Middle East Association for Theological Education

رابطة الشرق الأوسط للتعليم اللاهوتي

Manual for Accreditation

October 2018

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For further, up-to-date copies of this *Manual for Accreditation*,
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Preface

Within MENATE accreditation refers to a process of official recognition and approval for institutions and their academic award programs. It implies the attribution of worth to award programs offered by MENATE member institutions. Theological schools and programs explicitly or implicitly make promises to the students who enroll in those programs concerning the learning outcomes that will be achieved through their participation as students. And beyond the students themselves promises are made (at least implicitly) to the wider community as well, about the quality and preparedness for effective work, service and ministry of those who graduate from the school or program, and thus about the impact that the school can or hopes to have upon both the church and wider society. The MENATE Accrediting Commission (or AC), through trained Visiting Evaluation Teams (VETs), verifies those promises and other claims made by the school, and assures not only existing and future students, but all stakeholders of the institution, that those promises are trustworthy. MENATE's commitment in all this is both to assure and to improve quality in its member institutions. Participation in MENATE's accreditation processes thus carry both privilege and responsibility.

MENATE's educational values and accreditation standards are rigorous and robust expressions of what constitutes such quality, or excellence, at various academic levels for theological education in the Middle East and North Africa, and how that quality can be described, evaluated, and reported. The standards and procedures in this *Manual for Accreditation* and the accompanying *Visiting Evaluation Team (VET) Handboo*k have been developed by the Accrediting Commission over a period of two decades to serve the needs of MENATE member schools. Member schools have been consulted and have contributed in the process of developing these peer-approved markers of quality. And MENATE through its membership of the International Council for Evangelical Theological Education (ICETE) and dialogue with major global evangelical accrediting agencies can affirm that its standards and procedures, while not yet perfected, are comparable in quality to those found elsewhere in the world.

The present *Manual* and *VET Handbook* represent a substantial revision and expansion of the previous MEATE *Accreditation Manual* (2004). For that earlier work, the basis for this present effort, many thanks are due to Dr Richard Hart and Dr Paul Sanders, each now former Executive Directors of MEATE and at different times Chairpersons of the MEATE Accrediting Commission. The 2018 *Manual for Accreditation* incorporates new policies and improvements arising from the work of the Accrediting Commission over the last seven years, and a very focused and thorough revision process in the previous three years. MENATE is grateful for the work of the early reviewers of the former *Manual*, who included Dr Paul Sanders, Dr Charles Bethel, Dr Randy Bell, and Dr Marvin Oxenham. Huge thanks are due to the extended efforts of the AC's Manual Revision Committee, composed of Dr Rick Weymouth, Dr Nabeeh Abbassi and Mr Elias Ghazal (PhD candidate). Without their hard work and numerous meetings this revised *Manual* would not have been possible.

With this *Manual* the quest for excellence in theological education for the Middle East and North Africa region goes on, to the glory of the One God we all serve!

Nabeeh Abbassi

Dr Nabeeh Abbassi
Chairperson
MENATE Accrediting Commission

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1. Introduction to MENATE

1.1 The Middle East and North Africa Association for Theological Education – A Brief Overview

The Middle East and North Africa Association for Theological Education (MENATE; formerly and prior to September 2018, it was known as the Middle East Association for Theological Education or MEATE) was founded in Cyprus in 1991 to strengthen the Church in the Middle East and North Africa by providing fellowship, networking, quality assurance and professional services for evangelical higher educational institutions located in the region. As of September 2018, seventeen of these institutions have become members of MENATE, and five have been accredited by MENATE.

MENATE seeks to serve both theological schools and churches or faith communities in the region, as the purpose of theological education is to strengthen and empower the Church. Creatively responding to the leadership needs of the churches and faith communities is thus the primary criterion for the success of our network.

MENATE is a non-profit association governed by a General Assembly and represented by an Executive Committee that acts on its behalf and is accountable to the General Assembly.

1.2 International Relationships

MENATE is a full member of the International Council for Evangelical Theological Education (ICETE; http://www.icete-edu.org/) and values the close fellowship we have with ICETE and the other eight regional accrediting associations who are also its members.

1.3 The MENATE Accrediting Commission

Overseeing and supporting the accreditation processes of MENATE is the MENATE Accrediting Commission (AC), which was established in 1991. The Commission is made up of qualified and experienced educators elected by the General Assembly. It develops and maintains accreditation standards and quality measures, facilitates and oversees accreditation evaluations of MENATE institutions, and provides other accreditation-related and educational services to MENATE member schools, and, when they are ready, assisting them through the accreditation process.

Current members of the MENATE Accrediting Commission, alongside consultants to the AC, are profiled on the MENATE website: http://meate.org/accreditation/accreditation-commission/

2. An Overview of MENATE Accreditation

2.1 Introduction

The Middle East and North Africa Association for Theological Education (hereafter designated as "MENATE") was established in November 1991 (then known as the Middle East Association for Theological Education, MEATE), by a group of Evangelical theological educators from the region. As concerned educators, the founding members saw the need to establish a forum for relationships among the evangelical theological programs in the Middle East. Accompanying this desire for relationship building was the conviction that cooperative evaluation of theological programs and certificates could significantly improve the quality of each other's study programs, develop principles and tools for continuous assessment, and provide effective educational services for its members.

MENATE has decided to operate under the principles of academic accreditation based on international standards for theological education, comprehensive self-study and peer evaluation through on-site visitation and collegial decision. MENATE principles and practices emerge from accepted accreditation processes in use in theological institutions around the world, informed by regular dialogue with theological education partners, and cross-checked against standards developed by other international accrediting bodies. Sources for developing this approach form part of this document and continue to be built upon.

Overall, the MENATE approach to accreditation is characterized by five major components:

(i) Self-reflection and evaluation

(ii) Peer assessment

(iii) Full participation

(iv) Institutional benefits

(v) Predictable steps

Each of these components is described further below.

Today, MENATE accreditation builds upon 22 educational values esteemed by MENATE educators (listed below shortly) and a robust set of performance standards for accreditation evaluation, grouped around the following five institutional categories:

I. Administration

II. Faculty

III. Facilities and Educational Resources

IV. Educational Program

V. Students

These performance standards and the associated accreditation evaluation procedures are under constant review and updates to this Manual will be made from year to year as necessary.

2.2 MENATE Educational Values

MENATE theological education strives to be, and to uphold, the following 22 educational values, under the following five emphasis categories. These values seek to inspire and guide theological education development in MENATE member schools.

<table>
<tr><th>Theological</th><th colspan="2">Missional</th><th>Relational</th><th>Educational</th><th>Professional</th></tr>
<tr><td>Oriented toward glorifying God, always leading to worship of our Creator, Lord and Redeemer</td><td colspan="3">Trusted by, and responsive to, the church that it seeks to serve in the region</td><td>Aiming towards academic excellence, though balancing this with other aspects of personal and ministry formation</td><td>Corporately and wisely governed</td></tr>
<tr><td rowspan="2">Faithful to Scripture, evangelical beliefs, and the gospel of the Lord Jesus Christ</td><td colspan="3">Encouraging relational learning in community, while remaining engaged with the wider community and society</td><td rowspan="2">Holistic with an integrated approach, encouraging the personal, spiritual, intellectual, and ministry formation and growth of the whole person under God</td><td rowspan="2">Led by servant leaders, with both sound management and wise stewardship of human, financial and physical resources</td></tr>
<tr><td colspan="3">Practically oriented toward both the mission and ministry of the whole people of God in our region</td></tr>
<tr><td colspan="2">Contextually relevant and responsive</td><td rowspan="2">Internationally connected and engaged</td><td>Oriented toward student-centered learning</td><td>Characterized by integrity internally and externally</td></tr>
<tr><td colspan="2">Promoting the extension of the kingdom of God in the MENA region and beyond</td><td>Focused on deep, lasting learning and upon graduate outcomes</td><td>Facilitating professional development of faculty and staff</td></tr>
<tr><td colspan="4">Encouraging unity and cooperation within the body of Christ for the sake of the gospel</td><td colspan="2">Striving to provide education that is flexible, accessible, and creative</td></tr>
<tr><td rowspan="3">Seeking the empowering of the Holy Spirit …</td><td>through</td><td rowspan="3">… the prayers of the people of God</td><td>Encouraging a mentality of life-long learning</td><td rowspan="3">Committed to a process of regular institutional assessment and improvement</td></tr>
<tr><td rowspan="2">Pursuing an ultimate and …</td><td rowspan="2">… upon church and society</td></tr>
<tr><td colspan="2">strategic impact</td></tr>
</table>

The MENATE self-study process includes an opportunity for institutional reflection upon each of these educational values.

2.3 The Purpose of the Accreditation Process

Accreditation is a process for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve.

The accrediting process requires institutions and programs to reflect on their mission, goals, processes, and achievements; to consider the expert criticism and suggestions of a visiting evaluation team; and to determine internal procedures for action on recommendations from the accrediting agency. The MENATE accreditation procedures enable both centralized and decentralized, residential and non-residential higher theological education to achieve accreditation. Occasionally MENATE accreditation standards are differentiated according to the following two broad educational categories:

> *Residential/Campus-Based education:* centralized, institution/campus-centred, organized learning, typically full-time, and utilising traditional delivery methods (lectures/tutorials/library research).
> *Non-Residential/Campus-Based education:* decentralized, operating outside regular institution/campus centres, organized learning, typically part-time, with flexible, non-traditional delivery methods – including church-based training, TEE, various types of online learning, and other forms of extension or distance education.

Since accreditation status is reviewed on a periodic basis, recognized institutions and professional programs are required to maintain continuous self-study and improvement mechanisms.

The focus of the accreditation process should be to ensure that every accredited institution is seriously and continuously engaged in the examination of (i) its impact upon student learning, both undergraduate and graduate, and (ii) the impact made by institutional graduates upon both church and society.

2.4 MENATE Membership and Accreditation

MENATE offers several levels of involvement for member institutions and their programs. It is important to note that MENATE membership and accreditation are two entirely different things and being a member of MENATE in no way implies any accreditation status.

There are two distinct stages in an institution's relationship with MENATE:

> (i) *Membership* (Associate or Full)
>
> (ii) *Accreditation* (available only to Full members)

MENATE institutions may be Full members with voting rights, or Associate members without voting rights; however only Full voting members may apply for MENATE accreditation. Thus, Associate members must become Full members *before* they can apply for accreditation through MENATE.

MENATE members who are not-yet accredited may *not* in any form or manner indicate to their constituencies that they have academic accreditation through MENATE.

The above means that three categories of MENATE members may exist, from an accreditation point of view:

(i) Associate members: not eligible for accreditation, and no voting rights.

(ii) Full members – not accredited: having voting rights, and eligible for accreditation through MENATE's standard accreditation processes. Yet, while it is encouraged, MENATE members are not compelled to participate in the accreditation process.

(iii) Accredited Full members: having voting rights, those who have applied for accreditation, undergone a full evaluation process, been granted accreditation by the MENATE Accrediting Commission, and who pay their accreditation fees.

2.5 Whole Institution Evaluation and Accreditation

MENATE provides accreditation for member institutions to offer specific award programs (refer to Section 6.2 below for details). It also evaluates and validates specific award programs within their institutional context. MENATE accreditation thus recognizes that specific award programs can only be validated in the context of a whole-institution evaluation, since every aspect of an institution will have some bearing upon the effectiveness of its educational programs. However, an institution can only remain accredited while it is offering validated award programs.

Equally, when an institution that is already accredited offers a new award program (and has obtained graduates for that program) the existing accreditation does not automatically apply to the new program; rather the new program must first be evaluated (*in its institutional context*) in its own right and on its own merits before it can be regarded as being accredited. Such an evaluation necessarily involves more than mere consideration of the specific academic or educational aspects pertaining to the new program. More details on this scenario may be found in Section 5.2 below.

In this way, MENATE accreditation has an emphasis upon whole-institution evaluation and improvement, but also includes focused evaluation and validation of the specific award program(s) offered by the institution. In answer to the question, does MENATE accredit institutions or programs, MENATE's response is that it is not an "either/or" situation, but a carefully nuanced "both/and."

2.6 The Five Components of MENATE Accreditation

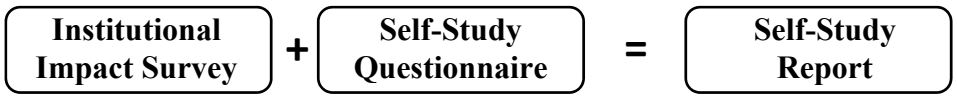
2.6.1 Self-Reflection and Evaluation: The Self-Study Report

Completing a comprehensive Self-Study Report is the primary institutional task in the accreditation process. This involves the institution engaging in significant self-reflection and analysis about itself as a complete institution, its academic programs, and the impact of those programs upon both its students, and upon the wider church and society.

The MENATE Self-Study process involves two main steps:

1. *Institutional Impact Survey (IIS).*
   The first step is to complete a survey of institutional stakeholders concerning the Institutional Impact of the school or seminary.
2. *Self-Study Questionnaire (SSQ).*
   After completing the IIS, the school or seminary responds to the MENATE Self-Study Questionnaire, describing in detail how it operates in relation to MENATE's educational values and performance standards and, based on analysis of the IIS, identifying existing strengths and areas needing institutional development and improvement.

These two components, the IIS and SSQ, together comprise what is regarded as the institution's *Self-Study Report (SSR).*



A characteristic method of the Self-Study is narrative reporting. This approach enables the institution to tell its story and use supporting documents to attest to its accuracy. Narrative descriptions are to preface or explain all documents attached. The Report will include focus on assessing student learning outcomes and educator effectiveness.

Faculty, administration, students, graduates, board members, church leaders and community representatives all become participants together in this comprehensive Self-Study process.

2.6.2 Peer Assessment

MENATE members are colleagues together in an association that seeks to provide a forum for relationships among the evangelical theological programs in the Middle East. We have agreed to help one another achieve renewal and excellence in our educational programs as we together work with the churches and faith communities of the region as they seek to attain unto the whole measure of the fullness of Christ.

We have identified peer assessment and evaluation as a way of helping one another achieve these aspirations for the churches and our institutions. Together we have created an evaluation process that is intended to lead to the accreditation of our institutions and programs.

MENATE accreditation thus involves a process of detailed and comprehensive evaluation by appropriately qualified and trained peer educators who form Visiting Evaluation Teams or VETs. Educational peers bring a variety of academic and contextual knowledge, expertise and experience to bear upon the holistic evaluation of each institution seeking first-time or renewed accreditation. VET members are primarily drawn from institutions within the region but may also include external evaluators.

2.6.3 Full Participation: The Key to Program Improvement

The impact of the comprehensive self-study on program improvement is contingent upon the following conditions being fulfilled:

1. The board of directors are consulted in the process of planning and implementing the Self-Study;
2. Faculty are integrally involved in the development of the self-study and are given the opportunity to share their perspectives on educational issues;
3. Student perspectives on vital educational issues are collected;
4. Graduate feedback on the appropriateness of their training is encouraged;
5. The churches or faith communities help refine the standards for ministerial education; and
6. Representatives from the community are drawn into discussions on program impact.

2.6.4 Institutional Benefits from the Accreditation Process

An institution that chooses to engage in the process of accreditation through MENATE will gain the following benefits:

1. Preparing a Self-Study Report enables an institution to identify its strengths and weaknesses, alongside receiving constructive feedback from institutional stakeholders.
2. The self-study process thus allows the institution to identify areas of present success, as well as areas needing improvement.
3. Self-study helps administration, faculty and the institutional constituency to identify the unique roles that their institution fills among ministerial training schools.
4. The accreditation process also creates an enhanced awareness of the importance of fulfilling the institution's unique mission, while strengthening its accountability to, and partnerships with, institutional stakeholders.
5. MENATE's comprehensive whole-institution evaluation process allows for significant external commendation of an institution's strengths, as well as providing significant opportunities for future growth, development and institutional improvement by identifying specific, concrete recommendations and suggestions for attention and action by the institution.
6. Submitting to the accreditation process not only indicates, but strengthens, the resolve to strive for excellence in all areas affecting the institution and the programs it offers to students.
7. Similarly, the institution's stability and sustainability are both indicated and enhanced in significant ways through the accreditation process.
8. Institutions further benefit from the collegiality that develops through relating to members of the MENATE Accrediting Commission and other peer evaluators as they help move them towards accreditation.
9. MENATE believes that, through its international membership of ICETE, accreditation of member schools will provide the potential for international recognition and validation of an institution's degree programs, and thus importantly of the awards received by students.

2.6.5 Predictable Steps Toward Accreditation

When a Full Member of MENATE wishes to pursue MENATE accreditation for one or more of its academic awards, the sequence of steps is summarized here as follows.

1. Ask for and receive a preliminary site visit (which may include a more thorough consultancy visit, if MENATE believes one is advisable, or if requested by the institution, before or after formal candidacy for accreditation, at the expense of the institution).
2. Become a candidate for accreditation through submitting the required application form and gaining MENATE approval for candidacy.
3. When the institution is sufficiently ready to begin the self-study process, request from the MENATE office target visit dates for accreditation evaluation (the request should be made *at least 9-12 months prior* to the proposed visit dates; MENATE may choose to refuse visit dates with less notice than this). [Following this request the MENATE AC will appoint evaluators for the visit.]
4. Implement a comprehensive self-study process, including completion of both an Institutional Impact Survey and the MENATE Self-Study Questionnaire. The combined Self-Study Report must be submitted at least *three months prior* to the proposed evaluation visit date.

5. Together with the MENATE office, confirm the proposed dates for a site visit for a MENATE Visiting Evaluation Team (VET), and begin arranging the logistics for this evaluation visit.
6. Host the MENATE Visiting Evaluation Team (VET) for the scheduled accreditation evaluation visit. [During and immediately following the visit the MENATE VET will prepare a detailed evaluation report for the MENATE Accrediting Commission, including recommendations for institutional improvement and regarding the accreditation of the institution and its programs.]
7. Await the accreditation decision of the MENATE Accrediting Commission, based upon the Report submitted by the MENATE VET.
8. Begin to implement MENATE recommendations and make plans for continuing self-evaluation and improvement.
9. Submit to periodic review (annual summaries and periodic re-accreditation self-evaluations).

3. MENATE Accreditation Procedures

Accreditation is a three-phase experience: the first phase being an application for candidacy – available *only* to those institutions who have already been granted Full membership in MENATE (3.1); the second phase moves the applicant from candidacy to accredited status (3.2); and the third phase is one of continuous improvement and evaluation to maintain accreditation (3.3).

(A section on criteria and procedures for membership is found in the MENATE constitution).

3.1 From MENATE Membership to Candidacy for Accreditation

1. Application Requested
   After having obtained full MENATE membership, a MENATE member school requests an Application for Candidacy for MENATE Accreditation from the Accrediting Commission. The Accreditation Officer will send the application form to the member.

2. Pre-Requisite Criteria Understood
   The pre-requisite criteria for candidate status for accreditation are:
   (i) The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.
   (ii) The institution may only be accredited after demonstrating at least four years of stable operation.
   (iii) The institution has effectively organized adequate human, financial and physical resources into its educational and other programs so that it is accomplishing its immediate purposes.
   (iv) The institution has adopted and is following realistic plans to acquire and organize any additional resources needed to accomplish all its stated purposes.
   (v) The institution has (or soon will have) graduates in each of the specific programs for which accreditation is to be sought. It may apply for accreditation *prior* to having graduates but *must* have graduates before preparing its Self-Study Report and before the MENATE evaluation visit. As part of the self-study process, the institution must be able to demonstrate that the intended learning outcomes of its degree programs are being achieved in the lives of its graduating students.
   (vi) The institution has the potential to achieve accreditation within the normal four-year candidacy period.

3. Application Completed and Sent
   The MENATE member fills out the application form. It is the institution's responsibility to show that it conforms to MENATE's criteria for candidacy. The completed application should be sent by e-mail to the MENATE Accreditation Officer. By separate means the application fee set by MENATE must be sent before an application can be reviewed.

4. Application Reviewed
   The application will be reviewed by the Accreditation Officer and the Accrediting Commission to determine if the applicant is likely to fulfill the conditions of accreditation within the four-year candidacy period. The Accrediting Commission normally meets twice a year, in early autumn and early spring. A visit to the institution by the Officer and another AC Member may be required to verify that the school is ready for Candidacy status.

