

*Courtesy translation*

*Comité d'agrément des programmes  
de formation à l'enseignement  
(CAPFE)*

*Highlights of 2005-2006*

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## **Overview from the President**

Since becoming the president of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) at the end of the summer of 2005, I wanted to take advantage of the fact that the process of analysis and evaluation of the new teacher education programs was, in large part, finished so as to focus CAPFE's attention on other aspects of its mandate.

During the course of 2005-2006, the CAFPE undertook measures to ensure better use of its expertise. The Comité is now a member of the Table de concertation du Ministère de l'Éducation, du Loisir et du Sport et des universités sur la formation à l'enseignement (Table MELS-Universités) and is now better able to monitor the discussions regarding teacher education. It can now also advise the afore-mentioned body on the impact of its decisions on the accreditation of programs.

The Comité also participated in various activities and conferences offered to inform the schools about the process of accreditation.

The follow-up site visits, begun in 2004-2005 and continued in 2005-2006, have allowed CAPFE to observe and appreciate how the orientations and the development of the professional competencies have been understood and operationalized by the universities. Although this report will elaborate on this issue, I would like to underscore the fact that CAPFE is generally satisfied with the accomplishments to date. However, it is fully aware that more effort is required on the part of all the universities. During the site visits, CAPFE acted as an advisor and offered ideas and suggestions to improve on the work to date. If CAPFE has been critical regarding certain aspects of teacher education, it is because it wishes to put its objectivity to good use; the suggestions and recommendations were meant to be constructive.

In 2006-2007 and the following years, CAPFE will concentrate its energy and creativity on the means established by the universities to develop the professional competencies.

In closing, as my predecessors have done in the past, I would like to thank the members of CAPFE for their collaboration and their support. I especially appreciate their creativity and their commitment. A spirit of team effort was created several years ago and continues to exist to this day.

*André Dolbec*  
*Gatineau, Québec*

## **Activities**

In 2005-2006, CAPFE (see Table A) held six regular meetings, which represents approximately 181 person-days. During these meetings, the members dealt with current affairs and continued the analysis and evaluation of one new teacher education program. The Comité also examined the proposed modifications to several programs. It also studied the reports prepared by the subcommittees that carried out site visits in 2005-2006. The mandate and implementation of a second round of site visits to begin in 2007-2008 were developed by CAPFE.

As well, CAPFE sent a subcommittee to four universities to carry out site visits. These site visits required 57 person-days. A section of this report will summarise the findings.

During the past several years, CAPFE has always set aside some time and energy for its own professional development. It organized several different types of activities, namely visits to vocational training schools and presentations concerning current topics. In 2005-2006, CAPFE carried out five such activities during its regular meetings.

In October 2005, CAPFE held set up two activities. First, it invited Pierre Bergevin, assistant deputy minister for preschool education and elementary and secondary education, to offer his comments regarding a position paper that CAPFE had drafted regarding the future of the accreditation function. Although not directly affected by the legislative modifications brought about by Bill 120, CAPFE wanted to validate a number of hypotheses regarding its future and the future of the accreditation function. Mr. Bergevin believes that CAPFE's ideas about the accreditation process are interesting and will be considered.

Also in October, CAPFE invited Aline Buron of the Direction de l'évaluation of the Ministère de l'Éducation, du Loisir et du Sport to present the *Policy on the Evaluation of Learning*.<sup>1</sup> As a result, CAPFE decided to investigate how the policy is presented to and used by education students during the course of their programs. The four universities slated for visits in 2005-2006 were therefore asked to address this issue.

In December 2005, Hélène Poliquin-Verville of the Direction de l'adaptation scolaire of the Ministère, outlined the *Policy on Special Education*.<sup>2</sup>

In February 2006, Thierrey Karsenti, professor at the Université de Montréal, presented the results of a study of the use of technology by students in teacher education programs.

In April 2006, Luc Prud'homme, professor at the Université du Québec à Trois-Rivières, presented the preliminary results of a research project in the area of pedagogical differentiation as experimented in a several elementary schools in the Mauricie region.

