2010-2011 Catalog

...Equipping to serve across language and cultural boundaries.
Graduate Institute of Applied Linguistics
2010-2011
The Graduate Institute of Applied Linguistics (GIAL) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award masters degrees. For information about GIAL’s Accreditation, contact the Commission on Colleges at:

1866 Southern Lane,
Decatur, Georgia 30033-4097

or call 404-679-4500.

Disclaimer:

This Catalog is accurate to the best of our ability at the time of publication. The official GIAL Policy Manual (as amended) is the prevailing authority in all instances of conflict or dispute between this Catalog and any other official GIAL publication. Policies may change from time to time.
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<td>Thu-Sun Nov 25-28</td>
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<td><strong>4 Weeks</strong> Jan 7-Feb 4</td>
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<td>Martin Luther King, Jr. Day (no classes)</td>
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<td>Mon Feb 7</td>
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<tr>
<td>Orientation and Registration - 2,3</td>
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<tr>
<td>Last Day to Apply for Graduation and Comps Exam</td>
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<td><strong>Session 2</strong></td>
<td><strong>4 Weeks</strong> Feb 9-Mar 8</td>
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<tr>
<td>Session 2 Classes Begin</td>
<td>Wed Feb 9</td>
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<tr>
<td>Nacho Bash</td>
<td>Fri Feb 11</td>
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<td>GIAL Afternoon of Prayer</td>
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<td><strong>Session 3</strong></td>
<td><strong>4 Weeks</strong> Mar 9-Apr 5</td>
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### Academic Calendars for 2011 – 2015  
(Dates subject to change)

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<td>Mon Jul 15-Tue 16</td>
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<td>Tue Aug 14</td>
<td>Tue Aug 13</td>
<td>Tue Aug 19</td>
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<td>Faculty/Staff Retreat</td>
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<td>Thu Aug 18</td>
<td>Thu Aug 16</td>
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<td>Thu Aug 21</td>
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<tr>
<td>Session 2 Starts (1st Class Day)</td>
<td>Fri Aug 19</td>
<td>Fri Aug 17</td>
<td>Fri Aug 16</td>
<td>Fri Aug 22</td>
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<td>Ice Cream Social</td>
<td>Fri Aug 19</td>
<td>Fri Aug 17</td>
<td>Fri Aug 16</td>
<td>Fri Aug 22</td>
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<tr>
<td>Labor Day (No Classes)</td>
<td>Mon Sep 5</td>
<td>Mon Sep 3</td>
<td>Mon Sep 2</td>
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<td>Mon Oct 7-Fri 25</td>
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<td>Fri Oct 14-Tue 18</td>
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<td>Fri Oct 11-Tue 15</td>
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<td>Sat Nov 17</td>
<td>Sat Nov 23</td>
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<td>Thu Nov 24-Sun 27</td>
<td>Thu Nov 22-Sun 25</td>
<td>Thu Nov 28-Sun 25</td>
<td>Thu Nov 27-Sun 30</td>
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<td>Fri Dec 16</td>
<td>Thu Dec 13</td>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>Orientation and Registration - 1</td>
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<td>Tue Jan 8-Wed 9</td>
<td>Mon Jan 6-Tue 7</td>
<td>Mon Jan 5-Tue 6</td>
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<tr>
<td>Session 1 Starts (1st Class Day)</td>
<td>Fri Jan 6</td>
<td>Thu Jan 10</td>
<td>Wed Jan 8</td>
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<tr>
<td>Martin Luther King, Jr. Day</td>
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<td>Mon Jan 20</td>
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<tr>
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<td>Fri Feb 3</td>
<td>Thu Feb 7</td>
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<tr>
<td>Faculty/Staff Retreat</td>
<td>Mon Feb 6</td>
<td>Fri Feb 8</td>
<td>Thu Feb 6</td>
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<td>Fri Feb 7</td>
<td>Fri Feb 6</td>
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<td>Wed Feb 8</td>
<td>Tue Feb 12</td>
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<td>Mon Mar 11</td>
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Standard Course Schedule – Fall
This schedule is subject to change

Fall Term (20 weeks – starts in mid-July)

