Dallas International University (DIU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Dallas International University.

All questions not related to accreditation should be directed to DIU.

Disclaimer
This Catalog is accurate to the best of our ability at the time of publication. The official Dallas International University Policy Manual (as amended) is the prevailing authority in all instances of conflict or dispute between this Catalog and any other official DIU publication. This Catalog is NOT a contract. All contents are subject to change at any time without notice.

Versions
The most current version of the 2019-2020 Academic Catalog is always available for download at: www.diu.edu/academics/catalog/. A version number is listed on that webpage so you can check if an already-downloaded copy is the same as the current version. Always refer to the most recent version from the above link for up-to-date policies, programs, course information, and dates on the academic calendar. We strive to keep the information on the www.diu.edu website current, but the catalog is more accurate than the website if any conflict exists.

Notice of Nondiscriminatory Policy as to Students
Dallas International University admits students of any race, color, national and ethnic origin to all the rights privileges, programs and activities generally accorded or made available to students of the organization. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and other organization-administered programs.
Catalog 2019-2020

This Catalog is an official publication of Dallas International University (DIU). The purpose of this Catalog is to provide general information about the institution, its policies, regulations, procedures, and fees that are in effect as of publication. The provisions of this Catalog do not constitute a contract, expressed or implied, between any applicant, student, faculty member, or any other person and DIU. DIU reserves the right to withdraw courses at any time, to change without notice calendar, fees, tuition, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective when the appropriate authorities determine.

Students are individually responsible for complying with all requirements of Dallas International University as stated in this Catalog, in departmental requirements for individual’s certificate or degree programs, and in any specific contracts. This Catalog becomes effective with the beginning of the Fall term. The most recent PDF version of this Catalog is available for download on our website: www.diu.edu/academics/catalog. For answers to questions or problems with access to this Catalog, please contact DIU at 972-708-7340.

Dallas International University
Mission Statement

The mission of Dallas International University, as an institution of higher education, is to provide training and research opportunities leading to degrees in applied linguistics, culture studies, and development of languages.

Expanded Mission Statement

In fulfilling its mission, Dallas International considers the following to be important ingredients:

- Graduates of Dallas International degree programs will have acquired skills to learn another language and culture effectively.
- Graduates of Dallas International degree programs will be equipped to participate with ethnic and linguistic communities in the accomplishment of language and culture-related goals.
- Graduates of Dallas International degree programs will have basic skills necessary to pass on knowledge and skills they have learned at Dallas International to others in a cross-cultural environment.
- Students who complete Dallas International graduate programs will have attained a level of professional competence at the graduate level, allowing them to participate actively in scholarly activity and/or professional service in their area of study.
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Welcome
From the President

Welcome to the catalog of Dallas International University. I invite you to explore the contents and browse the information available herein. Please do not hesitate to contact us with any questions you have. Better yet, come visit us. We are here to answer your questions and to serve you.

DIU exists as an institution of higher education to provide training and research opportunities leading to degrees in applied linguistics, culture studies, and the development of languages. Our mission is to help you gain the knowledge and skills you need to fulfill your mission in life. If your life mission is leading you to work cross-culturally and/or with minority language groups, there is no better place to prepare than at DIU. The education you will receive here in linguistics, language and culture learning, literacy, world arts, and translation is both rigorous and practical. All our fulltime faculty have extensive experience serving overseas and meet the educational standards of the best universities. They will pass on to you the theoretical knowledge and practical skills you need to succeed.

At DIU you will discover how to learn a language where there is no teacher. You will learn how to come alongside national artists to spur them to express their culture in the arts. You will acquire the skills to help minority language groups develop their language through linguistics and literacy. You will learn to serve the disadvantaged minority language communities of our world.

If you plan to work in an Islamic or Jewish culture, we offer the only accredited MA with major in Abrahamic Studies in North America. Our MA with major in World Arts has a unique focus on ethnoarts. This year we are starting a PhD in World Arts – a unique program that exists nowhere else. Our BA with major in International Service will provide foundational knowledge for cross-cultural living and service. We even teach Chinese (Mandarin) and Arabic.

With alumni serving around the world in over 70 countries, you will have access to a network of individuals who can open doors for you.

Come explore us. Then study with us. Come to DIU through a cooperative agreement with one of nine other schools or just come for a term and transfer courses back to your home school. Or stay and complete a BA, an MA, or a PhD. We welcome you.

Doug Tiffin, DMin
President, Dallas International University
Welcome

Directory

Main Office
DIU
7500 West Camp Wisdom Road
Dallas, TX 75236
(972) 708-7340
Fax: (972) 708-7292
www.diu.edu

Administration
Chaplain
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Computing Services
Mahler 11
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Development
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Finance/Business Manager
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President
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Academic Services
Academic Affairs
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Abraham Center
Mahler 104
(214) 442-8657
www.diu.edu/abraham-center
Abraham_Center@diu.edu

Center for Excellence in World Arts (CEWA)
CEWA Building
(972) 708-7510
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Arts@diu.edu

College of International Studies
Mahler 14
(972) 708-7340
www.diu.edu/academics/college-international-studies/

Department of Applied Anthropology
Mahler 15
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www.diu.edu/academics/aa-department

Department of Applied Linguistics
Mahler 102A
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Library Office
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Student Services
Admissions
Pike 113
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Alumni
Pike 113
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Dean of Students
Title IX Coordinator
Pike 110
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dean-students@diu.edu

Discover DIU—Recruiting
Pike 115
(972) 708-7343
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DiscoverDallasInternational@diu.edu

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Pike 115
(972) 708-7343
Fax: (972) 708-7396
DiscoverDallasInternational@diu.edu

Financial Aid
Pike 114
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International Students Center
Pike 113
(972) 708-7573
Fax: (972) 708-7396
isc@diu.edu

Registrar
Pike 114
(972) 708-7536
Fax: (972) 708-7396
registrar@diu.edu

Veteran’s Affairs
Pike 113
(972) 708-7573
Fax: (972) 708-7396
veteransofficer@diu.edu
Campus Map

A1 Pike Building - DIU Administration, Library
A2 Mahler Building - Classrooms, Faculty offices
A3 Hunt Building
A4 Key Building
B1 Event Center
B2 Activity Center; Child Care
B3 & B4-Staff/Student Housing
B5 Guest House
C1 Boutique
C2 Dining Hall
C3 CEWA Building (Center for Excellence in World Arts; Counseling Office; Sowing Seeds of Joy)
C4 Maintenance Shed
C5 Swimming Pool
C6 Student Center
D Mobile Homes
E1 Mosher Building – Mail Room; Warehouse
F1 Travis Building
G1 Cowan Apartments
Academic Calendars

Fall 2019

Through the Fall 2019 term, DIU offers courses in a modular or block format. The Fall **TERM** is composed of 20 weeks divided into three 4-week and one 8-week module collectively referred to as **SESSIONS 1-4**. The Fall term begins in July and ends in December. Starting with the Spring 2020 term, DIU is changing over to a 16-week semester system. The Spring 2020 term begins in January and ends in May. There will also be a 4-week May term and a 9-week Summer term. **For the most current schedule see:** www.diu.edu/academics/course-schedule/. All dates are subject to change.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session 1</td>
<td>Mon-Tue Jul 15-16</td>
</tr>
<tr>
<td><strong>Session 1 Starts (4 weeks)</strong></td>
<td></td>
</tr>
<tr>
<td>First Class Day</td>
<td>Wed Jul 17</td>
</tr>
<tr>
<td>Session 1 &amp; Summer Term Ends</td>
<td>Tue Aug 13</td>
</tr>
<tr>
<td>Last Class Day</td>
<td>Tue Aug 13</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>No Classes, Offices open Wed Aug 14</td>
</tr>
<tr>
<td>In-Service</td>
<td>Thu Aug 15</td>
</tr>
<tr>
<td><strong>Session 2 Starts (4 weeks)</strong></td>
<td></td>
</tr>
<tr>
<td>First Class Day</td>
<td>Fri Aug 16</td>
</tr>
<tr>
<td>Registration opens</td>
<td>for Spring Term Sun Sep 1</td>
</tr>
<tr>
<td>Labor Day</td>
<td>No Classes, Offices closed Mon Sep 2</td>
</tr>
<tr>
<td>Session 2 Ends</td>
<td>(Last Class Day Fri Sep 13</td>
</tr>
<tr>
<td>Orientation Session 3</td>
<td>Last Class Day for Session 2 Fri Sep 13</td>
</tr>
<tr>
<td>No Homework Weekend</td>
<td>Fri-Sun Sep 13-15</td>
</tr>
<tr>
<td>Homecoming Week</td>
<td>Sat-Fri Sep 14-20</td>
</tr>
<tr>
<td><strong>Session 3 Starts (4 weeks)</strong></td>
<td></td>
</tr>
<tr>
<td>First Class Day</td>
<td>Mon Sep 16</td>
</tr>
<tr>
<td>Session 3 Ends</td>
<td>Last Class Day Fri Oct 11</td>
</tr>
<tr>
<td>Bible Translation Conference</td>
<td>Fri (pm)-Tue Oct 11-15</td>
</tr>
<tr>
<td>No Classes</td>
<td>Offices open Mon-Tue Oct 14-15</td>
</tr>
<tr>
<td>Abraham Conference</td>
<td>Classes in Session Wed-Thu Oct 16-17</td>
</tr>
<tr>
<td>Orientation Session 4</td>
<td>No Classes, Offices open Wed Oct 16</td>
</tr>
<tr>
<td><strong>Session 4 Starts (8 weeks)</strong></td>
<td></td>
</tr>
<tr>
<td>First Class Day</td>
<td>Thu Oct 17</td>
</tr>
<tr>
<td>Day of Prayer</td>
<td>No Classes, Offices closed Mon Nov 11</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Sat Nov 23</td>
</tr>
<tr>
<td>Last day to schedule a thesis defense</td>
<td>Tue Nov 26</td>
</tr>
<tr>
<td>(2 weeks before defense date)</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>No Classes, Offices open Wed Nov 27</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>No Classes, Offices closed Thu-Fri Nov 28-29</td>
</tr>
<tr>
<td>Last day to have a thesis defense</td>
<td>Tue Dec 10</td>
</tr>
<tr>
<td>(defenses not allowed the last week of the term)</td>
<td></td>
</tr>
<tr>
<td>Session 4 Ends</td>
<td>Last Class Day Tue Dec 17</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>No Classes, Offices open Wed-Fri Dec 18-20</td>
</tr>
<tr>
<td>Christmas Recess</td>
<td>No Classes, Offices closed Mon-Fri Dec 23-Jan 3</td>
</tr>
</tbody>
</table>
## Spring 2020

<table>
<thead>
<tr>
<th><strong>Spring Term (16 weeks)</strong></th>
<th></th>
<th><strong>2020</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Open</td>
<td>No Classes, Offices open</td>
<td>Mon-Fri Jan 6-10</td>
</tr>
<tr>
<td>Spring Term Orientation</td>
<td>No Classes, Offices open</td>
<td>Mon-Tue Jan 13-14</td>
</tr>
<tr>
<td>Spring Term Starts</td>
<td>First Class Day</td>
<td>Wed Jan 15</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>No Classes, Offices closed</td>
<td>Mon Jan 20</td>
</tr>
<tr>
<td>Afternoon of Prayer</td>
<td>No Classes &amp; Offices closed afternoon only</td>
<td>Thu Feb 13</td>
</tr>
<tr>
<td>In-Service (Presidents Day)</td>
<td>No Classes, Offices closed</td>
<td>Mon Feb 17</td>
</tr>
<tr>
<td>Registration opens</td>
<td>for Sum, Aug &amp; Fall Terms</td>
<td>Sun Mar 1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>No Classes, Offices open</td>
<td>Mon-Fri Mar 23-27</td>
</tr>
<tr>
<td>Easter Recess</td>
<td>No Classes, Offices closed</td>
<td>Fri Apr 10</td>
</tr>
<tr>
<td>Last day to schedule a thesis defense (2 weeks before defense date)</td>
<td></td>
<td>Wed Apr 15</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td></td>
<td>Sat Apr 18</td>
</tr>
<tr>
<td>Last day to have a thesis defense (defenses not allowed the last week of the term)</td>
<td></td>
<td>Wed Apr 29</td>
</tr>
<tr>
<td>Spring Term Classes End</td>
<td>Thu Apr 30</td>
<td></td>
</tr>
<tr>
<td>Commencement</td>
<td>Thu Apr 30</td>
<td></td>
</tr>
<tr>
<td>Spring Term Study Days</td>
<td>No Classes, Offices open</td>
<td>Fri-Tue May 1-5</td>
</tr>
<tr>
<td>Spring Term Exam Days</td>
<td>Offices open</td>
<td>Wed-Thu May 6-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>May Term (4 weeks)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May Term Orientation</td>
<td></td>
<td>Thu May 7</td>
</tr>
<tr>
<td>May Term Starts</td>
<td>First Class Day</td>
<td>Fri May 8</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>No Classes, Offices closed</td>
<td>Mon May 25</td>
</tr>
<tr>
<td>May Term Ends</td>
<td>Last Exam Day</td>
<td>Fri Jun 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summer Term (9 weeks)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term Orientation</td>
<td>Mon</td>
<td>Jun 8</td>
</tr>
<tr>
<td>Summer Term Starts</td>
<td>First Class Day</td>
<td>Tue Jun 9</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>No Classes, Offices closed</td>
<td>Fri Jul 3</td>
</tr>
<tr>
<td>Last day to schedule a thesis defense (2 weeks before defense date)</td>
<td>Fri Jul 17</td>
<td></td>
</tr>
<tr>
<td>Summer Break</td>
<td>Mon</td>
<td>Jul 20</td>
</tr>
<tr>
<td>Last day to have a thesis defense (defenses not allowed the last week of the term)</td>
<td>Fri Jul 31</td>
<td></td>
</tr>
<tr>
<td>Summer Term Ends</td>
<td>Last Class Day</td>
<td>Fri Aug 7</td>
</tr>
<tr>
<td><strong>Future Calendars</strong></td>
<td>(Dates subject to change)</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term (16 weeks)</strong></td>
<td>2020</td>
<td>2021</td>
</tr>
<tr>
<td>In-Service</td>
<td>Office closed</td>
<td>Thu</td>
</tr>
<tr>
<td>Fall Term Orientation</td>
<td>No Classes, Offices open</td>
<td>Mon-Tue</td>
</tr>
<tr>
<td>Fall Term Starts</td>
<td>First Class Day</td>
<td>Wed</td>
</tr>
<tr>
<td>Registration opens</td>
<td>for Spring Term</td>
<td>Tue</td>
</tr>
<tr>
<td>Labor Day</td>
<td>No Classes, Offices closed</td>
<td>Mon</td>
</tr>
<tr>
<td>In-Service</td>
<td>No Classes, Office closed</td>
<td>Fri</td>
</tr>
<tr>
<td>No Homework Weekend</td>
<td>Fri-Sun</td>
<td>Sep 18</td>
</tr>
<tr>
<td>Homecoming Week</td>
<td>Sat-Fri</td>
<td>Sep 19-25</td>
</tr>
<tr>
<td>In-Service</td>
<td>No Classes, Office closed</td>
<td>See Aug 20</td>
</tr>
<tr>
<td>EMS Conference</td>
<td>Fri-Sun</td>
<td>Oct 9-11</td>
</tr>
<tr>
<td>Student Research Fair</td>
<td>even-numbered years only</td>
<td>Mon-Tue</td>
</tr>
<tr>
<td>Bible Translation Conference</td>
<td>odd numbered years only</td>
<td>not this year</td>
</tr>
<tr>
<td>Abraham Conference</td>
<td>odd numbered years only</td>
<td>not this year</td>
</tr>
<tr>
<td>Classes resume</td>
<td>Classes in Session</td>
<td>Wed</td>
</tr>
<tr>
<td>Day of Prayer</td>
<td>No Classes, Offices closed</td>
<td>Wed</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>No Classes, Offices open</td>
<td>Wed</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>No Classes, Offices closed</td>
<td>Thu-Fri</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Sat</td>
<td>Dec 4</td>
</tr>
<tr>
<td>Fall Term Classes End</td>
<td>Last Class Day</td>
<td>Fri</td>
</tr>
<tr>
<td>Study Days</td>
<td>No Classes, Offices open</td>
<td>Fri-Tue</td>
</tr>
<tr>
<td>Exam Days</td>
<td>Offices open</td>
<td>Wed-Thu</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>No Classes, Offices open</td>
<td>Fri</td>
</tr>
<tr>
<td>Christmas Recess</td>
<td>No Classes, Offices closed</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td><strong>Spring Term (16 weeks)</strong></td>
<td>2021</td>
<td>2022</td>
</tr>
<tr>
<td>School Open</td>
<td>No Classes, Offices open</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Spring Term Orientation</td>
<td>No Classes, Offices open</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>Spring Term starts</td>
<td>First Class Day</td>
<td>Wed</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>No Classes, Offices closed</td>
<td>Mon</td>
</tr>
<tr>
<td>Afternoon of Prayer</td>
<td>No Classes, Offices closed</td>
<td>see Feb 28</td>
</tr>
<tr>
<td>In-Service (Presidents Day)</td>
<td>No Classes, Offices closed</td>
<td>Mon</td>
</tr>
<tr>
<td>Afternoon of Prayer</td>
<td>No Classes, Offices closed</td>
<td>Mon</td>
</tr>
<tr>
<td>Registration opens for May, Sum, &amp; Fall Terms</td>
<td>Mon</td>
<td>Mar 1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>No Classes, Offices open</td>
<td>Fri</td>
</tr>
<tr>
<td>Easter Recess</td>
<td>No Classes, Offices closed</td>
<td>Fri</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Sat</td>
<td>Apr 28</td>
</tr>
<tr>
<td>Spring Term Classes End</td>
<td>Last Class Day</td>
<td>Thu</td>
</tr>
<tr>
<td>Spring Term Exam Days</td>
<td>No Classes, Offices open</td>
<td>Fri-Tue</td>
</tr>
<tr>
<td>May Term (4 weeks)</td>
<td>Offices open</td>
<td>Wed-Thu</td>
</tr>
<tr>
<td>May Term Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May Term Starts</td>
<td>First Class Day</td>
<td>Thu</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>No Classes, Offices closed</td>
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<td>Fri</td>
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# Course Schedules

## Fall 2019

*All schedules are subject to change (not every course is offered every term).*

## UNDERGRADUATE COURSES

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<thead>
<tr>
<th>SESSION 1 (4 wks)</th>
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<tbody>
<tr>
<td>AA4150 Intro to Language Development</td>
<td>AC1305 Basic Biblical Hebrew</td>
<td>AL4410b / AL4410b-SL Grammar (b)</td>
<td>AA4370 Cultural Anthropology</td>
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<tr>
<td>AA4350 Language and Society</td>
<td>AC4341 Arabic 1</td>
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<td>AA4505 Second Language &amp; Culture Acquisition (SLACA)</td>
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<td>AL4207 Field Data Management</td>
<td>IS4344 Chinese 1</td>
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<td>AA4357 Genres of Oral Tradition</td>
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<td>AL4302 Phonetics</td>
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<td>AC4305 / AC4305-SL Introduction to the Hebrew Scriptures</td>
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<td>IS3351 Dynamics of Cross-Cultural Service</td>
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<td>IS3364 Theory and Reality of Development</td>
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## GRADUATE COURSES

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<td>AL5327 Hebrew 2</td>
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<td>AA5341 Social Science Research Design &amp; Method</td>
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<td>AA5377 Area Studies</td>
<td>AA5333 Principles of Literacy</td>
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<td>AA5354 Language Contact</td>
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<td>AL5308 / AL5308-SL Oral Translation</td>
<td>AA5342 Statistical Methods</td>
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<td>AA5357 Oral Tradition and Literature</td>
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<td>AA5343 Principles of Multilingual Education</td>
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<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
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<td>AL5311 Relevance Theory</td>
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<td>AL5325 Hebrew Textual Analysis</td>
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<td>AL5315 / AL5315-SL Semantics and Pragmatics</td>
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<td>AL5395 Current Issues in Descriptive Linguistics</td>
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<td>AL5323 Greek Discourse Features</td>
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<td>WAS5382 / WAS5382-SL Applied Arts</td>
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<td>WA5384 / WA5384-SL Expressive Form Analysis</td>
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<td></td>
<td>AC5241 Arabic 1</td>
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<td>AC5309 / AC5309-SL Hermeneutics of Translation</td>
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<td>AC5315 Abrahamic Monotheism</td>
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<td>WA6370-IN Multidisciplinary Perspectives on World Arts</td>
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## ONLINE COURSES

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<td>AC5310-OL Core Components of Islam</td>
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Catalog 2019-2020

Welcome
# Spring Schedule 2020

All schedules are subject to change (not every course is offered every term).  
NOTE: Course schedules for specific terms are on diiu.edu/academics/course-schedule/.

## UNDERGRADUATE COURSES

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<td>Intro to Language Development</td>
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<td>AA 4350</td>
<td>Language and Society</td>
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<td>Cultural Anthropology</td>
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<td>AA 4372</td>
<td>Political and Social Systems</td>
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<td>AA 4505</td>
<td>Second Language and Culture Acquisition</td>
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<td>AC 2305</td>
<td>The Art of Hebrew Cantillation</td>
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<td>Foundations of Torah</td>
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<td>AC 4306</td>
<td>Introduction to the Greek Scriptures</td>
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<td>AC 4342</td>
<td>Arabic 2</td>
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<td>AC 4343</td>
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<td>Reading Arabic</td>
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<td>Field Data Management</td>
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<td>AL 4302</td>
<td>Principles of Articulatory Phonetics &amp; Acoustic Phonetics</td>
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<td>Principles of Phonological Analysis</td>
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<td>AL 4304</td>
<td>Introduction to Language Structure</td>
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<td>AL 4406</td>
<td>Field Methods and Linguistic Analysis</td>
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<td>Principles of Grammatical Analysis</td>
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<td>Ancient Near Eastern Civilizations</td>
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<td>IS 2322</td>
<td>Psychology of Suffering and Resilience</td>
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<td>IS 3352</td>
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<td>IS 3361</td>
<td>Intro Historical Linguistics</td>
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<td>Video Production and Editing</td>
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<td>Survey of World Arts</td>
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## GRADUATE COURSES

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<td>Foundations of Cross-Cultural Service</td>
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<td>AA 5337</td>
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<td>AA 5349</td>
<td>Readings in Literacy</td>
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<td>AA 5352</td>
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<td>Language Development and Planning</td>
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<td>Scripture Engagement Strategy &amp; Methods</td>
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<td>AA 5366</td>
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<td>Culture change &amp; minority cultures</td>
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<td>AC 5306</td>
<td>Greek Scriptures in First Century Context</td>
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<td>AC 5314</td>
<td>Modern Islamic Religious Movements</td>
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<td>AC 5318</td>
<td>Understanding the Qur’an</td>
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<td>Greek 2</td>
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<td>Hebrew 1</td>
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<td>Hebrew Discourse Features</td>
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<td>Tone Analysis</td>
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<td>AL 5406</td>
<td>Field Methods and Linguistic Analysis</td>
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<td>WA 5190</td>
<td>Thesis Writing</td>
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<td>WA 5385</td>
<td>Song Transcription and Analysis</td>
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## ONLINE COURSES (OL)

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<td>AA 5392-OL</td>
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<td>Dynamics of Contextualization</td>
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<td>AL 4304-OL</td>
<td>Introduction to Language Structure</td>
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<td>WA 5383-IN</td>
<td>Arts and Trauma Healing (Online +Intensive in UK)</td>
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## SYNCHRONOUS LEARNING COURSES (SL)

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<td>Training Across Cultures</td>
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<td>AC 5314-SL</td>
<td>Modern Islamic Religious Movements</td>
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<td>AC 5322-SL</td>
<td>Abrahamic Shared Stories</td>
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<td>Semantics and Pragmatics</td>
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<td>Theory &amp; Practice of Translation</td>
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<tr>
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<td>Research &amp; Communication for World Arts</td>
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## May Schedule 2020

4 weeks - check the Calendar (page 10)

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<td>Introduction to Islam</td>
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<td>Core Components of Islam</td>
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<td>IS 1301-IN</td>
<td>Popular Culture</td>
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<td>IS 1311-IN</td>
<td>Biblical Cultural Studies</td>
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<td>IS 1363-IN</td>
<td>Health and First Aid Practices</td>
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<tr>
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<td>Introduction to Coaching</td>
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<tr>
<td>WA 2381-IN</td>
<td>Arts for a Better Future</td>
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<tr>
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## May-Extended Schedule 2020

13 weeks – coincides with May and Summer Terms

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<td>Arts and Trauma Healing (Dallas) (2 weeks)</td>
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<tr>
<td>WA 6380-IN</td>
<td>Advanced Theory of Ethnodoxology (2 weeks)</td>
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<tr>
<td>WA 6381-IN</td>
<td>Cross-cultural Education Methods (2 weeks)</td>
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## Summer Schedule 2020

9 weeks - check the Calendar (page 10)

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<td><strong>AA 4370-OL</strong></td>
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<td>Second Language and Culture Acquisition (SLACA)</td>
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<tr>
<td>AA 5333</td>
<td>Principles of Literacy</td>
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<tr>
<td>AA 5355</td>
<td>Scripture Engagement Strategy and Methods</td>
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<tr>
<td>AC 5321</td>
<td>Abrahamic Community Internship</td>
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<td>AL 4201</td>
<td>Principles of <strong>Sign Language</strong> Phonetics</td>
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<td>AL 4207</td>
<td>Field Data Management</td>
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<td>AL 4302</td>
<td>Principles of Articulatory and Acoustic Phonetics</td>
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<td>Principles of Phonological Analysis</td>
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<td>AL 4406</td>
<td>Field Methods and Linguistic Analysis</td>
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<td>AL 4410</td>
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<td>Digital Technology for <strong>Sign Language</strong> Research</td>
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ABOUT
DALLAS INTERNATIONAL UNIVERSITY
History and Distinctives

Dallas International University (DIU), located on the International Linguistics Center (ILC) in Dallas, TX, was founded March 31, 1998 as the Graduate Institute of Applied Linguistics (GIAL). It has a rich history dating back to 1972 when Texas SIL classes commenced. When SIL decided to seek accreditation for this training, it discovered that a new and separate institution would be required. Thus, the Graduate Institute of Applied Linguistics was formed.

In the fall of 1999, GIAL opened its doors to students for the first time, offering a master’s degree in either Applied Linguistics or Language Development, under a license from the Texas Higher Education Coordinating Board (THECB). The first graduates received their degrees the following June 2000. In 2003, GIAL became a candidate for accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award a master’s degree, and in December 2005, GIAL received initial accreditation. This accreditation was reaffirmed in 2010 for a ten-year period. In 2013, GIAL established the College of International Studies to offer junior and senior level courses for a baccalaureate degree in International Service. Accreditation was granted through SACSCOC to award this undergraduate degree. The Master’s in World Arts degree was first offered in 2012, and CEWA – the Center for Excellence in World Arts was launched in early 2014 to further GIAL’s collaboration with other organizations fostering education in world arts. Later in 2014, the Abraham Center was dedicated as an official department supporting the creation of the MA with major in Abrahamic Studies, and the Graduate Certificate in Islamic Studies. In 2017, GIAL decided to offer a full three or four-year baccalaureate degree, with the first students at the freshman or sophomore level starting in the Spring of 2018. In 2018, DIU received permission to award a PhD in World Arts, and the first doctoral students will begin in the Fall of 2019.

GIAL continued to grow beyond its original formation as a graduate school with the addition of the College of International Studies, and its programs in World Arts and Abrahamic Studies. On September 1, 2018, the school’s name was officially changed to Dallas International University.

Dallas International University is composed of four departments: (1) CIS – the College of International Studies, (2) GIAL – the Graduate Institute of Applied Linguistics, (3) CEWA\(^1\) – the Center for Excellence in World Arts, and (4) AbC – the Abraham Center. GIAL is composed of two departments: (1) the Applied Anthropology Department and (2) the Applied Linguistics Department.

The College of International Studies (CIS) had its first students in their undergraduate program in the fall of 2014. CIS offers a BA degree in International Service with four minors: 1) Cross-Cultural Studies; 2) Linguistics; 3) World Arts; and 4) Abrahamic Studies.

DIU offers four certificates: an undergraduate Certificate in Applied Linguistics (CAL), a graduate Certificate in Multicultural Teamwork (CMT), a graduate Certificate in Islamic Studies (ISC), and a graduate Certificate in Scripture Engagement (CSE).

\(^1\) While governing its own faculty and program, CEWA is formally a department under Applied Anthropology.
DIU awards a Master of Arts degree with majors in Abrahamic Studies (AS), Applied Linguistics (AL), Language and Culture Studies (AA), and World Arts (WA). Concentrations within these majors include Bible Translation (AL), Descriptive Linguistics (AL), Cross-Cultural Service (AL), Islamic Worldviews (AA and AC), Abrahamic Worldviews (AC), Literacy (AA), Sociolinguistics (AA), Scripture Engagement (AA), Applied Arts (WA), Arts and Islam (WA), Arts and Scripture Engagement (WA), and Linguistics (WA).

In addition, DIU awards a PhD in World Arts.

DIU is proud of its highly-qualified faculty members, most of whom have performed extensive fieldwork in the subjects which they teach, as well as having terminal degrees. Additionally, Dallas International’s location on the International Linguistics Center provides students an opportunity to talk with and learn from a wide variety of people who have extensive experience in linguistics, applied anthropology, and world arts. The constant influx of experienced personnel who have lived and worked around the world makes DIU an ideal place to expand one’s horizons. You will meet these people in the library, in the dining hall, in a classroom, or in any number of informal situations around campus.
ADMISSIONS
Admission

Dallas International University seeks to admit qualified students with high academic potential. If you are considering pursuing studies at DIU, we encourage you to come for a campus visit, explore our website, and/or contact the Admissions Office.

The rigorous academic schedule at DIU can be challenging. We expect students to be emotionally and intellectually capable of facing these challenges.

Students are encouraged to apply by March 1 for May, May-Extended, Summer, or Fall term and by September 1 for the Spring term. All required supporting documents should be received by the Admissions Office no later than four weeks before a course begins.

By procedure, all DIU students are admitted as non-degree-seeking students. Students seeking admission into a degree program will complete an Intended Plan of Study (IPS) with the help of their academic advisor. The IPS is normally completed by the end of the student’s first semester. Completion and approval of the IPS marks acceptance of the student into a particular degree program.

For admission into a graduate degree program, a student needs to be admitted with graduate admission status. For admission into a PhD program, applicants must fulfill all the requirements of their intended program in addition to the general requirements for graduate admission.

All transcript requirements cited below are on a 4.00 scale.

Gateway Admission

Students may take up to nine semester hours at DIU in Gateway admission status. The level and number of courses allowed will be determined by the transcript submitted.

Required school records should be sent directly to DIU from the school itself or be hand-delivered in an unopened, signed, and sealed envelope received directly from the school.

Gateway Admission requirements are:

Submission of the Gateway application form (see diu.edu/admissions)
Submission of an official transcript showing an appropriate level of education for the course(s) the student wishes to take:

- To qualify for enrollment in up to nine semester hours of any combination of graduate or undergraduate hours, please submit a transcript showing one of the following:
  - a completed Master’s degree with at least a 3.00 cumulative grade point average (GPA),
  - a completed Bachelor’s degree with at least a 2.80 cumulative GPA,

- To qualify for enrollment in up to nine semester hours of undergraduate hours, please submit a transcript showing the following:
  - graduation from high school with at least a 2.75 cumulative GPA, plus
  - any undergraduate study previously completed
• Students who have not yet completed high school at the time they begin classes at DIU are limited to enrollment in two specific classes: IS1301-IN and IS1311-IN. To qualify, please submit a high school transcript showing:
  o at least two years of high school completed with a minimum 2.75 cumulative GPA.

When appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL exam (minimum score of 90), the IELTS (minimum score 6.5), or the Common European Framework of Reference for Language Evaluation (level C1 preferred).

Where appropriate for on-campus students, evidence of bacterial meningitis vaccination. (See the section on Bacterial Meningitis Immunization on page 22.)

**Undergraduate Admission**

Students may apply for undergraduate admission status if they intend to 1) pursue an undergraduate degree, 2) an undergraduate certificate, or 3) a non-degree status. This status would also allow the student to petition to take a maximum of 9 graduate semester hours (gsh).

Required school records should be sent directly to DIU from the school itself or be hand-delivered in an unopened, signed, and sealed envelope received directly from the school.

A student seeking an undergraduate degree at DIU will complete an Intended Plan of Study (IPS) with the help of an academic advisor. The IPS should normally be completed by the end of the student’s first term. Approval of that IPS marks acceptance of the student into the BA(IS) degree program.

**Undergraduate Admission requirements are:**

Submission of the Undergraduate application form (see diu.edu/admissions)

Non-refundable application fee

Official copies of high school transcript, or General Educational Development (GED) credential, and any undergraduate-level transcripts---Official high school transcripts should show completion of high school with at least a 2.75 cumulative grade point average (GPA) on a 4.00 scale. Official university-level transcripts should show all undergraduate-level classes completed and at least a 2.00 cumulative GPA on a 4.00 scale.

• Academic records from outside the United States should be sent to both DIU and to the Educational Credential Evaluators (www.ECE.org), the school record evaluation service that DIU recommends, to verify U.S. equivalency of courses taken and grades and diplomas/degrees received. DIU requires a “course-by-course evaluation.” If you go to ECE’s website, click “Apply Now,” select your country, and then “List of required documents,” you will see which school records to submit and how to submit them to ECE.

Official SAT or ACT scores — Or the student should submit a transcript showing at least 30 undergraduate credit hours completed with at least 2.00 cumulative grade point average (4.00 scale).

Personal/character references from three individuals (non-family members)

Written statement of purpose

When appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL exam (minimum score of 90), the IELTS (minimum score 6.5), or the Common European Framework of Reference for Language evaluation (level C1 preferred)

Where appropriate for on-campus students, evidence of bacterial meningitis vaccination. (See the section on Bacterial Meningitis Immunization on page 22.)
Additional requirements/information for BA applicants:

Students seeking admission to the BA(IS) degree must submit a signed DIU Statement of Faith.

Students seeking an undergraduate degree at DIU will complete an Intended Plan of Study (IPS) with the help of an academic advisor. Approval of that IPS marks acceptance of the student into the BA(IS) degree program.

Graduate Admission

Students intending to pursue a graduate degree or a graduate certificate at Dallas International University, or to take more than a few non-degree DIU graduate classes, should apply for graduate admission to Dallas International University. In addition, graduate admission status at DIU allows study in any non-degree undergraduate class and non-degree undergraduate level certificate program at DIU.

Required school records should be sent directly to DIU from the school itself or be in an unopened, signed, and sealed envelope received directly from the school. Once a student has successfully completed several classes at DIU required for a degree, degree-seeking students will work with their academic advisor to complete an Intended Plan of Study (IPS). It is only after the IPS has been approved that DIU will recognize the student as being enrolled in a particular graduate degree program.

Graduate Admission requirements are:

a. Completed application form. (see diu.edu/admissions)

b. Non-refundable application fee

c. Official copies of all post-high school transcripts where courses were taken toward a degree or pertaining to an expected study program at DIU. All official academic records from outside the United States should be sent to both DIU and to a credential evaluation service to verify U.S. equivalency. DIU recommends the Educational Credential Evaluators (www.ECE.org), to verify U.S. equivalency of courses taken and grades and degrees received. DIU requires a “course-by-course evaluation.” If you go to ECE’s website, click “Apply Now,” select your country, and then “List of required documents,” you will see which school records to submit and how to submit them to ECE.”

d. Personal/character references from three individuals (non-family members)

e. Written statement of purpose

f. One of the following:
   o Completion of an undergraduate degree at a regionally accredited institution of higher education, with a GPA of 3.30 or higher, OR
   o Completion of an undergraduate degree with a cumulative grade point average of 2.80 or higher (on a 4.00 scale), AND satisfactory score on the Graduate Record Examination (GRE), OR
A previously completed graduate degree from a regionally accredited institution of higher education with a cumulative grade-point average of at least 3.00 (on a 4.00 scale), OR

- Completion of at least 15 hours of graduate work from a regionally accredited institution of higher education with a GPA of at least 3.5.

g. When appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL exam (minimum score of 90), the IELTS (minimum score of 6.5), or the Common European Framework of Reference for Language evaluation (level C1 preferred).

h. When appropriate for on-campus students, evidence of bacterial meningitis vaccination.  
(See the section on Bacterial Meningitis Immunization on this page.)

**Students Applying for a PhD in World Arts**

In addition to the regular graduate application, all PhD in World Arts applicants must meet specific departmental criteria and undergo a selection process within CEWA. For more information, see details under the description of the PhD in World Arts.