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<sup>1</sup> Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec, Ministère de l'Éducation, 2003).

<sup>2</sup> Québec, Ministère de l'Éducation, *Adapting our schools to the needs of all students: Policy on special education* (Québec, Ministère de l'Éducation, 1999).

## **Public Relations**

During the past year, the president and the secretary-coordinator participated in several public relations activities. On several occasions, the president met with the president of the Association des doyens, doyennes et directeurs, directrices pour l'étude et la recherche en éducation du Québec (ADEREQ) to discuss issues of mutual concern.

The president of CAPFE is also a member of the Comité d'orientation de la formation du personnel enseignant (COFPE) and, as such, participated in the meetings and activities of the Comité. As well, the president is a member of the Table MELS-Universités and is able to better follow the discussions regarding teacher education in Québec.

The president participated in the official opening of the Observatoire des réformes en éducation, a clearinghouse of innovations in education set up by the Université du Québec à Montréal.

The secretary-coordinator outlined the accreditation function to a group of pedagogical advisors at a day-long conference organized by the Corporation des conseillères et des conseillers pédagogiques en formation professionnelle et technique.

The secretary-coordinator met with the new dean of undergraduate studies at the Université du Québec en Outaouais and with the new associate academic dean at the Université du Québec à Montréal. The purpose of these meetings was to brief these newly appointed persons on the accreditation function and the work of CAPFE. They also served to prepare the upcoming site visits.

The president and the secretary-coordinator outlined the accreditation function to the staff of the Ministère at its regional office in Gatineau.

Finally, in May, the president also participated in a conference on teacher education organized by the Canadian Association of Deans of Education held in Toronto.

## **Program Accreditation**

### *New programs*

When the Minister of Education published the new guidelines for teacher education programs, he asked CAPFE to do the following:

1. recall all accredited programs and evaluate the new programs, based on the new guidelines
2. pay special attention to the means used to ensure that future teachers develop a high level of language competency
3. be vigilant regarding the establishment, within each university, of a single central unit responsible for coordinating teacher education programs

CAPFE continued to analyze and accredit new teacher education programs according to the process that was established in 2001-2002 and described in the *Rapport annuel 2005-2006*<sup>3</sup>. In 2005-2006, CAPFE accredited one new program. Furthermore, CAPFE extended the accreditation of 23 programs following site visits to four universities. Finally, CAPFE approved a number of modifications to accredited programs.<sup>4</sup> A complete list of accredited programs can be consulted on the committee's Web site, at <<http://www.capfe.gouv.qc.ca>>.

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<sup>3</sup> CAPFE, *Rapport annuel 2005-2006* (Québec, CAPFE, 2006), p. 10.

<sup>4</sup> Tables B, C and D provide more detailed information.

*Modifications to Accredited Programs*

Two important changes occurred in 2005 that had a direct impact on several accredited programs. The Basic School Regulation was changed to include a new course in contemporary world economics and the teaching of English as a second language beginning in Elementary 1. The other change affects moral and religious education that, beginning in 2008, will be replaced by a course on ethics and religious culture.

The Comité informed the universities of these changes and asked that the relevant programs be modified to accommodate both changes. To date, 23 programs have been modified. The process will continue in 2006-2007.

*Site visits**The process of accreditation*

A program is accredited if it respects the orientations and allows the development of the professional competencies determined by the Minister and set out in the official teacher education guides.<sup>5</sup> CAPFE must assure the Minister that an accredited program satisfies ministerial requirements. To this end, CAPFE has drawn upon its expertise and experience to develop writing guides for universities that wish to submit a program.<sup>6</sup> It has also developed evaluation grids for its own task of examining programs.

The accreditation process consists of three stages: preliminary analysis, detailed analysis and follow-up visits after accreditation has been granted.

