

# **DEFINITIONS OF KEY CONCEPTS AND TERMINOLOGY INTERNATIONAL EDUCATION AT TRU**

*(Approved by Senate November 28, 2016)*

## **A. OVERVIEW OF CONCEPTS AND TERMINOLOGY**

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## 1.0 KEY CONCEPTS

### 1.1 INTERNATIONALIZATION

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit, Hunter, Howard, & Egron-Polak, 2015).

**1.1a Internationalization at Home (I@H):** The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015).

**1.1b Internationalization of the Curriculum:** The incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask, 2015)

## 1.2 GLOBAL COMPETENCY

Global Competency can be described as “The ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions, and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries” (Brustein, 2007).

TRU offers a Global Competency Certificate to all students. To earn the certificate, students are expected to demonstrate learning through the development of knowledge, skills, and attitudes. The following list was compiled by SIAC in 2010 and forms the basis for guiding students’ reflections on their developing global competency

### 1. Knowledge

- Expertise and knowledge of field of study from one’s own and other country perspectives
- Globalization and interdependence, including social, economic, political and environmental dimensions
- World history, global issues and current events
- Worldwide research, expertise, organizations
- International relationships and networks

### 2. Skills

- Inter-cultural communication
- Cultural self-awareness
- Capacity to draw on best practices found in the global context
- Ability to incorporate the views and knowledge of international peers, fellow students and associates
- Learning additional languages
- Ability to work with multiple perspectives
- Capacity to cope with ambiguity and uncertainty
- Flexibility and adaptability
- Critical, analytical, reflective and strategic thinking
- Mediation and group facilitation
- Transferability of skills and knowledge

### 3. Attitudes and Values

- Awareness of own field in the global context
- Recognition of the impact of interdependence and rapid change
- Respect and empathy for others views and needs
- Appreciation of diversity
- Empathy and withholding judgment
- Openness - valuing the potential to extend options and expertise

- Concern for the world
- Interest in making a difference – a positive contribution
- Concern for the environment
- Concern for global social issues

### 1.3 INTERCULTURAL COMPETENCY

A commonly accepted definition is: “Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff 2006).

More explicitly, Intercultural competence might be defined as “Acquiring increased awareness of subjective cultural contexts (worldviews), including one’s own, and developing a greater ability to interact sensitively and competently across cultural contexts.” (Bennett, 2009)

### 1.4 INTERNATIONAL AND INTERCULTURAL OPPORTUNITIES

International and intercultural opportunities at institutions are represented through a wide range of initiatives and activities such as:

- Study Abroad: bi-lateral exchange, semester or year abroad, field school, internship, practicum, Co-op, service-learning abroad, etc.
- Teaching, project work and research abroad
- Degree completion such as Dual Degrees with partner institutions
- Transnational programs
- International virtual or distance projects and collaborations
- Intercultural opportunities within Canada involving any or all of the opportunities listed above.

**1.4a International Opportunities:** Represent opportunities outside the border of Canada (includes USA)

**1.4b Intercultural Opportunities:** Includes Opportunities Within Canada.

The inclusion of intercultural opportunities within the Canadian context highlights the capacity of these experiences to broaden cultural perspectives, knowledge and skills. It recognizes the enrichment of experience within different cultural groups represented in the various groups and regions of Canada such as French Canadian, Aboriginal, Maritime, and others unique groups.

## 2.0 TERMINOLOGY

**2.1 Home Stay:** A form of housing aimed at increasing participants' cultural and linguistic competencies by living in the home of a local resident, often a family.

**2.2 International Student:** is the term generally used at TRU to refer to students who are not Canadian citizens, Permanent Residents or refugees (see Policy ED 01-0). These students pay an unsubsidized international tuition fee, as determined by the TRU Board of Governors.

### 2.3 Study Abroad:

**2.3a. Study Abroad:** This is an umbrella term referring to any for-credit learning activity abroad including full-degree, exchange and Letter of Permission programs as well as experiential or service learning abroad for credit. The student participating in study abroad pays tuition to their home institution.

**2.3b. Exchange Student:** Refers to both inbound and outbound students participating in an exchange semester as part of an agreement between TRU and a partner, such as ISEP. The student pays tuition to their home institution.

**2.3c. Visiting Student:** (1) a TRU student temporarily studying for credit at another institution (not on exchange). This student will have a Letter of Permission from TRU. (2) A student from another institution temporarily studying at TRU. In both cases, the student pays tuition to the host institution. (see Policy ED01-3).