5. Candidacy Visit
   If a candidacy visit is recommended by MENATE, or is requested by the institution, two types of visit may be offered: (i) the first is a simple visit to verify the institution's readiness for candidacy status, aimed at ensuring that the institution understands the MENATE accreditation process and responsibilities, and that it appears ready to begin the process; (ii) the second is what might be termed a MENATE consultancy visit, in which a preliminary evaluation of the institution and its programs will be carried out based on the MENATE performance standards, leading to recommendations on actions either necessary to achieve accreditation or for more general improvement prior to a full accreditation evaluation. In the first case, MENATE would pay for the airfare(s) involved and the institution would pay for any local hosting expenses. In the second case, the institution will be charged fifty percent of the regular accreditation evaluation fee, plus all visitor expenses (airfares and local hosting expenses).

6. Decision by the Accrediting Commission
   A majority vote by the Accrediting Commission will decide for or against candidacy and may place prerequisite conditions on Candidacy. The Accreditation Officer will inform the member on the Commission's decision regarding their Candidacy status.

7. Denial of Candidacy
   If the Commission determines that the institution is not likely to achieve Accredited status within a four-year candidacy period, Candidacy status will be denied. A letter to the member stating the reasons for denial will accompany the returned application. Fifty percent of the application fee will be returned to the member. A member whose initial application has not been accepted may, if it wishes, make a new application after one year.

8. Fees During Candidacy
   During the time that the institution is a registered candidate, it will pay the same annual participant fees that are paid by fully accredited institutions.

9. Time Limits and Extensions
   An institution may remain a candidate for a period of four years. At the end of this time its candidate status will be automatically terminated, unless an extension is granted by MENATE. On request, for exceptional reasons, the MENATE Officer, after consultation with, and the agreement, of the MENATE AC Chair, may grant such extensions for one year at a time. Normally this will only be granted if the Self-Study process has made significant progress.

10. Publication of Candidate Status
    Institutions which are registered candidates under MENATE may indicate this in their publications, i.e. "Seminary X is a candidate for accreditation with the Middle East and North Africa Association for Theological Education (MENATE)." They may not use the phrase "accredited by MENATE" until full accreditation is granted.

11. Conflict of Interest
    MENATE Accrediting Commission members who are also on the faculty, staff or board of a MENATE-related institution cannot participate in any procedure concerning the granting of Candidacy status to that institution.

3.2 From Candidacy to Accreditation

(This section includes procedures for already accredited institutions who apply for the renewal of their existing accreditation.)

1. Planning for the Accreditation Process
   The MENATE accreditation process is demanding and requires a significant, serious commitment of time, human and financial resources from an institution. Planning for the Self-Study process and a MENATE Accreditation Evaluation Visit must begin *at least a year* before the proposed Visit is to take place. The following is a guide to the time frames required:

Self-Study Task	Task Duration / Timing
Self-Study Report Part I: *Institutional Impact Survey*	3 months (or longer for institutions whose students come from multiple countries)
Self-Study Report Part II: *Self-Study Questionnaire*	Minimum 3-6 months after completing the *Institutional Impact Survey*
Submission of completed Self-Study Report (Parts I & II) to MENATE	At least 3 months *prior* to the scheduled evaluation visit

2. Scheduling of the Evaluation Visit
   MENATE Accreditation Evaluation Visits will normally be scheduled during the months of February and March, to ensure that the Visit will take place not more than three months before the Spring Accrediting Commission meeting. This allows time for an evaluation Report to be finalized and then submitted to the Commission, and for accreditation decisions to be made without a long wait after a visit has been made.

   Exceptions for joint accreditation visits (with another recognized accrediting agency, such as ATA, ECTE, or ACTEA) or for unusual circumstances might be permitted, subject to the availability of MENATE evaluators and adequate notice having been given, including a commitment to have the Self-Study Report completed three visit months prior to the proposed visit. However, in the absence of these conditions, MENATE reserves the right to require a visit during the specified months of February or March.

   The institution may suggest possible dates to the MENATE Accreditation Officer who will *tentatively confirm* the dates after conferring with the AC Chair. Given the significant preparation required for an Evaluation Visit, including a two-part self-study process, target dates should normally be set approximately *one year* in advance.

   MENATE also reserves the right to postpone an Evaluation Visit to more suitable, mutually agreed dates where necessary, although striving for the earliest possible opportunity, and with a minimum of three months' notice to all parties.

The exact Visit dates will then be *confirmed* by the Accreditation Officer after it is known that MENATE will be able to provide a Visiting Evaluation Team for those dates, and in agreement with the institution seeking accreditation, who also must confirm that their Self-Study Report will be submitted three months prior to the visit. If it is likely that the Self-Study Report will not be ready on time, MENATE may choose to postpone the Visit to a more suitable date.

3. Appointment of a Visiting Evaluation Team
   After tentatively confirming dates for a proposed Evaluation Visit, the MENATE Accreditation Officer will work with the Accrediting Commission Chair to select external peer reviewers to form a MENATE Visiting Evaluation Team (VET). Whenever possible, recommendations for VET members will be sought during an AC meeting. The evaluation team shall normally be composed of three persons, one of whom must be a member of the Accrediting Commission. An institution may also make a general request for at least one evaluator who understands well their particular educational delivery method(s), but without suggesting any specific persons.

   Fuller details about the selection and training of MENATE VET members may be found in the MENATE *Visiting Evaluation Team Handbook* (a separate document).

   The AC Chair is responsible for appointing a MENATE VET leader from the selected team members. In the case of joint accreditation visits, the AC Chair is responsible for negotiating overall VET leadership with the other participating agency (or agencies).

4. Self-Evaluation – the MENATE Self-Study Process
   After an institution has officially obtained candidate status, or has requested an accreditation renewal visit, it will begin a process of careful self-evaluation, following the guidelines found in Section 8 of this Manual), which should lead to it progressively making whatever adjustments are necessary to meet MENATE standards. While the institution is making the self-evaluation and carrying out any necessary improvements, it is wise that they keep in close and frequent contact with the MENATE Accreditation Officer for advice.

   The MENATE self-study process includes two main, sequential steps: Part I is the *Institutional Impact Survey*, which should be completed prior to beginning Part II, a detailed, written *Self-Study Questionnaire*. The latter includes the institution's own self-evaluation, measured against the MENATE performance standards, and its own recommended improvements. Together these two documents make up the institution's *Self-Study Report* (see Section 2.6.1 above and Section 8 below).

   At the end of the self-evaluation process, the institution will submit its Self-Study Report (and any supporting documentation) electronically, to the MENATE Accreditation Officer, *no less than three (3) months* prior to the scheduled visit. The MENATE Officer will then send it to the appointed VET members within a week of receiving it.

5. Initial recommendations
   The Accrediting Commission and appointed VET may, both during the process of self-evaluation and after the Self-Study Report has been submitted, recommend various improvements or adjustments relating to the institution and its program(s) to enhance its move toward accreditation.

6. Preparation for the Evaluation Visit
   After MENATE has received the Self-Study Report, the institution's appointed liaison officer will work with the VET leader and Accreditation Officer to prepare and finalize a detailed schedule for the visit. More details on this task are provided in the MENATE *VET Handbook*.

   In the three months prior to the visit the VET members will be asked to read the Self-Study Report (and accompanying documents) in preparation for their evaluative tasks. The VET leader may allocate specific responsibilities (focusing on certain areas of evaluation) to VET members. He/she may request the institution to remedy any deficiencies or omissions in the documentation or reporting.

7. MENATE Evaluation Visit
   Over the scheduled dates, the appointed MENATE Visiting Evaluation Team will come to the institution to evaluate its program(s) in relation to both parts of its Self-Study Report (the Institutional Impact Survey and the Self-Study Questionnaire) and also to MENATE's performance standards. As noted above, MENATE accreditation involves a whole-institution evaluation, so every aspect of the institution is discussed and examined, and not just the academic aspects of the program(s) for which accreditation is sought.

   The overall tasks of the VET are to verify the claims, statements and facts presented in the institution's Self-Study Report, to determine the academic credibility of the program(s) being assessed, and to identify areas where the institution should be commended and where it can or must improve. In the context of the whole-institution evaluation, the VET is also able to come to some initial conclusions and recommendations regarding whether or not accreditation should be granted by the Accrediting Commission for the program(s) in question.

   More details on the nature of an Evaluation Visit and the role of the Visiting Evaluation Team are supplied in the MENATE *VET Handbook*.

8. Visitation Expenses
   When applying for accreditation, the institution will pay MENATE the application fee stated on the Application form.

   The institution is also responsible to cover all travel expenses (economy flights and transfers), and the food and accommodation expenses of the visitors, reimbursing them before the end of the visit. For further details on this, please see the MENATE *VET Handbook*.

   However, MENATE evaluators are expected to contribute their own time and services free of charge.

9. Visitation Reporting
   At the end of the Evaluation Visit, the VET may verbally share with designated leaders of the institution its main observations, commendations, and recommendations.
   A written report at this stage is not expected, and the VET will refrain from sharing its overall recommendations concerning the accreditation of the institution and its program(s), since such decisions are made by the full Accrediting Commission and not by the VET.

A MENATE VET Report is usually presented in two parts:
(i) Part I represents a descriptive evaluation of the institution and its program(s), including the VET's main observations, commendations, notations, and recommendations for institutional improvement and, where necessary, compliance with MENATE standards. The final section of Part I (not shared immediately with the institution) represents the VET recommendations to the MENATE Accrediting Commission concerning the accreditation of the institution and its program(s); (ii) while Part II focuses on the MENATE performance standard gradings.

Further details concerning the VET Report are provided in the MENATE *VET Handbook*.

When the VET Report has been completed, it is sent by the VET leader to the MENATE Accreditation Officer. After removing the final recommendations concerning the accreditation of the institution, the Officer will send the Report to the Head of the institution and its Academic Dean requesting correction of any factual inaccuracies. Two weeks are granted for the correction stage. The institution may not alter any of the recommendations.

When the Report is finalized, the Accreditation Officer sends the completed Report (Parts I and II) to members of the Accrediting Commission, requesting their review in preparation for their next meeting. A VET Report (as the report of the Visiting Evaluation Team) is regarded as final after the corrected version has been sent to the Accrediting Commission for approval. However, the AC makes final decisions concerning all accreditation matters, not the VET.

10. Accrediting Commission Decision and Report

(i) AC Decision

As the Evaluation Visit should have been scheduled to take place within three months of an AC meeting, it is expected that the AC will discuss the Report and make its decisions during an AC meeting.

If an AC meeting must be postponed or cancelled, or lacks a voting quorum, and the next AC meeting will then take place more than six months from the Visit date, then the AC may discuss and approve a VET Report and accreditation recommendations by email and full consensus will be required to validate any decisions made. Should AC members be unable to achieve a consensus by email, then the AC should convene by video conference at the earliest opportunity to resolve the matter. In this way MENATE will endeavor to ensure that decisions regarding accreditation are made within a maximum of six months from the Visit date.

The AC will deliberate on any concerns about the VET Report or its recommendations and amend its accreditation recommendations as necessary. Formally, the AC will not alter the text of the VET Report as such, since it represents the observations and recommendations of the VET.

After consideration of all relevant submissions, the Accrediting Commission, may decide:

a. to grant accreditation to the institution for a specific program or programs;
b. to grant provisional accreditation, with notation of specific deficiencies and a stated time-frame for their correction;
c. to delay accreditation until certain specific deficiencies are corrected within a stated time-frame; or
d. to deny accreditation, for stated reasons.

MENATE accreditation is normally offered for a period of six years, which will technically commence from the date of the Executive Committee's ratification of the Accrediting Commission's Report. This period applies without change for each of the first three categories of possible decision.

(ii) Accrediting Commission Report

After voting to approve the VET Report, decide on any amendments, and make a final decision on the institution's accreditation, the AC will issue a supplementary, official, written letter, signed initially by the AC Chair, describing the accreditation decisions of the AC, and outlining where amendments or changes to the Report have been made by the AC (if there are any). If specific changes have been noted, these will supersede the relevant statements or recommendations contained in the VET Report.

The official AC decision letter will then be attached to the two parts of the VET Report to form one new official document. This new document will be regarded as the *Accrediting Commission Report* concerning the accreditation of the institution, and this Report bears the authority of the whole Accrediting Commission of MENATE.

(iii) Executive Committee Ratification

The AC Chair (or in his/her absence, the Accreditation Officer) will present the AC's decisions to the Executive Committee for ratification. The presentation will focus on the main overall recommendation(s) concerning the accreditation of the institution, while highlighting any major institutional changes, notations, or special issues of concern or interest.
The Executive Committee may choose to ratify the AC decisions, or if deemed necessary refer any matters back to the AC for further consideration. Once ratified, the MENATE Executive Director appends his/her signature to the *Accrediting Commission Report*, alongside that of the AC Chair.

(iv) Distribution of the AC Report

Once ratified by the Executive Committee, the signed *Accrediting Commission Report* will be sent to the institution by the Accreditation Officer, and the institution may begin to work on the Report's recommendations.

MENATE encourages institutions to share copies of the *Accrediting Commission Report* with its Board and executive and academic leadership for their action during the accreditation period.

For information purposes, the MENATE Executive Director will later report any institutional accreditation decisions (and follow-up) to the General Assembly.

11. Withdrawal

An institution may at any time during the process of seeking accreditation through MENATE voluntarily withdraw from that process and from its candidate status. No refund of fees or charges will be made.

12. Re-Application

Institutions whose candidacy has been either terminated or withdrawn may, if they wish, make a fresh application for candidate status after an interval of one year. At that point new candidate fees would be levied.

13. Publication of Accredited Status
    Institutions which have been granted accreditation under MENATE may specify in their publications and credentials the type(s) of accreditation they possess.

3.3 Maintaining Accreditation

1. The MENATE Accreditation Period
   The MENATE accreditation period technically refers to the six years of accreditation offered to the institution for its approved program(s) from the date of the Executive Committee's ratification of the *Accrediting Commission Report* concerning the institution's accreditation status, though practically speaking it relates to the period in between MENATE evaluation visits.

   Once the institution receives the final *Accrediting Commission Report*, it may begin work on implementing the notations, recommendations, and suggestions in the Report (for the meaning of these terms, see Section 4.1.4 in the MENATE *VET Handbook*, and Section 5 immediately below). These institutional improvements are to be worked on during the accreditation period.

2. Annual Report and Accreditation Fee
   Accredited institutions will be required to submit an Annual Report updating information on the institution and its program, together with the annual accreditation fee to maintain their accreditation status.

   The Annual Report should include progress updates concerning the implementation of MENATE notations and recommendations, referring to the *Accrediting Commission Report* and to the institution's own *Initial Response Report* (on this see the next section).

   Failure to submit the Annual Report and related fees will incur financial penalties, and may result, after two consecutive reminders and warnings, in suspension of the institution's accreditation status. Before accreditation can be reinstated the required fees and any additional financial penalties must be paid.

   Should the institution fail to submit an Annual Report and accreditation fees for a third consecutive year, its accreditation status may be cancelled.

3. Standard Accreditation Reporting
   In addition to the Annual Reports, and aside from any notation compliance reports (on these, see Section 5 below), MENATE requires an accredited institution to complete, during the accreditation period, two standard, specific accreditation-related reports:

   (i) *Initial Response Report*: Within 12 months of an accreditation Report, the institution should send an *Initial Response Report* to the Accreditation Officer, stating any progress made thus far in fulfilling the recommendations and any notations made by the MENATE VET, as well as the institution's intentions concerning any unfulfilled recommendations for the period from then until the end of the specified accreditation period. The report should quote or restate the essence of each MENATE recommendation and present the institution's response underneath each point. A copy of the Report should be forwarded to Accrediting Commission members for review.

(ii) *Final Compliance Report*: At the end of the accreditation period (usually six years), the institution should complete a *Final Compliance Report* stating briefly what actions it has taken toward fulfilling each of the MENATE notations and recommendations in the *Accrediting Commission Report*, and its intentions regarding any still unfulfilled recommendations.

Both the *Final Compliance Report* and the previous *Accrediting Commission Report* should be included in full as Appendices to the institution's next Self-Study Report, prepared for the institution's application to renew its accreditation at the end of the accreditation period. Each of these Reports should be submitted to the MENATE Accreditation Officer *three months prior* to the scheduled Accreditation Renewal Evaluation visit.

The *Final Compliance Report* will be reviewed by the newly appointed Visiting Evaluation Team and should also be circulated to the Accrediting Commission.

4. Review for Accreditation Renewal

Periodically, accredited institutions will be expected to renew their accreditation by undergoing a new Self-Study process and an Accreditation Renewal Evaluation Visit, essentially as described in the previous section [2.2]. This review will normally take place every six years, but variations may be permitted where joint accreditation has been requested or to re-synchronize the accreditation cycle for multiple programs. Expenses for the new Evaluation Visit will be handled in the same manner as for the initial Visit.

As before, the decision to renew the institution's accreditation will be made by the Accrediting Commission, after considering the recommendation from the Visiting Evaluation Team (VET).

5. Notations

When the institution's program, considered as a whole, meets MENATE standards for accreditation, but is nevertheless deficient in a given point or points, which have been specified as notations in the *Accrediting Commission Report* (for the definition of a notation, see the MENATE *VET Handbook*, Section 4.1.4), the accreditation status of the institution may be dependent on correction of the notations within a prescribed time period.

Such notations may arise either in connection with the initial accreditation Evaluation Visit, or from information such as that supplied in the Annual Report, or from the accreditation renewal process.

Notations always represent compulsory actions required of the institution. In most cases notations carry the implication of provisional accreditation status until compliance with the requirements has been demonstrated and verified. However, in some cases, notations can be made, while full accreditation is granted to the institution. In either case, however, non-compliance can result in the institution ultimately losing its accreditation status.

Normally the period for corrections of notations will be not less than a year and not more than two years. Occasionally, notations are made with a more urgent time-frame in mind.

To remove a notation (and any provisional accreditation status that has been attached to it), the institution must fully comply with the notation and send to the MENATE Accreditation Officer a *Notation Compliance Report* explaining the steps carried out to correct the notation.

The Accreditation Officer will forward the *Notation Compliance Report* to the Accrediting Commission for careful review.

Notations will be removed when the Accrediting Commission determines that any deficiency has been corrected. An on-site visit may be necessary for such verification and might be carried out by the Accreditation Officer and/or a member of the previous VET. Expenses for determining the removal of the notation must be met by the institution.

The Accreditation Officer will advise the institution of the decisions of the AC. However, if a change in accreditation status is made, an official letter, signed by the AC Chair, will be sent.

If an institution fails to correct a notation within the specified time-frame, the Accrediting Commission may place the institution on probation or under suspension of accreditation (see sections 6 and 9 below).

6. Probation
   When an institution's program declines in quality so that it no longer measures up to MENATE standards when considered as a whole, the institution may be placed on probation (if in the judgment of the Accrediting Commission the institution has the ability and the willingness to correct the deficiency within necessary time limits).

   If probation is ever necessary, the Accrediting Commission will set a time limit for correction, of not less than a year and not more than two years. The probation will be removed when the Accrediting Commission determines that the deficiency has been corrected. Prescribed MENATE expenses for determining the removal of probation will be carried by the institution.

7. Substantial Institutional Change
   When substantial institutional changes take place, such as new programs, changing campus locations, changes in senior staff, or moving to a new degree level, these changes are to be communicated to the MENATE Accrediting Officer or Accrediting Commission Chair and clearly mentioned in the institution's Annual Report, in order to determine what impact (if any) these changes might have on the accreditation process or the status of the institution and its academic programs. If MENATE believes such changes may have a substantial impact upon an institution's viability or stability, or its ability to maintain any accredited academic programs, MENATE may choose to make (at its own expense) a site visit to examine the extent of this impact. Any major disruption to the academic programs, or the potential for the same, will then be reported to the Accrediting Commission for consideration and possible action. The AC may choose to offer advice, give a warning, or place the institution under probation or accreditation suspension.

8. Public Status
   When an institution has a notation against its name, or is on probation, it is still accredited and may continue to say so in its publications and credentials. However, if provisional accreditation has been granted, subject to compliance with any notations, then public statements must state explicitly that the accreditation is 'provisional.'