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<td>Session 1 – (4 weeks)</td>
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<tr>
<td>AL4302 Phonetics</td>
<td>AL5325 Principles of OT Exegesis</td>
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<tr>
<td>AL4304 Introduction to Language Structure</td>
<td>LD5339 Research Methods for Performing Arts</td>
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<td>AL4410 Grammar (a)</td>
<td>LD5377 Area Studies</td>
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<td>LD4202 Audio and Video Techniques for Fieldworkers</td>
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<td>LD4350 Language and Society</td>
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<td>Sessions 2-3 – (8 weeks)</td>
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<td>Session 2 – (4 weeks)</td>
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<tr>
<td>AL4302 Phonetics (continued from Session 1)</td>
<td>AL5312 Discourse Analysis</td>
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<tr>
<td>AL4303 Phonology</td>
<td>AL5314 Culture, Language, and Mind</td>
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<tr>
<td>LD4505 Second Language and Culture Acquisition</td>
<td>AL5315 Semantics and Pragmatics</td>
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<td>AL5321 NT Greek 1</td>
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<td>LD5151 Cross-Cultural Teaching Seminar</td>
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<td>LD5342 Statistical Methods</td>
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<td>AL4303 Phonology (continued from Session 2)</td>
<td>LD5354 Language Contact</td>
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<td>AL4410 Grammar (b)</td>
<td>LD5357 Oral Tradition and Literature</td>
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<td>LD4505 Second Language and Culture Acquisition</td>
<td>LD5373 Religion and Worldview</td>
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<td>LD4370 Cultural Anthropology</td>
<td>AL5207 Field Data Management</td>
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<td>AL5316 Theory and Practice of Translation</td>
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<td>AL5322 NT Greek 2</td>
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<td>AL5395 Current Issues in Descriptive Linguistics*</td>
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<td>AL5406 Field Methods</td>
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<td>LD5341 Social Science Research Design and Methods</td>
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<td>LD5343 Principles of Multilingual Education</td>
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<td>LD5374 Christianity Across Cultures</td>
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<td>LD5382 Applied Arts</td>
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* Offered depending on faculty availability. May be offered in a different session.

Note: Course schedules for specific terms are posted on the GIAL website: www.gial.edu.
Standard Course Schedule – Spring

*This schedule is subject to change*

Spring Term (20 weeks—starts in January)

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<thead>
<tr>
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<td><strong>Session 1 – (4 weeks)</strong></td>
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<td>LD4505 Second Language and Culture</td>
<td>AL5319 Biblical Backgrounds</td>
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<td>AL5326 Hebrew 1</td>
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<td>LD5398 Seminar in Applied Linguistics*</td>
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<td>AL4303 Phonology (cont. from Session 2)</td>
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</tr>
<tr>
<td>LD4505 Second Language and Culture</td>
<td>LD5362 Language Survey Methods</td>
</tr>
<tr>
<td>Acquisition (cont. from Session 2)</td>
<td>LD5366 Theory and Practice of Sociolinguistics</td>
</tr>
<tr>
<td></td>
<td>LD5934 Literacy Megacourse</td>
</tr>
</tbody>
</table>

**Session 4 – (8 weeks)**

| LD4370 Cultural Anthropology               | AL5207 Field Data Management                  |
|                                           | AL5304 Applied Phonology                      |
|                                           | AL5313 Advanced Grammatical Analysis          |
|                                           | AL5316 Theory and Practice of Translation     |
|                                           | AL5324 Principles of NT Exegesis              |
|                                           | AL5327 Hebrew 2                               |
|                                           | AL5396 Conference Course in Applied Linguistics: Translation Consulting Skills** |
|                                           | AL5406 Field Methods and Linguistic Analysis |
|                                           | LD5352 Language Program Planning              |
|                                           | LD5353 Language Development and Planning       |
|                                           | LD5372 Social and Political Organization      |
|                                           | LD5387 Training Across Cultures               |
|                                           | LD5934 Literacy Megacourse (continued from Sessions 2-3.) |

* Depending on faculty availability. May be offered in a different session.

** Limited to a maximum enrollment of four students.

**NOTE:** Course schedules for specific terms are posted on the GIAL website, [www.gial.edu](http://www.gial.edu).
Welcome from the President

Welcome to the exciting world of Applied Linguistics … where the practical application of discovering new languages and the adventure of bridging cultural differences comes alive. The Graduate Institute of Applied Linguistics (GIAL) helps prepare you to go where few people have gone and accomplish things that only the best have achieved.

At GIAL you will benefit from the wide range of field experience that the internationally renowned faculty members add to their impressive academic credentials. This will give you a strong academic foundation, and a distinctive opportunity to acquire practical understanding of how languages work. You will practice and develop your skills to be able to learn unfamiliar languages. You will be able to interact with faculty who have “been there and done that.” This gives you a personal perspective on even the rare aspects of field work. GIAL’s ability to blend academics and experience is unique in today’s world.