All teacher education programs are analyzed and evaluated according to the following essential parameters:

- inclusion of means to address the two general orientations of teacher education, namely teaching from a cultural perspective and increased professionalization
- compliance with exit profiles
- development of the professional competencies required of future teachers
- deep, ongoing concern for the quality of the language of instruction and second languages
- strong consideration given to the *Québec Education Program* at both the elementary and secondary levels

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5. Québec, Ministère de l'Éducation, *Teacher Training: Orientations, Professional Competencies* (Québec, Ministère de l'Éducation: 2001); Québec, Ministère de l'Éducation, *Teacher Training in Vocational Education: Orientations, Professional Competencies* (Québec: Ministère de l'Éducation, 2001).

6. Consult the writing guides on CAPFE's Web ([www.capfe.gouv.qc.ca](http://www.capfe.gouv.qc.ca)) site under the heading *Documents produced by the CAPFE*.

- reflection of the major changes in education in Québec and compliance with the various policies of the Ministère de l'Éducation, du Loisir et du Sport, such as the curriculum reform, the policy on the evaluation of learning and the policy regarding the integration of students with difficulties

During the preliminary analysis stage, CAPFE assesses the program's compliance with the exit profile, the distribution of credits, the number of hours devoted to teacher education field experiences and the distribution of these field experiences over the course of the program, the treatment of competencies and the means proposed to attain language competency. Following this preliminary analysis, CAPFE may grant a provisional start-up authorization for a given university year. This authorization allows the university to admit a new cohort.

The detailed analysis stage is divided into two phases. The first consists of a descriptive analysis of the program and is mainly intended to confirm that the exit profile, program objectives, structure and pedagogical activities, field experiences, pedagogical resources and learning conditions (library, educational software libraries, laboratories, workshops, computer equipment, etc.) meet the specified requirements. During the second phase, CAPFE analyzes the means proposed by the university to attain the expected level of mastery for each competency. Following this detailed analysis, CAPFE may submit a list of questions to the university and replace the earlier provisional authorization with a definitive program start-up authorization. This second authorization usually indicates that a program is well on its way to accreditation. After studying the university's answers to the list of questions, CAPFE may either issue a new list of questions or accredit the program. The accreditation granted will be reviewed during a subsequent visit to the university. It is at this stage that CAPFE recommends to the Minister that a program be included in the list of programs leading to teacher certification.

The last stage in the analysis and evaluation process consists in a follow-up visit to the university, carried out by a subcommittee of CAPFE. The *visiting committee* meets with the individuals involved in teacher education (vice-principal, dean, program director, professors, lecturers, cooperating teachers, supervisors, students, school board representatives, recent graduates, etc.) in order to make sure that the accredited program complies with the orientations, exit profile and means proposed for developing each professional competency. The visiting committee also ensures that the resources put in place for offering the program (teaching staff, library, learning materials centre, laboratories, computer facilities, workshops, etc.) are adequate and enable the development of the competencies.

Following a visit, the subcommittee reports its findings to CAPFE, pointing out the relative strengths of a program, as well as any weaknesses that need to be corrected. The report also includes a series of recommendations concerning the program and its accreditation status. CAPFE may decide to extend the accreditation until the next visit. This extension may be accompanied by a series of conditions to be met or aspects to be considered. In exceptional cases, CAPFE may suspend or revoke an accreditation and recommend that the Minister remove the program from the list of programs leading to teacher certification.

Before leaving the university, the visiting committee makes an *oral report* to university authorities, giving its first impressions concerning the strengths of the program and any areas needing improvement, and outlines the recommendations it intends to submit to CAPFE. After accepting the visiting committee's report, CAPFE submits a more detailed *written report* to the vice-principal (academic) and the dean. The university has three months to respond to the report. If no comments are received within this period, CAPFE considers that the university is in agreement with the report and, in accordance with its mandate, it sends a copy to the Minister. Should a university submit comments, the letter will be appended to the report.