**Students in Cooperative Programs**

Students in cooperative programs with DIU will be expected to be familiar with requirements outlined in agreements between their institution and DIU. Admission requirements will be handled according to individual cooperative agreements.

**International Students**

It is best to apply at least six months before the intended starting date. International students may apply for Gateway, Undergraduate, or Graduate Admission, whichever is most appropriate to their intended program at DIU. For students coming to the DIU campus who will require a visa—or DIU certification of their eligibility as an international student—additional admission requirements will include, as applicable, foreign transcript evaluation, proof of English proficiency, and verification of finances. Questions about international student application paperwork should be addressed to isc@diu.edu.

*If you are unsure if you will need a student visa to be enrolled at DIU, please contact the International Student Center (isc@diu.edu).*

**Students Resuming Studies after time away from DIU**

No application is required for most students resuming studies at DIU after time away from DIU, previously GIAL. Students in the process of studying for a degree will not be affected by the name change. Please contact the Admissions Office at least one month before your expected reentry date so that we can reactivate your student file. Some documents may need to be updated prior to your return.

Returning students are NOT eligible for Gateway enrollment at DIU, unless their prior admission status was Gateway and they have not yet exceeded 9 semester hours of study at DIU.

**Re-admission of Students**

For readmission after dismissal from DIU, see the “Dismissal and Readmission” in the Academics section of this Catalog.
**Bacterial Meningitis Immunization**

Texas law requires that students under the age of 22 years when beginning or resuming studies at DIU after an absence must provide to the school proof of having been vaccinated against bacterial meningitis sometime in the past five years, but at least 10 days before beginning classes.

**DIU students who are exempt from this requirement:**

- Students enrolled in only Distance Education classes at DIU (online or synchronous learning classes).

**Acceptable proof of vaccination:**

- The signature or stamp of a physician or health practitioner on a form which shows the month, day, and year the vaccination or booster dose was administered or
- An official immunization record generated from a state or local health authority or
- An official record received from school officials, including a record from another state.
- Under Texas law you have the right to decline the vaccination, but you must provide one of the following:
  - A waiver, signed by a physician who is duly registered and licensed to practice medicine in the United States, stating that, in the physician’s opinion, the required vaccination for bacterial meningitis would be injurious to your health and well-being, or
  - A signed affidavit stating that you decline the required vaccination for bacterial meningitis for reasons of conscience, including a religious belief. You must request the affidavit form from the Texas Department of State Health Services website and submit it in its original form (photocopies will not be accepted).

**Health Insurance**

DIU students attending class, or a part of any class, on the DIU campus are required to carry health insurance for themselves and any family members residing with them during their time of study and must provide proof of coverage before registration. This includes coverage for the time that students attend the on-campus portions of Intensive (-IN) courses. Students enrolled in online (-OL) or synchronous learning (-SL) classes are exempt from this requirement. See diu.edu/admissions/student-health-insurance for more information.

**New Student Orientation**

All new and newly-returning students are required to complete a DIU Orientation program. They will be given access to an online Orientation module before classes begin. In addition, all new on-campus students must attend an on-campus Orientation session. On-campus Orientation is offered each term and for 2019, immediately preceding the beginning of each session. Beginning in 2020, Orientation will occur once per term. Check the term course schedule for Orientation dates.
FINANCES
Financial Responsibility

Students are required to pay tuition and fees before the term (i.e. their first class of each term) begins. Billing statements (your Payment Plan/Invoice) with optional payment plans are sent via email to all students several weeks before their first class of each term begins. For other payment options contact the DIU Business Manager at accounting@diu.edu. Additional payments after the initial one will result in a $25 Multiple Payment convenience fee for each. Any student who has not made payment arrangements with the Business Manager/Cashier by the end of the third day of classes will not be allowed to continue attending classes. Arrangements for room and board should be made directly with the organization or party providing these services. Students should NOT arrive in Dallas without means of paying their school bill. A student can check their current balance due in the Café student database. Scholarship students: your scholarship does not appear until certain requirements are met and the Business Manager subsequently posts it – see Qualifying for Financial Aid below.

Payment options include: Check, Cash, Electronic Check/EFT, or money order. We also accept credit cards. However, students who pay their tuition and fee obligations by credit card will be charged an additional convenience fee of 3% of their total charges.

*Tuition and fee costs are kept to a minimum; however, DIU reserves the right to change tuition rates and fees without notice.*

Tuition and Fees

**Tuition**

Undergraduate-level courses ........................................................ $340 per credit hour
Graduate-level courses (including AL5406 and AL5207) ............... $500 per credit hour
Audit courses (Undergraduate-level courses) ............................ $290 per credit hour
Audit courses (Graduate-level courses) .................................... $430 per credit hour

**General Fees**

Application Fee (non-refundable) .................................................. $50
Late Application Fee ..................................................................... $50
International Student Application Fee (in addition to regular application fee) .... $50
Learning Resources Fee ................................................................. $30 per credit hour
Registration Fee ........................................................................ $30
Student Activity Fee (per term, for students taking 8 or more credits on campus, non-refundable)...$50
Multiple Payment Fee (each payment after the first payment) ........ $25

**Additional Fees**

**Language Consultant Fees:**

AA4505 (SLACA) ........................................................................ $170
AC4343/5243 (Colloquial Arabic) ........................................... $200
AL4406/5406 (Field Methods) ................................................ $200
AL5317 (Language Documentation) .......................................... $130
Distance Education Fee (per online or synchronous learning course) .... $50
Graduation Fee (non-refundable) ................................................ $100
Thesis-Binding Fee for 2 copies (non-refundable) ....................... $60
Transcript fee (official/per copy/non-refundable) ........................... $5
**Estimated Costs**

Students desiring to calculate approximate costs of attending DIU may refer to the Net Price Calculator found on the website.

Students desiring financial aid should complete the Financial Aid Application available on the website. Aid is available in the form of work study (when funds are available) and scholarships as well as teaching assistantships for graduate students with a minimum of 18 graduate hours of prior study.

**Refund Policy**

The refund policy specifies deadlines for requesting refunds and amounts of refunds for tuition and fees.

**Refund for Dropping Course(s)**

A student will receive a refund for any course dropped according to the following scale (calculated separately for each course):

**Four-Week Term**
- Dropping prior to the end of the 2\(^{nd}\) business day: 100% tuition and fees
- Dropping prior to the end of the 4\(^{th}\) business day: 75% tuition and fees
- Dropping prior to the end of the 6\(^{th}\) business day: 25% tuition and fees
- Dropping any time after the 6\(^{th}\) business day: none

**Nine-Week Term**
- Dropping prior to the end of the 3\(^{rd}\) business day: 100% tuition and fees
- Dropping prior to the end of the 6\(^{th}\) business day: 75% tuition and fees
- Dropping prior to the end of the 12\(^{th}\) business day: 25% tuition and fees
- Dropping any time after the 12\(^{th}\) business day: none

**Sixteen-Week Term**
- Dropping prior to the end of the 5\(^{nd}\) business day: 100% tuition and fees
- Dropping prior to the end of the 10\(^{th}\) business day: 75% tuition and fees
- Dropping prior to the end of the 20\(^{th}\) business day: 25% tuition and fees
- Dropping any time after the 20\(^{th}\) business day: none

Dropping coursework may result in ineligibility for financial aid and the student being liable for repayment of tuition covered by scholarships.

Under extraordinary circumstances, students may bring special requests for refunds to the Dean of Students for consideration.

**Financial Aid**

DIU strives to keep tuition rates low but recognizes that financial aid for students makes it possible for them to complete their study programs in good time. Therefore, students who qualify may receive financial aid in the form of DIU scholarships and Work Study.

To apply for Financial Aid, students must first complete a DIU Admissions application. Then, they must fill out the Financial Aid Application online, which must be submitted by April 1 for the Summer (May – August) and Fall terms (July – December) or October 1 for the Spring term (January – June).

Applicants applying for financial aid may wish to refer to the online Financial Aid FAQs or contact the Financial Aid Administrator (financial-aid@diu.edu) with questions. All financial aid will be administered according to Dallas International’s nondiscriminatory equal opportunity policy.
DIU does not participate in Federal Student Aid (FAFSA) programs like direct or campus-based loans or Federal Work-Study, so we don’t have a FAFSA number. However, the US Department of Education has designated DIU as an eligible institution for Federal Student Aid (FSA). As a result, students attending DIU may receive deferments on their previous FSA program loans and be eligible for the Lifetime Learning Scholarship tax credit on their federal taxes.

DIU students are awarded financial aid on a term by term basis assuming the student continues to meet scholarship requirements. Students who show financial need and submit a financial aid application may also be eligible for the Work Study Program. Students are encouraged to explore other financial aid opportunities for both graduate and undergraduate students. NOTE: Audited courses do not qualify for financial aid.

Qualifying for Financial Aid at DIU

To qualify for financial aid from DIU, students must maintain the following:

Be a new student or make progress toward the completion of their program of study by completing their intended plan of study (IPS) or have an IPS in process.
Submit thank you note(s) to the donor(s) of the scholarship to the Financial Aid Office.
Most Dallas Intl scholarships have a 3.00 GPA or better, currently and cumulatively requirement. However financial aid applications are accepted regardless of the applicant’s GPA.

If there are other requirements for specific scholarships, those requirements must be met each term in order to receive the amount of that scholarship. All awards are to contribute only toward tuition expenses. If a student fails to meet scholarship requirements, any financial aid awarded will be forfeited.

Scholarship recipients are responsible for meeting IRS requirements and obligations entailed by the receipt of scholarship funds. For any questions regarding the taxability and reporting requirements, please refer to IRS publication 970 “Tax Benefits for Education”. You can access the document online at http://www.irs.gov.

All financial aid at DIU will be administered by the Financial Aid Administrator upon the direction of the DIU Financial Aid Committee. Applications should be submitted online. Financial need is the primary criterion for distribution of financial aid. Secondary criteria include, but are not restricted to, academic load and academic performance.

A new DIU Financial Aid Application is required each term at DIU for those seeking such aid. Financial Aid applications are due April 1 for the Summer term and/or Fall term and October 1 for the Spring term.

DIU Scholarships

Scholarships available through Dallas Intl have various requirements. Most require a cumulative 3.0 GPA, others are specifically for International students, some are dependent on specific study programs and some have other criteria. The Financial Aid office will determine eligibility based on your financial aid application.

It is recommended to apply for financial aid if needed. About 95% of financial aid applicants receive some form of financial aid ranging from 5-40% of tuition costs.
Specific Bachelor of Arts Program Financial Aid

The Bachelor of Arts in International Service offers several tuition remission options to reduce the tuition costs in addition to Scholarships. Contact financial-aid@diu.edu if you think you may qualify for one of these discounts.

Academic Tuition Remission Program

DIU will give a 25% tuition remission for DIU students who have an SAT score of at least 1300 or an ACT score of at least 28, and a 15% tuition remission for DIU students who have an SAT score of at least 1100 or an ACT score of at least 22. The essay portion of the SAT is not considered when determining qualifying scores. To maintain the 25% remission, the student needs to maintain a 3.2 GPA. To maintain the 15% remission, they need to maintain a 3.0 GPA.

Non-Profit Family Tuition Remission

DIU will give a 50% tuition remission for DIU students who are children of those serving/working full-time for a faith-based non-profit sending agency. Students who qualify should submit appropriate documentation to the Financial Aid Office (financial-aid@diu.edu).

High School Study Grant

DIU will give a 50% tuition remission for high school students registering to take up to two select entry level, summer session, undergraduate courses (IS 1301 Popular Culture and IS 1311 Biblical Cultural Studies). Students who qualify should submit a Gateway application (http://www.diu.edu/admissions/applications/gateway/) and send appropriate documentation to the DIU Admissions Office.

Other Financial Aid

GI Bill Veterans Educational Benefits

The Veterans Administration has approved DIU to accept students and family members who qualify for assistance under the GI Bill. If you are a Veteran, first of all, we honor you for your devotion to our country and offer you our sincere thanks for your service. If you desire to further your education in linguistics, Bible translation, and related disciplines, you can take advantage of the VA benefits available to you as you pursue your educational goals at DIU. You may get more information by contacting:

Maggie Johnson
VA Certifying Officer for DIU
veteransofficer@diu.edu
or contact Admissions at 972-708-7573.

The Work-Study Program

The Work-Study Program offers Financial Aid applicants the opportunity to work for DIU. There is a place on the Financial Aid application to indicate an interest in enrolling in this program.

As funds are available, positions are to either assist professors in research projects or to help with administrative tasks in various departments. The remuneration is on a per hour basis with the maximum being $1000 per term.
**Student Employment**

Student assistants may be teaching assistants, research assistants, library assistants, computer lab assistants, work-study students, or candidates for any other on-campus job for which DIU might employ a student.

The SIL International offices are on campus and may have a limited number of campus jobs for students who need to work. Students should submit an application including all work experience and interests to the SIL Human Resources Office for employment opportunities.

DIU also maintains a student “Job Board” located outside the 4 Corners Lounge listing local job opportunities.

**Student Benevolent Fund**

Occasionally students have emergencies that include expenses for which they had not planned. DIU has a Student Benevolent Fund that can provide assistance in this kind of situation. For more information, please contact the Dean of Students.
ACADEMICS
**Academic Advising**

DIU considers the academic advising process to be an integral part of each student’s program and provides academic advisors to assist students in selecting courses each term. New students are assigned an advisor upon admission to DIU—and will need advisor approval for their schedule prior to class attendance each term. Students may request a change of advisor through the Registrar’s Office.

**Registration**

Online registration is opened March 1st for the upcoming Summer and Fall Term and September 1st for the upcoming Spring term. A student must be admitted to DIU in order to register for classes. Students are encouraged to meet with their advisor for assistance in selecting courses each term. **No tuition payment is due at registration.** However, payment should be made no later than the first day of your first scheduled class day in an academic term. **Any student who has not made payment arrangements with the Finance Office by the end of the third day of classes will not be allowed to continue attending classes.** Payment plans for payment by the session or by the month can be arranged in the Finance Office for an additional fee. For payment plan options or other payment questions, contact the DIU Finance Office.

**Payment options include:**

- Pay in person at the Finance Office, Pike 112, with cash, check, or money order.
- Pay with an e-check/EFT through the DIU web page: http://www.diu.edu/finance/payments/
- Pay by mailing a check. Make checks payable to Dallas International University. Please write your name and the term on the memo line (e.g., John Smith Fall 2020). Mail payments to this address:
  
  Attention: DIU Cashier  
  Dallas International University  
  7500 W. Camp Wisdom Road  
  Dallas, TX 75236

DIU also accepts credit/debit payments through PayPal. However, students who pay their tuition and/or fee obligations by credit/debit through PayPal must add an additional convenience fee of 3% of their total charges. To pay by PayPal, look for the payment instructions after clicking CONFIRM in Campus Café at the end of the online registration process.

Payment plans for payment by the session or by the month can be arranged in the Finance Office for an additional fee. For payment plan options or other payment questions contact the DIU Finance Office.

**Registration Deadline for Course Making**

Students may register for a course online via Campus Café any time after Registration opens for that term up until the day before the course starts. (For adding a course after it has started, see the **Course Changes – Adding Courses** section below.) However, two weeks before a course starts, enrollment levels are examined for all offered courses, and courses with insufficient enrollment to automatically make (a minimum of 5 students) are subject to possibly being cancelled and removed as a course offering on Campus Cafe. This allows time for students to find another course if their course of choice is cancelled. Sometimes courses make despite there being less than 5 students enrolled, especially if the course is needed for a student to graduate on time as specified in their Intended Plan of Study.
Therefore, students are strongly urged to register for courses they intend to take prior to the two-week course-making deadline before the course starts, as this makes it more likely that courses with marginal enrollment will make.

**Attendance Policy**

Attendance is monitored for enrolled students in all classes. Students must be present for a minimum of 80% of each of their scheduled classes. Any student missing five consecutive days of class without a reasonable excuse is in violation of the attendance policy. Faculty may assign a portion of the grade to attendance in their classes. DIU is required to report attendance policy violations for international students and students with federally-funded assistance.

*Responsibility for class attendance rests with the student.*

**Textbooks**

Textbook requirements for each course can be viewed through Campus Café, the course registration system. See the website for additional information. Some courses do not require a textbook purchase. Students are responsible for having their textbooks when classes begin.

**Full-Time and Maximum Course Loads**

gsh = graduate semester hours = graduate credit hours
ush = undergraduate semester hours = undergraduate credit hours

Students taking a mixture of ush and gsh during a single term should be sure to check with their advisor on maximum recommended course loads. Undergraduate students are only allowed to take a maximum of 6 gsh toward their BA degree.

**For the Fall 2019 20-week Term:**

**Full load**
A full load for a 20-week term is 12 ush or 9 gsh
A full load for students only present for 12-weeks during a 20-week term is 9 ush or 9 gsh.
It is recommended that full-time students in certificate or degree programs plan no off-campus employment during the term.

**Maximum Course Load**
The maximum course load of undergraduate students is
22 ush in a 20-week term
9 ush in an eight-week period, or
4.5 ush in any 4-week period.

The maximum course load of graduate students is
17.5 gsh in a 20-week term
7 gsh in an 8-week period, or
3.5 gsh per any 4-week period.

**For the Spring 16-week Term:**

**Full load**
A full load is 12 ush or 9 gsh.

**Maximum Course Load**
The maximum course load is 18 ush or 15 gsh.
For the May 4-week Term:

**Full load**
A full load is 3 ush or 3 gsh.

**Maximum Course Load**
The maximum course load is 4 ush or 3 gsh.

For the Summer 9-week Term:

**Full load**
A full load is 9 ush or 6 gsh.

**Maximum Course Load**
The maximum course load is 12 ush or 9 gsh.

**Definitions of “Class Days” and “Term Days” for Deadlines**
“Class day” means regularly-scheduled meeting day for that course. So if a course meets MWF and starts on a Wednesday, the “third class day” would be the third time the course is scheduled to meet, which would be on Monday (having already met the previous Wednesday and Friday—assuming there are no intervening holidays).

The first “term day” of any term is the first day there are any classes. Orientation days prior to the first day of classes are not counted as days within a term.

**Auditing Courses**
- Auditors must be admitted to DIU and comply with DIU standards.
- Courses taken for audit must be at the student's current program level or lower.
- All prerequisites for an audited course must be completed.
- Audited courses do not have academic credit.
- Tuition rates and fees as defined in the current catalog apply to students not enrolled in an academic program. Students currently enrolled in an academic program with an approved IPS or alumni who have completed an academic program only pay fees.
- Audited courses do not qualify for financial aid.
- To audit a course, an Audit Permission Form must be approved by the Course Head and the Department Chair, and submitted to the Registrar’s Office before the end of the third class day.
- The number of auditors in any course may be limited, requiring approval of the Dean of Academic Affairs.
- The Course Head will determine the course requirements for each auditor.

**Course Changes** (For Refund Schedule, see page 27.)
Once a student has attended classes in a term, and/or has made payment for classes in a term, the student must complete a Student Change Permit under the guidance of their academic advisor and return the completed form to the Registrar's Office within the time limits:

**Adding Courses**
Classes may only be added through the second class day in the four-week term, through the third class day of the nine-week term or any session in the Fall 2019 term, or through the fifth class day of the 16-week term.
Dropping Courses

In most cases, a student may drop a course according to the following:

- Through 3rd class day (in a 4-week term)
- Through 6th class day (in an 9-week term)
- Through 10th class day (in a 16-week term)

Changing Status between Audit and Credit

Changes from audit status to credit or vice versa may be made only with signed permission of the Course Head on the Student Change Permit and must be made no later than the end of the 10th class day of a 16-week Fall or Spring term, the end of the 6th class day of the nine-week Summer term, or the end of the third class day in the May and May-Extended terms. Changing a course from credit to audit will change tuition and fees billed, and such changes may affect the student’s eligibility for financial aid.

Withdrawal from Courses

In most cases, a student may not drop a course or withdraw from DIU after the following dates.

- Through 7th class day (in a 4-week term)
- Through 12th class day (in an 9-week term)
- Through 20th class day (in a 16-week term)

Students dropping a course after Census Day of each term, but within the time limits above, will receive a class grade of “W”. Census Day is the 4th term day in a four-week term, the 7th term day in a nine-week term or the 11th term day in a 16-week term.

Under extreme circumstances, the Dean of Academic Affairs may consider a petition to withdraw after the 7th term day in a four-week term, after the 12th term day in a nine-week term, or after the 20th term day of a 16-week term.

Withdrawal from DIU

A student desiring to withdraw from DIU before the published deadlines must file a Student Change Permit in the Registrar’s Office. After the published deadlines, a student is not permitted to withdraw from DIU.

Under extreme circumstances, the Dean of Academic Affairs may consider a petition to withdraw after the published deadlines. If the petition is not approved, the student remains responsible for all coursework requirements. Therefore, students should not discontinue class attendance or class assignments unless they have been notified in writing that the Dean of Academic Affairs has approved the petition to withdraw.

DIU reserves the right to withdraw a student for cause in accordance with applicable policies and procedures at any time.

Transfer of Credit

Transfer of Undergraduate Credit into a DIU Program of Study

Students seeking an undergraduate degree at DIU may petition to transfer a maximum of 54 undergraduate semester hours of credit from other institutions. Each of the classes considered for transfer must have a minimum grade of C (2.00 grade points per credit) to be accepted for transfer to DIU.
These 54 undergraduate semester credits must be transferred from regionally accredited institutions of higher education or from institutions accredited by the American Theological Society (ATS) or the Association for Biblical Higher Education (ABHE).

DIU will consider transfer credit directly from schools with other accreditation or from the College Level Exam Program (CLEP), Prometric (DSST Program), or the College Board (Advanced Placement exam program) if those credits can be validated by score transcripts submitted directly to the DIU Admission Office by the issuing agency.

DIU reserves the right to make the final determination of transfer credit acceptability.

Transfer of Graduate Credit into a DIU Program of Study

Students seeking a graduate degree at DIU may petition to transfer graduate credit from another institution for a maximum of 15 gsh.

These 15 gsh must:

- Have been completed no earlier than ten years prior to completion of the DIU graduate program.
- Explicitly list the DIU course for which they are being accepted.
- Be transferred from regionally-accredited institutions of higher education, or from institutions accredited by the American Theological Society (ATS) or the Association for Biblical Higher Education (ABHE).

Note: Academic records from outside the United States must be evaluated by Educational Credential Evaluators (www.ECE.org), the school record evaluation service that DIU recommends, to verify local or regional accreditation and of U.S. equivalency of courses taken and grades received. DIU requires a “course-by-course evaluation.” If you go to ECE’s website, click “Apply Now,” select your country, and then “List of required documents,” you will see which school records to submit and how to submit them to ECE.

Each of the 15 gsh must have a minimum grade of 3.00 (“B”) to be accepted for transfer to DIU.

Transfer of Graduate Credit Approval Procedure

DIU reserves the right to make final determination of transfer credit acceptability. The student must petition, before approval is granted for an Intended Plan of Study (IPS), for transfer credit of any coursework to be considered as part of a DIU program (up to a maximum of 15 gsh).

Criteria

The following ranked criteria will apply when considering courses taken elsewhere from appropriately accredited institutions of higher education for transfer credit into a DIU Intended Plan of Study:

1. Commensurability: the proposed course closely approximates, in both content and scope, a course in the Intended Plan of Study and will be accepted as a replacement for said course.

2. Relevant elective: the proposed course obviously complements the Intended Plan of Study and will be accepted as an elective in replacement of an elective offered in the DIU program.
Process

1. The student must submit a written petition for transfer of courses into a DIU Intended Plan of Study along with formal evidence that such courses have been taken and satisfactorily completed. (Transfer credit from institutions outside of the US will require submission of an independent, approved credential evaluation along with the evidence of course completion).

2. The student will also provide a syllabus of the transfer course to the appropriate academic center or department chair.

3. The academic center or department chair, in consultation with appropriate course heads, will recommend to the Dean of Academic Affairs whether or not to award transfer credit.

4. The written approval of the Dean of Academic Affairs is required before any credit transfer decision is official.

5. The student and the Registrar will be notified in writing of the decision reached.

Transfer of DIU Credits to Other Schools

Transfer of credits earned at DIU to another institution is at the discretion of the receiving institution. Questions about the transfer of credits should be directed to the Dean of Academic Affairs at the receiving institution.

Credit for Learning Outside Formal Collegiate Courses

Students will not gain academic credit toward a degree at DIU for learning acquired outside of formal collegiate courses.

Intended Plan of Study

BA candidates at DIU will complete, with the help of his/her advisor, an Intended Plan of Study (IPS) during the first term of classes.

Students intending to complete a graduate degree program must have Graduate admission status and submit an approved Intended Plan of Study when they wish to declare the degree and concentration they intend to pursue. It is recommended that this be done after the first term of graduate coursework. A revised Intended Plan of Study is required if there is a major change to the study program, such as a change of concentration. See your graduate advisor or the Dean of Academic Affairs for more details.

Time Limit for Graduate Degree Completion

To ensure that a graduate degree, when granted, represents education that is current and reasonably focused (i.e., not acquired a little at a time over an unreasonably long period of time), DIU requires that all credits applied toward a graduate degree, whether transfer credit or work done at DIU, must be no more than ten years old at the time the graduate degree is completed.

There is no time limit for completion of an undergraduate degree.

Leave of Absence

A degree-seeking student who has an Intended Plan of Study (IPS) on file and who is planning to be absent for more than one term, must file a Petition for Leave of Absence prior to the beginning of the absence. The leave requested can be for no more than eight terms. If the student has commenced work on a thesis, the request for a leave will be approved only in rare and unusual circumstances.
A student on leave is not entitled to receive advice from a member of the faculty or to use DIU facilities. A leave of absence does not alter the time limits for degree or course work completion.

Returning Students

Students returning to DIU after an absence of more than one term will need to reactivate their student status with the DIU Admissions Office.

Application for Graduation with a Degree

Students should submit the Application for Graduation no later than the end of the 4th week of either the Spring or Fall term in which they expect to graduate. Applications received after that time may considered on a case-by-case basis. With this application, students will pay their graduation fee to the DIU Cashier. The Application for Graduation and fee are valid for one year only. The fee is non-refundable.

Graduation Requirements – Undergraduate Degree

A BA student must have an approved Intended Plan of Study (IPS) and maintain a DIU cumulative grade point average of at least 2.00 to complete graduation requirements. In addition, a BA student must earn a grade of “C” or better for each course taken during their last session or term of the BA program of study. Failure to meet specified deadlines may result in a postponement of graduation. No student with an overall DIU grade point average of less than 2.00 will be awarded a BA degree from Dallas International University. It is the student’s responsibility to meet all published deadlines in order to graduate. Failure to do so may result in a postponement of graduation.

BA degree-seeking students may petition to include a maximum of nine graduate credit hour to satisfy requirements for both a Dallas International University BA degree and an MA degree on the condition that 1) all prerequisite courses for the graduate courses have been completed, 2) the combined credit hours for both degrees is no less than 150 semester credit hours.

Students are responsible for meeting the academic requirements set forth in the Catalog published at the time their Intended Plan of Study is approved. All academic coursework and graduation requirements (as listed in the Catalog) must be completed by the end of the term to graduate. Students must complete an application for graduation and clearance form prior to graduation.

Graduation Requirements – Graduate Degrees

Graduate students must maintain a cumulative grade point average of at least 3.00 to complete graduation requirements for any graduate program of study.

Students are responsible for meeting the degree program requirements set forth in the Catalog published at the time their Intended Plan of Study is approved. Students who change programs are responsible for meeting the degree program requirements in effect when they resubmit an Intended Plan of Study.

Students must complete an application for graduation, application for comprehensive examination (if non-thesis study plan), and clearance form prior to graduation. In addition, PhD students must have successfully completed all dissertation requirements.

Library Clearance and Financial Release Form

Students must submit the form, signed by the Librarian and the Business Manager, to the Dean of Academic Affairs by the last class day of the term in which they expect to graduate.

Copyright Disclaimer (thesis option students only)

Thesis students are required to sign and submit this form with their finished thesis.
Degree Conferral

Degrees are conferred at the end of Fall, Spring and Summer terms respectively. A graduation ceremony is held after the Spring term. Students who are unable to complete their requirements in the Spring term but can finish their required coursework by the end of the Summer term, will receive degree conferral the following Fall term. However, they are encouraged to participate in the Spring Commencement ceremony preceding the term in which they complete their work. Students who complete their degree requirements in the Fall are invited to participate in the Commencement ceremony held the following Spring term.

Comprehensive Examinations (Master’s Degree)

A student must have an approved Intended Plan of Study and be in good standing to take the Comprehensive Exam. Non-thesis master’s degree students are expected to take the Comprehensive Exams (comps) during their final term. The student must enroll in at least three credits during the term in which the Comprehensive Exam is taken.

Comprehensive Exams cover subject matter in the student's major concentration and are an opportunity for the student to demonstrate mastery of that material. The format of the examinations differs somewhat between the various departments, although the function is the same. The examinations are scheduled two to five weeks before the end of the term.

Students should submit the Application for Comprehensive Examination no later than the end of the 4th week of either the Spring or Fall term in which they expect to take the examination, thus notifying their center or department chair of the need to prepare their questions. Students should consult with their academic adviser for the specific time of the examinations and for advice in preparing for it. A student who is required to retake the Comprehensive Exams may do so only once (no sooner than the next regularly scheduled Comprehensive Exams and no later than the end of the ten-year window for completing the degree). A student who fails the Comprehensive Exams a second time will not be awarded the master’s degree.

Students anticipating graduation must complete all necessary forms no later than their respective deadlines. Students seeking graduation by thesis are required to complete at least 1 thesis credit during their last term. Students seeking graduation by comprehensive examination are required to complete at least 3 graduate credits with a final grade of “C” or better in one 3-credit (or more) graduate course during their final term. Failure to meet specified deadlines may result in a postponement of the student’s graduation.

All academic coursework and graduation requirements (as listed in the Catalog) must be completed by the end of the term to graduate.

Thesis (Master’s Degree) or Dissertation (PhD Degree)

Students choosing the thesis option (or dissertation, for PhD students) must have on file in the Registrar’s Office an approved Intended Plan of Study (IPS), an approved Petition to Write a Thesis or Dissertation, and an approved Thesis or Dissertation Proposal, and must be in good academic standing to register for thesis credits. For students writing theses, after the proposal has been approved and initial enrollment in a thesis course begun, the student must maintain continuous enrollment in thesis credits until the thesis has been accepted by the Dean of Academic Affairs. Failure to maintain continuous enrollment may invalidate previous thesis work (summers excluded). Dissertation students must also maintain continuous enrollment until the project is finished.
When receiving advice and assistance from a faculty member for thesis preparation, students must register for the appropriate course even if the student is not on campus. This must be done each term in consultation with a faculty advisor. Registration is required for the number of thesis or dissertation credit(s) appropriate to the effort expended. Determine this with the committee chairperson as writing preparation begins.

A DIU student writing a thesis or dissertation will select a Committee of at least three members, all of whom hold terminal degrees. The committee chair (or one of the co-chairs) must be a member of the DIU regular core faculty, and at least one additional member of the committee must also be a DIU faculty member (either regular or adjunct). Non-DIU faculty members serving on the Committees must be approved by the committee chair and the Dean of Academic Affairs.

The Committee guides the candidate's research and writing, conducts the candidate's examination (defense), and evaluates the quality of the thesis. All Committee members must be present for the thesis examination.

A copy of the DIU Guide for Preparing Theses may be obtained from a student’s advisor. This document will offer guidance in thesis preparation for final submission to DIU. It is the student’s responsibility to be familiar with the guidelines contained in that document and to abide by them. An optional thesis writing course (AL/AA/WA 5190) is offered to help prepare students for thesis completion. For PhD students, WA6390-SL will provide a similar preparation. The thesis or dissertation defense may result in (a) unconditional pass; (b) pass with conditions; or (c) fail. "Pass with conditions" may result in rewriting substantial portions of the thesis. "Fail" will result in the student not receiving the degree.

The defense should be scheduled after all committee members agree that the student is ready and at least two weeks (four weeks for a dissertation) before the proposed date of the defense. A draft copy of the thesis or dissertation should be forwarded to the Library at that time for technical checking of works cited.

After the defense, the student must submit two unbound, approved copies of the thesis or dissertation, with the original signature of supervisor(s) and committee members, as listed on the signed Thesis (or Dissertation) Proposal, along with the binding fee, at least six working days before the end of the term of expected graduation. Theses submitted after this deadline may result in delaying graduation. All necessary corrections must be made before receiving the degree.

**Human Subjects Research**

The following statement of procedures published in the Faculty Handbook and in this Catalog guides DIU faculty and students planning to engage in research that involves human subjects. Questions of interpretation or application of these procedures should be directed to the Human Subjects Research (HSR) Consultant.

**Background Material**

*Any student or faculty member planning to undertake research activity involving human subjects should read the following documents:*

“The Belmont Report – Ethical Principles and Guidelines for the Protection of Human Subjects of Research.” This report is available online at:


“The Implications of the Federal Policy on Human Subjects Research for DIU Faculty and Students.” This is available from the Human Subjects Research Consultant.
Foundational Requirement

Research designs involving research falling under the HSR guidelines (i.e., not exempted under provisions listed in “Hints and Practical Guidelines” section below) or research designs generating serious concerns must be reviewed by the HSR Review Committee whose recommendations and decisions shall be final.

Responsibility for Implementation

Responsibility for implementing the DIU guidelines regarding human subjects research is enumerated as follows:

1. Students taking a course that entails research activity involving human subjects (e.g., Cultural Anthropology, Field Methods, Second Language and Culture Acquisition, Ethnographic Research Methods, Social Science Research Methods, and thesis) must be made aware of the DIU policy on Human Subjects Research (HSR).

2. In the context of the classroom, the professor will be responsible to ensure that no student projects violate DIU policy and guidelines on HSR.

3. In the case of thesis research, the student’s committee chairperson is responsible to verify that the student is aware of and has observed DIU HSR requirements.

4. In the case of professional research, the faculty member is responsible to DIU to ensure that DIU HSR requirements are observed.

Procedures

1. All faculty members will be made aware of the DIU policies and procedures on HSR. Faculty members will be responsible to ensure that the data-gathering and other research activities incorporated into the curriculum of a course conform to DIU policy and procedure on HSR.

2. Every individual researcher (whether student or faculty member) will be made aware of DIU policy and procedures on HSR.

3. Any researcher (whether student or faculty member) working under the auspices of DIU and planning to do research that involves human subjects outside the context of a DIU course will complete and sign a simple form indicating review of the HSR implications of the research, will review the form with the research supervisor (who signs off) and will file the form with the Dean of Academic Affairs.

4. In the event of general questions about HSR sensitivity, the proposed research shall be reviewed by the DIU HSR Consultant.

Hints and Practical Guidelines

1. The “fairness” issue implies that a data source or research participant should be compensated in some way if they are being asked to make more than a casual commitment of time and energy to one’s research.

2. When doing very general opinion surveys, consent is normally implied in the act of returning the questionnaire. If you feel a need to be more careful or to provide greater assurances to respondents, you can frequently handle the “consent” issue by including a statement in your survey form indicating that “Participation is voluntary and such participation constitutes permission for the resultant information to be used for research purposes.” A number of other options exist as well. One option includes a line item on the survey form asking the respondent to check a box indicating that he or she is willing for the information supplied to be used for research purposes. Another option is to include a separately printed “half-sheet” which can be signed as an indication that the
individual is willing to allow the information supplied to be used for research purposes. Note that this option potentially compromises “strict confidentiality.” Another common practice is to ask for verbal assent in person or by phone before giving or sending a questionnaire to an individual.

3. When is written consent necessary in the case of questionnaires or surveys? The following are some situations in which it is advisable to get written consent before administering a questionnaire or gathering research data: (1) The information to be gathered is of a very personal or sensitive nature and could potentially be misused to the detriment or embarrassment of the person who supplied the information; (2) Potential exists for legal action because of perceived loss of some sort; (3) Information is being gathered from a “non-autonomous” person or sample; (4) The researcher feels a need to have an extra measure of security because of the sensitive nature of the research being done. If you have questions or doubts on this matter, consult with DIU faculty or published resources about conducting survey research available in the DIU library.

5. It is normal policy in survey research to use some sort of coding scheme for participant identity so that respondent anonymity is preserved. Potential survey participants should be advised if and how this will be done.

6. Language data is something that normally falls in the category of exempted research. However, it is still wise to preserve the anonymity of sources.

7. Making cultural observations in a public setting is normally considered exempted research. Nonetheless, the researcher cannot assume that those being observed would want their identity to be known. Anonymity should be preserved by means of a coding scheme.

8. In those rare situations where research data and activity cannot be separated from the identity of participants and sources, careful arrangements need to be worked out regarding the use of research data and adequate protection of the participants. It is normal to use aliases and pseudonyms for this purpose. Real identities should be revealed only when sources insist that this be done for reasons important to them.

