

Abstracted Summary of Final Actions: February-March 2020

Pursuant to §602.26 of Title 34 of U.S. Code of Federal Regulations, this report abstracts substantive changes only from all final actions taken recently by The Commission on Accrediting of The Association of Theological Schools (COAATS). Canadian schools are not included in this report. References correspond to the [compendium of accrediting documents](#). Information on individual schools can be found by accessing our [member school list](#).

Concerning spring 2020 COVID-19/coronavirus-related guidance, see the March 13, 2020, letter posted [here](#).

At its semiannual meeting January 30-31, 2020, in Pittsburgh, PA, the Board of Commissioners of COAATS voted on the below actions with an effective date of **March 16, 2020**, unless otherwise noted.

ACTION(S) RELATED TO PERIODS OF ACCREDITATION

Christ the King Seminary - East Aurora, NY

1. To *extend* the school's period of accreditation to July 31, 2021.
2. To authorize a staff visit by September 2020.

[NOTE: effective January 31, 2020; review of status—anticipated: June 2020]

ACTION(S) RELATED TO THE IMPOSITION OF NOTATION

A [notation](#) is a warning, i.e., negative action, to denote that a school partially meets a given Standard, which it must fully meet within two years or face withdrawal of accreditation, i.e., adverse action. See [Policies and Procedures](#), section VII.E.

The John Leland Center for Theological Studies - Arlington, VA

To impose Notation N9.c, “The institution has not demonstrated the extent to which its students have met the learning outcomes appropriate for each degree program it offers or that its assessment efforts have led to improvement and there is no evidence of a credible plan or its implementation to address this issue in a timely and effective manner.”

United Lutheran Seminary - Gettysburg [and Philadelphia], PA

To impose Notation N5.b, “The institution does not appropriately resource, support, retain, or evaluate faculty, including provision of sufficient time to teach and research, or engage them adequately in the institution's planning and shared governance, and there is no evidence of a credible plan or its implementation to address this issue in a timely and effective manner.”

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Christopher The, MAR, MDiv, PhD Candidate | Director of Commission Information Services
The Association of Theological Schools | The Commission on Accrediting
10 Summit Park Drive | Pittsburgh, PA 15275-1110 | 412-788-6505, ext. 253 | accrediting@ats.edu | www.ats.edu