

Chapter 3

INITIAL TEACHER EDUCATION IN WESTERN CANADA

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This chapter describes and discusses certain issues linked to initial teacher education (ITE) in the four western Canadian provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. This chapter makes only general references to Indigenous ITE programs offered in Western Canada, because Chapter 2 of this handbook discusses these programs in more details.

There are a number of publications that speak to different aspects of specific ITE programs offered in Western Canada. There are, for instance, publications on the field experience component of the ITE programs at the University of Alberta (Foster, Wimmer, Winter, & Snart, 2010), the University of Saskatchewan (Lemisko & Ward, 2010), the University of Regina (Mulholland, Nolan, & Salm, 2010), and the University of British Columbia (Clarke, 1998). There are publications on the newly developed ITE program at Mount Royal University in Alberta (O'Connor, Nickel, & Sterenberg, in press; Naested, Nickel, Sikora, & Vaughan, 2010; Naested et al., 2011), the former Master of Teaching ITE program at the University of Calgary (Lund, Panayotidis, Smits, & Towers, 2012), on the school-integrated and community-based ITE offered at the University of Victoria (Hopper & Sanford, 2004; McGregor, Sanford, & Hopper, 2010; Sanford, Hopper, & McGregor, 2010), on a collective approach to cohort-based ITE at the University of British Columbia in Vancouver (Farr Darling, Erickson, & Clarke, 2007), and on the role of seconded teachers as teacher educators at Simon Fraser University's ITE program (Dagenais & Wideen, 1999; Dawson, 1995; Wasserman, 2009). There is also available a review of ITE in British Columbia from normal schools to the early 1990s more generally (Bowman, Ellis, Smart, & Wiens, 1994; Sheenan & Wilson, 1994).

While these publications provide some insight into specific ITE programs in Western Canada, they generally describe and discuss certain aspects of the respective program rather than the design of the program as a whole, and in some cases—like the Master of Teaching ITE program or the description of ITE before the turn of the century in British Columbia—those discussions are not about current ITE programming in Western Canada. It is the role of this chapter to describe the designs of current ITE programs in Western Canada. The sources we drew from for the program descriptions were the websites of Western Canadian faculties of education, publicly available print

documents by those faculties of education on their respective ITE programs, the information provided by the publically available Canadian ITE program database (www.teacheredcanada.ca) and our own knowledge of ITE programs in Western Canada.

The chapter is divided into three parts. In the first part we briefly describe the context within which western Canadian ITE programs are embedded. The second and main part describes the different ITE programs by province. Finally, the third part discusses commonalities and differences in ITE programs across Western Canada.

The Context

The four western Canadian provinces of British Columbia, Alberta, Saskatchewan, and Manitoba are often lumped together as *Western Canada* when discussing Canada's regions. This trend is also evident in educational scholarship as noted in Crocker and Dibbon's (2008) overview of teacher education in Canada. The term *Central Canada* typically refers to the provinces of Ontario and Quebec, although Manitoba is the geographical center of Canada. There might be two main reasons for this practice of grouping these provinces under the heading *Western Canada*. First, historically the western Canadian provinces were not part of Canada at Confederation in 1867 and only joined between 1870 and 1905. Second, demographically the three western provinces *combined* make up (only) 31.4% of the total population of Canada (Statistics Canada, 2014, p. 16), while the combined land area of these provinces is as large as the land area of all the other Canadian provinces together (Statistics Canada, n.d.-a).

Demographically, however, there are distinct characteristics relevant to ITE programs between Saskatchewan and Manitoba on one hand and British Columbia and Alberta on the other. First, Saskatchewan and Manitoba have only 3.2% and 3.6% of the Canadian population living in these provinces, respectively, while Alberta and British Columbia have 11.6% and 13% of the Canadian population, respectively (Statistics Canada, 2014, p. 16). Second, Saskatchewan and Manitoba have about 35% and 30% of their populations, respectively, living in rural areas—which is above the Canadian average of about 20%—while the proportions of Alberta and British Columbia's rural population are at about 17% and 14%, respectively (Statistics Canada, n.d.-b, p. 3). Saskatchewan and Manitoba are much more sparsely populated than Alberta and British Columbia, and the former provinces are much more rural than the latter two.

As far as higher education and ITE is concerned, there is institutional collaboration across the four western Canadian provinces. First, there is the Western Canadian Deans' Agreement, an agreement between western Canadian deans of graduate studies, which “provides an automatic tuition fee waiver for visiting students [from other western Canadian universities]. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution” (Western Canadian Deans' Agreement, n.d.). There is also an annual conference organized by the Western Canadian Deans of Graduate Studies group (<http://www.wcdgs.ca/annual-conference.html>).

This agreement does not concern ITE programs, since those are undergraduate programs, but there is also a long-standing institutionalized collaboration of faculties of education from across the four western provinces in the form of annual meetings of the Western Canadian deans of faculties of education. In addition, the Western Canadian Association of Student Teaching (WestCAST) organizes an annual conference that combines a formal meeting of directors of field experience offices of faculties of education with a formal conference for, and with presentations by, teacher candidates, faculty members, and others.