For the three-year period beginning in 2004-2005, CAPFE has decided to undertake follow-up visits of a *macroscopic* nature. To this end, it has prepared a protocol for university visits and consulted the ADEREQ. The goal of the visits is to obtain an overview of the implementation of the programs and to look more closely at certain aspects CAPFE deems important. However, as the programs evolve over time, some objectives may be refined and others added. The follow-up visits are part of an evolving process.

CAPFE and its visiting committee have identified the following *general objectives* with respect to follow-up visits:

- to evaluate how well the universities have incorporated the orientations for teacher education in general education and teacher education in vocational training
- to form an overall assessment of the programs so that CAPFE can decide whether to extend the accreditation already granted

During the first round of follow-up visits, CAPFE will focus *primarily* on the following aspects or *specific objectives* of the accredited programs:

- the organization of the coordination mechanism (i.e. the body responsible for coordinating the programs)
- the quality of the language of instruction and second languages, as applicable
- the status of the implementation of the new program and the withdrawal of the old one
- the organization of teacher education field experiences in relation to the attainment of competencies (e.g. coordination with schools, education for cooperating teachers, evaluation grids).<sup>7</sup>

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7. For more information, please consult the document *Follow-up of Accredited Teacher Training Programs: Mandate and Implementation*, revised (October 2005), available on CAPFE's Web ([www.capfe.gouv.qc.ca](http://www.capfe.gouv.qc.ca)) site under the heading *Documents Produced by the CAPFE*.

Site visits are a significant part of the accreditation process; four visits were carried out in 2005-2006. In 2003-2004, CAPFE established the mandate and function of site visits and produced a writing guide to help the universities describe the implementation of the new programs and the phasing-out of the old ones. The mandate and the writing guide were submitted to the deans of education for their comments and input.<sup>8</sup>

The first round of site visits, which began in 2004-2005 and will end in 2006-2007, focus on the implementation of the new programs. Given that few of the new programs has produced graduates, CAPFE's view is macroscopic. However, certain aspects, such as teacher education coordination, the quality of the language of instruction and second languages, the implementation of the new programs and the phasing-out of the old ones, and field experiences are all given special consideration. CAPFE will submit progress reports to the Minister as it sees fit.

In 2005-2006, CAPFE visited four universities to verify the implementation of the new accredited programs. The universities visited were the following: the Université du Québec à Trois-Rivières, the Université du Québec à Chicoutimi, McGill University and the Université du Québec en Outaouais (Gatineau and Mont-Laurier campuses).

Prior to visiting the universities, CAPFE invited them to draft a summary report of the implementation of the new programs. The report enabled CAPFE to better organize each visit and explore certain issues. During 2005-2006, CAPFE was able to get a first-hand look at 23 programs.<sup>9</sup> In this current summary of the highlights of 2005-2006, CAPFE wishes to describe some of the observations it has made to date.

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<sup>8</sup> CAPFE, *Follow-up of Accredited Teacher Training Programs: Mandate and Implementation*, Québec, CAPFE, June 2004, 19 pages.

<sup>9</sup> See Table E.

*Coordination of teacher education*

Since its creation, CAPFE has, on several occasions, deplored the lack of coordination with respect to teacher education. When the new orientations were published in 2001, the then Minister of Education asked CAPFE to pay special attention to the coordination of teacher education in each of the universities. Subsequently, at CAPFE's insistence, a central coordinating body was created in each of the universities.

Naturally, the first task at hand for these newly created bodies was the revision of the teacher education programs. CAPFE was interested in meeting with these bodies during the site visits in order to assess their operations following the accreditation of the programs.

It is CAPFE's position that these bodies were not created solely for the purpose of revising the programs. These bodies must be active within their respective universities because the programs should and must evolve according to changing social needs and trends. As well, the means thought to ensure the development of the professional competencies need to be assessed and modified as deemed necessary by these bodies.

During the sites visits, the visiting committee noticed several aspects regarding the coordinating bodies that require correction. First, it noted that the level of activity of these bodies has dropped considerably since the programs were revised and accredited. In some regards, this is to be expected. However, in CAPFE's view these bodies must maintain some level of activity in order to monitor the progression of the development of the professional competencies and, if need be, adjust or implement new methods that ensure their better development.

