



EXPAND.

UPEI Student Union Policy Priorities 2020-2021





2020 - 2021 Executive Committee

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MISSION:

The UPEI Student Union exists to represent the interests of UPEI students and improve the student experience at UPEI.

VISION:

Through our efforts, students will enjoy the best possible academic and social experience while enrolled at UPEI.

CORE VALUES:

INTEGRITY AND ACCOUNTABILITY: Entrusted with handling students' resources and advocating on their behalf, our employees and elected representatives will conduct themselves in an honest and ethical manner and show consistency in their actions. We commit to what we say, we take responsibility for our actions, and we will work diligently to rectify any mistakes we might make.

OPENNESS AND TRANSPARENCY: Our members, staff, and the greater community want to know what is happening in our organization, and we will communicate with them in a transparent way that meets their expectations. We will practice transparency by default, even when it is uncomfortable or difficult. We believe that justification is required to keep things private, not to make them public.

INCLUSIVITY: We represent a diverse range of students from different places of origin and with different lived experiences. We will endeavour to make our organization as accessible as possible by actively incorporating all voices and dismantling barriers to participation so that all students feel included in student life.

EVIDENCE-LED: The use of evidence enhances the quality of our work and lends legitimacy to our positions and decisions. We will rely on consultation and research to guide our work in all aspects of the organization.

FINANCIAL AND ENVIRONMENTAL SUSTAINABILITY: We will conduct our operation in a fiscally and environmentally responsible manner. Meeting the needs of our current members will not compromise the ability of future members to meet their needs.

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Expanding the Graduate Mentorship Program to International Students: A Plan for International Student Retention

PRINCIPLE

All international students should have resources available to pursue a career on Prince Edward Island.

CONCERN

There are no programs that tackle long-term work opportunities, aid in retention or facilitate access to employment for international students.

RECOMMENDATION

The UPEI Student Union Recommends the Province of Prince Edward Island expand eligibility of the Graduate Mentorship Program to include international students to aid in retaining students and facilitate employment opportunities.

SUPPORTING EVIDENCE:

The Graduate Mentorship Program was introduced in 2012 by the Government of Prince Edward Island.¹ The goal of the program is to “encourage employers to hire post-secondary graduates and provide valuable work experience and mentorship opportunities in their field of study”.²

In 2015, the UPEI Student Union advocated to the Provincial Government to include international students in the Program.³ As a result, the eligibility criteria was expanded that year to reflect those concerns.

The number of graduates accessing the Program following the 2015 expansion drastically increased.⁴ It went from a total of 325 individuals between 2012 and 2016 to 875 individuals from 2016 to 2019.⁵ Such data is demonstrated in Figure 1 below.

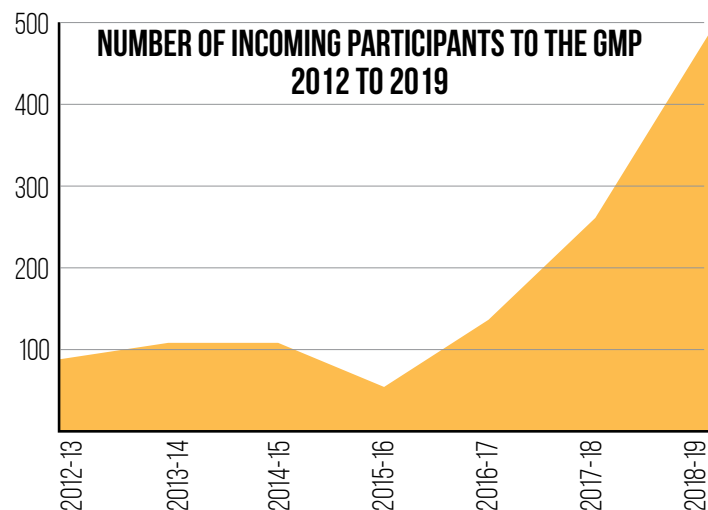


Figure 1: The growth of the number of incoming participants into the GMP.

¹ Government of Prince Edward Island. 2012. *Graduate Mentorship program to provide work experience for recent graduates*. <http://www.gov.pe.ca/webarchive/index.php?number=news&dept=&newsnumber=8320&lang=E>

² Skills PEI. *Graduate Mentorship Information Sheet*. [http://skillspei.com/uploads/Program_PDFs/ENG/2018/Grad%20Mentor_Program%20\(June%202019\).EN.pdf](http://skillspei.com/uploads/Program_PDFs/ENG/2018/Grad%20Mentor_Program%20(June%202019).EN.pdf)

³ UPEISU External Policy Book. 2013. Policy S10.

