Mission
To provide a rigorous interdisciplinary program in intercultural studies designed to complement academic and professional preparation in a variety of fields.

Admission Information

Admissions requirements
All students, whether degree-seeking or non-degree-seeking, who wish to take M.A.I.S. courses must meet the prescribed admission criteria.
Applicants should submit the following to the M.A.I.S. office:
- Official transcript(s) showing completion of baccalaureate degree and all undergraduate and graduate coursework attempted.
- Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework.
- An official GRE score (Graduate Record Exam)
- A completed Application to M.A.I.S.
- Non-native speakers of English must have a minimum score of 560 (paper) or 83 (internet) on the TOEFL
- A $25 application processing fee
- Three letters of professional/academic reference specifying the applicant’s ability for graduate study

Conditional Admission
Students who do not meet the minimum requirements for admission may apply to the Admissions Committee for conditional admission. The committee may request a writing sample and/or interview with the prospective student. The committee may then recommend that the student be admitted conditionally. After successfully completing one semester in the M.A.I.S. program including a minimum of 6 hours of UU courses with at least a 3.0 average, the student may appeal to the Program Director for full admission to the M.A.I.S.

Program Features
The curriculum for the program consists of two components, the 27-hour M.A.I.S. core curriculum and a 12-hour professional component approved by the program director. The delivery system for the M.A.I.S. core is non-traditional and based on a modified cohort model. Prior to the beginning of the semester, students will receive a reading list and assignments for the first course session. MAIS courses meet twice each term for a two and one-half day intensive class session. At other times throughout the course, students complete readings, online course activities and other assignments as required by the professor. Dates for the intensive course meetings are announced as part of the preregistration process each term.
Course Offerings in Intercultural Studies (ICS)

510. Intercultural Communication (3)
An examination of intercultural communication with a focus on self-awareness and developing effective communication.

515. International Professional Realities and Opportunities (3)
An introduction to the professional intercultural environment designed to help the student develop an awareness and understanding of the knowledge and skills needed to develop a professional framework for employment in other cultures.

520. Organizational Systems of Society (3)
A study of organizational systems encountered across cultures. Emphasis is on developing skills necessary for the recognition and assessment of systems and strategies for successful interaction with these systems.

525. Field Research Methods (3)
A course designed to provide students with conceptual tools and research skills in the area of comparative cultural studies. The hands-on approach helps students prepare to design and conduct their own ethnographic research in culturally diverse settings. All students are required to complete the appropriate security training course prior to beginning field research.

530. Field Data Analysis and Strategic Planning (3)
A course that builds on in-class and applied field research knowledge by guiding students through the process of field data analysis. Attention is given to both qualitative and quantitative analytical methods. Students participate in process-focused learning and writing workshops which culminate in the preparation of case-study reports based on their field research/data.

535. Artistic and Intellectual Expressions of Culture (3)
An emphasis on how to develop learning skills to understand the lexicon, grammar, and semantics of other intellectual and artistic systems encountered across cultures.

540. Language and Culture (3)
A study of language development and its relationship to culture. Examines principles of language acquisition and language teaching methodologies.

545. Capstone Seminar (3)
Students complete an integrative interdisciplinary research project that demonstrates their understanding of the principles, themes, and concepts that are foundational to the core curriculum of the MAIS and the student's professional emphasis. A formal written presentation and a formal oral presentation of the research are required.

555. Field Experience (3)
Field experience in which students will conduct ethnographic research. All projects must have instructor’s approval.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.
CERTIFICATE IN INTERNATIONAL HEALTH CARE

CENTER FOR EXCELLENCE IN HEALTH CARE PRACTICE with INSTITUTE FOR INTERNATIONAL AND INTERCULTURAL STUDIES

Faculty

Timothy Smith (2005). Dean of the School of Nursing and Professor of Nursing. Diploma, Baptist College for the Health Sciences; B.S.N., University of Memphis; Diploma in Anesthesia, University of Tennessee, Knoxville Graduate School of Medicine; M.S.N. and Ph.D., University of Tennessee Health Sciences Center.

Joy Thomason (2007). Assistant Professor of Nursing Director of Undergraduate Nursing Education, Center for Excellence in Health Care Practice. B.S.N., The University of Tennessee, Health Science Center; M.S.N., Union University.

Jessica Suiter (2009) Instructor of Nursing. B.S., University of Missouri; B.S.N., St. Louis University; M.S.N., Union University.

The Institute for International and Intercultural Studies in partnership with the Center for Excellence in Health Care Practice offers two certificate programs in International Health Care. The purpose of the program is to enhance the knowledge and clinical skills of domestic and/or international nurses and to promote an awareness of intercultural relationships. The two-semester program will provide curriculum that incorporates didactic instruction, clinical laboratory and simulation experiences, and anatomical instruction in the cadaver lab. The program will prepare the international nurse for additional licensure and certification for service at the domestic and/or international level. The intercultural studies component of the program will present foundational concepts of intercultural communication and promote the development of intercultural competence, especially in health care settings.

The program is available on the graduate level awarding the Certificate in International Health Care as described below. The program is also available as an undergraduate Certificate in International Health Care as described in the Undergraduate Catalogue.

Certificate in International Health Care—24 hours

A. ICS 511 and 512—4 hours
B. Select 20 hours from: CHP 500, 505, 510, 515, 520, 525, and 540.

Course Offerings in Intercultural Studies (ICS)

511. Introduction to Intercultural Communication in Health care I (2)
Introduction to the theory and practice of intercultural communications with particular attention to health care contexts.

512. Introduction to Intercultural Communication in Health care II (2)
Introduction to the effective managing and transferring of knowledge in health care contexts within different cultures.

Course Offerings in Center for Excellence in Health Care Practice (CHP)

500. Principles and Practice of Executive Nursing Leadership (4)
Principles and practices of executive nursing leadership as it relates to the understanding of health care systems and role of the nurse leader as a change agent. Clinical simulation and didactic instruction will be provided in strengthening the practice of the established nurse.

505. Principles and Practice of Maternal-Child Nursing (4)
Principles and practice of maternal-child nursing as it relates to the wellness-illness continuum of childbearing families toward promotive and preventative care for the families and newborn. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse

510. Principles and Practice of Cardiac Vascular Nursing (4)
Principles and practices of cardiac vascular nursing as it relates to providing holistic care for the patient that exhibits cardiac and/or vascular pathophysiological processes. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established registered nurse.
515. Principles and Practice of Psychiatric Mental Health Nursing (4)
Principles and practice of psychiatric mental health nursing as it relates to therapeutic communication in addressing individual and aggregate issues in promoting a healthy individual and family social dynamics. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

520. Principles and Practice of Pediatric Nursing (4)
Principles and practice of pediatric nursing as it relates to the wellness-illness continuum of childrearing families in promotive and preventive care for the family and child. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

525. Principles and Practice of Medical-Surgical Nursing (6)
Principles and practice of medical-surgical nursing as related to the wellness-illness continuum addressing the pathophysiological and psychological issues associated with acute and chronic disease processes. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

540. NCLEX-RN Prep Course for International Nurses (6)
A broad overview of all areas of nursing care as it relates to the potential content on the NCLEX-RN exam, including necessary test taking skills and practice exams based on NCLEX-RN standards. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.