At its meeting on December 8, 2019, the SACSCOC Board of Trustees took the following actions regarding the accreditation status of institutions.

The Board reaffirmed the accreditation of the following institutions:

- Air University, Maxwell AFB, AL
- Asbury University, Wilmore, KY
- Austin Presbyterian Theological Seminary, Austin, TX
- Barton College, Wilson, NC
- Brescia University, Owensboro, KY
- Centenary College of Louisiana, Shreveport, LA
- Chowan University, Murfreesboro, NC
- East Texas Baptist University, Marshall, TX
- Faulkner University, Montgomery, AL
- Flagler College, St. Augustine, FL
- Frontier Nursing University, Hyden, KY
- Georgia State University, Atlanta, GA
- Kentucky State University, Frankfort, KY
- Limestone College, Gaffney, SC
- Martin Methodist College, Pulaski, TN
- Methodist University, Fayetteville, NC
- Norfolk State University, Norfolk, VA
- North Carolina Central University, Durham, NC
- Sam Houston State University, Huntsville, TX
- Shenandoah University, Winchester, VA
- Texas Chiropractic College, Pasadena, TX
- Texas Tech University Health Sciences Center, Lubbock, TX
- The University of Louisiana at Monroe, Monroe, LA
- The University of Texas Southwestern Medical Center, Dallas, TX
- University of Mississippi, University, MS
- University of North Florida, Jacksonville, FL
- William Carey University, Hattiesburg, MS

The Board authorized a Candidacy Committee for the following institution:

- Northshore Technical Community College, Lacombe, LA

The Board reaffirmed the accreditation of the following institutions and requested a
Monitoring Report be submitted within six (6) months:

Duke University, Durham, NC
For failure to comply with all or part of Standard 6.3 (Faculty appointment and evaluation) and Standard 9.7 (Program requirements) of the Principles of Accreditation. These standards expect an institution to (1) publish and implement policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status, and (2) publish requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. Further, this standard expects that these program requirements conform to commonly accepted standards and practices for degree programs.

INCAE Business School, La Garita, Alajuela, Costa Rica
For failure to comply with all or part of Standard 6.2.a (Faculty qualifications) of the Principles of Accreditation. This standard expects an institution to justify and document the qualifications of its faculty members.

Tougaloo College, Tougaloo, MS
For failure to comply with all or part of Standard 6.2.a (Faculty qualifications) and Standard 10.7 (Policies for awarding credit) of the Principles of Accreditation. These standards expect an institution to (1) justify and document the qualifications of its faculty members; as well as (2) publish and implement policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. Further, this standard expects these policies to require oversight by persons academically qualified to make the necessary judgments. Additionally, in educational programs not based on credit hours (e.g., direct assessment programs), this standard expects an institution to have a sound means for determining credit equivalencies.

The Board reaffirmed the accreditation of the following institutions and requested a Monitoring Report be submitted within twelve (12) months:

Austin College, Sherman, TX
For failure to comply with all or part of Standard 10.7 (Policies for awarding credit) and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These standards expect an institution to (1) publish and implement policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery; require oversight by persons academically qualified to make the necessary judgments; and in educational programs not based on credit hours (e.g., direct assessment programs), have a sound means for determining credit equivalencies; as well as (2) manage its financial resources in a responsible manner.

Edgecombe Community College, Tarboro, NC
For failure to comply with all or part of Standard 7.3 (Administrative effectiveness), Standard 8.2.a (Student outcomes: educational programs) and Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. These standards expect an institution to (1) identify expected outcomes of its administrative support services and demonstrate the extent to which the outcomes are achieved; (2) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs; as well as (3) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-
level general education competencies of its undergraduate degree programs.

Kennesaw State University, Kennesaw, GA
For failure to comply with all or part of Standard 7.2 (Quality Enhancement Plan) and Standard 7.3 (Administrative effectiveness) of the Principles of Accreditation. These standards expect an institution to (1) have a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement; as well as (2) identify expected outcomes of its administrative support services and demonstrate the extent to which the outcomes are achieved.

McMurry University, Abilene, TX
For failure to comply with all or part of Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

Middle Tennessee School of Anesthesia, Madison, TN
For failure to comply with all or part of Standard 7.3 (Administrative effectiveness), Standard 8.2.a (Student outcomes: educational programs), and Standard 8.2.c (Student outcomes: academic and student services) of the Principles of Accreditation. These standards expect an institution to (1) identify expected outcomes of its administrative support services and demonstrate the extent to which the outcomes are achieved; (2) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs; as well as (3) identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for its academic and student services that support student success.