Opportunities abound for you to tap resources accessible through a growing network of affiliations available through GIAL. Cooperative agreements exist with kindred educational and research organizations that specialize in scientific study of vernacular language and with agencies that offer GIAL alumni potential to travel the world and embark on exciting exploration of rare languages and societies. You, too, can have an impact with emerging peoples and cultures … an influence that really counts in a needy world.

You are invited to come, learn, and make a difference.

David A. Ross, Ph.D
President
Graduate Institute of Applied Linguistics
This catalog is an official publication of the Graduate Institute of Applied Linguistics (GIAL). 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, express or implied, between any applicant, student, faculty member or any other person and GIAL. GIAL reserves the right to withdraw courses at any time, to change calendar, fees, tuition, curriculum, degree requirements, graduation procedures, and any other requirements affecting students without notice. Changes will become effective at such time as the appropriate authorities determine.

Students are individually responsible for complying with all requirements of the Graduate Institute of Applied Linguistics. This catalog does not contain all university rules, regulations, and policies for which a student is responsible. Students should also consult other publications, such as the Student Handbook and any specific contracts. This catalog becomes effective with the beginning of the Fall term. Currently enrolled students are eligible to receive one catalog each academic year. This catalog may be viewed in electronic format on our website: www.gial.edu. For answers to questions or problems with access to this catalog, please contact GIAL at 972-708-7340.

**Mission**

The mission of the Graduate Institute of Applied Linguistics, as an institution of higher education, is to provide training and research opportunities leading to graduate degrees in applied linguistics and development of languages.

**GIAL Expanded Mission**

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

- Graduates of GIAL degree programs will have acquired sufficient skills to learn another language and culture effectively (possibly through completion of the Certificate in Applied Linguistics program).
- Graduates of GIAL degree programs will be equipped to participate in development of the minority languages of the world.
- Graduates of GIAL degree programs will have basic skills necessary to pass on knowledge and skills they have learned at GIAL to others in a cross-cultural environment.
- Students who complete GIAL 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 one or more of the following areas – Bible Translation, Ethnology, Literacy, Scripture Use, Language Survey, Sociolinguistics, Language Acquisition, Descriptive Linguistics, and Cross-Cultural Service.
Accreditation

The Graduate Institute of Applied Linguistics (GIAL) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award masters degrees. Contact the Commission on Colleges at:

1866 Southern Lane,
Decatur, Georgia 30033-4097
or call 404-679-4500 for questions about the accreditation of GIAL.

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

Disabilities

Students who have disabilities 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 students with disabilities to establish in writing, by the time of registration at the latest, their ADA status to the satisfaction of the Dean of Students.

Upon receipt of appropriate documentation, the Dean of Students will issue to such students 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 alternatives to standard methods of educational access will be needed. The form of accommodation will be determined by mutual agreement between the instructor and the student.

Every reasonable attempt will be made to accommodate students with disabilities, however, it should be noted and understood that some courses require certain abilities and that students without those abilities may be unable to take the course. An example would be a student totally without hearing enrolling in a class on Phonology, which requires an ability to distinguish audible sounds.
GIAL will work with each qualified student to make reasonable and appropriate adjustments to the classroom environment and 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.

Students who do not have a disability within the definition of the ADA are not entitled to special accommodation by GIAL. Further, the nature of some courses may preclude satisfactory participation by students with certain disabilities and, thus, be inappropriate for these students. This policy does not mean that GIAL recognizes any obligation to provide assistance for ‘independent functioning’ of students or for special medical needs of students.

**Equal Opportunity Policy**

Consistent with its theological convictions and mission, GIAL admits qualified students of any race, color, gender, and national and ethnic origin. A disabled person shall have all the rights, privileges, and access to programs and activities at GIAL. GIAL does not discriminate because of race, color, gender, or national or ethnic origin, in the administration of any of its educational policies, admissions policies, scholarships and loan programs, and other school-administered programs.

**History and Distinctives**

The Graduate Institute of Applied Linguistics (GIAL), located on the International Linguistics Center (ILC) in Dallas, TX, was founded March 31, 1998. It has a rich history dating back to 1972 when Texas SIL classes commenced on the ILC campus. 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 graduate degrees in Applied Linguistics and 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 Commission on Colleges of the Southern Association of Colleges and Schools to award masters degrees and in December 2005, GIAL received accreditation.