**Course Evaluations**

Students have the opportunity to evaluate each DIU course, class instructor, and teaching assistant at the end of each course. The institution welcomes suggestions and weighs student recommendations and comments carefully.

**Academic Records**

**Grades**

Evaluation by grade is an integral part of the educational process and is designed to help students identify problem areas, to recognize and award achievement, and to identify students who are unable to meet the rigors of the curriculum.

**Grade Forgiveness**

Grade Forgiveness is the opportunity to retake a course and earn a grade that will be substituted for the previous grade. The second grade will replace the original grade regardless of whether or not the subsequent grade is an improvement. The use of grade forgiveness is limited to once per course with a maximum of three (3) courses in the student's career at DIU. The first attempt will remain on the student's transcript but will not be used toward either the GPA or any program requirements. Grade forgiveness shall not be applicable to any course for which the original grade was the result of a finding of academic dishonesty.
### Undergraduate-Level Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent academic achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior level of academic achievement with potential for excellence</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Very high level of academic achievement with potential for higher</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>High level academic achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Shows potential for high level or superior level of academic achievement</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Good undergraduate academic achievement</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory undergraduate level achievement</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Below normal academic progress*</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Unsatisfactory undergraduate-level achievement; consider retake</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure—Unacceptable for credit</td>
</tr>
</tbody>
</table>

### Graduate-Level Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent academic achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior graduate academic achievement</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Above normal graduate academic achievement</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Satisfactory graduate academic achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Minimum graduate academic progress toward a degree*</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Below minimum graduate academic progress for prerequisite courses.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Significantly below graduate level achievement, consider retake</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Far below satisfactory graduate level achievement; consider retake</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Unsatisfactory graduate level achievement</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure—Unacceptable for credit</td>
</tr>
</tbody>
</table>

### The Following Grades Are Not Calculated in the GPA

- AU: Audit
- I: Incomplete
- N/A: Not Assigned - Grade in Process
- P: Pass
- R: Graduate Research
- RC: Recognized Credit (Certificate)
- T: Transfer Credit
- W: Withdrew

* A student must have a final grade of “C+” or better for an undergraduate course to serve as a prerequisite for another course at DIU.

* A student must have a final grade of “B-” or better for a graduate course to serve as a prerequisite for another course at DIU.

### Incompletes

A temporary grade of Incomplete (I) may be assigned at the discretion of the course head. This grade indicates that the student was performing at an acceptable level, but due to extraordinary circumstances (last minute surgery, death, birth, etc.) not all course requirements have been completed. The student must complete and submit all course requirements by four weeks following the last day of the course. The professor must submit the final grade to the Registrar's Office by the end of five weeks after the "I" was assigned. If the grade change process is not completed by the end of six weeks, the "I" grade converts to "F".
A student wishing to take a course that has as a prerequisite the course in which the student received an "I" will not be allowed to register for the desired course until the grade change is accomplished.

Grade Changes

After grades have been filed in the Registrar’s Office, they may be changed for sufficient reason as determined by the course head up to one year after the due date for the grade. The grade is permanent after this date. See the “Grade Appeals Procedures” section of this Catalog for information on how to appeal a grade.

Grade Reports

Students are free to check their grades at any time in their web-based student account. DIU does not produce any paper reports of grades other than the DIU transcript.

Grade Appeals Procedures

A student may appeal a grade he or she feels is wrong, following the student grade appeal procedures. The procedures for grade appeals are designed to respect both the prerogative of the professor to assign grades and the rights of the student.

1. A student who desires to contest a course grade should discuss the matter with the course professor as soon as possible after receiving the grade. A course grade is permanent one calendar year from the date on which it was awarded and may not be appealed or changed after that date. (In most cases a discussion between the student and the professor will suffice, and the matter should not go further.)

2. If, after discussion with the professor, the student’s concerns remain unresolved, the student may approach the Center or Department Chair. If the Chair believes the appeal has merit, a meeting will be scheduled to discuss it with the professor and the student.

3. If the matter still remains unresolved, the student may bring the matter to the Dean of Academic Affairs, who will appoint an ad hoc faculty committee composed of three faculty members in the professor’s center or department, or in closely allied fields. The committee will examine available written information on the dispute and be available to meet with the student and the professor. It may meet with others as it sees fit.

4. If the faculty committee upholds the professor’s grade assignment, the decision is final. If the faculty committee determines that compelling reasons exist to change the grade, it will request the professor to make the change, providing written explanation of its reasons. If the professor concurs, he or she will make the grade change. If the professor declines, he or she will provide to the faculty committee a written explanation for refusing.

5. The faculty committee, after considering the professor’s explanation and upon concluding that it would be unjust to allow the grade to stand, may recommend to the Dean of Academic Affairs that the grade be changed. The Dean will provide the professor a copy of the recommendation and ask him or her to implement the change. If the professor continues to decline, the Dean may then change the grade, notifying the professor and the student of his/her action. Only the Dean of
Academic Affairs, upon the written recommendation of the faculty committee, has the authority to effect a change in grade over the objection of the professor who assigned the original grade.

6. In the event the faculty member is no longer available, the Dean of Academic Affairs, upon the written recommendation of the faculty committee, has the authority to affect a grade change.

**Academic Probation**

Academic progress of students is reviewed after all grades have been recorded at the end of each term. The thresholds for Academic Probation are listed below.

**Undergraduate Courses**

If a student taking undergraduate-level courses fails to maintain an overall 2.00 grade point average on his/her first term, the student must, earn a minimum of C+ in each course until the GPA exceeds 2.00 and will be placed on academic probation during that period. Failure to receive at least a C+ on any course during the probationary period will result in dismissal from DIU. To graduate, a student must have a cumulative 2.00 GPA.

**Graduate Courses**

A student taking graduate-level courses must maintain an overall grade point average of at least 3.00 on his/her first 9 hours of graduate coursework. If the student's overall grade point average falls below 3.0 at any subsequent period of study at DIU, the student will be placed on academic probation. Students on academic probation must raise their overall grade point average to at least 3.0 during the next 9 hours of graduate coursework. Failure to meet the minimum 3.00 grade point average requirement at the end of this period of probation will result in dismissal from DIU. No student with an overall grade point average of less than 3.00 will be awarded a degree from DIU. If the cumulative GPA drops below 3.00 during the final term before graduation, the student may be required to take additional coursework to raise the GPA above 3.00 in order to graduate.

**Dismissal and Readmission**

A student who leaves DIU with an insufficient cumulative GPA or has been dismissed from DIU may be considered for readmission following at least one term of absence.

**Readmission into the same or a different program is subject to the following:**

1. The student must present a petition for readmission together with a complete record of all college or university work taken since the dismissal, and
2. The petition must be approved by both the chair of the center or department under which the student is seeking readmission and by the Dean of Academic Affairs.

**Release and Disclosure of Student Records (FERPA)**

In accordance with the terms of the Family Educational Rights and Privacy Act of 1974 (FERPA), DIU shall not disclose any personally identifiable information from a student education record to a third party without prior written consent of the student, except to the extent that Federal law authorizes disclosure without consent.

Some of the information contained within a student record is considered public information and may be released in printed, electronic, or other form without prior consent of the student. Public information includes the following: the student's name, local address, telephone and e-mail listing, major field of study, classification (e.g., MA, BA, or Certificate), enrollment status (e.g. graduate, undergraduate, part-time, full-time), dates of attendance, expected graduate date, thesis title, degrees, honors and awards received, and a photograph of the student.
The student may request that public information be withheld from public disclosure by informing the Registrar in writing. FERPA protection is not retroactive.

Parents or guardians of students who have documented proof that the student is a legal dependent may obtain non-directory information at the discretion of the institution. Signed consent from the student may be required.

**Academic Affairs**

**Academic Freedom**

Faculty members of DIU have freedom to teach, research, and publish, subject to the adequate performance of academic duties and in keeping with their representation of DIU. In the classroom, teachers have freedom in discussing their subjects, but are to refrain from introducing matters unrelated to the subject and should not engage in personal criticism of their colleagues. Teachers and students are free as citizens to enter the forum of public debate and to participate in various gatherings and events but should realize there is always the tacit representation of DIU in whatever they say, write, attend, or sign.

**Academic Honesty**

Students, staff, and faculty members are expected to pursue their academic careers with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating on a test or other coursework and plagiarism. Anyone found guilty of dishonesty in their academic pursuits is subject to penalties that may include dismissal from the University. Contraventions will be handled through the discipline procedure.

Plagiarism is the presentation of other’s work as your own, without proper citation. In academic contexts, this also includes making your work available to others to use as their own where not academically permissible, such as allowing others to copy or use your work on tests or papers without acknowledging you as the source.

All students are required to complete a plagiarism tutorial during orientation to DIU.

**Accommodations for Students with Disabilities**

Students who have disabilities which are covered by the Americans with Disabilities Act (ADA) and who have been properly registered with the Dean of Students are called "qualified students" for the purposes of this policy. It is the responsibility of the student with disabilities to establish in writing at latest by the time of registration their status with respect to ADA to the satisfaction of the Dean of Students.

Upon receipt of appropriate documentation, the Dean of Students will issue to the student a Special Accommodation Letter to present to their instructors. This letter will contain information relative to the special needs of the student.

*It is also the responsibility of the qualified student to notify each instructor,* by the end of the first week of class, that options to standard methods of educational access will be needed. The form of accommodation will be determined by mutual agreement between the Dean of Students and the Dean of Academic Affairs.

DIU will work with each qualified student to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. While the integrity of academic standards must be upheld, the emphasis is on attainment of essential competencies in a subject or discipline.
ACADEMIC SERVICES
### Library Hours of Operation

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<thead>
<tr>
<th>When DIU is in session</th>
<th>When DIU is not in session</th>
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<tbody>
<tr>
<td>Monday – Thursday</td>
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<tr>
<td>8:00am–10:00pm</td>
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<td>Friday</td>
<td>Sat., Sun., Holidays</td>
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<td>8:00am–5:00pm</td>
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<td>Sunday and Holidays</td>
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<td>Closed</td>
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Hours vary at large breaks between Fall and Spring term and Spring and Fall term. Hours will be posted at the door and on the Library’s online catalog.

### Library Collection

The DIU Library is a collection of more than 50,000 items, consisting primarily of books and journals, with several thousand items in vertical files. The Library’s primary areas of collection development are linguistics and applied linguistics, minority languages, literacy, translation studies, Biblical studies, anthropology and ethnology, sociolinguistics, cross-cultural training, world arts, and area studies.

The Library subscribes to several primary linguistic, anthropological, religious, cultural, and educational indexes. Online databases include Modern Language Association Bibliography (MLA), American Theological Libraries Association-Serials (ATLAS), Linguistics and Language Behavior Abstracts (LLBA) with the Linguistics Collection, and Education Resource Information Center (ERIC). These indexes and full-text databases are used to access relevant literature in journals, anthologies, compilations, meetings and proceedings, theses and dissertations, etc.

Additionally, as a member of TexShare, DIU can access databases of a more general nature, including a collection of more than 30,000 eBooks.

### TexShare

Card holders of the DIU Library may obtain a TexShare card from the circulation desk. The TexShare card allows you to obtain a borrowing card at other public and academic libraries in Texas. For a complete list, see:

http://www.texshare.edu/generalinfo/about/programs.html.

Each library has a borrowing limit of five or six items at one time. It is necessary to obtain a Library card from the specific institution, which can be done by showing your DIU student ID card and a TexShare card to a Circulation Desk attendant. It is best to register upon arrival, if planning to borrow books.

### Interlibrary Loan

If the Library does not have the needed titles in its collection, it is possible to request them through Interlibrary Loan (ILL). An electronic ILL request can be placed through FirstSearch. Alternatively, paper forms are available at the circulation desk and electronic forms are available on the Library pages of the website. Please allow 7-12 days of lead time in requesting ILL books and articles.

The Library does not charge for doing ILL but does pass on any charges made by lending libraries. Libraries that have agreed to not charge each other can fill most of the ILL requests that DIU receives.
If requested articles are not available within the lending groups to which DIU belongs, they can usually be obtained through a commercial rapid document delivery system. There is usually a charge for this service.

**Circulating Library Materials from the Library**

Many library materials, except for reference books, journals, and media, may be checked out for an entire session (or starting in January 2020, for an entire term). Journals may be checked out for three days. Two renewals are allowed if no one else has reserved the item. Fines for overdue items will be charged at the rate of 25 cents **per day** per item. A hold or reserve can be requested for materials currently checked out.

**Course Readings (Reserves)**

Course readings are materials (books, journals, reprints, tapes, etc.) that are in high demand because an entire class is required to read the same thing. Therefore, the circulation period is two hours. Overnight loans must be returned within one hour of library opening. Fines are applied at a rate of $1.00 **per hour**.

At the request of instructors, the Library strives to put out one copy of Course Readings for every seven students in the class.

**Library Computers**

Computers are available in the Library for research using Internet and subscribed electronic resources. The Library also provides electrical power and wireless connections for users of personally-owned computers. Eight student-only workstations may be used to access computer lab accounts.

**Study Carrels**

A limited number of study carrels are available for student rental, with preference given to thesis students. A monthly fee or term fee is charged for exclusive use of a desk. Ask a librarian for more information.

**Library Fee**

A library fee (included in the Learning Resources Fee) is charged for each credit hour taken. Printers and copiers are available in the library at a per-page charge to cover associated costs.

**Other Libraries**

Local public libraries are available for more general library needs. To obtain a Dallas Library card, adults must show name and address identification; and children 14 years and under will need a parent’s signature. Students living on campus may obtain a letter attesting to their Dallas residency through the International Linguistics Center Director’s Office. Dallas Public Library Branches (nearby) are located at: Mt. Creek, 6102 Mt. Creek Pkwy., 214-670-6704 and Hampton-Illinois, 2210 W. Illinois, 214-670-7646. Duncanville Public Library is located at 201 James Collins Blvd., 972-780-5051.

A Duncanville Library card is free to any permanent resident of the City of Duncanville. To obtain a card, a person must show a valid driver’s license with a current local address or other proof of residence, such as a current utility bill.
Computer Lab

Student computing at DIU is available in our laboratory (Mahler 6) and library on PC-compatible computers. Assistants are available part-time to help with computer and program questions.

Lab Hours, when in session

<table>
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<th>Day</th>
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<tr>
<td>Monday – Friday</td>
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<tr>
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<td>11:00am – 5:00pm</td>
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<tr>
<td>Sunday and Holidays</td>
<td>Closed</td>
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</tbody>
</table>

Students wishing to use the lab outside of course-required lab times may do so during the day (Mon.-Sat.) and evenings (Mon.-Thurs.). There is usually space available, except when classes are meeting there (about 15% of the time).

Each user is assigned an account with personal private space on a server. A fast, monochrome laser printer and a scanner with capability for file transfer to the student’s personal space on the lab server are also available. The laser printer is accessible to personal computers. A wireless network and internet are available on campus. Recent versions of Microsoft software for general applications are available on the PC-compatibles in the computer lab. A color printer/copier is available in the library.

E-mail & Wired/Wireless Internet Access

E-mail and internet access are readily available on the computers in the computer lab and library. Connections for personal computers are available in the Guest House and in DIU study carrels in the library.

Technology Fee

A technology fee (included in the learning resource fee) is charged for each credit hour taken. This fee covers computer lab use, Wi-Fi Internet use, technical help with student-owned computers, and lab-assistant help in the computer lab. Additionally, there is a per-page fee for printer use. Thesis-only, off-campus, and independent-study students are exempt from this fee, provided they are not using any of the above services.

Transcripts

Official transcripts are issued by the Registrar only upon written request by the student and receipt of the required fee, payable to DIU. All accounts must be paid in full, and there must be no encumbrances before a transcript can be issued. Unofficial transcripts may be obtained through the web-based student account. Transcript Request forms may be found in the Student Services Offices or at [http://www.diu.edu/registrar/request-transcript/](http://www.diu.edu/registrar/request-transcript/).
STUDENT LIFE AND SAFETY

Services for All
International Linguistics Center (ILC) Welcome Desk

Students arriving on campus for their first term should check in with the Dallas Center Welcome Desk in the Mahler lobby. The staff there will issue the student a vehicle parking sticker, allowing them to park on campus. Students will receive a personal electronic key to the campus gates and doors for after-hours access to the Center.

Center Tours

Orientation/tours are available for the Dallas Center campus on weekdays by appointment. Please call the Center Tour Coordinator at 972-708-7400, ext. 2336 to schedule your tour.

ILC News and Messages

The weekly ILC News (DCN) is the information source for upcoming events, news, announcements, and praise and prayer for the International Linguistics Center. Please coordinate with the Center Director’s staff to receive this publication (and other Center news) electronically. To subscribe, contact Jill_Hasty@sil.org and Mary_Roberts@sil.org. ILC Messages (DCM) sends email news as needed. To subscribe, send a message to ilc-dcm@groups.sil.org.

ILC Bulletin Board Announcements

Bulletin boards are located in the Dining Hall, the Guest House, and the Hunt, Key, Pike, and Mahler buildings. All printed notices must be approved and initialed by the proper authorities before being posted. See the DIU Administration Office for posting on DIU bulletin boards in the Pike building and the Mahler building. See the Center Director’s Office staff to post on any of the other bulletin boards on campus.

ILC REACH TV Monitor Announcements

TV monitors are located in the Dining Hall (2), the Guest House (2), the Clinic, the Mahler lobby, Four Points Lounge, on each floor in the Key building and in Tier One in the Hunt building. To post an announcement on this REACH network, create a 16 x 9 PowerPoint slide and email it to Liana_Saffel@diu.edu for approval and posting. Include this info in the email: Intended Audience, Start and End dates for the announcement, if you only need the announcement to display certain hours during the day.

Boutique

A generally well-stocked boutique is located in the C-1 Building. All items in the boutique have been donated and are available for free to those with a current Dallas Center badge for proper identification. The boutique is open to all students. Hours are posted on the door at the Boutique entrance. Children under 14 years must be accompanied by a parent. Contributions of clean, good-quality clothing, small household items and books are welcomed and can be placed in the front window drop.
The Boutique has a sewing room where volunteers do mending and alterations for staff and students. Leave items well marked with name and telephone number, indicating what needs to be done.

Many volunteers give their time to sort and arrange the clothing and other goods. Be sure to show your appreciation by getting to know some of these volunteers! Consider also, if you are able, dropping an occasional cash gift, large or small, in the donation box (just inside the front door) to help offset utility, maintenance, and supply costs of running the Boutique. Contact: 972-708-7488.

**Warehouse**

Temporary storage of personal goods is available in the Warehouse on campus. The Warehouse assists Wycliffe and SIL members in storing and shipping personal goods stateside and overseas through the Missionary Transport Division. Fees apply for both services. Inquire at the Warehouse Office in the Mosher Building. Contact: 972-708-7435.

The warehouse also functions as a furniture co-op. You may donate any furniture you want to get rid of, and it will be available for free for others to use. If you see an unclaimed piece, fill out a form and attach it to the piece to claim it until you can pick it up.

**Prayer Fellowship**—by world region

Numerous regular prayer times for countries / areas of the world are scheduled on the International Linguistics Center. A list of current meetings is published occasionally in the Dallas Center News and is available in the ILC Chaplain’s Office. Contact: 972-708-7390.

**Hiking Trails**

Hiking trails and limited-access roads surround the campus. Enthusiasts of all ages can be observed taking advantage of opportunities to enjoy the picturesque beauty of the campus scenery. Ask for a map of the trails at the ILC Welcome Desk in the Mahler building.

**Swimming Pool**

Persons using the pool are expected to read and follow rules associated with pool usage. The Center Director’s staff handles reservations and pool passes for students. Contact: Center Director’s Office, 972-708-7300.

**Dining Hall**

The Dining Hall opens at 8:00am and closes at 5:00pm, Monday through Friday. Lunch is served from 12:00-1:00pm on weekdays. The Dining Hall also offers free refreshments from 10:00-10:30am and from 3:00-3:30pm, with other snacks available throughout the day for a nominal charge. Lunches are included in Guest House residents’ lease agreements. Non-Guest House residents are welcome to buy food items from the Dining Hall a-la-carte or to bring their own lunches. Contact: 972-708-7410.
**DIU-provided Services to Students**

**DIU Bulletin Board and Easel Announcements**

Students should take special note of the easels and bulletin boards located near the Pike and Mahler building entrances. They contain information about current and upcoming activities. DIU also has several special-purpose bulletin boards. In the hallway outside of the Four Points Lounge is a bulletin board for posting job opportunities, and another board for announcing academic opportunities is located at the top of the steps. Posting on these bulletin boards requires approval (initials authorizing the posting) from the Dean of Students (Pike 110), the Special Assistant to the President (Pike 111), or either of their assistants.

Next to Mahler 5/7, the Student Body Association (SBA) also has a bulletin board for posting items of special interest to DIU students.

Outside the College of International Studies suite in Mahler is a small board for posting verses as an encouragement to others. No permission is required to post on this board.

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**Student Body Association (SBA) Representation and Leadership Development**

DIU has an active student body government. The Student Body Association serves to give voice and representation to the student body, to provide channels of communication to DIU faculty and administration, and to integrate all phases of extracurricular life of the student body. The SBA nominates a student representative to the Board of Trustees, Faculty/Staff Forum, Computer Advisory Committee, Library Advisory Committee, and Safety Committee.

The SBA sponsors service and fellowship activities each term such as: sports, an ice-cream social, nacho bash, Spirit Week and Cultural Fair, talent show, and community outreach events. The SBA assists in orientation activities and other ILC and DIU events. Once a year, they sponsor a T-Shirt design contest.
Alumni Association

The purpose of the Alumni Association is to foster communication with over 1,000 DIU alumni around the world.

All former students of DIU are designated as alumni. Other interested friends of DIU may receive the alumni newsletter by email. Contact diu_alumni@diu.edu to be added to the list. The alumni designation does not imply any obligation and is non-binding.

The Alumni Association periodically sends out e-letters connecting alumni with other alumni and with DIU. Those working with the Alumni Association strive to share information in a manner acceptable even in countries with limited Internet access.

Academic Forums

Academic Forums are scheduled regularly during each term. Schedules are posted on the bulletin boards in Pike and Mahler. Interested parties are invited to attend to hear and discuss pertinent topics of academic interest. A faculty member, student or visitor will present recent research on subjects of interest to students, faculty, and staff, usually with an opportunity for those present to interact in the discussion. Students and faculty are welcome to bring a sack lunch when they attend.

Placement Platforms

When scheduled, Placement Platforms are held from 12:20-1:15pm in Cornerstone Hall. These events provide time for students (as well as faculty and staff) to connect with ministry representatives to learn more about local and overseas service opportunities. Placement Platforms include a presentation time as well as a question-and-answer session. The number of Placement Platforms per term varies.

Service Spotlights

When scheduled, Service Spotlights are held from 12:20-1:15pm in Cornerstone Hall. These events provide opportunities for students (as well as faculty and staff) to further prepare for cross-cultural work by learning from the service experience of others involved in local and
overseas ministries. Service Spotlights include a presentation time as well as a question-and-answer session. The number of Service Spotlights per term varies.

**Student and Faculty/Staff Prayer Partnerships**

Interested students are invited by the DIU Chaplain’s Office to participate in prayer partnerships or prayer groups with faculty and staff members throughout the term. The student(s) and staff member mutually decide on time, place, and frequency of meeting (usually weekly). Contact the Chaplain’s Office: 972-708-7464.

**Transform**

“Do not conform to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing, and perfect will.” Romans 12:2

Transform, which is held from 10:10-11:05 A.M. Mondays, Wednesdays, and Fridays when classes are in session, is meant to prepare our students to thrive. Transform supplements the spiritual encouragement available in the local church by grounding students in biblically appropriate and culturally relevant responses to the world they will go to serve.

Students are urged to be part of this participatory ministry of encouragement, worship, and community development. Demonstrating a firm commitment to spiritual vitality, the administration and faculty strongly believe in the role of Transform as a vital component in student life. Contact the Chaplain’s Office: 972-708-7464.

**ILC-provided Services to DIU Students**

**Career Planning and Testing Services**

The Career Guidance Service at the International Linguistic Center (ILC) offers guidance for students at DIU to help them with the assessment of their abilities, interests, values, and personality. This assessment is done through a series of interviews and the administration of standard personality and interest inventories. Students are provided with help in gathering labor information and in deciding which options will result in a positive career match. They are also provided with resources for conducting a job search.

Center and Department Chairpersons are available to give advice on graduate-level programs at other institutions for students interested in further academic training. Contact Career Guidance: 972-708-7462.

**Counseling Services**

Wycliffe U.S. Counseling Ministries provides the following counseling services for DIU students: individual, couple, and family counseling, support groups regarding transition, loss, and family issues, handouts on many topics, and a lending library of books and video tapes. Appropriate referrals to local counselors are arranged for specialty areas not covered
by current counseling staff or when there are no current openings. Contact Counseling Services: 972-708-7315.

Childcare

DIU does not operate childcare facilities. However, SIL operates a preschool facility on the International Linguistics Center. Students at DIU are eligible to use these services. The program is available Monday–Friday mornings for children up to five years old. Children may be enrolled as needed according to parents’ class or work schedules. Early enrollment is encouraged. For child-care rates and any other questions regarding childcare services contact:

ILC Childcare Director
7500 W. Camp Wisdom Rd.
Dallas, TX 75236
(972) 708-7402
Childcaredirector_dallas@sil.org

If both parents are taking afternoon classes at the same time, childcare is available during the class time only. Contact Childcare to make arrangements. If there is any question, contact the Dean of Students.

Health Services

First aid kits are located in Mahler 105 (Copy room by DIU Computer Lab), Pike 111 (Main Administrative Office), and in the Library.

DIU does not operate or provide health services. However, students at DIU are eligible to use the SIL International Health Services Clinic on the International Linguistics Center. Reasonable fees will be charged for all services rendered. A fee schedule is posted in the International Health Services Office. Any questions regarding the International Health Services can be addressed to:

International Health Services (IHS)
7500 W. Camp Wisdom Rd.
Dallas, TX 75235

Medical appointments: (972) 708-7408
Fax: (972) 708-7392
Clinic_dallas@sil.org

Dental Clinic (inside IHS)

Dental appointments: (972) 708-7169
dental-clinic_intl@sil.org

Housing

DIU does not own or operate its own housing, but the SIL Housing Office on campus (located in the Guest House near the main entrance) oversees the rental of Guest House rooms, apartments, mobile homes, and multi-plexes on or in walking distance from the campus. The SIL Housing Office offers a variety of housing options to accommodate singles, couples, and families. A shared room at the Guest House (dorm) costs approximately $400/month per person and includes internet, utilities, and weekday lunches at the Dining Hall. The apartments and mobile homes cost between $675-$1075 (plus utilities) per family. Price and included amenities vary by property. These family units fill up quickly, so students should make reservations as early as possible. SIL personnel-owned properties, as well as several apartment complexes, are located within walking distance of
the campus. For prices, reservations, and other questions regarding SIL Housing, please contact:

SIL Housing Office  
7500 W. Camp Wisdom Road  
Dallas, TX 75236  
(972) 708-7426  
housing_dallas@sil.org

**Miscellaneous Services**

**Copying**

Mahler 6, Mahler 10, and the Library each have a copy machine available for personal use for a minimal fee.

**FAX**

FAX services are available to DIU faculty, staff, and students in the Pike 111 Administration Office, where the Administrative Assistant is available to assist you. The fax number for the Pike 111 machine is: 972-708-7292. There is no charge for *sending* a fax; but please be considerate and contribute 5 cents per page for any faxes *received*, in accordance with the printing policy.

**Notary Services**

The services of a Notary Public are available on campus at no charge to DIU students. Check with the ILC Welcome Desk for locations.

**Renting Vehicles**

The ILC has vehicles that may be rented for personal use. For more information, contact the SIL Housing Office at (972) 708-7426 or housing_dallas@sil.org.

**Mailroom**

The ILC Mail Room is located on the south side of the Mosher Building (Warehouse) on the International Linguistics Center. The Mail Room window is open select hours on most weekdays to answer questions and to receive already stamped and addressed outgoing mail. Call the Mail Room at (972) 708-7429 to confirm the hours its services are available.

Mail Room personnel pick up and deliver regular post around campus beginning at 9:00 am. Inter-office mail can be sent free of charge by putting it into an inter-office routing envelope and placing it in one of the mail collection centers around campus.

All DIU students should contact the Mail Room upon arrival to designate a location on campus to which mail directed to them can be delivered. Likewise, students should contact the Mail Room upon departure to let them know to cease mail delivery. The Mail Room cannot forward mail to a location off campus. It is recommended that you notify the local U.S. Post Office concerning the [U.S.] address to which they should forward your mail.
Hospitals

Charlton Methodist .................................................(214) 947-7777
Mansfield Methodist .............................................(682) 242-2000
Baylor Medical Center (Dallas) ......................(214) 820-0111
Baylor Emergency Hospital (Grand Prairie) .....(972) 854-0009
Parkland Memorial .............................................(214) 590-8000
North Texas Poison Control Center ..............(800) 222-1222

Safety and Conduct

DIU Community Standards

DIU is a culturally diverse community whose purpose is to prepare students for service in a wide variety of cultures around the world. Accordingly, we practice deference in our community toward one another wherever differences appear, with a spirit not of “self-centeredness” but rather of “other-centeredness”. By “deference” we mean that each member is committed to limiting personal freedoms to avoid harming the wider DIU community.

Recognizing our differences, these are our commonly-shared standards of acceptable behavior:

- DIU community members shall unselfishly support the community’s mission to prepare students for cross-cultural service and avoid distracting from the DIU community’s focus on education and learning.
- DIU community members shall not intentionally damage the cohesion of the DIU community.

DIU students, faculty, and staff are expected to accept and adhere to Dallas International’s high standards of personal conduct in keeping with the institution's academic and religious identity. These high standards of personal conduct are designed to foster the kind of environment most conducive to learning and preparing for cross-cultural service or further academic study. Conduct standards at DIU are written to give community members a general concept of expected behavior. These standards should be read broadly and do not define conduct in exhaustive terms.

DIU community members are to demonstrate high moral character by behavior whose moral conduct is consistent with the standards of Scripture. This includes, but is not limited to, abstaining from sexual relations outside of heterosexual marriage, homosexual behavior, child or spousal abuse, viewing pornography, and from advocating any such behaviors.

Campus Environment

Appropriate attire is required at all times on campus. Individuals wearing clothing that is considered disruptive or distracting will be asked to change. This includes, but is not limited to, clothing that advocates a political agenda, divisive theology, and/or deals with sexual issues.

The public consumption of alcohol on the International Linguistics Center is prohibited. The use of tobacco (including electronic cigarettes or vaporizers) is prohibited on the International Linguistics Center. The use or possession of controlled substances or prescription drugs without a legal prescription is prohibited.

Hazing is against state law and will not be tolerated at DIU.
DIU community members shall not disrupt or obstruct teaching, research, administration, or other DIU activities. Such activities may include, but are not limited to, any behavior in class or out of class which for any reason interferes with the class work of others or otherwise disrupts the operation of DIU.

**Hazing**

Compliance with the Texas Education Code 51.936 requires DIU to publish a summary of Education Code Ch. 37, subchapter F (37.151-37.157) of the Texas Education Code which prohibits hazing in Texas public or private schools. Texas Education Code 51.936(d) makes those provisions applicable to institutions of higher education. This summary of Chapter 37 is provided as required by 51.936(d).

The Education Code defines hazing as "any intentional, knowing, or reckless act occurring on or off the campus of an educational institution, by one person acting with others, directed against a student, that endangers the physical or mental health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding an office in, or maintaining membership in an organization." The statute contains a list of activities that are considered to be hazing.

Hazing is a criminal violation under Texas law. A person can be found guilty of criminal conduct for hazing, encouraging hazing, permitting hazing, or having knowledge of a planned hazing incident and failing to report his/her knowledge of such in writing to an appropriate institutional official.

Hazing that does not result in serious bodily injury and failing to report hazing are Class B misdemeanors.

Hazing that results in serious bodily injury is a Class A misdemeanor. Hazing resulting in death is a felony which can lead to a prison sentence. Organizations found guilty of hazing can be fined $5,000 to $10,000 or, for incidents resulting in personal injury or property damage, an amount equal to double the loss or expense incurred because of the hazing incident can be assessed.

It is not a defense to the prosecution that the person hazed consented to the hazing activity.

Any person reporting a specific hazing event to an appropriate institutional official is immune from civil and criminal liability unless the report is in bad faith or malicious.

This state law does not limit or affect an institution's right to enforce its own rules and regulations prohibiting hazing and impose its own penalties.

**Grievances**

**Grievance Procedures - Students**

If a student has a complaint regarding the staff, faculty, or administration of DIU, the issue should be handled by the following grievance procedure:

1. The student should first approach the person(s) with a view toward explanation or reconciliation.

2. If the student does not feel the concern has been resolved, the complaint should then be presented to the proper center or department chair or supervisor. (Download the DIU Dispute Filing/Resolution Form). The student must initiate this complaint within ten working days from the time the student knew or reasonably should have known about the unfair or unjust treatment. The center or department has five working days to seek resolution of the complaint.
3. If the student still does not feel the concern has been resolved, then the student has the right to appeal the grievance in writing to the Dean of Students, giving the precise nature of the alleged improper treatment.

4. The Dean of Students has the responsibility to investigate the complaint by interviewing the parties as necessary and gathering appropriate facts and sufficient information to determine validity of the concern. The Dean will then either deny the grievance or complaint or seek redress and will, within ten working days, report the same to the President and to the aggrieved party or complainant.

5. If resolution is not reached through the Dean of Students, either party may request a hearing before a staff committee. The committee will investigate the situation and within 15 working days report its findings to the President, together with a recommendation that no action is taken, that the accused individual be reprimanded verbally or in writing, that dismissal be initiated, or that any other necessary or reasonable action be taken.

6. The decision of the President is final.

7. Complaints that cannot be addressed through the foregoing procedure are (1) allegations of sexual harassment — handled according to the Sexual Harassment Complaint Procedure and (2) course grade appeals — handled according to the Procedure for Course Grade Appeals.

8. For escalation of Veterans grievance issues, please contact the Dean of Students at: (972) 708-7379 or dean-students@diu.edu.

Complaints to the Texas Higher Education Coordinating Board

Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter E. from:

http://www.thecb.state.tx.us/studentcomplaints

The Texas Higher Education Coordinating Board (THECB) has adopted rules which are codified under Title 19 of the Texas Administrative Code, Sections 1.110 – 1.120, on October 25, 2012. The rules create a student complaint procedure to comply with the U.S. Department of Education's "Program Integrity" regulations, which require each state to have a student complaint procedure in order for public and private higher education institutions to be eligible for Federal Title IV funds. In December 2011, the Office of Attorney General of Texas issued an opinion stating that THECB has authority under Texas Education Code Section 61.031 to promulgate procedures for handling student complaints concerning higher education institutions.

After exhausting the institution's grievance/complaint process, current, former, and prospective students may initiate a complaint with THECB by sending the required forms, either by electronic mail to StudentComplaints@thecb.state.tx.us, or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the forms are not accepted.

All submitted complaints must include a student complaint form, a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release Form, and a THECB Consent and Agreement Form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information Form.

http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9
The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant’s exhaustion of the institution’s grievance procedures.

Former students shall file a student complaint form with the Agency no later than one year after the student’s last date of attendance at the institution, or within 6 months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

**Grievance Procedures**

A member of the public who has a grievance against a faculty or staff member of DIU is to use the following procedures. That grievance may be over an instance in which the member of the public is the object of perceived improper personal treatment or injurious action by a representative of DIU.

Note: There may be situations in which the topic of a particular complaint is addressed by another DIU policy (e.g. Sexual Harassment Complaint Procedure). In such cases, the policy governing that particular situation will take precedence over this policy.

1. The aggrieved person should make every effort to resolve the problem privately with the accused person.

2. If the problem cannot be resolved privately, then the member of the public is to state the grievance in writing to the Dean of Academic Affairs, giving the date, location, and precise nature of the alleged improper treatment. (Download the DIU Dispute Filing/Resolution Form).

3. The Dean of Academic Affairs will investigate the grievance by interviewing the parties as necessary, by reviewing the evidence, and by gathering additional information as necessary. The grievance will either be denied, or redress will be sought and reported in writing to the DIU President and to both parties no later than 10 working days from the date the written grievance is received.

4. If a decision is not reached by the Dean of Academic Affairs, or if either party is dissatisfied with the Dean’s decision, either party may appeal to the President. Such appeal must be made no later than 10 working days after the date of the Dean's written decision, or, in the event the Dean does not reach a decision by the deadline specified in paragraph 3 of this policy.