⁴ Harding, G. 2016. CBC News. *International students will be part of P.E.I. mentorship program*. <https://www.cbc.ca/news/canada/prince-edward-island/international-students-mentorship-program-1.3533492>

⁵ Davis, T. 2019. CBC News. *P.E.I. Liberals promise more jobs for young Islanders*. <https://www.cbc.ca/news/canada/prince-edward-island/pei-liberals-youth-jobs-promise-election-1.5092378>

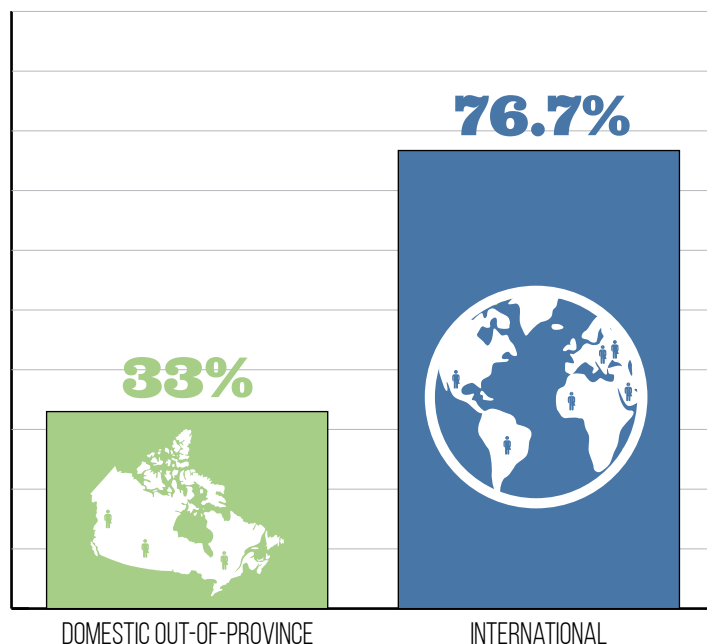
In June 2019, the Program criteria changed back to limit eligibility to Canadian citizens and permanent residents, excluding international students.⁶

Statistics Canada identified the unemployment rate of persons between the age of 15 and 24 in PEI as 14%. The unemployment rate of persons 15 years of age and over was 10.8%.⁷ The statistics show an alarming decline of the number of Islanders in the workforce, specifically in the age range of 15–24.

The Canadian Bureau for International Education stated in a 2018 study that “the ability to retain international students as permanent residents and skilled workers is especially critical for regions with a declining labour force.”⁸ The ideal strategy for such retention, according to the CBIE, is providing international students with employment.

According to a UPEI Student Union survey, 76.7 % of international students stated they would stay in PEI if they had career opportunities. 65% of those who said they would leave PEI, cited a “lack of career opportunities” as their reason.⁹ Only 33% of domestic out-of-province students showed interest in staying in PEI post-graduation.

STUDENTS WHO EXPRESSED INTEREST IN STAYING IN PEI POST-GRADUATION



⁶ Skills PEI. 2019. *Graduate Mentorship Information Sheet*. [http://skillspei.com/uploads/Program_PDFs/ENG/2018/Grad%20Mentor_Program%20\(June%202019\).EN.pdf](http://skillspei.com/uploads/Program_PDFs/ENG/2018/Grad%20Mentor_Program%20(June%202019).EN.pdf)

⁷ Statistics Canada. April 2020. *Labour Force Survey*. <https://www150.statcan.gc.ca/n1/daily-quotidien/200508/t004a-eng.htm>

⁸ Esses, V., Sutter, A., Ortiz, A., Luo, N., Cui, J., Deacon, L. Canadian Bureau for International Education. *Retaining International Students in Canada Post-Graduation: Understanding the Motivations and Drivers of the Decision to Stay*. June 2018. <https://cbie.ca/wp-content/uploads/2018/06/Intl-students-post-graduation-RiB-8-EN-1.pdf>

⁹ UPEISU Students' Current and Future Residency Survey. June 2020.