GIAL offers two certificates and masters degrees in two majors: an undergraduate Certificate in Applied Linguistics, a Graduate Certificate in Multicultural Teamwork, and Master of Arts degrees with majors in either Applied Linguistics or Language Development. Concentrations within these majors include Bible Translation, Descriptive Linguistics, Cross-Cultural Service, Literacy, Sociolinguistics, Language Survey, Scripture Use, and Ethnology.
GIAL is proud of its highly qualified faculty, most of whom have performed extensive fieldwork in the areas in which they are teaching as well as having terminal degrees. Additionally, GIAL’s location on the ILC campus provides students with countless opportunities to talk with and learn from a wide variety of people who have extensive experience in linguistics and language development. The ILC also serves as an administrative center for SIL International, Pioneer Bible Translators, Wycliffe International, and is home to the International Museum of Cultures. The constant influx of experienced field personnel from around the world makes GIAL an ideal place to expand one’s horizons.

You may meet these people in the computer lab, library or dining room, in a classroom or even in informal situations. GIAL does not provide housing accommodations, however a guest house owned and operated by SIL is available on campus and several other apartment complexes are located within walking distance. SIL-operated childcare facilities are adjacent to the guest house for students with small children.

Located in a wooded area, just a mile or so from the Cedar Ridge Preserve and Joe Pool Lake, GIAL provides a convenient, safe and quiet atmosphere for study and family life. There are numerous opportunities for outdoor activities including hiking and swimming.

For all its serenity, GIAL is just minutes away from all that the Dallas-Ft. Worth Metroplex has to offer – restaurants, malls, sports arenas and theaters. Catch the cowboys at a Fort Worth rodeo or the Cowboys in their new stadium. Take in a concert or tour an art museum, arboretum or zoo. The possibilities are endless.
Admissions

The Graduate Institute of Applied Linguistics seeks to admit qualified students with high academic potential. If you are considering pursuing studies at GIAL, we encourage you to come for a campus visit, explore our website, or contact the GIAL Admissions Office after looking through this Catalog.

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

Students are encouraged to apply for the fall term by April 15 and for the Spring term by October 15.

Classification of Students

Students are classified according to their intended study program. Consider the following classifications to better understand the Admission Status most applicable to your situation.

Degree-Seeking Graduate Students

Students pursuing a degree at GIAL who have met all of the requirements for Graduate admission, including satisfactory Graduate Record Examination (GRE) scores or a waiver of the GRE based on a previously completed graduate degree, may study in any GIAL course being offered.

Non-Degree Students

Students who are not pursuing a degree at GIAL can apply for either Graduate admission or Limited Enrollment admission. However, students with Limited Enrollment admission may take no more than 15 credit hours of graduate study. Non-degree students may take both undergraduate and graduate-level courses.

Certificate Students


Students wishing to receive a Certificate in Applied Linguistics may be admitted under several options. Students who have completed a bachelor's degree may apply for either Graduate or Limited Enrollment admission. Students who have not completed a bachelor's degree can apply for Undergraduate admission only. Students with Undergraduate admission will be eligible to take the undergraduate level courses and no more than six hours of graduate credit.

Students wishing to receive the Graduate Certificate in Multicultural Teamwork must have completed a bachelor's degree and should apply for either Graduate or Limited Enrollment admission.

Students in Cooperative Programs

Students in cooperative programs with GIAL will be expected to be familiar with any particular requirements outlined in agreements between their institution and GIAL. Admissions requirements will
be handled according to individual cooperative agreements.

**International Students**

GIAL may enroll international non-immigrant students. International students should contact the GIAL International Students Center at isc@gial.edu regarding admission requirements and to request an international student application form. It is best to apply at least 3-6 months before the starting date.

**Auditing Classes**

GIAL permits a limited number of auditors per class. Applicants desiring to audit courses are encouraged to go through the standard admissions process. If you have already completed an advanced degree in a related discipline and want to attend a course without credit or records, you may apply as a guest auditor. Contact the GIAL Registrar’s Office for more information.

**Admissions Requirements**

Students are encouraged wherever possible to seek the highest level of admission to GIAL before beginning studies as it facilitates a smooth transition from certificate to advanced studies (see Upgrading Level of Admissions, page 10).