5. The decision of the President is final.

**Discipline and Appeal Procedures**

The purpose of discipline is to assist the individual to correct inadequate, inappropriate, or unacceptable behavior, and where applicable, to restore the individual. Likewise, it is to protect the DIU community from harmful activities caused by an individual to the harm of the whole. If restoration of the individual is not possible, anyone found in violation of these conduct policies is subject to penalties, which may include dismissal from the school.

Anyone who observes a violation of these policies is encouraged to discuss the matter privately with the individual involved. Often this is sufficient to correct the inappropriate behavior. If the behavior persists or is a violation of law, the behavior should be reported to the appropriate campus authority within 90 calendar days of the incident.

<table>
<thead>
<tr>
<th>For Conduct Violations by:</th>
<th>Report Violation to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Dean of Students</td>
</tr>
</tbody>
</table>
The appropriate administrator or their designee will proceed with an investigation. The investigation will include meeting with the individual accused of a violation who will be able to present facts relevant to the matter under consideration. It is the responsibility of the administrator to uphold the complaint or to dismiss it. Should the investigation reveal that censure is indicated, the administrator may impose a variety of sanctions, which may include probation or dismissal from DIU. *To contact the Chairman of the Board, see one of the Deans for contact information.*

In all cases, the administrator shall inform the President and all interested parties of his actions in this matter in writing within ten business days of the initial complaint.

A written appeal of the decision can be made to the President within five business days after being informed of the decision. A decision will be made by the President or his designee within ten business days of the written appeal. The decision of the President is final.

The time frames in this document can be extended by mutual agreement of both parties.

Knowingly making false allegations or providing evidence during an investigation with knowledge that the evidence is false is also a violation of DIU policy and will subject a person to disciplinary action up to and including dismissal.

**Sexual Harassment**

DIU is committed to provide and maintain an environment that is characterized by respect for all and free from any form of sexual harassment. Any complaints of conduct under the definition of sexual harassment will be investigated and appropriate action taken, including the notification and involvement of law enforcement authorities when required. DIU will not tolerate any behavior which constitutes sexual harassment.

**Definition of Sexual Harassment for Employees**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or used as the basis for employment decisions.
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or creating an intimidating, hostile, or offensive working environment.

**Definition of Sexual Harassment for Students**

Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's education program.

Two general types of sexual conduct can deny or limit a student's ability to participate in or benefit from a school’s program:

1. One form of sexual harassment occurs when a teacher or other school employee conditions an educational decision or benefit on the student's submission to unwelcome sexual conduct. If this occurs, it does not matter whether the student
resists and suffers the threatened harm or submits to and avoids the threatened harm—regardless of the student's response it is sexual harassment.

2. Sexual harassment also occurs when a teacher, school employee, other student, or third party creates a hostile environment that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the school's program.

Sexual Harassment Complaint Procedure

If any person believes he or she has been sexually harassed, the first step is to tell the person involved that his/her actions are offensive and unwelcome and ask the person to stop.

If a person believes he or she has been harassed but does not want to confront the person or if the person continues the harassment, the situation should be reported. All DIU faculty and staff, except for pastoral counselors or other persons with a professional license requiring confidentiality, have an obligation to report incidents of alleged sexual harassment or sexual violence to the appropriate school authority.

<table>
<thead>
<tr>
<th>Victim of Harassment</th>
<th>Report Violation to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Title IX Coordinator</td>
</tr>
<tr>
<td>Faculty</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>Non-Faculty &amp; Staff</td>
<td>The individual's Sr. Administrator (Dean / VP level)</td>
</tr>
</tbody>
</table>

For complaints of harassment against a person in the Senior Administration, incidents may be reported to the following authorities:

<table>
<thead>
<tr>
<th>Complaints of Harassment Against:</th>
<th>Report Violations to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. Administrators</td>
<td>President</td>
</tr>
<tr>
<td>President</td>
<td>Chairman of the Board*</td>
</tr>
</tbody>
</table>

The appropriate administrator or their designee will proceed with an investigation. *To contact the Chairman of the Board, see one of the Deans for contact information.*

The investigation will include meeting with the individuals involved who will be able to present facts relevant to the matter under consideration. During the investigation, it may be necessary to take interim measures to end the harassment and ensure the safety of the victim of harassment. It is the responsibility of the administrator to uphold the complaint or to dismiss it. Should the investigation reveal that censure is indicated, the administrator may impose a variety of sanctions, which may include probation or dismissal from the University. Allegations of illegal conduct will be referred to the appropriate law enforcement authorities.

In all cases, the administrator shall inform the President and all interested parties of his actions in this matter in writing within 30 business days of the initial complaint.

A written appeal of the decision can be made to the President by either party within five business days after being informed of the decision. A decision will be made by the President or his designee within 10 business days of the written appeal. The decision of the President is final.

The time frames in this document can be extended by mutual agreement of both parties.

DIU prohibits reprisals or retaliation against any person (a) for alleging or complaining about discrimination or harassment, (b) for filing an internal complaint of discrimination or harassment, (c) for filing an agency action or lawsuit alleging discrimination or harassment, or (d) for participating in a harassment investigation. Any person who
retaliates against a complainant will be subject to disciplinary action up to and including dismissal.

Knowingly making false allegations of discrimination or harassment or providing evidence during an investigation with knowledge that the evidence is false, is also a violation of DIU policy and will subject a person to disciplinary action up to and including dismissal.

Illegal Activities
It is unlawful for any person to intentionally disrupt classes or other official school activities (TX Ed Code §37.123-124, §51.935). The term ‘disruption’ includes excessive noise.

Openly carried handguns are prohibited pursuant Section 30.07, Texas Penal Code. Concealed Handguns are prohibited, pursuant to section 30.06 of the TX Penal Code.

Conviction of any felony is grounds for dismissal from DIU.

Campus Security
Tier One, whose main office is on the ILC campus in the Hunt building, is committed to providing a safe and secure campus environment for our students, faculty, staff, and visitors. Their mission is to provide police protection to the campus community and foster an atmosphere that enhances the campus learning experience while complementing the University's educational mission.

www.securecampuses.com
info@securecampuses.com

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (formerly the Student Right-to-Know and Campus Security Act), DIU has information available regarding specified campus crime statistics and campus security policies through the office of the DIU Safety Promoter.

Information regarding local registered sex offenders can be obtained by contacting the local police departments:

https://records.txdps.state.tx.us/SexOffenderRegistry
https://records.txdps.state.tx.us/SexOffenderRegistry/Search/Default/SearchByZipCode

Missing Student Notification Policy
DIU considers the safety of its students essential to an environment where learning is encouraged and supported. In accordance with the Higher Education Opportunity Act of 2008, DIU has developed official notification procedures for students reported to be missing.

If a student is missing, notify the Dean of Students. The Dean of Students will notify the DIU Safety Officer and the appropriate law enforcement agency. The Dean of Students, in consultation with the safety officer and the appropriate law enforcement agency, shall notify members of the DIU community as is deemed appropriate to help in finding the missing student.

The procedure for determining if a student is missing shall include—but is not limited to—the following:

1. Call the student’s personal cell phone number on record.
2. Check the student’s class schedule and visit his/her scheduled classes.
3. Contact faculty members from the student’s scheduled classes to obtain any information that might be of assistance in locating the student.

4. Contact the student’s friends, acquaintances, place(s) of work, etc. to obtain any information that might be of assistance in locating the student.

5. Check vehicle registration records for vehicle information and search the vicinity for any vehicle registered to the missing person.

Every student who is eighteen (18) years of age or older or who is legally emancipated shall in registering as a student identify an individual or individuals to be contacted whenever circumstances indicate that the student may be missing or otherwise endangered. In the event a student is under eighteen (18) years of age and is not emancipated, Dallas International University is required to notify the custodial parent(s) or guardian(s) of the missing student.

If the missing student is an international student attending DIU under the Study and Exchange Visitor program, the DIU Safety Officer will notify the appropriate program coordinator, who will adhere to and follow all provisions of the Study and Exchange Visitor Information System (SEVIS) for reporting missing students. (Ref. the Federal Higher Education Opportunity Act, Section 485(j) [20 U.S.C. 1092(j)] regarding missing person procedures).

If the missing student is a Veteran attending DIU under the GI Bill, the DIU Safety Officer will notify the appropriate program coordinator, who will adhere to and follow all provisions of the GI bill requirements and procedures for reporting missing students. (Ref. the Federal Higher Education Opportunity Act, Section 485(j) [20 U.S.C. 1092(j)] regarding missing person procedures.)

**Communicable Diseases**

DIU adheres to the health and safety guidelines established by the Health Departments of the State of Texas, the City of Dallas, and the U.S. Center for Disease Control as the guidelines relate to communicable diseases. Since communicable diseases pose primary risk to the infected person and secondary risk to those who come in contact with an infected person, each case will be handled with a balance of concern for the individual and concern for the community.

Any staff, faculty member, or student who is aware he or she has a communicable disease, either through diagnosis or because of obvious symptoms, should report this condition immediately to the Dean of Academic Affairs.

The individual's right to privacy will be protected in all reported incidents. Only communicable diseases that are required by law to be reported to local health agencies will be reported.

All incidents of communicable disease will be handled on a case-by-case basis and with the strictest confidence. DIU reserves the right to restrict an infected individual from campus activities.

**Drug and Smoke-free Environment**

It is the policy of DIU to provide an environment for employees and students that is free from tobacco, illicit drugs, and the abuse of alcohol. This policy prohibits the possession, use, or distribution of tobacco, alcohol, and illegal drugs by faculty, staff, and students in all DIU facilities and as part of any official school activity.

Sanctions for violations of this policy may range from mandatory participation in counseling and rehabilitation programs to dismissal/termination from DIU. Each case will be determined separately on its merits.
In addition to any institutional penalty that might be imposed, DIU may also refer any evidence of illegal activities by any student, faculty, or staff to the proper authorities for review and possible criminal prosecution.

For further information, please refer to Dallas International’s *Alcohol and Drug Abuse Education* document available in the Dean of Students’ Office.

**Animals/Pets**

Animals are not permitted in buildings on campus. Exceptions include service animals assisting individuals with disabilities and those being trained by a qualified trainer.

**Bicycles**

Bicycles may be parked only in the spaces provided for them. Bike racks are located at the west door of the Mahler building and the south entrance to the Hunt building. The bike rack across from the Guest House is reserved for Guest House residents.

**Children on the ILC**

Parents are responsible for the supervision of their children while they are on the International Linguistics Center (ILC). Small children may use the playground area of the ILC Childcare when the regular childcare program is not in session, provided their play is supervised. Please note that construction sites are off-limits.

**Erosion and Environmental Concerns**

DIU is located on the International Linguistics Center (ILC), which is situated on the edge of an escarpment—a flat-to-hilly plateau that drops off rather abruptly on one side into a valley. This topography produces a fragile environment. To help protect it, please stay off the grass. Instead, use the available walkways and trails. Also, please do not cut shrubs or limbs. Trees and shrubs are maintained by Facilities Management. Please notify Facilities Management if you notice plants or trees in need of trimming.

**Poisonous Snakes, Spiders and Plants**

Rattlesnakes, copperheads, and coral snakes are common in this part of Texas. There are also scorpions, tarantulas, and poisonous spiders. Poison ivy, poison oak, and poison sumac grow in the woods. Please educate yourself and your children and use caution!

Sightings of harmful animals should be reported to Facilities Management on weekdays at (972) 708-7400 x2307 or on nights and weekends at (469) 831-9990.

North Texas Poison Center: 1-800-222-1222

**Parking Regulations**

All vehicles, including motorcycles, must have parking permits. These may be obtained from the ILC Director’s Office in Mahler 100. All cars and motorcycles are to be parked in the parking lots, not in the fire lanes or off the roads. The Dallas Fire Marshall does not permit parking in a fire lane. Violators will be subject to a fine. Campers, trailers, and other towed vehicles may be parked only in the RV area. Contact the SIL Housing Office (Key 100) for details. Vehicles may not be stored on ILC property without prior approval of the Center Director. The owner of Mechanical Excellence, an auto shop near Highway 67 and Cockrell Hill, is willing to store vehicles for $15 per month. Call 972-709-5391. No maintenance or repair of vehicles (changing oil, etc.) is permitted in the parking lots on campus.

**Inclement Weather Policy**

In the event of inclement weather, you may access information regarding DIU campus closing through the following avenues:
1. DIU’s Emergency Notification System is the main method of emergency notification. Individuals who have subscribed to the Emergency Notification System will be notified regarding any decisions to close. You may subscribe to the ENS at http://www.diu.edu/alerts/. Alerts can be received via text message, email, and/or voice message.

2. In addition, the campus main phone number will have updated information on a DIU campus closing. The number is 972-708-7340.

If DIU has a delayed opening, please check the announcement boards in building hallways when you arrive since classes may have been rescheduled.

**Lockdown**

When you hear the announcement for lockdown, take the following steps:

1. Stay inside and remain in or find a room.
2. Lock doors to this room and turn off lights.
3. Clear all desks.
4. Close all computers and turn off all screens. Silence cell phones.
5. Close blinds on windows.
6. Seek shelter away from glass and out-of-sight of doors and windows.
7. Listen for further instructions.

**Tornado Safety**

Familiarize yourself with the Tornado Safety Area maps posted at the entrances of the buildings. Shaded areas indicate the “shelter areas” in case of a tornado.

1. When you hear the tornado alarm (oscillating siren) **DO NOT go outside.**
2. Assemble on the lowest level of the building away from windows.
3. Stay in shelter until the all-clear is issued.

**Fire Safety**

Familiarize yourself with the Fire Routes that are posted at the entrances of campus buildings. Also note the locations of fire extinguishers in each building.

1. When you hear the fire alarm sound (accompanied by flashing strobe lights), **evacuate** the building.
2. Place fabric under doors to help keep smoke from entering a room.
3. If smoke enters the room, cover your mouth and nose with a wet cloth.
4. Stay low to the ground.
5. Before opening a door, feel to determine whether it is hot.
6. If leaving a room, close all doors behind you once you know that everyone has evacuated that room.
7. Assemble **outside** or in an adjacent building in the designated area(s) (see below). Your professor will determine when everyone has exited the building and been accounted for. **DO NOT LEAVE THE DESIGNATED AREA(S) UNTIL EVERYONE HAS BEEN ACCOUNTED FOR.**
Mahler Building – Designated Meeting Areas
1. Upper level: visitor parking lot
2. Lower level: Pike parking lot
3. If there is a chemical or bio-terrorist event, move upwind from the danger.

Pike Building - Designated Meeting Area
1. Go to the Pike parking lot.
2. If there is a chemical or bio-terrorist event, move upwind from the danger.
Faculty
Faculty

Dallas International’s faculty literally has a world of experience, and—as such—is Dallas International’s greatest asset. These knowledgeable, experienced, and dedicated individuals provide practical application of the school’s mission through meaningful content and personal interaction. DIU students benefit from a faculty that brings to the classroom formal academic credentials, cross-cultural field experience, and enthusiastic devotion to understanding the fields of anthropology, linguistics, literacy, sociolinguistics, world arts, Bible translation, and Abrahamic faiths. The faculty’s desire to see that the students are prepared for successful contribution to these fields is evidenced by imaginative teaching and lasting relationships with students.

CORE FACULTY

**Beth Argot, Assistant Professor**  
*Applied Anthropology — Center for Excellence in World Arts*  
DWS, The Robert E. Webber Institute for Worship Studies, 2016; MM, Ohio State University, 1984; BS, Messiah College, 1981.

**Shelley Ashdown, Assistant Professor**  
*On loan to school administration, College of International Studies*  
Field work: Kenya, Thailand  
Languages spoken: Thai, Maa

**Wendy Atkins, Instructor**  
*Applied Anthropology — Center for Excellence in World Arts*  
MA, Graduate Institute of Applied Linguistics, 2017; BMus, Houghton College, 1976  
Field work: Central African Republic, DR Congo, Kenya, South Sudan, Uganda, Mozambique, Comoros Islands  
Languages spoken: Pazande, French, Swahili, Lingala

**Eric Bartels, Instructor**  
*College of International Studies, Department Chair*  
MA, University of Texas at Arlington, 1979; BA, University of South Florida, 1972.  
Field work: Togo, Benin, North Eurasia  
Languages spoken: French, Russian, German

**Cynthia Blood, Instructor**  
*Applied Anthropology*  
MA, University of Texas at Arlington, 1987; BA, Wheaton College, 1981.  
Field work: Cameroon, Indonesia  
Languages spoken: Spanish, French, Indonesian, Oku

**Michael Boutin, Associate Professor**  
*Applied Linguistics, Department Chair*  
PhD, University of Florida, 1994; MA, University of Texas at Arlington, 1980; BA, University of New Mexico, 1979.  
Field work: Malaysia  
Languages spoken: Malay, Bonggi
Neil R. Coulter, Assistant Professor
Applied Anthropology — Center for Excellence in World Arts
PhD, Kent State University, 2007; MA, Kent State University, 2000; MMus, Kent State University, 2000; BM, Wheaton College, 1997.
Field work: Papua New Guinea
Languages spoken: Tok Pisin, German

Andy Eatough, Instructor
College of International Studies
MA, University of California at Santa Cruz, 1991; BA, Fresno State University, 1989.
Field work: East Asia
Languages Spoken: Chinese, Nuosu, Spanish, Thai

Jeffrey Feinberg, Assistant Professor
Abraham Center, College of International Studies
PhD, Trinity Evangelical Divinity School, 1988; MDiv, Trinity Evangelical Divinity School, 1985; BA, University of California at Berkeley, 1972.
Field Work: Peru, Israel, American Messianic Jewish community
Languages spoken: Greek, French, and Spanish

Mark Harlan, Associate Professor
Abraham Center, Department Chair
PhD, Fuller School of Intercultural Studies, 2005; ThM, Dallas Theological Seminary, 1984; BS, United States Air Force Academy, 1974.
Field work: North and East Africa, Jordan
Languages spoken: Arabic

Robin Harris, Associate Professor
Applied Anthropology — Center for Excellence in World Arts
Center for Excellence in World Arts, Center Director
PhD, University of Georgia, 2012; MA, Bethel University, 2007; MA, Columbia International University, 2001; BMus, Biola University, 1983.
Field work: Russian Federation (Siberia)
Languages spoken: Russian

Timothy Hatcher, Assistant Professor
Applied Anthropology
Field work: Bulgaria, Russia, Central Asia
Languages spoken: Russian

Paul Kroeger, Professor
Applied Linguistics
PhD, Stanford University, 1991; MA, University of Texas at Arlington, 1981; BS, Yale University, 1975.
Field work: Malaysia, Singapore
Languages spoken: Malay, Kimaragang

Hsiang-ning (Dora) Kung, Assistant Professor
Applied Anthropology — Center for Excellence in World Arts
Ph.D., Ohio State University, 2017; M.M., Manhattan School of Music, 2008; B.A., Soochow University, Taiwan (2005)
Field work: USA
Languages spoken: Mandarin
Stephen Parker, Associate Professor
Applied Linguistics
PhD, University of Massachusetts, 2002; MA, University of Texas at Arlington, 1988; BA, Indiana University, 1980.
Field work: Peru, Papua New Guinea
Languages spoken: Spanish, Tok Pisin

Kurt Anders Richardson, Associate Professor
Abraham Center
Field work: Eurasia, Asia
Languages spoken: German

Arden Sanders, Assistant Professor
Applied Linguistics
PhD, Fuller Theological Seminary, 1988; MA, Fuller Theological Seminary, 1983; MA, University of Texas at Arlington, 1976; BA, Friends University, 1974.
Field work: Papua New Guinea
Languages spoken: Kamasau, Tok Pisin

Todd Scacewater, Assistant Professor
College of International Studies
PhD, Westminster Theological Seminary, 2017; ThM, Southwestern Baptist Theological Seminary, 2011; BA, Missouri Southern State University, 2008.
Languages spoken: Spanish

C.J. Searsy, Instructor
College of International Studies
MA, University of Texas at Arlington, 1998; BA, Dallas Baptist University, 1992.
Field work: East Asia
Languages spoken: Mandarin

Jack Shoemaker, Assistant Professor
Applied Anthropology
PhD, Southern Methodist University, 2012; MA, Southern Methodist University, 2008; BA, Azusa Pacific University, 1980.
Field work: Uganda
Languages spoken: Spanish, Ese Ejja, Swahili, Ma'di, Portuguese

Ervin Starwalt, Assistant Professor
Applied Linguistics
PhD, University of Texas at Arlington, 2005; MA, Dallas Theological Seminary, 1986; MDiv, Southwestern Baptist Theological Seminary, 1975; BS, University of Arkansas, 1971.
Field work: Nigeria
**Peter Unseth, Associate Professor**  
*Applied Anthropology, Department Chair*  
Field work: Ethiopia  
Languages spoken: Amharic

**Stephen Walter, Associate Professor**  
*Applied Anthropology*  
Field work: Colombia, Guatemala, Indonesia, Papua New Guinea, Philippines, Cameroon, Ghana, Burkina Faso, Kenya  
Languages spoken: Spanish, Tzeltal

**ADJUNCT FACULTY**

**Tod Allman, Adjunct Faculty**  
*Applied Linguistics*  
PhD, University of Texas at Arlington, 2010; MA, University of Texas at Arlington, 1989; MDiv, Biola University, 1986; MS, Harvey Mudd College, 1982; BS, Harvey Mudd College, 1981.  
Field work: Philippines  
Languages spoken: Korean

**Heather Beal, Adjunct Faculty**  
*Applied Linguistics*  
PhD, University of Texas at Arlington, 2011; MA, Biblical Theological Seminary, 1995; BS, University of Delaware, 1991  
Field work: Mexico  
Languages spoken: Spanish

**Brenda Boerger, Adjunct Faculty**  
*Applied Linguistics*  
PhD, University of Texas at Austin, 1984; BA, SUNY Oswego, 1975.  
Field work: Solomon Islands  
Languages spoken: Solomon Islands Pijin, Natqgu, Italian

**Michael C. Cahill, Adjunct Faculty**  
*Applied Linguistics*  
PhD, Ohio State University, 1999; MA, University of Texas at Arlington, 1985; BS, Iowa State University, 1977.  
Field work: Ghana

**Jonathan Dailey, Adjunct Faculty**  
*Applied Linguistics*  
Field work: South Asia  
Languages spoken: Hindi, Marwari
David Eberhard, Adjunct Faculty
Applied Anthropology
Field work: Brazil, Thailand
Languages spoken: Portuguese, Spanish, Mamaindê, Thai

Pat Feinberg, Adjunct Faculty
Abraham Center
MA, Stanford University, 1980; MST, University of Chicago, 1976; BA, Stanford University, 1975
Field work: Peru, Israel, American Messianic Jewish community
Languages spoken: Spanish

Richard Harman, Adjunct Faculty
College of International Studies
MS, Mississippi State University, 1977; BS, Texas A&M University, 1974.
Field work: Indonesia, Asia
Languages spoken: Bahasa Indonesian

Joshua Harper, Adjunct Faculty
Applied Linguistics
PhD, University of Cambridge, 2013; MA, Gordon-Conwell Theological Seminary, 2009; BA, University of Texas at Austin, 2005.
Field work: East Asia, Kenya
Languages spoken: German, Kiswahili, Hebrew, Greek

William (Bill) Harris, Adjunct Faculty
Applied Anthropology — Center for Excellence in World Arts
Field work: Russian Federation (Siberia)
Languages spoken: Russian

Sunny Eun Sun Hong, Adjunct Faculty
Applied Anthropology
PhD, Biola University, 2014; MA, Biola University, 2001; MA, University of Maryland, 1987; BA, SookMyung Women’s University, 1983.
Field work: Asia Area, Philippines
Languages spoken: Korean

Katie Hoogerheide, Adjunct Faculty
Applied Anthropology — Center for Excellence in World Arts
MA, Graduate Institute of Applied Linguistics, 2013; MMus, Western Michigan University, 2003
Field work: Netherlands, Middle East
Languages Spoken: Dutch

JoAnna Hoyt, Adjunct Faculty
Applied Linguistics
PhD, Dallas Theological Seminary, 2012; MA, Dallas Theological Seminary, 2007; BA, Howard Payne University, 2000.
**Nabeel Jabbour, Adjunct Faculty**  
*Abraham Center*  
ThD, University of South Africa, 1991; MA, Near East School of Theology in Lebanon, 1968;  
BA, American University of Beirut, 1966.  
Field work: Lebanon, Egypt, United States  
Languages spoken: Arabic

**Linda Jordan, Adjunct Faculty**  
*Applied Anthropology*  
MA, Graduate Institute of Applied Linguistics, 2009; BS,  
University of Wisconsin-Stevens Point, 1995  
Field work: Ethiopia, Angola, Zambia, Namibia, South Africa  
Languages Spoken: Portuguese, Amharic

**Brad Keating, Adjunct Faculty**  
*Applied Anthropology — Center for Excellence in World Arts*  
MA, Graduate Institute of Applied Linguistics, 2011; BMus, Arizona State University, 1997; BS,  
Arizona State University, 1992.  
Field work: Nigeria

**Brian Kelly, Adjunct Faculty**  
*Applied Linguistics*  
DMin, Gordon-Conwell Theological Seminary, 2020; MA, Dallas Theological Seminary, 2010;  
MA, Biola University, 2005; BS, California Polytechnic State University of San Luis Obispo,  
1996.  
Field work: St. Croix, Brazil, Angola, Tanzania, Azerbaijan, Thailand  
Languages spoken: Portuguese

**Jean Ngoya Kidula, Adjunct Faculty**  
*Applied Anthropology — Center for Excellence in World Arts*  
PhD, University of California Los Angeles, 1998; MMus, East Carolina University, 1986; BEd,  
University of Nairobi, 1981.  
Field work: Kenya, Tanzania, Sweden, USA  
Languages spoken in order of acquisition: Lulogooli, English, Kiswahili, DhoLuo, French

**James R. Krabill, Adjunct Faculty**  
*Applied Anthropology – Center for Excellence in World Arts*  
PhD, University of Birmingham (UK), 1989; MDiv, Associated Mennonite Biblical Seminary,  
Field work: Côte d'Ivoire  
Languages spoken: French

**Glenn Lafitte, Adjunct Faculty**  
*College of International Studies*  
PhD, Our Lady of the Lake University, 2017; MPH, University of Texas Health Science Center at  
Houston, 1992; BS, Medical College of Georgia, 1978; BS, University of Georgia, 1975.  
Field work: Ecuador, Mexico/US border  
Languages spoken: Spanish
Carol Long, Adjunct Faculty  
*Applied Linguistics*  
Field work: Malaysia  
Languages spoken: Malay

Perry Oakes, Adjunct Faculty  
*Applied Linguistics*  
PhD, Southwestern Baptist Theological Seminary, 2010; MA, University of Texas at Arlington, 1990; MA, Fuller Theological Seminary, 1988; BA, Taylor University, 1983.  
Field work: Panama  
Languages Spoken: Spanish

Michelle Petersen, Adjunct Faculty  
*Applied Anthropology — Center for Excellence in World Arts*  
Field work: Burkina Faso, Central African Republic, Côte d’Ivoire, Mali, Senegal  
Languages spoken: French, Julasin, Spanish

Joy Sanders, Adjunct Faculty  
*Applied Linguistics*  
MA, University of Texas at Arlington, 1976; BS, University of California at Los Angeles, 1974.  
Field work: Papua New Guinea  
Languages spoken: Kamasau, Tok Pisin, Spanish

Mary Beth Saurman, Adjunct Faculty  
*Applied Anthropology — Center for Excellence in World Arts*  
ABD, Bern University (Switzerland); MA, Wheaton Graduate School, 1992; BASc, Slippery Rock University, 1982.  
Field work: Thailand  
Languages spoken: Thai

Brian Schrag, Adjunct Faculty  
*Applied Anthropology — Center for Excellence in World Arts*  
PhD, University of California at Los Angeles, 2005; MA, Wheaton College, 1987; BS, Brown University, 1984.  
Field work: Congo  
Languages spoken: French, Lingala, Mono

Gary Simons, Adjunct Faculty  
*Applied Linguistics*  
PhD, Cornell University, 1979; MA, Cornell University, 1976; BA, Seattle Pacific College, 1974.  
Field work: Solomon Islands
**Coleen Starwalt, Adjunct Faculty**  
*Applied Linguistics*  
PhD, University of Texas at Arlington, 2008; MA, University of Texas at Arlington, 1987; BA, Biola University, 1984.  
Field work: Togo, Nigeria  
Languages spoken: French, German

**Julie Taylor, Adjunct Faculty**  
*Applied Anthropology* — *Center for Excellence in World Arts*  
Field work: Kenya, Uganda, Tanzania, Ethiopia, PNG, UK  
Languages spoken: Kiswahili

**Doug Tiffin, Adjunct Faculty**  
*Applied Anthropology*  
DMin, Southwestern Baptist Theological Seminary, 1988; MTh, Dallas Theological Seminary, 1980; BA, University of Western Ontario, 1976.

**James Wheatley, Adjunct Faculty**  
*Applied Anthropology*  
MA, State University of New York at Buffalo, 1973; BS, Cornell University, 1959.  
Field work: Brazil  
Languages spoken: Portuguese and Bakairi
SENIOR FACULTY

Wayne Dye, Senior Faculty
*Applied Anthropology*
PhD, Fuller Theological Seminary, 1983; MA, University of Michigan, 1968; BSE, University of Michigan, 1957.
Field work: Papua New Guinea, Kenya
Languages spoken: Bahinemo, Tok Pisin

Karl Franklin, Senior Faculty
*Applied Anthropology*
PhD, Australian National University, 1969; MA, Cornell University, 1965; BA, King’s College, 1954.
Field work: Papua New Guinea
Languages spoken: Kewa, Tok Pisin

Shin Ja Hwang, Senior Faculty
*Applied Linguistics*
PhD, University of Texas at Arlington, 1981; MA, University of Texas at Arlington, 1974; MLS, University of Oklahoma, 1968; BA, Ewha Women’s University, 1965.
Languages spoken: Korean

Robert McKee, Senior Faculty
*Applied Anthropology*
PhD, University of Rochester, 1995; MA, University of Rochester, 1985; AB, Harvard College, 1975.
Field work: Democratic Republic of Congo
Languages spoken: French, Bangala, Mangbetu

Carol McKinney, Senior Faculty
*Applied Anthropology*
PhD, Southern Methodist University, 1985; MA, Southern Methodist University, 1985; MA, Michigan State University, 1961; BA, University of California at Los Angeles, 1958.
Field work: Nigeria, Kenya
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- **Lead Accountant**, Daniel Walton
Academic Departments

College of International Studies,
  Department Chair, Eric Bartels
GIAL – Graduate Institute of Applied Linguistics
  Applied Anthropology Department, Chair, Peter Unseth
  Applied Linguistics Department, Chair, Michael Boutin
CEWA – Center for Excellence in World Arts
  Center Director, Robin Harris
  Associate Director, Katie Hoogerheide
  Arts and Trauma Healing Liaison, Wendy Atkins
Abraham Center
  Department Chair, Mark Harlan
  Executive Assistant, Tad Oldenburger

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  Director, Webmaster, Matt Long
  Technical Support, Chuck Walek
  Technical Support, Jonathan Dailey
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**Director of DIU Media Services**, Bill Harris  
**Distance Education Videographer**, Eric Swanson

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**Library Director**, Ferne Weimer  
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**Library Cataloger**, Glenna Sollenberger  
**Assistant Cataloger**, Sharon Noyce  
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**Reference Librarian**, Robert Sivigny

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**International Student Assistant**, Connie Eckerle  
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**Alumni Relations Coordinator**, Debbie Manter
PROGRAMS
Overview of Programs

Degree requirements published in this Catalog are effective for all new students. Students who entered under a previous Catalog are normally expected to complete their degree under the requirements of that Catalog.

DIU has ten study programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hrs.</th>
<th>Dept./Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Arts with major in International Service</td>
<td>121..........</td>
<td>CIS</td>
</tr>
<tr>
<td>2. Undergraduate Certificate in Applied Linguistics</td>
<td>27..........</td>
<td>AL</td>
</tr>
<tr>
<td>3. Master of Arts with major in Abrahamic Studies</td>
<td>36..........</td>
<td>AbC</td>
</tr>
<tr>
<td>4. Master of Arts with major in Applied Linguistics</td>
<td>37..........</td>
<td>AL</td>
</tr>
<tr>
<td>5. Master of Arts with major in Language and Culture Studies</td>
<td>36..........</td>
<td>AA</td>
</tr>
<tr>
<td>6. Master of Arts with major in World Arts</td>
<td>36..........</td>
<td>CEWA</td>
</tr>
<tr>
<td>7. Graduate Certificate in Islamic Studies</td>
<td>15..........</td>
<td>AbC</td>
</tr>
<tr>
<td>8. Graduate Certificate in Multicultural Teamwork</td>
<td>12..........</td>
<td>AA</td>
</tr>
<tr>
<td>9. Graduate Certificate in Scripture Engagement</td>
<td>16..........</td>
<td>AA</td>
</tr>
<tr>
<td>10. PhD in World Arts</td>
<td>48..........</td>
<td>CEWA</td>
</tr>
</tbody>
</table>

DIU awards credits on the basis of semester hours. At other institutions, typical semester-based courses meet 45 times, each ‘class hour’ being 50 minutes in length. Thus, the total class minutes expected for a three-credit-hour course is: $45 \times 50 = 2250$ minutes. In this catalog, semester hour is the same as a credit hour.

At DIU, a three-semester-hour course typically meets for about $2200$ minutes $= 36.7$ hours in the following configurations:

- 4-week sessions (Fall 2019) and the 4-week May 2020 term: 20 meeting days, for 110 minutes each
- 8-week sessions (Fall 2019): 40 meeting days for 55 minutes each
- 9-week Summer 2020 term: 40 meeting days for 55 minutes each
- 16-week Spring 2020 term:
  - 40 meeting days (MWF) for 55 minutes each, or
  - 29 meeting days (TTh) for 75 minutes each

Every effort is made to ensure that no class days are lost due to breaks, holidays, etc. Students in any of these modular sessions or varying-length terms thus receive as much classroom experience as do students in a semester course of equivalent credit.

Study Expectations

Graduate Courses – Students are expected to spend approximately 3 hours studying and working on assignments for each hour they spend in class.

Undergraduate Courses – Students are expected to spend approximately 2 hours studying and working on assignments for each hour they spend in class.

Due to the nature of some courses, an instructor may expect students to spend more time in class per credit hour and less time outside of class. Such expectations will be made clear in the course syllabus.
GPA

To register for the next term, undergraduate students need to maintain at least a 2.00 GPA. A graduate student will need to maintain at least a 3.00 GPA to register for a new term. Otherwise, a student will be placed on academic probation, with accompanying restrictions.

Prerequisites

A student must have a final grade of “C+” or better for an undergraduate course or a “B-” or better for a graduate course to serve as a prerequisite for another course at DIU.
COLLEGE OF INTERNATIONAL STUDIES (CIS)

College Mission Statement

It is the mission of the College of International Studies (CIS) to develop competent professionals for international service through training and service learning opportunities in cross-cultural studies, world arts, linguistics, Abrahamic Studies, and any other international service specializations developed by or assigned to the college for implementation.

College of International Studies Program

Bachelor of Arts with Major in International Service: BA-IS

The degree is intended to prepare students for serving others in a cross-cultural context either in the U.S. or internationally as well as provide all of the undergraduate courses needed for entry into Dallas International’s specialized graduate degree programs. Minors include cross-cultural studies, linguistics, and world arts.

The College of International Studies offers a 121 / 122 ush undergraduate degree program (122 ush for Linguistics Minors) that may be completed in a traditional 4-year schedule or completed in a concentrated 3-year schedule. Students are allowed to transfer in a maximum of 54 hours of general education for all required Level 1* and Level 2 courses for the BA degree.

*See page 134 for Course level definitions.

College Faculty (faculty names are links to their webpage on diu.edu)

Eric Bartels, Department Chair
Shelley Ashdown
Andy Eatough
Brian Kelly
Glenn Lafitte
Todd Scacewater
C.J. Searsy
Bachelor of Arts
with Major in International Service (BA-IS)

Bachelor of Arts (BA-IS) degree with major in International Service and minors in Cross-Cultural Studies, Linguistics, or World Arts.

Purpose
The BA degree program has a required major in International Service which is basic preparation for cross-cultural or international service. In addition, the student will be required to choose one of four minors—Linguistics, World Arts, Cross-Cultural Studies, or Abrahamic Studies.

Upon completion of this degree students will:
1. Have the skills to implement a personal self-directed language learning program.
2. Have at least a novice proficiency in a foreign language.
3. Be able to apply independent analysis and critical thinking skills especially to the challenges of international service.
4. Have a knowledge of the skills and attitudes necessary to serve across cultural boundaries.
5. Be able to effectively and properly communicate ideas and concepts in both oral and written forms.
6. Understand the ingredients of a ‘worldview’ and have begun developing a personal worldview integrating religious faith, intellectual curiosity, global awareness, and an attitude of service.