The Government of PEI published a Population Action Plan to “recruit, retain, and repatriate” persons to the Island from 2017 to 2022.¹⁰ The identified concerns were the larger aging population, a decrease in the number of Island high-school graduates, and a negative natural growth. These concerns were also extended to the Island’s labour force. Initial remedies tackled recruitment, but retention remains an issue. The Population Action Plan proposed the following solutions:

1. Introduce incentives and programs to post-secondary graduates to stay on the Island after graduating.
2. Strengthen retention efforts for “post-secondary graduates - including international students.”
3. Continue to connect employers with young job seekers.

The Graduate Mentorship Program is an existing solution. Expanding its eligibility to include international students is crucial to help rebuild PEI’s economy, especially after the effects of COVID-19. International students are a young, skilled workforce that is eager for an opportunity to join the Island’s labour market and community.

The UPEI Student Union Recommends the Province of Prince Edward Island expand eligibility of the Graduate Mentorship Program to include international students to aid in retaining students and facilitate employment opportunities.

¹⁰ Government of Prince Edward Island. Recruit, Retain, Repatriate: A population Action Plan for Prince Edward Island. 2017. https://www.princeedwardisland.ca/sites/default/files/publications/pei_population-action-plan_2017.pdf

PRINCIPLE

Digital infrastructure and technology should be made available for all students to support them throughout their post-secondary education.

CONCERN

Post-secondary students are expected to have access to reliable digital technology, which is a harmful assumption that creates obstacles and adds additional costs to their post-secondary education.

RECOMMENDATION

The UPEISU recommends that the Government of Prince Edward Island facilitate student access to digital infrastructure and technology.

SUPPORTING EVIDENCE:

Access to digital technology and infrastructure had always been an essential part of post-secondary education. Moreover, due to COVID-19, almost all Canadian universities have moved to an online or hybrid mode of class delivery, which is heavily dependent on student access to digital infrastructure.¹¹ The University of Prince Edward Island has announced its hybrid mode of class delivery, with mostly online classes for most of its students, for both the Fall 2020 and Winter 2021 semesters.¹²

The UPEI Robertson Library offers a Laptop/Chromebook Computer Lending Program, where students can borrow a laptop to use at home for up to a week.¹³ The Library has 22 Dell Laptops and 17 Chromebooks available for this Program, which has always had significant student uptake. In a regular year, the laptops would be loaned out at a great rate. "From February 1, 2019, to February 29, 2020, UPEI students borrowed Chromebooks 793 times and laptops 1233 times, for a combined total of 2026 individual loan periods, which last a week at one time."¹⁴ With more dependency on technology for classes and socializing with the UPEI community this year, as well as more limited access to publicly available computers, students need support. Expanding the program would enable UPEI students with long-term access to digital technology.

Facilitating Student Access to Technology and Digital Infrastructure

¹¹ University Affairs. COVID-19: updates for Canada's universities. September 25, 2020. <https://www.universityaffairs.ca/news/news-article/covid-19-updates-for-canadas-universities/>

¹² UPEI. Message from the President: A blended framework for the 2020 Fall Semester. May 15, 2020. <https://www.upei.ca/communications/news/2020/05/message-president-blended-framework-2020-fall-semester>; UPEI. UPEI announces blended delivery model for 2021 Winter Academic Semester. September 25, 2020. <https://www.upei.ca/communications/news/2020/09/message-vp-academic-and-research-2021-winter-academic-semester>

¹³ UPEI Robertson Library. Borrowing a Laptop. <https://library.upei.ca/laptop/borrow>

¹⁴ Keri McCaffrey. UPEI Robertson Library. April 30, 2020.



39 devices



2,026 students



+10 devices



**2,545 students
+26% increase**

The Robertson Library currently has 39 devices available for students. Increasing that number by 10 would result in a 26% increase of students accessing the Program.

