution's purpose.
3. Develop and implement procedures to evaluate the extent to which these educational goals are being achieved.
4. Use the results of these evaluations to improve educational programs, services and operations.

The Commission on Colleges, of Southern Association of Colleges and Schools emphasize that:

The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student's learning, research and service....Each unit, in its planning and evaluation process, should consider internal and external factors and should develop evaluation methods which will yield information useful to the planning process of that unit. (Criteria for Accreditation, 1995, pp. 18-19).

Decision makers of the institution should pay particular attention to planning. The administration needs to take planning seriously and consider plans as more than just ceremonial documents. The institutions must have continuing self-study so they can evaluate themselves and point out strengths and weaknesses. Planning should involve assessment of institutional resources, predict external forces that may affect the mission, revenue, costs, enrollment or educational programs. The institution should determine the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities should be used to enhance the institution's implementation of its purposes and objectives (Standards for Accreditation, 1992).

Strategic planning is a very important function that any organization must have and practice in order to achieve its goals and purposes. Planning is looking ahead and predicting the future, and it is a guideline for decision making. The need for, and the importance, of planning has become very significant in all organizations. Keller, stated:

Strategic planning could not have been devised at a better time for American higher education. Colleges and Universities across the land are realizing that they must manage themselves as most other organizations in society do; they are different and special but not outside the organizational world. Money, markets, competitors, and external forces matter as well as traditions, academic freedom, devotion to ideas, and internal preferences. Students are better off if they are pointed to a probable future as well as to the intellectual and artistic past. Design is better than drift. Thought is preferable to squabbling. Academic creativity and freedom need a solid tomorrow as much as a defiant today. The time has arrived for college and university leaders to pick up management's new tools and use them. (Academic Strategy, 1987, p. 118).

As stated earlier, higher education in Jordan lacks clear policies and proper planning. This has caused higher education to face some challenges and problems according to many officials and educators in Jordan. Dr. Marwan Kamal, president of Yarmouk University described these challenges as:

1. The number of students and graduates in humanities and social sciences far exceeds the number in applied and scientific studies.
2. The continuous expansion of universities and ignoring technical and other institutions of higher education.
3. The lack of coordination between the labor market and output of higher education institutions.

Dr. Kamal, suggested the need for coordination and connection between high schools output and institutions of higher education, while taking into consideration the labor market and the needs of the country. He called for increased emphasis on the technical fields of study and quality rather than quantity. The universities should fulfill their role as a research centers to serve the need of the society. At the same time universities should do their share in planning and evaluating their programs. Clear coordination among universities and the Ministry of Higher Education as well as other agencies in the country is very important to achieve the goals and improve the services of these universities. Having said this, most universities in Jordan undertake planning and some kind of evaluation to improve the achievement of their mission and purposes.

Standard Ten

Catalogues, Publications, and

Promotional Materials

Appropriate publications should be available to students, faculty and the public about the institution. Information should be complete, accurate and clear. The institution's needs to have available to the public current, and accurate catalogues or other official documents in which it describes itself and states its mission and purposes. Other information should also be included such as: admissions requirements and procedures, admissions criteria and policies, rules of conduct, the academic calendar, degree requirements, costs and financial obligations, and other information regarding the institution and its rules.

The university catalogue is an official publication stating the responsibilities of both the institution and the students. It should include a list of current faculty, by departments it also have:

Distinguishing between those who are full-time or part-time, showing earned degrees and the institutions granting them....a description of courses and other educational opportunities and services to be offered in the year for which the catalog is printed. Students should be able to make informed decisions about their education based on the information contained in the catalog. (Characteristics of Excellence in Higher Education, 1994, p. 23).

Institutions may have other publications, such as, handbooks for faculty or students, manuals, films, tapes, year book and oral communications. All these should be consistent with the catalog and other sources of information.

Institutions should have available upon reasonable request by the public any of its publications and any information about itself. Other materials would include: the names of administrative officers, with positions, and names of board members. Description of the size and characteristics of the student body should also be published and be available. Institutions should periodically review their publications to ensure that they are accurate and current.