9. Suspension of Accreditation
   The accreditation of an institution may be suspended by the Accrediting Commission on such grounds as failure after due reminder to comply with MENATE procedures or directives or major, but temporary, interruption of the institution's program.

Member schools may appeal the decision for suspension according to the procedure outlined in point 12 below.

Reinstatement will follow compliance with any requirements set by the Accrediting Commission according to the individual case. Expenses for determining compliance will be carried by the institution.

10. Removal of Accreditation

MENATE may remove the accreditation of an institution or a specific program, after due advance warning, when:

a. An institution discontinues an academic program with no short-term prospect of it being re-instated;
b. An institution has been placed on probation or suspension and has failed to correct any noted deficiencies during the period of probation or suspension;
c. An institution has failed to comply with standard MENATE procedures or directives after due warning.

The final decision on any removal of accreditation will be made by the Accrediting Commission and ratified by the Executive Committee. For further details about this, see also Section 5.3 below.

11. Withdrawal

An institution may at any time voluntarily withdraw from MENATE accreditation on due notice to the MENATE Accrediting Commission. No refund of fees or extra charges will be made.

12. Appeals

An institution may, if it wishes, appeal to MENATE for stated reasons to reconsider any decision made to place that institution on probation, to suspend or remove its accreditation, or any other concern. An appeal shall be addressed in writing to the Chair of the Accrediting Commission and copied to the MENATE Accreditation Officer. The written letter should include the reasons motivating the appeal as well as the desired outcome from the standpoint of the appealing institution.

The MENATE Appeal Committee will comprise the Accrediting Commission Chair, Accreditation Officer and the Executive Committee Chair (if there is no conflict of interest for any of these parties; in case of either the Chair or the Officer also being VET members, the MENATE Executive Director will be asked to participate).

Upon investigation of the matter, the Appeal Committee may take appropriate action, reporting to the AC and ExCom for their information. The MENATE Executive Director is also to be informed of the process and of any deliberations.

13. Re-Application

An institution whose accreditation has terminated for any reason may, if it wishes, make application in the normal manner for registration as a candidate for accreditation after an interval of two years.

4. MENATE Visiting Evaluation Teams (VETs)

4.1 Overview

An essential part of objective evaluation and program improvement is peer review. The MENATE Visiting Evaluation Team (VET) fulfills the peer review function.

The purpose of a MENATE Evaluation Team is to conduct evaluations of MENATE member institutions, implementing MENATE's accreditation processes. This includes:

(i) Thorough review of an institution's *Self-Study Report* (both the *Institutional Impact Survey* and *Self-Study Questionnaire* and supporting documentation);

(ii) An on-site review of the institution to verify these reports and the statements and claims made therein, and to evaluate various aspects of the institution and its program(s) in relation to MENATE's educational values and performance standards, thus determining the academic credibility of the program(s) being assessed; and

(iii) Submitting a report to the MENATE Accrediting Commission on an institution's readiness for accreditation, including recommended or required areas for institutional and program improvement, though also commending the institution for its strengths where appropriate, and coming to some initial conclusions and recommendations regarding whether or not accreditation should be granted by the Accrediting Commission for the particular program(s) in question.

To assist institutions in successful VET appointments, so that they will know exactly what to expect before, during and after a MENATE evaluation visit, and to help VET team members in clearly understanding the scope and responsibilities of their role, MENATE has prepared, as a separate document from this Manual, a *Visiting Evaluation Team Handbook* or *VET Handbook*. This *Handbook* should be closely referred to by both MENATE institutions and evaluators. It builds upon the policies, processes, values and standards of this Manual.

The summative report of the VET, the *Visiting Evaluation Team Report* (or *VET Report*), is the primary document produced by the team. This document, written in simple but clear language, should give the institution and the MENATE Accrediting Commission an adequate summary of the institution's accomplishments and directions for further growth. It is described more thoroughly in the *VET Handbook*.

4.2 The MENATE VET Handbook

As mentioned, the MENATE *VET Handbook* needs to be referred to by institutions preparing for accreditation evaluation visits and provides a procedural guide for MENATE evaluators.

The *VET Handbook* includes descriptive details in key sections such as:

- Institutional Preparation for a MENATE Visit
  - Documents that must be submitted to MENATE three months before the visit
  - Practical guidelines for institutions receiving a MENATE VET
- Specific Guidelines for MENATE Visiting Evaluation Teams
  - Selection criteria for MENATE evaluators (VET members)
  - VET team leader and team member responsibilities

- Guidelines for the MENATE VET Report
    - Practical guidelines for the evaluative task and report writing process
    - The structure and content of a MENATE VET Report, and its two main parts
    - A summary of the VET Report timetable following an evaluation visit
- Presentation of the VET Report
    - What to expect in the presentation of a VET Report and how it is finalized
- The Accrediting Commission Report
    - How the Accrediting Commission's decisions concerning accreditation are made, ratified, and communicated.

As each of these topics are dealt with thoroughly in the *VET Handbook* they will not be repeated or discussed further here in this Manual.

5. Special Situations

5.1 Accreditation of Awards Granted During (or Prior to) Candidacy Status

Although MENATE's institutional accreditation is granted for a period of six years from the date of the Executive Committee's ratification of the *Accrediting Commission Report*, students who have graduated *during* the candidacy period may legitimately regard their degrees as accredited if and when MENATE does grant accreditation to the institution following the Evaluation Visit, and if the institution can demonstrate that the Award Program has remained substantially the same throughout the candidacy period. In its Self-Study Report, the institution should advise if this is in fact the case.

Under particular circumstances, MENATE may regard an award granted one year *prior* to the institution's application for candidacy as also being accredited. This might happen when an institution has waited until it had Program graduates before applying for candidacy status. In this situation the institution should request a specific ruling on the matter from the Accrediting Commission after supplying all pertinent details and a justification for the proposed retrospective degree recognition.

Clearly, a stronger case for the recognition of degrees granted prior to gaining accreditation for a new program can be made for already-accredited institutions than for those seeking accreditation for the first time, but such recognition is possible in either situation.

Nevertheless, in each case, MENATE's formal Certificate of Accreditation will be dated from the ratification of the *Accrediting Commission Report* by the Executive Committee, and not from the date of any previous graduation ceremony.

MENATE invites concerned employers of an institution's graduates, or institutions of further learning with whom they wish to study, to contact it for clarification in any case of doubt about the validity of any given MENATE-accredited award.

5.2 Accreditation of New Award Programs

As noted above, MENATE accreditation concerns whole-institution evaluation and improvement. New award programs are not automatically accredited, but rather must be carefully evaluated in their own right and on their own merits and, as always, in their institutional contexts.

As noted elsewhere, new award programs must have graduates before they become eligible for accreditation evaluation.

Two scenarios exist for institutions seeking accreditation of new award programs, depending upon whether evaluation of the new program is to be carried out during the first half of an existing accreditation cycle, or the second half:

(i) Evaluation within the first half of an accreditation cycle. When such a program is evaluated within the first half (i.e. three years) of an existing six-year accreditation cycle, the comprehensive whole-institution evaluation does not need to be repeated and the evaluation focus may shift primarily to that of the new program. However, the evaluation will also include consideration of any significant institutional changes since the previous evaluation visit and progress toward fulfilment of the MENATE recommendations made at that visit. A MENATE VET also has the right to make new recommendations related to the institution as a whole should they identify any other areas as needing improvement.

Self-Study reporting requirements may in this case be reduced to a comprehensive and thorough narrative description of the new program, a narrative record of significant institutional changes, and reporting on progress made on MENATE's previous recommendations, and should also include updates on faculty members, student numbers and other pertinent statistics for each of the institution's programs (and not only the new program[s]). The most recent Self-Study Report may in this case be offered as a foundational document, augmented by a shorter, new Report.

(ii) Evaluation in the second half of an accreditation cycle. But if a new program evaluation takes place in the final half (final three years) of an accreditation period, it is expected that the evaluation of the institution will be more thorough and comprehensive, including the writing of a new Self-Study Report. Institutions intending to do this may (i) consider delaying the evaluation of the new program until the next scheduled evaluation visit for all of their programs (MENATE's preferred option)* or, alternatively, may (ii) request permission of the Accrediting Commission to conduct an early, whole-institution evaluation of all the institution's programs, including the new one(s), effectively cutting short the existing accreditation period for already-accredited programs, and re-setting the institution's accreditation cycle so that it becomes synchronized for all of the institution's programs. Permission in the latter case is purely at the discretion of the Commission.

(* In this case, students who have graduated from the new program(s) prior to the institution's application for their accreditation are in no way disadvantaged, as the provisions of the previous section [§5.1] will apply to them also.)

In each case, the institution, through on-site interviews and the documentation provided to MENATE evaluators, must be able to demonstrate the viability of the new program. Either way, MENATE's preference is for institutions to have all their accredited awards within the same accreditation cycle, and thus strongly encourages institutions to look for ways to re-synchronize their program accreditation cycles at the earliest opportunity.

The Accrediting Commission reserves the right, in consultation with the institution, to impose such a re-synchronization of accreditation cycles to ensure that accreditation evaluations are conducted with the most efficient use of time and evaluation personnel. This may mean (i) either cutting short the accreditation cycle of an existing or new program, or (ii), where warranted and after due investigation, extending an existing accreditation cycle by a maximum of two years.

To summarize the foregoing, for the two scenarios envisaged, accreditation implications will be, respectively:

Scenario for accreditation of new programs (within already accredited institutions)	**(i) Accreditation of new program sought in *first* half (three years) of existing accreditation cycle**	**(ii) Accreditation of new program sought in *second* half (three years) of existing accreditation cycle**
Self-Study Report implications	Shorter report focusing primarily on the new program, and updates on any significant institutional changes, may supplement the previous Self-Study Report.	A comprehensive, new Self-Study Report must be written, including all details about the new program.
Implications for accreditation evaluation by MENATE	Accreditation evaluation will focus primarily on the new program, but also taking into consideration major changes that took place since the previous evaluation visit. Yet a MENATE VET may also make other recommendations concerning the institution as a whole.	A comprehensive, whole institution evaluation will be required, incorporating the new program alongside already accredited programs.
Implications for the timing of the evaluation visit for the new program	May take place anytime within the first half of the existing accreditation cycle.	Either (a) delay evaluation of the new program to near the end of the existing accreditation cycle; or (b) re-evaluate the existing programs at the time of the evaluation of the new program.
Preferred methods to re-synchronize the accreditation cycles of the institution	Either (a) shorten the accreditation period for the new program to match that of the existing programs; or (b) (*if warranted, and subject to approval by the AC*) extend the accreditation period for existing programs by a maximum of two years.	Either (a) delay accreditation of the new program to near the end of the existing cycle; or (b) shorten the accreditation period of the existing programs, to coincide with the start of the new program's accreditation cycle.

5.3 Termination of an Existing Award Program

If an institution decides to terminate or discontinue an existing award program it should immediately inform the MENATE Accreditation Officer of that decision. The institution should explain in detail how the decision will affect any students currently enrolled in the degree program, how many such students are affected, and what provisions will be offered to the current students in terms of credit towards an alternative degree. The Officer will duly inform members of the Accrediting Commission of all pertinent details.

The AC will give first consideration to the needs of any current students in the program to be discontinued and will assess the viability of allowing them to transfer to another program within the institution (if that option is available). The AC may ask the institution to justify the appropriateness of any arrangements to transfer credit for this purpose. If MENATE deems it important to make a site visit to investigate the issue or to determine the adequacy of any provisions for current students, this may be done (with expenses to be carried by the institution).

The AC after consideration of the matter may choose to implement the provisions of Section 3.3 item 10 above and remove MENATE accreditation of the specified degree program (a decision requiring ratification by the MENATE Executive Committee).

Once ratified by the Executive Committee, MENATE will issue a revised Certificate of Accreditation for the institution, superseding the previous one, which should be returned to MENATE. The new Certificate will specify a revised accreditation period for the degree in question, from the former initial year to the year of the removal of accreditation. The accreditation period for other unaffected degree programs will be specified separately as previously.

By the end of the year of removal of accreditation, the institution must remove references to the terminated degree as being accredited by MENATE from its promotional materials.

5.4 Joint Accreditation Visits

1. Preparation for Joint Visits

MENATE welcomes the opportunity to participate in joint accreditation visits for institutions seeking accreditation from two or more agencies.

The MENATE Accreditation Officer will work with the MENATE member institution and the other accrediting body (or bodies) to finalize the proposed dates and details for the evaluation visit. While MENATE's preference is for visits during the months of February-March, it may be able to accommodate other dates, subject to the availability of three MENATE evaluators for the alternate dates. Institutions will need to accept that the MENATE AC decision on the institution's accreditation may be delayed by as much as six months if a visit is not held during MENATE's preferred months. If mutually acceptable dates cannot be agreed, MENATE will offer its own independent evaluation visit during either February or March.

The MENATE Officer will thus make sure (i) that MENATE evaluators will be available, and (ii) that the institution firmly commits to the timetable of submitting the Self-Study Report (and other documents) three months prior to the proposed visit dates.

As mentioned previously, the AC Chair is responsible for negotiating overall VET leadership with the other participating agency (or agencies). He/she will also appoint a MENATE team leader, if that person is not already going to be the overall joint-VET leader.

The MENATE team leader will work together with MENATE Accreditation Officer, the institution, and the other agency (or agencies) to determine a mutually acceptable visit schedule. Times for each team to meet separately, as well as together jointly, should be included in the schedule.

The MENATE Officer will work to ensure that each team knows MENATE's report-writing procedural preferences and that an overall report-writing procedure is agreed upon well ahead of the visit dates. Similarly, an evaluation report template (format) should be agreed upon by all prior to the visit.

2. Institutional Responsibilities and Self-Study Report Requirements

MENATE will still expect its *Institutional Impact Survey* to be carried out by the institution prior to it beginning to answer the *Self-Study Questionnaire*. If another agency has a similar tool (e.g. a *Stakeholder Survey*) the two (or more) survey instruments may be merged, providing that MENATE's survey questions remain in the merged survey.

For joint visits, MENATE does not expect the institution to write more than one *Self-Study Report*. While MENATE prefers MENATE institutions to use the MENATE *Self-Study Questionnaire* in preparing its *Self-Study Report* it is open to institutions preferring to base their Report on the template of another accrediting agency, subject to some MENATE requirements:

(i) Each of the MENATE questions should be answered somewhere in the combined *Self-Study Report*, which should have unique page numbering on all pages for ease of reference;
(ii) Supporting documents requested by MENATE must be supplied as part of the submitted SSR documentation;
(iii) A separate *MENATE Index* to the *Self-Study Report* (and accompanying documentation) must be prepared, arranged according to the structure of the MENATE *Self-Study Questionnaire*, giving page references for answers to the MENATE questions, and to the requested supporting documentation. This will enable MENATE evaluators to know exactly where to look in the combined *Self-Study Report* for information relating to each of MENATE's performance standards. The *MENATE Index* should be submitted as a separate electronic document and detached from the main *Self-Study Report* if printed.
(iv) The combined documentation must still be submitted according to MENATE's time-frame, *at least three months prior* to the evaluation visit.

3. Joint Evaluation Visit Procedures and Reporting

At the start of the evaluation visit, the overall VET leader may apportion and allocate reasonable visit responsibilities to each member of the joint team in consultation with the other team leaders.

During the visit MENATE evaluators will meet separately from the other teams to decide on their rankings of the institution against the MENATE Performance Standards. This should be done prior to the joint team meeting to decide on the content of a joint evaluation report.

Where possible the joint team should strive towards completing a joint evaluation report, and agree on the major commendations, notations, recommendations and suggestions for the report. And where possible the joint team should strive towards unified overall recommendations concerning the accreditation of each of the award programs under evaluation. Joint report writing should be carried out according to the procedures and template agreed by the respective agencies prior to the visit.

Where the accreditation period (for MENATE this is six years) differs from the other agency (or agencies), the joint Report should state the differing accreditation periods as part of the final accreditation recommendations to each accrediting body.

Should there be any disagreements over any parts of a joint Report, the joint team should strive to prepare a unified Evaluation Report as far as agreement is possible. Where agreement is not possible, the MENATE team should then add a supplementary MENATE Evaluation Report, including any additional commendations, notations or recommendations as are agreed only by the MENATE VET.

The final MENATE VET Report will thus be comprised of either two or three parts:

(i) The agreed Joint Evaluation Report;
(ii) The supplementary MENATE Evaluation Report (if one is necessary); and
(iii) The MENATE Performance Standards rankings.

If the MENATE Accrediting Commission later chooses to modify any recommendation or notation in the final MENATE VET Report, according to the procedures described in Section 3.2.10 above, it may do so without any reference to the other accrediting agencies.

Together, each component of the overall *MENATE VET Report* and the final *Accrediting Commission Report* will be regarded as official as far as MENATE's accreditation of the institution is concerned, and will form the basis for the institution's actions, reporting and obligations to MENATE during the MENATE accreditation period.

4. Institutional Obligations to MENATE During the Accreditation Period

The institution's subsequent reporting obligations to MENATE (see Section 3.3.3 above) will remain unchanged, even where those obligations differ from those expected by the other agencies. Joint accreditation necessarily brings additional work for the institution desiring it, and shortcuts not explicitly allowed above will not be permitted.

5. The MENATE Accreditation Period and Accreditation Renewal

The official MENATE accreditation period will remain six years. However, an institution seeking joint renewal of accreditation is free to cut short the MENATE accreditation period to ensure that its various accreditation cycles remain synchronized. It may not, however, increase the MENATE accreditation period should another agency offer a longer period for its accreditation.

6. MENATE Credit Counting and Degree Specifications

6.1 MENATE Credit Counting

Aware of the diversity of credit counting systems and philosophies in the theological education world, and the desire of several MENATE member schools for joint accreditation with MENATE and one or more other accrediting agencies, MENATE has chosen a credit counting path with a high degree of flexibility that allows MENATE schools to choose between two major options

Option I may be referred to as a Flexible Carnegie system or FC for short, while Option II is the European Credit Transfer and Accumulation Scheme or ECTS for short. The former is also used by the ATA and the latter by the ECTE (previously known as the EEAA), both sister accrediting agencies in the ICETE family.

In both cases, credits (FC or ECTS) receive their definition from a specified number of learning hours. For both systems a target volume (or workload) of learning is specified for a full-time student achieving a nominal target of 40 FC credits or 60 ECTS credits over a full year of studies. MENATE schools will be allowed to specify a lower number of credits for an equivalent full-time student over a year of studies, but the award offered will then take longer to achieve.

The following table summarizes the two options available to MENATE schools. Each school should choose one of the two systems according to its educational preference.

	Option I	Option II
Credit system	**Flexible Carnegie (FC) system**	**European Credit (ECTS) system**
1 Credit unit	40 learning hours	28 learning hours
Acceptable range	*37-45 learning hours*	*25-30 learning hours*
Nominal full-time workload over 1 year	1,600 hours (40 FC credits)	1,680 hours (60 ECTS credits)
Acceptable range	*1,500-1,800 hours*	*1,500-1,800 hours*

Under Option I, 40 learning hours per credit could be defined by residential or traditional education providers as 16 hours of class time and 24 hours of outside-class time (a traditional Carnegie prescription of an hour and a half of extra-class work for every hour in class) or a variation of this according to the year level within an academic award. A learning hour is defined as 50 minutes of learning activity and 10 minutes of break or rest time.

MENATE institutions will be free to allocate class hours per course differently, depending on the length of their terms or semesters. However, a non-traditional education provider is free to specify the 40 learning hours *without* reference to *classroom time*, provided that the learning taking place is credible and at a level appropriate to the academic award being offered. For this reason, MENATE is calling Option I the *Flexible* Carnegie system.

To increase flexibility within this system still further, MENATE schools may offer half (0.5) credit units of 20 learning hours if they wish.

Under Option II, one (1) ECTS credit is equivalent to approximately 25-30 hours of learning activity. The ECTS is based on the expected workload of an academic year of full-time study (typically 36-40 weeks) that is equal to 60 credits. Credits are allocated to all learning activities that students complete. As such, 60 credits resembles 1,680 hours of learning activities.

ECTS credits must be given to all types of learning activities within a study program. This means that ECTS credit calculations *must include and quantify* all learning activities and not only in-class time and contact hours with instructors. All learning activities need to be quantified and included in ECTS credit counting. Besides formal learning in the classroom, credit must be calculated for study time, exams preparations, research papers, internships, mentoring, and ministry experience.