The next section will present core features of all ITE programs offered in each of the four provinces, with the exception of Indigenous ITE programs, which are discussed in a different chapter of this handbook. We have structured the presentation by province.

Initial Teacher Education in British Columbia

There are eight universities in the province of British Columbia that offer ITE programs: Simon Fraser University (SFU), Trinity Western University (TWU), Thompson Rivers University (TRU), University of the Fraser Valley (UFV), University of British Columbia (UBC), University of Northern British Columbia (UNBC), University of Victoria (UVic), and Vancouver Island University (VIU). The university programs generally range from one to two years and include both theoretical course work and practical experiences in schools as they prepare teachers to teach in the K-12 public school system.

Universities in British Columbia have varying requirements with respect to admissions to individual ITE programs. As noted in Tables 2 and 3 below, some programs require their applicants to have a degree before they enter. Others allow students to enter with 60+ credits. Some but not all ITE programs culminate in a bachelor of education degree, while others are designed to allow the student to earn two degrees simultaneously.

Certification

In British Columbia, those interested in teaching in public schools (K–12), independent schools, and First Nations band schools must hold a Ministry of Education certificate issued by the Teacher Regulation Branch (TRB). Approved ITE programs are permitted to recommend their graduates directly to the TRB.

The TRB, part of the Ministry of Education, was created to support the implementation of the Teachers Act (2011), which came into force on January 9, 2012. The TRB is responsible for ensuring that applicants for teaching certificates meet certain standards of qualification. The ITE programs must ensure that their graduates meet the Standards for the Education, Competence, and Professional Conduct of Educators. The TRB is the branch of the Ministry of Education that supports regulatory responsibility for

- assessing applicants for certification,
- evaluating teacher education programs,
- issuing teaching certificates, and
- enforcing standards for certificate holders.

Certificate holders include classroom teachers, vice-principals, principals, directors and superintendents in the public and independent school systems. Responsibilities of the TRB were formerly held by the British Columbia College of Teachers, which existed from January 1, 1988, to January 9, 2012.¹ The British Columbia Teachers' Council has the responsibility to approve any new ITE program proposed in the province.

¹ For a discussion of the historical and political context of the dissolution of the BCCT, see Chapter 8 of this handbook.

Field Experience

Teacher candidates must have completed a minimum of 10 weeks of student teaching experience within their ITE program to qualify for a Ministry of Education teacher certificate through the TRB.

The work of the TRB is guided by certain bylaws and policies. The bylaws are maintained in effect pursuant to section 90 of the Teachers Act (2011). With respect to field experience (i.e., practicum) the requirements are defined in P2.I.01.1:

An acceptable practicum as it applies to Bylaw 2.I.02(a)(ii) is defined as one which:

- (a) is normally of 12 weeks, but not less than 10 weeks in duration, and
- (b) is recognized by an accredited university and is supervised by that university's Faculty of Education, and
- (c) takes place under the supervision of one or more school advisors who are certificated in the jurisdiction in which the practicum takes place.

(Teachers Act, 2011)

As noted in Tables 2 and 3 below, the format and length of the field experiences vary according to the individual university ITE program. In general, most programs offer initial short 1-day-a-week, or 2–4 consecutive weeks, of field experience opportunities followed by a final extended field experience that ranges from 8 to 12 consecutive weeks.

Programs of Note

This section provides some examples of two emerging trends in British Columbia's eight university ITE programs. While researching each of the programs and their unique formats and delivery options, two collective areas of focus were found to appear as representative of the province's ITE programs. These areas of focus are: *Indigenous language and culture*, and *rural education*. The following two sections provide some examples of the aforementioned focus areas.

Indigenous language and culture.

- *Developmental Standard Term Certificate Programs in First Nation Language and Culture.*

There are also a number of Developmental Standard Term Certificate (DSTC) programs provided by ITE programs that are restricted to First Nation language and culture studies. Not all of these programs are offered every year. Table 1 below lists all of the DSTC programs in First Nation Language and Culture, their associated First Nations organizations and affiliated academic institutions.

Table 1
DSTC Programs in First Nation Language and Culture (as of January 2014)
(British Columbia Ministry of Education, 2015)

DSTC Program	Approved ITE Program / First Nations Organization
Carrier (Nak'azdli dialect)	University of Northern British Columbia / Carrier Linguistic Society
Gitksan	University of Northern British Columbia / Siwiixo'osxwim Wilnatahl Gitksan Society
Halq'emeylem	Simon Fraser University / Stò:lō Nation
Hul'qumi'num	Vancouver Island University / Chemanius First Nation
Interior Salish (Secwepemc, St'at'imc, Nlaka'pamux, Syilx)	Thompson Rivers University / Nicola Valley Institute of Technology
Campbell River First Nations Languages (Kwak'walla & Sliammon/Comox)	University of Victoria / Campbell River area First Nations
Okanagan	University of British Columbia-Okanagan / En'owkin Centre
Ts'msyen Sm'algyax	University of Northern British Columbia / Ts'msyen Smalgyax Authority
Nisga'a	University of Northern British Columbia / Wilxo'oskwhl Nisga'a Nation

Rural education.