This standard in American universities is very well fulfilled. Institutions have many publications and materials describing their mission and purposes, services, and other operations. In some cases they are over supplied. Universities in Jordan, especially the new ones, need to work on this standard. Many universities are still unknown to the public. Advertising is very greatly needed by some of the new universities. More university publications should be available to students and interested public. The university of Jordan which is considered to be mother of all universities in Jordan, is setting a good example for other universities. It has a current catalog, students, faculty guides, rules and regulations handbook, and many other publications that provide a reasonable amount of information about the university.

Standard Eleven

Integrity

An institution of higher education should seek to provide the best environment for achieving its mission and purposes. Integrity is one value which the institution has to provide. The environment of the institution should provide high ethical standards in its operation and in its dealings with students, faculty, staff, organizations and the general public. Institutional integrity is defined as:

That the institution or program is what it says it is and does what it says it does....educational institution exhibits a high degree of integrity when it conducts all its activities fairly and justly, providing adequate notice of its policies and procedures and conscientiously adhering to accepted good practices, (Young and others, 1983, pp. 25, 451).

Institutional integrity appears in the way which the institution sets its goals, selects its faculty, admits students, develops curricula, determines programs of research, allocates its resources, and serves the public interest. Truthfulness, clarity, and fairness should characterize the institution's relations with its internal and external constituencies. The institution should be committed to the free pursuit and dissemination of knowledge. It should assure the faculty and students the freedom to teach and study and to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research (Standards of Accreditation, 1992). The institution should adhere to policies of non-discrimination in recruitment, admissions, employment, evaluation, and promotion.

Institution should manage its administrative operations with honesty and integrity. It should establish and publicize clear policies ensuring institutional integrity. An institution should fulfill all of its commitments, and should not be run like a profit-making business or an industry nor as a political institution. It should be concerned with the needs of the community it serves. Academic and intellectual freedom is very important for the institution to fulfill its mission. It is the responsibility of the board and the administration to provide leadership which protects all members of the institution from harassment and pressures. The Middle States Association of Colleges and Schools, Characteristics of Excellence in Higher Education: Standards for Accreditation states that:

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of individuals or educational institutions, or toward the value systems that may guide them. Institutions may hold to particular political, social, or religious philosophies as may individual faculty members or students; but both individuals and institutions must remain intellectually free, and they must allow others the same freedom to pursue truth (1994, p. 6).

In general, integrity means that an institution of higher education adheres to the civil laws as well as to the code of ethics which are commonly accepted by the education and academic community. The Commission on Institutions of Higher Education at North Central Association, points out the Values which are reflected by an institution as the following:

1. Expressing the ethical values it has adopted through institutional policies and procedures made public in its public documents and contractual arrangements.
2. Ensuring that its practices are consistent with its publicly stated policies.

3. Expecting members of its constituencies (administration, faculty, and students) to observe the tenets of academic honesty.
4. Practicing full disclosure in its dealing with the members of the institution and its publics.
5. Operating without conflict of interest at the board, administrative, and faculty levels.
6. Living up to the commitments it makes in all its public representations. (Handbook of Accreditation, 1993/94, p. 35).

Higher Education in Jordan is exposed to much pressure by many forces, which make it difficult to develop and implement any objective policies for admission which effect making decisions. Institutions of higher education must have a set of principles of ethical values which would serve to form institutional policies and procedures and guide their institutional practices and relationships.

Finally, institutions of higher education should periodically assesses the effectiveness of their ethical policies and procedures and demonstrate that mechanisms exist for the effective implementation of their principles. Institutions of higher education in Jordan still have long way to go regarding the issue of integrity.

Summary

This chapter has provided a presentation and analysis of the data collected for the study. Laws and regulations governing higher education in Jordan were presented which provide some directions for institutions seeking accreditation. Standards of general accreditation were identified. Eleven standards used for institutional accreditation were discussed and analyzed to determine their application for university

accreditation in Jordan. These findings are finally summarized and discussed in Chapter V. Conclusions and recommendations in Chapter V are made from findings in Chapter IV.