In addition, MENATE expects schools to include non-formal learning in their curriculum. Non-formal learning is learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present. These may be assigned credits provided that (i) proper reflection upon the learning activity is documented and (ii) the learning outcomes are clearly defined in the corresponding syllabi.

Example of non-formal learning include Spiritual Disciplines (e.g. worship, prayer, small group meetings) and Written Theological Reflections (where students reflect in writing on various forms of church ministry engagements, elements of daily life such as family relationships, or practical student work on campus). For further explanation, see http://ec.europa.eu/education/ects/users-guide/glossary_en.htm#n.

Furthermore, to favor personal growth, MENATE expects seminaries to include mentoring in its programs as a learning activity for its students. The purpose of mentoring is to provide an environment of trust and accountability where students will mature. Mentoring sessions may address topics such as student's relationship with God, family, human relations, or church. Mentoring programs may be given credits that count towards the target credits of the program under review. The school is expected to develop syllabi for mentoring that includes the learning activities and number of hours expected and means of evaluation.

6.2 MENATE Degree Levels and General Award Types

MENATE recognizes the following degree levels and award types, subject to their satisfactory implementation:

Degree Category	General Award Type	Credit Units		Volume of Learning
		Option I FC	Option II ECTS	
Post-Secondary	Certificate	40	60	1,500 - 1,800 hours (1 year full-time)
	Diploma	80	120	3,000 - 3,600 hours (2 years full-time)
Undergraduate	BTh or BA	120	180	4,500 - 5,400 hours (3 years full-time)
Postgraduate	Certificate	40	60	1,500 - 1,800 hours (1 year full-time)
Masters, 1st degree in theology	MA or equivalent	60-80	90-120	2,500 - 3,300 hours (1.5 - 2 years full-time)
	MTS or equivalent	80	120	3,000 - 3,600 hours (2 years full-time)
	MDiv or equivalent	120	180	4,500 - 5,400 hours (3 years full-time)
Masters, 2nd degree in theology	MTh/MST or equivalent	40-80	60-120	1,500 - 3,600 hours (1 - 2 years full-time)

6.3 MENATE Degree Specifications

In the Self-Study Report institutions should describe their award programs fully, including categories such as the purpose of the award, knowledge and skill expectations for graduates, expectations concerning the application of knowledge and skills, including communication of the knowledge and skills gained, and concerning the personal holistic formation of students during their award studies. Such specifications are closely related to the Graduate Profile expected for each award program (on this see the sample graduate profile provided in Appendix 9.1 below).

In addition, MENATE schools should also specify entry requirements for their award program(s), (holistic) graduation requirements, and further education pathways provided to graduates of each award (for example, is it a terminal degree, or does it lead to a further level of study, to a research degree as the next degree, or what?).

7. The MENATE Performance Standards for Theological Education

I. Administration

1. Mission and Vision

1.1 The institution should have a clearly-stated mission and vision.

1.2 The institutional mission should be clearly related to evangelical theological education.

1.3 The mission and vision statements should be known, understood and supported by the constituency.

1.4 The mission and vision statements should be reviewed periodically to ensure relevance.

1.5 Graduate Profiles will constitute the curricular link between the mission and vision statements and the curriculum (see Appendix on Developing Graduate Profiles).

2. Objectives

2.1 The institution must have in writing a set of clearly defined objectives, approved by the appropriate governing body, which are suitable to its perceived role and commitments, which relate to the institution's program as a whole, and which that program is demonstrably designed to achieve.

2.2 Institutions must establish expectations for the achievement of objectives/outcomes and provide means to demonstrate substantial progress in their achievement.

2.3 The institution is therefore able to show a reasonable attainment of these objectives and outcomes in its achievements.

2.4 The institution must have in operation a structure for the regular evaluation of its objectives, and of its program and achievements in relation to these objectives.

2.5 There must be evidence that the staff is familiar with and accepts these objectives, and that steps are regularly taken to acquaint the students in a practical manner with these objectives and their significance.

3. Governance

3.1 There should be at least an annual meeting of the institution's board.

3.2 There should be an appropriate separation of Board and Executive leadership (management), with defined and appropriate relationships between the two.

3.3 The governance of the institution, including the operations of the proprietors, the board of administration, must be carried out in accordance with written regulations appropriate to the nature and size of the institution.

4. Organization

4.1 Written regulations should include defined lines of authority and clear job descriptions for each administrative office.

4.2 Appropriate policy and procedural manuals/handbooks must include: written guidelines for leadership and employment transitions; policy manuals/handbooks for the board, faculty, library, student services, finance and fundraising offices; and an academic catalog of course offerings.

4.3 Record-keeping procedures for all levels of administration must be adequate in scope, legibility, and documentary security, including adequate archival and electronic backup procedures.

5. Finances

5.1 The financial policies, procedures, and conditions of the institution must be demonstrably sound. There should be an annual external auditing of the financial records.

5.2 The institution must also be able to demonstrate reliable sources of regular financial support.

5.3 Where financial dependence is principally on sources outside its area, there must be in operation a plan to increase the proportion of total income derived from local sources, especially from bodies which sponsor students at the institution.

6. Stability

6.1 The institution must show a satisfactory degree of stability, manifest in such factors as continuity of board membership and administrative leadership, low rate of staff turnover, steady enrollment figures, and sound financial history.

6.2 The institution can provide appropriate policy and procedural manuals/handbooks as essential tools for the assurance of stability (see 4.2 above).

6.3 Institutions must also demonstrate a pattern of steady, planned improvement.

6.4 Institutions may be accredited after at least four years of stable operation.

II. Faculty

As MENATE member schools embrace a variety of educational delivery methods, a wide variety of instructional or teaching staff are involved in the task of theological education, including faculty members, course writers and developers, online-content creators, instructional designers, group facilitators, tutors and others. While the broad category of "faculty" is used here to embrace each of these types of educational staff, the generic term "educators" is occasionally also used. Both terms include each of the various groups just mentioned.

1. Number of faculty

1.1 The faculty must be of sufficient number to support the educational program effectively.

1.2 Instructional delivery shall allow for vital two-way interactions between students and teachers, both inside and outside the formal learning environment.

2. Qualifications

2.1 The members of the faculty must have qualifications adequate to their responsibilities.

2.1.1 Residential/campus-based:

Normally this means faculty members will be in possession of a recognized, professionally attested* academic qualification in their subject area, at least one academic level above the qualification for which the students are being prepared:

- The diploma level should be taught by those who hold at least a bachelor's degree.
- The bachelor's level should be taught by those who hold at least a master's degree.
- The master's level should be taught by those who hold a doctoral degree.
- The doctoral level should be taught by those who have post-doctoral research and ideally having experience in supervision of doctoral dissertations/theses.

(*"Professionally attested" means from a respected, accredited institution).

All credentials should be properly documented.

2.1.2 Non-residential/campus-based (including online and extension education):

(i) Academic leadership

Academic leadership for online programs must be able to demonstrate a high level of pedagogical awareness of best practices in online learning and be able to show that the programs they have overseen the development of do utilize these best practices.

(ii) Course Developers / Course Writers

1. Team course development is to be encouraged. Typically, a good team will include people with expertise in adult learning, instructional design for the medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support should be included in the course development team.
2. Course development team members who are subject experts should be qualified at the Bachelor level for Certificate level courses, at the Master's level for Diploma and Degree level courses, and at the Doctoral level for Master's level courses.
3. Course developers should receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult learning and instructional materials design, which are relevant to the media being used for course delivery.
4. Course development team members who have a role in instructional design should have completed studies at the level of the course they are designing.
5. Course developers should have access to a wealth of resources, and personal experience, relevant to the areas of their course development role.
6. There should be a well-documented process of course development including rigorous field testing, editing and revision.
7. These same standards also apply to those contextualizing courses adopted from other programs and situations.

8. Special attention should be paid to ensuring that all courses include tested and contextualized guides for the group leaders and facilitators, including helps to facilitate group discussion, and the application and assessment of learning.
9. Online course development should include the provision of two types of student guides. There should be simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.

(iii) Group Leaders/Tutors/ Facilitators, including Online Facilitators, and their Trainers

1. Group leaders should have completed studies at the level that they are facilitating or demonstrate a similar level of learning and maturity.
2. Group leaders should receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially in facilitation of group discussion. They should be assessed during training and demonstrate appropriate ability before being officially appointed for their ministry as group leaders.
3. Group leaders should be trained to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institutional staff, and appropriate local church or faith community leadership.
4. The institution should pay special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is encouraged.
5. Trainers of group leaders should usually have similar qualifications to those given for faculty above. They should have a rich experience in group leadership.

(iv) Notes for online and distance learning programs

Fully online and distance learning programs aiming to prepare students for ministry should provide adequate support for students' personal and ministry development.
1. For students' personal development, the educational team running the program should therefore also include some kind of collegial support officer and/or an online chaplain.
2. For students' ministry development, the team should include a church/ministry liaison officer.
3. Each of these officers should usually have qualifications similar to those of group leaders and online facilitators.

The minority of faculty falling below the average in such training should have documented evidence of being distinguished by above-average experience, proven competence and continuing development. These faculty members should not normally carry responsibilities for academic departments or major teaching modules.

3. Commitments

3.1 Faculty members shall evidence mature Christian character and demonstrate willing acceptance of the doctrinal statement of faith of the institution, conformity to the institution's behavioral expectations, and be in accord with the institution's objectives and standards.

3.2 Faculty members must also implement planned development in personal professional skills and keep up-to-date in, and improve academic acquaintance with, their individual fields of specialization and instruction.

3.3 Faculty members must actively participate in the life and worship of the institution and must exhibit a visible personal interest in the students and their welfare.

3.4 Faculty members shall be committed and active members of a local church (or faith community).

3.5 All the above commitments should be clearly communicated and consistently held before the faculty.

4. Responsibilities

4.1 A job description, mutually agreed upon and regularly updated, should be provided to each faculty member. Faculty responsibilities may also include contributing to curriculum development and the approval of candidates for graduation, as well as other duties related to their academic vocation. However, additional responsibilities (such as committee work, public relations, mentoring, advising) should not detract from their effectiveness as educators.

5. Nationality

5.1 The institution should normally have a majority of Middle Eastern faculty members.

5.2 Whenever this is not the case, the institution should have a realistic plan to bring this about.

5.3 Non-Middle Eastern faculty should have a reasonable understanding of the local context, peoples, culture, and, where possible, language.

5.4 Institutions regularly using adjunct faculty from outside the region should provide them with a written guide and other resources to aid such an understanding. Prior to offering classes a local educator should discuss with them any local issues that may be relevant to the course about to be taught.

6. Salaries and Compensations

6.1 Salaries and other benefits for educational staff should reasonably compare to prevailing scales for similar work in the local country.

6.2 Financial compensation and expectations of faculty supported from outside the national context should be clearly communicated and defined in a memorandum of understanding between the foreign faculty member, his or her supporting organization and the institution.

6.3 Faculty salaries and benefits should be reviewed annually.

7. Professional Development

7.1 The institution should have a working policy designed for the upgrading of academic qualifications and teaching skills (i.e. study leave, seminars, workshops, consultations).

7.2 The institution has a responsibility to provide resources to assist personnel in their professional development efforts.

III. Facilities and Educational Resources

1. Buildings and Grounds

1.1 The site(s), layout, structures, and furnishings of the institution should be suitable for accomplishing its mission.

1.2 Buildings, classrooms and study centers, offices, recreation areas, water, sewerage, garbage collection, outdoor spaces, roadways and walkways should be safe, accessible, in conformity to local codes, and in harmony with the environment.

1.3 A master plan for development of institutional facilities should be duly adopted with target dates for implementation.

1.4 Arrangements for maintenance should be sufficient to ensure smooth operation of the facilities and achievement of the mission.

1.5 The institution should properly address risk assessment and management as related to its facilities.

2. Satellite Centers, Branches, and Study Centers for Extension Programs

The following are criteria for the accreditation of institutions operating satellite centers, branches, and extension education centers or centers for non-traditional forms of theological education. Branches, Extension Centers and Study Centers (hereafter collectively referred to as "centers") are usually regarded as being part of the main institution seeking accreditation. However, a Satellite Center is understood as an institution in its own right – by implication *not* a member of MENATE – which is benefiting (or may benefit) from the accreditation of a MENATE institution by offering (without substantial change) the curriculum of that MENATE institution.

For Satellite Centers

2.1 Public documents and electronic media must make it unambiguously clear that accreditation for awards offered through a Satellite Center is (and will be) offered only through the MENATE-accredited institution and its relationship to the same.

2.2 Similarly, public documents and electronic media may not in any way state or imply that the Satellite Center holds (or will hold) MENATE accreditation and/or membership in its own right.

2.3 Formal institutional documentation (constitution and board minutes, where applicable, and a written agreement signed by the senior leaders of both parties) for the MENATE institution applying for accreditation and for the Satellite Center should be provided to delineate the precise relationship between the two.

The following standards *also* apply to Satellite Centers …

For all Centers and Branches

2.4 The MENATE accredited institution will need to demonstrate that its centers and branches are implementing the values and standards of MENATE. Evidence coming from the centers needs to corroborate the fact that they are implementing the MENATE performance standards relevant to their delivery of instruction and are substantially in conformity with MENATE values.

2.5 Centers may be visited by the Visiting Evaluation Team, if necessary, as part of the accreditation visit to the MENATE institution. However, a visit to any Satellite Center is normally mandatory.

2.6 The MENATE accredited institution will monitor and approve the student records of the centers before academic awards are given.

2.7 The Certificate, Diploma or Degree offered at the center should be in the name of the MENATE accredited institution and may also contain words on the certificate saying, "in cooperation with [name of the center]" (or similar).

2.8 The center should clearly state in any promotional print or electronic media that the accreditation of the courses belongs with the MENATE accredited institution, and not with the center itself.

2.9 Other guidelines may be added as deemed necessary by the MENATE Accrediting Commission to protect the community and MENATE from inappropriate use of the privilege of operating as a center of a MENATE accredited institution.

3. Educational Resource Holdings

Residential/Campus-based:

3.1 The library should be of a size and quality suitable to the academic program of the institution and able to support its designed curriculum in relation to the literature available in the language of instruction.

3.2 Priority attention should be given to acquisitions in the local vernacular languages, where such materials are available.

3.3 The library collection should be regularly updated, including provision and plans for appropriate access to digital resources and technologies, especially in local languages, and acquisitions should relate to the institution's programs of instruction.

3.4 Institutional library standards should emphasize the importance of the faculty's role in developing the library collection and the librarian's role in developing curricular offerings.

3.5 The librarian should be consulted, though not necessarily a decision maker, in discussions of curricular change, both to contribute information regarding the collection's ability to support proposed changes and to gain knowledge regarding additions that will be necessary to support newly established course offerings.

3.6 Library responsibilities must include provision of services to the learning community, especially so for those that study at a distance.

Non-residential/campus-based (including online and extension):

3.7 Educational resources for group leaders and students:

1. Local learning group-based programs such as T.E.E. programs, other forms of church-based learning, and online programs are often designed to be effective with a minimum of additional resources, especially at Certificate level. However, the institution should give careful thought to resources that are available to group leaders and students to further enrich their learning. The higher the academic level, the more access is needed to educational resources.

2. These resources could include local church libraries, a local church pastor's book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution website, and resources available on resource CD ROMs, USB sticks and SD cards. Training for students in how to access online resources efficiently is desirable, especially at the higher levels.

3. The institution should help local learning groups and online class groups to become aware of the resources available to them, and how these can enrich their learning experience.

4. Library Funding

4.1 Funding of the library should be adequate for efficient operation and steady growth of the holdings and must be included in the institution's annual budget.

4.2 Institutions whose holdings are in the lower ranges should expect to mobilize greater resources to accomplish their mission and support their curriculum.

5. Library Administration

5.1 The library should be administered according to standard library procedures.

5.2 Library staff should be sufficient in number and have adequate library training.

5.3 Library facilities and procedures should be adequate for preserving the holdings and electronic records against natural disasters.

5.4 The hours of operation should reflect a concern to make the holdings as accessible as reasonably possible.

5.5 Circulation records should permit updated information on the amount and nature of student and faculty use of the library holdings. Library usage levels should be periodically evaluated.

IV. Educational Program

1. Holistic Program

1.1 The institution's programs should evidence a holistic approach, educating the whole person.

1.2 Each award program should have a developed, written Graduate Profile, accessible to students and faculty alike, which reflects this holistic approach.

1.3 Holistic training should embrace spiritual, behavioral, practical, as well as academic objectives, in order to realize the graduate profile, including the areas of being, knowing, doing and feeling.

1.4 Holistic training combines both curricular and extracurricular activities. Thus worship, community life, work, sports, social activities, practical Christian service, and so forth, should be intentionally shaped to help achieve the graduate profile(s) of the institution.

1.5 Holistic training should include a significant involvement of the institution in the other personal, ministry, character and spiritual formational communities of the student: aside from participation in the institution's programs, the Christian student also has his/her community of faith (or church community, of one or more congregations), community of service (colleagues in a place or center of ministry, such as a para-church agency), plus a local business/social/neighborhood community, which may be non-Christian. Given that these various levels of community also have a significant formational influence on the student, an institution which neglects these communities and influences and does not seek to engage them intentionally in the development of their students is not providing a fully holistic education. Geographically remote students studying in strict distance education mode (such as for fully online courses), are more vulnerable if the institution only concerns itself with the provision of cognitive formation through content-centered course materials.

2. Contextualized Curriculum

2.1 The curriculum as a whole and the syllabus of each course should be directly related to the graduate profile.

2.2 The curriculum should demonstrate deliberate attentiveness to the specific Christian community being served, the specific vocations for which the students are being prepared, and the specific cultural contexts in which the students will minister.

3. Degree Specifications

3.1 Each award program should be in substantial conformity to MENATE's degree specifications (see Section 6.2 of this Manual above). Where this is not the case a detailed justification for the alternative specification should be provided, and the award program will receive greater scrutiny in the evaluation process. While MENATE will consider alternative award possibilities, it will not necessarily accept an award specification that falls outside the specifications of this Manual; and it may do so only if the alternative is demonstrated to be academically credible.

3.2 The institution should clearly explain its award specifications in its Academic Catalog and faculty documents. For each award, the explanation should include the purpose of the award, expected graduate outcomes (such as in a graduate profile), entry requirements, credit specifications, the usual length of time needed to complete the award, clear course offerings (specifying compulsory and optional courses) and required or suggested course pathways, graduation requirements, and further education pathways provided (or available elsewhere) to graduates of the award.

4. Credit Counting

4.1 The institution has selected and is in substantial conformity with one of the two allowed options for MENATE Credit Counting (see Section 6.1 above) and defines its credit unit and counting system clearly in its Academic Catalog and faculty documents.

4.2 The institution has a clear strategy to ensure that all courses and other learning activities for credit conform to MENATE's specifications for the number of learning hours provided per credit unit, and that the total volume of learning for each award program is within MENATE specifications.

5. Program publication

5.1 Both the institution's educational program as a whole and its academic curriculum with their respective rationales should be available in a form easily accessible to the public.

5.2 A standardized syllabus for each course, integrated with the graduate profile and with the curriculum, should be on file and updated regularly.

6. Curriculum Balance

6.1 The content of the curriculum of the institution must be justified in relation to its fitness for purpose relative to the overall outcomes defined in the graduate profiles. These outcomes should also determine the balance of subjects offered with regard to biblical, theological, historical, practical, and general areas of study.

6.2 Overall balance in the curriculum must be regularly reviewed with reference to the graduate profiles for each academic award.

7. Program Review

7.1 There should be a clear, regular, and systematic critical review of the educational program as a whole, the curriculum, and individual course syllabi. Regular student feedback should also be included in internal quality review processes.

8. Instructional Objectives

8.1 The institution must develop written instructional objectives for each aspect of its program, each section of the curriculum, and each course, so that they are designed in their combination to correspond to the objectives expressed for the institution as a whole, and to the Graduate Profile for each award.

8.2 Standard templates for course syllabi should be prepared, and used by all instructors, varying them only when necessary.