Second, CAPFE remarks that the coordinating bodies do not always demonstrate the type of leadership required; it tends to be timid. Furthermore, it is not always clear to CAPFE that there is a single leader when it comes to the coordination of teacher education programs. Moreover, certain key players, namely representatives from the academic departments and the sessional lecturers, seem to be noticeably absent or have little voice. Concerning the latter, CAPFE is quite concerned as they are responsible for upwards of 75% of the courses. Furthermore, these coordinating bodies do not always have the institutional recognition nor the means required to fully exercise their mandate.

CAPFE believes that the coordinating body must be made up of representatives of all the persons who intervene in teacher education programs, whether they be professors, guest professors, sessional lecturers, practicum supervisors or even cooperating teachers. The combined energies of this group should allow all the creativity and expertise to be marshalled and directed toward the programs. This team effort will undoubtedly eliminate any redundancies among courses, ensure a better integration of the theoretical learning with the field experiences and, especially, serve as a model to the future teachers (*cf.* Competency no. 10).

This observation gives rise to another observation that is worrisome. Due to the fact that sessional lecturers are responsible for so many courses, CAPFE believes that the university must then manage them in such a way in order to ensure that they are familiar with the program objectives, that they share the same vision regarding the competencies and that they are aware of the students' progression in the program. During this year's site visits, CAPFE did not always observe that there were measures in place to adequately co-ordinate the lecturers and that these measures were being applied.

Generally, the central coordinating bodies of those universities that have a core group of courses shared by all teacher education programs were active. Such a group of core courses is helpful in creating the right conditions for the emergence of a strong professional identity and for effective team work. However, when asked if the university organized uncredited professional development activities, CAPFE was told that such activities were exceptional rather than the norm. The students, in particular, appreciated the activities because they were able to meet with other education students with whom they will be working later on.

*The quality of the language of instruction and second languages*

The quality of the language of instruction is a shared concern of all universities, students and the public in general. During the site visits, CAPFE observed that all universities have developed means to ensure a higher standard, especially for the written language. The means by which a high level of competency is ensured have not changed; CAPFE described them in a previous annual report.<sup>10</sup> However, the ADEREQ developed a language proficiency policy that stipulates that the competency must be attested before registration for the third field experience. This policy, approved by the Conférence des recteurs et des principaux des universités du Québec (CREPUQ), comes into effect in September 2006. CAPFE will closely monitor this policy and its application and will report its findings to the ADEREQ and to CREPUQ.

Since CAPFE resumed site visits in 2004-2005, it has been able to appreciate the constant concern on the part of the anglophone universities regarding the quality of English as a language of instruction.

The same rigour is applied to the second language programs. In this regard, universities offering second language teacher education programs are presented with a double challenge. Not only must the students be proficient in the language taught, but they must have a good working knowledge of English or French, as the case may be, in order to be able to communicate with their peers and parents. To date, CAPFE is satisfied that the universities offering such programs are aware of this challenge and have responded to it appropriately.

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10. CAPFE, *Rapport annuel 2004-2005*, pp. 11-12.

CAPFE wishes to underscore the effort of all universities with regard to the language competency. It encourages them to continue their work in this area and, if necessary, reinforce the means to ensure a high level of competency. However, it also wishes to remind universities that the oral component of the competency requires their attention as much as the written component. As far as CAPFE knows, there are no known methods to officially attest to the development of the oral component.

*The organization of field experiences*

In order for the field experiences to be significant and to contribute to the student teachers' development of the professional competencies, the organization of field experiences must be efficient. The efficiency can be observed within the university, but also between the university and the schools. The university supervisors and the associate teachers must master the competencies if they are to effectively assess their acquisition by the students. To that end, CAPFE is of the opinion that supervisors and associate teachers must themselves master the competencies and be trained to be able to adequately evaluate the students' development of these competencies.