CHAPTER V

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

Introduction

The purpose of this study was to summarize the historical development of higher education in Jordan from the second half of this century to the present, and to study the development of accreditation agencies in the United States since its inception in the late nineteenth century to this time. Additionally, this study sought to identify different accreditation standards used by various bodies of accreditation and recommend their use by universities in Jordan to ensure an improvement in quality the of university education. This Chapter provides a summary of the study, conclusions and recommendations.

Summary

Data for this study were gathered from all available printed materials both in the United States and in Jordan. The researcher had access to some data and information needed for this study through personal communications. He interviewed and held several informal conversations with educational officials and university

administrators in Jordan. Information was sought from the Ministry of Higher Education, Ministry of Education, Ministry of Planning, the University of Jordan, Yarmouk University and other educational agencies in Jordan. In the United States, information was sought from different national and regional accreditation bodies including the: North Central Association, Southern Association of Colleges and Schools, New England Association of Schools and Colleges, National Council for Accreditation, United States Agency for International Development and many other bodies or associations concerned with education. In general, factual information about accreditation standards for this study was sought and collected from all available sources, broadly categorized as primary sources and secondary sources.

The review of higher education development revealed that there is an increased and continuous demand for higher education in general and university education in particular in Jordan. The University of Jordan was the first university to be established in the country in 1962, the number of students was 167 with eight faculty members. By 1990 there were four public universities and over 50 community colleges providing higher education in Jordan. Approximate enrollments were 41,000 community college students, and 40,000 university students. The demand for higher education in Jordan continued, in 1994, there were more than 20 universities, over a dozen of which were private universities. Student enrollment in these universities in the academic year 1993/94 was reported to be 60,642 (Ministry of Higher Education, 1994).

Accreditation in the United States started over a century ago with the purpose of improving educational quality. The process of accreditation in the United States is extended mainly through voluntary institutional or professional associations. Jordan like many other countries of the world, is one whose university accreditation is the responsibility of an agency of the central government such as the Ministry of Higher Education. There are six regional accrediting bodies in the United States. In addition there are dozens of other special or professional accreditation agencies which are national in scope functioning to insure a level of quality in an institution or program of higher education.

As previously noted, the literature reviewed revealed little information about the history, process and standards of accreditation used by higher education authorities in Jordan. Therefore, informal discussion and personal interviews were conducted to gather as much information as possible about the issue of accreditation in Jordan. Regarding standards of accreditation which can be used by the Ministry of Higher Education in Jordan, data analyses identify several standards that are commonly used by the accreditation agencies in the United States. Some of these standards are partially used in Jordan, and the Ministry of Higher Education in Jordan appears to have some accreditation standards that could be used to accredit new universities. However, it is clear that these standards are not sufficient, nor applied properly, at these universities to ensure appropriate educational quality.

The need for a special accreditation body, equipped with well-trained and qualified people as well as appropriate power, is strongly needed in Jordan.

Universities must be required to meet the standards set by the accreditation body. These universities should be given a reasonable time to fulfill and meet the accreditation standards; if they fail there license should be terminated.

Conclusions

The following conclusions drawn from this study were based on the review of the relevant literature, the analysis of data and consideration of the findings of this study:

1. Higher education institutions in Jordan, especially the four-year universities, can not meet the increased demand of all students seeking university education. Tens of thousands of Jordanian students are still pursuing their education abroad. Most are graduate students.

The continuous demand for university education, and the return of hundreds of thousands of Jordanians from the Gulf States after the Gulf War, increased the demand and persuaded the authorities to expand university education at both the public and private levels. Now Jordan has more than 20 universities, a number that many economists and education leaders question.

2. The newly established universities need time to earn the trust and confidence of the public. Most students and parents prefer the public universities over the private ones, partly due to higher tuition and fees, which private universities

charge their students. Many students, who enroll at private universities, do so because they cannot get admission to the public universities.

3. It was clear that there was inadequate planning and coordination between the Ministry of Higher Education and the universities, especially the newly established ones. There is a clear duplication of academic programs offered by these universities.

4. Universities in Jordan attract students from neighboring Arab countries and other foreign countries. About 10% of university student population comes from other countries. This provides Jordan with some foreign currency which helps the economic situation in Jordan.