- *UBC's Community Field Experience (CFE)*

UBC-CFE is a three-week experience during which teacher candidates discover new sites of teaching and learning that are different from a traditional practicum school placement. These settings include alternative schools, galleries, museums, early childhood centres, Indigenous education centres, independent schools, cultural centres, recreation and outdoor education sites, youth detention centres, health and wellness organizations, etc. A significant focus of the UBC-CFE is rural sites around the province, as well as international locations around the world. The UBC-CFE provides teacher candidates with opportunities to expand their experiences in alternative learning sites and to explore ways in which they might engage as an educator in diverse contexts. (University of British Columbia, 2015a)

- *UBC—The West Kootenay Teacher Education Program (WKTEP)*

WKTEP is a specialized ITE program delivered through UBC's Columbia's Faculty of Education in Castlegar, British Columbia, and surrounding communities.

WKTEP has a strong focus on rural and small school settings, recognizing that they offer alternative educational opportunities for teachers. There is also an emphasis on place-based learning with strong ties to local communities and school districts. WKTEP offers the full complement of UBC's BEd course work, field experiences, and practica, with both a 2-week and a 10-week practicum hosted by the 4 local area school districts, as well as a 3-week community-based field experience in non-formal settings. Elementary and secondary teacher candidates are

together for some courses in both on-campus and in-school settings, and experienced tutors mentor secondary teacher candidates in selected specializations. Special features of WKTEP include the following (see University of British Columbia, 2015b):

- Small cohort size encourages a personalized learning environment with a focus on developing a strong community of learners.
- Practicum placements are individualized and support the unique strengths and areas of interest of each teacher candidate.
- WKTEP offers a variety of secondary school specializations including, but not limited to, mathematics, English, social studies, physics, biology, chemistry, home economics, French, physical education, theatre, and visual art.
- Elementary and secondary candidates will experience a wide array of learning environments including multi-age and alternate settings.
- Many WKTEP instructors are practicing educators who bring practical experience and current pedagogy to their courses.
- Strong links with four local school districts allow for shared professional learning opportunities alongside practicing teachers.
- A focus on place-based learning encourages a strong connection to the local communities and provides learning opportunities in the areas of social justice, outdoor education, and environmental education.

Tables 2 and 3 below list the main characteristics of the ITE programs offered in British Columbia at eight universities respectively. All programs have a separation into grade-levels of some kind, and most lead to a BEd degree. There are large differences across programs—across the integrated programs, across the after-degree programs—and there are significantly more options available for after-degree programs as compared to integrated programs.

Table 2

Overview of After Degree (or 90 credits) ITEs in British Columbia

	SFU	TRU	TWU	UBC	UNBC	UFV	UVic	VIU
Length	PDP-12 mths (3 semesters) PLP- 18 mths (4 semesters) B.Ed. After Degree 12 mths (3 semesters)	2 yrs (4 terms full-time) After 90 credits	2 yrs	12 mths (full-time)	2 yrs *Terrace-2 yrs concurrent & 2 yrs post-degree (Intake every 2 nd year)	1 yr (full-time)	16 mths- EY & MY PDPP 16 mths-SY PDPP (diploma) 24 mths-SY (BEd)	18 mths (full-time)
Streams	EY (K-7) SY (8-12)	Elementary Generalists (K-7)	EY/MY /SY (K- 12)	EY (K-7) MY (5-8) SY (9-12)	<i>Prince George</i> EY (K-7) SY (8-12) <i>Terrace</i> EY (K-7)	EY/MY (K-8) SY (8-12)	EY (K-7) MY (5-8) SY (8-12)	EY (K-7) SY (8-12)
Degree	BEd 2 nd degree PDP & PLP	BEd BPE BEd in Trades & Technology	BEd (K- 12)	BEd Dual Degrees (4+1): BSc/BEd BKin/BEd	BEd Elementary Secondary	Post-Bac Professional Program Elementary/ Middle Secondary	BEd Elementary Middle Years Secondary	BEd Elementary BEd Secondary
Field experiences	Integrated with course 401/402 (1 st) School/Com munity- 1 wk Classroom- 5 wks 405 (2 nd) Classroom- 10 wks	Each semester Yr 1: 8 Weds & last 2 wks Yr 2: 3 wks & 10 wks	Yr 1: ½ days for 10 wks/ semester Yr 2: Fall-8 wks & Spring- 13 wks	Fall-1 day/wk Spring- 10 wks *EY-1 day/wk all year <i>Pre-Practicum</i> <i>Experience</i> - full- day course starting in September	Each semester Yr 1: Fall- directed observation practicum & Winter-3 wks Yr 2: Fall-4 wks & Winter- 10 wks	Fall: 5 wks- school experience Winter: 12 wks- practicum	Semester 2: 6 wks Semester 4: 9 wks	4 wks 8 wks (+1 wk planning)

