March 22, 2011

TO: Frank Murray, President
   Teacher Education Accreditation Council

FROM: James Raths, Accreditation Panel Chair

RE: TEAC Accreditation Panel Recommendation for the Westminster College Teacher Education Program

On March 3, 2011, the TEAC Accreditation Panel met in Philadelphia, PA at the Doubletree Hotel to consider the Inquiry Brief submitted by Westminster College for accreditation of its Teacher Education Program.

Members of the TEAC Accreditation Panel participating in the deliberation and making this recommendation included:

- James Raths, Professor Emeritus, University of Delaware, Newark, DE
- Denise Gelberg, Teacher (retired), South Hill School, Ithaca City School District, and Independent Scholar, Ithaca, NY
- Dan Fallon, Professor Emeritus, University of Maryland at College Park, New York, NY
- Mara B. Huber, Special Assistant to the President for Educational Initiatives, University at Buffalo, Buffalo, NY
- James Shuman, Chair, Department of Education, and Coordinator, Graduate Program in General Studies in Education, St. Lawrence University, Canton, NY
- Mark LaCelle-Peterson, TEAC, non-voting member of the panel

Bob Shaw and Lorel Preston, representing the Westminster College Teacher Education Program, observed the deliberations and answered questions from the Panel about the program’s case for accreditation.

TEAC staff members Frank Murray and Rebecca Pelton also observed the Panel’s deliberations.

1. Recommendation. The Accreditation Panel reviewed the Inquiry Brief, the Audit Report, the Case Analysis and confirmed by a vote of five (5) in favor and zero (0) opposed, with zero (0) abstaining, to forward the following recommendation to the TEAC Accreditation Committee:

Westminster College should be granted Accreditation (10 years) for its Teacher Education Program.
2. **Justification.** In reaching this conclusion and recommendation, the Accreditation Panel evaluated the Westminster College Teacher Education Program *Inquiry Brief* and Audit Report and assessed whether the evidence presented in the *Brief* satisfied TEAC’s requirements for accreditation as outlined in TEAC’s *Guide to Accreditation*. The Panel found the Westminster College Brief to be one of the best ever submitted to TEAC. It addressed each one of TEAC’s elements, components, and sub-components with clarity, completeness, and brevity. The responses of the program representatives were similarly on target and compelling.

3. **Feedback about the program's performance with respect to student achievement.**

Section §602.17(f) of the U.S. Department of Education’s recognition of accreditors regulations requires that each accreditor recognized by the Secretary of Education, as TEAC is, provide the program with a detailed written report that assesses—

   (1) *The institution's or program's compliance with the agency's standards, including areas needing improvement; and*

   (2) *The institution's or program's performance with respect to student achievement.*

TEAC complies with the first requirement through the citation of weaknesses and stipulations below as well as its recommendation for an accreditation status.

TEAC complies with the second requirement with the TEAC Case Analysis, previously sent to the program, that gave a detailed account of the evidence in the *Brief* and audit report that was consistent and inconsistent with the program claims of student achievement in the areas of subject matter knowledge, pedagogical knowledge, and caring teaching skill and the embedded themes of learning to learn, multicultural understanding and technology, as well as any alternate accounts of the evidence.

4. **Weaknesses.**

   None

5. **Stipulations.**

   None