



Visitation Guidelines

of the

European Evangelical
Accrediting Association

A Network for Theological Education

**To be used with reference to the
EEAA Manual - 4th Edition, 2006**

This manual contains the guidelines and procedures for on-site
visitations

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EEAA Visitation Guidelines

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1. Introduction to EEAA Visitations

On-site visitations are a vital element of the accrediting mission of the EEAA. This *Visitation Guidelines* booklet serves as a reference for both institutions that will be receiving the visits and for the members of the Visitation Evaluation Teams (VET). It also contains the criteria for selection and appointment of the VETs, the method of training and a general deontology that should accompany their work.

The standards and procedures for accreditation to which these guidelines refer are contained in the EEAA Manual, 4th Edition 20076.

1.1

Purpose

The general purpose of on-site visitations is to engage representatives of the EEAA with members of schools that are being accredited by the EEAA. Although much preparatory work can and must be done by correspondence, genuine evaluation can only be done through on-site reviews.

The visitations also favour personal contact between school staff and faculty, students and EEAA representatives, fostering a climate of trust and mutual understanding in the common mission of providing quality theological education.

1.2

Roles and responsibilities

Different agents are involved in the visitation process. The following lists outline the roles and responsibilities of schools, VETs, EEAA Coordinator and Council respectively.

1. What the school does

1. Requests a visit to the EEAA Coordinator and reserves a date.
2. Sends necessary forms and documentation to the Coordinator.

3. Arranges all the details concerning airport pick-up and accommodation of the VET and organizes schedule of visitation in agreement with VET leader.
4. Examines and approves the *School Review* form produced by the VET at the end of the visit before it is sent to the Council.
5. Evaluates the VET through the *Visitation Feedback* form.
6. Pays for the travel expenses of the VET.

2. What the VET members do

1. Apply the procedures and standards of the EEAA Manual. In particular the sections on the standard should be re-read before the visitation.
2. Make all evaluations, assessments, notations on the basis of the Manual
3. Are scrupulous in noting what is missing, where shortfalls are, and what is done in a way that is significantly different from the Manual standards.
4. Study the materials sent in by the school in light of the Manual. These materials are the *Preliminary Questionnaire* (PQ) in the case of a Candidacy visit and a *Self Evaluation Report* (SER) in the case of an Accreditation visit. Extensive documentation is usually also provided and should be studied before the visit. Generally speaking, neither the entire Council nor the Coordinator will thoroughly study the materials sent in by each school, so it is the **primary duty of the designated VET members to scrutinize the documentation**. This is a crucial part of the VET duties and several hours need to be set aside for this purpose prior to the visit (it cannot be done on the plane while on route). Schools usually work for weeks and months to put together these materials and they need to be reviewed with scruple.
5. Carry out the visitation and produce a report (*School Review*) that is presented to the Accrediting Council.
6. Each VET will have a team leader designated by the Coordinator. The team leader generally coordinates the schedule, chairs the meetings and sends the final report to the Coordinator.

3. What the EEAA office (Coordinator) does

1. Authorizes normal policy visits after assessing the adequacy of the documentation and, if necessary, consulting Council members or VET members.
2. Organizes the calendar of visits and designates the team members and team leader for each VET.
3. Gives initial notification to schools and VET members, confirming dates and team members.
4. Receives materials and documentation from schools, keeps them on file, and sends copies to designated VET for examination.
5. Receives the report (*School Review*) from VET after the visit and presents it to the Council for approval and deliberation.
6. Notifies schools of the outcomes of the visitation.
7. Receives report on VET from the school and alerts Council in case of significant issues.

4. What the EEAA Council does

1. Authorizes non-normal policy visits in consultation with the Coordinator.
2. Receives the report from the VETs and makes relevant decisions on granting candidacy or accreditation status.