Mission
The mission of the Bachelor of Arts in International Service (BA-IS) degree is to equip students with the basic skills and attitudes needed for entry level service to others across language and culture barriers.

Degree Requirements
The Bachelor of Arts degree with major in International Service at DIU is an 121/122 undergraduate semester hour (ush) degree (122 ush for Linguistics Minors).

General Education Categories & Level 1 and Level 2 Courses
Students must complete a minimum of 30 ush of Level 1 and Level 2 courses within five (5) general education categories.
A minimum of two Level 1 and/or Level 2 courses (6 ush) must be completed in each of the five categories.
General Education Categories include:

Area One: Creative Arts
1. Courses examining the nature of creativity, including imaginative and intuitive thinking, forms of persuasion, expressions of life realities and values.
2. Courses situating creative works, and judgments about those creative works, in their appropriate social and historical context.

Area Two: Global & Cultural Studies
1. Courses exploring the diverse historical and philosophical traditions that have shaped the world by reading and discussing fundamental texts from those traditions.
2. Courses developing the student’s ability to critically and comparatively reflect on cultural issues considering others both past & present.
**Area Three: World Traditions**
1. Courses exploring those habits of thought and feeling that distinguish regions, countries, and cultures from one another.
2. Courses discussing, in comparative and cross-cultural perspective, the concepts, patterns, and trends that characterize contemporary global issues.
3. Courses developing the student’s capacity to critically analyze how categories of difference are organized within and across cultures.

**Area Four: Social Behavior**
1. Courses considering the institutions, systems, and patterns of governance that underlie contemporary societies.
2. Courses developing the student’s capacity to critically reflect on the relationship between the individual and the institutions, systems, and patterns of society.

**Area Five: Science & Mathematics**
1. Courses investigating the natural world and the living forms that inhabit it.
2. Courses developing problem-solving skills and utilize the scientific method to describe, explain, and predict natural phenomena.
3. Courses analyzing the role of science in public discourse and in addressing societal problems.

**Required Degree Courses: Level 3 and Level 4 Courses**
Students must complete 47/50 ush of Level 3 and Level 4 courses required for the BA-IS degree. *(47 ush for linguistics minors; 50 ush for other minors)*

**Electives**
Students choose electives that total a minimum of 26/23 ush from Level 1 through Level 4 courses. *(26 ush for linguistics minors; 23 ush for other minors)*

**Choice of One Minor and/or Certificate:**
Cross-Cultural Studies (18 ush)
Linguistics (19 ush)
World Arts (18 ush)
Abrahamic Studies (18 ush)

**BA-IS Curriculum Overview**

**General Education Requirements**
Level 1 and Level 2 ..................30 ush

**Major Requirements**
Level 1 through Level 4 ........23 / [26] ush  [for Linguistics Minor]
Level 3 and Level 4 ...........50 / [47] ush  [for Linguistics Minor]

**Minor Requirements**
18 / [19] ush  [for Linguistics Minor]

**TOTAL**  121 / [122] ush  [for Linguistics Minor]
BA-IS Degree Program Outline

CIS BA-IS General Education Categories and Level 1 & Level 2 Requirements

Level 1 and Level 2 course requirements are 30 total hrs. with a minimum of two (2) courses (6 ush) in each of the five (5) general education categories.

At Least

1. Creative Arts ........................................................................................................................................... 6
2. Global & Cultural Studies ....................................................................................................................... 6
3. World Traditions ...................................................................................................................................... 6
4. Social Behavior ......................................................................................................................................... 6
5. Science & Mathematics .......................................................................................................................... 6

30 ush

CIS BA-IS Required Degree Courses and Level 3 & Level 4 Requirements

Level 3 and Level 4 course requirements are 47/50 ush of the following:

AL4304 Introduction to Language Structure\(^2\) .......................................................................................... 3
AA4505 Second Language and Culture Acquisition ................................................................................. 5
Foreign Language (Arabic 1, 2, Colloquial Arabic or Chinese 1, 2, 3) ........................................ 9
IS3351 Dynamics of Cross-Cultural Service .......................................................................................... 3
AA4370 Cultural Anthropology ............................................................................................................... 3
AA4372 Political and Social Systems ....................................................................................................... 3
IS4361 Cross-Cultural Communication\(^3\) .............................................................................................. 3
One of:

AA4350 Language and Society\(^4\) ............................................................................................................. 3
IS3364 Theory/Reality of Development .................................................................................................. 3
IS3352 Globalization .................................................................................................................................. 3
IS3325 Missiology ..................................................................................................................................... 3
AA4387 Training in Cross-Cultural Contexts .......................................................................................... 3

IS4320 Cross-Cultural Practicum ............................................................................................................. 3
IS3311 Research Writing .......................................................................................................................... 3
AC4305 Introduction to the Hebrew Scriptures ...................................................................................... 3
AC4306 Introduction to the Greek Scriptures .......................................................................................... 3
IS3317 World Religions ............................................................................................................................ 3
IS4350-OL Dynamics of Religious Experience ...................................................................................... 3

50 ush, or [47] ush for linguistics minor \[50 / [47]\] ush

Level 1 through 4 Electives 23 ush, or [26] ush for linguistics minor \(23 / [26]\) ush

\(^2\) Linguistics minors will replace this course with an additional elective

\(^3\) Cross-Cultural Studies minors will replace this course with an additional elective.

\(^4\) Cross-Cultural Studies minors and Linguistics minors will replace this course with an additional elective.
## Minors

- **Cross-Cultural Studies** .......................................................... 18 ush
- **Linguistics** .............................................................................. 19 ush
- **World Arts** ............................................................................... 18 ush
- **Abrahamic Studies** ................................................................. 18 ush

Total BA-IS degree 121 / 122 ush

## Minors

### MINOR in CROSS-CULTURAL STUDIES

IS4361 Cross Cultural Communication.................................................. 3

Four of:.......................................................................................... 12
- AA4350 Language and Society......................................................... 3
- IS3364 Theory/Reality of Development............................................. 3
- IS3352 Globalization...................................................................... 3
- IS3325 Missiology........................................................................ 3
- AA4387 Training in Cross-Cultural Contexts.............................. 3

Elective.......................................................................................... 3

Total Cross-Cultural Studies minor ush 18

### MINOR in LINGUISTICS

AL4302 Principles of Articulatory and Acoustic Phonetics................ 3
AL4303 Principles of Phonological Analysis..................................... 3
AL4410 Principles of Grammatical Analysis................................. 4
AA4350 Language and Society........................................................ 3
AL4406 or AL5406 Field Methods and Linguistic Analysis............. 4
AL4207 or AL5207 Field Data Management..................................... 2

Total Linguistics minor ush 19

### MINOR in WORLD ARTS

WA4382 Survey of World Arts.......................................................... 3
WA3380-IN Introduction to Ethnodoxology.................................... 3
WA3381-IN Arts for a Better Future............................................. 3
WA4387 Area Studies for World Arts............................................. 3
WA4322 Video Production and Editing........................................... 3
WA3386-SL World Arts Practicum.................................................. 3

Total World Arts minor ush 18
## MINOR in ABRAHAMIC STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS1311-IN</td>
<td>Biblical Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>IS1312</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>IS2312-OL</td>
<td>Ancient Near Eastern Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>AC3305</td>
<td>Foundations of Torah</td>
<td>3</td>
</tr>
<tr>
<td>AC4310</td>
<td>Introduction to Islam</td>
<td>3</td>
</tr>
<tr>
<td>AC4311-OL</td>
<td>Communication and Service in Muslim Contexts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Abrahamic Studies minor ush** 18
GRADUATE INSTITUTE OF APPLIED LINGUISTICS (GIAL)

GIAL is composed of two departments

THE APPLIED ANTHROPOLOGY DEPARTMENT – see page 94

Programs

Master of Arts with Major in Language and Culture Studies — (MA-LCS)
with the following concentrations
Islamic Worldviews
Literacy
Scripture Engagement
Sociolinguistics
Student-crafted

Graduate Certificate in Multicultural Teamwork — (CMT)
Graduate Certificate in Scripture Engagement — (CSE)

THE APPLIED LINGUISTICS DEPARTMENT – see page 105

Programs

Master of Arts with Major in Applied Linguistics, — (MA-AL)
with the following concentrations
Bible Translation
Descriptive Linguistics
Bible Translation & Arts
Bible Translation & Abrahamic Studies

Undergraduate Certificate in Applied Linguistics — (CAL)

Cooperative and Dual Degree Programs

DUAL DEGREE PROGRAM WITH SOUTHERN BAPTIST THEOLOGICAL SEMINARY
MA-AL with concentration in Bible Translation (from DIU)
MDiv in Missions and Bible Translation (from SBTS)

COOPERATIVE DEGREE PROGRAMS WITH

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY
MA-AL with concentration in Cross-Cultural Service

DALLAS THEOLOGICAL SEMINARY
MA in Biblical Exegesis and Linguistics — (MA/BEL)
Master of Theology — (ThM)

COOPERATIVE PROGRAMS WITH OTHER INSTITUTIONS
Applied Anthropology (AA) Department

Department Mission Statement
It is the mission of the Applied Anthropology Department to provide appropriate training and research opportunities in Language & Culture Studies and in World Arts.

Applied Anthropology Programs
Master of Arts with Major in Language and Culture Studies — (MA-LCS)
with the following concentrations
Islamic Worldviews
Literacy
Scripture Engagement
Sociolinguistics
Student-crafted
Graduate Certificate in Multicultural Teamwork — (CMT)
Graduate Certificate in Scripture Engagement — (CSE)
Master of Arts with Major in World Arts — (MA-WA) for more information, see Center for Excellence in World Arts page 119
Doctor of Philosophy with Major in World Arts — (PhD-WA) for more information, see Center for Excellence in World Arts page 124
**Department Faculty** *(faculty names are links to their webpage on diu.edu)*

Peter Unseth, Department Chair
Cynthia L. Blood
Wayne Dye
Timothy Hatcher
Sunny Eun Sun Hong
Rob G. McKee
Jack Shoemaker
Stephen L. Walter
James Wheatley
Master of Arts
with Major in Language and Culture Studies
(MA-LCS)

Master of Arts degree with a major in Language and Culture Studies and concentrations in Islamic Worldviews, Literacy, Scripture Engagement, or Sociolinguistics

Purpose
The Master of Arts degree with a major in Language and Culture Studies (MA-LCS) is designed to produce graduates qualified to serve in specialist cross-cultural roles in Literacy, Sociolinguistics, Language Survey, or Scripture Engagement. Organizations, such as SIL, PBT, LBT, and others recognize graduates of this program as having completed the minimum academic training requirements to serve in these disciplines. (Please note that employers may require field experience or impose other requirements in addition to what is required for this degree.)

Prerequisites
Admission to the MA Program in Language and Culture Studies requires that students have completed—at DIU or elsewhere—preparatory studies in Linguistics and related fields.

Undergraduate courses taken at other universities may be petitioned, on a course-by-course basis with proper documentation, to waive prerequisite(s) based on equivalent course(s) taken elsewhere.

For concentration in Literacy or Sociolinguistics the following courses, or their equivalent, are required.

- AL4302 Principles of Articulatory and Acoustic Phonetics
- AL4303 Principles of Phonological Analysis
- AL4410 Principles of Grammatical Analysis (a) & (b)
- AA4350 Language and Society
- AA4370 Cultural Anthropology
- AA4505 Second Language and Culture Acquisition

For the Scripture Engagement program, the following courses, or their equivalent, are required.

- AL4304 Introduction to Language Structures
- AA4350 Language and Society
- AA4370 Cultural Anthropology
- AA4505 Second Language and Culture Acquisition

Curriculum
The Master of Arts degree with a major in Language and Culture Studies requires a minimum of 36 semester hours. Of those hours, 12 hours are general core requirements expected of all students earning this degree in Research, Training, and Language & Culture as Dynamic Systems. Concentration-specific courses and elective hours vary per concentration.
**Degree Requirements**

To complete a Master of Arts degree with a major in Language and Culture Studies, every student is expected to complete (1) the general core requirements and (2) the requirements specific to his/her chosen concentration.

Each concentration has a set of “common courses,” specific to that concentration, that are expected of all students working on a degree in that concentration. In addition, all of the concentrations provide for students to select either a thesis track or a non-thesis track (Comprehensive Exam) for completing their degree.

**Approved electives for major in Language and Culture Studies, all concentrations:**

Any graduate course offered by DIU may be used to satisfy the elective requirements for any concentration in Applied Anthropology, provided the following conditions are all met:

1. The course has not already been specified as a core requirement for the Master of Arts degree with a major in Language and Culture Studies; and
2. The course has not already been specified as a concentration requirement.

**Concentrations**

The Master of Arts degree with a major in Language and Culture Studies has five concentrations: Islamic Worldviews, Literacy, Scripture Engagement, Sociolinguistics, and Student-crafted. The following discussion details the concentration-specific requirements for each concentration.

**Islamic Worldviews Concentration**

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (choose one – 3 hours)</td>
<td>AA5340 Ethnographic Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5341 Social Science Research Design and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5342 Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>Training (choose one – 3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (two of four – 6 hours)</td>
<td>AA5353 Language Development</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AA5354 Language Contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
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</tr>
<tr>
<td>Concentration core courses (15 hours)</td>
<td>AC5310 Core Components of Islam</td>
<td>15</td>
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<tr>
<td></td>
<td>AC5312 Islam in the 21st Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5314 Modern Islamic Religious and Political Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Dynamics of Contextualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5318 Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td>Thesis option</td>
<td>Thesis (6 hours)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Elective (3 hours)</td>
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</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (9 hours)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
**Literacy Concentration**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Research</td>
<td>AA5341 Social Science Research Design and Methods</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AA5342 Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>AA5387 Training Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems</td>
<td>AA5354 Language Contact</td>
<td>3</td>
</tr>
<tr>
<td>Concentration core courses (18 hours)</td>
<td>AA5343 Principles of Multilingual Education</td>
<td>18</td>
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<tr>
<td></td>
<td>AA5353 Language Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5934 Literacy Megacourse</td>
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</tr>
<tr>
<td>Thesis option</td>
<td>Thesis (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (6 hours)</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</tbody>
</table>

**Scripture Engagement Concentration**

<table>
<thead>
<tr>
<th>Scripture Engagement-degree Core Courses (12 hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Research (choose one – 3 hours)</td>
<td>WA5339 Research Methods in World Arts</td>
</tr>
<tr>
<td></td>
<td>AA5340 Ethnographic Research, or</td>
</tr>
<tr>
<td></td>
<td>AA5341 Social Science Research Methods</td>
</tr>
<tr>
<td>Training (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (6 hours)</td>
<td>AA5353 Language Development</td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
</tr>
<tr>
<td>Concentration core courses (9 hours)</td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
</tr>
<tr>
<td></td>
<td>AA5356-OL Current Issues in Scripture Engagement</td>
</tr>
<tr>
<td></td>
<td>AA5392-PR Scripture Engagement Practicum</td>
</tr>
<tr>
<td>Ideological cluster (choose one – 3 hours)</td>
<td>AA 5373 Religion and Worldview, or</td>
</tr>
<tr>
<td></td>
<td>AL5319 Biblical Backgrounds</td>
</tr>
<tr>
<td>Application Cluster (choose one – 3 hours)</td>
<td>AA5333 Principles of Literacy, or</td>
</tr>
<tr>
<td></td>
<td>AA5357 Oral Traditions, or</td>
</tr>
<tr>
<td></td>
<td>WA5381-IN Arts for a Better Future (ABF), or</td>
</tr>
<tr>
<td></td>
<td>AA5354 Language Contact, or</td>
</tr>
<tr>
<td></td>
<td>WA5383-IN Arts and Trauma Healing, or</td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change in Minority Cultures</td>
</tr>
<tr>
<td>Thesis (6 hours + 1 elective = 9 hours)</td>
<td>Thesis (6 hours)</td>
</tr>
<tr>
<td></td>
<td>Elective (3 hours)</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam + 3 electives = 9 hours)</td>
<td>Elective 1 (3 hours)</td>
</tr>
<tr>
<td></td>
<td>Elective 2 (3 hours)</td>
</tr>
<tr>
<td></td>
<td>Elective 3 (3 hours)</td>
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<td><strong>TOTAL</strong></td>
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</tr>
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## Sociolinguistics Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (6 hours)</td>
<td>AA5341 Social Science Design and Research Methods</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AA5342 Statistics</td>
<td></td>
</tr>
<tr>
<td>Training (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (9 hours)</td>
<td>AA5353 Language Development and Planning</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>AA5354 Language Contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
<td></td>
</tr>
<tr>
<td>Concentration core courses (6 hours)</td>
<td>AA5321-OL Multicultural Teamwork</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AA5366 Theory and Practice of Sociolinguistics</td>
<td></td>
</tr>
<tr>
<td>Application Courses – (choose one – 3 hours)</td>
<td>AA5372 Social and Political Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5361 Principles of Language Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5352 Language Program Design and Management</td>
<td></td>
</tr>
<tr>
<td>Thesis option (9 hours)</td>
<td>Elective (3 hours)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Thesis (6 hours)</td>
<td></td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam) (9 hours)</td>
<td>AA5368 Seminar in Sociolinguistics</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Elective 1 (3 hours) (recommend Area Studies if available)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 2 (3 hours)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Special Student-crafted Concentration

The student may elect to seek the Master of Arts degree in Language and Culture Studies without pursuing one of the pre-approved concentrations. The student must meet the general core requirements for the Language and Culture Studies major, (a total of 12 hours in Research, Training, and Language & Culture as Dynamic Systems), plus take two sets of at least two courses, each set comprising a coherent focus, such as local arts, Multicultural Leadership & Teamwork, education. Then the student may generally select from any course offered by DIU to satisfy the concentration-specific requirements for the degree. To select this option, the student should discuss it with a graduate advisor and must satisfy the conditions required of all formal concentrations in Language and Culture Studies. PLUS: A minimum of 50% of the courses incorporated into the concentration will be from the Applied Anthropology Department.

Graduate Certificate in Multicultural Teamwork (CMT)

Purpose
The Graduate Certificate in Multicultural Teamwork (CMT) is designed to prepare people to lead, advise, and train people from two or more cultures who work together toward a common goal. It is also useful for people who will work with those from other cultures but who will not be in a position of leadership or teaching. In this graduate program, students enrolled in the courses study issues in greater depth, leading to more insight, creativity, and adaptability than in shorter courses in this discipline.

Goals
To enable students to:
Identify key features of a social environment that may affect the values and behavioral expectations different partners bring to a partnership;
Explain how people who follow the same religious tradition can have different patterns of partnership, depending on their cultural backgrounds;
Evaluate their own views on the relationship between their own religious viewpoint and those patterns;
Assess their own ways of interacting with others in order to adapt their ways to partner more effectively across cultures;
Evaluate cultural styles of leadership and develop a plan for working with a variety of styles;
Pass on knowledge and skills needed for working in partnership with those of other cultural backgrounds; and
Contribute to the professional literature and ongoing discussions of this topic.

Prerequisites
Each of the courses in this program requires a previous cultural anthropology course (graduate or upper-level undergraduate) such as AA4370 Cultural Anthropology at DIU. The same course can fulfill this requirement of all four courses. In addition, the Leadership and Teamwork courses require either AA4350 Language and Society or equivalent, or at least 3 years of experience working in a different language and culture and the permission of the instructor.

Waiver of Courses
This is a one-term certificate which consists of four carefully selected courses. The certificate requires all four courses. Since equivalent courses to two of the included courses, AA5372 Social and Political Structure and AA5374 Christianity Across Cultures, may be taught at other graduate institutions, it is possible for these to be transferred in by the normal transfer process, thereby counting toward the Graduate Certificate in Multicultural Teamwork. However, equivalent courses are not acceptable for AA5321-OL Multicultural Teamwork or AA5323 Multicultural Leadership.

Curriculum
The curriculum for the Graduate Certificate in Multicultural Teamwork consists of these four courses offered only in the Fall term of each academic year:

- AA5372 Social and Political Organization explores social and political structures and their cultural variants. These structures provide the underlying mental grid which guides each participant in how a team should accomplish its goals.
- AA5374 Christianity Across Cultures explores the different expressions of Christianity in different times, denominations, and ethnic groups. Since the values and expectations Christians bring to a team or partnership are strongly perceived to be derived from their religion, participants must understand this topic in order to work effectively with others.
- AA5321-OL Multicultural Teamwork analyzes the many ways culture affects teams and partnerships. This course is the centerpiece of the Certificate in Multicultural Teamwork.
- AA5323 Multicultural Leadership explores multicultural team and partnership guidance. Since culture affects expectations and sets limitations on leadership, the course is intended for leaders, advisors, or training team members working in groups.

The Graduate Certificate in Multicultural Teamwork is designed to be earned in four months of study. Since the courses build on knowledge gained during the study, students are strongly encouraged to take the courses in the order offered.

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5 This may change starting with the Spring 2020 term change over to the 16-week term.
Graduate Certificate in Multicultural Teamwork Courses—Fall Term Only

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td><strong>AA5372 Social and Political Organization</strong></td>
<td>3</td>
</tr>
<tr>
<td>3-4</td>
<td>AA5321-OL Multicultural Teamwork</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>AA5374 Christianity Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>AA5323 Multicultural Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**AA5372 Social and Political Organization is normally taught in the Spring term, but it will be offered in the Fall upon request for any student desiring to complete all the Graduate Certificate in Multicultural Teamwork courses in one Fall term.

Graduate Certificate in Scripture Engagement (CSE)

**Purpose**

The Certificate in Scripture Engagement (CSE) provides expertise in a particular domain of Scripture Engagement (SE) service as well as broad competency in Scripture Engagement. It prepares people to comprehensively understand Scripture Engagement (SE) and address the issues that influence the acceptance and use of translated Scriptures. This program also provides participants with the opportunity to gain expertise in one particular area of Scripture Engagement such as orality, media, digital engagement, contextualization, etc. Participants will develop the ability to consult on SE issues and the needed skills to lead in specific areas of Scripture-Engagement interventions.

**Goals**

To enable students to:

1. In collaboration with others, analyze various factors influencing Scripture engagement
2. Explain the relationship between Scripture engagement and other aspects of missiology.
3. Work with members of a cultural group to prepare products and activities that will increase that community’s engagement with Scripture.
4. Apply Scripture Engagement strategies to a novel context.

**Prerequisites**

For AA5355/AA5355-OL Scripture Engagement Strategy and Methods: AA4350 Language and Society or permission of the instructor. AA5355 is itself a prerequisite for AA5356 Current Issues in Scripture Engagement and for AA5392 Scripture Engagement Practicum.

In addition, AA5356 requires one of the following: AA5373 Religion and Worldview, AA5374 Christianity across Cultures, or permission of the instructor. Some elective courses have their own prerequisites. See Catalog.
Successful Completion of the Program

To earn the CSE, students must successfully complete the required courses for the 16-credit Certificate under the Applied Anthropology department with a minimum overall grade point average of 2.0 and a satisfactory final grade of at least “C” in each course taken at DIU and counting toward the Certificate.

Curriculum

The prescribed curriculum for the Certificate in Scripture Engagement consists of these three core courses, two electives (forming an emphasis) and a special project.

Core Courses (10 graduate credit hours)

- AA5355/AA5355-OL Scripture Engagement Strategy and Methods focuses on the sociolinguistic, socioeconomic, sociopolitical, and socio-religious factors that either hinder or foster the use of vernacular literature. Practical strategies and activities that promote the use of Bible translations in public and private venues are central. AA5355 is offered face-to-face in the Summer Term. AA5355-OL is offered during the Fall term.
- AA5356 Current Issues in Scripture Engagement (OL) encourages the student to analyze motivations and causal elements that underlie many of the Scripture engagement choices people make. Using a partially student-designed approach, course participants select specific Scripture engagement issues and skills they are interested in exploring more comprehensively. Emerging topics related to Scripture engagement are debated and students propose original contributions to the field of Scripture engagement. Students also develop skills in consulting and workshop design.
- AA5392 Scripture Engagement Practicum (OL) equips students to research a people group’s religious worldview and help provide the most appropriate materials and activities that enhance the community’s engagement with Scripture. They work with local authors, artists, teachers or media specialists to create print materials, performances and recordings tailored for specific audiences. They encourage communities to engage with Scripture and apply it to their lives through study, story, song, conversation and celebration. They partner with leaders to strengthen community engagement with Scripture at more times and in more ways.
- AA5181 Special Project in Scripture Engagement enables students to synthesize their learning from the three foundational courses with their elective “emphases” courses. The Special Projects course will operate as an independent study under the supervision of an SE professor, where the student will be expected to submit a project, such as a research paper, presentation, or course outline, that is of high and applicable quality.
Elective Emphases (6 undergraduate or graduate credit hours)

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Recommended Elective Courses: 3 credits per course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orality</td>
<td>IS 3356 Introduction to Orality and Storying</td>
</tr>
<tr>
<td></td>
<td>AA 5357 Oral Tradition and Literature</td>
</tr>
<tr>
<td>2. Oral Bible Translation</td>
<td>AA 5357 Oral Tradition and Literature</td>
</tr>
<tr>
<td></td>
<td>AL 5308 Oral Translation</td>
</tr>
<tr>
<td>3. Media Specialist</td>
<td>WA 4322 Video Production and Editing</td>
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<tr>
<td></td>
<td>WA 4202 Audio and Visual Techniques for Fieldworkers</td>
</tr>
<tr>
<td>4. Digital Engagement</td>
<td>AA 9999y – Digital Engagement (proposed course)</td>
</tr>
<tr>
<td></td>
<td>WA 4202 Audio and Visual Techniques for Fieldworkers</td>
</tr>
<tr>
<td>5. Ethnodoxology</td>
<td>WA 5380 Theory and Practice of Ethnodoxology</td>
</tr>
<tr>
<td></td>
<td>WA 5381-IN Arts for a Better Future</td>
</tr>
<tr>
<td>6. World Arts</td>
<td>WA 5381-IN Arts for a Better Future</td>
</tr>
<tr>
<td></td>
<td>WA 5384 Expressive Form Analysis</td>
</tr>
<tr>
<td>7. Multicultural Teamwork</td>
<td>AA 5321-OL Multicultural Teamwork</td>
</tr>
<tr>
<td></td>
<td>AA5323 Multicultural Leadership</td>
</tr>
<tr>
<td>8. Abrahamic Religions</td>
<td>AC5310-OL Core components of Islam</td>
</tr>
<tr>
<td></td>
<td>AC5316-OL Dynamics of Contextualization</td>
</tr>
<tr>
<td></td>
<td>AC5312 Islam in the 21st century</td>
</tr>
<tr>
<td>9. Contextualization</td>
<td>AA5373 Religion and Worldview</td>
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<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
</tr>
</tbody>
</table>

After having taken the initial course AA5355, it is possible for a student to complete the Graduate Certificate in Scripture Engagement in a single Spring term. AA5355 is offered on campus (Spring) and online (Fall).
Applied Linguistics (AL) Department

Department Mission Statement
The mission of the Department of Applied Linguistics is to provide training in those concentrations and programs in linguistics and Bible translation developed by or assigned to the department.

Applied Linguistics Programs

Master of Arts with Major in Applied Linguistics — (MA-AL)

with concentrations in
- Bible Translation
- Descriptive Linguistics
- Bible Translation and Arts
- Bible Translation and Abrahamic Studies

Undergraduate Certificate in Applied Linguistics — (CAL)
**Department Faculty** *(faculty names are links to their webpage on diu.edu)*

- Michael E. Boutin, Department Chair
- Tod J. Allman
- Heather Beal
- Brenda H. Boerger
- Michael C. Cahill
- Jonathan Dailey
- Joshua Harper
- JoAnna Hoyt
- Paul R. Kroeger
- Carol Long
- Perry Oakes
- Stephen G. Parker
- Arden G. Sanders
- Joy Sanders
- Gary F. Simons
- Coleen Starwalt
- Ervin Starwalt

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**Master of Arts**
**with Major in Applied Linguistics (MA-AL)**

**Master of Arts degree with a major in Applied Linguistics and concentrations in Bible Translation or Descriptive Linguistics, dual concentrations in Bible Translation and Arts, or dual concentration in Bible Translation and Abrahamic Studies.**

**Purpose**

The Master of Arts degree with a major in Applied Linguistics is designed to produce graduates qualified to serve in specialist cross-cultural roles in Bible Translation or Descriptive Linguistics.

**Prerequisites**

Prior to admission to an MA with a major in Applied Linguistics program, students are required to take or to have taken elsewhere, these courses:

- AL4302 Principles of Articulatory and Acoustic Phonetics
- AL4303 Principles of Phonological Analysis
- AL4410 Principles of Grammatical Analysis (a) & (b)
- AA4505 Second Language and Culture Acquisition

Students may petition, on a course-by-course basis with proper documentation, to waive prerequisite(s) based on equivalent course(s) taken elsewhere.
Curriculum

The Master of Arts degree with a major in Applied Linguistics (MA-AL) requires a minimum of 37 semester hours. Of those hours, 13 are general core requirements, expected of all students earning this degree, and 24 are concentration-specific. Students may elect to complete this degree through coursework, plus either a comprehensive examination or a thesis.

Degree Requirements

To complete a Master of Arts degree with a major in Applied Linguistics (AL), every student is expected to complete (1) the general core requirements and (2) the requirements specific to his/her chosen concentration. Each concentration has a set of “common courses” specific to that concentration which are expected of all students working on a degree in that concentration. Additionally, most concentrations allow students to select either a thesis track or a non-thesis track (comprehensive exam) for completing their degree.

General AL Core Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
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</tbody>
</table>

Concentrations

The Master of Arts degree with a major in Applied Linguistics has two concentrations: Bible Translation or Descriptive Linguistics. Students in the Bible Translation concentration can choose to do dual concentrations in Bible Translation and Arts.
### Bible Translation Concentration Common Courses

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
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<tr>
<td>Exegesis</td>
<td>AL5324 Greek Textual Analysis, or AL5325 Hebrew Textual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives</td>
<td>12</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>TOTAL Translation Concentration</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL Applied Linguistics degree (minimum)</td>
<td>37</td>
</tr>
</tbody>
</table>

### Bible Translation Concentration: Sample Plans of Study

First Term: Prerequisites (offered both Fall and Spring; see Prerequisites above).  
*Note: Students, who have taken these prerequisite courses or their equivalents at another institution may be able to waive them. Doing so will require submitting a Petition Form.*

<table>
<thead>
<tr>
<th>Non-Thesis and Thesis Options</th>
<th>Plan A (Spring start)</th>
<th>Plan B (Fall start)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term A (Spring)</strong></td>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td></td>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
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<tr>
<td></td>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL5315 Semantics and Pragmatics</td>
</tr>
<tr>
<td></td>
<td>AL5326 Hebrew 1</td>
<td>AL5321 Greek 1</td>
</tr>
<tr>
<td><strong>Term B (Fall)</strong></td>
<td>AL5327 Hebrew 2</td>
<td>AL5322 Greek 2</td>
</tr>
<tr>
<td></td>
<td>AL5325 Hebrew Textual Analysis</td>
<td>AL5324 Greek Textual Analysis</td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
</tr>
<tr>
<td></td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td><strong>Term C (Spring) Non-Thesis Only</strong></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td>Elective</td>
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</tr>
<tr>
<td></td>
<td>Comprehensive Exam</td>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td><strong>Term C (Spring) Thesis Only</strong></td>
<td>Elective</td>
<td>Thesis (For Thesis option must take Thesis Credit)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Thesis (For Thesis option must take Thesis Credit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Term C (Fall) Non-Thesis Only</strong></th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term C (Fall) Thesis Only</strong></td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Thesis (For Thesis option must take Thesis Credit)</td>
</tr>
</tbody>
</table>

### Approved electives for Applied Linguistics major, Bible Translation concentration:

Any course offered by DIU may be used to satisfy the elective requirements for the Bible Translation concentration, provided the following conditions are all met:

1. The course may be included in a master’s-level degree program of DIU;
2. The course has not already been specified as a core requirement for the Master of Arts degree with a major in Applied Linguistics; and
3. The course has not already been specified as a Bible Translation concentration requirement.

**Descriptive Linguistics Concentration Common Courses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Linguistics</td>
<td>AL5304 Advanced Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Descriptive Linguistics</td>
<td>AL5313 Advanced Grammatical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Descriptive Linguistics</td>
<td>AL5395 Current Issues in Descriptive Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Descriptive Linguistics</td>
<td>AL5395 Current Issues in Descriptive Linguistics (See list below)</td>
<td>6</td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL Descriptive Linguistics Concentration</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL Applied Linguistics degree (minimum)</strong></td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

**Descriptive Linguistics Concentration: Sample Plans of Study**

First Term: Prerequisites (offered both Fall and Spring; see Prerequisites above).

*Note: Students, who have taken these prerequisite courses or their equivalents at another institution may be able to waive them. Doing so will require submitting a Petition Form.*

Non-Thesis and Thesis Option

<table>
<thead>
<tr>
<th>Plan A (Spring start)</th>
<th>Plan B (Fall start)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term A (Spring)</td>
<td>Term A (Fall)</td>
</tr>
<tr>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
</tr>
<tr>
<td>AL5304 Advanced Phonological Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td>AL5313 Advanced Grammatical Analysis</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td>Term B (Fall)</td>
<td>Term B (Spring)</td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>AL5315 Semantics and Pragmatics</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL5304 Advanced Phonological Analysis</td>
</tr>
<tr>
<td>AL5395 Current Issues in Descriptive Ling.</td>
<td>AL5313 Advanced Grammatical Analysis</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>Elective</td>
</tr>
<tr>
<td>Advanced Linguistic elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Term C (Spring) Non-Thesis Only</td>
<td>Term C (Fall) Non-Thesis Only</td>
</tr>
<tr>
<td>Advanced Linguistic elective</td>
<td>AL5395 Current Issues in Descriptive Linguistics</td>
</tr>
<tr>
<td>Elective</td>
<td>Advanced Linguistic elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td>Term C (Spring) Thesis Only</td>
<td>Term C (Fall) Thesis Only</td>
</tr>
<tr>
<td>Advanced Linguistic elective</td>
<td>AL5395 Current Issues in Descriptive Linguistics</td>
</tr>
<tr>
<td>Elective</td>
<td>Advanced Linguistic Elective</td>
</tr>
<tr>
<td>Thesis</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

**Approved Advanced Linguistics courses for Descriptive Linguistics concentration:**

AL5311 Relevance Theory
AL5317 Language Documentation
AL5323 Greek Discourse Features
AL5328 Hebrew Discourse Features
AL5333 Tone Analysis  
AL5394 Readings in Applied Linguistics**  
AL5395 Current Issues in Descriptive Linguistics (if taken twice)  
AL5396 Conference Course in Applied Linguistics**  
AL5398 Seminar in Applied Linguistics**  

**These may be taken for the Advanced Linguistics course requirement if they are a linguistic topic.

### Dual concentrations in Bible Translation and Arts Common Courses (Non-Thesis only)

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
</tr>
<tr>
<td>Exegesis</td>
<td>AL5324 Greek Textual Analysis, or AL5325 Hebrew Textual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Translation</td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td>Arts (required)</td>
<td>WA5381-IN Arts for a Better Future / WA5382 / WA5382-SL Applied Arts</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL Bible Translation and Arts concentrations</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>TOTAL Applied Linguistics degree (minimum)</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

### Dual Concentrations in Bible Translation and Arts: Sample Plans of Study

First Term: Prerequisites (offered both Fall and Spring; see Prerequisites above).