Table 3
Overview of Integrated ITEs in British Columbia

	SFU	TRU	TWU	UBC	UNBC	UFV	UVic	VIU
Length	4 yrs BEd (after 60 credits) 4 yrs BGS & BGS Online	N/A	5 yrs	N/A *Dual Degrees (4+1) BSc/BEd BKin/BEd (See Table 2 above)	N/A	N/A	4 yrs- BEd EY 5 yrs- BEd SY	3 yrs BEd (after 60 credits)
Streams	EY (K-7) SY (8-12)	N/A	EY (K-7) SY (8-12)	N/A	N/A	N/A	EY (K-7) SY (8-12)	EY (K-7) SY (8-12)
Degree	BEd BGS BGS Online (No teaching certification)	N/A	BA/BEd BSc/BEd	N/A	N/A	N/A	BEd	BEd
Field experi- ences	Integrated with course 401/402 (1 st) School/Com munity- 1 wk Classroom- 5 wks 405 (2 nd) Classroom- 10 wks	N/A	Yr 2: 6 wks Observation Yrs 3 & 4: ½ days for 10 wks/semester Yr 5: Fall-8 wks & Spring- 13 wks	N/A	N/A	N/A	Yr 2: 3 wks Yr 3: 5 wks Yr 4: 8 wks	Yr 3: 6 half days Yr 4: Fall- 4 wks & Winter- 7 wks Yr 5: Fall- 4 wks & Winter- 8 wks

Initial Teacher Education in Alberta

Alberta has a growing number of initial teacher education (ITE) programs. For many years, ITE was led by the three major universities: University of Alberta, University of Calgary and University of Lethbridge. To meet the growing demand for post-secondary education in the province, the Alberta government began allowing public colleges and universities to offer university level degree programs. Initially, this included university transfer programs in which students could complete the first two years of a degree before transferring to a BEd program where they could complete their degrees. The province also provides partial funding to private faith-based universities and several of these are now offering BEd degrees as well.

Universities have made an effort to increase access to post-secondary education, especially in smaller centres, and to encourage teachers to remain in rural communities. University of Alberta offers an elementary program in Grande Prairie and a middle years program at Red Deer College. They also offer an Aboriginal Teacher Education program in collaboration with Northern Lakes College in Slave Lake and Portage Lake College in Cold Lake and Lac La Biche. Mount Royal University offers the last two years of a four-year elementary degree at Medicine Hat College; students are typically admitted into this program from the college's university transfer program. Grant MacEwan University in Edmonton offers a two year transfer program; students transfer these courses into other BEd programs. In fall 2015, the Werklund School of Education at the University of Calgary initiated a 4-year community based BEd program, where students take courses in their local communities or through online platforms and travel to Calgary for summer courses. Practica will be completed in rural communities with the supervision of local administrators and digital support from the university.

Campus Alberta Quality Council (CAQC) is an arms-length agency functioning under the Post-secondary Learning Act that provides quality assurance and recommends new degree programs to the Ministry of Innovation and Advanced Education. However, graduates of ITE programs must apply for certification with the Teacher Certification Branch, an arm of the provincial Ministry of Education responsible for K–12 education programs in the province. In some cases the jurisdiction of these ministries is not fully aligned. For example, CAQC requires graduates of BEd programs with an elementary specialization to complete a minor in a teachable subject area. However, the teacher certification branch does not require a minor for certification purposes. Educational requirements for teacher certification in Alberta include a minimum of sixteen years of schooling inclusive of 4 years of university education and a recognized degree which includes or is supplemented with a structured, pre-service teacher preparation program from an institution acceptable to the minister of education. The program must include at minimum 48 semester hour credits (1 and 3/5 years) in professional ITE course work, inclusive of a minimum of 10 weeks in supervised student teaching at the elementary or secondary level.

All applicants must meet the following requirements within their overall post-secondary studies:

- (a) *Elementary school teachers* are required to present a minimum of 24 semester hour credits in academic course work including:
 - 3 semester hour credits in Canadian Studies
 - 3 semester hour credits in Mathematics
 - 3 semester hour credits in Science
 - 6 semester hour credits in English/French Literature and Composition

- (b) *Secondary school teachers* are required to present a minimum of 24 semester hour credits in a teachable subject area, and 6 semester hour credits in English/French Literature and Composition (Alberta Education, n.d.)

Tables 4, 5, and 6 demonstrate the similarities and differences across the teacher education programs in Alberta. With the exception of University of Lethbridge, all the degree programs include grade level specializations (elementary, secondary, and one middle years program). The public universities base admission solely on GPA while the faith-based institutions include other admission criteria. Each program has distinctive features, particularly in their efforts to provide varied field experiences and access outside the major centres.