Pentecostal Theological Seminary, Cleveland, TN
For failure to comply with all or part of Standard 13.3 (Financial responsibility) of the Principles of Accreditation. This standard expects an institution to manage its financial resources in a responsible manner.

Regent University, Virginia Beach, VA
For failure to comply with all or part of Standard 13.3 (Financial responsibility) of the Principles of Accreditation. This standard expects an institution to manage its financial resources in a responsible manner.

Schreiner University, Kerrville, TX
For failure to comply with all or part of Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

Southern Wesleyan University, Central, SC
For failure to comply with all or part of Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.
Texas A&M University-San Antonio, San Antonio, TX
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) and Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. These standards expect an institution to (1) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs; as well as (2) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

Washington and Lee University, Lexington, VA
For failure to comply with all or part of Standard 6.3 (Faculty appointment and evaluation), Standard 7.2 (Quality Enhancement Plan) and Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. These standards expect an institution to (1) publish and implement policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status; (2) have a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement; as well as (3) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

The Board reaffirmed the accreditation of the following institution and requested a Fifth-Year Follow-Up Report:

Franciscan Missionaries of Our Lady University, Baton Rouge, LA
To address Standard 8.2.b (Student outcomes: general education) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

The Board approved the merger/consolidation of the following institution:

Keiser University, Ft. Lauderdale, FL
Review of the consolidation/merger of Keiser University (a SACSCOC institution) with Wolford College (a non-SACSCOC institution) to be called Keiser University.

The Board accredited the following member institutions at a new degree level:

Fisk University, Nashville, TN
Approve membership at Level I to offer the Associate's degree in Social Justice. Projected implementation: January 2020

Fisk University, Nashville, TN
Approve membership at Level I to offer the Associate's degree in Business
The Board approved the following substantive changes:

Columbia College, Columbia, SC
Approve the Master of Science in Nursing, Family Nursing Practitioner. Projected implementation: August 2020

Ferrum College, Ferrum, VA
Approve the offering of distance learning at 50% or more of a program. Projected implementation: August 2020.

Fisk University, Nashville, TN
Approve the Bachelor of Science in Bioinformatics. Projected implementation: August 2020

Fisk University, Nashville, TN
Approve the initial offering of distance learning by offering 50% or more of Elected Studies degree to be delivered as a degree completion program.

Galen College of Nursing, Louisville, KY
Continue accreditation following review of change of ownership to HCA Healthcare.

Johnson University, Knoxville, TN
Approve the off-campus site in Tennessee at 4 Market Square in Knoxville.

The Board continued the accreditation of the following institutions resulting from a Substantive Change Committee on-site review of the previously approved change:
Augusta Technical College, Augusta, GA  
Review of a new off-campus instructional site in Georgia conducted as part of the Fifth-Year Interim Report at: Hull McKnight Georgia Cyber Innovation and Training Center, Augusta.

Bluefield College, Bluefield, VA  
Review of a new Master of Arts in Biomedical Sciences degree offered at a new off-campus instructional site: Edward Via College of Osteopathic Medicine, Blacksburg, VA.

Charleston Southern University, Charleston, SC  
Review of membership at Level V, offering the Doctor of Education in Leadership degree.

East Tennessee State University, Johnson City, TN  
Review of the following off-campus instructional sites conducted as part of the Fifth-Year Interim Report: Kingsport Center for Higher Education, Kingsport, Tennessee; Southwest Virginia Higher Education Center, Abingdon, Virginia; and Center for Graduate Studies of Asheville - Lenoir-Rhyne University, Asheville, North Carolina.

Edgecombe Community College, Tarboro, NC  
Review of new off-campus instructional sites in North Carolina at: Southwest Edgecombe High School, Pinetops; Tarboro High School, Tarboro; and North Edgecombe High School, Tarboro.

Florida State College at Jacksonville, Jacksonville, FL  
Review of new off-campus instructional sites in Florida: Harvest Community School, Jacksonville; Jean Ribault High School, Jacksonville; and Yulee High School, Yulee.

Galen College of Nursing, Louisville, KY  
Review of membership at Level III to offer a Master of Science in Nursing degree (approved December 2018).

Lee University, Cleveland, TN  
Review of membership at Level V to offer the Doctor of Nursing Practice degree (approved June 2018).

Lees-McRae College, Banner Elk, NC  
Review of membership at Level III to offer the Master of Arts in Teaching (MAT) in Secondary Education degree (approved June 2018).

Martin Methodist College, Pulaski, TN  
Review of an off-campus instructional site at the Maker Lab, Pulaski, TN.

