

**Comparison of Bi-lateral Grant Agreements
Between the Province of Nova Scotia & Nova Scotia Universities, 2025-2027
November 2025**



SUMMARY

In April 2025 the Nova Scotia government signed ten separate bilateral agreements with Nova Scotia's public universities, outlining the province's contribution to the universities' operational funding. First introduced in 2024, this style of agreement has escalated to include new elements and expand the conditionality of provincial funding for public post-secondary education.

These agreements came soon after the Houston government introduced Bill 12 (March 2025), which legislated greater government control over universities. While much of what is included in these agreements isn't new, the recent actions of the provincial government demonstrate a clear progression in interference with the operations of universities that raises red flags for faculty associations.

The agreements set out holdbacks for operational funding if universities do not meet parameters set out in the agreements. The 2024 agreements contained holdbacks for universities to ensure 97% of health program utilization, and for Dalhousie University and Cape Breton University to create more housing. The 2025-2027 agreements added additional holdbacks to ensure that universities made progress on 'strategic alignment factors' laid out in the agreements, complete a comprehensive program review, and have a vacancy rate of less than 5%. At a time when most Nova Scotia universities are struggling financially, these agreements offer no options to boost funding, just ways that it can be cut – this funding model has sticks, but no carrots.

The strategic alignment factors and the program review delve into detailed operational management of each university, overstep institutional governance and reduce institutional autonomy, adding a significant amount of red tape to the stated goal of financial sustainability and efficiency.

The academic program review (that is new to these agreements) is extensive and references things like teaching styles and faculty resources/skills. It is questionable whether a comprehensive review of programming is even plausible in the time outlined. The agreements fail to identify the problem the government is trying to solve with this review that isn't already addressed by the Maritime Provinces Higher Education Commission (MPHEC). If the intention is to assess potential programs for suspension/cancellation, there is a concern that this program review will incentivize 'hunger-game style' competition between programs.

While there are some encouraging elements to these agreements that focus on equity, Indigenization and mitigating the impacts of climate change, the red tape and the lack of clarity on many points in the agreements is worrisome. It appears that the goals of the agreements are to simultaneously expand and reduce operations of the university, by demanding more programming while also desiring cuts. The agreements ask universities to do more with less, to demonstrate a greater connection between higher education and the labour market, and to shift to more experiential learning. With significant financial hardship throughout the sector, these agreements offer no real solutions, and depending on implementation, may cause more issues.

OUTLINE OF 2025/26-2026/27 AGREEMENTS

The agreements contain:

- **Payment Terms**
 - The amount varies by institution, and holdbacks of funding are outlined for various requirements. A comprehensive chart outlining the amounts for each institution can be found in Appendix 1a, with the 2024/25 data available for comparison in Appendix 1b.
- **Provincial Tuition Policy**
 - This is consistent across all the agreements. The policy outlines that there can be no increase for Nova Scotia students, no decreases for domestic out-of-province students or international students, and requires the universities to create a tuition predictability model for domestic out-of-province students or international students by 2027/28.
- **Nova Scotia University Student Bursary Guidelines**
 - Lays out the requirement of the university to administer the program at a rate of \$128.30/3 credit hour course.
- **Financial Health Benchmarks and Reporting**
 - This is consistent across all the agreements, and is new from last year's agreements. The Ministry will use these benchmarks to categorize the financial status of universities as low/medium/high risk, and institutions are required to report on them:
 - Net Income /Loss ratio, Benchmark = 1.5% or higher
 - Net Operating Revenues Ratio (cash flow from operating/total revenue), Benchmark = 5% or above
 - Primary Reserve, Benchmark = 30 days or more
 - Interest Burden Ratio, Benchmark = 3% or lower
 - Viability Ratio (net assets/long-term debt), Benchmark = 30% or above
 - In year surplus/deficit, Benchmark = \$0 or more

*The agreements also outline that the Minister may also consider international student enrollment as a percentage of total enrollment and the five-year trend of applications received.

- **Admissions Policy**
 - This requirement is included for the universities that offer health or education programs (Acadia, Cape Breton, Dalhousie, Mount Saint Vincent, St. Francis Xavier, Université Sainte-Anne). It outlines that Nova Scotia students, who have met all necessary academic admission requirements, have priority over out-of-province domestic students and international students for the Bachelor of Education or undergraduate health programs. It also outlines that the university must review all undergraduate health programs and Bachelor of Education programs and remove 'admission barriers.' There can be no admission requirement

greater than anything required by the licencing body. Appendix 2 provides a comprehensive list of the programs that fall under this policy.

- **Health Program Utilization**

- The agreements require some universities (Acadia, Cape Breton, Dalhousie, Mount Saint Vincent, St. Francis Xavier, Université Sainte-Anne) to demonstrate at least 97% utilization (enrolment) of their health programs. This requirement was previously included in last year's agreements. Appendix 3 provides a compiled list of the programs included.

- **Academic Program Review**

- Requires a comprehensive review of academic programs by October 15, 2026.
 - *“Academic programming will be reviewed and evaluated for the purpose of modernizing, revitalizing, and rationalizing the programs of the university.”*
- Methodology for review is provided by the Ministry and included in each agreement (the language is consistent through all of the agreements and it can be found [here](#)).
 - Each institution requires recommendations for:
 - Modernization – improvements to program design and curriculum
 - Revitalization – plans to improve enrolment and outcomes for programs with high labour market need
 - Program rationalization – reduction of programs with low labour market need, low utilization and high costs
 - Specific call for ‘Faculty Development’ to *“identify gaps in professional development for faculty members to ensure they are equipped with the latest knowledge and teaching strategies relevant to the modernized curriculum. Ensure faculty have access to the resources they need to build the skills and knowledge needed.”*
 - Requires an immense amount of work including a ‘market analysis’, engaging with students, faculty, alumni, employers, regulators and industry experts.