**2.3d. Letter of Permission:** Official document completed by the student and his or her home institution ensuring student will receive credit for courses taken while studying at the host institution.

**2.3e Bi-lateral exchange:** This represents an exchange with universities that TRU has a formalized reciprocal exchange agreement. Students pay tuition fees to their home university for the number of courses they intend to be enrolled at the host university. Tuition fees are waived by the host institution.

[www.truworld.ca/exchange.html](http://www.truworld.ca/exchange.html)

**2.3f ISEP:** This is the acronym for the International Student Exchange Program. The program facilitates study abroad opportunities among participating universities. ISEP provides a means for students to choose and arrange their own

exchange and also be eligible for a fee waiver by the host institution. It does not provide, however, a course or program articulation framework. Students must thus carefully plan ISEP exchanges if they wish to receive full credit for their studies abroad. Currently, students can choose between 275 post-secondary institutions and 39 countries. TRU is a member of ISEP. The model requires outgoing students pay TRU for their coursework and housing and meals in a residence. In return they receive coursework, housing and a meal stipend in the host country.  
[www.isep.org](http://www.isep.org)

**2.3g Volunteer Abroad:** An unpaid placement abroad which may, or may not, be organized by a third-party organization. Volunteering abroad differs from service learning or experiential learning abroad in that the main focus is not necessarily on student learning.

**2.3h International Field School/Field Course:** This is a credit or non-credit course or program offered in another country. It is approved by Schools/Departments and organized, taught and facilitated by faculty.  
<http://www.truworld.ca/exchange/fieldschools.html>

**2.3i Field Trip:** Similar to a Field School, but usually of short duration and not confined to a single base destination. Field Trips are not for credit

**2.3j Co-op, Internship and Practicum Abroad:** A broad definition is a work or clinical placement related to a program of study that take place outside of Canada. Co-op positions are paid, and students earn credit for the placement. Internship and Practicum positions may be paid or unpaid, and may be either credit or non-credit. <http://www.tru.ca/careereducation/coop/abroad.html>

## **2.4 Transnational Education:**

Transnational education at TRU refers to the delivery of TRU programs and courses off-shore. These can be represented through academic partnerships, international development capacity building and custom designed programming. The following identifies distinctive approaches to transnational education at TRU:

**2.4a Accreditation Programs:** These are TRU programs delivered off shore through a close collaboration between the TRU academic department and the partner university. It involves pedagogic and curriculum knowledge transfer and quality assurance.

**2.4b Accreditation Agreement Student:** This is the designation for an international student enrolled in a TRU program being offered abroad through a partnership (a TRU transnational program).

**2.4c Articulation Partnerships:** These agreements involve a formal relationship with selected institutions in order to recognize their academic credits for transfer to TRU.

**2.4d Pathway Partnerships:** A formal arrangement whereby an institutional partner proactively prepares students for transfer to TRU through a combination of accreditation, articulation and other methodologies.

## **2.5 Dual Credential**

An institutional agreement is used to develop: a) academic requirements that are common to both the host and home institutions; and b) academic requirements that are specific to each institution; such that a student receives two credentials – one from each institution. These could include but are not limited to dual or double degrees.

## **2.6 Joint Credential**

A program of study established by partner institutions whereby meeting the academic requirements results in the student obtaining one credential on behalf of both institutions. May also be referred to a double-branded degree/credential.

**2.7 ECTS:** This acronym stands for the European Credit Transfer and Accumulation System. This system provides a standardized means of measuring and crediting education among many European countries. The ECTS is tied to the 3 year standard for a Bachelor's degree. A Bachelor's degree typically requires 180 ECTS. Thus a year of study is normally worth 60 ECTS. Courses are similarly weighted according to the amount of time required to complete (not according to the number of faculty-student contact hours). Given a 40 week year, 1 week of full-time study (40 hours) is worth 1.5 ECTS. The ECTS system also uses outcomes based course models and a standard grading scale. These standards facilitate the movement of students between institutions and countries. ECTS credits in other words are designed to be highly transferable.

**2.8 Bologna Accord:** The Bologna accord refers to a harmonization initiative among post-secondary institutions in Europe. Harmonization goals include: uniform length for degrees (generally 3 years for a Bachelor, an additional 2 for a Masters,



and an additional 3 for a Doctorate), similar program and course frameworks (outcomes based), and common evaluation scales and standards. These goals serve the broader goal of improving student choice and mobility which in turn serves the economic, social and political goals of the European Union by creating a large integrated and internationally competitive educational network. It is now much easier, for example, for two or more universities to participate in joint degree programs. The Accord will also increase the number of Bachelor's degrees awarded (previously European undergraduate degrees were commonly equivalent to a combined Bachelor / Masters program in North America), and promises to simplify graduate application and evaluation procedures. The Accord was signed in 1999 (in Bologna).