**Note: Students, who have taken these prerequisite courses or their equivalents at another institution may be able to waive them. Doing so will require submitting a Petition Form.**

#### Non-Thesis Option

<table>
<thead>
<tr>
<th>Term A (Spring)</th>
<th>Plan A (Spring start)</th>
<th>Plan B (Fall start)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term B (Fall)</td>
<td>AL5327 Hebrew 2</td>
<td>AL5322 Greek 2</td>
</tr>
<tr>
<td></td>
<td>AL5325 Hebrew Textual Analysis</td>
<td>AL5324 Greek Textual Analysis</td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td></td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
</tr>
<tr>
<td></td>
<td>WA5382 / WA5382-SL Applied Arts</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td>Term C (Spring)</td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
<td>Summer: WA5381-IN Arts for a Better Future</td>
</tr>
<tr>
<td>Non-Thesis Only</td>
<td>Choose 2 Arts electives (*) from the following:</td>
<td>Term C (Fall) Non-Thesis Only</td>
</tr>
<tr>
<td></td>
<td>* WA5383-IN Arts and Trauma Healing</td>
<td>WA5382 / WA5382-SL Applied Arts</td>
</tr>
<tr>
<td></td>
<td>* WA5380-IN Theory &amp; Practice of Ethnodoxology</td>
<td>Choose 2 Arts electives (*) from the following:</td>
</tr>
<tr>
<td></td>
<td>* AL5308 / AL5308-SL Oral Translation</td>
<td>* WA5384 / WA5384-SL Expressive Form Analysis</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exam</td>
<td>* WA5339 Research Methods in World Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* AA5357 Oral Tradition and Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensive Exam</td>
</tr>
</tbody>
</table>

**NOTE: choose arts electives (*) according to semester**
## Dual concentrations in Bible Translation and Abrahamic Studies Common Courses
*(Non-Thesis only)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
</tr>
<tr>
<td>Exegesis</td>
<td>AL5324 Greek Textual Analysis, or AL5325 Hebrew Textual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Translation</td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td>Abrahamic Studies</td>
<td>Four Abraham Center courses approved by advisor in consultation with the Abraham Center.</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL Bible Translation and Abrahamic Studies concentrations** 24

**TOTAL Applied Linguistics degree (minimum)** 37

---

### Dual Concentrations in Bible Translation and Abrahamic Studies: Sample Plans of Study

**First Term:** Prerequisites (offered both Fall and Spring; see Prerequisites above). *Note: Students, who have taken these prerequisite courses or their equivalents at another institution may be able to waive them. Doing so will require submitting a Petition Form.*

#### Non-Thesis Option

<table>
<thead>
<tr>
<th>Plan A (Spring start)</th>
<th>Plan B (Fall start)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term A (Spring)</strong></td>
<td></td>
</tr>
<tr>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
</tr>
<tr>
<td>AL5326 Hebrew 1</td>
<td>AL5321 Greek 1</td>
</tr>
<tr>
<td>* AC elective</td>
<td>* AC elective</td>
</tr>
<tr>
<td><strong>Term B (Fall)</strong></td>
<td></td>
</tr>
<tr>
<td>AL5327 Hebrew 2</td>
<td>AL5322 Greek 2</td>
</tr>
<tr>
<td>AL5325 Hebrew Textual Analysis</td>
<td>AL5324 Greek Textual Analysis</td>
</tr>
<tr>
<td>AL5315 / AL5315-SL Semantics and Pragmatics</td>
<td>AL5315 / AL5315-SL Semantics and Pragmatics</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td>* AC elective</td>
<td>* AC elective</td>
</tr>
<tr>
<td><strong>Term C (Spring) Non-Thesis Only</strong></td>
<td><strong>Term C (Fall) Non-Thesis Only</strong></td>
</tr>
<tr>
<td>AL5312 /AL5312-SL Discourse Analysis</td>
<td>AL5312 /AL5312-SL Discourse Analysis</td>
</tr>
<tr>
<td>AL5316 /AL5316-SL Theory and Practice of Translation</td>
<td>AL5316 /AL5316-SL Theory and Practice of Translation</td>
</tr>
<tr>
<td>* AC elective</td>
<td>* AC elective</td>
</tr>
<tr>
<td>* AC elective</td>
<td>* AC elective</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Comprehensive Exam</td>
</tr>
</tbody>
</table>
Undergraduate Certificate 
in Applied Linguistics (CAL)

Purpose
The Certificate in Applied Linguistics (CAL) is designed to provide the student with foundational skills necessary to learn minority languages and to develop written materials in and about those languages. The program deals with principles basic to all languages and cultures around the world, helping to prepare the graduate to learn and work in any language, even though it may be unwritten and undescibed.

Completing the Certificate may provide entrance to these careers and fields of service:

- Translation.
- Teaching in a mother-tongue context.
- Cross-language and cross-cultural work in a business or non-profit setting.
- Minority language literacy and applied anthropology.
- Language research and documentation.

Goals
Upon completion of the Certificate in Applied Linguistics, students will be able to:

1. Develop and implement a plan for self-directed language and culture learning.
2. Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data.
3. Collect cultural data, organize it appropriately and carry out initial ethnographic analysis of that data.
4. Identify and describe factors that are relevant to language development for minority language groups in multilingual societies.

Curriculum
The prescribed curriculum for the Certificate in Applied Linguistics provides an introduction to the fields of study on which graduate-level studies at DIU are built. Students are introduced to sociolinguistics and phonetics, as well as phonological, grammatical, and ethnographic analysis. Building on these fields, students learn how to acquire a second language and culture, and guidelines for collecting and managing field data. Students are encouraged to take the courses in the order in which they appear on the curriculum chart. This is to the student’s advantage, as the courses are designed to build on the previous coursework.

Prerequisites
The Certificate in Applied Linguistics courses are foundation courses that prepare students to take graduate-level courses at DIU. The specific Certificate courses required for admission to the master’s degree program are different for each major and, in some cases, each concentration (see the description of each program for detailed information). Students who have taken a similar course or courses at another university may petition, with proper documentation, for DIU to recognize previous coursework for a specific Certificate course(s).

Successful Completion of the Program
To earn the Certificate in Applied Linguistics, students must successfully complete the 27-credit Certificate in Applied Linguistics program, with a minimum overall grade point average
of 2.0 and a satisfactory final grade of at least “C” in each course taken at DIU and counting toward the Certificate.

**Petition to Receive the Certificate in Applied Linguistics**

DIU will grant the Certificate in Applied Linguistics to Certificate students who complete the Certificate program at DIU. Once a student has successfully completed at least 15 semester hours toward the Certificate at DIU, a petition to recognize up to 12 semester hours of the Certificate, based on courses taken elsewhere, may be submitted. Recognized courses will not be included in the GPA calculation on the DIU transcript. The *Petition to Receive the Certificate in Applied Linguistics* form must be signed by the relevant course heads and filed in the Registrar’s Office.

**Undergraduate Certificate (CAL)**

The Certificate in Applied linguistics can be completed in two 16-week semesters in a semester format. The semester schedule will begin in January 2020.

<table>
<thead>
<tr>
<th>Certificate in Applied Linguistics Courses Sample Plan of Study Following Spring 2020 Schedule</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>AL4302 Principles of Articulatory and Acoustic Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>AL4303 Principles of Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AL4410 Principles of Grammatical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AA4505 Second Language and Culture Acquisition</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AA4350 Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>AA4370 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
</tr>
</tbody>
</table>
Cooperative Programs

**Southern Baptist Theological Seminary** (SBTS) has a dual-degree program with DIU resulting in a Master of Arts degree with a major in Applied Linguistics and a Bible Translation concentration from DIU and a Master of Divinity in Missions and Bible Translation from SBTS. Students must complete 73 graduate semester hours (gsh) at SBTS and 22 gsh at DIU. The gsh requirements do not include remedial/prerequisite courses from either school.

**IMPORTANT:** Requirements must be met for each degree as stated in the respective school catalogs. Transfer credits should be carefully planned in consultation with academic advisors from both DIU and the Billy Graham School of Missions and Evangelism at SBTS.

Students must apply to and meet admission requirements for each school. For admission into the DIU Master of Arts degree with a major in Applied Linguistics, 15 undergraduate credit hours of prerequisites must be completed. These prerequisites can be fulfilled via the undergraduate portion of Dallas International’s Certificate in Applied Linguistics. The prerequisites may be completed prior to or subsequent to the 73 hours from SBTS, but **MUST** be completed prior to enrolling in DIU graduate-level courses.

**Master of Arts with Major in Applied Linguistics (DIU) and Master of Divinity in Missions and Bible Translation (SBTS)**

Minimum of 73 gsh, as specified in the SBTS catalog.

**Minimum** of 22 gsh at DIU to satisfy the general core courses for the Applied Linguistics Department and the Bible Translation concentration.

**Maximum** of 15 gsh transferred from SBTS to DIU. Most commonly transferred courses are:

- Greek or Hebrew (6 gsh) to satisfy DIU language requirements.
- New Testament or Old Testament Exegesis (3 gsh) to satisfy the DIU exegesis for translators requirement.
- Great Commission Ministries courses to satisfy DIU elective requirements:
  - Intercultural Communication.
  - World Religions and the Christian Faith.
  - Major Living World Religions.
  - Communication in Oral Cultures.

**DIU undergraduate hours** ................................................................. 15

**SBTS graduate hours** ........................................................................... 73

**DIU graduate hours** ............................................................................... 22

**Total graduate hours** ............................................................................... 95

For advice from SBTS, please direct inquiries to (502) 897-4680 or academicadvising@sfts.edu.

Dr. Michael Boutin is the SBTS/DIU dual-degree advisor at DIU — michael_boutin@diu.edu.

**Dallas Theological Seminary** (DTS) and DIU have two cooperative programs, each leading to a degree offered by DTS. The first is a Master of Arts in Biblical Exegesis and Linguistics (MA/BEL),
which requires 62 semester hours of graduate credit and can be completed in two to three years. Some of the courses required for the DTS MA/BEL degree are offered at DIU.

The second cooperative DTS-DIU program is the Master of Theology (ThM) degree, which is typically a three or four-year program and requires 120 semester hours of graduate credit. Students selecting the Translation Track of the ThM program will take a total of 18 hours at DIU.

Students in the MA/BEL and the ThM programs will take the courses in the table below at DIU. Note that there are prerequisite courses for DIU graduate-level courses. Many MA/BEL and ThM students take the prerequisites in one or two terms on site at DIU and continue immediately on to the graduate courses. Some of the requirements and prerequisites for the MA/BEL and the ThM degrees may be satisfied by completing the DIU Certificate in Applied Linguistics. Students should consult their academic advisor at DTS.

A dual registration process is necessary for DIU courses taken for the degrees. Students must apply and register through DIU before taking linguistics courses at the DIU campus. DTS is notified by DIU so courses may be entered in the DTS registration system. There is no charge for the DTS portion of this registration process for DIU courses. Students pay normal registration fees at DIU for DIU courses.

<table>
<thead>
<tr>
<th>MA/BEL &amp; ThM Requirements</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis (Corequisite AL5207 Field Data Management)</td>
<td>AL4302 Phonetics AL4303 Phonology AL4410 Grammar AA4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5207 Field Data Management (Corequisite AL5406 Field Methods &amp; Linguistic Analysis)</td>
<td>AA4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>DIU Elective</td>
<td>(appropriate prerequisites)</td>
</tr>
<tr>
<td>AL5316 Theory and Principles of Translation</td>
<td></td>
</tr>
</tbody>
</table>

Dr. Michael Ortiz is the DTS contact person for these programs — mortiz@dts.edu.

Dr. Arden Sanders is the MA/BEL advisor at DIU — Arden_Sanders@diu.edu.
Dallas Baptist University (DBU) in Dallas, TX, offers a minor in Applied Linguistics that includes 16 credit hours at DIU. Students interested in this minor as part of their bachelor’s degree from Dallas Baptist University should register for them through DBU. For further information, contact Dr. Beverly Powell at DBU.

Dallas Christian College (DCC) and DIU have a cooperative agreement that permits Dallas Christian College students to earn academic DCC credit by taking the following courses offered by DIU: WA3381-IN Arts for a Better Future and WA3380-IN Introduction to Ethnodoxology.

Johnson University in Knoxville, TN, offers a major in Intercultural study with a Linguistics concentration that includes 18 credit hours at DIU. Students interested in this program as part of their bachelor’s degree from Johnson University (JU) should register through JU and DIU.

Mid-Atlantic Christian University (MACU) in Elizabeth City, NC. Students in this program can receive a double major in Biblical Studies and Applied Linguistics from MACU, and a Certificate in Applied Linguistics from DIU. The cooperative program includes 24 credit hours from DIU. Students will transfer an Anthropology course from MACU to DIU to complete the Certificate in Applied Linguistics. Students interested in this program should register through MACU and DIU. For further information, contact the Admissions Office at MACU.

New Saint Andrews College (NSA) and DIU have a cooperative agreement where DIU will accept nine hours of preapproved courses in Hebrew for DIU required graduate semester credit, and up to six additional hours of NSA Hebrew courses for DIU elective credit. NSA students may transfer from DIU to NSA, 21 undergraduate semester hours and 14 graduate semester hours. Contact the Academic Affairs Office at DIU for more information.

St. Louis Christian College (SLCC) in Florissant, MO, offers a BA in Intercultural and Urban Missions with an emphasis in Applied Linguistics. The program includes 12 credit hours at DIU. Interested students should register through SLCC and DIU. For further information, contact Joe Lieway at St. Louis Christian College.

For more information, check the DIU website, or contact the Academic Affairs Office (academic_affairs_office@diu.edu).
CENTER FOR EXCELLENCE IN WORLD ARTS (CEWA)

Mission Statement

Through innovative courses, conferences, and artistic events, the Center for Excellence in World Arts (CEWA) provides a collaborative space where students learn to incorporate the best practices, resources, and strategies for arts and cross-cultural service.

—researching arts, sparking creativity, responding to communities’ needs—

CEWA Programs

Master of Arts with Major in World Arts — (MA-WA)

with concentrations in

- Applied Arts
- Arts & Islam
- Arts and Scripture Engagement
- Linguistics

PhD in World Arts — (PhD-WA)

CEWA Faculty (faculty names are links to their webpage on diu.edu)

- Brian Schrag, Founder
- Robin Harris, Center Director
- Katie Hoogerheide, Associate Director
- Wendy Atkins, Arts and Trauma Healing Liaison
- Beth Argot
- Neil R. Coulter
- William (Bill) Harris
- Jean Ngoya Kidula
- James R. Krabill
- Brad Keating
- Michelle Petersen
- Laura Roberts
- Mary Beth Saurman
- Julie Taylor
Master of Arts
with Major in World Arts (MA-WA)

Master of Arts degree with a major in World Arts and concentrations in Applied Arts, Arts and Islam, Arts and Scripture Engagement, and Linguistics

Purpose
This degree prepares students to work cross-culturally alongside singers, musicians, actors, dancers, storytellers, and visual artists, researching the arts of their community. Using these insights, student spark artistic creations with artists to respond to their community’s needs in trauma healing, community development, revitalization and documentation of language and arts, justice, literacy, Bible translation, spiritual formation, worship expressions, and other areas, depending on the application courses chosen by the student.

Prerequisites
Prior to admission to the degree, students are required to demonstrate competency in at least one artistic domain (music, drama, dance, visual arts, etc.), but an undergraduate arts degree is not required.

AA4370 Cultural Anthropology (or equivalent) is a prerequisite for several core courses in the World Arts program. AA4370 is offered every term at DIU and online during the summers. Incoming World Arts students will be advised to take this course early in their studies if they do not already have a comparable equivalent.

Core Courses

Degree Core Courses (15 hours)

WA5339 Research Methods for World Arts
WA5384 / WA5384-SL Expressive Form Analysis
WA5382 / WA5382-SL Applied Arts
WA5381-IN Arts for a Better Future
WA5386-SL Directed Practicum in World Arts
**Concentrations**

The MA with a major in World Arts offers students four options for a concentration.

**Applied Arts Concentration**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>WA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5389-OL Advanced Form Analysis</td>
<td></td>
</tr>
<tr>
<td>Two from the Arts Analysis Specialization Courses</td>
<td>WA5380-IN Theory and Practice of Ethnodoxology (intensive)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>WA5383-IN Arts and Trauma Healing (intensive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5317 Language and Culture Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Dynamics of Contextualization</td>
<td></td>
</tr>
<tr>
<td>Two from the Application Domain Courses</td>
<td>AA5333 Principles of Literacy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AA5353 Language Development and Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5362 Language Survey Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Thesis Electives (6 hours)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Elective (3 hours)</td>
<td></td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (9 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
## Arts & Islam* Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses</strong>&lt;br&gt;(15 hours)</td>
<td>AA5357 Oral Tradition and Literature&lt;br&gt;WA5385 Song Transcription and Analysis&lt;br&gt;AL5312 Discourse Analysis&lt;br&gt;WA5389-OL Advanced Form Analysis</td>
<td>15</td>
</tr>
<tr>
<td><strong>Arts Analysis options</strong>&lt;br&gt;(choose two-6 hours)</td>
<td>WA5380-IN Theory and Practice of Ethnodoxology (intensive)&lt;br&gt;AA5387 Training Across Cultures&lt;br&gt;WA5383-IN Arts and Trauma Healing (intensive)&lt;br-AA5343 Principles of Multilingual Education&lt;br&gt;AA5355 Scripture Engagement Strategy and Methods&lt;br&gt;AA5373 Religion and Worldview&lt;br&gt;AA5374 Christianity Across Cultures&lt;br&gt;AA5333 Principles of Literacy</td>
<td>6</td>
</tr>
<tr>
<td><strong>Arts Application options</strong>&lt;br&gt;(choose one-3 hours)</td>
<td>AC5310 Core Components of Islam&lt;br&gt;AC5316 Dynamics of Contextualization&lt;br&gt;Electives from Abraham Center (6 hours)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Concentration in Arts and Islam</strong></td>
<td>AC5310 Core Components of Islam&lt;br&gt;AC5316 Dynamics of Contextualization&lt;br&gt;Electives from Abraham Center (6 hours)</td>
<td>12</td>
</tr>
<tr>
<td><em><em>Thesis</em> or Comprehensive Exam</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*Note: For concentrations in Arts and Islam, students intending to do a thesis option may need to take more than 36 hours to complete the degree. Otherwise, a comprehensive exam can be taken to complete the requirements to graduate.
**Arts and Scripture Engagement* Concentration**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses</strong></td>
<td>AA5357 Oral Tradition and Literature</td>
<td>15</td>
</tr>
<tr>
<td>(15 hours)</td>
<td>WA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5389-OL Advanced Form Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Analysis options</strong></td>
<td>WA5380-IN Theory and Practice of Ethnodoxology (intensive)</td>
<td></td>
</tr>
<tr>
<td>(choose two-6 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5333 Principles of Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5353 Language Development and Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Dynamics of Contextualization</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Application options</strong></td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td>9</td>
</tr>
<tr>
<td>(choose one-3 hours)</td>
<td>AA5356-OL Current Issues in Scripture Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5392-PR Scripture Engagement Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration in Arts and Scripture</strong></td>
<td>Choose one:*</td>
<td></td>
</tr>
<tr>
<td>Engagement: (12 hours)</td>
<td>WA5383-IN Arts &amp; Trauma Healing (intensive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion &amp; Worldview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
<td></td>
</tr>
<tr>
<td><em>These four courses may also serve as application options.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em><em>Thesis</em> or Comprehensive Exam</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*Note: For concentrations in Arts and Scripture Engagement, students wishing to do a thesis option may need to take more than 36 hours to complete the degree. Otherwise, a comprehensive exam can be taken to complete the requirements to graduate.*
Linguistics* Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Linguistics Concentration</td>
<td>AL5406 Field Methods</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>AL5207 Field Data Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5315 / AL5315-SL Semantic &amp; Pragmatics</td>
<td></td>
</tr>
<tr>
<td>Arts Application options (choose one-3 hours)</td>
<td>AL5316 / AL5316-SL Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5357 Oral Tradition and Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5333 Principles of Literacy</td>
<td></td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Thesis (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (6 hours)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*Linguistics prerequisites are 15 units.*
PhD in World Arts

Purpose
The PhD in World Arts will prepare practitioners to be qualified teachers and researchers who are involved in service on a national and global level. Graduates will be able to contribute positively to the challenges of understanding the local arts of communities around the world and develop new theories and constructs to better support the use of those art forms and practices. Their advanced training will enable them to address current challenges and gaps in research, preparing them to respond with creative solutions to opportunities and changes in the contexts they encounter.

Outcomes
Graduates will be able to…

1. apply the major theoretical concepts of World Arts to real-world problems.
2. analyze and discuss the formal characteristics of artistic genres.
3. contribute to the development of applied theory in World Arts.
4. relate and apply current standards in World Arts to activities in training, mentoring, and consulting for communities, organizations, and schools.

Admission requirements
In addition to the requirements for a regular graduate application, the following admission requirements are specific to the PhD in World Arts program:

1. Submit proof of a completed MA degree with a minimum of 30 graduate semester hours in World Arts or a related field, and a minimum cumulative grade point average of 3.30 (on a 4.00 scale).
2. Submit a summary of research interests (500-800 words).
3. Submit a research-based writing sample, such as a peer reviewed publication, master’s thesis, or graduate-level paper of publishable quality.
4. Schedule an interview with a full-time faculty member from the Center for Excellence in World Arts program at DIU.

When all application documents have been received, the admissions department will inform the Center for Excellence in World Arts, who will evaluate all of the application documents and determine acceptance or denial for the PhD applicant. All accepted applicants will be allowed to begin Phase 1 (see below) of the PhD program and will be assigned a faculty adviser.

The faculty adviser will evaluate all transcripts and syllabi (supplied upon request by the adviser) to determine if courses taken elsewhere satisfy the learning outcomes for the four MA core requirements. Before the student begins the coursework in Phase 1 of the program, the adviser will inform the student of any deficiencies that need to be completed before taking the Qualifying Exam and beginning Phase 2 of the program.

The deadline for PhD application materials for the Fall of 2019 is April 30.
**Qualifying courses**

Applicants seeking admission to the PhD in World Arts program must have successfully completed the following four courses before taking the Qualifying Exam at the end of Phase 1, although they may apply to the program before the courses are completed. These four courses also function as part of the core requirements for the MA in World Arts:

- WA5381-IN Arts for a Better Future
- WA5382-SL Applied Arts
- WA5384-SL Expressive Form Analysis
- WA5386-SL Directed Practicum in World Arts

**Non-degree students**

Accepted MA graduates may, by permission of the instructor, enroll in up to three doctoral level courses without applying for the PhD program. If these non-degree students are not graduates of DIU, they can apply to take doctoral courses using the simplified “Gateway Admission” option, with a letter stating their desire to take particular doctoral courses as a non-degree student. Non-degree students can use these credits toward the PhD program if they apply and are accepted to the program at a later date.

**PhD Program in World Arts curriculum**

The PhD in World Arts comprises three phases:

- **Phase 1**: Successful completion of four required MA-level Qualifying Courses and a passing score on the Qualifying Exam. In addition, students will be allowed to take any of the following Phase 2 doctoral courses before taking the Qualifying Exam:
  - WA6370-IN Multidisciplinary Perspectives on World Arts
  - WA6380-IN Advanced Theory of Ethnodoxology
  - WA6390-SL Research & Communication for World Arts

- **Phase 2**: Successful completion of a total of 24 graduate hours of doctoral coursework, fulfillment of the foreign language requirement, and a passing score on the Candidacy Exam.

- **Phase 3**: Approval of a dissertation proposal, followed by the successful defense of a dissertation. The research and writing of the dissertation may not be less than three semesters and 24 graduate credit hours of WA6391 (Dissertation).

**Qualifying Exam**

In order to finish Phase 1, PhD students must take the PhD Qualifying Exam, which is similar to the Comprehensive Exam for the MA in World Arts. The goal of the Qualifying Exam is to demonstrate strong knowledge of the topics learned in the general core requirements at the MA level. Passing the Qualifying Exam requires a higher score than the Comprehensive Exam does for master’s level students. Doctoral students who have already achieved a passing (doctoral level) score on the Comprehensive Exam while in the MA in World Arts program at DIU will not be required to take the Qualifying Exam.
Course offerings for PhD in World Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Year (if full-time)</th>
<th>gsh*</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA6370-IN Multidisciplinary Perspectives on World Arts</td>
<td>First</td>
<td>3</td>
</tr>
<tr>
<td>WA6380-IN Advanced Theory of Ethnodoxology</td>
<td>First</td>
<td>3</td>
</tr>
<tr>
<td>WA6390-SL Research &amp; Communication for World Arts</td>
<td>First</td>
<td>3</td>
</tr>
<tr>
<td>WA6385 World Arts &amp; Religious Expression</td>
<td>Second</td>
<td>3</td>
</tr>
<tr>
<td>WA6387 Area Studies for World Arts</td>
<td>Second</td>
<td>3</td>
</tr>
<tr>
<td>WA6389-OL Advanced Artistic Form Analysis</td>
<td>Second</td>
<td>3</td>
</tr>
<tr>
<td>WA6339-SL Advanced Theory for World Arts</td>
<td>Second</td>
<td>3</td>
</tr>
<tr>
<td>WA6381-IN Cross-cultural Education Methods</td>
<td>Summer (First or Second)</td>
<td>3</td>
</tr>
<tr>
<td>WA6391 Dissertation</td>
<td>Third, Fourth</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

* Graduate Credit Hours

Foreign language requirement

The PhD in World Arts requires proficiency in two languages that are not the student’s first language. The student must demonstrate oral and written expertise in one language, and either written or oral expertise in a second language. (English is considered a foreign language for students whose first language is not English.) Written proficiency will be measured by a 300-word translation test. Oral ability will be determined by an exam consisting of the student, a qualified speaker of the language, and a credentialed linguist to evaluate. For their second language, students completing language classes at an accredited university with a grade of B or better will be exempt from the language exam.

Candidacy Exam

The Candidacy Exam is an intensive oral exam at the end of Phase 2. The purpose of the exam is to evaluate the student’s knowledge and ability in researching and presenting World Arts topics, both orally and in a professionally written form. The student will invite members of the faculty to be on the candidacy committee, and subsequently, the student will submit for their review a substantial research or “candidacy paper” of publishable quality. The examination committee will consist of two World Arts faculty members, one of whom is the student’s adviser, a non-World Arts faculty member, and the Dean of Academic Affairs or a designated representative. The candidacy exam will cover World Arts theory and methods, and the topic of the candidacy paper. The candidacy paper must be submitted to the committee no later than three weeks before the Candidacy Exam. The candidacy committee will vote to pass or fail the student and will send a written report to the student indicating the student’s performance on each of the exam’s two areas (World Arts theory and methods, candidacy paper). In the case of a failure, the student may retake the Candidacy Exam no sooner than three months after the first exam. If the student passes, he or she will be designated as a “doctoral candidate” and proceed to Phase 3 of the doctoral program. A second failure to pass will result in termination from the program.
Dissertation proposal
The student must submit and present a dissertation research proposal to their dissertation committee. The student will form a doctoral dissertation committee and name a dissertation adviser. The committee must consist of at least the student’s adviser, another faculty member from CEWA, and one faculty from another department or another institution. Once the committee is formed, the student will prepare an annotated bibliography, which will form the basis for a literature review, and submit it to the committee along with a dissertation proposal. The dissertation proposal is a 5 to 10-page document that summarizes the topic, research gap, methods, and anticipated results. After receiving written feedback, the student will meet with the committee to discuss the research plan and the committee will vote to approve or not approve the dissertation proposal. Upon approval, the student will proceed to dissertation research and writing. If the proposal is not approved, the student must submit a revised proposal no sooner than six months after the first submission.

Dissertation research and writing
After the dissertation proposal has been accepted, the student will engage in dissertation research and writing, working closely with their dissertation adviser and meeting with the assembled dissertation committee at least once each term, either in person or by distance. The purpose of these meetings is to provide evidence of advancement in the student’s research and to receive input and direction from the committee members. The dissertation must be completed no sooner than two semesters after the semester in which the dissertation proposal is approved. It is expected that the research and writing of the dissertation will be completed within three years of achieving candidacy status. If the dissertation defense has not occurred in this time period, the student may petition for a maximum two-year extension. The candidate will not be awarded a PhD if the dissertation is not successfully defended within five years after reaching candidacy.

Dissertation defense
The dissertation defense is arranged by the student in coordination with the members of the student’s committee. The defense must occur no sooner than four weeks after the committee has received a defense draft of the dissertation. The dissertation defense is a formal presentation of the student’s dissertation research. During the dissertation defense, the committee will ask the student any question regarding the dissertation, and then vote to unconditionally accept, conditionally accept, or not accept the dissertation. Only the latter requires another formal dissertation defense. There is no required waiting period for a second dissertation defense. A second “fail” for any candidate defending the same doctoral dissertation is final and will require termination from the program with “all but dissertation” (ABD) status. The dissertation adviser will be responsible for reviewing the final submission copy of the dissertation before it is submitted to the Office of Academic Affairs, after which time the student graduates from the program.
ABRAHAM CENTER (AbC)

Center Mission Statement
The mission of the Abraham Center is to provide training and research opportunities for students so that they can pursue scholarly, professional or intercultural service in Abrahamic faith communities.

Abraham Center Programs

Master of Arts with Major in Abrahamic Studies

*with concentrations in*

Islamic Worldviews
Abrahamic Worldviews

Graduate Certificate in Islamic Studies

Islamic Concentrations in other Degree Programs

Concentration in Islamic Worldviews *(MA with Major in Language & Culture Studies)*
Concentration in Arts & Islam *(MA with Major in World Arts)*

Center Faculty *(faculty names are links to their webpage on diu.edu)*

Mark Harlan, Department Chair
Jeffrey Feinberg
Kurt Anders Richardson
Nabeel Jabbour
Master of Arts
with Major in Abrahamic Studies (MA-AS)

Master of Arts degree with Major in Abrahamic Studies, with concentrations in Islamic Worldviews and Abrahamic Worldviews

Purpose
This degree prepares students to work in the Abrahamic worlds of Judaism, Christianity, and Islam through gaining an understanding of the basic concepts and theories of these global cultures. Students will acquire language essentials for the study of the Abrahamic traditions; learn to discern the points of intersection among these faiths; and will be able to serve cross-culturally in and with Abrahamic communities and organizations based on respectful understanding of their beliefs and practices, and engendering humanitarian contributions to local and global cultural goals.

Prerequisites
AC4305 Introduction to the Hebrew Scriptures (BA-IS) or equivalent
AC4306 Introduction to the Greek Scriptures (BA-IS) or equivalent

*Students may petition to waive these prerequisite requirements if they have taken equivalent courses elsewhere. Courses are evaluated on a course-by-course basis.

Core Courses

Degree Core Courses (15 hours)

- Language
  AC5241 Arabic 1
  AC5242 Arabic 2
  AC5244 Reading Arabic
  OR
  AL5321 Greek 1
  AL5322 Greek 2
  OR
  AL5326 Hebrew 1
  AL5327 Hebrew 2

- Abrahamic Monotheism
  AC5315 Abrahamic Monotheism (3 credits)

- Abrahamic Messianism
  AC5319 Abrahamic Messianism (3 credits)

- Cross-Cultural
  AA5321-OL Multi-Cultural Teamwork (3 credits)
  OR
  AC5321 Abrahamic Community Internship (3 credits)
**Specialization Courses/Concentrations**

The MA with Major in Abrahamic Studies offers students two options for a concentration. Please see the following chart for details.

Concentration in Islamic Worldviews
Student-Crafted Concentration in Abrahamic Worldviews

### Islamic Worldviews Concentration (15 Hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>AC5241 Arabic 1, AC5242 Arabic 2, and AC523 Reading Arabic are the required language courses for the Islamic Worldviews concentration. AC5315 Abrahamic Monotheism AC5319 Abrahamic Messianism AA5321-OL Multi-Cultural Teamwork OR AC5321-PR Abrahamic Community Internship</td>
<td>15</td>
</tr>
<tr>
<td>Concentration</td>
<td>AC5310 Core Components of Islam AC5316 Dynamics of Contextualization AC5318 Understanding the Qur’an One of two: AC5312 Islam in the 21st Century OR AC5314 Modern Islamic Religious and Political Movements Any approved course in Islamic studies</td>
<td>9</td>
</tr>
<tr>
<td>Choice of Track: (6 hours)</td>
<td>Thesis (6 hours) OR Electives (6 hours) + Comprehensive Exams</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

### Student-Crafted Concentration in Abrahamic Worldviews (15 Hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>Includes an Abrahamic Language (Hebrew or Arabic) as 6 of the 15 Core hours</td>
<td>15</td>
</tr>
<tr>
<td>The student with approval of the Abraham Center Chair will design a concentration in Abrahamic worldviews based upon his/her needs or goals.</td>
<td>Five approved courses in Abrahamic studies (see Abraham Center course list)</td>
<td>15</td>
</tr>
<tr>
<td>Choice of Track: (6 hours)</td>
<td>Thesis (6 hours) OR Electives (6 hours) + Comprehensive Exams</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Graduate Certificate in Islamic Studies (ISC)

**Purpose**
The Graduate Certificate in Islamic Studies is designed to prepare people to comprehend 21st century Islamic thought and practices by providing a basic understanding of Islamic cultures, history, and religion. It is also useful for developing creative strategies for bridging differences between Muslim and Western worldviews and value systems.

**Goals**
To enable students to:
- Identify and describe core elements which must be dealt with in relation to Muslims.
- To examine and evaluate what it means for cross-cultural service to Muslims to be culturally sensitive.
- Have a basic understanding of the Qur’an.

**Prerequisites**
No prerequisites beyond those required for acceptance to graduate level at DIU.

**Core Courses (9 hrs.)**
The Certificate in Islamic Studies requires three core courses.
- AC5310 / AC5310-SL Core Components of Islam
- AC5316 Dynamics of Contextualization
- AC5318 /AC5318-SL Understanding the Qur’an

**Elective Courses (6 hrs.)**
Two elective courses are required from any of those offered by the Abraham Center, including:
- AC5312 Islam in the 21st Century
- AC5314-SL Modern Islamic Religious and Political Movements
AC5315 Abrahamic Monotheism  
AC5319 Abrahamic Messianism  
AC5321 Abrahamic Community Internship  
AC5322 / AC5322-SL Abrahamic Shared Stories  
AC5241 Arabic 1  
AC5242 Arabic 2  
AC5244 Reading Arabic  
AC5306 / AC5306-SL Greek Scriptures in First Century Context  
AC5309 / AC5309-SL Theology of Translation

**Graduate Certificate in Islamic Studies (15 Hours)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (9 hours)</td>
<td>AC5310 / AC5610-SL Core Components of Islam</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>AC5316 Dynamics of Contextualization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5318 / AC5318-SL Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td>Elective Courses (6 hours)</td>
<td>Any courses offered by the Abraham Center</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
COURSES
Course Listing Information

Course Prefix

For both undergraduate and graduate courses, the two-letter prefix before the number represents the Department offering that course:

- AA  Applied Anthropology Department (GIAL)
- AC  Abraham Center (AbC)
- AL  Applied Linguistics Department (GIAL)
- IS  College of International Studies (CIS)
- WA  Center for Excellence in World Arts (CEWA)

Course Level

The first numeral in a course number represents the level of the course:

- 1xxx  Freshman-level undergraduate
- 2xxx  Sophomore-level undergraduate
- 3xxx  Junior-level undergraduate
- 4xxx  Senior-level undergraduate
- 5xxx  Masters-level
- 6xxx  Doctoral-level

Number of Credit Hours

The second numeral in a course number represents the number of undergraduate or graduate credit hours earned in that course (depending on the course level).

- gsh  = graduate semester hours = graduate credit hours (e.g., 53xx = 3 gsh)
- ush  = undergraduate semester hours = undergraduate credit hours (e.g., 33xx = 3 ush)

When Courses are Offered

Unless otherwise indicated after a course title (i.e., Fall, Spring, May, Summer, TBA, Spring – even numbered years, upon demand, etc.), courses are usually offered in both the Fall and Spring terms.

Note that occasionally a course normally offered in a specified term cannot be offered for some reason, so you should always check the Course Schedules to see what is actually being offered in the upcoming terms.

TBA  = To Be Announced, means it will be listed in a Course Schedule when it is offered, but it is not offered on any regular schedule.

Upon demand  = If students have an interest in such a course, or in a TBA course, they should indicate their interest to the appropriate Department Chair as far in advance as possible (like 6-12 months). The more students that express interest, the more likely the course will be offered.

There is often a requirement of a minimum number of students enrolled before a course will “make” and therefore be taught.
Nontraditional Courses

(Including Online / Distance Education Courses)

Descriptions for these courses can be found in the course listing pages for each Center, College or Department (pages 137-166).

Intensive Courses (IN)

Intensive (IN) courses feature distance-based Dallas International Online (https://online.diu.edu) learning assignments for most of the session(s) that the course is scheduled, plus a one or two-week period of on-campus full-day or half-day classroom periods which students are required to attend. Additional assignments are often required during the on-campus time.

IS1301-IN Popular Culture (May)
IS1311-IN Biblical Cultural Studies (May)
IS1363-IN Health & First Aid Practices (May)
IS2323-IN Introduction to Coaching (May)
WA2381-IN Arts for a Better Future (May)
WA3380-IN Introduction to Ethnodoxology (May)
WA5380-IN Theory and Practice of Ethnodoxology (May Extended)
WA5381-IN Arts for a Better Future (May Extended)
WA5383-IN Arts and Trauma Healing (May Extended)
WA5399-IN Conference Course: World Arts at GCoMM (Summer 2020)
WA6370-IN Multidisciplinary Perspectives on World Arts (Fall)
WA6380-IN Advanced Theory of Ethnodoxology (May Extended)
WA6381-IN Cross-cultural Education Methods (May Extended- 2021)

Online Courses (OL)

Online (OL) courses are conducted entirely via Dallas International Online (https://online.diu.edu). These courses do not have a scheduled class time but allow students the freedom to work at any time of day. Online courses are not self-paced, however, as students are required to meet deadlines for assignments and activities.