- **Student Housing Requirements**

- All universities are required to have a maximum vacancy rate of 5% by October 15, 2025
- All universities except Acadia University, Université Sainte-Anne, and St. Francis Xavier University must maintain a bed provisioning rate of 15%, or demonstrate to the Minister how they will ‘acceptably advance’ towards the 15%
 - The Minister will take into account the bed provisioning rate when determining the number of attestation letters allotted to the university after January 1, 2026
- Reports on housing controlled by the university, enrollment, and vacancy rates are required twice a year

- Dalhousie’s agreement requires the creation of 200 new beds and Cape Breton University’s agreement requires the creation of an additional 55 beds. See Appendix 5.
- **Strategic Alignment Actions**
 - Specific actions are individualized to each institution. Last year’s agreements required the development of strategic actions, but this is the first year the detailed, operational level actions have been tied to funding. Each institution has a holdback of ~2% of funding tied to these plans, and they must demonstrate their ‘advancement’. There are some consistent action items across some of the agreements (such as consulting with student groups and increasing access for Indigenous and Black students, increasing experiential learning opportunities and expanding housing access for students on placements). Copies of the Strategic Action Plans for each university are attached in Appendices 4 (A-J).
 - The agreements identified the following general categories:
 - Priorities for Strategic Action: Accelerate programs; review and modernize program offerings; enhance transition to post-secondary education and workforce; expand enhanced learning and work integrated learning opportunities; ensure safe and affordable housing; enhance student affordability; offer year-round learning and enhance campus utilization; grow research, innovation and open science; take climate action
 - Government Priorities: Support action for health; contribute to improving NS’s standard of living; contribute to increasing NS’s productivity; support NS goal for smart population growth
 - For each university there are between 10 to 61 actions (depending on the university) outlined that fall into one or more of these priority categories. The actions are further sorted into the following:
 - **Actions Ready for Implementation.** Described as: *“These actions align with government priorities and are ready to be implemented. We do not require any further information. We have determined these are the types of initiatives that would be expected within a post-secondary institution’s normal course of business. You are encouraged to develop a feasible implementation plan, using existing operating funds.”* These have been split into two categories: A & B. The agreement requires the university to: *“demonstrate, to the reasonable satisfaction of the Minister, that the University has taken steps to advance’ or ‘demonstrate progress implementing the strategic action items.”* The university must develop an implementation plan and provide it to Minister by June 15, 2025.
 - **Actions Requiring More Information.** Described as: *“These actions are promising and appear to align with government priorities. However, we need more information to better understand how they will help meet the needs of your institution, the post-secondary sector and the Province. If you are requesting new government funding to support an initiative, we also need you to provide estimated budget and sources and revenue”.* The universities must provide a report with a business case advancing the strategic items.

Initiatives Suggested by Advanced Education. Described as: *“We have identified several new initiatives below for your consideration. These initiatives align with government priorities, goals, and outcomes, as well as with your institution’s competitive advantage. We would like your feedback on these opportunities and to understand your interest in pursuing them. Please complete an Opportunity Brief to provide a response and your willingness to implement these actions. We will use the information you provide to support our recommendations for the next bilateral agreement.”*

Committees

- The agreements outline four committees that will exist between the provincial government and the universities. These are a continuation of the committees outlined in last year’s agreements. They meet quarterly and are the same as the last set of agreements.
- Partnership committee (University leadership and Advanced Education Department) – focused on post-secondary system transformation and overall stewardship of the university system
- Academic programming committee (VPs Academic and Advanced Education Department) - focused on *“enhancing and modernizing academic programming and student well-being”*
- Financial sustainability and accountability committee (VPs of Administration and Finance and Advanced Education Department)
Research and innovation committee (VPs of Research and Innovation, Advanced Education, NSCC, Mitacs and other research ecosystem partners)

Provincial Curricular Experiential Learning Typology This section is consistent across all agreements. While there are no holdbacks tied to increasing opportunities for experiential learning, the universities are required to report and track experiential learning which the government recognizes as the following:

- Apprenticeship, community and industry research project; community service learning; co-operative education; creative performance and production; entrepreneurship; externship (seems to be anything out of the classroom that doesn’t fit in another definition); field trips, field courses, and field schools; field placement; internship; land-based learning; professional practicum/clinical placement; simulation; undergraduate experiential research; work experience
- **Other Obligations of the Universities**
 - Additional Reporting Requirements – A report on equitable and inclusive learning environments must be submitted
 - Make reasonable efforts to reduce administrative expenses
 - Create and maintain an inclusive and equitable learning environments for Mi’kmaq and Indigenous students, African Nova Scotians and students of African descent, racially visible students, students with disabilities, and 2SLGBTQIA+ students
 - Ensure any ESL or EAP programs offered to international students are accredited by Languages Canada

APPENDIX 1A: PROVINCIAL FINANCIAL CONTRIBUTION & HOLDBACKS 2025/26-2026/27 AGREEMENTS

Institution	Provincial 'Financial Contribution'		Holdbacks							
			Strategic Alignment Factors		97% health program utilization		New Student Housing	<5% housing vacancy rate	Academic Program Review	
	2025/2026	2026/2027	2025/2026	2026/2027	2025/2026	2026/2027	2025/2026	2026/2027	2026/2027	
Atlantic School of Theology	\$1,260,467	\$1,285,677	\$24,715	\$25,209					\$37,814	\$37,814
Université Sainte-Anne	\$8,837,015	\$9,013,755	\$173,275	\$176,740	\$259,912	\$265,110			\$265,110	\$265,110
University of King's College	\$8,953,759	\$9,132,834	\$175,564						\$268,613	\$268,613
NSCAD	\$9,268,863	\$9,454,240	\$181,742	\$185,377					\$278,066	\$278,066
Cape Breton University	\$21,996,014	\$22,435,934	\$431,294	\$439,920	\$646,942	\$659,880	\$2,156,472		\$659,880	\$659,880
Mount Saint Vincent University	\$22,646,064	\$23,098,985	\$444,040	\$452,921	\$666,061	\$679,382			\$679,382	\$679,382
Acadia University	\$34,615,818	\$35,308,134	\$678,742	\$692,316	\$1,018,112	\$1,038,475			\$1,038,475	\$1,038,475
St. Francis Xavier University	\$36,841,133	\$37,577,935	\$722,375	\$736,822	\$1,083,375	\$1,105,233			\$1,105,233	\$1,105,233
Saint Mary's University	\$38,657,707	\$39,430,861	\$757,994	\$773,154					\$1,159,731	\$1,159,731
Dalhousie University	\$207,682,847	\$211,836,593	\$4,072,213	\$4,153,657	\$20,361,063	\$20,768,285	\$20,361,063		\$6,230,485	\$6,230,485
Research \$	\$250,000	\$250,000								

APPENDIX 1B: PROVINCIAL FINANCIAL CONTRIBUTION & HOLDBACKS 2024/25 AGREEMENT

Institution	Core Operational Funding	Strategic Action Plan Payment	Bed Provisioning Rate 15% (No holdback)	Strategic Action Holdback	97% Health Program Utilization	New Housing
Atlantic School of Theology	\$1,211,522	\$24,230	X			
Université Sainte-Anne	\$8,493,863	\$169,877				
University of King's College	\$8,606,074	\$172,121	X			
NSCAD	\$8,908,941	\$178,179	X			
Cape Breton University	\$21,141,882	\$422,838	X		\$634,256	\$2,114,188 Application to the municipality for 300 new beds
Mount Saint Vincent University	\$21,766,690	\$435,334	X		\$653,001	
Acadia University	\$33,271,643	\$665,433			\$998,149	
St. Francis Xavier University	\$35,410,527	\$708,211			\$1,062,316	
Saint Mary's University	\$37,156,581	\$743,132	X			
Dalhousie University	\$203,610,634		X	\$4,072,213	\$20,361,063	\$20,361,063 Application for 200 new beds

