

Summary

Introduction :

We are in an age of scientific and technological revolution, global interdependence due to communication and information networks, and rapid developments/innovations in all fields. The main standard for/ of power in the world order will be the information, advanced technology, in addition to land size, population and resources.

The most prominent characteristic/feature of this age is the extension of human dream as a result of the development of human identity and scientific and technological achievements in all fields. Due to current progress and innovations, we have to develop higher education and promote graduates competencies required for labor market.

The problem of higher education institutes in the Arab world now is the inadequacy/deficiency in terms of large size and low quality to meet developmental plans with its traditional tools and to match/face employment competing requirements. In other words, education institutes are still unable to get rid of the conservative mentality which continued to set/prescribe education strategies. Thus, a modern administrative and technical strategy would enable higher education to cope with such work competition and provide competent/qualified graduates for the styles and systems of this age.

Higher education in the Arab countries will face/encounter challenges, to move to the new era, in terms of abundance in unqualified and half/quasi-qualified graduates which make institutions reject the unemployed.

The reciprocal relationship between the university – as a center for preparation, research, and development – and production and services locations determines the status of a nation in the hierarchy of progress. We need an education that helps us to face the crisis and/or revolutions of the age.

The Research Problem :

The deficiency of higher education to provide technically competent graduates to be accepted in labor market necessitates the existence of private higher education under the supervision of the state design and standards. Such education guarantees/ensures quality outputs/cadres for labor market and contributes to lessen government expenditure.

Such a step towards solving the problem necessitates setting standards, modern and flexible, which aims at achieving quality higher education and promoting graduates' quality/performance. To achieve this, accreditation standards should fairly be applied to all aspects of the educational process and especially government central licensure standards in the Arab countries which focus more on technical/quantity rather than quality dimensions/domains. Therefore, the present research problem can be stated in the following main question :

- What are the most important standards suggested for academic and professional accreditation of private higher education institutes?
- 1- What is the status of private education institutes in Arab universities?
- 2- What is meant by Academic and professional standards?
- 3- What are the basic/main requirements of academic and professional standards/accreditation?

- 4- What are the most important experiences of some countries in academic and professional standards of higher education institutes?

The Research Purposes :

The present study aimed at :

- 1- Specifying the status of private higher education institutes in Arab universities.
- 2- Defining the concept of academic and professional standardization of higher education institutes and its basic requirements.
- 3- Describing and analyzing experiences of some countries in academic and professional standardizing of higher education institutes.
- 4- Developing a suggested set of standards for academic and professional accreditation applicable to private higher education institutes in Arab universities.

The Research Method :

The researcher used a compromise/match of the descriptive approach and system analysis approach. In addition, the researcher used some statistical techniques in the treatment of the field study results.

The Research Limitations :

The results/findings of the study are limited to the following :

- 1- Topical limit, which involves a set of suggested standards for academic and professional accreditation of private higher education institutes.
- 2- Spatial/location limit, which represents private higher education institutes in Egypt, United Arab Emirates, and Kingdom of Jordan.
- 3- Population/Sample, which includes staff members and some administrators at private universities.

meet the standard, i.e., have the minimum level of clear and specific standards, every 3-5 years.

- 2- Accreditation of programs and institutes should not be conditioned in terms of specific periods of two of year, but leads to terminal accreditation based on the availability of premises of program continuity.
- 3- Academic accreditation should aim at decision-making/reporting/evaluating the level of the program or institutes by beneficiaries of the educational process in the public and private sectors.
- 4- There must be a general framework/set of common standards for all higher education institutes in addition to each specific institute-based standards.
- 5- Good academic standards cover content and procedures together. Methods of academic accreditation are basic to the success of decision-making process in higher education standardization.
- 6- Prior to deciding on academic accreditation, officials/authorities should benefit from self-study or evaluation and field visits.
- 7- There is no consensus about specific documentation of academic accreditation standards.

Recommendations of the study :

The following are recommendation of the study :

- 1- Establishing database of governmental and private universities which include statistics, administrative procedures, admission, registry, staff members and student numbers in each specialty.
- 2- Founding an Arab information bank according to a common plan to serve higher education in cooperation with private sector institutions.

- 3- Establishing links between networks of universities and private educational institutes-governmental and private – under the university adaptation network founded in 1996 in United Arab Emirates.
- 4- Organizing annual conference in cooperation with institutes of higher education and businessmen to exchange scientific ideas.
- 5- Formation of an agency for accreditation in the Arab World university adaptation network founded in 1996 in United Arab Emirates.
- 6- Setting a local or national association/expertise for academic accreditation for providing consultancy to governmental institutions concerned with higher education.