Table 4
Overview of After Degree ITEs in Alberta (Public Universities)

	Public universities		
	U. of Lethbridge	Werklund School of Ed. at U. of Calgary	U. of Alberta
Pre-requisites and admission	20 courses with minimum GPA 2.5 (GPA minimum for subject majors varies) Usually 8 courses in major Writing proficiency requirement Recommendation from professor in ED 2500 and practicum teacher associate	Academic degree from a recognized university with 1 course in English or French literature. Elementary: broad background in relevant disciplinary areas Secondary: an undergraduate degree with an academic major in subject s/he proposes to teach	A 3- or 4-year undergraduate degree, minimum GPA of 2.0 No specific course pre-requisites but completion time may vary depending upon prior course work
Streams	K-12 (no elementary or secondary stream)	Elementary Secondary	Elementary Secondary Middle Years at Red Deer College
Field experiences	20 mornings 5 weeks 6 weeks 15 weeks	Term 1: 2 weeks Term 2: 4 weeks Term 3: 5 weeks Term 4: 9 weeks	Term 1: 5 weeks Term 2: 7 weeks Term 3: 6 weeks Term 4: 7 weeks

Table 5
Overview of After Degree ITEs in Alberta (Faith Based Universities)

	Faith based institutions				
	Ambrose	St. Mary's	Kings	Concordia	CUC
Pre-requisites and admission	An undergraduate degree of at least 90 credits with strong liberal arts Minimum GPA 2.7 Documented work experience with children 3 reference letters Philosophy of education statement Interview	Undergraduate degree of at least 90 credits with strong liberal arts, minimum GPA 2.7 Philosophy of education statement Interview	3- or 4-year undergraduate degree Minimum 2.5 GPA Breadth requirement: 3 credits each in specified areas of study Secondary route requires minimum of 30 credits in a teachable major and 9 credits in a teachable minor Evidence of experience with children and/or adolescents Philosophy of education statement Personal recommendation form	3- or 4-year undergraduate degree, minimum GPA of 2.3 3 CHs in English language/literature 9 credits from at least two specified areas of study Philosophy of Teaching Statement Volunteer/Work Experience Record 2 Confidential Assessment Forms	Undergraduate degree with minimum of 90 CH and 2.5 GPA 3-6 credits in specified areas of study Secondary requires 36 CH in teachable specialization 3 references Security clearance "Orientation to Teaching" and "Theories of Development & Learning" courses 3 references
Streams	Elementary	Elementary	Elementary Secondary	Elementary	Elementary Secondary
Field experiences	3 credits 3 credits 6 credits (time not specified)	Term 1: 6 weeks volunteer role Term 3: 8 weeks Term 4: 10 weeks	10 half days 5-6 weeks 12 weeks	Year 1: Observation and classroom assistance + 5 week evaluated practicum Year 2: 9 week evaluated practicum	100 hours 16 weeks

Table 6
Overview of Integrated ITEs in Alberta

	U of L	U of C	Mount Royal	U of A
Pre-requisites	20 courses with minimum GPA 2.5 (GPA minimum for subject majors varies) Usually 8 courses in major Writing proficiency requirement Recommendation from professor in ED 2500	English 30-1 or equivalent	University entrance requirements plus English 30 (65%+) and Math 30-1 or 2 or a second language at 50% Minimum average 70%	English 30-1 Math 30 recommended University entrance requirements including 30 level courses in selected major or minor areas
Streams	K–12 stream	Elementary Secondary	Elementary	Elementary Secondary
Degree(s)	BA or BSc + BEd	BEd BA or BSc + BEd	BEd	BEd BA or BSc + BEd
Field experiences	20 mornings 5 weeks 6 weeks 15 weeks	2 weeks 4 weeks 5 weeks 9 weeks	Year 1 and 2 – 10 half days per semester Year 3 - 5 weeks Year 4 - 9 weeks or full semester practicum with course work integrated	3 days + 5 weeks 9 weeks
Features	Intended to prepare teachers for K–12 without elementary or secondary specialization, many field placements in rural settings	Community based pathway to launch in 2015 to promote teacher education in rural communities and retention of local teachers	Field experience in first 4 semesters Option to complete extended full semester practicum with course integration in schools Collaborative degree with Medicine Hat College	Large program with extensive choice in specializations Campus Saint Jean Francophone program Aboriginal Teacher Education offered in rural communities

Initial Teacher Education in Saskatchewan

Initial teacher education (ITE) in Saskatchewan is housed in the two major universities, University of Saskatchewan and University of Regina. Teacher candidates can choose between a 4-year Bachelor of Education, a 2-year after degree, or a 5-year combined degree program. All teacher candidates participate in a full semester practicum, usually 16 weeks from late August until school breaks in December. These extended practicum experiences are a longstanding and prized feature of ITE programs in Saskatchewan. University of Regina also includes a “three-day residential internship seminar for cooperating teachers and interns” (<http://www.uregina.ca/education/offices-centres/pdf.html>), a program that is unique in Canada, funded by the Ministry of Education, the Saskatchewan Teachers’ Federation, and universities in collaboration. Both universities offer 30 credit certificate programs which allow practicing teachers to move from Class 4 to Class 5. For example, University of Regina offers a certificate in inclusive education and University of Saskatchewan offers a certificate in practical and applied arts.

Both universities have strong collaborations with Aboriginal ITE programs in a variety of settings as summarized in Table 7 below. These programs are one way to increase access to ITE in rural communities, a task that is challenging due to the comparatively small population base in the province. Both universities also have mandated treaty education in undergraduate ITE programs.

Teacher certification is currently in a state of transition. The Teacher Education Classification and Certification Board is comprised of members from a variety of bodies including the Saskatchewan Teachers’ Federation, school board associations, and universities. This board is being phased out and a Teacher’s College is being constituted. Teachers (including pre-service teachers) are required to be members of the Saskatchewan Teachers’ Federation, a body that supports teachers under the Education Act.