APPENDIX 2: ADMISSIONS POLICY BY INSTITUTION

Admissions Policy	
Nova Scotia students, who have met all necessary academic admission requirements, have priority over out-of-province domestic students and international students for the Bachelor of Education or undergraduate health programs.	
Institution	Programs Included
Acadia University	Bachelor of Education Bachelor of Science in Nursing Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics
Cape Breton University	Bachelor of Education Bachelor of Science in Nursing Bachelor of Social Work
Dalhousie University	Diploma of Dental Hygiene Bachelor of Health Science in Diagnostic Medical Ultrasound Bachelor of Health Science in Nuclear Medicine Technology Bachelor of Health Science in Radiological Technology Bachelor of Science in Nursing Bachelor of Science in Respiratory Therapy Bachelor of Social Work Doctor of Dental Surgery Doctor of Medicine Doctor of Pharmacy * An interprovincial agreement with PEI reserves 6 seats for priority of PEI students
Mount Saint Vincent University	Bachelor of Education Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics
St. Francis Xavier University	Bachelor of Science in Nursing Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics
Université Sainte-Anne	Bachelor of Education Bachelor of Social Work

APPENDIX 3: HEALTH PROGRAM UTILIZATION

Institution	Programs Included
Some universities are required to demonstrate at least 97% utilization (enrolment) of their health programs.	
Acadia University	Bachelor of Science in Nursing Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics Master of Education Counselling Master of Science in Clinical Psychology
Cape Breton University	Bachelor of Science in Nursing Bachelor of Social Work
Dalhousie University	Diploma of Dental Hygiene Bachelor of Health Science in Diagnostic Medical Ultrasound Bachelor of Health Science in Nuclear Medicine Technology Bachelor of Health Science in Radiological Technology Bachelor of Science in Nursing Bachelor of Science in Respiratory Therapy Bachelor of Social Work Doctor of Dental Surgery Doctor of Medicine Doctor of Pharmacy Master of Science Degree in Oral and Maxillofacial Surgery Doctorate in Clinical Psychology Master of Nursing in Mental Health and Addictions Master of Nursing-Nurse Practitioner Master of Physician Assistant Studies Master of Science in Audiology Master of Science in Clinical Vision Science Master of Science in Occupational Therapy Master of Science in Medical Physics Master of Science in Physiotherapy Master of Science in Speech Language Pathology Master of Social Work; Post-Graduate Medical Education
Mount Saint Vincent University	Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics Master of Arts in School Psychology Master of Science in Applied Human Nutrition Master of Applied Human Nutrition
St. Francis Xavier University	Bachelor of Science Nursing Bachelor of Science in Human Nutrition/Applied Human Nutrition/Dietetics
Université Sainte-Anne	Bachelor of Social Work

APPENDIX 4(A): STRATEGIC ACTION PLAN – ACADIA UNIVERSITY

Acadia University	
Table 1(A)	<ol style="list-style-type: none"> 1. Develop a 3-year accelerated nursing degree program conferred by Acadia 2. Continue developing 2+2 partnerships/advanced standing 3. Implement an Africentric Bachelor of Education (B.Ed.) program in partnership with Delmore Buddy Daye Learning Institute 4. Proceed with bid to join the second cohort of the Dimensions Project, highlighting inclusive excellence of STEM researchers from equity-deserving groups 5. Advance the L’nu Nursing Strategy in collaboration with partners, including Tajikeimik 6. Increase the number of academic, for credit experiential learning and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 7. Implement and review a pilot of the accelerated 16-month B.Ed. program 8. Identify programs to pilot flexible entry 9. Implement an updated program review process with MPHEC 10. Increase support for Digital learning establishing a Learning Technology and Instructional Design team as a central support 11. Explore microcredentials and badging by reviewing nontraditional programming and use microcredentials to recognize liberal education skills 12. Review teaching modality for regular courses and developing additional mixed-mode courses 13. Classroom technology inventory and renovations 14. Updated pedagogy andragogy and heutagogy in Acadia Divinity College 15. Create a new Career and Experiential Learning unit and move Co-operative Education and Career Services to Vice-Provost Teaching and Learning Excellence 16. Work towards an Acadia Experiential Record to document all career and experiential learning using ORBIS system 17. Develop Career Communities (modelled after programming at Duke University) to help students develop career specific skills 18. Provide pedagogical resources to support experiential learning to support more widespread adoption of experiential learning in courses 19. Support Wolfville’s housing accelerator initiative-MOU 20. Continue providing services through Acadia’s Off-campus Housing Office 21. Expansion and redesign of for-credit summer courses 22. Use Harriet Irving Botanical Gardens to develop more complex botanical ecosystems on campus 23. Explore feasibility of installing solar field at the south end of campus and/or 2MW wind turbines at one or more of its off campus-properties, including site identification and analysis 24. Continue development of a proposal for additional housing capacity on campus or with potential community and private sector-partners 25. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees.
Table 2	<ol style="list-style-type: none"> 26. Work with AVRCE on dual credentialing to ease transition for underrepresented students 27. Implement actions based on learning form the Student Housing Market and Demand study 28. Pilot year-round degree programs high-demand programs (i.e. Business and Computer Science)
Table 3	<ol style="list-style-type: none"> 29. Consider establishing a new primary/collaborative health care clinic and ensure students training in health professions have opportunities to complete practicum/clinical rotation placements 30. Explore how to best align Acadia’s B.Ed. program with provincial priorities for Teacher Education

Acadia University	
	<ol style="list-style-type: none"> 31. Consider offering university residence at discounted rates/free to practicum of clinical placement students (both Acadia U and non-Acadia students) who need short-term accommodation during placements 32. Explore the development of a new Master of Arts in Registered Counselling Therapy program 33. Examine admission requirements and enrolment processes for African Nova Scotian, Mi'kmaq and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE

