Faculty
Phillip G. Ryan (1997). Director, Center for Intercultural Engagement, Professor of Language, and Coordinator of ESL Programming. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.
Mark Bolyard (2006). Professor of Biology and Department Chair. B.A., Hanover College; Ph.D., University of North Carolina; Additional study, Michigan State University.
Jean Marie Walls (1987). Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; and Ph.D., Louisiana State University. Additional study, Northwestern University.

Mission Statement
Intercultural engagement—including community development, humanitarian outreach, and integrative research skills—is essential for a globalized world and increasingly important to our student population. Intercultural Studies at Union—integrative, academically rigorous, missional—provides its students with an interdisciplinary approach to current theory and research relevant to intercultural engagement. By optimizing the impact that our students and our community members have here and around the globe, Intercultural Studies bolsters Union’s broader mission of providing Christ-centered education that promotes excellence and character development in service to Church and society.

Curriculum
Union offers an interdisciplinary major and minor in Intercultural Studies. Both programs are designed to enable students to develop theoretical and practical knowledge needed to live and work effectively in culturally complex environments. The University 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/coas/interculturalstudies-program.

I. Major in Intercultural Studies—33 hours
A. Required Core—12 hours
ICS 110, 214, 320, 410
B. Program Selectives—12 hours
1. Choose one: ICS 213, 319, 356, 419
2. Choose one: ICS 310, 325
3. Choose one: ICS 321, LANG 498
4. Choose one: ICS 246, 377
C. ICS 245, 445, 498—9 hours

II. Minor in Intercultural Studies—21 hours
A. ICS 110, 245, 320, 321, 410, 445, 498

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 Acting Director, Center for Intercultural Engagement (Dr. Phillip Ryan)
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.

Program Guidelines:
1. All human subject research must be approved by Union University’s Institutional Review Board.
2. Any coursework being completed externally must be approved by Union University’s Study Abroad program.
ICS 445:
• All 445 experiences must be approved by the program director prior to the semester of enrollment.
• It is strongly encouraged that majors and minors complete ICS 245 before enrolling in ICS 445.
3. All spring capstones will be presented at the Union University Undergraduate Research Symposium. Fall capstones will have optional venues.
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.

213. Social Change for Social Problems (3) F—Odd Years
Reciprocal credit: SOC 213. See SOC 213 for course description.

214. World Politics (3) S
Reciprocal credit: PSC 214. See PSC 214 for course description.

245. Research Methodologies for Intercultural Study (3) As Needed
Introduction to representative research methodologies used in intercultural studies.

246. Crosscultural Life & Ministry (3)
Reciprocal credit: CHR 245. See CHR 245 for course description.

310. Social and Economic Justice (3)
Prerequisite: CHR 111 or 112. Reciprocal credit: SW 310, SOC 310. See SW 310 for course description.

319. Sociology of Religion (3)
Prerequisite: SOC 211. Reciprocal credit: SOC 319. See SOC 319 for course description.

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.

325. Families Across Cultures (3)
Reciprocal credit: SW 325, SOC 325. See SOC 325 for course description.

356. Food, Culture, and Society (3)
Reciprocal credit: SOC 356. See SOC 356 for course description.

377. Introduction to Christian Missions (3)
Prerequisite: CHR 231. Reciprocal credit: CHR 377. See CHR 377 for course description.

410. Intercultural Conflict & Negotiation (3)
Prerequisite: ICS 320.
An exploration of theory and research relevant to intercultural conflict and negotiation. The art of analyzing intercultural conflict and crafting an appropriate negotiation approach is a highly complex act. This course provides students with knowledge, skills, attitude, and awareness for navigating both macro- and micro-intercultural conflict and negotiation.

419. Social Diversity & Inequality (3)
Prerequisite: SOC 211. Reciprocal credit: SOC 419, SW 419. See SOC 419 for course description.

445. Intercultural Experience (1-3) As Needed
An intercultural service learning project or international experience.

498. Intercultural Studies Capstone Seminar (1 or 3) As Needed
Prerequisite: Must be taken in the student’s last semester of major/minor coursework.
Students will research and present a paper which demonstrates their ability to integrate knowledge and experiences of the program. Majors take the course for 3 hours credit; minors, for 1 hour.
180-280-380-480. Study Abroad Programs (1-4) As Needed
All courses and their application must be defined and approved prior to travel.

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

195-6-7. Special Studies (1-4) On Demand
Lower-level group studies which do not appear in the regular offerings.

295-6-7. Special Studies (1-4) On Demand
Upper-level group studies which do not appear in the regular offerings.

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).
Certificate in International Health Care

Administrative Leadership
Kelly Harden (2010). Dean and Professor, School of Nursing. D.NSc., University of Tennessee Health Science Center.

The Center for Intercultural Engagement 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 established 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 toward promotive and preventative 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.