

Courtesy translation

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

Highlights of 2006-2007

October 2007

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Overview from the President

I am pleased to present this summary of the activities of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) for 2006-2007. Two important projects were undertaken in 2006-2007. First, the members of CAPFE completed the process of evaluating the changes brought to programs as a result of modifications to the Basic School Regulation. Second, in collaboration with the universities, CAPFE undertook a survey of the fourth year students of the primary and special education (primary profile) programs in order to assess their level of preparedness to teach mathematics, science and technology and social studies. This survey followed from one of the recommendations issued by the Table de pilotage du renouveau pédagogique.

During this past year, CAPFE also completed the first round of site visits following the accreditation and implementation of the new teacher education programs. The purpose of this first round of site visits was to ensure that the new programs allowed for the development of professional competencies while taking into account the education reform. The follow-up site visits have allowed CAPFE to observe and appreciate how the orientations and the development of the professional competencies have been understood and implemented by the universities. Although this report will elaborate on this issue, I would like to mention 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 seemed critical regarding certain aspects of teacher education, it wishes to put its objectivity to good use; the suggestions and recommendations were meant to be constructive.

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 2006-2007, CAPFE (see Table A) held five regular meetings, which represents approximately 174 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. In addition, it studied the reports prepared by the subcommittees that carried out site visits in 2006-2007. 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. Two supplementary visits were also held as a follow-up measure to site visits conducted in 2005-2006. These site visits required 65 person-days. A section of this report will summarize 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 2006-2007, CAPFE carried out five such activities during its regular meetings. In November 2006, Dr. Gérard Scallon, professor at l'Université Laval, spoke about the evaluation of professional competencies in teacher education programs as well as in other programs. In March 2007, CAPFE invited Marie-Hélène Guay and Nadine Francoeur, both from the Commission scolaire des Trois-Lacs, to describe how that school board uses the professional competencies to assist new teachers and to help develop continuing education programs. In April 2007, Robert Cadotte, professor at the Université du Québec à Montréal, presented the preliminary findings of a pilot project aimed at preparing students to teach in inner city schools. In May 2007, Jacques Chevrier and Christiane Gohier presented the results of a survey about the construction of the professional identity of new teachers. Also in May, CAPFE received Laura Bickerton of the British Columbia College of Teachers and Kevin Lowe of the Ontario College of Teachers. During a day-long session, all three organisations described how they go about accrediting teacher education programs and the challenges shared by all three.

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-conseil sur la formation du personnel enseignant (CCFPE) 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.

In November 2006, the president of CAPFE outlined some of the challenges facing teacher education in Québec at the International Conference on Teacher Education and Development held in Calgary¹.

The secretary-coordinator met with the new dean and associate dean of the faculty of education of l'Université Laval in order to ensure that both had a good understanding of the accreditation process. He also accompanied the president during a meeting with the representatives of the Fédération des syndicats de l'enseignement and the Québec Provincial Association of Teachers. He participated in the discussions organized by the Université du Québec regarding the qualifying graduate degree in teacher education. Finally, the secretary-coordinator presented a paper to the members of the Association of Accrediting Agencies of Canada on the notion of the value added to accreditation.

1. A short article based on this presentation was published in CERA News, the information bulletin of the Canadian Educational Researchers' Association, May 15, 2007, p. 6-10.

Program Accreditation

New programs

When the previous Ministry of Education published the new guidelines for teacher education programs, it 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 2006-2007*². In 2006-2007, CAPFE extended the accreditation of 30 programs following site visits to four universities. Finally, CAPFE approved a number of modifications to accredited programs.³ A complete list of accredited programs can be found on the committee's Web site at <<http://www.capfe.gouv.qc.ca>>.

2. CAPFE, *Rapport annuel 2006-2007* (Québec, CAPFE, 2006), p. 11.

3. 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, 30 programs have been modified. The process will continue in 2007-2008 for two universities who have submitted, to date, partial modifications.

Academic and methods training for mathematics, science and technology and social studies

As mentioned previously, the Table de pilotage du renouveau pédagogique issued its final report in December 2006. Generally, the Table wished to assess how the reform was being implemented at the primary level. Among other things, it felt that the academic and methods preparation of primary school teachers and special education teachers was somewhat deficient. To this end, it recommended that the universities, in collaboration with CAPFE, review and, if need be, adjust this preparation in the areas of mathematics, science and technology and social studies.

CAPFE believed that it had to complete its understanding of the nature of the academic and methods training provided to students. To this end, it devised two on-line surveys intended to better understand the training received by fourth-year students in both programs as well as the professors, sessional lecturers and field experience supervisors. The surveys were conducted in all universities. At the time of the writing of this report, the data analysis was not complete; a report will be prepared during the course of the autumn.

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.⁴ 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.⁵ 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

4. 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).

5. Consult the writing guides on CAPFE's Web site <www.capfe.gouv.qc.ca> 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 focused *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).⁶

6. 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 site <www.capfe.gouv.qc.ca> under the heading *Documents Produced by the CAPFE*.