Other universities that offer laptop lending programs include Saint Mary's University (SMU) and the University of New Brunswick (UNB). At SMU, a student can borrow one of 30 available laptops that are to be used inside the library for up to 3 hours, while at UNB, 66 laptops are available for borrowing across campus.¹⁵ "UNB students can borrow a laptop for 2-hour and 24-hour loans."¹⁶

At St. Francis Xavier University, the StFX Laptop Technology Bursary Program was started by the University to assist student access to a personal electronic device. Students with financial hardship and limited access to technology could apply for a \$500 bursary that would aid with obtaining their own device.¹⁷

In response to the transition to online learning, the Government of the Northwest Territories created two grants for full-time post-secondary students, which were meant to aid with the costs of technological equipment and internet access.¹⁸

¹⁵ Saint Mary's University. Patrick Power Library. Laptop Lending. <https://smu.ca/academics/laptop-lending.html>

¹⁶ University of New Brunswick Libraries. Library Loaner Laptops. November 2, 2016. <https://lib.unb.ca/news/librarian-loaner-laptops>

¹⁷ St. Francis Xavier University. Financial Aid. StFX Laptop Technology Bursary Program: Limited Time Application. <https://www2.mystfx.ca/financial-aid/>

¹⁸ Government of Northwest Territories. GNWT announces new supports for post-secondary. August 10, 2020. https://www.gov.nt.ca/en/newsroom/gnwt-announces-new-supports-post-secondary?utm_source=Academica+Top+Ten&utm_campaign=a2a6e13a01-EMAIL_CAMPAIGN_2020_08_13_05_01&utm_medium=email&utm_term=0_b4928536cf-a2a6e13a01-47745705

According to quotes obtained by the Robertson Library from Dell and HP, two of UPEI's approved vendors for computers, 10 Dell Chromebooks (Dell Chromebook 3100) would cost \$6,083, including taxes and shipping costs. 10 HP Chromebooks (HP Chromebook 14 G5) would cost approximately \$5,740. Laptop bags would also have to be purchased, which could cost around another \$200.

The UPEISU recommends that the Government of PEI invest a minimum of \$6,283 towards the UPEI Robertson Library Laptop/Chromebook Computer Lending Program to help facilitate UPEI's student access to digital technology.

Investing into a Provincial Experiential Education Fund Pilot Project: Preparing Students for the Workforce

PRINCIPLE

Experiential Education is an instrumental component of post-secondary education to which all post-secondary students should have access prior to joining the labour market.

CONCERN

Current Experiential Education opportunities are limited, not accessible to all students, not inclusive of all disciplines, and not provincially funded.

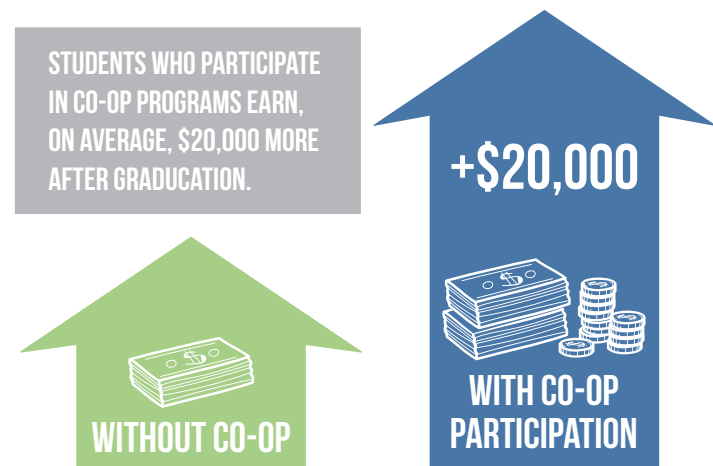
RECOMMENDATION

The UPEISU recommends that the Government invest \$200,000 in an Experiential Learning Fund Pilot Project to create a student grant and a student wage subsidy program.

SUPPORTING EVIDENCE:

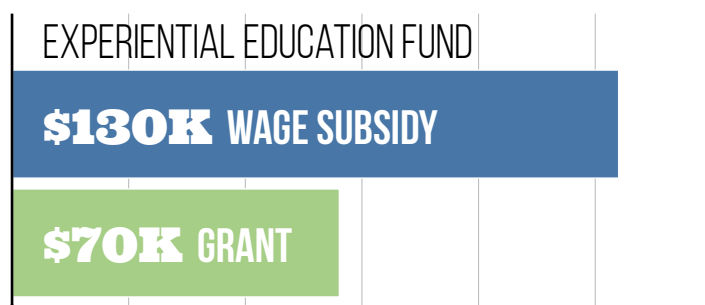
Experiential Education provides students with the opportunity to apply their knowledge and gain real-life experience in job fields relating to their studies. However, there is limited funding, variety, and availability of established programs on PEI. According to Statistics Canada, PEI's youth unemployment rate was 17.2% as of May 2020, while unemployment of those 15 years and over was 13.9% for the same period.¹⁹

Experiential Education opportunities are more available in the fields of Sciences, Technology, Engineering, and Mathematics (STEM), as they are usually built into the program. UPEI co-op programs are mostly aimed at Business students and require extra costs, which puts students at a disadvantage. A co-op student will have to pay an acceptance fee to become part of the program and also a course fee for the classes rendered.