5. There is need to have clear and adequate standards of accreditation for the universities to follow. The issue of accreditation is new to many in the education community in Jordan. There is a lack of published materials by the Ministry of Higher Education about university standards of accreditation.

6. Governance and the organizational structure of universities in Jordan is clear. The Boards' and/or Councils' responsibilities are well defined at all levels. The Council of Higher Education serves as the Board of Regents for the universities in Jordan. Universities have a considerable amount of autonomy to govern their affairs.

7. Faculty qualifications appear to be appropriate to permit teaching at the Bachelor's level. This reflects overall excellence.

8. Faculty teaching loads at universities in Jordan are excessive. Teaching loads in excess of 12 hours per week should not be permitted. Unfortunately, this

matter is clearly tied to financial resources and may be difficult, if not impossible, to accomplish.

9. Course preparations in excess of three different preparations during a semester should not be permitted. Whenever possible course preparations should be based on two per semester.

10. In general faculty research and publication activity are below what would be expected. This is undoubtedly, or at least in part, the result of extremely high teaching loads carried by members of the faculty.

11. Salaries are insufficient to keep the most productive faculty members in place. This causes low morale and encourages faculty members to shop for other offers. Many faculty members had offers from other Arab universities at approximately four times their current salaries.

12. Student admissions to universities in Jordan are based primarily on the high school general examination score. Students with high scores usually go to scientific colleges and the rest go to schools offering humanities and social sciences. Public universities usually attract students with high scores, while students with lower scores go to private universities. As a result admission standards at private universities are lower than the public universities.

13. Curriculum and educational programs at universities in Jordan appear to contain sufficient courses, degree requirements are reasonable and compatible with the degree requirements in the United States. The academic year consists of two-16 week

semesters with an optional eight weeks summer session. Students should attend classes and not to miss more than 10% of class lectures.

14. University libraries in Jordan need to be improved. Some universities lack computers, English books and journals. Library hours are too short to provide adequate services to students, especially evening and weekends.

15. Public universities in Jordan are supported by the government grants and special projects. Jordan has been experiencing economic difficulties which resulted in tight budgets for the universities. Universities need to maintain adequate resources and look for other sources to support their goals and objectives.

16. The laws of higher education concerning equipment and physical resources at universities appear to be adequate to meet and accomplish the mission and goals of these universities. They provide adequate space, buildings, and facilities necessary for the universities to achieve their objectives.

17. The Council of Higher Education and the Ministry of Higher Education, coordinate (through special committees the planning and evaluation of universities to achieve their missions). However, problems still face higher education in Jordan and more cooperation and clear policies need to be established.

18. Most universities, especially the newly established ones, have limited number of publications and promotional materials available to provide information to the public about these universities. Universities need to have current and accurately printed information on admission, policies, costs, rules and regulations. The University of Jordan could be an example to other universities. It has current

catalogue, student guide, faculty handbook, and promotional publications and information about the university.

19. Universities in Jordan have followed the American higher education system in their structure. The credit hour requirements and the academic semesters as well as similarities in mission are a few examples. Some of the accreditation standards used by accreditation agencies in the United States are being used in Jordan. The Council of Higher Education working with the Ministry of higher Education produced a set of standards for universities to follow in order to maintain quality education. Now a specialized accreditation body is being established to set standards for universities in Jordan. This will help improve higher education in the country.

Recommendations for Practice

The following recommendations are based on the findings and conclusions of this study. These recommendations are offered to university administrators, policy and decision makers, higher education officials, and the education community in Jordan for the purpose of strengthening and improving the quality of education at the universities in Jordan.

1. The Council of Higher Education and the Ministry of Higher Education should develop clear policies and guidelines for higher education Jordan. Coordination should be established among universities, ministry of education, community colleges, ministry of planning, and ministry of labor to define the job

market and the needs of the country. The Ministry of Higher Education should take the initiative and form committees for coordination, cooperation, and strategic planning for higher education in Jordan.

2. Universities in Jordan, whether public or private, need to develop mission statements and goals and have them known to their constituents. Each university's human, physical, and financial resources should be utilized toward accomplishing these objectives. They need to be related to the concerns and needs of society.