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.⁷

The first round of site visits, which began in 2004-2005 and ended in 2006-2007, focused on the implementation of the new programs. Given that few of the new programs have produced graduates, CAPFE's view was 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 were all given special consideration. CAPFE will submit progress reports to the Minister as it sees fit.

In 2006-2007, CAPFE visited four universities to verify the implementation of the new accredited programs. The universities visited were the following: the Université du Québec en Abitibi-Témiscamingue (Rouyn-Noranda and Val-d'Or campuses), Bishop's University, l'Université de Sherbrooke and the Université du Québec à Montréal. In addition to these site visits, visiting committees were sent to the Université du Québec à Trois-Rivières and the Université du Québec en Outaouais to conduct supplementary site visits as a result of site visits conducted in 2005-2006.

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 2006-2007, CAPFE was able to get a first-hand look at 23 programs.⁸ In this current summary of the highlights of 2006-2007, CAPFE wishes to describe some of the observations it has made to date.

7. CAPFE, *Follow-up of Accredited Teacher Training Programs: Mandate and Implementation*, Québec, CAPFE, June 2004, 19 pages.

8. 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 site 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 had 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 has observed 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 more than 75 per cent 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 should 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 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 coordinate 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 teamwork. However, when asked if the university organized non-credited 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.⁹ 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 with parents. To date, CAPFE is satisfied that the universities offering such programs are aware of this challenge and have responded to it appropriately.

9. CAPFE, *Rapport annuel 2004-2005*, p. 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 Ministry carry out an investigation into the reasons behind 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. Universities have tried to attract students 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.

To date, CAPFE has received two such programs, one of which is currently under evaluation; this process will be pursued in 2007-2008.

Looking Ahead

The coming year will be devoted largely to consolidating the work of CAPFE. In lieu of site visits, CAPFE will organise day-long workshops on themes that are of common interest to the universities. These themes emerged as common challenges during the site visits conducted between 2005 and 2007; they are :

- the coordinating mechanisms and the program approach
- the development of professional competencies
- the preparation of associate teachers and supervisors prior to field experience

During the upcoming year, CAPFE will finalize the guidelines for the second round of site visits, scheduled to begin in 2008-2009.

As well, CAPFE will continue to receive and analyse the modifications that universities wish to propose to their accredited programs.

André Dolbec
President
CAPFE

Table A: Members of CAPFE

MEMBERS OF CAPFE IN 2006-2007 (as of June 30, 2007)

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 Rivéraine

Daniel Martin

Professor
Département des sciences de l'éducation
Université du Québec en Abitibi-Témiscamingue

Ronald Morris

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

ASSOCIATE MEMBERS

Jean-Marc Jean

Directeur du service de l'enseignement
Commission scolaire de la Côte-du-Sud

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

* Line Camerlain resigned from CAPFE in May 2007

Table B: Program Accreditation

Program Accreditation 2006-2007	
Number of start-ups authorized without accreditation in 2005-2006	1
Number of new programs accredited in 2005-2006	1
Number of new programs whose accreditation was renewed	30
Number of new programs whose modifications were approved	32
<i>Total</i>	64

Table C: Accreditation of Teacher Education Programs, by University

Accreditation of Teacher Education Programs, by University 2006-2007				
University	Number of start-ups authorized (New programs)	Number of new programs accredited	Number of new programs whose accreditation was renewed	Number of new programs whose modifications were approved
Bishop's University	0	0	2	0
Concordia University	0	0	0	0
Université Laval	0	0	7	8
McGill University	0	0	0	1
Université de Montréal	0	0	0	0
Université du Québec en Abitibi-Témiscamingue	0	1	4	3
Université du Québec à Chicoutimi	0	0	0	6
Université du Québec à Montréal	0	0	11	4
Université du Québec en Outaouais	0	0	0	3
Université du Québec à Rimouski	1	0	0	4
Université du Québec à Trois-Rivières	0	0	0	2
Université de Sherbrooke	0	0	6	1
<i>Total</i>	<i>1</i>	<i>1</i>	<i>30</i>	<i>32</i>

Table D: Accreditation of Teacher Education Programs, by Type

Accredited Teacher Education Programs by Type of Program 2006-2007				
Programs	Number of start-ups authorized (New programs)	Number of new programs accredited	Number of new programs whose accreditation was renewed	Number of new programs whose modifications were approved
Preschool and Elementary Education	0	1	5	9
Secondary Education	1	0	5	11
Teaching of a Second Language	0	0	6	4
Physical Education and Health	0	0	2	2
Arts Education	0	0	6	2
Special Education	0	0	2	4
Vocational Training	0	0	4	0
<i>Total</i>	<i>1</i>	<i>1</i>	<i>30</i>	<i>32</i>

Table E: Accredited Programs Examined During Site Visits

<i>Site Visits</i>									
<i>Accredited Programs Examined</i>									
<i>2004-2005, 2005-2006 and 2006-2007</i>									
Program	<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>
Year									
<i>2004-2005</i>	4	3	2	2	2	2	3	2	20
<i>2005-2006</i>	4	4	3	3	3	1	4	1	23
<i>2006-2007</i>	4	4	2	2	3	1	4	3	23
Total	12	11	7	7	8	4	11	6	66