9. Community Learning

9.1 The institution should be developing intentional significant relationships with churches (or faith communities) and leaders to whom the institution's students belong, and with any agencies or ministry colleagues of the student, as well as intentional training partnerships in which both the education provider and the student's other main Christian communities each play significant roles in the development, training and formation of the student. This is more than the institution being aware of the needs of its key stakeholders; it is rather of it intentionally developing strategic, educational and formative partnerships. *Fully online programs* must show how they are developing such partnerships.

Residential/campus-based

9.2 In a campus-based setting, interaction between students and teachers should regularly occur inside and outside of class.

Non-residential/campus-based (including online and extension education)

9.3 *Non-campus-based extension programs* should ensure regular, preferably weekly meetings of the local learning group with a Group Leader.

10. Guided Practical Experience

10.1 The institution must incorporate arrangements for guided practical experience in the specific vocations for which the individual students are being prepared.

10.2 Such practica shall be a requirement for graduation in undergraduate programs and in curricula related to vocational degrees.

11. Achievement Measurement

11.1 The institution is to develop procedures and clear benchmarks for assessing the actual achievements of their graduates in relation to the stated objectives of the institution and the graduate profile for each award, thus demonstrating quality assurance.

11.2 Quality assurance measurement should include spiritual formation, ministry effectiveness and relational skills, as well as academic achievement.

12. Recognition of Prior Learning and Credit Transfer

12.1 The institution should have clear written regulations for the transfer of credit and procedures for the recognition of prior learning.

12.2 Students transferring from a lower degree program to a higher one normally may not transfer credits from the lower degree to the higher one.

13. Admission

13.1 The institution must have written admissions procedures that include careful attention to the Christian character and practical Christian experience of students, as well as to their academic qualifications and language abilities.

13.2 Pre-admission screening should include an interview process and identify levels of spiritual maturity, commitment to a faith community, sociological aptness, interpersonal appropriateness and emotional health.

13.3 Academic admission requirements into each degree program shall be comparable to those in similar degree programs in worldwide theological education (as far as these are possible to ascertain), as well as to institutions and universities of the local country.

13.4 These entrance requirements are normally met before students enter the institution.

14. Graduation

14.1 Graduation requirements must include the practical and the personal development of the student as well as his or her academic achievements, including means for assessing and monitoring.

14.2 The names of the various academic awards should take into consideration the nomenclature and requirements of their country or region while being sensitive to any legally protected nomenclature in their context.

V. Students

1. Services and Housing for Residential Students

1.1 Housing for residential students should correspond to that of similar institutions in the country (size, furnishings, sanitary facilities, etc.).

1.2 Housing, grounds, and facilities must be well maintained.

1.3 Food service must show careful attention to hygiene, nutrition and local standards.

1.4 The institution must ensure that health services are accessible to resident students.

2. Counseling

2.1 The institution should make appropriate provision for personal counseling and remedial tutoring for all degree students, according to need.

3. Conflict Resolution and Discipline

3.1 Major disciplinary decisions, problem-related issues, or policy exceptions must in every case be arbitrated:
(i) in keeping with written-regulations, published and distributed to the students;
(ii) based on a clear process, including discussion and decision by a group rather than by an individual;
(iii) with written records kept of any actions taken;
(iv) whenever necessary, in consultation with the student's church or sponsoring body;
(v) with the possibility of appeal and redress.

3.2 Written policies and procedures should be in place for addressing student complaints and grievances, as well as disciplinary issues.

4. Community Life

4.1 The institution should make every effort to foster a healthy sense of community life among all members of the institution.

4.2 With this in view, an adequate program of extracurricular activities, including social and physical recreation, should be provided, with accountability to the administration.

4.3 All student organizations should be properly organized and operated in harmony with the overall objectives of the institution.

4.4 Opportunity should be made for student involvement in decision-making processes for the community life of the institution.

4.5 The institution should also seek to foster healthy relations and involvement with the local community, and especially with local churches and ministry organizations.

4.6 Student rights and responsibilities should be protected and stated in writing in officially approved institutional documents.

5. Alumni

5.1 Institutions should seek to maintain close contact with alumni, recording up-to-date contact information, family details, and ministry or workplace appointments.

6. Fees

6.1 Student fees should be regularly reviewed to make sure that they correlate both with the financial needs of the institution and with the financial abilities of the students and their sponsors.

6.2 Financial aid programs should be administered in keeping with written procedures based on group consultation and decision, and with written records maintained of actions taken.

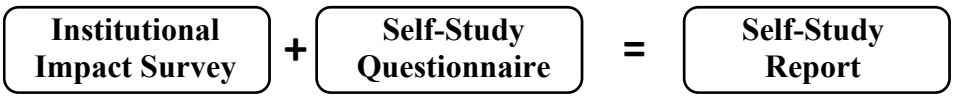
8. The MENATE Self-Study Report and Process

As mentioned above, the MENATE Self-Study process involves two main steps:

1. *Institutional Impact Survey (IIS).*
   The first step is to complete a survey of institutional stakeholders concerning the Institutional Impact of the school or seminary.

2. *Self-Study Questionnaire (SSQ).*
   After completing the IIS, the school or seminary responds to the MENATE Self-Study Questionnaire, describing in detail how it operates in relation to MENATE's educational values and performance standards and, based on analysis of the IIS, identifying existing strengths and areas needing institutional development and improvement.

These two components, the IIS and SSQ, together comprise what is regarded as the institution's *Self-Study Report (SSR)*:



The following two major sections (8.1 and 8.2) describe in the detail the respective requirements for each of these two main Parts in the MENATE Self-Study Process.

8.1 Institutional Impact Survey

Rationale and purpose: The MENATE accreditation process seeks to encourage institutions to be responsive to their stakeholders (see below for a definition). Therefore, stakeholders need to be heard in the evaluation process, and surveyed each time accreditation or accreditation renewal is sought. This will help the institution to remain in touch with the changing needs and concerns of its stakeholders and their churches and communities. It will also help to demonstrate to MENATE that the institution: (i) is continuing to meet felt needs; (ii) is making a positive impact in its area of service; and (iii) is continuing to be relevant and sensitive to its context.

The title of the instrument: To fulfil these purposes MENATE has developed a survey instrument which it calls an "Institutional Impact Survey" (or IIS). The title is intended to convey that MENATE is interested both to observe and increase the impact that its member programs are having upon the churches, communities and the wider society that they are serving as they train students to serve among them. There is a subtle play on words (in English) with the abbreviation, IIS – our *eyes* are upon the churches, community and wider society that we are all serving through the task of theological education.

Scope: The IIS will include a survey of those regarded as institutional "stakeholders," but will extend the focus of the survey beyond merely looking at the strengths and weaknesses of the institution in the eyes of the stakeholders to asking them about the impact the institution is making through its programs and graduates upon the wider church and society. However, the survey tool is intended to be a relatively simple questionnaire, and not a full-blown, thorough-going "impact assessment".

Participants: Institutional stakeholders are those who hold a "stake" or a vested interest in the institution and its programs, especially those who benefit from the educational programs of the institution. Stakeholders therefore include but are not limited to: current students and graduates, their families, local churches and church leaders (referring to both the home churches of the students, and churches hosting them during their studies with the institution), educational and administrative staff, Board members, supporters of students and the institution, and employers of graduates. The focus, however, should be primarily upon those whom the program impacts.

As it will not be possible to include all of an institution's stakeholders in the study, a representative sample from each of the stakeholder groups mentioned above should be included. A survey which only includes current faculty and students will be deemed to be inadequate for MENATE accreditation. If the institution offers courses extension or online courses, or classes in satellite campuses, the survey should include responses from a representative sample of these instructional delivery sites. Equally, institutions whose students are drawn from multiple countries should survey stakeholders from within those countries.

A good MENATE IIS will likely include *at least* 30 survey respondents, *and ideally more* than 50. An institution wanting to carry out a more extensive survey as part of a broader impact assessment process will seek many more respondents.

Instrument process: How the IIS should be carried out depends upon where the institution's stakeholders are located, but may involve written questionnaires, emailed questionnaires, or face-to-face surveying with individuals and groups. The institution's Self-Study coordinator(s) need to plan how they will get the needed stakeholder feedback, and which language(s) they will use for the survey. A minimum of three months is usually needed for the task, and it may take longer for those whose students come from multiple countries.

After the survey has been carried out, the data needs to be compiled, and then carefully analysed. If helpful, statistical analysis may be used. The compilation of data should be on a per question basis, and the institution must faithfully record all responses, even those comments with which it might disagree, or which criticize or put the institution in a negative light. MENATE evaluators may request to see both the raw survey data and the compilation of survey data. The analysis component of the survey is critical; it is not enough merely to present the compiled survey responses as the submitted IIS Report.

The institution needs to appoint an appropriately trained person to summarise the responses of stakeholders, identify the prominent recurring themes, as well as noting the range of responses, and present accurately and honestly the messages that the stakeholders are seeking to convey to the institution's executive and governing leadership, identifying lessons to be learned and areas where action may be needed, or improvement recommended.

The compiled data and draft analysis should then be sent to selected key stakeholders to solicit their reactions and feedback, before writing a final version of the Institutional Impact Survey. While the Survey may be carried out and written up in Arabic, at MENATE's direction a credible English translation of the final report may be required to be submitted with the Self-Study Report three months prior to the planned evaluation visit. Such a translation is the institution's responsibility.

After the IIS has been completed, the institution should commence Part II of the Self-Study process, working on the Self-Study Questionnaire, but doing so with the recommendations and lessons of the IIS in mind. The IIS thus becomes Part I of the overall Self-Study Report.

Institutional Impact Survey (IIS) Questions:
(NB: A deliberate degree of overlap exists in some of the questions; this is intended to allow for full opportunity for expression and constructive feedback.)

1. What do you understand is the mission (purpose and reason for existence) of the institution?

2. What do you believe are the main strengths of the institution?

3. How would you assess the current effectiveness of the institution in fulfilling its mission and purpose?

4. Do you believe the institution is making an impact upon the church through its graduates? What impacts upon church life are you aware of? (Please give some examples)

5. What in the institution or its programs leads you to believe that it is truly equipping graduates to make a difference in their churches, communities and wider society?

6. What recommendations would you offer to the institution to improve its effectiveness in making an impact upon the church and society?

7. What specific changes or additions to the educational curriculum would you recommend to improve the likelihood of greater impact upon church and society?

8. What other issues and concerns would you like to see addressed by the institution?

Please take as much space as needed to answer the questions.
Please answer *all* the questions.

(Acknowledgment: The IIS was expanded and adapted in part from the ATA's "Stakeholder Survey" found in the ATA's January 2016 *Manual for Accreditation*.)

8.2 Self -Study Questionnaire

Please use the following Self-Study Questionnaire (SSQ) as your starting template for writing your Self-Study Report. The SSQ has two main sections: Section A is much shorter and represents your institution's response to MENATE's Educational Values; and Section B, the most extensive section, represents your responses to the MENATE Performance Standards for Theological Education.

As you complete Section B of the SSQ, be sure to answer each of the questions listed under "Questions for Consideration," demonstrating how you meet the MENATE "Performance Standards" (or explaining why you do not meet them, or if they remain a future intention), and including as supplementary documents any applicable data (the stated "Data for Inclusion," plus any other relevant materials). Furthermore, feel free to include additional explanations relevant to your specific institutional situation or context for each category of the MENATE self-evaluation template, even if the SSQ does not directly address your unique circumstances.

Please aim to help the MENATE evaluators (as well as your own stakeholders, who may also read your Self-Study Report) to understand your institution and its programs as clearly, fully, and accurately as possible, while avoiding unnecessary repetition.

Important: Do make sure that you have completed your Institutional Impact Survey (described in Section 8.1 above), including your analysis of the Survey data before commencing your write-up of the Self-Study Questionnaire. The Impact Survey is a necessary and important preliminary step before you work on the Questionnaire. The Questionnaire will ask you to respond to and summarize the major conclusions of your Impact Survey.

SSQ Section A: **Responding to the MENATE Educational Values**

MENATE theological education strives to be, and to uphold, the following 22 educational values, under the following five emphasis categories. These values seek to inspire and guide theological education development in MENATE member schools.

Value categories: Theological [T], Missional [M], Relational [R], Educational [E], and Professional [P]

1.	Oriented toward glorifying God, always leading to worship of our Creator, Lord and Redeemer	[T]
2.	Faithful to Scripture, evangelical beliefs, and the gospel of the Lord Jesus Christ	[T]
3.	Contextually relevant and responsive	[T, M]
4.	Promoting the extension of the kingdom of God in the MENA region and beyond	[T, M]
5.	Encouraging unity and cooperation within the body of Christ for the sake of the gospel	[T, M, R]
6.	Seeking the empowering of the Holy Spirit *through* the prayers of the people of God	[T, R]
7.	Trusted by, and responsive to, the church that it seeks to serve in the region	[M, R]
8.	Encouraging relational learning in community, while remaining engaged with the wider community and society	[M, R]
9.	Practically oriented toward both the mission and ministry of the whole people of God in our region	[M, R]
10.	Pursuing an ultimate and strategic impact upon church and society	[M, E]
11.	Internationally connected and engaged	[R]
12.	Aiming towards academic excellence, though balancing this with other aspects of personal and ministry formation	[E]
13.	Holistic with an integrated approach, encouraging the personal, spiritual, intellectual, and ministry formation and growth of the whole person under God	[E]
14.	Oriented toward student-centered learning	[E]
15.	Focused on deep, lasting learning and upon graduate outcomes	[E]
16.	Encouraging a mentality of life-long learning	[E]

17. Striving to provide education that is flexible, accessible, and creative [E, P]
18. Corporately and wisely governed [P]
19. Led by servant leaders, with both sound management and wise stewardship of human, financial and physical resources [P]
20. Characterized by integrity internally and externally [P]
21. Facilitating professional development of faculty and staff [P]
22. Committed to a process of regular institutional assessment and improvement [P]

Please explain how your institution reflects (or perhaps does not yet reflect) each of these educational values. Be as specific and objective as possible.

List each of the values mentioned above, with your concise summary below each point. Use the following template for your response:

Value 1 statement [quoted]
Explanation as to how this is (or is not yet) reflected in your institution

Value 2 statement
Explanation …

etc.

SSQ Section B: **Responding to the MENATE Performance Standards**

I. Administration

Stating its mission clearly is the first goal of every institution's administration. Everything else it does stems from this statement. Based on its mission, an institution's leadership can set objectives and write a strategic plan. Leaders can create governance documents when the mission is clear in the minds of the developers. Financial planning and fund discovery, also roles of administration, succeeds when the mission statement is central. Stability is one of the outcomes of a shared mission.

1. Mission and Vision

1.1 Performance Standards

- The institution should have a clearly-stated mission and vision.
- The institutional mission should be clearly related to evangelical theological education.
- The mission statements should be known, understood and supported by the constituency.
- The mission and vision statements should be reviewed periodically to ensure relevance.
- Graduate Profiles will constitute the curricular link between the mission and vision statements and the curriculum (see the Appendix on Developing Graduate Profiles).

1.2 Data for Inclusion

- Institutional Mission and Vision statements
- Documentation of mission and vision statements endorsement (board minutes, etc.)
- Graduate Profile(s) for each degree and major

1.3 Questions for Consideration

- Explain the process you used to develop your mission and vision statements.
- Which groups in your constituency did you consult in this process?
- Explain your procedures for periodic review and revision of the Mission Statement.
- Please reproduce and explain your Graduate Profile(s).
- Describe faculty and staff involvement in the construction of the Graduate Profile(s)

2. Objectives

2.1 Performance Standards

- The institution must have in writing a set of clearly defined objectives, approved by the appropriate governing body, which are suitable to its perceived role and commitments, which relate to the institution's program as a whole, and which that program is demonstrably designed to achieve.
- Institutions are expected to must establish expectations for the achievement of objectives/ outcomes and provide means to demonstrate substantial progress in their achievement.
- The institution must be is therefore able to show a reasonable approximation attainment of these objectives and outcomes in its achievements.
- The institution must have in operation a structure for the regular evaluation of its objectives, and of its program and achievements in relation to these objectives.
- There must be evidence that the staff is familiar with and accepts these objectives, and that steps are regularly taken to acquaint the students in a practical manner with these objectives and their significance.

2.2 Data for Inclusion

- List of institutional objectives
- Documentation of official endorsement of objectives
- Strategic Plan

2.3 Questions for Consideration:

- How do the listed objectives relate to the mission, vision and programs of the school?
- In what ways do you evaluate and revise these objectives?
- How have your institutional objectives changed in the last five years?
- How do you know that your board, administration, faculty, staff and students are aware of these objectives?
- Explain the steps taken in developing the institution's strategic plan.
- Discuss the institution's procedures for reviewing and revising the strategic plan.

3. Governance

3.1 Performance Standards

- There should be at least an annual meeting of the institution's Board.
- There should be an appropriate separation of Board and Executive leadership (management), with defined and appropriate relationships between the two.
- The governance of the institution, including the operations of the proprietors, the board of administration, must be carried out in accordance with written regulations appropriate to the nature and size of the institution.

3.2 Data for Inclusion

- Institutional License
- Organizational Chart
- Constitution
- By-Laws
- Job Description for CEO/President/Director
- Other Board policy documents

3.3 Questions for Consideration

- What is the legal status of your institutional license?
- What regular obligations must you meet with respect to government regulations?
- Explain respective roles of board, management, faculty and staff within the institution.
- What role does the school's Chief Executive Officer (CEO/President/Director) play within the governing board?
- How are governing board members designated, renewed and retired?

4. Organization

4.1 Performance Standards

- Written regulations should include defined lines of authority and clear job descriptions for each administrative office.
- Appropriate policy and procedural manuals/handbooks must include: written guidelines for leadership and employment transitions; policy manuals/handbooks for the board, faculty, library, student services, finance and fundraising offices; and an academic catalog of course offerings.

- Record-keeping procedures for all levels of administration must be adequate in scope, legibility, and documentary security, including adequate archival and electronic backup procedures.

4.2 Data for Inclusion
- Organizational Chart (as above)
- Job Descriptions
- Policy and Procedural Manuals/Handbooks
- Academic Catalog
- Written administrative record-keeping procedures

4.3 Questions for Consideration
- Present the job descriptions for each administrative office and explain the lines of authority for each position.
- List all the various policy manuals and handbooks present in your institution, very briefly summarizing the purpose and content of each. Provide the date of the latest revision of each document and list the primary author(s) for each one.
- Describe how you generate, classify and protect your written records (academic, financial, administrative, minutes, correspondence …).

5. Finances

5.1 Performance Standards
- The financial policies, procedures, and conditions of the institution must be demonstrably sound. There should be an annual external auditing of the financial records.
- The institution must also be able to demonstrate reliable sources of regular financial support.
- Where financial dependence is principally on sources outside its area, there must be in operation a plan to increase the proportion of total income derived from local sources, especially from bodies which sponsor students at the institution.

5.2 Data for Inclusion
- Financial reports for the fiscal year in progress
- Financial reports for the preceding three fiscal years
- Auditor's report for the preceding three fiscal years
- Fund-raising strategies for generating local and international support
- Summary of local contributions to the institution for current and three preceding fiscal years.
- Any written financial policy documents from the institution

5.3 Questions for Consideration
(1) Explain how the annual budget is generated, approved, monitored and changed.
(2) Describe the steps for purchasing, receipting, accounting.
(3) What are the principal financial concerns your institution is addressing?
(4) Please chart the percentage of budget contributions made by your various donors and main income sources.
(5) Please explain the overall fund-raising plan of your institution.
(6) What efforts are being made to increase local revenue?

6. Stability

6.1 Performance Standards

- The institution must show a satisfactory degree of stability, manifest in such factors as continuity of board membership and administrative leadership, low rate of staff turnover, steady enrollment figures, and sound financial history.
- The institution can provide appropriate policy and procedural manuals/handbooks as essential tools for the assurance of stability (see 4.2 above).
- Institutions must also demonstrate a pattern of steady, planned improvement.
- Institutions may be accredited after at least four years of stable operation.

6.2 Data for Inclusion

- Annual Institutional Reports for the last four years.
- Annual student enrollment graphs for the past four years.
- Institutional Master Plan (or Strategic Plan)

6.3 Questions for Consideration

- Please list board members and senior administrators (President, Dean[s], Operations/Business Manager, etc.) for the past five years, identifying their present status within the institution, and when any left (if they did).
- Please graph the rate of growth of the student body over the past four years.
- What steps is your institution taking to implement its Master Plan (or Strategic Plan)?