1.3

Procedures

Although some variation is possible depending on the visitation category, generally speaking an on-site visitation should follow a standard procedure:

1. **Preparation and authorisation of visit.** The school submits preparatory work (questionnaires, reports, etc) and requests an on-site visit. In some cases the Coordinator will contact the school and indicate the need for a visit. The procedure for authorising visits allows the coordinator to authorise candidacy and accreditation visits after contact by e-mail with members of the Accrediting Commission, the Treasurer and those council members who have made a prior visit to the school. Cases where the decision to authorise a visit involves new policy are still to be decided by recommendation to the council.
2. **Planning.** The Coordinator contacts the school to arrange a suitable date. In order to be able to efficiently organize a growing visitation schedule, EEAA visitations will be conducted only in the following weeks of every year:
 - January, 2nd week
 - May, 2nd week
 - November, 2nd week

Schools wishing to reserve a visit (Courtesy, Candidacy, Accreditation, Review, etc), must select one of these dates and notify the Coordinator. Visits cannot be guaranteed on other dates. The availability of VETs is limited, so requests will be treated on a first come, first served basis.

VET member should take note of these dates and keep at least two visitation periods available every year. These should be notified to the coordinator.

Once the preliminary arrangements have been concluded, the VET leader will make detailed arrangements for the visit in cooperation with the school. Arrangements will include accommodation, provision for arrival and for local travel, schedule to be followed during the visit, persons to be interviewed, materials to be examined, and similar details. Each VET member should inform the theological school in due time of his or her arrival details.

3. **Visitation.** A staff member should be designated as a contact person to set up interviews, arrange schedule changes, provide additional documentation etc. When the visitation takes place, the theological school should set aside an office or room on campus for the duration of the visit and designate it as the VET's office. This room will also house materials not sent in advance: copies of minutes of the faculty, committees, faculty publications, financial audits (three years), faculty research and planning documents, the theological school catalogue, course syllabi, a sampling of student theses in different subjects, examinations, term papers, etc. These materials should be prepared and displayed in advance. If needed by the VET and available, a computer and printer will expedite preparation of the VET report.

At the beginning of the visit, the VET should inform the theological school about the EEAA, its functions and goals and give sufficient time for questions and explanations. A general staff and faculty meeting (students may also be invited) may be appropriate for this purpose.

Although each team has the freedom to determine its own schedule and programme, the following activities normally characterize on-site visits:

- ✓ An initial meeting of the VET members among themselves.
- ✓ An opening conference with senior leadership.
- ✓ A general orientation session with faculty, administration and staff.
- ✓ A brief tour of the institution's facilities.

- ✓ Separate individual conferences with chief administrative officers, faculty representatives, staff representatives, librarian, field education director etc.
- ✓ A conference with a representative group of students (and alumni if available).
- ✓ Visit to the library.
- ✓ Inspection of documentary materials.
- ✓ Participation in a sampling of classroom instruction in different subjects.
- ✓ A meeting with board members.
- ✓ A final meeting with senior leadership to discuss the *School Review* report.

During the visit, the VET leader should make known any additional requests for information, documentation, and interviews which may have become needful in the light of the data already accumulated.

Candidacy and Review visits will generally require 2 days, while Accreditation visits can require up to 3 days.

4. **Report.** At the end of the visit, the VET drafts a report using the *School Review* form. This report is then illustrated in a final conference with the senior leadership to inform the theological school of the major findings and impressions that will be communicated to the EEAA Accrediting Council. Time should be given for mutual clarification of unanswered questions, and amendments should be made as necessary. The *School Review* form is then signed by the VET and school leadership as an accurate representation of facts and submitted to the Coordinator who will present it to the Council. The form can be sent by email.

The final conference should also be a time to share information relating to the next steps in the process of accreditation

1.4

Costs and reimbursements

There is not set fee for EEAA visitations, but the receiving school should reimburse the VET members for all their travel and accommodation expenses. VET members will take care to reduce travel distances and choose the best pricing for travel, and will provide copies of all receipts, including airport parking, meals consumed on route (max 12€ per meal), taxis or other expenses incurred to reach the destination. If travel occurs by private car, the fee of 0,33€ per kilometre will be used for calculating the reimbursement.

At the beginning of the visit each VET member will give an account of his/her expenses to the school's administration, and the school will provide reimbursement before the end of the visit (either in cash or by a cheque).

Although all expenses are covered by the receiving school, EEAA on-site visitations are not normally otherwise compensated. The EEAA expresses deep appreciation for the volunteer service of VET members.