APPENDIX 4(B): STRATEGIC ACTION PLAN – ATLANTOC SCHOOL OF THEOLOGY

Atlantic School of Theology	
Table 1(A)	<ol style="list-style-type: none"> 1. Establish an EDIA action plan by 2025 and work to implement an EDIA plan that is being developed across campus for staff, faculty and students 2. Enhance existing offering residence spaces to students at other PSIs and providing temporary emergency housing for students in need in HRM (for university and NSCC students) 3. Increase the number of academic for credit experiential and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 4. Work with partners to strengthen support for Clinical Psychospiritual Education Programs 5. Develop additional accessible diploma and certificate courses and programs in the areas of lay ministry 6. Develop and plan for program review for UG programs using MPHEC guidelines 7. Follow lead of indigenous partners in Mi'kmaq pastoral council in setting goals 8. Continue to uphold previous commitment to engage and consult with students and student unions, particularly as it relates to setting student fees
Table 2	None
Table 3	<ol style="list-style-type: none"> 9. Consider offering university residence at discounted rates/free to practicum or clinical placement students (for all students attending NS publicly funded post-secondary) who need short term accommodation during practicum placements 10. Examine admission requirements and enrolment process for African Nova Scotian, Mi'kmaq and Indigenous students to remove barriers to admissions and ensure that there are supportive practices to facilitate under-represented groups attending PSE

APPENDIX 4(C): STRATEGIC ACTION PLAN – CAPE BRETON UNIVERSITY

Cape Breton University	
Table 1(A)	<ol style="list-style-type: none"> 1. Create a rural applicant pathway to CBU medical campus that prioritizes rural experience in the medical application process 2. Explore and develop where viable, new offerings of 16 month graduate programs in high demand/need areas like Health Administration, Business Analytics & AI 3. Advance the L’nu Nursing Strategy in collaboration with partners, including Tajikeimik 4. Open a collaborative community health clinic for 10k patients by 2025 to utilize surplus NSCC property, provide a place for health students to complete practical learning, and better serve CB citizens’ and students’ health needs 5. Open the CB Medical campus by Fall 2025 6. Increase the number of academic for credit experiential learning and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 7. Collaborate with McMaster University on the CIHR Accelerating Clinical Trials (ACT) research project to facilitate conducting clinical trial research in smaller communities where opportunities do not typically exist 8. Assess the viability of a new Master’s program in Sport and Health 9. Construct a new core science building with state-of-the-art facilities and research infrastructure 10. Create a new virtual care remote automated monitoring research lab to monitor patients remotely pre and post surgery for improved clinical outcomes 11. Promote existing articulation agreements and develop online degree programs that enable students to transfer in and earn a university credential in less time while working 12. Develop an online framework to ensure high quality online programs 13. Enhance services and resources for African Nova Scotian students 14. Integrate equipping students to engage ethically, critically, and creatively with AI and other disruptive technologies into CBUs strategic plan renewal for 2025-2030 15. A new health and counselling centre is being constructed to better serve and support the student population 16. Assess renewal and expansion of CBUs peer mentorship model 17. Implement CBU’s Strategic Research Plan, which includes the goal to significantly increase student research positions opportunities for CBU students in all disciplines, executed through thesis and applied research projects, as well as formally funded research projects 18. CBU will continue to fund and offer on-campus work opportunities to their students 19. Committed to maintaining tuition rates at or below provincial average for comparable programs 20. Launch a \$50M fundraising campaign to better support students with updated campus infrastructure, and increased funding for scholarships and bursaries 21. Explore demand for on-campus summer programs 22. Increased investment in summer camps and other activities which will increase the use of campus infrastructure in the summer months 23. Explore ways CBU can enhance and support open source and open data for the public good through its 2025-2030 Strategic Research planning consultation process 24. Opt into the NS Green Choice program to buy electricity from local renewable sources 25. Pursue opportunities with NS Power to buy excess power spilled from Wind Farms 26. Investigate Renewable to Retain (R2R) opportunities to diversify green energy initiatives 27. Commit to maximizing energy conservation and carbon reduction through implementation of comprehensive energy conservation projects by adopting the Canada Green Building Council’s Zero Carbon Building standard in design for any developments

Cape Breton University	
	<ul style="list-style-type: none"> 28. Continue to develop on-site renewable generation 29. Procure off-site renewable energy to off-set the Scope 2 emissions associate with NS grid-source electricity 30. Develop a comprehensive decarbonization road map for CBU with specific strategies for Scope 1 GHG emissions from combustion and use this to make future decisions during new capital development of major renovations 31. Adopt the framework of the AASHE and STARS program, to inform the institutions sustainability agenda and objectives moving forward 32. Ensure the Centre for Discovery and Innovation is net-zero ready 33. Implement the Growing Forward Together signature initiative to plan 50K trees across Cape Breton Island in partnership with ACAP as part of the institutions 50th anniversary 34. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees.
Table 2	<ul style="list-style-type: none"> 35. Develop and offer a 12-month online Bachelor or Education 36. Hire 5 new faculty for CB Medical Campus with expertise in Health Aging, Frailty, Dementia, Rural healthcare delivery to drive advancement in these areas 37. Conduct a feasibility study for MLT program 38. Develop a Health Human Resources Education Hub to utilize surplus NSCC property focused on interprofessional and collaborative care 39. Explore the development of new master’s programs in Health Administration, Social Work, Sport and Health and Nurse Practitioner 40. Provide support for internationally trained healthcare professionals to prep them for opportunities in NSH 41. Explore collaborating with NSCC on the development of applied degrees 42. Explore the development of new master’s programs in Digital Marketing, Business Analytics and Artificial Intelligence 43. Establish a new in-community program for ANS community in Whitney Pler 44. Work with Irving to develop a graduate program addressing marine supply chain 45. Work with Emera/NS Power and others to retire the Bachelor of Engineering Technology in Petroleum and establish a new program in green energy
Table 3	<ul style="list-style-type: none"> 46. Explore the development of a new Bachelor of Social Work -L’nu cohort 47. Explore ways to make French courses available to French speaking B.Ed. students 48. Consider offering discounted or free university residence to students in practicum of clinical placements at NS publicly funded post-secondary institutions needing short-term accommodation 49. Examine admission requirements and enrolment processes for African Nova Scotian, Mi’kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE 50. Explore development of Indigenous midwifery program with Tajikeimik and Unama’ki College