¹⁹ Statistics Canada. *Labour force characteristics by province, monthly, seasonally adjusted*. May 2020. <https://www150.statcan.gc.ca/t1/tbl/en/tv.action?pid=1410028703&pickMembers%5B0%5D=3.1&pickMembers%5B1%5D=4.2>

The lack of co-op opportunities leads to wage disparities among graduates. Students who participate in co-op programs earn, on average, \$20,000 more after graduation than those who do not.²⁰ The Government of PEI, along with the Council of Atlantic Ministers of Education and Training (CAMET), cited “providing opportunities for students to engage in community-based/experiential learning” as one of the goals of the *Atlantic Career Development Framework for Public Education: 2015–2020*.²¹ By investing \$200,000 in an annual Experiential Learning Fund, the Government of PEI can provide grants to eliminate barriers students face while in a work placement and offer wage subsidy to employers which will facilitate student access to work integrated learning opportunities during their studies.



In 2018, the Government of New Brunswick invested \$18.4 million into the creation of a fully-funded framework for new experiential learning programming. This framework included the Student Experiential Learning Fund (SELF) that provided wage subsidies and tackled various student costs. The framework also provided funding for a platform, employer incentives and more, under the framework now called FutureReadyNB.²²

In Nova Scotia, the Government subsidizes 50% to 85% of every co-op student’s wage. Companies that hire students from diverse or underrepresented groups receive an additional subsidy of 10%.²³

Inclusion of the post-secondary institutions, such as the UPEI Experiential Education Office, to administer the program will facilitate student access to the opportunities and ensure that jobs offered include students from all faculties and disciplines. In addition, the Experiential Education Office houses a job posting webpage that could facilitate student access to opportunities.²⁴ Hence, we urge the Government to collaborate with post-secondary institutions for administering this program.

²⁰ Finnie, R., Masashi, M. Education Policy Research Initiative. *The Earnings Outcomes of Post-Secondary Co-op Graduates: Evidence From Tax-Linked Administrative Data*. 2017. <https://www.epri.ca/projects-1/2017/9/13/access-to-post-secondary-education-how-ontario-compares-99jy4-xptey-haze2-dljze-3d46b-hs2z7>

²¹ Council of Atlantic Ministers of Education and Training. *Atlantic Career Development Framework for Public Education: 2015–2020*. June 2015. https://www.princeedwardisland.ca/sites/default/files/publications/eelc_future_in_focus_camet.pdf

²² Blue, E., Workman, B. *Shared Perspectives: A Joint Publication on Preparing Students for the Workforce*. April 2019. https://d3n8a8pro7vnmx.cloudfront.net/casaacae/pages/2953/attachments/original/1555348651/1-Shared_Perspectives_3_en_3MB.pdf?1555348651

²³ Bray, T., McDaniel, C. *Shared Perspectives*. P.18–20

²⁴ UPEI Career Services. <https://www.upei.ca/career-services/job-postings>

It is crucial for the program and employment opportunities to be inclusive of international students, who are essential for the PEI economy and community as a whole. International students makeup 28.9% of the UPEI student population²⁵, and just in 2017 international students contributed an average spending of 39,714,882 in PEI.²⁶

Investing in an Experiential Learning Fund is essential to economic growth. The Fund will subsidize student wages, and create student grants while in a work placements. Wage subsidies should be a minimum of 50% of a student's wage, with additional subsidies to small and medium-sized enterprises, not-for-profit organizations, and companies that hire students of diverse and underrepresented backgrounds. The Government should work with post-secondary institutions in administering the program to ensure optimum accessibility and inclusion.

The UPEISU recommends that the Government invest \$200,000 annually for a post-secondary Experiential Education Fund.