CAPFE is also of the opinion that field experiences must be valued by both the schools and the boards. In that respect, schools and boards play a significant role in teacher education. The implication here is that the ties between the university, the school and the board must be strong and effective if field experiences are to produce the desired outcome.

The success of a field experience is determined by the mastery of the professional competencies by both the supervisor and the cooperating teacher. Both must demonstrate a high level of these competencies in order to observe their deployment by the students and to adequately evaluate them. To that end, universities must undertake means by which both these actors are adequately prepared to intervene; training sessions would appear to better guarantee such an outcome.

During the site visits, CAPFE noted that two universities had developed their training sessions but, for one reason or another, decided not to deliver them. CAPFE strongly urged them to begin deploying the sessions.

During site visits, the visiting committee reminded universities that the language of instruction and mathematics profiles of the secondary education programs and the secondary profile of the special education programs must prepare students to teach adult learners. While not compulsory, they must offer students in these same programs the possibility of carrying out a field experience with a group of adults. In that regard, CAPFE will alert the Minister to this situation and suggest that the Ministère carry out an investigation into the reasons that underscore this situation and propose new options, if needed.

Finally, CAPFE reminded universities wishing to send students on field experiences outside of Québec that the most appropriate experience is the third practicum. The fourth field experience must be done in Québec.

*A graduate degree as an alternative for qualification*

Recently, Québec has been experiencing a shortage of qualified teachers in the areas of mathematics, science and English as a second language. The universities have tried to attract persons to their education programs with undergraduate degrees in these areas; the success rate has been limited.

The Table MELS-Universités struck a task force to examine the situation and, more specifically, to study the feasibility of creating a professional graduate degree that would produce qualified teachers. The president of CAPFE sat on this task force in order to appreciate the situation first-hand and to raise questions and issues regarding the eventual accreditation of such a teacher education program. In May, CAPFE issued a writing guide for graduate degree programs.

## **Looking Ahead**

The coming year will be devoted largely to site visits; four universities will be visited in 2006-2007, namely the Université du Québec en Abitibi-Témiscamingue, the Université du Québec à Montréal, the Université de Sherbrooke and Bishop's University. Other issues will require CAPFE's attention; they are:

- ◆ a study of the development of the language competency in English as the language of instruction and as a second language;
- ◆ a closer monitoring of the evaluation of spoken French or English in the secondary education programs and in the second language programs;
- ◆ information and training of committee members on issues related to teacher education, such as the special education polity, the new school regulations, adult education, and the new program for secondary schools;
- ◆ the preparation of new guidelines for in-depth site visits to begin in 2007-2008;
- ◆ the analysis of program changes as a result of new directives issued by the Ministère regarding ethics and religious culture, the learning of English as a second language at the elementary level, and contemporary world economics;
- ◆ the preparation of guidelines for the analysis and evaluation of graduate programs;
- ◆ the creation of new lines of communication and collaboration with all stakeholders.

After the first round of site visits, CAPFE will be in a better position to advise the Minister about the exit profiles and the development of the professional competencies in the new programs.

*André Dolbec*  
*President*  
*CAPFE*

**Table A: Members of CAPFE**

**MEMBERS OF CAPFE IN 2005-2006 (as of May 31, 2006)**

**PRESIDENT**

***André Dolbec***

Professor  
Département des sciences de l'éducation  
Université du Québec en Outaouais

**MEMBERS**

***François-Michel Bolduc***

Principal  
École de la Clé-du-Boisé  
Commission scolaire des Navigateurs

***Line Camerlain***

Teacher  
École De Mortagne  
Commission scolaire des Patriotes

***Marc-André Éthier***

Professor  
Département de didactique  
Faculté des sciences de l'éducation  
Université de Montréal

***Gina Farnell***

Teacher  
Québec High School  
Commission scolaire Central Québec

***Fernand Gervais***

Professor  
Département d'études sur l'enseignement et  
l'apprentissage  
Faculté des sciences de l'éducation  
Université Laval

