Faculty
Victoria Malone (2005). Coordinator of Study Abroad and Assistant Professor of Language. B.A. and M.A., Northern Illinois University

Phillip G. Ryan (1997). Associate Professor of Language and Coordinator of ESL Programming. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.

Staff
Susan Bolyard (2007). Program Coordinator, Institute for International and Intercultural Studies; Academic Secretary, McAfee School of Business Administration.


Pam Whitnell (2013). International Student Program Advisor. B.S., Middle Tennessee State University; M.B.A., Union University.

Mission Statement
The overarching mission of the Institute is to advance intercultural awareness and promote intercultural development through academic programs and international engagement. Excellent academic programs in intercultural studies and interdisciplinary academic initiatives that enhance intercultural development provide the foundation for our work. The Institute provides infrastructure and support for the University’s commitment to study abroad, ensuring that every Union student has reasonable access to high-quality international education opportunities. Recognizing the important contributions they make to the university community, the Institute provides and coordinates services for international students, including ESL initiatives and academic support. On campus, the Institute supports programs and services that enhance international and intercultural awareness.
Curriculum

The Institute offers two programs in Intercultural Studies, a comprehensive major that does not require a minor, and the minor for students majoring in another area. Both programs are designed to enable students to develop theoretical and practical knowledge needed to live and work effectively in culturally complex environments. The Institute also offers the minor in Humanitarian Studies, which is designed to prepare students to apply content in their majors in a cross-cultural setting, with particular attention to meeting needs in culturally diverse communities at home and around the world.

For additional information including direct contact information with program personnel, see www.uu.edu/academics/iiis.

I. Major in Intercultural Studies—57 hours

A. Required Core—27 hours
   1. Modern Language 200 or above—6 hours.
   2. PSC 214; GEO 215 or 216; ICS 321.
   3. ICS 110, required prior to beginning Emphasis, and 320.
   4. ICS 245 and 498—6 hours.

B. Select 18 hours from one Emphasis and 9 from the other—27 hours
   3. Special Topics or Literature/Genre Courses as approved by the Associate Provost.

C. Intercultural Experience; see below—3 hours

   The Intercultural Experience, pre-approved by the Associate Provost, is to be taken as an existing internship in the department of concentration, service learning project, or international experience. If no appropriate experiential course is available, the student may register for ICS 445.

II. Minor in Intercultural Studies—28 hours

A. Required Core—22 hours
   1. Modern Language 200 or above—6 hours
   2. PSC 214; GEO 215 or 216; ICS 110, 320 and 321—15 hours
   3. ICS 498 (must be taken in the last semester of work on the minor)—1 hour

B. Select 6 hours from one of the following seven groups:
   1. CHR 243, CHR/PHL 349.
   2. HIS 317, 320, 322, 420.
   4. SPA/FRE 419, 499 or Special Topics in Literature, Culture, Literature, or Genre Courses as approved by the Director.
   5. SOC/SW 419, 310, 325; SW 200; SOC 370, 417.
   6. ECO 211, 212, 425, MGT 420; MKT 433.
   7. Study Abroad—6 hours as pre-approved by the Director.
   8. TESL 220, 315, 350, 395/495 as pre-approved, 440

III. Minor in Humanitarian Studies—24 hours

A. Required Core—21 hours
   1. BIO 110, PHY 312, ICS 321, and CHR 377
   2. ICS 110* or SW 200*
   3. ICS 320* or SW 310* or SOC 310*
   4. ECO 425 or PSC 214
   5. Cross-cultural experience as approved by the Program Coordinator (Dr. Mark Bolyard) and Associate Provost for Intercultural and International Studies (Dr. Cynthia Jayne)

B. Select one of the following courses (3 hours):
   GEO 215 or 216, COM 220, HIS 410, PSC 324, CHR 305, 338, or 349, or another elective as approved by the Program Coordinator and Associate Provost for Intercultural and International Studies

*Students majoring in Social Work must take the ICS courses; students majoring in Intercultural Studies must take the SW or SOC courses. Other students must take one ICS course and one SW/ SOC course.

Course Offerings in Intercultural Studies (ICS)

105. Introduction to Intercultural Studies for International Students (3) As Needed
   Introduction to cross-cultural communication examining some of the basics of intercultural theory using United States culture as a point of reference for developing a conceptual framework.

110. Introduction to Intercultural Studies (3) As Needed
   Introduction to the theoretical and practical issues related to cross-cultural communication and the effective managing and transferring of knowledge within different cultures.

210. Introduction to Intercultural Communication in Health Care I (2) As Needed
   Introduction to the theory and practice of intercultural communication with particular attention to health care contexts.

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

245. Research Methodologies for Intercultural Study (3) As Needed
   Introduction to representative research methodologies used in intercultural studies.
320. Intercultural Communication (3) S
Examination of theoretical and practical issues related to cross-cultural communications and intercultural dynamics in the context of contemporary social, cultural, linguistic, political and economic environments.

321. Intercultural Perspectives of Humanitarian Response (3) F
Examination of the complex intercultural dynamics faced by organizations and groups, including faith-based non-profit/non-governmental organizations, international governments and military, short-term volunteer groups and others as they engage in humanitarian response efforts. Gives particular attention to intercultural relationships and interaction among those who provide assistance and those who receive it.