3. Teaching loads should be reduced to more acceptable levels. Recruiting more faculty members would take care of this problem. However; if the financial circumstances do not permit this, changing class sizes and scheduling patterns may provide a mechanism for achieving improvement in this matter.

4. The number of course preparations should be limited. The scheduling officer should be instructed to limit individual course preparations to three different preparations a semester. Reducing teaching loads should help in solving this problem.

5. Faculty salaries need to be increased. Failure to make progress in this matter will almost certainly keep the universities from achieving excellence in the long-run. The increase in salaries can help to retain the best faculty members and also improve the morale of the faculty.

6. Admission requirements need to be made clear and published to the public. Scores on the high school examination should not be the only criteria for acceptance. A committee should be formed to develop admission requirements; high school achievement, entrance examination, personal interviews, and other qualifications

should be considered. Having clear and published admission requirements would ease the pressure on universities from making exceptions and improve confidence in the system.

7. Universities in Jordan need to improve their libraries. The journal collections should be strengthened. A systematic review of libraries should be conducted, and major journals materials not currently available should be ordered. Library hours should be lengthened to better serve students who study in the late afternoon and in the evening. The library should be open until 11:00 p.m. on days when classes are in session. This has possible budgetary problems, but it might be possible to accomplish this recommendation through rescheduling the staff time and employment of students. Only a minimum of staff would be necessary to maintain minimum service in the evening.

8. Universities need to maintain adequate financial resources to achieve their mission and purposes. Seeking new ways to provide funds for universities is necessary, such as looking for investment projects that guarantee income for universities. Establishing a special fund for higher education to support education and research as suggested by the Minister of Higher Education is a good idea. Other sources as well as better utilization of current resources needs to be studied.

9. Publications and printed materials about universities should be available to the public. Examples are: catalogues, rules and regulations of the university, students and faculty handbooks, and information about the university.

10. The Council and the Ministry of Higher Education need to make sure that universities fully understand and follow the standards of accreditation now available. However, these standards need to be evaluated and improved systematically. The accreditation agency being established in Jordan should have the responsibility to provide information about the accreditation standards and the process of accreditation. A time limit should be set for the universities to meet the accreditation standards.

11. An independent accreditation body should be established in Jordan comprising highly qualified and trusted educators. The services of this body should not be limited to Jordanian universities, rather it should extend its services to other universities in the Arab World. Since there is no special accreditation body in the Arab World, this would provide a valuable services to universities in some 20 Arab States. The Arab Universities Union Council should be consulted to encourage or demand the member universities seek accreditation by this body.

Recommendations for Future Research

1. The issue of accreditation in its broadest sense is new in Jordan; therefore, research should be conducted to study the impact of accreditation at universities and the quality of higher education in the country on an on-going basis. (i.e., once every five years).

2. The present study should be extended and expanded to collect data and information through personal interviews with key officials at the Ministry of Higher

Education and top administrators of each university in Jordan to verify the implementation of accreditation at these universities.

3. Two related studies should be conducted, one with the public universities and the other with the private universities to determine the application of the standards of accreditation at these universities and how closely the universities are following accreditation criteria.

4. A study should be conducted to rank the universities in the Arab World and/or in the region by using the accreditation standards and other means of measurement such as the quality of graduates and how they perform in the job market.

5. Since the issue of accreditation is still not widely known, more studies are needed to cover all aspect of accreditation and to provide more information to those concerned about the quality of education. Such studies would cover the process of accreditation, structure, and problems that may be related to accreditation.

6. A study should be conducted to examine different accreditation systems in different countries and to use what may be appropriate for Jordan's higher education system.

Final Thought

Development of human capital is very important in the life of nations. Developing countries invest and rely heavily on their citizens. Jordan is no exception; it considers its most valuable asset to be its human resources and therefore places great importance on education.

Quality control in the universities in Jordan can contribute greatly to the development of this human capital. Careful planning and attention to the accreditation process can assure this reality, and can make the Higher Education Institutions in Jordan one of the finest in the world.

Jordan is concerned about the quality of education, particularly at the university level. University accreditation mechanisms are being established in Jordan to assure and improve quality of education in the country. Hopefully this study be useful to those involve in this process

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