**2.9 ERASMUS:** This acronym stands for the European Region Action Scheme for the Mobility of University Students, which in turn is the name of a program to encourage and facilitate student and faculty exchanges specifically and collaboration and innovation generally within European universities. ERASMUS was established in 1987 and currently runs within the European Union's Lifelong Learning Programme. The ERASMUS Programme offers a series of scholarships to students designed to help cover the travel and living costs associated with studying abroad. Between 1987/88 and 2012/13, over 3 million European students were provided with the opportunity to study abroad or train at a company

**2.9a ERASMUS +:** The seven year programme, approved in November 2013 will provide support to more than 4 million people to study, train, work or volunteer abroad. Students planning a full Master's degree abroad, for which national grants or loans are seldom available, benefit from a new loan guarantee scheme run by the European Investment Fund. Erasmus+ also provides funding for education and training staff, youth workers and for partnerships between universities, colleges, schools, enterprises, and not-for-profit organisations.

Erasmus+ has three main targets: two-thirds of the 14.7 Billion Euro budget is allocated to learning opportunities abroad for individuals, within the EU and beyond; the remainder will support partnerships between educational institutions, youth organisations, businesses, local and regional authorities and NGOs, as well as reforms to modernise education and training and to promote innovation, entrepreneurship and employability.

The new Erasmus+ programme combines all the EU's current schemes for education, training, youth and sport, including the Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), Youth in Action and five

international Co-operation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the programme for Co-operation with industrialised countries).

### 3.0 LANGUAGE COMPETENCY TESTS

#### 3.1 English Language Competency Tests

These are a variety of tools internationally accepted as reliable for the purposes of placing a student whose first language is not English into an academic program delivered in English. These tests are paper or computer based. Not all have oral/aural components. TRU has articulated how the scores on different standardized tests as well as the in-house ESAL placement test correspond to achievement in academic English for those whose first language is not English. The placements are roughly divided into having met the academic equivalent for English 12 and no ESAL support is required; some support with ESAL courses and a limited number of suitable academic courses where other prerequisites are met; and ESAL courses required before proceeding with academic courses."

Tests used at TRU:

Most prevalent:

**TOEFL** - Test of English as a Foreign Language, administered by English Testing Service. [www.ets.org](http://www.ets.org)

**IELTS** - International English Language Testing System administered by IELTS [www.ielts.org](http://www.ielts.org)

**Pearson Test of English:** PTE General integrates all four skills (Listening, Reading, Speaking and Writing). [www.pearsonpte.com](http://www.pearsonpte.com)

**TRU Accuplacer Test:** TRU in-house English Placement Test includes two parts: online Accuplacer EST tests administered by the Testing Center and individual oral interviews by ESAL instructors. Final placement into levels is decided by a team of ESAL instructors.

B. Other Exams:

**CanTest:** The Canadian Test of English for Scholars and Trainees developed by University of Ottawa, administered by specific test centers. <https://cantest.uottawa.ca/>

**CAEL:** Canadian Academic English Language Assessment administered by CAEL  
<https://www.cael.ca/>

**MELAB:** Michigan English Language Assessment Battery administered by authorized examiners <http://cambridgemichigan.org/test-takers/tests/melab/>

**CEFR:** Common European Framework for References for Languages administered by Cambridge ESOL <http://www.cambridgeenglish.org/cefr/>

**STEP:** Society for Testing English Proficiency ( Japanese English Language Proficiency Test) administered by STEP <http://stepeiken.org/overview-eiken-tests>

### **3.2 Other Language Competency Tests**

Through the PLAR Department, the TRU Open Learning Division offers language challenge exams in a number of foreign languages including:

- Croatian
- Dutch
- French
- German
- Greek
- Hebrew
- Hungarian
- Italian
- Korean
- Japanese
- Mandarin
- Polish
- Spanish

The exams typically have both an oral and a written component. Oral exams are conducted via telephone.

TRU - OL students who have completed their secondary education in one of these languages may only write challenge exams at the 300 and 400 level. This restriction, however, does not apply to lower level literature courses.

In addition, through the Credit Bank processes, the results of exams taken through well- known examination programs with transparent processes such as CLEP

(College Level Examination Program) and the JLPT (Japanese Language Proficiency Test) may be awarded PLAR credit, with the approval of the OL Academic Director and/or subject matter experts.

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