***Marie-Josée Hébert***

Teacher  
École Beauséjour  
Commission scolaire de la Riveraine

***Marthe Hurteau \****

Professor  
Faculté d'éducation  
Département d'éducation et de pédagogie  
Université du Québec à Montréal

***Ronald Morris***

Professor  
Department of Integrated Studies in Education  
Faculty of Education  
McGill University

**ASSOCIATE MEMBERS**

**Marcel Teasdale \*\***

Associate Director General  
Commission scolaire Marie-Victorin

***Sylvie Turcotte***

Director  
Direction de la formation et de la  
titularisation du personnel scolaire  
Ministère de l'Éducation, du Loisir et du Sport

**SECRETARY-COORDINATOR**

***Edward A. Collister***

Ministère de l'Éducation, du Loisir et du Sport

\* Marthe Hurteau resigned from CAPFE in March 2006

\*\* Marcel Teasdale resigned from CAPFE in Dec. 2005

**Table B: Program Accreditation**

<b>Program Accreditation 2005-2006</b>	
Number of start-ups authorized without accreditation in 2005-2006	0
Number of new programs accredited in 2005-2006	1
Number of new programs whose accreditation was renewed following a site visit	23
Number of new programs whose modifications were approved	52
<i>Total</i>	<i>76</i>

**Table C: Accreditation of Teacher Education Programs, by University**

<b>Accreditation of Teacher Education Programs, by University 2005-2006</b>				
<b>University</b>	<b>Number of start-ups authorized (New programs)</b>	<b>Number of new programs accredited</b>	<b>Number of new programs whose accreditation was renewed (with or without a site visit)</b>	<b>Number of new programs whose modifications were approved</b>
Bishop's University	0	0	0	2
Concordia University	0	0	0	1
Université Laval	0	0	0	7
McGill University	0	0	6	0
Université de Montréal	0	0	0	8
Université du Québec en Abitibi-Témiscamingue	0	1	0	0
Université du Québec à Chicoutimi	0	0	7	3
Université du Québec à Montréal	0	0	0	18
Université du Québec en Outaouais	0	0	4	1
Université du Québec à Rimouski	0	0	0	7
Université du Québec à Trois-Rivières	0	0	6	1
Université de Sherbrooke	0	0	0	4
<b>Total</b>	<b>0</b>	<b>1</b>	<b>23</b>	<b>52</b>

**Table D: Accreditation of Teacher Education Programs, by Type**

<b>Accredited Teacher Education Programs by Type of Program 2005-2006</b>				
<b>Programs</b>	<b>Number of start-ups authorized (New programs)</b>	<b>Number of new programs accredited</b>	<b>Number of new programs whose accreditation was renewed (with or without a site visit)</b>	<b>Number of new programs whose modifications were approved</b>
Preschool and Elementary Education	0	0	4	9
Secondary Education	0	0	4	22
Teaching of a Second Language	0	1	4	3
Physical Education and Health	0	0	3	2
Arts Education	0	0	4	5
Special Education	0	0	3	4
Vocational Training	0	0	1	7
<i>Total</i>	<b>0</b>	<b>1</b>	<b>23</b>	<b>52</b>

**Table E: Accredited Programs Examined During Site Visits**

<i>Site Visits</i>									
<i>Accredited Programs Examined</i>									
<i>2004-05 and 2005-06</i>									
<b>Program</b>	<i>Preschool and Elementary Education</i>	<i>Secondary Education</i>	<i>Physical Education and Health</i>	<i>Special Education</i>	<i>English as a Second Language</i>	<i>French as a Second Language</i>	<i>Arts Education</i>	<i>Vocational Training</i>	<i>Total</i>
<b>Year</b>									
<i>2004-2005</i>	4	3	2	2	2	2	3	2	<b>20</b>
<i>2005-2006</i>	4	4	3	3	3	1	4	1	<b>23</b>
<b>Total</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>43</b>