2 Visitation categories

There are four categories of visits: Courtesy and Orientation/Advisory visits, Candidacy Visits, Accreditation Visits, and Review Visits (see section 3.1 of the EEAA Manual) Each of these visits is distinctive in its purpose and needs to be understood and prepared carefully.

2.1

Courtesy and Orientation/Advisory visits

The purpose of both Courtesy and Orientation/Advisory visits is to give schools advice on membership, accreditation or quality assurance issues. Neither visit commits the school to having its programme accredited. The difference between the two visits relates to who is taking the initiative in requesting the visit: Courtesy visits are suggested by the EEAA Council and do not involve any expense for the schools. Orientation/Advisory visits are requested by schools and involve the reimbursement of the travel expenses of the EEAA team. Orientation/Advisory visits may also be requested by accredited schools that desire specific training seminars or updating sessions.

2.2

Candidacy visit

When a member school submits an appropriate *Preliminary Questionnaire* (see section 3.1.2 in the EEAA Manual) and asks to enter the accreditation process, the EEAA Council deliberates on a Candidacy Visit.

The purpose of a Candidacy Visit is to establish whether a theological school that is already a member of the EEAA can be granted Candidate status (this is the first step toward accreditation). After the Candidacy Visit, the VET reports to the Council and a decision is reached at the following Council meeting.

A successful Candidacy Visit will:

- Enable the *Council* to receive firsthand information about the theological school to determine whether the theological school is a *bona fide* case for future accreditation.
- Offer the theological school an opportunity to be better informed about the responsibilities and benefits of membership in the EEAA and the nature, purpose and procedure of the accreditation process.
- Define with the theological school its initially-perceived major strengths and weaknesses as they pertain to the future self-evaluation process.
- List areas of weakness that the school needs to work on as it proceeds in the accreditation process. These areas of weakness, distinguished in recommendations and requirements, must be taken seriously and lead to action as the school prepares its final *Self Evaluation Report*. If necessary, the Council will inform the theological school of further areas needing improvement and further consideration, notations and recommendations, before pursuing the accreditation process.

This on-site visit normally lasts up to two days.

In the case of an accredited school that wishes to submit further programmes for accreditation, a Candidacy visit may be waived. In any case the school must submit its programme for candidacy by completing a *Preliminary Questionnaire* relative to the new programme, and then the Council will inform the school relative to the need for a visit.

2.3

The Accreditation visit

Once a candidate school has submitted its *Self Evaluation Report* (see section 3.4 of the EEAA Manual) and presented all the Supporting Documentation, the Council examines the report and if it is satisfactory, an Accreditation Visit is agreed upon.

The Accreditation Visit is the major EEAA visit. A positive outcome of the Accreditation Visit leads the Accrediting Council to accredit the programme that is being evaluated. The VET normally consists of three members and the visit will normally last 2-3 days. Timing of the accreditation visit and other matters will be discussed with the theological school by the EEAA Coordinator in close cooperation with the VET members.

The Accreditation Visit will be based on the information contained in the *Self-Evaluation Report*. The team shall meet with representatives from the governing body of the school, principal, faculty, administration, staff and students. They must also participate in different kinds of instruction, look into student papers and examinations in different subjects.

In the final discussion with the faculty and administration, major deficiencies and areas of concern should be pointed out. Since the Accrediting Council has already discussed the theological school's overall situation after having received the *Preliminary Questionnaire* and the *Self-Evaluation Report*, the team members should refer the results of this discussion together with possible recommendations for the theological school. The VET must prepare a written report (using the *School Review* form) of the Accreditation Visit that is related to the *Self-Evaluation Report* and that clearly states both strengths and weaknesses. The report could also contain notations/requirements (areas that must be solved before accreditation can be granted) and recommendations (areas not prerequisite to accreditation but which will bring significant improvement) in given areas.

The purpose of the report is to provide an analysis and evaluation of the theological school measured in the light of the EEAA standards for accreditation. The theological school has the right to review and respond to the report before it is discussed in the Accrediting Council meeting.

The recommendation in relation to the accreditation of the theological school will be communicated only to the Accrediting Council, with which lies the full and final decision for granting accreditation. Appeals to these decisions may be made according to policy outlined on the EEAA website www.eeaa.org/appeals.