APPENDIX 4(D): STRATEGIC ACTION PLAN – DALHOUSIE UNIVERSITY

Dalhousie University	
Table 1(A)	<ol style="list-style-type: none"> 1. Create more opportunities for students at NSCC or other universities to articulate to Dalhousie 2. Work with the Department of Education and Early Childhood Development to grow the number of Dal dual credit offerings to at least 3 by 2028 3. Plan focused engagement and recruitment activities with junior and senior high schools outside HRM 4. Create a direct from high school to Pharm D training pathway 5. Articulate the curricular and co-curricular accomplishments of students through credentials and other means that clearly express their skills and competencies to potential employers 6. Convene PSI sector and lead a deep dive into administrative efficiencies 7. Develop of Master of Social Work – Mi'kmaw Program with the first intake in 2026 8. Advance the L'nu Nursing Strategy in collaboration with partners, including Tajikeimik 9. Increase the number of academic for credit experiential learning and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 10. Grow the Promoting Leadership in Health for African Nova Scotians program 11. Develop and launch an engineering pathway for Black/African NS students 12. Expand ways that Dalhousie assesses, validates & recognizes prior learning 13. Broaden existing tech programs to make them accessible to more Nova Scotians 14. Double the number of doctoral students studying at Dalhousie by 2034 15. Develop academic collaborations in key markets like India and Philippines to recruit and train international nurses 16. Open Cape Breton medical campus in 2025 to promote rural healthcare and family physician training 17. Provide training for PSE faculty and staff across system to support student wellbeing through a Student Support Certificate 18. Develop and share a student retention toolkit for PS staff in Nova Scotia 19. Encourage more senior undergraduate students to complete honours and capstone courses 20. Provide all Dalhousie students with access to free AI skills training 21. Grow and expand certificate programs and shorter credentials 22. Expand scheduling capacity for hybrid and evening courses 23. Establish a good manufacturing practice facility to support local CAR-T and fill & finish clinical capacity at BioLabs East 24. Enhance industry engagement across sectors to identify research and innovation needs 25. Host Small Town Outreach Program to build awareness and understanding of opportunities and challenges facing communities 26. Explore development of a Nova Scotia housing innovation hub 27. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees

<p>Table 2</p>	<ol style="list-style-type: none"> 28. Work with Nova Scotia Student Assistance to develop a pilot initiative that better supports academically qualified, low income Nova Scotians 29. Establish a Centre for Diversity in Tech including a resource hub for diversity in technology 30. Provide training for teachers to support diversity in tech 31. Create new Masters in Real Estate and Master of Battery Technology Program 32. Grow seats in health and medicine seats by to 50% over the next ten years 33. Work with government partners to develop a plan to support increased rural placements for medical and nursing students 34. Scope a joint recruitment campaign with academic, government and health system nursing partners and determine if funding can be obtained 35. Launch a post baccalaureate diploma in Computer Science 36. Develop pioneering synthetic and natural materials at Biomaterials Innovation Lab 37. Support grid-scale modelling, R&D to deploy battery storage and wind energy 38. Partner with NSH for Health and AI Centre of Excellence 39. Partner with Government to enable Rapid Civil Service digital upskilling and support the broad adoption of new technology 40. Convene the agriculture sector in the development of a digital agriculture strategy leveraging the Agriculture Campus to propel sustainability, productivity, and profitability of Nova Scotia producers and agriculture entrepreneurs 41. Develop research strength Sustainable Bioeconomy including, precision agriculture, climate resilient crops, sustainable soil management, community engagement and programs to grow the circular economy 42. Support NS's Biosecurity by supporting the I3V team in biosecurity research on immunity, infection, inflammation, & vaccination and improve local preparedness for future pandemics 43. Collaborate with NS government to develop regulations to support thriving hydrogen and offshore industry 44. Dal Innovation Policy Initiative: Identify areas where Dal research and expertise and support modernization in a variety of important areas 45. Launch the NS Pathway to Green Hydrogen Project to help NS reach GHG targets 46. Grow HereWeCode to drive digital adoption 47. Partner with the Jordantown-Acadiaville Conway Betterment Association Centre of Excellence to provide virtual and in-person programs in health, activism, agriculture, recreation, and re-introduce community-based credit and non-credit courses, supporting the African Nova Scotian strategy 48. Generate a publicly accessible map of experts working on provincial and community priority areas in partnership with Nova Scotia PSIs 49. Community Resilience Lab: Create a single Dalhousie entry point for community seeking evidence-based solutions in clean water access, emergency planning and community resilience 50. Create 1500 new student housing beds over 10 years 51. Community Clinic Hub: Roll-out a multi-clinic model that better services marginalized communities by addressing multiple unmet needs in a single location. The first site will be developed in collaboration with the North End Community Health Centre, creating a model for similar facilities elsewhere in the province
<p>Table 3</p>	<ol style="list-style-type: none"> 52. Explore introducing an accelerated MD undergraduate program 53. Consider developing more simulation space for nursing and health science programs 54. Consider introducing a DVM program at the Dalhousie Agricultural Campus 55. Consider introducing a Bachelor of Science in Nursing at the Dalhousie Agricultural Campus 56. Examine admission requirements and enrolment processes for African Nova Scotian, Mi'kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE 57. Consider offering discounted or free university residence to students in practicum of clinical placements at NS publicly funded post-secondary institutions needing short-term accommodation 58. Consider removing CASPer as an entrance requirement for B.Sc.N. program 59. Consider introducing a Bachelor of Science in Radiation Therapy Program

APPENDIX 4(E): STRATEGIC ACTION PLAN – MOUNT SAINT VINCENT UNIVERSITY

Mount Saint Vincent University	
Table 1(A)	<ol style="list-style-type: none"> 1. Review program scheduling for MSVU’s 2+2 agreements in Business, Tourism, and Child and Youth Studies to ensure college grads can both work in their field and pursue their studies 2. Explore pathways to accelerate Bachelor of Education (Bed) programs (e.g. through increased course availability through summer) 3. Explore co-op uptake barrier across programs in Art and Science programs (and Business) to increase the number of students choosing these options 4. Provide data and projections with respect to replacement of/addition to on-campus housing capacity that align, with future growth to the Board of Governors’ Campus Planning Committee, with the goal to identify a long-term approach to address student housing needs 5. Increase the number of academic for credit experiential and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 6. Review timetabling practices to identify gaps in student course access that impact their ability to accelerate completion of degrees: including summer offerings and student access needs 7. Use the Strategic Enrolment Management (SEM) approach to identify barriers to timely program access and completion 8. Use MSVU’s Teaching and Learning Centre to develop more faculty supports in curriculum development, UDL, pedagogy, and learning technology 9. Prepare for MSVU’s 2025 quality assurance review to ensure maximum support for key issues identified by the PoNS in the Strategic Alignment process 10. Streamline program review processes so academic departments receive their final reports sooner 11. Continue work on the development of wraparound support for students in the Kinu Indigenous Tourism Program 12. Develop program maps that help students navigate program completion with the Centre for Academic Advising and Student Success 13. Within the SEM plan – support and report on term-over-term retention of students in the first two years of study & for students in equity groups 14. Review our recruitment practices and materials to identify ways to better promote the institution’s co-op education options to students 15. Collect data on housing needs to inform efforts related to student housing 16. Conduct risk management + operations planning in response to changing climate patterns and ensure climate mitigation strategies are in place 17. Launch an on-campus e-bike fleet for use by students and staff 18. Explore growing science and health programming related to Science Communication 19. Index courses, programs and research projects at MSVU that relate to environment and sustainability 20. Document research WIL and EL that relate to climate change, environmentalism and sustainability 21. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees
Table 2	<ol style="list-style-type: none"> 22. Further develop micro-credentials pilot program, along with extended learning and professional development programs 23. Explore potential for developing new health-related programming (Graduate Public Health degree; Certificates in Aging, Health and Nutrition) 24. Explore the development of new cohort-based transition programs with community partners 25. Explore ways to expand, evaluate and sustain the tuition program for former youth in care and access programming for incarcerated individuals 26. Develop partnerships with non-profit community organizations that support co-housing models between students and seniors
Table 3	<ol style="list-style-type: none"> 27. Explore how to best align MSVU’s B.Ed program with provincial priorities for teacher education (4-year integrated program option, 8 month and/or 12-month B.Ed program, 100% virtual B.Ed. program)