AA4370-OL Cultural Anthropology (Summer)
AA5321-OL Multicultural Teamwork (Fall)
AA5325-OL Foundations of Cross-Cultural Service (Spring)
AA5355-OL Scripture Engagement Strategy and Method (Fall)
AA5356-OL Current Issues in Scripture Engagement (Spring)
AA5392-OL Scripture Engagement Practicum (Spring)
AC4311-OL Communication & Service in Muslim Contexts (Spring)
AC5310-OL Core Components of Islam (Fall)
AC5316-OL Dynamics of Contextualization (Spring)
AL4304-OL Introduction to Language Structure
AL5345-OL  Introduction to The Translator’s Assistant (upon demand)
WA5389-OL  Advanced Form Analysis (Spring)
WA6389-OL  Advanced Artistic Form Analysis (Spring 2021)

**Synchronous Learning Courses (SL)**

Synchronous Learning (SL) courses allow students to attend DIU courses virtually. SL students attend class with on-campus students using video conferencing software. Attendance during scheduled class time is required. Assignments and other activities can be submitted via Dallas International Online (https://online.diu.edu).

AA4350-SL  Language and Society (Summer)
AA5151-SL  Cross-Cultural Teaching Seminar
AA5342-SL  Statistical Methods (Fall)
AA5387-SL  Training Across Cultures (Spring)
AC3305-SL  Foundations of Torah (Spring)
AC4305-SL  Introduction to the Hebrew Scriptures (Fall)
AC4306-SL  Introduction to the Greek Scriptures (Fall)
AC4310-SL  Introduction to Islam (Fall)
AC5305-SL  Historiography of the Hebrew Canon (Fall)
AC5306-SL  Greek Scriptures in First Century Context (Fall)
AC5309-SL  Theology of Translation (Fall)
AC5310-SL  Core Components of Islam (Fall)
AC5314-SL  Modern Islamic Religious Movements (Spring)
AC5318-SL  Understanding the Qur’an (Fall)
AC5322-SL  Abrahamic Shared Stories (Spring)
AL4303-SL  Principles of Phonological Analysis (Spring)
AL4410-SL  Principles of Grammatical Analysis (Fall, Spring)
AL5308-SL  Oral Translation (Fall 2019, Spring, May)
AL5312-SL  Discourse Analysis
AL5313-SL  Advanced Grammatical Analysis
AL5315-SL  Semantics and Pragmatics (Spring)
AL5316-SL  Theory and Practice of Translation
AL5329-SL  Readings in Biblical Texts and Translation Practicum: Biblical Poetry (TBA)
AL5333-SL  Tone Analysis (Spring)
WA3386-SL  World Arts Practicum (Spring)
WA5382-SL  Applied Arts (Fall)
WA5384-SL  Expressive Form Analysis (Fall)
WA5386-SL  Directed Practicum in World Arts
WA6339-SL  Advanced Theory for World Arts (Spring 2021)
WA6390-SL  Research & Communication for World Arts (Spring)
Applied Anthropology (AA)

AA4350  Language and Society *(Fall, Spring, Summer)*

AA4350-SL Language and Society *(TBA)*

This course considers the relationship between language and society. After successfully completing the course, students will be able to articulate the multilingual nature of the world's societies, the function(s) of language(s) in nations, and how different languages are used alongside one another, including the idea of diglossia. They will also be able to identify the factors influencing the choice among language varieties for national and educational use. In addition, students will be able to explain how language attitudes and domains of language use influence the long-term maintenance and/or shift of language(s) in society. They will be able to discuss how all the aforementioned may possibly affect an applied anthropology program for a given linguistic community.

*Note:* In the Summer term, this course is taught in English with ASL (American Sign Language) interpretation.

AA4357 Genres of Oral Tradition *(Fall)*

Oral traditions, especially storytelling, may include aspects of entertainment, but they are art forms and a discipline of academic study. This introductory course will integrate information from various disciplines and include topics that contribute to and are related to the general field of oral traditions. The course examines four broad genres of oral traditions: proverbs, riddles, verse, stories. For each of these four genres, the course covers three approaches: How to collect/observe the genre; How to analyze the genre; and How to apply the genre in ways that benefit the community.

AA4370 Cultural Anthropology

AA4370-OL Cultural Anthropology *(Summer)*

This course is an introduction to cultural anthropology with emphases on application and several research methods. The main assignment is a practicum or research project that includes having students make at least four study-visits outside class hours to a cross-cultural social situation.

AA4170a Cultural Anthropology *(research supplement)*

This course emphasizes ethnographic research methods and analysis. After completing this course, students will have satisfied Dallas International’s requirements in this regard.

*Prerequisite:* Any introductory course in cultural anthropology from an accredited institution.

AA4372 Political and Social Systems *(Spring)*

This course is an introduction to political and social systems worldwide. Subjects treated include basic types of political organizations, concepts and practices of authority, power, law, and decision-making.

*Prerequisite:* AA4370 Cultural Anthropology.

AA4387 Training in Cross-Cultural Contexts *(Spring)*

The course reviews adult learning theory. Students design and teach learning sessions to people of their own culture and to people of another culture, and analyze some of the cultural factors affecting learning and teaching.

*Prerequisite or Corequisite:* AA4370 Cultural Anthropology or AA4505 Second Language and Culture Acquisition.
AA4505 Second Language and Culture Acquisition (a.k.a. SLACA) *(Fall, Spring, Summer)*

Students will learn to identify and apply their own language and culture learning styles; manage language learning; use appropriate techniques and activities to develop second language competence at the novice level while working with a native speaker in language learning sessions. They will be able to describe techniques and activities suitable for language learning at more advanced levels. Building on awareness of their own cultural values, they will be able to describe and will begin to implement strategies for dealing appropriately with differences in cultural values.

*Prerequisites or Co-requisites: Either AL4304 Introduction to Language Structure or both AL4302 Principles of Articulatory and Acoustic Phonetics and AL4410 Principles of Grammatical Analysis.*

*Note: In the Summer term, this course is taught in English with ASL (American Sign Language) interpretation. A lab section will be available in ASL.*

AA5151 Cross-Cultural Teaching Seminar

AA5151-SL Cross-Cultural Teaching Seminar

The Cross-Cultural Teaching Seminar allows students to analyze a teaching process from the perspective of both learning and teaching styles, and identify factors relevant to teaching cross-culturally.

*Prerequisite: AA4350 Language and Society or AA4505 Second Language and Culture Acquisition.*

AA5190 Thesis Writing

This course covers techniques and skill development for researching and writing a thesis. Topics include distinction between quantitative and qualitative research and the uses, advantages and disadvantages of each. Word style sheets and use of a thesis template to enforce the required style sheet, common parts of a research paper/thesis, description and implementation of the proposal writing process, ethical perspectives and implications for research, and problem areas in technical writing and critical thinking.

*Prerequisite: Completion of at least 5 graduate courses.*

*Note: This course is graded P/F. Completion of the course will count as one hour of thesis credit but will not trigger the requirement for continuing registration.*

AA5X91 Thesis

The X in the course number will be replaced by a number from 1-6 specifying the number of thesis credits taken in the term for which you are registering. Students cannot register for thesis credits on their own. Communicate with the Registrar, either directly or via your academic advisor, and the Registrar will register you for the number of thesis credits you want to take.

*By permission of graduate advisor; graded P/F; may be repeated.*
AA5321-OL Multicultural Teamwork *(Fall)*
This course addresses issues relating to forming practical, cooperative programs that depend upon people from different cultures working together as teams or as full partners. The course draws upon writings of western and non-western authors, case studies, lectures, and group activities. Upon completing this course, the student will be able to form teams and partnerships, effectively work in teams, and train others in teamwork and partnership. In this course, the term “teamwork” refers not only to closely-knit teams but to many kinds of cooperative action that requires groups of people to work together toward a common goal. Christian perspectives on teamwork underlie the course.

*Prerequisite: AA4370 Cultural Anthropology and AA4350 Language and Society or permission of the instructor.*

AA5323 Multicultural Leadership *(Fall)*
This course explores the implications multi-cultural settings have for leadership, specifically the impact cultural values, beliefs and worldviews have on leadership definitions, leadership styles, communications, authority and accountability dynamics, decision-making procedures, conflict management and ethics. Attention is given to biblical input for faith-based organizations in wrestling with the multi-cultural arena as well as dealing with practical cultural expressions which often reflect conflicting assumptions and allegiances. Suggestions are made for constructive responses to a variety of multi-cultural issues. A student who has taken this course and its prerequisites will be able to lead people who are working together from a variety of cultural backgrounds.

*Prerequisite: AA4370 Cultural Anthropology and AA4350 Language and Society.*

AA5325-OL Foundations of Cross-Cultural Service *(Spring)*
This course examines the relationship between cross-cultural communication and cross-cultural transformation. By the end of this course, students will be able to examine the history of cultural or cross-cultural movements, and discuss key factors involved in such movements. Students will also be able to discuss their potential place within such movements.

AA5333 Principles of Literacy *(Fall, Summer)*
Students in this course study principles of culture and language relevant to working with language communities to plan literacy programs and prepare literacy materials. The course involves not only studying ideas, but also hands-on creating of a spelling system, literacy primers, and transition literacy materials. The course also covers training of teachers, funding, and program sustainability.

*Prerequisites: AL4303 Principles of Phonological Analysis (may be waived for literacy technicians), AA4350 Language and Society, and AL4410 Principles of Grammatical Analysis or AA4350 Language and Society and AL4304 Introduction to Language Structure.*

AA5337 Readings in Ethnology
Starting from a set of instructor-recommended sources, students read or consult selected ones on a topic or area of ethnology. They complete an annotated bibliography of key sources and either a paper or practical project. Students meet with the instructor once or twice a week to discuss sources and progress on course requirements.

*Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.*
AA5340 Ethnographic Research Methods (*Fall*)
A wide variety of field methods for collecting ethnographic data is explored. Students have the opportunity to engage in a practicum in which to apply field methods to particular social contexts, demonstrating their ability in specific field methods.

*Prerequisite: AA4370 Cultural Anthropology.*

AA5341 Social Science Research Design and Methods (*Fall*)
This course helps researchers to learn the application of basic principles of the scientific method to the design of a research project. Topics and practical application of topics include research questions, variables related to research questions, testable hypotheses, and data-gathering instruments and methods.

*Prerequisites: AA5342 Statistical Methods or permission of the instructor.*

AA5342 Statistical Methods (*Fall*)

AA5342-SL Statistical Methods (*Fall*)

Appropriate statistical methods for research in linguistics and related areas are considered. Course discussion includes the claims that can and cannot be made with statistics.

AA5343 Principles of Multilingual Education (*Fall*)
Discussion in this course begins with the intersection of education and multilingualism in developing countries. Included are major perspectives on bilingualism, cognitive dimensions of bilingualism, and educational consequences of bilingualism. Comparison of various models of multilingual education with their strengths and weaknesses is considered. The question of what we can learn from major experiments in multilingual education launched in the last 40 years is a discussion topic. A key element of the course is consideration of implementation-related issues involved in organizing a multilingual education program, especially in a developing country.

AA5344 Comparative International Education (*TBA*)
This course includes several seminal topics that include the varying philosophies of education in today’s world; the inter-relationship between educational policy and national aspirations & social objectives; and the inter-relationship between linguistic diversity, educational outcomes, and educational policy. Students discuss competing theories on improving educational outcomes; the problems of achieving universal primary education; the cost-benefit problem affecting educational choice in developing countries; and the procedures and methodologies which underlie research in comparative international education.

AA5349 Readings in Literacy
After completing this course, students will have read six books on a particular aspect of the literacy task chosen from a recommended set and be able to discuss their content. They will also have written a paper or completed a practical project on that topic.

AA5352 Language Program Design and Management (*Spring*)
This course engages students in strategic planning procedures for working with speech communities to design and manage language development programs. Students will learn to differentiate key contextual factors, interpret community-based stakeholder input, and collaboratively formulate a program plan. Students will learn to appraise indicator data, deduce lessons being learned, and use their conclusions to revise the original program plan. The course will highlight the management skills crucial for collaborating with local community-based organizational stakeholders, including a program goal to improve their capacity for managing language-development program activities.

*Prerequisite: AA4350 Language and Society or permission of the instructor.*
AA5353 Language Development and Planning (Spring)
The course addresses language-planning principles from an interdisciplinary perspective and applies these in language-development projects. The many topics included are status planning, involving language choice, policy and use decisions at the international, national, and local levels; corpus planning, graphization, standardization, and modernization; acquisition planning, involving the provision of opportunity and incentive to adopt innovations; and ethical issues relating to language rights and language ecology.

Prerequisite: AA4350 Language and Society.

AA5354 Language Contact (Fall)
The purpose of this course is to discuss phenomena which occur when speakers of different languages come in contact with each other, including such areas as multilingualism (societal and individual), creolistics (Pidgins and Creoles), and obsolescence (language maintenance, shift, and death, language-contact-induced language change, reversing language shift, etc.).

Prerequisite: AA4350 Language and Society.

AA5355 Scripture Engagement Strategy and Methods (Spring, Summer)
AA5355-OL Scripture Engagement Strategy and Methods (Fall)
This course focuses on the sociolinguistic, socioeconomic, sociopolitical, and socio-religious factors that either hinder or foster the use of vernacular literature. Practical strategies and activities that promote the use of Bible translations in public and private venues are central.

Prerequisite: AA4350 Language and Society or permission of the instructor.

Note: The OL version of his course requires access to an internet connection capable of supporting video conferencing once a week. These conferences are scheduled around students’ availability.

AA5356-OL Current Issues in Scripture Engagement (Spring)
What are the major issues influencing Scripture engagement below the surface? This course encourages the student to analyze motivations and causal elements that underlie many of the Scripture engagement choices people make. Using a partially student-designed approach, course participants select specific Scripture engagement issues and skills they are interested in exploring more comprehensively. Emerging topics related to Scripture engagement are debated and students propose original contributions to the field of Scripture engagement. Students also develop skills in consulting and workshop design.

Prerequisites: AA5355 Scripture Engagement Strategy and Methods, plus one of the following: AA5373 Religion and Worldview, AA5374 Christianity across Cultures, or permission of the instructor.

Note: This course requires access to an internet connection capable of supporting video conferencing at least twice a week. These conferences are scheduled around students’ availability.
AA5357 Oral Tradition and Literature (Fall)
The course examines four broad genres of oral traditions: proverbs, riddles, verse, and stories. For each of these four genres, the course covers three approaches: 1) How to collect/observe the genre, 2) How to analyze the genre, 3) How to apply the genre in ways that benefit the community. Each student will select a community/area to study during this course. The student will study proverbs, riddle, verse, and stories in the area of their choice and write a paper about each. At the end of the course, each student will propose at least two ways to apply the community’s oral arts in a way that benefits the community.

AA5361 Principles of Language Survey (Spring)
Students study the linguistic and sociolinguistic criteria that can be used to define language and dialect boundaries. They learn to form appropriate research questions and choose appropriate research tools to discover ethnomultilingual identity, determine linguistic similarity, measure inherent intelligibility, assess bilingual proficiency, and describe language attitudes and patterns of language use. To implement these ideas, each student selects a particular language community in the world and prepares an appropriate survey proposal for that community.

Prerequisite: AA4350 Language and Society.

AA5362 Language Survey Methods (May)
Students study a variety of survey tools, then construct their own examples of these tests, implement them by using them with real people, and then write reports about their results.

Prerequisites: AL4303 Principles of Phonological Analysis, AA5361 Principles of Language Survey.

AA5366 Theory and Practice of Sociolinguistics (Spring)
Students study and discuss sociolinguistic variation at the level of a single language. Topics include such matters as the theory of variation; dialectology; ethnography of communication; pragmatics (power, solidarity, politeness); language and gender; social factors (time, generation, social class, social network, and identity); and standard and non-standard usage.

Prerequisite: AA4350 Language and Society.

AA5368 Seminar in Sociolinguistics (Fall)
By the end of this course, students will be able to demonstrate an in-depth understanding of a selected topic in sociolinguistics through the production of a written, (nearly) publishable paper on some aspect of that topic. Class discussions will focus on the areas of student interest within the selected topic and be student-led. (May be repeated when the topic changes.)

AA5372 Social and Political Organization (Spring)
This course is an introduction to social and political organization worldwide. Subjects treated include social groups of various kinds and their principles of recruitment and organization – e.g., kinship, descent, marriage, residence, age, and choice. Also treated are various kinds of social and political relations, rites of passage for both persons and groups, basic types of political organization, concepts and practices of authority, power, law, and decision-making.

Note: If a student desires to complete the Graduate Certificate in Multicultural Teamwork in one term, it will also be taught in the FALL.

Prerequisite: AA4370 Cultural Anthropology.
AA5373 Religion and Worldview (Fall – even numbered years)
This course is an introduction to the range of religious systems of minority peoples worldwide, including universal religions and their folk varieties. Subjects treated include how religion has been defined by anthropologists and treated within anthropology. There is comparison and contrast of Christian and secular anthropological approaches to religion. There is a certain focus on witches and witch ontologies and how they compare to biblical idols.

Prerequisite: AA4370 Cultural Anthropology.

AA5374 Christianity Across Cultures (Fall)
The emergence of World Christianity and the growth of the church in the southern hemisphere has shifted the focus of mission toward questions concerning the components of Christianity that are variable across cultures. The course will explore questions of cultural context and tradition, the world Christian movement, the meaning and expression of contextualization and syncretism, and the cross-cultural embodiment of Christianity through conversion, ritual and worship, incarnational ministry, and church models. Through the analysis of case studies students will explore how Christianity is challenged to address social values, needs, and behaviors across a wide range of cultures, ethnic groups, and religious traditions.

Prerequisite: AA4370 Cultural Anthropology.

AA5375 Culture Change & Minority Cultures (Spring)
This course is an introduction to culture change in today’s minority cultures, especially as encountered by and of interest to an applied Christian anthropology. Class activities and assignments concern change and change-related phenomena and issues from cultures and larger contact situations around the world; they concern the process of sociocultural change as well. There is a focus on how these phenomena and issues and the change process are relevant to the work of applied Christian anthropologists in minority cultures.

Prerequisite: AA4370 Cultural Anthropology or permission of instructor

AA5377 Area Studies (Fall – odd numbered years)
This course is an introduction to the geography, history, cultures, language families of interest, and other aspects of one area or sub-area of the world. Cultures are emphasized. Areas may be all or significant parts (but not single countries) of sub-Saharan Africa, the Americas, Asia, Eurasia, or Oceania, depending on instructor availability.

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

AA5387 Training Across Cultures (Spring)
AA5387-SL Training Across Cultures (Spring)
To prepare for teaching and training people of different cultures, this course introduces students to adult learning theory, and equips them to analyze cultural factors affecting teaching and learning.

Prerequisite: AA4370 Cultural Anthropology or AA4505 Second Language and Culture Acquisition.
**AA5392-OL Scripture Engagement Practicum (Spring)**

Students learn to research a people group’s religious worldview and help provide the most appropriate materials and activities that enhance the community’s engagement with Scripture. They work with local authors, artists, teachers, or media specialists to create print materials, performances, and recordings tailored for specific audiences. They encourage communities to engage with Scripture and apply it to their lives through study, story, song, conversation, and celebration. They partner with leaders to strengthen community engagement with Scripture at more times and in more ways.

*Prerequisite: AA 5355 Scripture Engagement Strategy and Methods or permission of the instructor.*

**AA5393 Special Projects in Applied Anthropology (TBA)**

May be repeated when the topic changes, with permission of your graduate advisor.

**AA5395 Readings in Applied Anthropology (TBA)**

Students will read selected books and articles on one or more aspects of language development, chosen in discussion with the professor. They will write a paper or complete a practical project on the topic, decided with the professor.

**AA5397 Conference Course in Applied Anthropology (TBA)**

With permission of your graduate advisor.

**AA5399 Seminar in Applied Anthropology (TBA)**

May be repeated when the topic changes, with permission of your graduate advisor.

**AA5934 Literacy Megacourse (Spring)**

This course covers a wide variety of topics related to literacy programs in developing contexts. Many of the topics are reinforced by hands-on projects involving writing systems, teaching materials, transition materials, budget preparation, etc.

*Prerequisites:* (AA4350 Language and Society, AL4303 Principles of Phonological Analysis, and AL4410 Principles of Grammatical Analysis) OR (AA4350 Language and Society and AL4304 Introduction to Language Structure)

*Note:* Students should also be aware that there will be some scheduled activities outside normal class hours.
Abraham Center (AC)

AC1305 Basic Biblical Hebrew (Fall)
This course introduces students to the basics of Biblical Hebrew, focusing on reading, writing, and vocabulary. Identifying key verses from the lectionary cycle helps students navigate scripture as displayed in a Torah scroll. To practice skills, students will work with partners. Together the class will develop a variety of activities to stimulate interest in Hebrew learning.

AC2305 The Art of Hebrew Cantillation (Spring)
This course introduces students to the Hebrew trope marks used to identify accented syllables, pauses and phrasing, punctuation, and the application of cantillation melodies for public reading of the Torah.

Prerequisite: AC1305 Basic Biblical Hebrew or permission from Instructor.

AC3305 Foundations of Torah (Spring)
AC3305-SL Foundations of Torah (Spring)
This course relates study of the first five books of the Bible to the traditional Jewish lectionary cycle. Weekly portion names serve to organize the narrative storyline of Genesis-Deuteronomy so that today’s readers may join the ancient conversation of the wider global community.

AC4305 Introduction to the Hebrew Scriptures (Fall)
AC4305-SL Introduction to the Hebrew Scriptures (Fall)
As an introductory survey of the history, literature, and message of the Old Testament, this course explores the unfolding of over-arching themes, narrative storyline, and intertextual relationships as understood by the history and historiography of the Hebrew scriptures. How Jewish, Christian, historical critical and post-modern approaches have shaped the reading of the canon will be a focus of class discussions.

AC4306 Introduction to the Greek Scriptures (Fall)
AC4306-SL Introduction to the Greek Scriptures (Fall)
As an introductory survey of the history, literature, and message of the New Testament, the course traces the unfolding of over-arching themes, narrative storyline, and intertextual relationships as experienced in its religious Jewish context within Greco-Roman society. How Christian, rabbinic and historical critical approaches shaped the reading of the canon will be a focus of class discussions.

AC4310 Introduction to Islam (Fall)
AC4310-SL Introduction to Islam (Fall)
This course introduces students to basic elements of Islamic societies in their diverse expressions, including origins, historical developments, beliefs, practices, worldviews, and cultural and religious patterns. Particular emphasis is given to understanding common barriers to communication and approaches for bridging worldview, cultural, and religious differences for purposes of transformation.
AC4311-OL Communication and Service in Muslim Contexts (*Spring*)
In light of scriptural and anthropological principles, this course explores the nature, dynamics, scope, challenges, and approaches in appropriate and effective service in Muslim contexts.

**AC4341 Arabic 1 (*Fall*)**
This course introduces the student to Modern Standard Arabic and Arab culture. Students will learn the Arabic alphabet, basic grammar, and a vocabulary of 400 words in acquiring basic speaking and reading proficiency.

**AC4342 Arabic 2 (*Spring*)**
This course is the second step toward learning Modern Standard Arabic (MSA). It will help the student to achieve advanced beginner-level proficiency in speaking, reading, listening, and writing, accessing a vocabulary of 800 words. The student will also be introduced to important aspects of Arab culture.

*Prerequisite: AC4341 Arabic 1.*

**AC4343 Colloquial Arabic (*Spring*)**
This course enables students to speak a dialect of Arabic at a beginning level using either traditional classroom methodologies or else a Growing Participant Approach (GPA). If the latter, then students will meet in small groups with a native-speaker language consultant, under the instructor’s guidance. The dialect offered will depend upon the language consultants that are available for the course.

*Prerequisite: AC4341 Arabic 1*

**AC4344 Reading Arabic (*Spring*)**
This course is the third step toward learning to read Arabic. It will enable students to read significant Abrahamic texts in classical and Modern Standard Arabic.

*Prerequisite: AC4342 Arabic 2 or permission of the instructor.*

**AC4392 Special Projects in Abrahamic Studies (*TBA*)**
Students will complete a project in Abrahamic studies. This course may be repeated when the topic changes with permission of the student’s advisor.

**AC5X91 Thesis**
The X in the course number will be replaced by a number from 1-6 specifying the number of thesis credits taken in the term for which you are registering. Students cannot register for thesis credits on their own. Communicate with the Registrar, either directly or via your academic advisor, and the Registrar will register you for the number of thesis credits you want to take.

*By permission of graduate advisor; graded P/F; may be repeated.*

**AC5241 Arabic 1 (*Fall*)**
This course introduces the student to Modern Standard Arabic and Arab culture. Students will learn the Arabic alphabet, basic grammar, a vocabulary of 400 words and basic speaking and reading proficiency.
AC5242 Arabic 2 (Spring)
This course is the second step toward learning Modern Standard Arabic (MSA). It will help the student to achieve advance beginner-level proficiency in speaking, reading, listening, and writing, accessing a vocabulary of 800 words. The student will also be introduced to basic aspects of Arab culture.

Prerequisite: AC5241 Arabic 1.

AC5243 Colloquial Arabic (Upon demand)
This course enables students to speak a dialect of Arabic at a beginning level using either traditional classroom methodologies or else a Growing Participator Approach (GPA). If the latter, then students will meet in small groups with a native-speaker language consultant, under the instructor’s guidance. The dialect offered will depend upon the language consultants that are available for the course.

Prerequisite: AC5241 Arabic 1.

AC5244 Reading Arabic (Spring)
This course is the third step toward learning to read Arabic. It will enable students to read significant Abrahamic texts in classical and Modern Standard Arabic.

Prerequisite: AC5242 Arabic 2 or permission of the instructor.

AC5305 Historiography of the Hebrew Canon (Fall)
AC5305-SL Historiography of the Hebrew Canon (Fall)
Introduction to the history, literature, and message of the Old Testament. The course explores the over-arching themes, intertextual relationships, and unfolding narrative storyline of the Hebrew Scriptures. Students will compare Jewish and Christian ways of organizing the Hebrew canon.

AC5306 Greek Scriptures in First Century Context (Spring)
AC5306-SL Greek Scriptures in First Century Context (Spring)
As an introduction to the New Testament in its first century context, this course traces the unfolding of over-arching themes, narrative storyline, and intertextual relationships as understood by various Jewish and Gentile audiences in the first century of the Roman Empire. Special attention is given to communicating over-arching themes through storytelling.

AC5309 Hermeneutics of Translation (Fall)
AC5309-SL Hermeneutics of Translation (Fall)
This course explores translation studies at the intersection of applied linguistics and theology. This course will provide resources for students to develop methods for assessing and improving biblical translation at theological levels.

AC5310 Core Components of Islam (Fall, May)
AC5310-OL Core Components of Islam (Fall)
AC5310-SL Core Components of Islam (Fall)
This course examines key elements which must be understood in relating to Muslims: beliefs, values, assumptions, allegiances, and cultural, social, communal, and religious dynamics. Attention is given to both traditional and critical approaches to the study of Islam’s history and the development of diverse, contemporary social, political and religious expressions. Particular emphasis is given to areas calling for sensitive or creative communication and lifestyle in order to overcome relational obstacles in working toward individual and community transformation.
AC5312 Islam in the 21st Century (TBA)
This course explores practical and ideological variations within Islam’s current social, anthropological, political and economic concepts and structures, noting struggles with contemporary development needs, modernization, and relations with the West, in general. Insights that can facilitate understanding, communications, and relationship building between East and West will be noted and emphasized.

AC5314-OL Modern Islamic Religious and Political Movements (Spring)
This course focuses on contemporary Islamic reform and revitalization movements, their rise and development, current status, and implications for Muslim self-understanding. Particular attention is given to the Muslim Brotherhood, the Gulen Movement, and to the secularists who emerged from the Arab Spring. Along with brief background information on Islam, this course lays the foundation of current trends, examines the issues behind the militant movement, suggests some possible responses, and looks at the competing ideological struggle between modernity and fundamentalism. Special attention will be given to understanding and constructively responding to the historical Middle East conflict.

AC5315 Abrahamic Monotheism: Abrahamic faiths, their origins, and interactions (Fall)
This course explores the origins and characteristics of monotheism including ways that religious cultures with no prior history of this concept have adopted it. The course considers “Abrahamic” and “non-Abrahamic” forms of monotheism with cultural life, individual identify, and cross-cultural encounter.

AC5316-OL Dynamics of Contextualization (Spring)
This course seeks to explore the nature of culturally sensitive service (contextualization), noting the history, challenges, limitations, chief components, successes and failures of such activities. Attention is given to the widespread presence of animistic practices, the nature of those expressions and the special challenges they present to culturally relevant service. Appropriate guidelines for effective service will be explored.

AC5318 Understanding the Qur’an (Spring)
AC5318-SL Understanding the Qur’an (Spring)
This study of the Qur’an examines its organization, structure, history of compilation, manuscript issues, literary style, and major themes. Students will become familiar with the major approaches to its interpretation, the historical subtext of the Qur’an, and how this affects interpretation of key texts in light of the Jewish and Christian scriptures. Practical issues of etiquette, characteristics of various English translations, how to read the Qur’an and use it in dialog will also be studied.

AC5319 Abrahamic Messianism (Spring)
The symbol of the messianic (for savior and eschatological figures) has emerged as one of the most transferable of cultural and religious categories. This course serves as a basis for understanding some of the profound theological, cultural, and political implications of the symbol in Judaism, Christianity, and Islam into the modern era. Connections to non-Abrahamic traditions will also be studied.
**AC5321 Abrahamic Community Internship (Fall, Spring, Summer)**

The Abrahamic Community Internship is designed to enable students to serve cross-culturally in and with Abrahamic communities and organizations, based on respectful understanding of their beliefs and practices, engendering humanitarian contributions to local and global cultural goals. The internship is a structured field experience where students utilize, integrate and/or apply information from their previous coursework in Abrahamic studies. The internship involves both instructional and cross-cultural experiential components, providing mentoring throughout the process. It will focus on providing skills and modifying behavior and attitudes through engagement with people of a significantly different Abrahamic culture or religious tradition, helping the student to attain readiness for service in Abrahamic communities.

**AC5322 Abrahamic Shared Stories (Fall)**

**AC5322-SL Abrahamic Shared Stories (Fall)**

This course explores hermeneutical issues central to the understanding and interpretation of Jewish, Christian, and Muslim sacred texts, examining stories shared by all three traditions. The approach to each narrative is to describe its components, explain its Abrahamic worldview context, and then use intertextual analysis to reformulate shared themes and retell the story in new cultural contexts.

**AC5392 Special Projects in Abrahamic Studies (TBA)**

Students will complete a project in Abrahamic studies. This course may be repeated when the topic changes with permission of the student’s advisor.

**AC5394 Readings in Abrahamic Studies (TBA)**

Students will read selected books and articles on one or more aspects of Abrahamic studies and will be able to discuss their content. They will write a paper or complete a practical project with the approval of their advisor.
Applied Linguistics (AL)

AL4201 Principles of Sign Languages Phonetics (Summer)
This course introduces the theory and practice of sign language phonetics. It provides intensive practice in the recognition and production of a wide range of manual and non-manual phonetic elements that are used in natural sign languages, along with terminology for describing those elements precisely. It also teaches reading and writing one or more notational systems that are useful in recording phonetic details when conducting research on sign languages. This course is taught in American Sign Language and written English.

Prerequisite: Demonstrated communicative proficiency in a natural sign language.

AL4207 Field Data Management (Fall, Spring, Summer)
With a focus on methodology and good praxis, this course instructs students, in the use of computational tools for managing and presenting phonological, textual, and lexical data collected in linguistic field research.

Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410 Principles of Grammatical Analysis, AA4505 Second Language and Culture Acquisition.

Corequisite: AL4406 Field Methods and Linguistic Analysis.

AL4302 Principles of Articulatory and Acoustic Phonetics (Fall, Spring, Summer)
Using an augmented subset of the International Phonetic Alphabet (IPA), students will be able to identify, mimic, and transcribe sounds and prosodies in normal human speech and to describe the mechanisms by which a speaker produces these sounds. Students will also be introduced to basic techniques of acoustic analysis.

AL4303 Principles of Phonological Analysis (Fall, Spring, Summer)
AL4303-SL Principles of Phonological Analysis (Fall, Spring)
This course provides practice in recognizing the difference between phonetic (etic) and phonological (emic) data through numerous practical exercises. Theoretical topics of focus include the use of distinctive features, natural classes, phonetic plausibility, complementary distribution, free variation, contrast in identical/analogous environments, phonological processes, common conditioning environments, typological universals, tone analysis, and morphophonemics. This is an ideal course for field-workers preparing to help develop or revise an orthography for any language.

Prerequisite or Corequisite: AL4302 Principles of Articulatory and Acoustic Phonetics.

AL4304 Introduction to Language Structure
AL4304-OL Introduction to Language Structure
AL4304 Introduction to Language Structure This course provides a basic introduction to language sounds and structures. It will enhance students’ ability to learn another language as they use natural language data to discover and analyze word and sentence formation in a variety of different languages. Students will also have the opportunity to identify, pronounce, and transcribe the most common sounds found in the world’s languages.

Note: This course serves as a prerequisite for AA4505 in lieu of AL4302 and AL4410, but not as a prerequisite for any AL course.
**AL4406 Field Methods and Linguistic Analysis (Fall, Spring, Summer)**

Working with a speaker of a non-western language, students in this course elicit data which they then use to analyze the phonological system and produce a mini-lexicon and a grammar sketch of the target language.

*Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410 Principles of Grammatical Analysis, AA4505 Second Language and Culture Acquisition.*

*Corequisite: AL4207 Field Data Management.*

**AL4410 Principles of Grammatical Analysis (Fall, Spring, Summer)**

**AL4410-SL Principles of Grammatical Analysis (Fall, Spring)**

This course introduces students to techniques for analyzing and describing basic morphological and syntactic issues in natural languages. By working through numerous practical exercises from a large variety of languages, students gain confidence in their ability to determine word classes and allomorphy and to deal with inflectional and derivational morphology. Students also learn to analyze different types of phrases, clauses, and sentences. This course serves as a prerequisite for several graduate linguistics courses.

*Note: In the Summer term, this course is taught in English with ASL (American Sign Language) interpretation.*

**AL5106 Digital Technology for Sign Language Research (Summer)**

This course introduces specialized hardware and software tools for researching sign languages, including recording, documenting, analyzing, and presenting textual, grammatical and lexical data. This course is taught in American Sign Language and written English.

*Prerequisite: Demonstrated communicative proficiency in a natural sign language.*

**AL5190 Thesis Writing**

This course covers techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the master’s level. Students completing this course will be able to describe different kinds of knowledge and ways of knowing and how each is acquired; distinguish between quantitative and qualitative research and the uses, advantages, and disadvantages of each; describe Word style sheets and use a thesis template to enforce the required style sheet; identify common parts of a research paper/thesis and what is included in each part; describe and implement the proposal writing process; identify ethical perspectives and implications for research; and identify problem areas in technical writing and critical thinking.

*Prerequisite: Completion of at least 5 graduate courses.*

*Note: This course is graded P/F. Completion of the course will count as one hour of thesis credit but will not trigger the requirement for continuing registration.*

**AL5X91 Thesis**

The X in the course number will be replaced by a number from 1-6 specifying the number of thesis credits taken in the term for which you are registering. Students cannot register for thesis credits on their own. Communicate with the Registrar, either directly or via your academic advisor, and the Registrar will register you for the number of thesis credits you want to take.

*By permission of graduate advisor; graded P/F; may be repeated.*
AL5207 Field Data Management *(Fall, Spring, Summer)*

With a focus on methodology and good praxis, this course instructs students in the use of computational tools for managing and presenting phonological, textual, and lexical data collected in linguistic field research.

*Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410 Principles of Grammatical Analysis, AA4505 Second Language and Culture Acquisition.*

*Corequisite: AL5406 Field Methods and Linguistic Analysis.*

AL5304 Advanced Phonological Analysis *(Spring)*

This course introduces students to advanced analyses and descriptions of the phonology of human languages from various theoretical perspectives, including Optimality Theory. Analytical and descriptive skills will be developed through the study of phonological data from a variety of natural languages, focusing on morphophonemics. Readings are designed to provide a solid introduction to several important issues in phonological theory and argumentation.

*Prerequisite: AL4303 Principles of Phonological Analysis.*

AL5305 Principles of Sign Language Phonology *(Summer)*

This course introduces universal trends in sign language phonology and how the basic phonetic elements in a natural sign language function together in the language’s phonological system. It provides practice in applying various theoretical frameworks to analysis of specific sign languages. It considers the interaction between phonology and morphology. This course is taught in American Sign Language and written English.