Table 7 shows that the two universities in Saskatchewan have many similarities, especially when compared with the variety of teacher education programs in some other western provinces. Both have similar admissions requirements and similar routes requiring 2, 4, or 5 years to complete the BEd, including a full semester internship. Both universities have pursued varied collaborations to engage in Aboriginal teacher education.

Table 7

ITE Programs in Saskatchewan

	University of Regina	University of Saskatchewan
Pre-requisites and admissions	English Language Arts A30 & B30 One math or science course One 30 level language, social science or fine arts course One additional approved 30 level course Teacher Education Application (bio/resume and essay) Competitive entry program Bachelor of Education After Degree (BEAD): Must have an approved first degree with a minimum UGPA of 65%;	Grade point average calculated on the 60 credit units of pre-requisite courses (50%) An online interview (25%) 35 - 40 hours of experience working with children (paid or unpaid) (25%) English 110.6 or equivalent Native Studies 107.3 or equivalent Elementary: A minimum of three credit units in each of the other Required Areas of Study in the

	a minimum of 39 credit hours in teaching areas supportive of provincial/territorial curricula. BEAD Secondary: major in their first degree in a teaching area with a minimum major GPA of 70%. A minor in a teaching area is recommended.			Saskatchewan school curriculum (math, science, social science, kinesiology, fine arts) and Teaching Area 1 (18 credits) and Teaching Area 2 (12 credits) Secondary: Teaching Area 1: Minimum of 24 credit units with a minimum average of 60% Teaching Area 2: Minimum of 15 credit units with a minimum average of 60%		
Length	5 years	4 years	2 years	5 years	4 years	2 years
Streams	K-12 Arts Focus BEd/BKin Joint Degrees Program BEd/BSc Joint Degrees Programs (Math) BMusEd Program (134 CHs) Arts Education	Elementary Middle years Secondary Baccalauréat en éducation secondaire, française	Elementary Middle years Secondary Arts Education	Elementary Secondary	Elementary Secondary	Elementary Secondary
Degree(s)	BFA + BEd BSc + BEd BEd/BKin	BEd	BEd after degree	BEd or BA or BSc + Bed	BEd	BEd after degree
CHs	150 CHs	120 CHs	30 CHs	150 CHs	120 CHs	30 CHs
Field experiences	ECS 100 – 7-8 half days (all programs) ECS 200 – 20 hours non-traditional community-based education site (all programs) ELNG 200 – 20 hours in ESL classroom ECS 300 (secondary) – 7-8 days ECS 350 (secondary*) – 3 weeks ECS 301 – 7-8 days per semester ECS 311 (elementary*) – 3 weeks ECS 302/312 equivalent in Arts Ed. Pre-internship– 3 week block (all programs) Internship – 4 months			Pre-internship: 1-2 days per week for semester Internship: 16 weeks full semester		

Collaborations for First Nations teacher education	Saskatchewan Urban Native Teacher Education Program (SUNTEP); Indigenous Education - First Nations University of Canada; Northern Teacher Education Program (NORTEP – based in LaRonge, Saskatchewan); Nunavut Teacher Education Program (NTEP); Yukon Native Teacher Education Program (YNTEP)	Saskatchewan Urban Native Teacher Education Program (SUNTEP); Northern Teacher Education Program (NORTEP – based in LaRonge, Saskatchewan); Aurora College Teacher Education Program (based in Fort Smith, Northwest Territories); Indian Teacher Education Program (ITEP)
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Initial Teacher Education in Manitoba

There are four universities and one university college offering initial teacher education (ITE) programs that lead to professional teaching certification in the province of Manitoba: University of Manitoba (UM), University of Winnipeg (UW), Brandon University (BU), Université de St. Boniface (francophone) (USB), and the University College of the North (UCN). In addition, Red River College (RRC) in Winnipeg offers an integrated 5-year certificate/degree program in conjunction with the UW, leading to a Special Vocational Teacher Certificate in technical vocation, business and information communication technology, and industrial arts and technology education, as well as a BA or BSc and BEd from the UW; the latter leading to a Professional Certificate, which allows graduates of the integrated program to teach all subjects in K–12 school education. Those holding a Special Vocational Teacher Certificate *only* would have the required certification to teach the specific vocation in the Manitoba public school system.

The most prominent type of ITE program is the 2-year after degree program, which is offered at all four universities and at UCN (see Table 9 below). In addition, UW and BU offer a 5-year integrated ITE program (see Table 8 below).

There are two types of specialist programs. First, programs for high school teachers in the areas of technical vocational education, industrial arts and business technology education are offered as joint ITE programs by RRC and UW. These programs are offered as after-degree and as integrated programs. The second specialist ITE program is the integrated, 5-year music teacher program offered at the UM. (For details on both specialist programs, see Tables 8 and 9).

Tables 8 and 9 below list the main characteristics of the ITE programs offered in Manitoba at the four universities and the university college, respectively. All programs have a separation into grade-levels of some kind and all lead to a BEd degree. Quite prominent differences can be found across programs—across the integrated programs, across the after-degree programs, as well as across the two different types of programs.