Mount Saint Vincent University	
	<ol style="list-style-type: none"> 28. Consider opportunity to offer a new Masters in Registered Counselling Therapy program 29. Consider offering university residence at discounted rates/free to practicum of clinical placement students (both Acadia U and non-Acadia students) who need short-term accommodation during placements 30. Realign co-op programs so curriculum is completable within four years and increase paid co-op options for students 31. Examine admission requirements and enrolment processes for African Nova Scotian, Mi'kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE

APPENDIX 4(F): STRATEGIC ACTION PLAN – NOVA SCOTIA COLLEGE OF ART & DESIGN

Nova Scotia College of Art & Design	
Table 1(A)	<ol style="list-style-type: none"> 1. Conduct an audit of experiential learning and map current offerings to identify areas for future expansion and increase the number of academic for credit experiential learning and work integrated learning, opportunities available to students 2. Increase (art) materials funding available for students 3. Explore laddering pathways to for-credit programming
Table 1(B)	<ol style="list-style-type: none"> 4. Continue with existing Flexible Start programming options 5. Continue to offer extended learning programs, youth camps, workshops, and art classes 6. Create 4 new research hubs (including an Art, Community, and Transdisciplinary Studies Hub, Sustainability Research Hub, Public Art Research and Creation Hub; and Decolonial Art Research and Creation hub) to ensure knowledge generated is available and open to the public 7. Committed to NS GHG emissions reduction targets to 53% below 2005 levels by 2030 and net-zero by 2050 (through their consolidated campus approach) 8. Continue to support faculty who are researching sustainable and alternative art materials/environmental sustainability in art institutions 9. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees
Table 2	<ol style="list-style-type: none"> 10. Create a 1-year foundation year certificate program to provide comprehensive introduction to art and design fundamentals 11. Create online certificate program for teachers to upskill and integrate art education into curriculum without schedule interruptions
Table 3	<ol style="list-style-type: none"> 12. Consider offering more pathways to accelerate the time to degree completion for high school students 13. Consider increasing specialized program pathways for undergraduate and graduate level educational opportunities in key sectors and to meet public sector needs 14. Enhance, revise, and develop new programs and courses that could support Nova Scotia's film and creative sectors 15. Examine admission requirements and enrolment processes for African Nova Scotian, Mi'kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE

APPENDIX 4(G): STRATEGIC ACTION PLAN – SAINT MARY’S UNIVERSITY

Saint Mary’s University	
Table 1(A)	<ol style="list-style-type: none"> 1. Develop and offer programming in healthcare analytics that will help healthcare workers bring a new level for data-informed decision-making to Nova Scotia’s healthcare system 2. Develop and offer business administration, management and leadership programming for healthcare administration, staff, office directors, family doctors and healthcare practitioners 3. Continue to increase opportunities for new 2+2 pathways from the NSCC to SMU in health-related professions 4. Continue to advance the development and building of new student housing on campus (up to 700 beds) 5. Continue to support the needs of diverse student populations through dedicated staff including student advisors for black and Indigenous students 6. Continue to work with community organizations, such as the Mi’kmaq Native Friendship Centre and the Delmore Buddy Day Learning Institution to build stronger pathways to education for Mi’kmaq and Indigenous people and African Nova Scotian and Black communities 7. Increase the number of academic for credit experiential learning and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 8. Continue implementing recruitment and outreach programs that promote equitable and diverse admissions practices, positively impacting underserved communities 9. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to setting student fees.
Table 2	<ol style="list-style-type: none"> 10. Upgrade Homburg and Dauphinee Centre facilities/electrical services and HVAC to create an emergency shelter/comfort centre that can respond quickly in an emergency in Halifax 11. Introduce two new education programs including a new four-year BA in Education and new BSc in Education option 12. Develop a new Bachelor of Engineering Degree in Sustainable Extraction 13. Establish a new collaborative health clinic to deliver health services to the public
Table 3	<ol style="list-style-type: none"> 14. Consider offering discounted or free university residence to students in practicum of clinical placements at NS publicly funded post-secondary institutions needing short-term accommodation 15. Explore dual credit/credentialing initiatives for high school students 16. Examine admission requirements and enrolment processes for African Nova Scotian, Mi’kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE 17. Develop professional development and/or certificate programs needed for educating police, public safety and justice system personnel