2.4

The Review visit

The review visit will normally take place five years after accreditation. In preparation of the visit, the theological school will prepare an updated *Self Evaluation Report*, stating major changes, improvements as well as weaknesses in all the standards outlined in the EEAA Manual.

The Review VET will consist of at least two persons. The procedures are generally the same as for earlier visits. The main emphasis will be on changes and improvements in any weaker areas outlined in the previous report. The Accrediting Council is authorised to call for a visit earlier than the normal five years if there appears to be need for it.

The initiative for an earlier visit may also come from the school. The principal of an accredited theological school has the responsibility to inform the Council if major institutional changes have taken place (normally in the *Annual Progress Report*). Changes in programmes, location or status of a theological school might necessitate an earlier

visit. If an accredited theological school wishes to seek accreditation for other programmes than those currently accredited, or if the theological school wants to upgrade its level of accreditation, the theological school must make a request to the Accrediting Council. In both cases, a new visit will be necessary.

Review visits should also be used to update schools regarding changes in EEAA standards and procedures.

2.5

Visits of Distance Learning programmes

In addition to the above, some schools have programmes that make complete, extensive or partial use of Distance Learning (DL) in its delivery. In these cases, the VET must also evaluate the programme with the standards outlined in section 4.1 of the EEAA Manual and collect the following information.

- ✓ A sampling of all **teaching materials** to be evaluated in terms of completeness, clarity and suitability for use in DL.
- ✓ Selected **Interviews** with
 - **Those responsible for the DL programme** (including at least one of the tutors). They should be asked what kind of interaction is offered to students, what is done to help students who fail to send in assignments and what problems have been encountered since the programme has been operational.
 - **Students currently enrolled in the DL programme**: They should be asked whether they are reaching the objectives for which they enrolled in the DL programme, whether they find the study pertinent to the real needs of ministry, whether the teaching materials are proving to be adequate and user-friendly and whether the opportunities for interaction provided by the theological school are satisfactory.
 - **One or more of those involved in monitoring the practical ministry** of these students: The team should meet with at least one of the tutors to assess the way he/she interprets his/her role. They should be asked whether they have noticed any significant changes in the student from when he or she has begun study and whether there are aspects of his or her performance or character which they have found disappointing. Aspects to consider are: the rapidity with which the office dispatches materials and handles the correction of assignments and the kinds of interaction engaged in by students, including a system of reminders for those who are late sending in work.
 - **One or more graduates**: They should be asked whether they have developed a discipline of lifelong learning as a result of their study and in what other ways the DL programme has benefited their lives and ministries. They should also be given the opportunity to mention anything they would like to see changed in the programme
- ✓ A sample of a clear contract (ideally found in the Student Handbook) stating what provisions the theological school makes for DL students, including learning materials and resources for interaction (electronic and other), a description of the criteria used in the evaluation of students' work (including ministry experience), as well as whatever practical advice is necessary.
- ✓ Evidence that all required books are available for purchase from the School or other easily accessible means.
- ✓ If the theological school provides model assignments for those beginning the programme, these should be examined to ensure that the standard set corresponds to the quality and content that students can be reasonably expected

to produce as well as to EEAA requirements for the level at which the theological school is seeking accreditation for its programme. Some student assignments should be compared with the model assignments to ensure that the expected quality is being maintained.

- ✓ The team should ask for evidence that examinations are conducted under normal examination conditions.

The DL archives should be inspected for two reasons: to ensure that complete student records are being kept and in order to assess the performance of the DL programme. When calculating the average time it takes for students to complete the programme and the percentage of students that finish the programme, the mission statement provided by the theological school relative to the programme should be kept in mind.

3. Visitation Evaluation Teams

The EEAA Accrediting Council is responsible for designating *Visiting Evaluation Teams* (VET) (each with a team leader) for visitation to member schools. The following are the criteria for selection and appointment of the VETs, the method of training and a general deontology that is to accompany their work.