7. Administration Summary

7.1 Institutional Impact Survey Follow-Up

- What are the significant findings or conclusions (if any) of the *Institutional Impact Survey* concerning Administration in your organization?

7.2 Strengths, Weaknesses, and Plans for Improvement

- Considering your institutional Mission and Vision, Objectives, Governance, Organization, Finances, and Stability:
- Summarize the major strengths in the administrative aspects of the institution.
- Identify important areas needing improvement in the administrative areas of the institution and summarize them.
- Describe your plans to implement these needed improvements.

II. Faculty

As MENATE member schools embrace a variety of educational delivery methods, a wide variety of instructional or teaching staff are involved in the task of theological education, including faculty members, course writers and developers, online-content creators, instructional designers, group facilitators, tutors and others. While the broad category of "faculty" is used here to embrace each of these types of educational staff, the generic term "educators" is occasionally also used. Both terms include each of the various groups just mentioned.

Pivotal to the success of any educational institution is its educational or instructional staff. Faculty members become the institution's face to the students. The aims of the Graduate Profile are largely achieved in the students because faculty develop teaching and coaching relationships with the students. Faculty design and manage learning experiences for the students.

Wise management teams make decisions that promote faculty success and enhance faculty development.

1. Number of Faculty

1.1 Performance Standards
- The faculty must be of sufficient number to support the educational program effectively.
- Instructional delivery shall allow for vital two-way interactions between students and teachers, both inside and outside the formal learning environment.

1.2 Data for Inclusion
- List the qualifications and experience of your current educational staff (full-time, part-time, adjunct) with summary C.V. and a list of published works (if any).

1.3 Questions for Consideration
- Are your current educational staff sufficient in number to support your program? Explain.
- Do you have a sufficient number of full-time instructional staff? Explain.
- What other responsibilities within the school do your full-time educational staff have?

2. Qualifications

2.1 Performance Standards
- The members of the faculty must have qualifications adequate to their responsibilities (see further below for more details).
- The minority of faculty members falling below the average in such training should have documented evidence of being distinguished by above-average experience, proven competence and continuing development. These educators should not normally carry responsibilities for academic departments or major teaching modules.

Residential/campus-based:
- Normally this means faculty members will be in possession of a recognized, professionally attested academic qualification in their subject area, at least one academic level above the qualification for which the students are being prepared. All credentials should be properly documented.

Non-residential/campus-based (including online and extension education):

(i) Academic leadership
- Academic leadership for online programs must be able to demonstrate a high level of pedagogical awareness of best practices in online learning and be able to show that the programs they have overseen the development of do utilize these best practices.

(ii) Course Developers / Course Writers
- Team course development is to be encouraged. Typically, a good team will include people with expertise in adult learning, instructional design for the medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support should be included in the course development team.
- Course development team members who are subject experts should be qualified at Bachelor level for Certificate level courses, at the Master's level for Diploma and Degree level courses, and at the Doctoral level for Master's level courses.
- Course developers should receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult

learning and instructional materials design, which are relevant to the media being used for course delivery.

- Course development team members who have a role in instructional design should have completed studies at the level of the course they are designing.
- Course developers should have access to a wealth of resources, and personal experience, relevant to the areas of their course development role.
- There should be a well-documented process of course development including rigorous field testing, editing and revision.
- These same standards also apply to those contextualizing courses adopted from other programs and situations.
- Special attention should be paid to ensuring that all courses include tested and contextualized guides for the group leaders and facilitators, including helps to facilitate group discussion, and the application and assessment of learning.
- Online course development should include the provision of two types of student guides. There should be simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.

(iii) Group Leaders/Tutors/ Facilitators, including Online Facilitators, and their Trainers

- Group leaders should have completed studies at the level that they are facilitating or demonstrate a similar level of learning and maturity.
- Group leaders should receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially in facilitation of group discussion. They should be assessed during training and demonstrate appropriate ability before being officially appointed for their ministry as group leaders.
- Group leaders should be trained to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institutional staff, and appropriate local church or faith community leadership.
- The institution should pay special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is encouraged.
- Trainers of group leaders should usually have similar qualifications to those given for faculty above. They should have a rich experience in group leadership.

(iv) Notes for online and distance learning programs

- Fully online and distance learning programs aiming to prepare students for ministry should provide adequate support for students' personal and ministry development.
- For students' personal development, the educational team running the program should therefore also include some kind of collegial support officer and/or an online chaplain.
- For students' ministry development, the team should include some kind of church/ministry liaison officer.
- Each of these officers should usually have qualifications similar to those of group leaders and online facilitators.

2.2 Data for Inclusion

- Provide a summary table listing current educational staff, with their academic qualifications, past training, continuing education, and significant experience related to their teaching, and describing the educational roles played by each educator.
- For online programs: list the pedagogical resources and online trainings taken that have especially informed the development of your online program, curriculum, course development and delivery.

- Student guides for course progression and technological assistance prepared by your educational team.
- Faculty handbook or manual, listing educational procedures and policies.
- Handbook or manual for your group leaders or online tutors/facilitators.
- Documentation of training materials used to train group leaders, tutors and facilitators.

2.3 Questions for Consideration

- Share how your institution seeks to train your educational team in applying your academic and educational policies and practices.
- In what ways is your institution encouraging and assisting your educational team to enrich their qualifications?
- Describe the course development process used for any online or extension programs, and the various roles played in that by your educational team members.
- Share the educational philosophy undergirding your online or extension program and to what extent your educational team have been able to embrace it and implement it.

3. Commitment

3.1 Performance Standards

- Faculty members shall evidence mature Christian character and demonstrate willing acceptance of the doctrinal statement of faith of the institution, conformity to the institution's behavioral expectations, and be in accord with the institution's objectives and standards.
- Faculty members must also implement planned development in personal professional skills and keep up-to-date in, and improve academic acquaintance with, their individual fields of specialization and instruction.
- Faculty members must actively participate in the life and worship of the institution and must exhibit a visible personal interest in the students and their welfare.
- Faculty members shall be committed and active members of a local church.
- All the above commitments should be clearly communicated and consistently held before the faculty.

3.2 Data for Inclusion

- Faculty/Educational Staff handbook and/or contract

3.3 Questions for Inclusion

- In what ways does management communicate to the faculty the institution's code of expectations for its educators?
- How does the institution measure its faculty members commitment to the institutional mission, statement of faith, objectives and behavioral expectations?
- Describe how the institution assists faculty members towards enhancing their teaching and educational skills.
- What professional development opportunities are provided for faculty members?
- Explain how the institution helps educational staff mentor students outside of the classroom.
- Present a list of the local churches that each of your educational team attend and state the types of church-related ministries in which they serve.
- Explain how involvement of your faculty in the local church impacts the life of the institution. Give some examples.

4. Responsibilities

4.1 Performance Standards

- A job description, mutually agreed upon and regularly updated, should be provided to each faculty member.
- Faculty responsibilities may also include contributing to curriculum development and the approval of candidates for graduation, as well as other duties related to their academic vocation. However, additional responsibilities (such as committee work, public relations, mentoring, advising) should not detract from their effectiveness as educators.

4.2 Data for Inclusion

- Samples of job descriptions, one for each category of your educational team: a full-time member of your educational team with administrative responsibilities; a full-time member without administrative responsibilities; a part-time member; an adjunct faculty member; a teaching assistant; course writers; instructional designers; group leaders / tutors / facilitators etc.

4.3 Questions for Consideration

- How were job descriptions developed for your educational team?
- What concerns do team members have with their job descriptions?
- What percentage of your educators' time goes into: classroom teaching or group leadership, research, field/practical ministry mentoring, and institutional administration? Describe the overall situation for each type of educator in your institution.

5. Nationality

5.1 Performance Standards

- The institution should normally have a majority of Middle Eastern faculty members.
- Whenever this is not the case, the institution should have a realistic plan to bring this about.
- Non-Middle Eastern faculty should have a reasonable understanding of the local context, peoples, culture, and, where possible, language.
- Institutions regularly using adjunct faculty from outside the region should provide them with a written guide and other resources to aid such an understanding. Prior to offering classes a local educator should discuss with them any local issues that may be relevant to the course about to be taught.

5.2 Data for Inclusion

- Table of members of your faculty with their nationality and place of birth, and, for non-Middle Eastern faculty, briefly describing how much experience they have had of Middle Eastern life.
- Written guide provided to non-Middle Eastern faculty members.

5.3 Questions for Consideration

- What percentage of your faculty are Middle Eastern passport holders?
- Describe your institution's efforts to acquire and keep a Middle Eastern majority in your educational team.
- Describe what aids to understanding the Middle Eastern context you provide to non-Middle Eastern faculty members.

6. Salaries and Compensations

6.1 Performance Standards

- Salaries and other benefits for educational staff should reasonably compare to prevailing scales for similar work in the local country.
- Financial compensation and expectations of faculty supported from outside the national context should be clearly communicated and defined in a memorandum of understanding between the foreign faculty member, his or her supporting organization and the institution.
- Faculty salaries and benefits should be reviewed annually.

6.2 Data for Inclusion

- Salary comparison chart between faculty members of local higher education institutions and/or sister MENATE schools, and your own faculty members
- Procedures for annual salary review
- Pay scale chart for your faculty

6.3 Questions for Consideration

- Explain how faculty salaries are determined.
- How do your faculty salaries compare to: local higher education faculty salary and benefit packages, and to salary and benefit packages in local or regional theological education schools?
- To what extent do the following factors affect faculty salaries: years of service, cost of living, annual inflation, gender, marital status and merit? Please illustrate.

7. Professional Development

7.1 Performance Standards

- The institution should have a working policy designed for the upgrading of academic qualifications and teaching skills (i.e. study leave, seminars, workshops, consultations).
- The institution has a responsibility to provide resources to assist personnel in their professional development efforts.

7.2 Data for Inclusion

- Three-year schedule for professional development of faculty members: study leaves, seminars, workshops, consultations, advanced degrees, faculty exchange.
- Extracted Budget figures for professional development

7.3 Questions for Consideration

- What did the institution do in terms of professional development of its faculty during the past two years?
- How will you finance your institution's professional development program?
- Explain the institution's three-year plan for professional development of faculty members: study leaves, seminars, workshops, consultations, advanced degrees, sabbaticals and faculty exchanges.

8. Faculty Summary

8.1 Institutional Impact Survey Follow-Up
What are the significant findings or conclusions (if any) of the *Institutional Impact Survey* concerning the faculty (educators) in your organization?

8.2 Strengths, Weaknesses, and Plans for Improvement
Considering your institution's faculty (in terms of their numbers, qualifications, commitment, responsibilities, nationality, salaries and compensations, and professional development):
- Summarize the major strengths in your institution's educational team.
- Identify important areas needing improvement concerning the educational personnel in your institution and summarize them.
- Describe your plans to implement these needed improvements.

III. Facilities and Educational Resources

Normally, the institution's mission and objectives will clarify the type of facilities it needs. Buildings provide gathering points for learning, fellowship, research, discussion and connection. Libraries are specialized spaces where learners and teachers use educational resources. Library and electronic holdings or resources promote learning that enhances faculty and student growth. The operation of clean, safe, comfortable and weather-protected facilities is key to providing a quality education.

1. Buildings and Grounds

1.1 Performance Standards
- The site(s), layout, structures, and furnishings of the institution should be suitable for accomplishing its mission.
- Buildings, classrooms and study centers, offices, recreation areas, water, sewerage, garbage collection, outdoor spaces, roadways and walkways should be safe, accessible, in conformity to local codes, and in harmony with the environment.
- A master plan for development of institutional facilities should be duly adopted with target dates for implementation.
- Arrangements for maintenance should be sufficient to ensure smooth operation of the facilities and achievement of the mission.
- The institution should properly address risk assessment and management as related to its facilities.

1.2 Data for Inclusion
- Current site plan(s)
- Annual maintenance task schedule
- Maintenance budget for equipment, materials and salaries
- Description of student work involvement in facilities maintenance (where applicable)
- Where appropriate: certification documents of conformity to local codes
- Master development plan for all facilities

1.3 Questions for Consideration
- Discuss the advantages and disadvantages of the institution's current site plan(s). Explain indoor and outdoor space usage.

- In what ways do space usage decisions contribute to an affirming environment for students, employees, neighbors, supporting constituents and alumni?
- Describe the qualifications of maintenance supervisors for planning, managing and implementing maintenance schedules and equipment.
- What ongoing training does the institution provide for its maintenance supervisors, salaried and non-salaried maintenance workers?
- In what ways does the institution monitor the safety and security of institutional facilities (buildings, classrooms and study centers, offices, recreation areas, outdoor spaces, roadways and walkways)?

2. Satellite Centers and Study Centers for Extension Programs

2.1 Performance Standards

The following criteria apply for the accreditation of institutions operating satellite centers, branches, and extension education centers or centers for non-traditional forms of theological education. Branches, Extension Centers and Study Centers (hereafter collectively referred to as "centers") are usually regarded as being part of the main institution seeking accreditation. A Satellite Center is understood as an institution in its own right – by implication *not* a member of MENATE – which is benefiting (or may benefit) from the accreditation of a MENATE institution by offering without substantial change the curriculum of that MENATE institution, under the academic supervision of the MENATE institution.

For Satellite Centers

- Public documents and electronic media must make it unambiguously clear that accreditation for awards offered through a Satellite Center is (and will be) offered only through the MENATE-accredited institution and its relationship to the same.
- Similarly, public documents and electronic media may not in any way state or imply that the Satellite Center holds (or will hold) MENATE accreditation and/or membership in its own right.
- Formal institutional documentation (constitution and board minutes, where applicable, and a written agreement signed by the senior leaders of both parties) for the MENATE institution applying for accreditation and for the Satellite Center should be provided to delineate the precise relationship between the two.

The following standards *also* apply to Satellite Centers …

For all Centers

- The MENATE accredited institution will need to demonstrate that its centers are implementing the values and standards of MENATE. Evidence coming from the centers needs to corroborate the fact that they are implementing the MENATE performance standards relevant to their delivery of instruction and are substantially in conformity with MENATE values.
- Centers may be visited by the Visiting Evaluation Team, if necessary, during the accreditation renewal of the MENATE accredited institution.
- The MENATE accredited institution will monitor and approve the student records of the centers before academic awards are given.
- The Certificate, Diploma or Degree offered at the center should be in the name of the MENATE accredited institution and may also contain words on the certificate saying, "in cooperation with [name of the center]".

- The center should clearly state in any promotional materials produced that the accreditation of the courses belongs with the MENATE accredited institution, and not with the center itself.
- Other guidelines may be added as deemed necessary by the MENATE Accrediting Commission to protect the community and MENATE from inappropriate use of the privilege of operating as a center of a MENATE accredited institution.

2.2 Data for Inclusion

For Satellite Centers

- Key documents from the satellite center (where applicable, and where different from the main institution's documents), including statements of its mission and vision, objectives, structure, governance; its academic catalogue; promotional literature
- Formal documentation of the relationship between the satellite center and the institution (e.g. board minutes, MOUs, formal agreements)

For All Centers

- A list of all centers operated by the institution with location details, and an explanation of the type of centers and their relationship to the central institution
- List of officials and staff running the centers operated by the institution and their roles
- Scanned sample copies of degree certificates offered by the centers.
- Copies of promotional materials put out by the centers

2.3 Questions for Consideration

For Satellite Centers

- Describe, with supporting documentation, the relationship between the institution and the satellite center, and share the purpose, mission and vision of the satellite center.
- Outline the strategic plan of the satellite center, including any future plans (or desires) for independent operation, membership of MENATE (or other accrediting associations), and degree accreditation.

For All Centers

- Provide a list (as mentioned above) of all centers connected to the institution, including key details, and describing the nature of their relationship to the institution.
- Describe in detail the academic procedures in place to ensure compliance with the institution's academic standards and policies. Explain any procedures at the center(s) which may be at variance with the institution's procedures, or with MENATE's standards.
- Explain how student records are kept at the center(s) and how they are monitored and approved by the central institution. Describe the academic award vetting process and award granting procedures for the center(s).

3. Educational Resource Holdings

3.1 Performance Standards

Residential/Campus-based:

- The library should be of a size and quality suitable to the academic program of the institution and able to support its designed curriculum in relation to the literature available in the language of instruction.
- Priority attention should be given to acquisitions in the local vernacular languages, where such materials are available.
- The library collection should be regularly updated, including provision and plans for appropriate access to digital resources and technologies, especially in local languages, and acquisitions should relate to the institution's programs of instruction.

- Institutional library standards should emphasize the importance of the faculty's role in developing the library collection and the librarian's role in developing curricular offerings.
- The librarian should be consulted, though not necessarily a decision maker, in discussions of curricular change, both to contribute information regarding the collection's ability to support proposed changes and to gain knowledge regarding additions that will be necessary to support newly established course offerings.
- Library responsibilities must include provision of services to the learning community, especially so for those that study at a distance.

Non-residential/campus-based (including online and extension education):
Educational resources for group leaders and students:

- Local learning group-based programs such as T.E.E. programs, other forms of church-based learning, and online programs are often designed to be effective with a minimum of additional resources, especially at Certificate level. However, the institution should give careful thought to resources that are available to group leaders and students to further enrich their learning. The higher the academic level, the more access is needed to educational resources.
- These resources could include local church libraries, a local church pastor's book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution website, and resources available on resource CD ROMs, USB sticks and SD cards. Training for students in how to access online resources efficiently is desirable, especially at the higher levels.
- The institution should help local learning groups and online class groups to become aware of the resources available to them, and how these can enrich their learning experience.

3.2 Data for Inclusion

Residential/Campus-based:

- Floor plan of the library
- Acquisition records for the past three years
- Acquisition plan for the present and coming three years
- Table showing how courses listed in the academic catalogue are supported by library resources.
- CVs of your current library staff.

Non-residential/campus-based (including online and extension education):

- List of learning resources made available to students in non-traditional/online/extension-based programs run by your institution.

3.3 Questions for Consideration

Residential/Campus-based:

- Explain the library floor plan, describing the strategy behind space usage
- List the types of library resources the institution provides to assist in study, and research.
- What acquisition emphases have been characteristic of the library in the past three years?
- Describe the current and future acquisition goals of library administration.
- How does library administration involve board, faculty, administration, staff, pastors, graduates, students, church members, other constituents and other theological institutions in acquiring new acquisitions?

- Using the table that shows the ways in which the library collection supports the curriculum, state what the institution sees to be the strengths and weaknesses of its collection. What is being done to address weak areas?

Non-residential/campus-based (including online and extension education):

- Describe the various learning resources made available to students in non-traditional/online/extension-based programs run by your institution, and the accessibility of both library and online resources to your students.
- Describe how you assist students to find additional learning resources by their own initiatives.
- What are your plans to improve access to further learning resources for your students?

4. Library Funding

4.1 Performance Standards

- Funding of the library should be adequate for efficient operation and steady growth of the holdings and must be included in the institution's annual budget.
- Institutions whose holdings are in the lower ranges should expect to mobilize greater resources to accomplish their mission and support their curriculum.

4.2 Data for Inclusion

- Acquisition records for the past three years
- Acquisition plan for the present and coming three years
- Library budget projections for present and coming three years
- Community library development funding records

4.3 Questions for Consideration

- Describe the ways in which funding has grown for the library over the past three years.
- What percentage of the institution's budget has gone towards the purchase of library resources for the central institutional library?
- In what ways is the institution promoting the development of personal libraries for faculty and students and the libraries of the constituency (churches, ministries) served?
- Explain the ways in which the institution hopes to discover revenue for supporting the acquisitions program over the next three years.

5. Library Administration

5.1 Performance Standards

- The library should be administered according to standard library procedures.
- Library staff should be sufficient in number and have adequate library training.
- Library facilities and procedures should be adequate for preserving the holdings and electronic records against natural disasters.
- The hours of operation should reflect a concern to make the holdings as accessible as reasonably possible.
- Circulation records should permit updated information on the amount and nature of student and faculty use of the library holdings. Library usage levels should be periodically evaluated.