²⁵ UPEI by the Numbers. 2019. https://files.upei.ca/president/upei_by_the_numbers_2019.pdf

²⁶ The Economic Impact of International Students in Atlantic Canada. CAMET. February 2018. https://immediac.blob.core.windows.net/camet-camef/images/2018-02-20_EconomicImpactofInternationalStudents-WEB.PDF

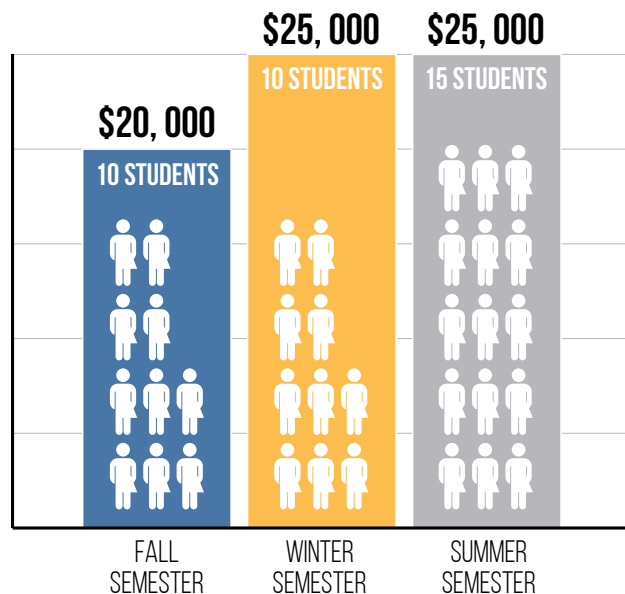
WAGE SUBSIDY

To subsidize 35 opportunities a year, the Government would have to invest \$130,000. The subsidy would be 50% of a \$14/hour wage spanning 14 weeks. These opportunities would be spread throughout the year, thereby giving students opportunities to access work placements any semester.

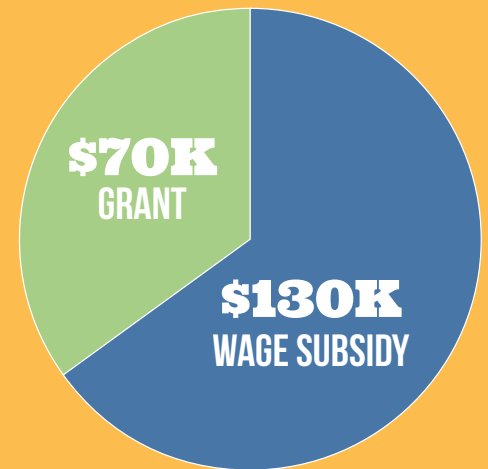
GRANT

The grant is to eliminate the financial barriers and costs students face while accessing any work-integrated-learning opportunity. For example health care students will need to get scrubs and stethoscopes for placements, business and education students will need to upgrade to professional wear. The grant will also tackle transportation expenses as international students do not always take jobs outside charlottetown. Students can apply for a maximum of \$1000.

Opportunities and grants can be divided accordingly to ensure equity in the number of opportunities offered.



Costed Proposal



Supporting the UPEI Indigenous Community Through Collaborative Steps Towards Reconciliation

PRINCIPLE

UPEI and the PEI Government should take and ensure progressive actions towards Reconciliation, Indigenous student supports, representation and access to resources in the UPEI community.

CONCERN

There are insufficient resources allocated towards decolonization and Reconciliation at UPEI.

RECOMMENDATION

The UPEISU recommends that UPEI and the Government of PEI work collaboratively to provide more resources and accommodations to the Indigenous community on campus while working towards Reconciliation and the decolonization of UPEI.

SUPPORTING EVIDENCE:

According to President Abd-El-Aziz's message "Celebrating Treaty Day" that was sent to members of the campus community on October 1, 2020 and UPEI's Strategic Plan for 2018-2023, "UPEI is committed to advancing Reconciliation through higher education."²⁷ The Strategic Plan also cites Indigenization as a fundamental principle in the decision making and resource allocation processes.²⁸

In creating this policy, the UPEISU consulted with Indigenous stakeholders and persons both within and without the UPEI community, including the Native Council of PEI, the Mi'kmaq Confederacy of PEI, the Lennox Island Band, and several Indigenous students and faculty on campus. Following the consultations, common themes and concerns were identified. The following recommendations were a direct result of the consultations.