395-6-7. Special Studies (1-4) On Demand
Upper-level group studies which do not appear in the regular offerings.

495-6-7. Independent Study (1-4) On Demand
Individual research under the guidance of a faculty member(s).

Study Abroad/External Academic Programs
Union strongly encourages Union students to engage in external study programs that enhance their academic experience and their intercultural awareness. To facilitate student participation, the Institute supports study abroad opportunities that can meet some course requirements of every academic program and that meet a wide range of budget requirements. We carefully chose study abroad affiliates to ensure that they meet the quality and safety standards that we expect for our students.

All students participating in external academic programs in the United States or abroad must officially notify the University prior to beginning the registration process for the program. Failure to do so may jeopardize appropriate transfer of credits and/or financial aid. All students who participate in an external academic program pay an external study fee to cover administrative costs involved in setting up the external program. Additional fees may be assessed as necessary to cover specific expenditures required for participating in a particular program. Examples of external study programs are described below. For additional information, contact the Coordinator for External Programming, the Institute Program Coordinator, or the Associate Provost.

Department Sponsored International and Domestic Programs
Academic departments of the University regularly offer study tours which integrate travel and course work. Contact the Institute for International and Intercultural Studies for current information about available programs.

Programs Sponsored Through External Consortia
Council for Christian Colleges and Universities
The Institute coordinates student participation in CCCU-sponsored programs:
- American Studies Program
- Australian Studies Centre
- China Studies Program
- Contemporary Music Program
- Latin American Studies Program
- Los Angeles Film Studies Center
- Middle East Studies Program
- Oxford Honors Program
- Russian Studies Program
- Uganda Studies Program
- The Scholars' Semester in Oxford
- Washington Journalism Center
Consortium for Global Education (CGE)

Member institutions have established more than 300 partnerships with some of the world’s most prestigious universities. The wide range of programs includes student and faculty exchanges, summer study programs, the Arabic Studies Program in Amman, Jordan, conferences, seminars, and special projects.

Christian College Teacher Education Coordinating Council

Students in the Teacher Education Program may apply to fulfill their student teaching requirement abroad. Contact the Assistant Dean for Teacher Education and Accreditation for more information.

Institutional Agreements

Union has established partnerships with a limited number of organizations or institutions to provide external study experience. These include:
- Ansgar College, Kristiansand, Norway
- LCC International College, Klaipeda, Lithuania
- Salzburg College, Salzburg, Austria
- Baptist Theological Seminary, Singapore

English Learners Program

Working with key entities from across the university including both the Languages and English departments, the IIIS provides integrative support for English learners who have been accepted to Union University, including students who meet the University’s minimal language proficiency requirements and those who are conditionally admitted to the university without having met the university’s minimal language proficiency requirements. This support is designed to optimize students’ transition and adjustment to American academic culture and discourse. This program is staffed with an international student advisor, an international student academic advisor, as well as key faculty from the university. Support includes but is not limited to the following:
- Assessment of language abilities
- First-year, credit-bearing course options designed for undergraduate English learners, including ICS 105 and international student sections of ENG 111 and ENG 112
- Co-advising for first-year language learners between the international student academic advisor and students’ major advisors
- Coordination of specialized academic and tutorial support when needed
- Specialized student support services for international students and English learners
- Department-specific language support initiatives
- Support for departments and faculty across the university working with international students and English learners
- Development of intensive English language initiatives
Administrative Leadership
Rita Croom (2010). Director of Business Development and Marketing for Center of Excellence in Health Care Practice. B.S.O.L. and M.B.A., Union University.

Joy Thomason (2007). Assistant Professor of Nursing and Director of Healthcare Educational Development. B.S.N., The University of Tennessee, Health Science Center; M.S.N., Union University.

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

Pat Keene (2004). Professor of Nursing. A.S.N., University of Memphis; B.S.N., M.S.N., D.N.P., The University of Tennessee Health Science Center.

Joyce Snyder (2012). Assistant Professor of Nursing. A.D.N., Tennessee State University, B.S.N., University of Alabama, M.S.N. and F.N.P, Western Kentucky University.

Staff


Robert A. Wamble (2011). Director, Anatomical Services and Instructor of Nursing. B.S., University of Tennessee, Knoxville; D.V.M., Auburn 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 intercultural awareness. The two-semester program offers curriculum that incorporates didactic instruction, clinical laboratory and simulation experiences, and anatomical instruction in the cadaver lab. The program prepares the international nurse for additional licensure and certification for service in domestic and/or international environments. The intercultural studies component of the program presents foundational concepts of intercultural communication and promotes the development of intercultural competence, especially in health care settings.

The program is available on the undergraduate level awarding the Certificate in International Health Care as described below. The program is also available as a post-baccalaureate Certificate in International Health Care as described in the Graduate Catalogue.

Certificate in International Health Care—24 hours
A. ICS 210 and 212—4 hours
B. Select 20 hours from: CHP 300. 305, 310, 315, 320, 325, and 340.

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

300. 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.

305. 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.

310. 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 establish registered nurse.

315. 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.
320. 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.

325. 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.

340. 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.