5.2 Data for Inclusion

- Library handbook or policy manual
- Summary of library usage for the preceding academic year

- Library staff list with qualifications and work schedule
- List of measures taken to preserve the holdings against special hazards.
- Schedule of Library opening days and hours
- Policies for use of the Library by those who are not currently faculty, staff or students
- Where applicable, description of computer hardware and software used and extent of library computerization.

5.3 Questions for Consideration

- Describe how the overall philosophy and administration of the library.
- What are the strengths and areas for improvement of your administrative procedures, staff and facilities?
- Explain the precautions used to keep library resources safe from damage due to weather, insects, fire, negligence, theft.
- What efforts are being made to extend library resources to the institution's constituency?
- Explain how library open hours enable students, graduates and church members in ministry to get maximum use from the library.
- Describe how information on library use is circulated to administrative and educational staff with the aim of contributing to the achieving the graduate outcomes profile.

6. Facilities and Educational Resources Summary

6.1 Institutional Impact Survey Follow-Up

What are the significant findings or conclusions (if any) of the *Institutional Impact Survey* concerning your various institutional facilities and educational resources?

6.2 Strengths, Weaknesses, and Plans for Improvement

Considering your facilities and educational resources:

- Summarize the major strengths in the facilities and educational resources owned and/or operated by your institution.
- Identify important areas needing improvement in the facilities and educational resources of the institution and summarize them.
- Describe your plans to implement these needed improvements.

IV. Educational Program

Educational program is the heart of every theological institution. Good curriculum design will enable students to gain general and contextual understandings through courses and practical ministry. Each institution in its educational program has the opportunity to make its unique contribution to the development of servants and servant-leaders for the church and society.

1. Holistic program

1.1 Performance Standards

- The institution's programs should evidence a holistic approach, educating the whole person.
- Each award program should have a developed written Graduate Profile, accessible to students and faculty alike, which reflects this holistic approach.
- Holistic training should embrace spiritual, behavioral, practical, as well as academic objectives, in order to realize the graduate profile, including the areas of being, knowing, doing and feeling.

- Holistic training combines both curricular and extracurricular activities. Thus worship, community life, work, sports, social activities, practical Christian service, and so forth, should be intentionally shaped to help achieve the graduate profile(s) of the institution.
- Holistic training should include a significant involvement of the institution in the other personal, ministry, character and spiritual formational communities of the student: aside from participation in the institution's programs, the Christian student also has his/her community of faith (or church community, of one or more congregations), community of service (colleagues in a place or center of ministry, such as a para-church agency), plus a local business/social/neighborhood community, which may be non-Christian. Given that these various levels of community also have a significant formational influence on the student, an institution which neglects these communities and influences and does not seek to engage them intentionally in the development of their students is not providing a fully holistic education. Geographically remote students studying in strict distance education mode (such as for fully online courses), are more vulnerable if the institution only concerns itself with the provision of cognitive formation through content-centered course materials.

1.2 Data for Inclusion

- The Graduate Profile for each award program
- Curricular plan (including academic, practical and community activities-i.e. courses, Christian service requirements, student work, neighborhood responsibilities, etc.)
- Written expectations for holistic learning as communicated to your students
- Any documents shared with churches (or their leaders) to which the students belong
- List of staff specifically involved in facilitating holistic learning and growth opportunities for students, and their specific roles
- List of student extra curricular activities evaluated by educational or administrative staff
- Schedule of annual cultural and educational opportunities

1.3 Questions for Consideration

- Describe how your institution prepared its Graduate Profiles, and how often they are reviewed by your faculty.
- Explain the curriculum and your educational philosophy, highlighting its holistic, non-academic aspects. How does the institution integrate the spiritual, behavioral, practical and academic objectives of the Graduate Profile?
- Describe how extracurricular activities contribute to integrating spiritual, behavioral, practical and academic objectives.
- Explain how the total curriculum, in both its curricular and extra-curricular parts, implements the aims of the Graduate Profile(s).
- Describe the practical efforts the institution makes to relate student learning to the faith communities (outside the institution) that the students belong to. What relationships does your institution seek to make with the sending and host-churches of students and how are those relationships cultivated in practical terms?
- Describe how the institution monitors the holistic training, growth, and formation of students, both within your institution, and in faith communities outside your institution.
- List and explain the annual cultural and educational opportunities the institution plans for its constituency.

2. Contextualized Curriculum

2.1 Performance Standards

- The curriculum as a whole and the syllabus of each course should be directly related to the graduate profile.
- The curriculum should demonstrate deliberate attentiveness to the specific Christian communities being served, the specific vocations for which the students are being prepared, and the specific cultural contexts in which the students will minister.

2.2 Data for Inclusion

- Sample syllabi for courses which demonstrate attention to the local/regional context (that is, in biblical studies, spiritual development, ministry skills, society)
- Overview of course requirements for awards (certificates, diplomas and degrees offered)

2.3 Questions for Consideration

- Explain how the institution developed its current curriculum.
- Describe how the courses and practica for each award help to achieve the being, knowing, doing, feeling outcomes of the graduate profile.
- What procedures have been set up for reviewing the curriculum, and for gaining feedback from leaders in the communities your students serve in.
- What courses have been developed to help students clarify their identity as Christians in a non-Christian society? Explain how these courses contribute to self-awareness.
- Explain, using one of your syllabi, how the course serves your Graduate Profile.

3. Degree Specifications

3.1 Performance Standards

- Each award program should be in substantial conformity to MENATE's degree specifications (see Section 6.2 of this Manual above). Where this is not the case a detailed justification for the alternative specification should be provided, and the award program will receive greater scrutiny in the evaluation process. While MENATE will consider alternative award possibilities, it will not necessarily accept an award specification that falls outside the specifications of this Manual; and it may do so only if the alternative is demonstrated to be academically credible.
- The institution should clearly explain its award specifications in its Academic Catalog and faculty documents. For each award, the explanation should include the purpose of the award, expected graduate outcomes (such as in a graduate profile), entry requirements, credit specifications, the usual length of time needed to complete the award, clear course offerings (specifying compulsory and optional courses) and required or suggested course pathways, graduation requirements, and further education pathways provided (or available elsewhere) to graduates of the award.

3.2 Data for Inclusion

- Academic Catalog and Faculty Handbook/Manual
- Extracted sections on the degree specifications for each award program from these documents, with additional explanations if necessary

3.3 Questions for Consideration

- Describe fully the degree specifications for each award program offered (both those for which accreditation is sought, and for any other programs), including the details mentioned in the second performance standard above, even if they are not mentioned in your Academic Catalog.

- Are these specifications in substantial conformity to MENATE's degree specifications or not? [If not, provide a detailed justification for your alternative specification or award type.]

4. Credit Counting

4.1 Performance Standards
- The institution has selected and is in substantial conformity with one of the two allowed options for MENATE Credit Counting (see Section 6.1 above) and defines its credit unit and counting system clearly in its Academic Catalog and faculty documents.
- The institution has a clear strategy to ensure that all courses and other learning activities for credit conform to MENATE's specifications for the number of learning hours provided per credit unit, and that the total volume of learning for each award program is within MENATE specifications.

4.2 Data for Inclusion
- Extracts on Credit Counting from the Academic Catalog and the Faculty Handbook/Manual

4.3 Questions for Consideration
- Explain the credit unit definition and credit counting system used by your institution, and how they are used in your award programs.
- Describe the different types of learning activities included in your credit counting and how they are quantified by your instructors.
- Where non-formal learning activities are included in your credit counting, specify the typical written documentation of reflection upon the learning activities that is required, and illustrate some learning outcomes that are typically specified in your course syllabi.
- Describe the policies you have in place to ensure a consistent application of the credit unit for all your course offerings.

5. Program Publication

5.1 Performance Standards
- Both the institution's educational program as a whole and its academic curriculum with their respective rationales should be available in a form easily accessible to the public.
- A standardized syllabus for each course, integrated with the graduate profile and with the curriculum, should be on file and updated regularly.

5.2 Data for Inclusion
- Student Handbook or equivalent
- Academic Handbook or Course Catalog
- Table of aims and requirements for each award concentration (certificate, diploma, degree)
- Copies of standardized syllabi for all courses

5.3 Questions for Consideration
- Explain the rationale for each award concentration (certificate, diploma, degree)
- What role do board members, faculty, administrative staff, students, graduates and constituency play in revising the curriculum.
- Explain how syllabi are used, revised, integrated with other courses and with practica.
- How does the institution keep students aware of catalog and handbook changes?

- What procedures does the institution follow to make certain that student progress is not negatively affected by changes in the handbook, catalog or award requirements?

6. Curriculum Balance

6.1 Performance Standards
- The content of the curriculum of the institution must be justified in relation to its fitness for purpose relative to the overall outcomes defined in the graduate profiles. These outcomes should also determine the balance of subjects offered with regard to biblical, theological, historical, practical, and general areas of study.
- Overall balance in the curriculum must be regularly reviewed with reference to the graduate profiles for each academic award.

6.2 Data for Inclusion
- Table of required and electives courses and required experiences for each award
- Table showing correspondence to graduate outcomes and award requirements
- Standard syllabus template offered to instructors of courses

6.3 Questions for Consideration
- Explain the rationale for the concentration and distribution of courses and required experiences in each of your awards.
- Clarify the ways in which the institution's course distribution and required experiences maximize expected graduate outcomes.
- Describe how your academic dean plans for and monitors curriculum balance in the courses offered by various instructors.

7. Program Review

7.1 Performance Standards
- There should be a clear, regular, and systematic critical review of the educational program as a whole, the curriculum, and individual course syllabi. Regular student feedback should also be included in internal quality review processes.

7.2 Data for Inclusion
- Curriculum review tool(s) and procedure(s)
- Anecdotal curricular feedback from your constituency (board, faculty, staff, church leaders, church members, graduates, pastors, ministry related agencies, other theological institutions)

7.3 Questions for Consideration
- How often is your overall curriculum reviewed? How frequently are individual courses reviewed?
- In what ways does the institution include people affected by the institution and its graduates in its periodic review and adjustments of the curriculum?
- If your institution does not have a curricular review tool, create and execute one that will generate anecdotal information on curricular concerns of your constituency.
- What information have graduates given the institution regarding the completeness of its curriculum for their ministry roles after graduation?
- What curricular changes have occurred as a result of interviewing graduates in ministry?

8. Instructional Objectives

8.1 Performance Standards

- The institution must develop written instructional objectives for each aspect of its program, each section of the curriculum, and each course, so that they are designed in their combination to correspond to the objectives expressed for the institution as a whole and to the Graduate Profile for each award.
- Standard templates for course syllabi should be prepared, and used by all instructors, varying them only when necessary.

8.2 Data for Inclusion

- Table of objectives for: awards, study concentrations, divisions and sections of the curriculum, courses, required and voluntary experiences.
- Table of relationships between the objectives and the expected graduate outcomes.

8.3 Questions for Consideration

- What steps did the institution follow in creating the objectives stated in the tables?
- What measures are used to determine the institution's achievement of its objectives?
- Please explain plans the institution has, to increase success in achieving objectives?

9. Community Learning

9.1 Performance Standards

- The institution should be developing intentional significant relationships with churches (or faith communities) and leaders to whom the institution's students belong, and with any agencies or ministry colleagues of the student, as well as intentional training partnerships in which both the education provider and the student's other main Christian communities each play significant roles in the development, training and formation of the student. This is more than the institution being aware of the needs of its key stakeholders; it is rather of it intentionally developing strategic, educational and formative partnerships. *Fully online programs* must show how they are developing such partnerships.

Residential/campus-based:

- In a campus-based setting, interaction between students and teachers should regularly occur inside and outside of class.

Non-residential/campus-based (including online and extension education):

- *Non-campus-based extension programs* should ensure regular, preferably weekly meetings of the local learning group with a Group Leader.
- *Fully online courses* should have at least an asynchronous vehicle for online group discussion (i.e. students may participate in online discussion at any time suitable for them during a specified time-frame), led by an online facilitator, and should normally ensure at least a weekly asynchronous discussion forum during a synchronic course (where all students start and finish together, even though they may be geographically separated).
- For *fully online courses*, whenever possible, it is strongly recommended that a representative leader from each student's local faith community be invited to meet regularly with him or her during the course, and to be in regular contact with the institution's church/ministry liaison officer. (In the case of solo-believers, the institution should provide a comparable level of adequate and regular personal oversight.)

9.2 Data for Inclusion

- Documents which demonstrate your intentionality in developing a sense of community among your students, and in relating to the communities (outside your institution) to which your students belong.
- Case studies describing how your institution has actively partnered with a local church or faith community in relation to a student's learning experiences with the institution.
- Forms you use to communicate with the faith communities (and leaders) that your students belong to
- *For online programs*: A policy statement concerning how your institution will care for and provide regular oversight and supervision of students it has no face-to-face access to, including solo-believers, and how it will relate to the faith communities of the students who have such a community where they live
- List of educational and administrative staff who maintain contact with the faith communities connected to your students
- Job descriptions for staff involved in relationships with the communities that students belong to

9.3 Questions for Consideration

- Describe how the institution seeks to be pro-active in developing a sense of community amongst your students, and within class groups.
- What verbal or written expectations do you share with educators concerning their relationships with students.
- Describe practical steps you are taking to engage in partnerships with the local faith communities to which your student belongs (both their sending community, and the one hosting them during their studies). Illustrate this with some case studies.
- *For online programs*, identify how many of your students' local faith communities you are in direct contact with, and how many you are not yet in contact with. Describe the policies you have in place for relating to the faith communities of geographically remote students, and for oversight of any solo-believers.
- *For extension and online programs*, describe the vehicles used for class discussion and the frequency of those class discussions.

10. Guided Practical Experience

10.1 Performance Standards

- The institution must incorporate arrangements for guided practical experience in the specific vocations for which the individual students are being prepared.
- Such practica shall be a requirement for graduation in undergraduate programs and in curricula related to vocational degrees.

10.2 Data for Inclusion

- List of practical ministry options available to students
- Student practical ministry, internship evaluation and report forms
- Sample practical ministry learning contracts for students
- Written guidelines for ministry mentors and sample practical ministry supervisory agreement with a local faith community or related ministry

10.3 Questions for Consideration

- Identify the relevant sections in your Academic and Student Handbooks related to practical ministries for your students.

- In what ways does the institution assist students in finding study-related practical ministry?
- How many hours per week are students expected to invest in guided practical ministry? Explain.
- In what ways does the institution train its ministry mentors to guide students?
- What aspects of your practical experience education do you view as strengths?
- What are the practical ministry training concerns the institution is currently facing?
- Please share student anecdotal information on the value of practical ministry.

11. Achievement Measurement

11.1 Performance Standards

- The institution is to develop procedures and clear benchmarks for assessing the actual achievements of their graduates in relation to the stated objectives of the institution and the graduate profile for each award, thus demonstrating quality assurance.
- Quality assurance measurement should include spiritual formation, ministry effectiveness and relational skills, as well as academic achievement.

11.2 Data for Inclusion

- Grading procedures for academic and practical learning
- Assessment tools for measuring progress in spiritual formation, ministry effectiveness, and relational skills

11.3 Questions for Consideration

- Explain the institution's grading procedures for academic and practical learning.
- What are the measures used for periodic assessment of student progress related to: spiritual formation, ministry effectiveness, and relational skills?
- In what ways do end of course examinations help faculty assess student progress towards enhancing spiritual formation, ministry effectiveness, and relational skills?
- In what ways do faculty members creatively confront students who need to demonstrate more growth in these areas.
- Discuss the end of award procedures utilized to attest to the student's achievement of a satisfactory level of spiritual maturity, commitment to a faith community, sociological aptness, interpersonal appropriateness and emotional health.
- To what extent do you involve the communities your students belong to (including their faith communities, para-church or service agencies) in affirming whether your students reflect the Graduate Profile? Do you ask graduates to reflect upon their lives in relation to your Graduate Profile after their studies have been completed? How do you know if your Graduate Profile is realistic, and is being achieved in the lives of your students?

12. Recognition of Prior Learning and Credit Transfer

12.1 Performance Standards

- The institution should have clear written regulations for the transfer of credit and procedures for the recognition of prior learning.
- Students transferring from a lower degree program to a higher one normally may not transfer credits from the lower degree to the higher one.

12.2 Data for Inclusion

- Sections in your Academic Manual concerning recognition of prior learning and transfer credit, and/or other written policies.
- Self-reflection/evaluation forms used by students to apply for recognition of prior learning.

12.3 Questions for Consideration

- Describe the regulations and procedures used for credit transfers both to and from your institution, including any limits placed upon such transfers.
- What steps do you take to evaluate the academic credibility and programs of institutions your students previously studied with?
- Describe the regulations and procedures used for recognizing prior learning (for either academic credit or advanced standing), including the credit limits applied to such prior learning.

13. Admission

13.1 Performance Standards

- The institution must have written admissions procedures that include careful attention to the Christian character and practical Christian experience of students, as well as to their academic qualifications and language abilities.
- Pre-admission screening should include an interview process and identify levels of spiritual maturity, commitment to a faith community, sociological aptness, interpersonal appropriateness and emotional health.
- Academic admission requirements into each degree program shall be comparable to those in similar degree programs in worldwide theological education (as far as these are possible to ascertain), as well as to institutions and universities of the local country.
- These entrance requirements are normally met before students enter the institution.

13.2 Data for Inclusion

- Published admissions procedures
- Pre-admission candidate evaluation protocols

13.3 Questions for Consideration

- What are the principle ways potential students learn about the institution?
- Describe the ways in which the institution consistently involves local pastors, church members, institution graduates and educational personnel in pre-admission student selection.
- Explain the steps and instruments the institution uses to identify student pre-admission levels of: spiritual maturity, commitment to a faith community, sociological aptness, interpersonal appropriateness and emotional health.
- What are the university entrance requirements in the country where the institution is located? Does the institution seek to follow these same admission procedures? Why or why not?

14. Graduation

14.1 Performance Standards

- Graduation requirements must include the practical and the personal development of the student as well as his or her academic achievements, including means for assessing and monitoring.

- The names of the various academic awards should take into consideration the nomenclature and requirements of their country or region while being sensitive to any legally protected nomenclature in their context.

14.2 Data for Inclusion
- Published list of graduation requirements
- Student tracking guide towards graduation.
- Graduation readiness assessment tool

14.3 Questions for Consideration
(1) Please list and explain the graduation requirements from each of your awards.
(2) Explain the ways in which the institution's management helps students keep track of their progress towards graduation.
(3) How does the institution discern student readiness for graduation?
(4) What procedures do the institution follow, if it wants to delay a student's graduation?

15. Educational Program Summary

15.1 Institutional Impact Survey Follow-Up
- What are the significant findings or conclusions (if any) of the *Institutional Impact Survey* concerning the educational program(s) of your institution?
- Summarize the impact your programs are making in the lives of students, and the impact being made upon the churches and communities your graduates serve among, according to the explicit feedback received in your *Institutional Impact Survey*.
- Highlight any key areas in which the Survey reveals a felt need to change or modify your curriculum in any way. Share your initial thoughts about how you might meet those felt needs and identify any concrete plans you are making in response to the Survey.

15.2 Strengths, Weaknesses, and Plans for Improvement
Considering your educational program and the various aspects considered above (holistic program, contextualized curriculum, program publication, curriculum balance, program review, instructional objectives, community learning, guided practical experience, achievement measurement, recognition of prior learning and credit transfer, admission, and graduation):
- Summarize the major strengths in the educational program of your institution.
- Identify important areas needing improvement in your educational program and summarize them.
- Describe your plans to implement these needed improvements.

V. Students

The focus of an institution's mission is its students. Everyone, management, educational and administrative staff and the constituency, work together to achieve their common mission with every student. Student selection identifies students who share common values with the institution and can benefit from its mission.

Every effort is then made to maintain a pleasant, secure and stimulating learning environment. As budgets allow and situations require, management seeks to provide students with housing, health and food services, so that the students can focus on study and learning.

1. Services and Housing for Residential Students

1.1 Performance Standards

- Housing for residential students should correspond to that of similar institutions in the country (size, furnishings, sanitary facilities, etc.).
- Housing, grounds, and facilities must be well maintained.
- Food service must show careful attention to hygiene, nutrition and local standards.
- The institution must ensure that health services are accessible to resident students.

1.2 Data for Inclusion

- Campus layout diagram
- Housing floor plans
- Kitchen and dining space floor plan
- Health Certificates

1.3 Questions for Consideration

- Explain how the institution has helped in providing for student housing needs.
- Describe overall student morale regarding care for their housing and food service.
- What levels of training do food service personnel possess?
- What does the institution do to promote hygiene in food service and housing departments?