APPENDIX 4(H): STRATEGIC ACTION PLAN – ST. FRANCIS XAVIER UNIVERSITY

St. Francis Xavier University	
Table 1(A)	<ol style="list-style-type: none"> 1. Offer a package of prerequisite courses for the Bachelor of Science, Nursing accelerated program that can be complete online 2. Advance the L’nu Nursing Strategy in collaboration with partners, including Tajikeimik 3. Explore creation of more general 3-year degrees to meet needs of specific populations and industries 4. Create a centre for Experiential Learning (EL) to develop EL standards and coordinate Work Integrated Learning (WIL) opportunities 5. Pilot bringing back summer on-campus Med program 6. Increase the number of academic EL opportunities
Table 1(B)	<ol style="list-style-type: none"> 7. Evaluate effectiveness of the pilot program that offered \$3,000 entrance/incentive scholarships to nursing students enrolling in the accelerated program, and if it was effective, explore new funding source 8. Develop more online undergraduate courses to provide more options for completion including flex start, online, etc 9. Arts and Science degree changes that support students who switch programs of transfer to use more credits 10. Support faculty to update their pedagogy through the strategies described in the StFX academic plan 11. Sustainable and permanently staffed Teaching and Learning centre 12. Engage the appropriate Senate committee to update the process that is used to approve new courses, while ensuring that instructors design courses with equity, diversity and inclusion and accessibility in mind 13. Access graduate programs for demand through the Canadian Occupational Projection System (COPS) 14. Consult with community on new program development to ensure they are connected to real requirements in society 15. Continue to provide opportunities for students make connections between the classroom and community through program content 16. Implement a first-year experience committee 17. Revise and modernize X-Starts Here pre-arrival programming and X-Act Initial six-week program to align with current research on transitions 18. Explore introduction of first year writing course or degree requirement related to university writing in the age of AI. Take a similar approach to exploring how data literacy content can be embedded within programs 19. Expand initiatives to identify supports for students from underrepresented groups 20. Refine processes in place to support individuals who have complex needs 21. Develop Experiential Learning, advisory committee that includes staff, students and external partners 22. Reduce barriers to WIL for under-represented groups and seek funding to continue pilot employment programs that serve equity deserving groups through BOLD and EDGE 23. Develop a digital EL catalogue and co-curricular record 24. Promote engagement with the EL catalogue among students so they use it 25. Explore purchasing a technology solution, ORBIS, to coordinate and track EL for students 26. Promote StFx as a go-to place for employers with EL opportunities 27. Develop a process that indicates where service learning is present at registration 28. Develop student on-campus housing that students want and need 29. Monitor comparator housing prices to ensure appropriate rates 30. Work with town and landlords to advocate for better standards 31. Consider proximity to transportation systems 32. Establish a student Advisory board focused on housing issues led by University Housing and Residence Life 33. Prioritize safety to refine safety measures on-campus and make recommendations off-campus

St. Francis Xavier University	
	<ul style="list-style-type: none"> 34. Conduct at least two assessments on housing through student surveys 35. Make the renovations on outdated residences a priority in the upcoming fundraising campaign. This will require a \$40M investment. 36. Review funding amounts for guaranteed entrance scholarships to ensure they are competitive 37. Explore providing small grants for faculty/departments to expand the development and adoption of Open Educational Resources (OERs) 38. Continue to consult with [students and] the Students' Union on rates and fees as part of the existing Consultation Agreement 39. Continue careful growth of undergraduate offerings in spring and summer (~10% annually) 40. Develop more off-campus degree programs for Spring and Summer in partnership with Mi'kmaq communities 41. StFX Online offers new micro-credential on AI in partnerships with Digital NS 42. Continue to provide PD support for faculty and student to ensure outputs of research and projects are shared as open science 43. Continue to provide open-source repository for authors (existing) 44. Implement several projects to reduce energy 45. Construct \$60m 60,000 sq ft building to replace the Annex building 46. Work w/ SU to plan & implement new policies and practices aimed at reducing GHG 47. Begin climate adaptation plan 48. Pursue all avenues for funding support for major capital projects to reduce GHG 49. Produce graduates that contribute expertise on climate & environment issues in workplace and community 50. Lead research & innovation that contributes to goals of provincial Climate Change Action Plan
Table 2	<ul style="list-style-type: none"> 51. New offering of off-campus Bachelor of Education in Tri-County RCE for Yarmouth/Shelburne/Digby Counties 52. New 4-month reduction in B.Ed. off-campus program -from completion in 34 months to 30 months 53. Reduce the Mi'kmaw cohort B.Ed. from 34 to 26 months 54. Explore the development of a concurrent BA/B.Ed. over 5 years starting Fall 2025 55. More stackable credentials – certificates to diplomas to degrees 56. Explore moving to a year-round academic program model 57. Move to a per credit tuition model 58. Develop new professional programs in post-baccalaureate and master's level – education, health, business
Table 3	<ul style="list-style-type: none"> 59. Explore how to best align StFX's B.Ed. program with provincial priorities for Teacher Education 60. Consider offering discounted or free university residence to students in practicum or clinical placement at NS publicly funded post-secondary institutions needing short-term accommodations 61. Examine admission requirements and enrolment processes for African Nova Scotian, Mi'kmaw and Indigenous students to remove barriers to admissions and ensure there are supportive practices to facilitate under-represented groups attending PSE

APPENDIX 4(I): STRATEGIC ACTION PLAN – UNIVERSITY OF KINGS COLLEGE

University of King’s College	
Table 1(A)	<ol style="list-style-type: none"> 1. Continue to introduce mandatory Indigenous Peoples and the Media course work for all undergrads in Journalism which covers the TRC Calls to Action 2. Continue to implement new initiatives in collaboration with PREP Academy through the King’s and PREP Academy MOU 3. Create an advisory circle called Mawaknutmatnej (the Circle) in partnership with Mi’kmaw leaders, professors and alumni and provide advice and recommendations to the institution 4. Continue to nurture the formal partnerships between King’s and the Black Cultural Centre for Nova Scotia (BCCNS) 5. Increase the number of academic for credit experiential learning and work integrated learning opportunities available to students
Table 1(B)	<ol style="list-style-type: none"> 6. Continue to develop innovative and non-traditional Experiential Learning opportunities in the areas of the Humanities, Liberal Arts and Journalism, and create opportunities for non-vocational art students to leverage their twenty-first century skills in the province’s complex and changing labour market 7. Continue offering the post-care tuition waiver as part of the Former Youth in Care program 8. Continue and develop and offer the Mi’kmaw Journalism Initiative that utilizes a cohort model, including by offering full tuition for up to three Mi’kmaw students through a combination of tuition waivers, scholarships and bursaries for those studying in any of the three Journalism degrees King’s offers 9. Continue to implement targeted recruitment strategies with indigenous students 10. Continue to indigenize curriculum by creating a Journalism course called “Reporting in Mi’kmaki” 11. Continue to offer the Carrie Best scholarship for Indigenous and Black students, the Gordon Earle Scholarship for African Nova Scotian students and the Sylvia D. Hamilton Award with a preference for African Nova Scotian Black students 12. Continue to support a dedicated Indigenous Student Centre on campus called Mawio’mio’kuom managed and led by King’s Indigenous Student Support and Outreach Coordinator 13. Continue to assist the BCCNS is becoming Canada’s leading repository for Black history in Canada 14. Continue to work with BCCNS to help King’s become a fully welcoming community for Black students, faculty and staff 15. Continue to implement sustained actions for change under the Scarborough Charter that redress anti-Black racism and promote Black inclusion 16. Continue to uphold previous commitments to engage and consult with students and student unions, particularly as it relates to student fees
Table 2	<ol style="list-style-type: none"> 17. Continue to foster King’s partnership with the University of Calgary Law School 18. Implement an MOU between King’s and the Nova Scotia International Student Program (NSISP) that will – beginning in the 2025-26 school year -see international students who graduate from the NSISP enjoy domestic tuition rates if they enroll at King’s
Table 3	<ol style="list-style-type: none"> 19. Consider offering discounted or free university residence to students in practicum placements at NS publicly funded post-secondary institutions needing short-term accommodation