1. Amplifying Indigenous voices and representation by increasing Indigenous leadership

To take meaningful steps towards Reconciliation, it is essential to amplify Indigenous voices. 71% of universities across Canada are working to include and increase Indigenous representation within their leadership and governance structures.²⁹ The UPEISU recommends that UPEI include Indigenous persons in decision-making positions.

²⁷ Alaa Abd-El-Aziz. Message from the President: Celebrate Treaty Day, October 1! Let's Move Forward Together in Peace and Friendship <https://www.upei.ca/communications/news/2020/10/message-president-celebrate-treaty-day-october-1>

²⁸ UPEI Strategic Plan (2018-2023). https://files.upei.ca/publications/upei_strategic_plan_2018-2023.pdf

²⁹ Universities Canada. Advancing reconciliation through higher education, 2017 survey findings. April 2018. https://www.univcan.ca/wp-content/uploads/2018/10/Indigenous_survey_findings_2017_factsheet_25Apr_.pdf



2. Expanding Indigenous student resources through allocating more funds for Indigenous student services, with support from the Government of PEI

Across Canada, governments, post-secondary institutions, and Indigenous communities have been working together to improve Indigenous students' experiences. In Alberta, the Government of Alberta along with Alberta's post-secondary institutions are collaborating to Indigenize their campuses.³⁰ In Ontario, the Government is investing in initiatives that help Indigenous students.³¹ In southern Ontario, post-secondary institutions are partnering with First Nations to promote opportunities for First Nation students.³²

The Mawi'omi Centre has been a fundamental resource for the Indigenous community at UPEI, including students, faculty, and staff. Throughout the Summer of 2020, the Mawi'omi Centre was not operating due to a lack in staffing the positions that had been previously vacated. The UPEISU recommends that UPEI, along with the Government of PEI, invest into expanding the Mawi'omi Centre and other Indigenous student services.

³⁰ Tim Kalinowski. The Lethbridge Herald. *Federal, provincial infrastructure funding announced*. October 1, 2020. https://lethbridgeherald.com/news/lethbridge-news/2020/10/01/federal-provincial-infrastructure-funding-announced/?utm_source=Academica+Indigenous+Top+Ten&utm_campaign=fb94c2de3f-EMAIL_CAMPAIGN_2020_10_06_08_49&utm_medium=email&utm_term=0_3481455c59-fb94c2de3f-51976089

³¹ Ian Campbell. CTV News. *Ontario announces nearly \$2M for job training in northern Ontario*. September 25, 2020. <https://northernontario.ctvnews.ca/ontario-announces-nearly-2m-for-job-training-in-northern-ontario-1.512107?cache=%253Fclipid%253D89619>

³² Colin Graf. Anishinabek News. *Landmark agreement commits southwestern Ontario post-secondary institutions to promote opportunities for First Nations students*. September 23, 2020. http://anishinabeknews.ca/2020/09/23/landmark-agreement-commits-southwestern-ontario-post-secondary-institutions-to-promote-opportunities-for-first-nations-students/?utm_source=Academica+Indigenous+Top+Ten&utm_campaign=fb94c2de3f-EMAIL_CAMPAIGN_2020_10_06_08_49&utm_medium=email&utm_term=0_3481455c59-fb94c2de3f-51976089

3. *Increasing the incorporation of Indigenous knowledge and art*

It is important that all UPEI students graduate having been exposed to Indigenous knowledge and art. As per UPEI's (2018–2023) Strategic Plan, UPEI highlighted "(acknowledging) Indigenous knowledge and ways of knowing and (integrating) these throughout the curriculum" as an action item; therefore, the UPEISU recommends that UPEI incorporate an aspect of Indigenous knowledge and history into all UPEI "University Studies" courses or their equivalent moving forward. The UPEISU also recommends that UPEI invest into more Indigenous art on campus.

4. *Outreach to Indigenous communities*

One barrier for Indigenous peoples' access to post-secondary education is that Indigenous students often do not see themselves reflected in the University community. "69% of Canadian universities recruit Indigenous students through reaching out to prospective Indigenous students to inform them of the services, programs and supports available to them on campus."³³ According to UPEI's (2018–2023) Strategic Plan, UPEI is planning to "enhance Indigenous student participation and achievement through partnerships, development of new recruitment strategies, and the creation of scholarships and supports for Indigenous students."³⁴ Such recruitment can be achieved through community outreach. The UPEISU recommends the creation of an Indigenous Student Ambassador Program that performs community outreach and acts as a liaison between UPEI and Indigenous communities.