*Prerequisite: Demonstrated communicative proficiency in a natural sign language.*

*Prerequisite or Corequisite: AL4201 Principles of Sign Language Phonetics and AL5106 Digital Technology for Sign Language Research.*

AL5308 Oral Translation *(Fall 2019, Spring, Summer)*

This course introduces students to orality and its implications for translation. The concepts of teaching within an oral framework and the internalization of a pericope are explored along with the process of oral drafting. Students explore ways of transforming a passage into an artistic product suitable for another linguistic and cultural environment and discuss means of appraising the quality of an oral translation. Finally, students participate in an oral translation project which produces a high-quality oral draft appropriate for a specific audience.

AL5311 Relevance Theory *(Fall)*

Beginning with the historical and theoretical roots of relevance theory, this course explores relevance theory’s account of the principles and mechanisms of human communication. Building on that theoretical foundation, students explore implications of the theory for our explanation of tropes, linguistic analysis, and interlingual communication.
AL5312  Discourse Analysis
AL5312-SL Discourse Analysis

This course is designed to help students understand how different languages structure texts and how the resulting structure may affect communication and translation. The course focuses on the discourse structure of narrative texts, although a brief survey of the structure of non-narrative texts is included at the end of the course. Students practice analyzing texts for various discourse features. Some issues considered are sentence structures, macrosegmentation of texts, the use of particles and conjunctions, and information structure. Salience schemes, transitivity, participant reference, and paragraph analysis are some of the other topics included.

Prerequisite: AL4410 Principles of Grammatical Analysis.

AL5313  Advanced Grammatical Analysis (Spring)
AL5313-SL Advanced Grammatical Analysis (Spring)

This course provides a survey of recurring syntactic patterns across languages and introduces tools and strategies that can be used to analyze and describe the grammatical structure of individual languages. Topics covered include voice and valence alternations, complementation, control, raising, relativization, morphological causatives, and serial verbs. This course is required for all students in the Descriptive Linguistics concentration and is a prerequisite for AL5395 Current Issues in Descriptive Linguistics.

Prerequisite: AL 4410 Principles of Grammatical Analysis.

AL5310 Advanced Sign Language Grammatical Analysis (Summer)

This course focuses on morphological and syntactic properties that are characteristic of sign languages and which distinguish them from spoken languages. These include: glossing conventions, grammaticalization of space (including deixis and agreement), verb classes, borrowing (particularly fingerspelling and mouthing), nonlinear morphology, classifiers, and nonmanual markers. This course is taught in American Sign Language and written English.

Prerequisite: AL4410 Principles of Grammatical Analysis and demonstrated communicative proficiency in a natural sign language.

Prerequisite or Corequisite: AL5106 Digital Technology for Sign Language Research.

AL5315  Semantics and Pragmatics
AL5315-SL Semantics and Pragmatics (Spring)

This course examines the relationship between form and meaning in human language. We consider the rules for combining word meanings to derive sentence meanings in a predictable way, and we explore the principles which allow speakers to communicate more by uttering a sentence than is contained in the sentence meaning itself. We apply these concepts not only to content words but also to grammatical morphemes such as tense, aspect, and modality markers. This course is required for the MA in Applied Linguistics and satisfies the prerequisite for AL5316 Theory and Practice of Translation.

Prerequisite: AL4410 Principles of Grammatical Analysis.
AL5316 Theory and Practice of Translation
AL5316-SL Theory and Practice of Translation
This course explores a theoretical understanding of translation as it impacts translating and advising translators. Students explore the implications of translation theory and common practice for several translation issues. In addition to reading and discussion, students experientially learn principles and procedures through class projects.

Prerequisite or Corequisite: Either AL5311 Relevance Theory or AL5315 Semantics and Pragmatics.

AL5317 Language Documentation (Summer)
This course involves reading and synthesizing major concepts in the foundational literature, as well as more recent publications in documentary linguistics. The readings are augmented by training in the core technical tasks of a language documentation project, including project planning, audio and video recording, metadata management, and archiving. A final project working with language consultants brings together the theoretical concepts and the technical skills in a small documentary corpus.

AL5318 Applied Exegesis (TBA)
Students taking this course analyze the structure and argumentation of selected Old or New Testament texts in Hebrew or Greek, with particular reference to exegetical and hermeneutical issues.

Prerequisites: AL5322 Greek 2 and AL5324 Greek Textual Analysis or AL5327 Hebrew 2 and AL5325 Hebrew Textual Analysis.

AL5319 Biblical Backgrounds (Spring)
This course is an investigation of three primary sources for understanding biblical backgrounds: the religious environment of ancient Israel, narratives of key biblical figures as cultural memory texts of ancient Israel within the context of the ancient Middle East, and the place of Jesus throughout the books of the New Testament considering its Second Temple religious environment. These approaches provide valuable insight for readers of the Bible everywhere as they perform their own contextual interpretations.

AL5320 Translation Consulting Skills (Spring)
This course contributes to students’ professional growth in the consulting skills and attitudes needed to successfully function as translation advisors and consultants. Students develop a personal growth plan for translation consultants. Class sessions involve discussion that incorporates each participant’s knowledge and experience. Students put into practice the skills and attitudes that are discussed.

Prerequisites: Permission of the instructor.

AL5321 Greek 1 (Fall)
This course introduces students to the grammar and vocabulary of Biblical Greek with a focus on reading, studying, and translating the Greek New Testament. It offers a quick and efficient path into reading the Greek New Testament. The course is designed for anyone wanting to become a Bible translator and desiring to learn Biblical Greek.
AL5322 Greek 2 (Spring)
This course is built in tandem with AL5321. Students continue studying Koine Greek with a focus on syntax and fluent reading of the Greek New Testament. This course is available for any student who has successfully completed AL5321 and has good reading comprehension of the Greek Text.

Prerequisite: AL5321 Greek 1.

AL5323 Greek Discourse Features (Fall)
This course is designed to enable the student of the Greek New Testament to better understand the text, going beyond basic grammatical analysis. To that end, the course considers the discourse function of connectors in the Greek New Testament. Other topics covered include framing devices, emphasis, points of departure, and other issues in information structure. Forward pointing devices, thematic highlighting devices, and constituent structure are additional topics.

Prerequisites: AL5312 Discourse Analysis, AL5322 Greek 2.

AL5324 Greek Textual Analysis (Spring)
This course is concerned with discovering the meaning of a New Testament text as intended by the original author. As an aid in that discovery process, students are introduced to textual criticism. Also covered is how to best do lexical studies. The course looks at issues in grammatical analysis, background studies, and how to proceed in various genres of texts: narrative, epistolary, and apocalyptic. The use of the Old Testament in the New Testament is surveyed as well as the use of biblical theology in interpretation. Finally, each student puts all the elements together to produce an exegetical paper over an assigned text.

Prerequisite or Corequisite: AL5322 Greek 2.

AL5325 Hebrew Textual Analysis (Fall)
In this course students learn the steps needed to evaluate and understand the original authors intended meaning of Old Testament passages. As part of this process, students learn how to evaluate lexical and syntactical issues, interact with textual criticism, perform background studies, and interact with the various genres of the text. These steps enable students to interpret the original meaning and underlying theology in order to translate well and to apply the text, which students demonstrate in an exegetical paper over an assigned text.

Prerequisite or Corequisite: AL5327 Hebrew 2.

AL5326 Hebrew 1 (Spring)
This course introduces students to the foundational features of Classical Hebrew. Beginning with the basics of phonology, the course then moves into foundational morphology and grammar, including nouns, prepositions, and verbs. This introduction to the language is the first step in enabling the student to become a competent translator of the Hebrew Old Testament.

AL5327 Hebrew 2 (Fall)
This course continues where AL5326 left off. It continues introducing students to the basic morphology and grammar of Classical Hebrew. Once the foundational elements are understood, the course introduces students to the translation of large portions of text over a variety of genre types. This course (along with the previous one) provides a solid foundation for understanding the basic features of the language and prepares students to move into the following course which teaches the more complex features of interpretation.

Prerequisite: AL5326 Hebrew 1.
**AL5328 Hebrew Discourse Features (Spring)**
Through this course students move beyond traditional grammatical analysis to an analysis and evaluation of the various discourse features of the Hebrew Old Testament. The types of discourse features studied include: discourse types, participant reference, coherence and cohesion, information structure, and many other features. The field of Hebrew discourse analysis is flourishing, and this course is updated every year to include the most recent advancements in the field.

*Prerequisites: AL5312 Discourse Analysis, AL5327 Hebrew 2.*

**AL5329 Readings in Biblical Texts and Translation Practicum: Hebrew Poetry (TBA)**
**AL5329-SL Readings in Biblical Texts and Translation Practicum: Hebrew Poetry (TBA)**
Students develop their language skills by reading extended passages of Old Testament texts of different genres in Hebrew. In this particular class students will focus developing their skills in analyzing complete poems in Hebrew in order to explain the functional meaning and pragmatic effect of the Hebrew text. Completion of this course will include translating a text from the Hebrew Bible, writing explanatory notes highlighting points of interest in the exegesis and translation process, and transforming the passage into an artistic product suitable for another linguistic and cultural environment.

*Prerequisite: AL5327 Hebrew 2*

**AL5333 Tone Analysis (Spring)**
**AL5333-SL Tone Analysis (Spring)**
A majority of the world’s unwritten languages are tonal, and this course will prepare those hoping to do language development work in these languages. The course includes extensive practice and coaching in hearing and transcribing tone, review of phonological theory that especially applies to tone, surveys of tonal phenomena by geographical area, and a multi-week project of tone analysis of a specific language that will cover beginning transcription, analysis, and a paper about the system.

*Prerequisite: AL5304 Advanced Phonological Analysis or permission of the instructor.*

**AL5345-OL Introduction to The Translator’s Assistant (upon demand)**
This course introduces students to the field of natural language generation (NLG). NLG is the process of making a computer produce translations of analyzed source documents. Students will use the natural language generator called Translator’s Assistant to build a lexicon and grammar for a language, and then produce a translation of a short biblical passage. Students will also do experiments to determine the quality of the translations produced by the software.

*Prerequisite: AL4410 Principles of Grammatical Analysis and permission of the instructor.*

**AL5392 Special Projects in Applied Linguistics**

*May be repeated when the topic changes, with permission of your graduate advisor.*

**AL5394 Readings in Applied Linguistics (TBA)**
This course introduces students to advanced analysis and description of a specific grammatical or phonological phenomenon, or a particular language or linguistic family, or a certain areal or typological feature. Under the supervision of a particular faculty member, the student works with the faculty member to design a focused set of readings in order to acquire a deeper understanding of a mutually-agreed upon topic of interest. Mastery of the material is demonstrated by reports, projects, papers, and/or oral discussion of the content with the instructor.
**AL5395 Current Issues in Descriptive Linguistics (Fall)**

This course serves as a cap-stone seminar for students in the Descriptive Linguistics concentration, providing an opportunity to integrate knowledge from preceding courses through intensive study of some issue of current interest for linguistic analysis and description. The course aims to develop basic skills of linguistic scholarship through reading and critically discussing a variety of articles on the selected topic(s), and through writing and presenting a paper related to the issues discussed in the seminar. This course has a grammar topic in even numbered years and a phonology topic in odd numbered years.

*Prerequisites: Either 1) AL5304 Advanced Phonological Analysis for phonology topics, or 2) AL5313 Advanced Grammatical Analysis plus AL5315 Semantics and Pragmatics for syntax & semantics topics, or by permission of the instructor.*

**AL5396 Conference Course in Applied Linguistics (TBA)**

*With permission of graduate advisor. May be repeated when the topic changes.*

**AL5398 Seminar in Applied Linguistics: RRG (Summer)**

*May be repeated when topic changes, with permission of your graduate advisor.*

**AL5406 Field Methods and Linguistic Analysis (Fall, Spring, Summer)**

This course serves as the capstone course for the Certificate in Applied Linguistics. Working with a speaker of a non-western language, students in this course elicit data which they then use to produce a mini-lexicon, a phonological description, and a grammar sketch of the target language.

*Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410 Principles of Grammatical Analysis, AA4505 Second Language and Culture Acquisition.*

*Corequisite: AL5207 Field Data Management.*
International Studies (IS)

IS1301-IN Popular Culture (May)
This course asks, What role does popular culture play in our lives? What role do we play in the formation and maintenance of popular culture? We will explore these questions by examining popular culture particularly in the 21st century with reference to cross-cultural and historical examples. Students will consider the development of popular culture in the digital age. Topics include advertising, music, film and media, and digital devices and software. Students will learn to identify and explain the nature of cultural values manifested in popular culture.

IS1311-IN Biblical Cultural Studies (May)
The New Testament is full of ancient documents by ancient authors, but their context is still largely accessible to us today. In order to better read, interpret, and apply the New Testament, students will learn about the historical, religious, and cultural environment in which Christianity arose.

IS1312 History of Christianity (Fall)
This course is an overview of the entire sweep of Christian history. Pivotal events will be discussed in detail, and we will attempt to discern how those events are relevant to present-day world Christianity, both in terms of their effect on the present, and how they can inform a Christian interpretation of our times. Some turning points in the history of cross-cultural missions will be included.

IS1321 Introduction to Ethnopsychology (Fall)
At our core, do all individuals think, feel, and behave in the same ways? How do psychology and culture interact? In this course, we will look at several major concepts in traditional psychology and consider the extent to which they may apply across cultures.

IS1361 Introduction to Statistics (Fall)
This course is designed to introduce undergraduate students to statistics. Mathematical concepts basic to an understanding of statistics will be reviewed. Descriptive and inferential statistics and their application to social sciences research will be introduced.

IS1363-IN Health and First Aid Practices (May – with 1-week intensive in May)
Every person needs basic knowledge on factors affecting their personal health. This course teaches students to evaluate significant topics in their own health paradigm. Students are introduced to key principles of First Aid, the sequence of steps to respond to emergencies, and the steps for patient assessment. Key aspects of CPR are learned along with wound care, musculoskeletal injuries, and first aid for poisoning, bites, and stings. Attention is given to first aid for injuries in remote locations.

IS1365 Introduction to Political and Economic Systems (Fall)
Throughout history, societies have organized themselves into a variety of political and economic systems. Those who work cross-culturally may live and interact within a political or economic system different than one to which they are accustomed. This course introduces the student to basic political and economic ideas and systems, with the goal of equipping the student to understand them better and to operate more effectively within them.
IS2312 Ancient Near Eastern Civilizations (Spring)
This course is a comparative study of parallels between Ancient Near Eastern civilizations, their texts and the Hebrew Bible. Students will explore non-biblical sources that contribute to understanding the linguistic, historical, socio-cultural, political, and religious contexts of the ancient Old Testament. Specific focus is given to epic, social, and religious language sources from civilizations of the Ancient Near Eastern world, particularly those of Mesopotamia, Egypt, Canaan, and Israel.

IS2322 Psychology of Suffering and Resilience (Spring)
Grief and trauma are part of the human condition. In this course, students will study the psychological impact of suffering and begin to develop their own personal theology of suffering. They will also discuss the importance of resilience as a building block of successful cross-cultural service.

IS2323-IN Introduction to Coaching (May)
Becoming a skilled facilitator in an international, cross-cultural context is more than learning to “do”; it entails empowering colleagues to become competent doers of the tasks themselves. This course offers training in the five coaching skills that are at the core of training in the COACH Model® and an overview of the eleven coaching competencies of the International Coach Federation. In addition, cultural, spiritual, and ethical aspects of coaching are discussed.

IS3311 Research Writing (Fall)
A course designed to teach students to gather and evaluate information from a variety of sources and to incorporate ideas from these sources into the writing of a research paper. Learning the basics of the LSA format will be included.

IS3317 World Religions (Spring)
This course is an introduction to the history, beliefs, and practices of the world’s major living religions. Religions studied include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, and Judaism.

IS3325 Missiology (Fall)
This course provides an overview of topics related to the theory and practice of Christian Missions, including the biblical/theological basis of missions, the history of missions, as well as cultural and practical issues that relate to the cross-cultural ministry.

IS3351 Dynamics of Cross-Cultural Service (Fall)
This course explores the theory, purpose, and dynamics of cross-cultural service, multi-cultural team building, as well as issues of personal living in a cross-cultural setting.

IS3352 Globalization (Spring)
This course will examine the role of linguistics in globalization with particular attention to the role of the West in cultural, economic, and political harmonization around the world.

IS3356 Introduction to Orality and Storying (Spring)
Are you able to craft and tell culturally appropriate, biblically accurate, natural stories? This course recognizes characteristic differences between oral communicators and print communicators. The contexts in which oral communication of the Gospel is appropriate and effective is a point of discussion. Students also have the opportunity to apply story-selection principles based on world view to a specific culture.
IS3361 Introduction to Historical Linguistics (Spring)
All languages change over time, and one language can, given enough time, develop into many languages. Often these related languages provide the only surviving clues about their ancestral language. This course is an introduction to the techniques of linguistic reconstruction, and to the basic concepts underlying the genetic classification of languages. Both the comparative method and internal reconstruction will be taught. The emphasis will be on developing the practical skills of linguistic reconstruction, rather than on theoretical issues.

Prerequisites: AL4304 Introduction to Language Structure, or AL4302 Principles of Articulatory and Acoustic Phonetics, or permission of the instructor.

IS3364 Theory and Reality of Development (Fall)
This course explores issues of poverty, economic development, education, and primary health care within the developing world. An emphasis is placed on examination of both successful and unsuccessful methods.
As part of the TESOL curriculum, this course centers on student application of course topics in the on-campus classroom and ESL off-campus classroom. Students have the opportunity to design TESOL curriculum and a TESOL program which includes a needs assessment and ending with evaluation and ongoing adjustments. Students create lesson plans appropriate to a variety of TESOL situations and design, teach and evaluate one lesson for the class.

IS4320 Cross-Cultural Practicum (Fall, Spring, Summer)
This multi-week practicum combines learning and practical service, allowing the student to explore the reality of cross-cultural work through one of two options. While completing the practicum, the student will focus on six different topics: reciprocity, problem solving, communication, group work, individual development, and healthy relationships.
The student has two options for the practicum:

1) Choose a sponsoring organization such as Wycliffe, PBT, World Relief, etc. in order to formally experience a cross-cultural context through the organization’s internship program. This practicum option allows students to apply their professional, intercultural, and language skills under the direction of an experienced field leader.

2) Create a student-designed program in collaboration with an experienced cross-cultural worker who has a well-established position under a legitimate agency or in some otherwise legitimate capacity, who works with people from a different culture. The student will complete their practicum with the cross-cultural worker as their supervisor within the people group they serve, in order to experience a new cultural context.

Note: The student bears responsibility for negotiating with the appropriate person in either of the two options listed above. This person will likely be the student’s supervisor for the purposes of the practicum. The student must also receive approval from the DIU course instructor, indicating that the work plan meets the requirements of this course.

Prerequisite: AA4505 Second Language and Culture Acquisition

It is highly recommended that the student has already taken: AA4370 Cultural Anthropology

IS4344 Chinese 1 (Fall)
An introduction to modern standard Chinese, commonly called Mandarin, which is the official language of China and is the most widely used variety of Chinese in the world. This course is for beginners. The emphases will include pronunciation, acquiring core vocabulary in both spoken and written forms, and beginning conversation skills. There will also be an introduction to the lifelong process of learning the Chinese writing system.
**Chinese 2&3 (See IS4646 below)**

**IS4350 Dynamics of Religious Experience (Spring)**
An introductory study into concepts of spiritual formation and the various ways people deepen their understanding and relationship with the supernatural. Emphasis is given to approaches to a covenantal life, the nature and consequence of religious practices and rituals, and the motivations for a worldview integrating religious faith.

**IS4361 Cross-Cultural Communication (Spring)**
Students will learn factors relevant to cross-cultural communication. They will be able to identify concepts from intercultural communication that can facilitate or impede communication in a cross-cultural context.

This course incorporates techniques of teaching speaking and listening to speakers of other languages. We will explore the methods of teaching speaking and listening skills. Students will have practical, hands-on teaching experiences in teaching all levels of speakers of other languages.

**IS4399 Special Topics in International Studies (TBA)**

> With permission of your academic advisor.

**IS4646 Chinese 2&3 (Spring)**
Building on the foundations laid in Chinese 1 and 2, students will achieve a basic level of competence in conversation and reading and be able to write short compositions.

> Prerequisite: IS4344 Chinese 1.
World Arts (WA)

NOTE: Some World Arts courses are taught in a “May-Extended” term (May term plus the Summer term together), usually with an intensive on campus during that time.

WA3380-IN Introduction to Ethnodoxology (May, with 1-week INTENSIVE on campus)
This is a foundational course introducing key principles of ethnodoxology that will help students serve worshipping communities more effectively, whether overseas or in multi-ethnic North American contexts. Students will experience a corpus of songs and other artistic liturgical expressions from around the world, developing a vision for multicultural worship. In addition, students will explore appropriate ways to incorporate these artistic expressions into the worship life of their communities.

WA2381-IN Arts for a Better Future (May with 1-week INTENSIVE on campus)
In this course, students will learn to help a community recognize, value, and plan to use its own arts to meet local needs and goals. The course provides a compact overview of the Create Local Arts Together (CLAT) model of community engagement. The CLAT process consists of seven flexible steps grounded in ethnographic and appreciative inquiry approaches: meet a community and its arts; specify goals; select communication genre and content; analyze the genre; spark creativity; improve new works and creative systems; and integrate and celebrate for continuity. Students will engage with the model through three pedagogical cycles.

WA3386-SL World Arts Practicum (Fall, Spring)
This course entails acquiring the performance and artistic skills needed for cross-cultural participation in one of the artistic traditions of a community. Emphasis is on developing an understanding of how to perform within the context of a chosen tradition, including researching this tradition and how it functions artistically and socially in its community. The choice of ethnic ensemble or mentoring relationships will vary, depending upon the artistic tradition chosen for study and availability of local mentors.

WA3399-IN Conference Course: World Arts at GCoMM (Summer 2020)
Global gatherings with a focus on world arts and cross-cultural work provide an outstanding opportunity for connecting with new resources, new practitioners and scholars in the field, and new ideas to invigorate service. In this course, students will leverage their attendance at the Global Consultation on Music and Missions (GCoMM) into a learning experience, interacting with a community of fellow students as they begin to develop their abilities and plans for working with communities.

WA4202-IN Audio and Video Techniques for Fieldworkers (May)
This course prepares students to record, edit, archive, and share audio and video recordings of linguistic and cultural data, including recordings of artistic performances that will support their analysis, documentation, and publishing. Students will learn basic principles of analog-to-digital conversion and will be able to choose the appropriate equipment and settings to use for a given recording situation.

WA4322 Video Production and Editing (Spring)
Through work on practical projects, this course focuses on video production workflow, examining the stages of preparation and execution for each phase of a given project from inception to completion. Course topics include project planning, field recording, an introductory overview of editing, and uploading completed projects. Course content also includes discussions of audio/visual aesthetics and telling a story through video.
WA4382 Survey of World Arts (Spring)
This course looks at various artistic traditions from communities around the world, showing how these artistic expressions perform important cultural functions and serve as markers of identity. The course uses experiential activities and media resources to expand the students’ appreciation of the complexity and significance of various world art traditions.

WA4387 Area Studies for World Arts (Spring, Summer)
Through this course, students will develop preliminary skills for researching and analyzing artistic genres within their cultural context. Student research will focus on an ethnolinguistic group of the student’s choice, including diasporic groups.

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

WA5190 Thesis Writing
Techniques and skill development for researching and writing a thesis. Strongly recommended for all students writing a thesis at the master’s level in World Arts.

Prerequisite: completion of at least 5 graduate courses.

Note: This course is graded P/F. Completion of this course will count as equivalent to WA5191 Thesis, but will not trigger the requirement for continuing registration.

WA5X91 Thesis
The X in the course number will be replaced by a number from 1-6 specifying the number of thesis credits taken in the term for which you are registering. Students cannot register for thesis credits on their own. Communicate with the Registrar, either directly or via your academic advisor, and the Registrar will register you for the number of thesis credits you want to take.

By permission of graduate advisor; graded P/F; may be repeated.

WA5339 Research Methods for World Arts (Fall)
In this course, students will investigate, describe, and interact with the people and processes involved in a community’s creativity and performance. Course assignments include daily readings, class discussions, and reflective and academic writing. Students will also be assigned an in-depth field research project with local arts practitioners, offering opportunities to improve skills in planning and performing research tasks, interviewing, participant-observation, note-taking, and audio- and video-recording. These field methods lead students to find answers to questions such as: What kinds of arts exist locally? What are some solutions to common difficulties in field and library-based research? How have scholars and practitioners conceptualized artistic expressions? In what ways do arts communicate within and beyond a community? How are new innovations in established traditions developed and integrated into a society?

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

WA5380-IN Theory & Practice of Ethnodoxology (May, with 1-week INTENSIVE on campus)
This course explores the biblical, historical, and cultural principles of ethnodoxology for cross-cultural workers, community leaders, and worship facilitators, helping them to serve worshipping communities more effectively, whether overseas or in multi-ethnic North American contexts. Students are prepared to design the introduction of new artistic expressions into their own worshipping communities, undergirded by the use of relevant research methodologies and multicultural worship approaches.
WA5381-IN Arts for a Better Future (May-Extended, with 1-week INTENSIVE on campus)
In this course, students will learn to help a community recognize, value, and plan to use its own arts to meet local needs and goals. The course provides a compact overview of the Create Local Arts Together (CLAT) model of community engagement. The CLAT process consists of seven flexible steps grounded in ethnographic and appreciative inquiry approaches: meet a community and its arts; specify goals; select communication genre and content; analyze the genre; spark creativity; improve new works and creative systems; integrate and celebrate for continuity. Students will engage with the model through three pedagogical cycles, culminating in applying it to a real-life context.

WA5382 Applied Arts (Fall)
WA5382-SL Applied Arts (Fall)
This course prepares students to work with a local community to catalyze the creation of new vernacular Scripture-based and community-development messages in indigenous forms of artistic communication. Students learn to encourage sustainability and integrate these expressions into local community life by designing interactive, dialogue-based learning activities for arts-discovery and arts-creation workshops; mentoring local artists; promoting the dissemination of indigenous Christian works; and encouraging the positive self-identity that these forms may engender.

Prerequisite: WA5339 Research Methods for World Arts or WA5384 Expressive Form Analysis or permission of the instructor.

WA5383-IN Arts and Trauma Healing
DALLAS – (May-Extended, with 2-week INTENSIVE on campus in Dallas)
UK – (Spring, with a 2-week INTENSIVE onsite in the UK)
This course teaches a holistic, interactive approach to engaging Scripture in the healing process for people who suffer from the mental, emotional, and spiritual effects of trauma. It combines biblical truths with basic mental health principles expressed in ways that can be easily translated into other languages. Students learn to address both cognitive beliefs and emotions damaged by trauma, both in their own lives and in the lives of others. They learn to use participatory learning methods to train local church leaders in ways that help them to become effective caregivers. In particular, this course will emphasize the importance of performing and visual arts in trauma healing. Students will understand and be able to articulate and demonstrate the role, the value, and the effectiveness of using the arts in trauma healing from a historical and contemporary perspective. Students will be able to promote emotional and spiritual healing in traumatized communities through the use of local visual and performing arts existing in those communities.
Crafted as a “blended” course, a required two-week period of on-campus participatory classes is preceded and followed by online reading and writing assignments.
The course is offered during Spring with a two-week intensive in the UK or during May Extended with a two-week intensive on campus in Dallas.

Prerequisites: Permission of instructor determined after an interview (in person, by phone, or by Skype or Zoom) and the receipt of two letters of recommendation.

Note: This course is offered in collaboration with the American Bible Society’s Trauma Healing Institute (THI) and the Trauma Healing Alliance. In addition to earning DIU course credit, students who demonstrate readiness during the course will be certified by THI as “Apprentice Facilitators” in trauma healing.
WA5384 Expressive Form Analysis (Fall)

This course trains students to perform initial structural analysis of musical, verbal, dramatic, dance, and visual features of an ethnolinguistic community's artistic genres. Such analyses contribute vitally to local communities' efforts to address their needs and aspirations. Instructional methodologies include participation in these arts.

*Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.*

WA5385 Song Transcription and Analysis (TBA - some Spring terms)

This course employs a variety of methodologies for the transcription and analysis of musical features of song (vocal music). It will develop the student’s capacity to recognize the salient musical features of a song in any world music tradition and describe those features graphically, textually, and orally.

*Prerequisites: (1) Six semester hours of college level (western) music theory (or its equivalent)  
(2) WA5384 Expressive Form Analysis (or its equivalent).*

WA5386 Directed Practicum in World Arts

WA5386-SL Directed Practicum in World Arts

This course entails acquiring the performance and artistic skills needed for cross-cultural participation in one of the artistic traditions of a community. Emphasis is on developing an understanding of how to perform within the context of a chosen tradition, including researching this tradition and how it functions artistically and socially in its community. The choice of ethnic ensemble or mentoring relationships will vary depending upon the artistic tradition chosen for study and availability of local mentors. The students will take initiative in choosing and engaging their mentor in consultation with the course head. This course may be retaken if the genre studied is completely different from a previous session.

*Prerequisites: WA5381-IN Arts for a Better Future, or WA5339 Research Methods for World Arts, or WA5384 Expressive Form Analysis, or WA5382 Applied Arts or permission of the instructor.*

WA5389-OL Advanced Form Analysis (Spring)

This course will guide the student through rigorous investigation of an active artistic tradition, exploring the distinctive features of the tradition through ethnographic and form analysis. By engaging in analytical methods appropriate to the chosen art form, students will produce an ethnographically-grounded analysis of a work or works from that artistic tradition.

*Prerequisite: WA5384 Expressive Form Analysis*

WA5399-IN Conference Course: World Arts at GCoMM (Summer 2020)

Global gatherings with a focus on world arts and cross-cultural work provide an outstanding opportunity for connecting with new resources, new practitioners and scholars in the field, and new ideas to invigorate service. In this course, students will leverage their attendance at the Global Consultation on Music and Missions (GCoMM) into a focused learning experience, interacting with a community of fellow students as they hone their abilities and plans for working with communities.
WA6339-SL Advanced Theory for World Arts *(Spring 2021)*

Students will confront a selection of theories that are important to current research and fieldwork in the arts and humanities. The course readings will include primary sources and current engagements with relevant theories. Students will engage with these readings, seek out related resources in their own areas of specialty, and demonstrate synthesis of these ideas with their area of focus.

WA6370-IN Multidisciplinary Perspectives on World Arts *(Pre-Fall* with 1-week INTENSIVE on-campus)

This course looks at World Arts through five lenses: *scriptural foundations* guiding arts engagement; *cultural analysis* for valuing the complexity of artistic expression in multi-cultural and diaspora settings; *historical perspectives* demonstrating how artistic traditions have responded to power, politics, resources, and agency; *missiological reflection* on communication models employed by faith communities exhibiting creative embrace of the arts; and *liturgical implications* of this study for integrating arts in the church's worship.

*This “Pre-Fall” course starts with an on-campus intensive one week before the start of other courses and continues through the Fall term. The on-campus intensive is preceded by several days of orientation to PhD studies for the incoming cohort of doctoral students. See the DIU course calendar for details.*

WA6380-IN Advanced Theory of Ethnodoxology *(May-Extended, with 2-week INTENSIVE on-campus)*

This course explores the biblical, historical, theological, and cultural principles of ethnodoxology for cross-cultural workers, community leaders, worship facilitators, and academic leaders. Students are prepared to analyze current ethnodoxological trends and perform original research, thereby expanding the boundaries of this emerging discipline.

WA6381-IN Cross-cultural Education Methods *(May-Extended, with 2-week INTENSIVE on-campus)*

Training people in the principles of world arts, whether in primarily monocultural or cross-cultural contexts, requires an understanding of effective teaching methods. In this course, students will explore the theories, methodologies, and philosophies of effective community arts engagement models. They will learn how to apply ethnographic research methods to demonstrate how teaching and learning can be adapted for particular social contexts.

WA6385 World Arts & Religious Expression *(Fall 2020)*

Religious faith is expressed through language and artistic communication. In this course, students will survey a range of ways that the world’s religious traditions make use of artistic communication genres to express their beliefs. Having looked at the use of music, visual art, drama, dance, and other arts domains as applied by various religious traditions, students will then investigate the use of the arts in the religious life of their chosen research communities.

WA6387 Area Studies for World Arts *(Fall 2020)*

The focus of this class is the artistic genres in evidence within the student’s chosen research communities. Students will be mentored through a process of discovery, organization, and analysis, emerging with a more comprehensive picture of the artistic activities and their formal characteristics within a community or region. This process will result in the formulation or refining of a dissertation research question.
WA6389-OL Advanced Artistic Form Analysis (Spring 2021)
This course will guide the student through rigorous investigation of an artistic tradition, exploring the distinctive features of the tradition through ethnographic and form analysis. By engaging in analytical methods appropriate to the chosen art form, students will produce an ethnographically grounded analysis of a corpus of works from that artistic tradition, expanding the currently available knowledge about that tradition.

WA6390-SL Research & Communication for World Arts (Spring)
Scholarship demands clear planning and structure for research projects, along with effective writing and communication skills. Students in this class will hone their abilities in designing good research topics, questions, and data-gathering strategies. They will also learn to write with greater precision and clarity, making an in-depth study of style and usage in English through selected readings and rigorous practice and coaching. Through this study, students will gain skills in communicating with a wide range of audiences, furthering the contribution their research makes.

WA6391 Dissertation

By permission of your dissertation committee; graded P/F; may be repeated.
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New versions of this catalog may include new courses, and changes to information and policies that do not affect programs, but there will be no changes affecting degree or certificate program requirements until the Fall 2020 - Spring 2021 DIU Academic Catalog is published.

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<td>Corrected prerequisite for IS4646, and prerequisite and corequisite changes for courses affected starting in Spring 2020 term.</td>
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<tr>
<td>2.22</td>
<td>Nov 26, 2019</td>
<td>Add EMS to Academic Calendar</td>
</tr>
<tr>
<td>2.23</td>
<td>Dec 3, 2019</td>
<td>Minor clarifications.</td>
</tr>
<tr>
<td>2.24</td>
<td>Dec 3, 2019</td>
<td>WA3386-SL to be offered in both Fall and Spring terms.</td>
</tr>
<tr>
<td>2.25</td>
<td>Dec 12, 2019</td>
<td>Restored AA5393, AA5397, AA5399 which were accidently deleted in a previous year and not noticed missing until now.</td>
</tr>
<tr>
<td>2.26</td>
<td>Dec 16, 2019</td>
<td>AL4301, AL4305 ASL courses added.</td>
</tr>
<tr>
<td>2.27</td>
<td>Jan 10, 2020</td>
<td>Add Carol McKinney to Senior Faculty, Corrections to Course Audit information modified on page 33, Summer Schedule updated</td>
</tr>
<tr>
<td>2.28</td>
<td>Jan 14, 2020</td>
<td>Deleted SWBTS cooperative program info on pages 115-116. Changed DTS contact person on page 117.</td>
</tr>
<tr>
<td>2.29</td>
<td>Jan 17, 2020</td>
<td>Updated courses and Summer schedule. Revised Sections on Auditing Course and Course Changes on pages 34-35</td>
</tr>
<tr>
<td>2.30</td>
<td>Jan 21, 2020</td>
<td>Updated AL4406 / AL5406 regarding summer term.</td>
</tr>
<tr>
<td>2.31</td>
<td>Feb 3, 2020</td>
<td>Corrected Expanded Mission Statement on page 2</td>
</tr>
<tr>
<td>2.32</td>
<td>Feb 20, 2020</td>
<td>Updated Summer 2020 schedule, changed some sign language course numbers and course names (IS4320, AL5106). Removed IS4321. New Course description for IS1311-IN.</td>
</tr>
<tr>
<td>2.33</td>
<td>Feb 21, 2020</td>
<td>IS1365 added.</td>
</tr>
<tr>
<td>2.34</td>
<td>Feb 27, 2020</td>
<td>Campus Map corrected, DBU contact revised on page 118.</td>
</tr>
<tr>
<td>2.35</td>
<td>Mar 1, 2020</td>
<td>Cooperative agreement with Calvary University deleted on pg 118. AC5322 switched to Fall course.</td>
</tr>
<tr>
<td>Version</td>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.36</td>
<td>Mar. 3, 2020</td>
<td>Corrected prerequisite for AL5312 on page 156. Deleted paragraph and table tied to old Session system on page 115. Corrected WA2381-IN.</td>
</tr>
<tr>
<td>2.38</td>
<td>April 3, 2020</td>
<td>Adjusted Fall 2020 Academic Calendar for shift in In-Service date.</td>
</tr>
</tbody>
</table>