Northeast Lakeview College, Universal City, TX  
Review of off-campus instructional sites located in Texas at Samuel Clements High School, Schertz; and Byron P. Steele II High School, Cibolo.

Odessa College, Odessa, TX  
Review of membership at Level II, offering the Bachelor of Applied Arts and Sciences in Leadership and Management and the Bachelor of Applied Arts and Sciences in Automation.

Southwestern Assemblies of God University, Waxahachie, TX  
Review of an off-campus instructional site located at SAGU Valor, Griffin, GA.

The University of Louisiana at Monroe, Monroe, LA  
Review of an off-campus instructional sites in Louisiana at: Beekman Charter School, Bastrop; Ouachita Parish High School, Monroe; Rayville High School, Rayville; Riverfield Academy, Rayville; Saint Frederick High School, Monroe; Sterling High School, Monroe; and West Monroe High School, West Monroe.

Thomas More University, Crestview Hills, KY  
Review of an off-campus instructional site located at the Center for Health Sciences, Edgewood, KY.
Universidad de Monterrey, Nuevo Leon, MX
Review of membership at Level V to offer the Doctor of Philosophy in Law (approved December 2018).

University of Mobile, Mobile, AL
Review of membership at Level V to offer the Doctor of Musical Arts and the Doctor of Nursing Practice (approved June 2018).

The Board accepted the following institution’s prospectus for a substantive change:

Campbellsville University, Campbellsville, KY
Accepted the prospectus for Campbellsville University (a SACSCOC institution) to acquire Phillips Graduate University in Chatsworth, CA, (a non-SACSCOC entity) and authorized a Substantive Change Committee to visit the institution.

The Board removed the following institution from Warning:

Embry-Riddle Aeronautical University, Daytona Beach, FL

The Board removed the following institutions from Probation:

Prairie View A&M University, Prairie View, TX
Salem College, Winston-Salem, NC

The Board removed the following institutions from Probation and requested a Fifth-Year Follow-Up Report:

Johnson University, Knoxville, TN
To address Standard 13.6 (Federal and state responsibilities) of the Principles of Accreditation. This standard expects that an institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations.

Loyola University New Orleans, New Orleans, LA
To address Core Requirement 13.1 (Financial resources), Core Requirement 13.2 (Financial documents), and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These Core Requirements and Standard expect an institution to (1) have sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services; (2) provide the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board; as well as (3) manage its financial resources in a responsible manner.

The Board requested the following institution submit a Fifth-Year Follow-Up Report:
Emory & Henry College, Emory, VA
To address Standard 8.2.b (Student outcomes: general education) and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These standards expect an institution to (1) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs; as well as (2) manage its financial resources in a responsible manner.

The Board requested the following institutions submit a Monitoring Report within six (6) months:

Lee University, Cleveland, TN
For failure to comply with all or part of Standard 6.2.a (Faculty qualifications) of the Principles of Accreditation. This standard expects an institution, for each of its educational programs, to justify and document the qualifications of its faculty members.

LeMoyne-Owen College, Memphis, TN
For failure to comply with all or part of Standard 10.3 (Archived information), Standard 10.9 (Cooperative academic arrangements), and Standard 13.6 (Federal and state responsibilities) of the Principles of Accreditation. These standards expect an institution to (1) ensure the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students; (2) ensure the quality and integrity of the work recorded when it transcripts courses or credits as its own when offered through a cooperative academic arrangement. Further, this standard expects an institution to maintain formal agreements between the parties involved and regularly evaluate such agreements; as well as (3) an institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations.

Saint Joseph Seminary College, Saint Benedict, LA
For failure to comply with all or part of Standard 10.6 (Distance and correspondence education) of the Principles of Accreditation. This standard expects an institution that offers distance or correspondence education to (a) ensure that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit; (b) have a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and (c) ensure that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

The Board requested the following institutions submit a Monitoring Report within twelve (12) months:

Amarillo College, Amarillo, TX (from Monitoring Report)
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.

Amarillo College, Amarillo, TX (from Referral Report)
For failure to comply with all or part of Standard 6.2.b (Faculty qualifications) and
Standard 8.2.a (Student outcomes: general education) of the Principles of Accreditation. These standards expect an institution to (1) employ a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review; and (2) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs.

Atlanta Metropolitan State College, Atlanta, GA
For failure to comply with all or part of Standard 13.3 (Financial responsibility) and Standard 13.6 (Federal and state responsibilities) of the Principles of Accreditation. These standards expect an institution (1) to manage its financial resources in a responsible manner; as well as (a) to be in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations.