APPENDIX 4(J): STRATEGIC ACTION PLAN – UNIVERSITÉ SAINTE-ANNE

Université Sainte-Anne	
Table 1(A)	<ol style="list-style-type: none"> 1. Improving the bridging program’s integrated French immersion option to adapt to the profile and needs of English-speaking students who wish to continue their higher education in an immersion environment, with a focus on increasing the number of registered students. 2. Evaluating the educational support services currently available and considering possibilities for expansion. 3. Implementing a new bridging program, Pre-veterinary sciences certificate, focused on pathways to veterinary medicine. 4. Evaluating the dual credit recognition options currently available and considering possibilities for expansion. 5. Measuring current campus and infrastructure use and analyzing possibilities to extend this use 6. Increasing the number of classes that offer work-integrated learning and experiential learning options through which students can obtain credits.
Table 1(B)	<ol style="list-style-type: none"> 7. Integrated Bachelor's in Education (B. Ed.)-the only one available in French. Completed in 5 years; students start learning to teach during their 2nd year of undergraduate studies. 8. Dual-degree B. Ed. and French as a Foreign Language with student cohorts already preparing to teach in France. 9. Quality assurance policy: all departments (colleges and universities) must conduct internal and external evaluations according to a 5-year cycle. 10. Partnership with the Conseil de développement économique de la Nouvelle-Ecosse (CDENE) to provide business administration students with opportunities for experiential learning. 11. Financial support for the Master's program in biology to help mitigate costs associated with purchasing materials and equipment. 12. Implementing a published research data management strategy to provide a framework supporting research teams and develop an environment that is favourable to good research data management. Based on the FAIR principles of open science. 13. Developing an evolutive decarbonization plan including a series of independent and cumulative projects that can be broken into steps, with the goal of reaching net-zero emissions. 14. Maintaining our commitments to mobilize and consult with the student population and student associations, especially when determining tuition amounts.
Table 2	<ol style="list-style-type: none"> 15. Health sciences certificate added to the new 2024-2025 bridging program, focused on pathways to medical programs.
Table 3	<ol style="list-style-type: none"> 16. Exploring options to revive the Continuous Care Assistant (CCA) program The Department would like to explore how U Sainte-Anne could revive its CCA training program. There is a significant need for continuous care workers in the labour market. Renewing the program and increasing the number of people trained for a career in continuous care could help respond to both current and future labour market needs. 17. Exploring partnership options with other post-secondary educational institutions to support and broaden health sciences programs by sharing laboratory space. We would like to explore how U Sainte-Anne could partner with other post-secondary institutions to support the maintenance and expansion of health sciences programs by sharing its excess laboratory space. For example, by publicizing the available laboratory space and implementing mechanisms by which other post-secondary institutions can access both the space and U Sainte-Anne's laboratory equipment for their programs. 18. Exploring how to expand the early childhood education program. The Department would like to understand how U Sainte-Anne could increase the number of French-speaking early childhood educators by increasing educational opportunities. We are aware that this would involve close collaboration with the Department of Education and Early Childhood Development.

Université Sainte-Anne	
	<p>19. Reviewing admission criteria and the registration process for African Nova Scotian, Mi'kmaq and Indigenous students to eliminate obstacles to admission and ensure that support practices are in place to reduce challenges that under-represented groups may encounter when undertaking advanced education.</p> <p>We want to ensure that advanced education is used as a platform to increase equity throughout the province. We want to ensure that admission criteria and the registration process are adapted to eliminate barriers to registration among African Nova Scotian, Mi'kmaq and Indigenous students. This will increase access to education among people from historically under-represented groups and increase their chance of commanding higher incomes and improving their standard of living.</p> <p>20. Exploring best practices for harmonizing U Sainte-Anne's B.Ed program with provincial priorities for teacher training The Department would like to explore how U Sainte-Anne could offer pathways to the B.Ed program with shorter timeframes to obtaining a degree or additional learning models, such as:</p> <ul style="list-style-type: none"> · 4-year integrated program option (150 credit hours) · 8-month or 12-month B.Ed program · 100% virtual B.Ed. program · Providing high school students in French immersion with dual accreditation to reduce the time spent in the integrated Bachelor of Arts (B.A.) and Bachelor of Education (B.Ed.) program. <p>Increasing the number of accelerated pathways would help address the need for more trained and qualified teachers for French-language instruction within the public school system.</p> <p>In addition, we would like to ensure that there are enough qualified teachers to teach introductory French and French immersion. We would like to know if your institution could partner with other Nova Scotia universities to offer Francophone students enrolled in a B.Ed. program the ability to take French-language B.Ed. courses to improve their mastery of French-language instruction. This would foster a larger number of teachers in training who are able to teach French.</p> <p>21. Considering offering free or reduced-price student housing to students who need short-term housing and are in their internship or clinical internship stage at a post-secondary educational institution that receives funding from Nova Scotia. We would like to explore how universities can work together to provide a network of temporary furnished short-term housing to students who are completing their educational internships in communities across the province (whether in health sciences, education, social work or specialized career tracks). This would be a mutually beneficial initiative that would help mitigate the lack of affordable housing preventing students participating in accredited internship, co-operative teaching or residency programs from accepting placements in communities where there are very few short-term furnished housing options. This would help improve accessibility among clinicians, the population, the labour force and others able to address the needs of residents in the Pointe-de-l'Église/Meteghan area and surrounding region as it continues to develop.</p>

APPENDIX 5: STUDENT HOUSING REQUIREMENTS

Institution	Bed Provisioning Rate	Maximum Vacancy Rate	New Housing Requirements
Dalhousie and Cape Breton Universities' agreements require them to create new beds – 200 for Dal and 55 for CBU.			
Dalhousie University	X	X	X
Saint Mary's University	X	X	
St. Francis Xavier University		X	
Acadia University		X	
Mount Saint Vincent University	X	X	
Cape Breton University	X	X	X
NSCAD	X	X	
Université Sainte-Anne		X	
University of King's College	X	X	
Atlantic School of Theology	X	X	