Certification

Unlike in some other provinces, there is no institutionalized ITE program accreditation process in place in Manitoba. However, the provincial minister of education does have generally two venues to influence those programs offered in faculties of education. The first venue is the legislative power of the minister to approve programs and courses for preservice ITE programs. While this gives the minister direct influence on ITE programs and is so powerful that it would not require any

other venue for influencing those programs, this power is actually not the most commonly used venue by the minister to influence ITE program, at least not in recent years.

The second and at least recently more commonly used venue to influence ITE program design is through the certification requirements. The ministry of education establishes the requirements for teacher certification. The ministry has established a number of requirements for certification, and provincial faculties of education do not have a choice but to design their program so that graduates of their BEd programs will have fulfilled those course-type requirements in order to automatically receive teaching certification with the successful completion of the BEd program. For instance, in order to achieve a BEd degree, programs must include a certain number of total practicum days (24 weeks), six credits of course work linked to diversity in teaching (including inclusive or special education), and three credits of course work linked to Indigenous education. Those requirements are built into their respective programs by the BEd programs at the different universities.

Table 8

Overview of Integrated ITE Programs in Manitoba

	UM	UW	BU	RRC/UW
Length	5 years	5 years	5 years	5 years
Streams	EY/MY (combined) SY	EY (K-4) EY/MY (K-8) MY (5-8) SY (9-12)	EY MY	n/a
Degree(s)	B. Music and B.Ed.	BA/BSc and BEd	BA and BEd	Business/Technology or Industrial Arts Teacher Education Diploma (RRC) AND BA or BSc AND BEd
Field experiences	Year 3: 6 weeks (April-June) Year 4: 6 weeks (April-June) Year 5: 1 week at the beginning of September plus a few single Mondays plus five weeks in Nov-Dec and five weeks in March-April (total of 12 weeks)	Year 1: 40 hours of supervised service learning for a community organization Year 2: full day/week for 10 weeks of course work in one semester in a resource/learning support setting Year 3: one day/week for 10 weeks of course work in both semesters Year 4 and 5: Same as for after degree ITE (see Table 9)	Four placements: 5 weeks 7 weeks 6 weeks 7 weeks	(see under UW)

Table 9
Overview of After Degree ITE Programs in Manitoba

	UM	UW	BU	USB	UCN	RRC/UW
Length	2 year	2 years	2 years	2 years	2 years	2 or 3 years
Streams	EY MY SY	EY (K-4) EY/MY (K-8) MY (5-8) SY (9-12)	EY MY SY	Elementary Secondary		
Degree	B.Ed.	B.Ed.	B.Ed.	B.Ed.	B.Ed.	B.Ed.
Field experiences	Each of the four terms; 6 weeks each term;	Each of the four terms; One-day a week for the 9 weeks of course work plus 5-weeks of block practicum	Term 1: 5 weeks Term 2: 7 weeks Term 3: 6 weeks Term 4: 7 weeks	Term 1: 2-week block in October; Term 2: 2-week block in February Year 2: 25 weeks of practicum	Term 1: 4 weeks (last 4 weeks of term) Term 2: 6 weeks (April – May) Term 3: 6 weeks (end of term and throughout term) Term 4: 8 weeks (April – June)	Technical Vocational Teacher Education: (see under UW in this table)

Selection of Applicants

Since generally the number of applicants exceeds the number of places available in the programs, each faculty of education has its own selection procedure. Not all are publically made available. To exemplify the type of criteria used, we present the selection criteria for the after-degree programs at the UM and the UW. According to UM's *Faculty of Education BEd Program Application Bulletin 2015–2016*, applicants will be selected separately by stream and with the senior stream separately by major and minor teachable subjects. With each such created category, applicants are selected solely on their so-called composite score. At the time of writing this chapter, the composite score is based on two components: applicants' GPA and their score on a writing skills assessment. The former contributes 45 and the later 20 points out of a total possible score of 65 points.

The selection criteria for applicants are more diverse for the programs at the UW: 40% of the overall score comes from applicants' GPA; another 40% of their score comes from their "experience and abilities", which are assessed based on applicants' autobiographies; 10% of their score comes from the assessment of their written expression in their autobiographies and from their written rationale for seeking entrance to the teaching profession; and another 10% of their overall score comes from their course assessment, which is an assessment of "the applicant's courses from the first degree[, which] will be assessed in relation to those required for the Faculty of Education" (Faculty of Education, University of Winnipeg, 2014, p. 17).

Part-Time/Full-Time Studies

Generally, all after-degree programs have to be attended as a full-time student, while the integrated programs can generally be attended as a part-time student. The UM offers with irregular

intake an after-degree program which is called “Weekend College,” because most of the course work is done on weekends, with some course work done in the evening, to accommodate students who work full-time. The Weekend College program is 3 years in length, compared to the day-time programs, which are 2 years in length.