Bethel University, McKenzie, TN
For failure to comply with all or part of Standard 13.3 (Financial responsibility) of the Principles of Accreditation. This standard expects an institution to manage its financial resources in a responsible manner.

Campbellsville University, Campbellsville, KY
For failure to comply with all or part of Standard 6.2.b (Faculty qualifications) of the Principles of Accreditation. This standard expects an institution to employ a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Georgia Piedmont Technical College, Clarkston, GA
For failure to comply with all or part of Standard 13.6 (Federal and state responsibilities) of the Principles of Accreditation. This standard expects that an institution (a) be in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations.

John Tyler Community College, Chester, TX
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.

King University, Bristol, TN
For failure to comply with all or part of Standard 13.3 (Financial responsibility) of the Principles of Accreditation. This standard expects an institution to manage its financial resources in a responsible manner.

Mountain View College, Dallas, TX
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.

Richmont Graduate University, Chattanooga, TN
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.

Snead State Community College, Boaz, AL
For failure to comply with all or part of Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.
programs) of the *Principles of Accreditation*. This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs.

**Texas Lutheran University, Seguin, TX**

For failure to comply with all or part of Standard 13.3 (*Financial responsibility*) of the *Principles of Accreditation*. This standard expects an institution to manage its financial resources in a responsible manner.

**University of South Carolina - Columbia, Columbia, SC**

For failure to comply with all or part of Standard 4.2.c (*CEO evaluation/selection*) and Standard 4.2.f (*External influence*) of the *Principles of Accreditation*. These standards expect an institution’s governing board to (1) select and regularly evaluate the institution’s chief executive officer; and (2) to protect the institution from undue influence by external persons or bodies. A Special Committee was authorized to visit the institution.

**SANCTIONS AND OTHER NEGATIVE ACTIONS**

For further information regarding SACSCOC Board sanctions, see the Commission’s policy “Sanctions, Denial of Reaffirmation, and Removal from Membership.” Also, for the specific standard or requirement cited below, refer to SACSCOC’s Principles of Accreditation: Foundations for Quality Enhancement. *Both documents can be found on SACSCOC’s website at [http://www.sacscoc.org](http://www.sacscoc.org).* Disclosure statements regarding each of the following are found at [http://www.sacscoc.org/accreditationDisclosure.asp](http://www.sacscoc.org/accreditationDisclosure.asp).

The Board denied approval of a substantive change for the following institutions:

**Clear Creek Baptist Bible College, Pineville, KY**

Denied approval of membership at Level III and denied approval to deliver the degree as a direct assessment competency-based program because the institution did not provide an acceptable plan and supporting documentation to ensure that it has the capability to comply with the following standards of the *Principles of Accreditation* as they relate to the substantive change: Core Requirement 3.1.a (*Degree-granting authority*). This standard expects an institution seeking to gain or maintain accredited status to have degree-granting authority from the appropriate government agency or agencies. Standard 4.2.a (*Mission review*): This standard expects the institution’s governing board to ensure the regular review of the institution’s mission. Standard 6.2.b (*Program faculty*): This standard expects an institution to employ a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. Standard 8.2.a (*Student outcomes: educational programs*): This standard expects an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs. Standard 10.5 (*Admissions policies and practices*): This standard expects an institution to publish admissions policies consistent with its mission. Further, this standard expects that the institution’s recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. Additionally, this standard expects the institution to ensure that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. Core Requirement 11.1 (*Library and learning/information resources*): This standard expects an institution to provide
adequate and appropriate library and learning/information resources, services, and support for its mission. Core Requirement 12.1 (Student support services): This standard expects an institution to provide appropriate academic and student support programs, services, and activities consistent with its mission.

University of North Alabama, Florence, AL
Denied approval of an application for membership at Level V to offer the Doctor of Philosophy in Exercise Science and Health Promotion because the institution did not provide an acceptable plan and supporting documentation to ensure that it has the capability to comply with the following standard of the Principles of Accreditation as it relates to the substantive change: Standard 14.2 (Substantive Change) of the Principles of Accreditation. This standard expects an institution to have a policy and procedures to ensure that all substantive changes are reported in accordance with SACSCOC policy.

University of North Alabama, Florence, AL
Denied approval of an application for membership at Level V to offer the Executive Doctor in Business Administration because the institution did not provide an acceptable plan and supporting documentation to ensure that it has the capability to comply with the following standard of the Principles of Accreditation as it relates to the substantive change: Standard 14.2 (Substantive Change) of the Principles of Accreditation. This standard expects an institution to have a policy and procedures to ensure that all substantive changes are reported in accordance with SACSCOC policy.