2. Counseling

2.1 Performance Standards

- The institution should make appropriate provision for personal counseling and remedial tutoring for all degree students, according to need.

2.2 Data for Inclusion

- List of management, educational and administrative staff members involved in student counseling
- Register of local tutors used to assist students with remedial learning needs.

2.3 Questions for Consideration

- Explain the types of preventative counseling the school uses to help students grow.
- What people resources are available in the institution to help with student counseling?
- Describe how community professional resources are being tapped to help with student developmental needs?
- What are the subjects in which the students most frequently need academic tutoring?
- How is the institution helping to meet the academic tutoring needs of students?

3. Conflict Resolution and Discipline

3.1 Performance Standards

- Major disciplinary decisions, problem-related issues, or policy exceptions must in every case be arbitrated:
  - in keeping with written-regulations, published and distributed to the students;
  - based on a clear process, including discussion and decision by a group rather than by an individual;
  - with written records kept of any actions taken;

- whenever necessary, in consultation with the student's faith community or sponsoring body;
- with the possibility of appeal and redress.

- Written policies and procedures should be in place for addressing student complaints and grievances, as well as disciplinary issues.

3.2 Data for Inclusion

- The institution's philosophy of, and procedures for, corrective discipline for misbehavior
- Community Covenant or relevant section of the Student Handbook (if one exists)
- Sample anonymous incident report, and disciplinary action report template

3.3 Questions for Consideration

- Discuss the ways the institution has trained its managers in corrective discipline and arbitration of young adult issues.
- Explain from beginning to end how an institutional administrator might handle a discipline issue with: (a) a male student, (b) a female student, (c) a group of students.
- When the need for discipline emerges, do student, faculty, staff and constituents feel the erring student will be dealt with fairly? Why?
- What appeal procedures are in place to assist in demonstrating that "due process" is given to the student during discipline?

4. Community Life

4.1 Performance Standards

- The institution should make every effort to foster a healthy sense of community life among all members of the institution.
- With this in view, an adequate program of extracurricular activities, including social and physical recreation, should be provided, with accountability to the administration.
- All student organizations should be properly organized and operated in harmony with the overall objectives of the institution.
- Opportunity should be made for student involvement in decision-making processes for the community life of the institution.
- The institution should also seek to foster healthy relations and involvement with the local community, and especially with local churches or faith communities and ministry organizations.
- Student rights and responsibilities should be protected and stated in writing in officially approved institutional documents.

4.2 Data for Inclusion

- Student Handbook (or similar)
- Annual calendar of events
- Institutional newsletter
- List of student organizations
- Constitution and by-laws of student organizations
- Community visitation report
- Schedule of events sponsored by the institution for the cultural and educational enrichment of the constituency the institution serves.

4.3 Questions for Consideration

- Describe how management creates a sense of community among its faculty, staff, students and constituency.

- What types of extracurricular activities have had the greatest impact on student development towards achieving the graduate profile? Discuss.
- Discuss the schedule of promotional, informational, educational visits to the constituency in which management encourages students to participate.

5. Alumni

5.1 Performance Standards
- Institutions should seek to maintain close contact with alumni, recording up-to-date contact information, family details, and ministry or workplace appointments.

5.2 Data for Inclusion
- Statistics for alumni of the institution, identifying how many the institution presently has contact with.
- Any alumni association documents

5.3 Questions for Consideration
- How does the institution seek to maintain contact and relationships with its alumni? How frequently are these contacts made?
- Do alumni feel connected to the institution?
- What steps can you do to improve your alumni relationships?

6. Fees

6.1 Performance Standards
- Student fees should be regularly reviewed to make sure that they correlate both with the financial needs of the institution and with the financial abilities of the students and their sponsors.
- Financial aid programs should be administered in keeping with written procedures based on group consultation and decision, and with written records maintained of actions taken.

6.2 Data for Inclusion
- Comparison graph showing annual student fees, other institutional revenues and expenses for the past three years and projections for the coming four years
- Graph depicting the annual sources and amounts of financial aid for the past four years and projecting the same for the coming four years
- Policy on financial aid

6.3 Questions for Consideration
- What percentage of institutional operating expenses do student fees represent? Please state the institution's rationale for student fees.
- What changes does management expect in student fees over the coming four years?
- What percentage of annual revenue is made up from financial aid income?
- Discuss the dependability of donor sources for financial aid.
- What are some of the issues and concerns the institution has regarding giving financial aid to the students?
- What principles does the institution use to make sure that all students are dealt with fairly in the distribution of financial aid?
- Share two or three encouraging anecdotes involving financial aid.

7. Students Summary

7.1 Institutional Impact Survey Follow-Up

What are the significant findings or conclusions (if any) of the *Institutional Impact Survey* concerning students and alumni in your institution?

7.2 Strengths, Weaknesses, and Plans for Improvement

Considering your student community (and the areas of services and housing for residential students, counseling, conflict resolution and discipline, community life, alumni, student fees, plus any other relevant factors):

- Summarize the major strengths in aspects relating to students in your institution.
- Identify important areas needing improvement concerning students in the institution and summarize them.
- Describe your plans to implement these needed improvements.

9. APPENDICES

9.1 Graduate Profiles: Help for Self-Evaluation

Introduction

If accreditation could be summarized in a single function, its task could be described as ensuring that schools, colleges, universities, and seminaries exhibit the quality standards to fulfil their stated mission.

To fulfil this mandate, an accreditation evaluator normally addresses three questions:

- Does the institution of higher education have a mission statement?
- Is the institution fulfilling its mission as outlined in the mission statement?
- Is the institution likely to be able to continue to fulfil its mission as outlined in the mission statement?

1. From Mission Statement to Graduate Profile

Although this simple philosophy of accreditation may seem somewhat reductionistic, at least it makes clear that our point of departure must always be the institution's mission statement. This is a brief declaration which expresses the school's purpose.

Normally, the purpose of a school is to train people. Thus, it is imperative that the mission statement indicate what kind of people are to be trained, for what vocations they are trained and on what level graduates should be able to serve.

To give substance to the school's purpose, its mission statement should give rise to a list of the several kinds of graduates the school strives to produce (pastors, evangelists, teachers of religion, professors for schools at home or abroad, children's workers, ministers of music, missionaries, youth workers, counsellors, lay deacons and elders, administrators, etc.). Each type of graduate should be described by a graduate profile.

A graduate profile is a listing of the ideal combination of characteristics or at least the minimal characteristics the schools strives to develop in the student. The content of the graduate profile should of course be determined by feedback from the workplace: churches, mission fields, schools, etc. School leadership and teachers need personal experience in the field they train people for, so that they may effectively give and receive feedback.

A Sample Graduate Profile

(NB: MENATE schools need to develop their own graduate profiles for each of their degrees, and should not simply reproduce this sample, illustrative profile.)

PROFILE OF A CHRISTIAN MINISTRY GRADUATE

Personality: A worker in Christian ministry may be in a metropolitan area, a small village, or be part of a small team. Therefore, in the formation of his/her personality we must pay careful attention to the following characteristics:

- Emotional health, maturity and stability
- A rich spiritual life
- Acceptance of self and others
- Sociability, being a good colleague
- A willingness to serve

- Interest in people groups and their different cultures
- Well-developed language skills
- Good general capacity to communicate
- A knack for organisation and improvisation
- Practical intelligence
- Technical insight in use of ministry skills
- Personal moral development

Knowledge:

- Thorough knowledge of the Bible and Biblical Theology
- Basic knowledge of Hebrew and Greek
- Good knowledge of the cultures in the Bible
- Knowledge of non-Christian religions
- Knowledge of learning strategies and methods, case studies
- History of the Church in the world and the region
- History/practice of inter-denominational relationships
- Ministry insights from cultural anthropology and sociology
- Knowledge of national history, structures, rel. between Church & nation
- Principles of personal and public health

Abilities:

- Abilities in transmission of the faith are most crucial.
- Skilled in interpretation and communication of the Bible
- Ability to transmit and express Christian beliefs
- Ability to organize witnessing events
- Counselling/people helping
- Written expression (reports, articles, correspondence, etc.)
- Leadership of meetings, discussions, etc.
- Basic computer skills (word processing, spreadsheet, database, Internet)
- Skills in audio-visual resources & equipment (video, photography, power point, design)

Feeling:

- Ability to empathize with people experiencing loss (death, divorce, unemployment)
- Identifying, facing and managing fear in its various forms
- Identifying with people in their joy
- Learning to understand and express the whole gamut of human emotions (joy, sorrow, satisfaction, anger)
- Learning to be compassionate, not judgmental, regarding people's weaknesses, frailties and sins
- Exercising compassion and practical mercy to the poor and needy

Of course, such a profile can be extended, modified, clarified in accordance with *specific* needs. Training packages should always be developed with an eye on the country, the culture, and the context in which the graduate will be working, in close cooperation with people on the field.

2. From Graduate Profile to Curriculum

To guarantee a good "product", the school devises a curriculum or list of courses and activities that a student must follow. Every detail of the curriculum, each course, and all curricular and extra-curricular activities, must be subservient to the content of the graduate profile.

In other words, whatever does not serve a specific purpose in relation to the graduate profile need not be stated. They may look nice and may have some PR value, but they may be harmful because they detract time, energy, finances and attention from the real goal to be achieved.

In defining a profile, we traditionally use the terms

- Personality (what a person *is*)
- Knowledge (what a person *knows*)
- Basic Ministry Skills (what a person *can do* or their *competences*)
- Feeling (how a person can *emotionally understand* him or herself and others)

3. Evaluating the Curriculum: Integrating the Profile

We must be very selective in the choice of our courses, very mindful of the need to teach each course with a clear purpose or goal in mind. The fundamental factor in the selection and integration of each course in the total curriculum can only be: the mission statement as expressed in the graduate profiles. Thus, our mission statement and graduate profile(s) are fundamental. It is a challenge to find good teachers for the various subjects, but an even greater challenge to INTEGRATE these subjects in the programme. For example, WHY do we teach Greek or Hebrew? How do these languages enrich our Bible courses?

ALL courses, old or new to a school, should be put to the test: What purpose do they serve, how conscious are the teachers of this purpose? How deep is the interaction between faculty and staff to obtain this full integration? To answer these questions, we must always return to the graduate profile(s).

4. From Integration to Self–Evaluation

A school desiring accreditation must undergo a thorough process of self-evaluation.

MENATE accreditation is mission-centered. This means that, from your mission statement, you should formulate a clear Graduate Profile. The Self-Study questionnaire will assist you in evaluating the relationship between your profile and your curricular activities.

Thus, in the MENATE accreditation and evaluation process, we begin with the institutional mission statement. We do this by giving your institution an opportunity to state your mission, to explain how you are achieving your mission, formulating institutional strengths and discovering areas needing greater attention. Visits to your school by a MENATE Visiting Evaluation Team (VET) will assist you in addressing these areas. The key component to this information sharing is the institutional self-study. You will go through a systematic process of self-evaluation and produce a thorough self-study. MENATE self-evaluation involves two elements:

1) Presentation of the Graduate Profile(s)
2) Completion of Self-Study with demonstrated participation of the constituency

The most practical way of going through the self-evaluation process is to work in small task groups. Those groups should have specific written assignments:

- To evaluate the clarity and adequacy of the school's mission statement, core values and vision
- To develop or improve graduate profiles

- To gain the perception of the constituency (faculty, students, alumni, denominational leaders, area political leaders, other religious leaders) regarding the institution
- To integrate courses with their corresponding profiles
- To check syllabi in accordance with the set goals
- To select books and periodicals *appropriate* for each course
- To investigate if practical assignments and internships are truly giving effective training in the envisioned vocation.

The self-evaluation report needs to distil the results of these committee meetings: their argumentation and their decisions, etc. In addition to academic activities, the report should not neglect the material, spiritual *and* financial facets of the institution

9.2 Accreditation Bibliography

In developing our approach to self-evaluation and accreditation, MENATE members are participating in a continuing process of reading and discussing what other accreditation agencies are doing for their constituencies. Below is a listing of sources that have been used in developing our documents. As the Manual development process continues other resources will be added.

Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges. 1993. "Report on the Future of Self-Regulation in Higher Education." Oakland, California. 27 pages.

The Accrediting Council for Theological Education in Africa, 2011. *ACTEA Standards and Guide to Self-Evaluation*. Nairobi, Kenya: ACTEA. 63 pages.

The Association for Biblical Higher Education. 2018. *Commission for Accreditation Manual*. Orland, Florida: ABHE. 216 pages.

Asia Theological Association. 1987. *Accrediting Manual for Extension Education and TEE Self Study Guide*. Taichung, Taiwan: ATA. 50 pages.

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Asociación Evangélica de Educación Teológica en América Latina. 2010. *Accreditation Manual* (English translation). Sao Paulo, Brazil: AETAL. 20 pages.

Australian Qualifications Framework Council. 2013. *Australian Qualifications Framework, 2nd edition*. Adelaide, South Australia: AQFC. 112 pages.

Caribbean Evangelical Theological Association. 2005. *Standards for Accreditation.* Trinidad: CETA. 35 pages.

Commission on Higher Education, Middle States Association of Colleges and Schools. n.d. *What is Accreditation?* Philadelphia, Pennsylvania. 20 pages.

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The Commission on Accrediting, The Association of Theological Schools. 2015. *Accreditation Documents*. Pittsburgh, PA: ATS. 224 pages.

Council for Higher Education Accreditation. 2010. "The Value of Accreditation." Washington, DC: CHEA. 8 pages.

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European Council for Theological Education (formerly EEAA). 2018. *ECTE Manual with Visitation Guidelines, 6th edition*. Sutri, Italy: ECTE. 163 pages.

Middle East and North Africa Association for Theological Education. 2018. "Constitution of the Middle East & North Africa Association for Theological Education." MENATE. 25 pages.

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North Central Association of Colleges and Schools. 1992. *Accreditation of Postsecondary Institutions: An Overview 1992-93*. Chicago, Illinois. 17 pages.

South Pacific Association of Evangelical Colleges. 2010. *Accreditation Manual for Government Accredited Colleges, 4th edition*. SPAEC. 12 pages.

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10. FORMS

10.1 Preliminary Questionnaire

10.2 Member Institutions Yearly Report

(See the following pages …)

Middle East Association for Theological Education

رابطة الشرق الأوسط للتعليم اللاهوتي

10.1 Preliminary Questionnaire

For schools of biblical and theological training considering accreditation with the Middle East and North Africa Association for Theological Education (MENATE) for the first time.

The purpose of this questionnaire is to provide an overall impression of the institution, its life and programme. The questionnaire is to be returned as soon as possible to MENATE at the e-mail or postal addresses below. Please append any printed materials granting insight into the history, life and programme of the school, in particular the school's catalogue, doctrinal statement (if any) and a summary financial report for the last three years.

Since this is the first introduction to your institution, answers may be brief.

1.0 General Information

Name of the institution _____

Address _____

Telephone / Fax _____

Email/Website _____

Head of institution _____

2.0 Church Affiliation

2.1 Church affiliated schools

Affiliated with _____

2.2 Interdenominational or not church affiliated schools

Which churches and organisations support the school?

_____

_____

Which churches, denominations and mission boards accept graduates for ordination and ministry?

_____

_____

3.0 Stability and Objectives

For how many years has the school been functioning without interruption?

What are the general objectives of the school?

What are the specific objectives for the various levels of training?

4.0 Administration

4.1 Governing Body

Who bears ultimate responsibility for the institution?

When and where did the board meet for the past two years?

On what basis is the board being formed and how long has the present board been in office?

4.2 Business and Finances

How is the annual budget prepared and adopted?

Does the school have any debts and how are they planned to be covered?

4.3 Physical Plant

Who owns the land and building used by the school?

What facilities does the institution have?

5.0 Academics

5.1 Students

Show student enrolment numbers for the past three years categorized according to sex and marital status

Describe admission standards for the past three years

How many students have been graduating for the past three years in the various programmes?

5.2 Faculty

List teaching staff engaged at the school for the past three years including the following information: church affiliation, age, qualifications, year of appointment, areas of teaching, teaching hours (per week), additional responsibilities. List separately full time and part time faculty.

What is the faculty/student ratio (count twelve hours part time teaching per week as equivalent to one full time instructor)?

Is there an academic dean?

5.3 Library

How many books does the library own?

What have been the acquisitions during the past three years (whether by purchase? or donation)?

5.4 Curriculum

List the various programmes of study and show how many teaching hours per year are devoted to the various subjects in each of them (Old and New Testament, Systematics, Church History, World Religion, Pastoral Theology, Christian Education, Evangelism and Missions, Humanities, Languages, Communications Skills etc.)

What electives are offered on the various levels of training?

5.5 Practical Training

How much and what sort of practical (manual) work are the students expected to do?

5.6 Distance Learning: [to be revised]

Does your institution recognize Distance Learning as part of your study programme? (Distance Learning can include Theological Education by Extension, correspondence courses, various programmes using electronically based instruction offered at a distance. Distance learning can lead to the awarding of degrees). List programme offered by Distance Learning.

(Schools which desire that their Distance Learning programme be accredited should also complete the questionnaire provided in the Appendix).

5.7 Graduates

What kind of placement service do you operate?

How is contact with graduates maintained?

6.0 Student and School Life

6.1 Social Life

What provisions are made for the social life of the students?

_____

_____

6.2 Spiritual Formation

What specific provisions are there for the cultivation of the personal Christian life of the student?

_____

_____

What opportunities are there for fellowship between staff and students?

_____

_____

Is there any counselling or advisor scheme in effect?

_____

_____

Does the faculty, the administrative and maintenance staff meet informally for prayer and fellowship at fixed intervals (jointly or separately)?

_____

_____

Appended Materials

List here the material that has been appended to this Preliminary Questionnaire

_____

_____

Approved By

Date _____

Signature of the chief administrator of institution (name, position, title)

_____

_____

_____

Middle East Association for Theological Education

رابطة الشرق الأوسط للتعليم اللاهوتي

10.2 Member Institutions Yearly Report

The purpose of this report is to update MENATE's Executive Committee on each member's status and to become a source of information for preparing MENATE Newsletters.

Name of institution: .....

Reporting on academic year: .....

Name of person(s) preparing the report: .....

Contact information of the person(s) preparing the report:

Tel. ..... Fax ..... E-mail: .....

Please state the institution's vision: .....

Please state the institution's mission: .....

Number of full-time students ..... Number of part-time students .....

Number of employees ..... Number of faculty (full-time & part-time) .....

Number of locations and satellite locations (if applicable) .....

Please give an overview of the academic program(s) offered .....

Please share highlights from past academic year: .....

Please share major disappointments from past academic year if any: .....

Please share challenges facing your institution: .....

Please share institutional outcomes achieved: .....

Please share any major changes in the institution .....

Additional Comments: .....

- Add as many lines as needed
- Attach pictures if possible

THIS PAGE IS FOR ACCREDITED SCHOOLS ONLY

Name of person(s) completing this part of the report .....

Contact information for the report writer (s) .....

.....

Please attach a letter from the Chairman of the Board sharing Board insights.*

Please attach a letter from the President with his/her assessment of the institution's fiscal health in the past year.*

Please share institutional highlights from the past academic year regarding the accreditation process.

Please share accomplishments from your strategic plan for the past year.

Please share major disappointments from your strategic plan for the last year.

Please answer the question, why does your institution matter for the MENA Region?

Please share about professional development opportunities you make available to selected members of your staff, faculty, administration, board, and other stakeholders.

Please tell 2 or 3 stories on ways your students and graduates are changing lives and equipping leaders.

What special projects are you doing?

Explain how your institution is working on the recommendations made to you by the Accrediting Commission on its last visit to your institution. Please refer to the MENATE Accrediting Commission Report and MENATE VET Report and briefly describe progress being made on MENATE's notations (each one) and recommendations (in general), and your institutional plans regarding any that you have not begun work on.

Please share financial summaries – annual balance sheet with Profit and Loss Statement.*

Please write the names of your previous and current year's faculty (adjunct, part-time, full-time, and occasional):

- Add as many lines as needed to complete your responses
- Please attach the requested letters and reports as electronic documents
- Please attach photographs if possible.