3.1

Criteria for selection and appointment

Members of an EEAA Visitation Evaluation Team (VET) will be selected on the basis of the following criteria:

1. Subscription to EEAA Core Values. VET members must subscribe in word and in practice to the EEAA Core Values outlined in section 2.3 of the EEAA Manual.
2. Established experience. VET members must be men and women of established experience, maturity and good reputation within the European Evangelical community.
3. Composition. VET members will be selected from a wide spectrum of competences. Whereas the majority will be theological educators, at least 30% will be drawn from leaders of evangelical denominations, missions, service groups or associations and EEAA member school alumni.
4. Conflict of interest. VET members must be free from personal interests or potential benefits from the schools they are involved in evaluating. They must not be on staff, have collaborative or competitive involvement or any sort of economic arrangement with schools being visited.
5. Availability. All expenses are paid for but EEAA on-site visitations are not normally compensated. VET members will be trained by the EEAA and must be willing to give time availability on a voluntary basis for at least two on-site visitations per year.

Potential VET members will be identified and evaluated by the above criteria by the EEAA Council. Once the availability of the VET candidate has been determined, appointment will take place by Council resolution.

The designation of specific teams will also take into consideration the linguistic and denominational situation of the school as well as compatibility and complementarities of the team members.

3.2

Training

The following represent the tools for training of EEAA visitation teams.

1. **The EEAA Manual.** Members of the VET must be thoroughly acquainted with EEAA standards and accreditation procedures as outlined in the EEAA Manual.
2. **Visitation Guidelines.** Members of the VET must be thoroughly acquainted with the dispositions of the present guidelines for visitations.
3. **VET Training Seminar.** The EEAA will organize regular training seminars for VET members. These seminars will update on accreditation issues and standards, tackle hermeneutical issues relative to the application of

standards, discuss case studies and generally aim at contributing to the cohesiveness and competence of all VET members.

4. **Coordinator debriefing.** Before each visit, all members of the VET will receive a file from the EEAA Coordinator related to the school being visited. They must thoroughly familiarise themselves with these materials before performing the visit and request any further information deemed necessary.
5. **Trainee visit.** Each new VET member will conduct his/her first visit with a Council member or another experienced VET member. The visit itself will be preceded by a debriefing session within the VET and followed by an evaluation of the new VET member.

3.3

Deontology

The team members must be prompt, efficient, precise, accurate and conscientious in the use of information or insights received. The VET should express respect for the integrity of the theological school visited and conduct its task in the spirit of humility that is conducive to mutual cooperation and confidence.

The goal of accreditation is to help institutions of biblical and theological training to achieve more effectively their objectives of preparing students for Christian service and to improve the quality of education at the respective levels of training offered in such institutions. Not all member schools have the same objectives. Each theological school has its own background and history, its own context and its own emphasis. Although these differences represent welcome richness, they may also cause misunderstanding. Therefore, it is necessary to create a climate of mutual confidence and understanding. The purpose of the Council and of the accreditation process is to assist institutions in the clarification of *their* goals and objectives, the critical evaluation of *their* present practice and in attaining *their* purposes as stated in *their* mission statements and learning outcomes.

VET members must collaborate with the EEAA office, promptly reply to correspondence and submit reports according to the required time frames.

Although each VET has a team leader, all VET members must work together in a spirit of service, listening and mutual appreciation for the competence of all team members.

4. Overview of forms and documentation

This section of the VET Manual introduces the forms that are used both by schools and by VET teams during the accreditation process.

4.1

Forms submitted by schools

1. **Membership Application** (7 pages). This form is sent by schools to the Coordinator as a first step in becoming members of the EEAA. This form requires a detailed response to the EEAA's core values and a general description of the school's operations. This form can be downloaded from the EEAA website and found in the Appendix of the EEAA Manual.
2. **Preliminary Questionnaire- PQ** (17 pages). This form is sent by schools to the Coordinator as evidence to support their request for candidacy for accreditation. This is the main document VETs will refer to on Candidacy visits. This form requires a description and examples of evidence relating to each of the 14 standards in the EEAA Manual. A separate section is included in the case of Distance Learning programmes. The Preliminary Questionnaire is completed by a set of required documents that are attached. This form can be downloaded from the EEAA website and found in the Appendix of the EEAA Manual.
3. **Self Evaluation Report - SER** (usually 50-100 pages). This is a complete institutional and programme self-study with all the relevant documentation attached. In the case of the same school presenting multiple programmes, separate SERs will be required to describe each programme. Separate questions are required for Distance Learning programmes. This is the main document VETs will refer to on final Accreditation visits. Guidelines to preparing a SER with a detailed checklist of questions can be found in section 3.4 of the EEAA Manual.
4. **Visitation Evaluation form**. This is a feedback form to be completed by schools that have been visited by an EEAA VET with the purpose of evaluating the quality of the team and overall EEAA procedure. This data will help the EEAA as it works on its internal quality procedures. The Coordinator will send this form to schools that have been visited and report on feedback to the team and to the Council if necessary. This form is found in Appendix 1 of this *Visitations Guidelines* manual.