The Board placed the following institutions on Warning:

Pfeiffer University, Misenheimer, NC
For six (6) months for failure to comply with Core Requirement 13.1 (Financial resources), Core Requirement 13.2 (Financial documents), and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These Core Requirements and Standard expect an institution to (1) have sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services; (2) provide the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPS for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (of Standard Review Report ) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board; and (3) manage its financial resources in a responsible manner. A Special Committee was not authorized to visit the institution.

Wiley College, Marshall, TX
For twelve (12) months for failure to comply with of Standard 5.4 (Qualified administrative/academic officers), Core Requirement 8.1 (Student achievement), Standard 10.7 (Policies for awarding credit), Core Requirement 13.1 (Financial resources), and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These Core Requirements and Standards expect an institution to (1) employ administrative and academic officers with appropriate experience and qualifications to lead the institution; (2) identify, evaluate, and publish goals and
outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered; (3) publish and implement policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery; (4) have sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services; and (5) manage its financial resources in a responsible manner. A Special Committee was not authorized to visit the institution.

The Board denied reaffirmation, continued accreditation, and placed the following institution on Warning:

Northern Kentucky University, Highland Heights, KY
For twelve (12) months for failure to comply with Standard 8.2.b (Student outcomes: general education) and Core Requirement 11.1 (Library and learning/information resources) of the Principles of Accreditation. These standards expect an institution to (1) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for collegiate-level general education competencies of its undergraduate degree programs; as well as (2) provide adequate and appropriate library and learning/information resources, services, and support for its mission. A Special Committee was not authorized to visit the institution.

The Board denied reaffirmation, continued accreditation, and continued the following institution on Warning:

Memphis Theological Seminary, Memphis, TN
For twelve (12) months for failure to comply with Standard 7.2 (Quality Enhancement Plan-two areas), Standard 8.2.a (Student outcomes: educational programs), and Standard 13.3 (Financial responsibility) of the Principles of Accreditation. These standards expect an institution to (1) have a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement; (2) identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its education programs; and (3) to manage its financial resources in a responsible manner. A Special Committee was not authorized to visit the institution.

The Board continued the following institution on Probation:

Roanoke-Chowan Community College, Ahoskie, NC
For six (6) months for failure to comply with Standard 4.2.b (Board/administrative distinction), Standard 5.2.a (CEO control), and Standard 5.5 (Personnel appointment and evaluation) of the Principles of Accreditation. These standards expect that (1) the institution’s governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy; (2) the institution’s chief executive officer has ultimate responsibility for, and exercises
appropriate control over the institution’s educational, administrative, and fiscal programs and services; as well as (3) the institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. A Special Committee was authorized to visit the institution.

The Board continued accreditation for Good Cause and placed the following institutions on Probation:

**Benedict College, Columbia, SC**
For twelve (12) months for failure to comply with Standard 13.3 (*Financial responsibility*), Standard 13.4 (*Control of finances*), and Standard 13.6 (*Federal and state responsibilities*) of the *Principles of Accreditation*. These standards expect an institution (1) to manage its financial resources in a responsible manner; (2) to exercise appropriate control over all its financial resources; and (3) (a) be in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. A Special Committee was authorized to visit the institution.

**Denmark Technical College, Denmark, SC**
For twelve (12) months for failure to comply with Standard 4.2.c (*CEO evaluation/selection*), Standard 4.2.d (*Conflict of interest*), Standard 4.2.g (*Board self-evaluation*), Standard 5.4 (*Qualified administrative/academic officers*), Standard 10.4 (*Qualified administrative/academic officers*), Core Requirement 13.1 (*Financial resources*), Standard 13.3 (*Financial responsibility*), Standard 13.4 (*Control of finances*), Standard 13.6 (*Federal and state responsibilities*), and Standard 13.7 (*Physical resources*) of the *Principles of Accreditation*. These standards expect an institution to (1) have a governing board to select and regularly evaluate the institution’s chief executive officer; (2) have a governing board to define and address potential conflict of interest for its members; (3) have a governing board to define and regularly evaluate its responsibilities and expectations; (4) employ and evaluate administrative and academic officers with appropriate experience and qualifications to lead the institution; (5) (a) publish and implement policies on the authority of faculty in academic and governance matters, (b) demonstrate that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty; (6) have sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services; (7) manage its financial resources in a responsible manner; (8) to exercise appropriate control over all its financial resources; (9) (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations; and (10) ensure adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. A Special Committee was authorized to visit the institution.