³³ Universities Canada. Advancing reconciliation. April 2018. P. 2. https://www.univcan.ca/wp-content/uploads/2018/10/Indigenous_survey_findings_2017_factsheet_25Apr_.pdf

³⁴ UPEI Strategic Plan (2018–2023). P. 15. https://files.upei.ca/publications/upei_strategic_plan_2018-2023.pdf

PRINCIPLE

International students should have uninterrupted and accessible health care coverage.

CONCERN

The current health card application process for international students poses obstacles to accessibility and uncertainty. It requires annual renewal and poses bureaucratic challenges because of the current decentralized application process.

RECOMMENDATION

The UPEISU recommends that health cards be valid in accordance with a student's study permit and that better practices be adopted for a seamless and consistent application process.

SUPPORTING EVIDENCE:

Prior to March 2019, an international student's health coverage was valid until the expiry date on the student's study permit. As of March 2019, the process changed so that an international student's health card expires yearly.³⁵

According to Health PEI, the change is to keep track of an international student's enrollment status, since some discontinue their studies without informing Health PEI. However, an international student's study permit is only valid if they are enrolled full-time in their studies, which means that a student who terminates their studies should not be in Canada.

The current process requires the student to apply for proof of enrollment through the UPEI Registrar's Office on an annual basis, and the document is sent directly to Health PEI.³⁶ Health PEI then matches a student's application, which is sent directly by the student, to the student's enrollment verification, which is sent separately by the UPEI Registrar's Office.

This decentralized approach poses unnecessary challenges to all parties involved. Health PEI has to manage an arduous matching process, which creates delays in application processing times. Students are left in uncertainty on whether or not all their documents were submitted and have to renew their coverage annually, which leaves some students without health cards for durations of time.

Making Provincial Healthcare More Accessible to International Students: Adjustments to Bureaucracy

³⁵ PEI Association of Newcomers to Canada. Online Guide for Newcomers: PEI Health Card. PEI Association of Newcomers to Canada. Online Guide for Newcomers: PEI Health Card.

³⁶ Government of PEI. Apply for PEI Health Card – New Residents. <https://www.princeedwardisland.ca/en/service/apply-for-pe-i-health-card-new-residents>

According to a jurisdictional scan, it was concluded that in New Brunswick and Saskatchewan, the international student's health card is valid till the expiry date of their study permit, and the student's enrollment verification is submitted once by the student, which is during application.³⁷

Nova Scotia and Newfoundland have processes that are similar to that of PEI's, where international students need to renew their health coverage yearly.³⁸ However, in Nova Scotia, the student does not need to provide an enrollment verification; they just need to submit a renewal application.³⁹ In Newfoundland, the student submits the enrollment verification in a single renewal package, eliminating application matching issues.⁴⁰

The UPEISU recommends

- **Extending the eligibility for international student health cards to be valid until the end of their study permit.**
- **Including a line where students consent that their enrollment status be shared with HealthPEI for the duration of their coverage.**
- **Adding a field to the application where students can enter their student ID number, facilitating a more efficient matching process.**
- **Collaborating with the UPEI Registrar's Office to work through legal agreements to institute such change.**

³⁷ St. Thomas University. International Student Health Plan. <https://www.stu.ca/international/health-and-medical/>; Government of New Brunswick. Applying for a card, International Students. <https://www2.gnb.ca/content/gnb/en/departments/health/MedicarePrescriptionDrugPlan/content/medicare/ApplyingforaCard.html#3>; eHealth Saskatchewan. Eligibility for Health Benefits, Students. <https://www.ehealthsask.ca/residents/health-cards/Pages/Eligibility-for-Health-Benefits.aspx#students>

³⁸ Government of Newfoundland and Labrador. Health and Community Services. <https://www.health.gov.nl.ca/health/mcp/international.html>

³⁹ Government of Nova Scotia. MSI Eligibility. <https://novascotia.ca/dhw/MSI/eligibility.asp>; CANADIM. Student Health Insurance. <https://www.canadim.com/study/live-as-a-student-in-canada/student-health-insurance/#Health-Care-Services-for-Students-by-Province>

⁴⁰ Canada Visa. Student Health Insurance Across Canada. <https://www.canadavisa.com/student-health-insurance-across-canada.html#gs.ebmbho>



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