Access for Members of Disadvantaged Groups

Both the UM and UW have for their respective BEd programs special admission consideration for members of disadvantaged groups. While the UW emphasizes in its rationale the affirmation of “values of equal opportunity, equity, and social justice” (Faculty of Education, University of Winnipeg, 2014, p. 29), the UM emphasizes in its rationale for having a “special consideration category” the recognition of the need for “a teaching force that is fully representative of the cultural, ethnic and racial diversity of the province” (Faculty of Education, University of Manitoba, n.d., p. 3). The groups given special consideration in both programs are Canadian Aboriginal peoples, visible minorities, persons with disabilities (UM), and persons whose “educational performance has been hindered by circumstances such as barriers resulting from person experiences related to ethnic identity, first language other than English,” etc. (Faculty of Education, University of Winnipeg, 2014, p. 31).

Internationally Educated Teachers²

Both the UM and the UW offer course work for internationally educated teachers. These are teachers who have been certified as teachers in another country, but now require the successful completion of additional course work at a Canadian university to qualify for certification with the Manitoba ministry of education. At the UM, internationally educated teachers would take additional courses as part of the Post-Baccalaureate Diploma in Education (PBDE) program. The number and kind of courses that internationally educated teachers have to take to qualify for certification is specified by the Manitoba ministry of education. At the UW internationally educated teachers would take required courses normally not as part of a degree program in the faculty of education but would rather be accepted to the UW on a special status that will allow them to take those courses.

Initial Teacher Education in the Western Provinces

In this section we want to briefly contrast and compare the ITE programs *across* the four western Canadian provinces. As the demographic picture of “the West” that we painted in the context section above is far more cross-provincially diverse than the single geographical term suggests, so is the landscape of ITE programs in Western Canada diverse to some degree. We will describe commonalities and differences across the provinces by aspect.

The first aspect for the comparison is the types of ITE programs offered. What all provinces have in common is that each of them offers and only offers two types of programs: the after-degree program, which is mostly 2 years in length, and the integrated or dual-degree program, which combines education course work and course work in other faculties and is usually four or five years in length, leading, in the case of a dual-degree program, to two undergraduate university degrees. With the exception of Mount Royal University in Alberta, which offers only an integrated ITE

² On the topic of internationally educated teachers, see also Chapter 17 of this handbook.

program, all universities in Western Canada offer after-degree program options, but many of these universities no longer offer an integrated program option.

What varies across provinces in terms of the program types offered is the level of uniformity of the two program types. On one end of the uniformity spectrum is Manitoba, where each program type (after-degree and integrated) is identical in terms of prerequisites and length across universities. On the other end is British Columbia, where program prerequisites and lengths vary noticeably across ITE programs for each of the two types of programs. In addition, the after-degree ITE programs at SFU and UFV, for instance, do not lead per se to a BEd degree.

There are also many similarities across provinces concerning the program streams. With only a few exceptions, all ITE programs in Western Canada offer an elementary and a secondary program stream, sometimes even further divided into early years, middle years, and senior years program streams. Among the very few exceptions to this commonality are the K–12 program at the University of Lethbridge, Alberta, and the K–12 thematic module cohorts in the ITE program at Simon Fraser University, British Columbia.

On the other hand, the practicum/field experience components of the ITE programs in Western Canada vary considerably across, as well as within, provinces in terms of block and total length, as well as distribution across the respective program (see Tables 2–9 above). The most common practicum structure can be found for the four-term after-degree programs, where each term consists of a block of course work and a practicum block. The practicum block is usually increasing in length, with the exception of the program at the University of Manitoba, where all four practicum blocks have the same length. In each province at least one program offers a term-long practicum block (at Mount Royal University in Alberta the term-long practicum is integrated with course work). The total length of practicum-based field experiences ranges from 12 weeks at Vancouver Island University to 27 weeks in the ITE program at the University of Lethbridge. The total length of the practicum/field experiences is clearly a function of the certification requirements, which vary substantially across provinces, from 10 weeks in British Columbia to 24 weeks of practicum time for ITE programs in Manitoba. One exception is the University of Lethbridge, which requires 27 weeks of practicum while the province only requires 12 weeks for certification.

Our last aspect in comparing and contrasting ITE programs across the four western provinces concerns the role of faith-based (private) universities in ITE in Western Canada. While in Manitoba and Saskatchewan only public universities offer ITE programs, there is one faith-based university in British Columbia (Trinity Western University) and five faith-based universities in Alberta which offer ITE programs. This selection of faith-based teacher education programs is consistent with Albertans' commitment to educational choice, which is also reflected in the ministry's endorsement of charter schools (the only province to do so) and a large number of private schools.

Conclusion

This chapter described the core program features of the current ITE programs in the four western Canadian provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. In the context section at the beginning of this chapter as well as the previous section we have made the case that for historical and demographical reasons the four provinces have often been clustered together and that there are also a number of commonalities across the four provinces in terms of ITE programs offered. At the same time, the discussion and analyses in these two sections have also made clear that there are as many differences across the provinces in terms of demographics and the ITE programs they offer as there are commonalities. Considering that in Canada education at all levels is under provincial jurisdiction, the existence of both commonalities and differences will most

likely not change for a long time; and is something that even the Agreement on Internal Trade (AIT) has not changed.

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