4.2

Forms submitted by VETs

School Review Form (6 pages). This form is used by the VET to give grades and recommendations/requirements to the school during Candidacy and Accreditation visits. The form should be completed at the end of the visit and discussed with the senior leadership of the school. The form has a separate section for each of the standards in the Manual (including specific items of evidence that are to be ranked 1-4) and a summarized "Report statement" box to be completed for each general standard. Notice that the comments relative to each item are divided in "recommendations" and "requirements" (notations). The report concludes with an overall assessment of the school and recommendation to the Council. This form is found in Appendix 2 of this *Visitations Guidelines* manual.

Appendix 1: Visitation Feedback form

This is a feedback form to be completed by schools that have been visited by an EEAA Evaluation Team. This data will help the EEAA as it works on its internal quality procedures.

Overall data

Please complete the following

Name of theological school

Names of Visiting Evaluation Team Members

Length of visit

Visitation Category

<input type="checkbox"/>	Orientation
<input type="checkbox"/>	Courtesy
<input type="checkbox"/>	Candidacy
<input type="checkbox"/>	Accreditation
<input type="checkbox"/>	Review

Specify the programme of study that is object of the visit and level of accreditation

Evaluation

1. Based on your recent experience, how satisfied are you overall with the EEAA Visitation to your school?

- very satisfied
- satisfied
- neither satisfied nor dissatisfied
- dissatisfied
- very dissatisfied

2. Please specify your satisfaction level with the EEAA Visitation Evaluation Team. Use the following numerical ranking:

5 Very satisfied 4 Satisfied 3 Neither satisfied nor dissatisfied 2 Dissatisfied 1 Very dissatisfied

	5	4	3	2	1	Comments
Ability to respond to your enquiries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fairness in evaluating your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate knowledge of issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understanding of your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to resolve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization of the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge and reference to the EEAA Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. What specific things the EEAA do to increase your satisfaction with our services?

Signatures

Name and role of person completing this form

Name and signature for acceptance of the report from Visitation Team (to be completed and signed before leaving)

Current Date

This form must be completed and sent to the EEAA Coordinator at office@eeaa.org

Appendix 2: School Review form

Schools are reviewed by an external Visiting Evaluation Team according to the standards outlined in the Fourth Edition 2006 of the EEAA Manual. The following rating scale is used:

- 4 **Full compliance.** The school evidences a high degree of quality and operates at the level of the EEAA standard.
- 3 **Partial compliance.** The school comes close to satisfying the standard. Recommendations usually follow.
- 2 **Work needed.** The school must work on the recommendations to improve significantly in the given standard. Requirements are also usually given.
- 1 **Much work needed.** The standard is not in operation and the school will need to follow the given requirements.

The form is organized following the Standards described in section 3.2 of the EEAA Manual. Grades and recommendations/requirements are given for each item of evidence and then a summarized "Report statement" is provided for each general standard. Notice that the comments relative to each item are divided in "recommendations" and "requirements". The report concludes with an overall assessment of the school and recommendation to the Council.

General information

Name of theological school

Names of Visiting Evaluation Team Members

Visitation Category

<input type="checkbox"/>	Orientation
<input type="checkbox"/>	Courtesy
<input type="checkbox"/>	Candidacy
<input type="checkbox"/>	Accreditation
<input type="checkbox"/>	Review

Specify the programme of study that is object of the visit and level of accreditation

Introductory comments to the Visit

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Review Form

Standard	4	3	2	1	Recommendations	Requirements
1. Integration and implementation of core values and statement of faith into all activities						
Core Values are recognizable in the programme and general operations (refer to Membership Application Form)						
1. Faithful to doctrine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Trusted by the church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Excellent in academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Operating as community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Integrated in approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Aimed at service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Focused on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Evaluated with integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Governed with competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Managed efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11. Effective within context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The statement of faith is integrated into all activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
2. Strategic plan that is approved by the governing body and relates to the institution's operation.						
Appropriate written mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Appropriate short and long term development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Clearly formulated learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Clear programme profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Clear academic/vocational distinction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
3. Programme that reflects learning outcomes in curriculum and learning activities.						
Appropriate understanding of learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Appropriate procedure used in setting learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Learning outcomes are used appropriately to build curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Appropriate course syllabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Variety of appropriate learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Balanced curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Curriculum reflects learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
4. Understanding and usage of ECTS and appropriate credit and duration scheme for level of study.						
ECTS are understood and used properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Correct number ECTS for level of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Correct duration for level of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Duration and ECTS correspond to national situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ECTS are awarded for all learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
5. Student learning activities are evaluated in a way that is appropriate, consistent, transparent and ongoing.						
Appropriate Student Progress Files.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Written assessment policy in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Written right of appeal procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment policy is clearly understood by students for all learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment is differentiated and adequate for different learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment is sensitive to the level of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ECTS grade understood and used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Where operating, final assessment is adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
6. Clear and consistent graduation requirements and appropriate documentation provided to graduates.						
Graduation requirements are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Graduation requirements are binding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Graduates are given a Transcript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Graduates are given an academic award from the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Graduates are given a Diploma Supplement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Graduates are given an EEAA Certificate (for schools that are already accredited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Report statement						
7. Healthy Christian community is fostered and modelled.						
Social activities are organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Spiritual activities are organized.						
Physical activities are organized.						
Student organizations operate appropriately.						
Written code of ethics						
Disciplinary procedures outlined.						
Accountability to local churches.						
Report statement						
8. Curricula includes mentoring programmes, ministry experience and cultural awareness.						
Organized and efficient mentoring programme.						
Organized and efficient ministry experience programme.						
Written evaluations carried out for mentoring programmes and ECTS credits awarded.						
Written evaluations carried out for ministry experience programmes and ECTS credits awarded.						
Students are exposed to their particular culture.						
Students are exposed to multicultural dimensions.						
Report statement						
9. Clear organizational structure, organization and governance.						
Legal status is appropriate for national context.						
Appropriate governance.						
Appropriate management and organization.						
Adequate record-keeping procedures.						
Adequate administration and secretarial provisions						
Internal quality assurance procedures are in place and operating						
Faculty and learning activities are continually evaluated.						
Report statement						
10. Faculty members have suitable qualifications and carry realistic work loads.						
Faculty possess adequate academic and professional qualifications for level of study.						
Faculty possess fitting spiritual and character qualities.						
Faculty is sufficient in number and carries realistic work load.						
Plans are implemented for faculty development and research						
Report statement						

11. Suitable student access standards are implemented.						
Access is appropriately regulated by the standards for each level of study.						
Policy is established and implemented for special access cases.						
Procedures are in place to evaluate commitment to Christian truth, values and ethics.						
Report statement						
12. Facilities are adequate for educational objectives.						
Campus is suitable.						
Housing and student services are adequate.						
Library is adequate for level of study.						
Library keeping procedures are adequate.						
Development plan for the library						
IT provision for students.						
Report statement						
13. Financial policies, procedures, records and conditions are sound and there is general stability.						
Sound financial status						
Adequate development fund and planning						
Appropriate and clearly communicated student fees.						
Adequate compensation for staff and faculty						
Stability in leadership						
Stability in staff and faculty						
Stability in enrolment						
Report statement						
14 Healthy public relations and truthful publicity.						
Appropriate Information Package and Course Catalogue						
Truthful publicity and appropriate usage of academic nomenclatures						
Good relationships with national and local community						
Good relationships with wider Christian community						
Contact with potential student employers						
Publicity tools for potential students						
Alumni programme						

Report statement

Conclusions and recommendations to the EEAA Council

Overall assessment of the school and recommendations to the EEAA Council

Signatures of VET team

Name and signature for acceptance of the report from school leadership

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Current Date

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The European Evangelical Accrediting Association is a non-profit higher education network.
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