**Graduate Admission**

Students who intend to pursue an advanced degree at GIAL need to know the minimum admission requirements for these programs:

a) Completion of an undergraduate degree at an accredited institution of higher education, with a cumulative GPA of 2.80 or better, AND

b) Satisfactory score on the GRE examination, with a combined verbal and quantitative score of at least 1000, OR petition to waive the GRE based on a previously completed graduate degree, AND

c) Completion of all general admissions requirements (see below).

Students who have satisfactorily completed these requirements may be awarded graduate admission to GIAL which allows study in either the advanced degree programs and/or the certificate programs of GIAL.

**Limited Enrollment Student Admission**

Students intending to take 15 hours or less of graduate credit may apply for Limited Enrollment admission, with the following minimum admission standards:

a) Completion of an undergraduate degree at an accredited institution of higher education, with a GPA of 2.80 or better, AND

b) Completion of all general admissions requirements

Limited Enrollment admission allows students to take up to 15 hours of graduate credit. Students who wish to continue past these limitations will need to upgrade their level of admission status to Graduate status (including a satisfactory GRE score) before continuing GIAL graduate coursework.

Students from Dallas Theological Seminary (DTS) with Limited Enrollment admission are allowed to take an additional three graduate-level credits above the regular 15-credit limit for the Limited Enrollment admission category, upon receipt of a letter from DTS.
indicating the student is enrolled in a cooperative program with GIAL.

**Undergraduate Admission**

Students intending to study towards undergraduate certificate programs at GIAL but lacking a completed undergraduate degree may apply for Undergraduate admission. These credits may be transferred into an undergraduate program at another institution at the discretion of the student’s other undergraduate institution. GIAL does not offer an undergraduate degree or diploma.

The following minimum standards apply to Undergraduate admission at GIAL:

- a) At least 60 semester hours of undergraduate-level instruction has been completed at an accredited institution of higher education with a cumulative GPA of 2.80 or better, AND

- b) Completion of all general admissions requirements.

Students admitted to GIAL under these criteria will be eligible to take the undergraduate-level courses and no more than six hours of graduate credit.

Should students later wish to pursue studies towards one of the advanced programs of GIAL, they will need to meet the requirements necessary to upgrade their admission to graduate admission.

**General Requirements**

All new students should note the general requirements for admission to GIAL:

- a) **Completed application form**, accompanied by a non-refundable application fee, payable to GIAL. An additional, non-refundable late fee is charged for applications received less than six weeks before the beginning of the course. (*Applicants are encouraged to apply by April 15 for the fall term and by October 15 for the spring term.*) Applications are good for one year from the first term of intended entry. The student must matriculate within this year or a new application form and fee are required.

- b) **Official copies of all post-high school transcripts** where courses were taken toward a degree or containing courses pertaining to an expected GIAL study program.

GIAL will only recognize prior US degrees from regionally accredited institutions of higher education or from institutions accredited by either the American Theological Society (ATS), or the Association for Biblical Higher Education (ABHE).

Applicants with academic records from outside the United States are required to send official transcripts directly from the educational institution to GIAL and to a credential evaluation service to verify U.S. equivalency. The service that GIAL recommends is Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)). NOTE: When contacting ECE, please request a course-by-course evaluation. Other evaluation services may be accepted upon approval by GIAL.

- c) **Personal/character references from three non-family individuals** using provided forms.
d) **Written statement of purpose.**
e) Where appropriate for non-native speakers of English, evidence of satisfactory performance on the **TOEFL exam** (577 paper test; 233 computer test; 90/91 iBT) or on the **IELTS test** (6.5 overall band, with at least 6.5 on both academic reading and academic writing).

**Upgrading Level of Admission**

Students who choose to upgrade their level of GIAL admission need to submit an **Admission Status Upgrade form** to the GIAL Admissions Office. All necessary requirements for the upgraded admission status must be met before an upgrade will be approved.

There will be no charge for an upgrade made during the same term in which the student was originally admitted. After the first term, this upgrade must be accompanied by a **non-refundable upgrade fee**, payable to GIAL.

**Readmission**

Students returning to GIAL after an absence of more than one term will need to reactivate their student file by submitting an **Application for Readmission** to the GIAL Admissions Office accompanied by a non-refundable fee payable to GIAL. Students seeking readmission must meet all admission requirements for the study program they now propose to pursue (which may involve upgrading admission - for example, from Undergraduate to Graduate admission). The **Application for Readmission** will be reviewed by GIAL, which may choose to readmit or deny readmission.

Students applying for readmission should have filled out a **Petition for Leave of Absence (LOA)** and an **Intended Plan of Study (IPS)**. See **Leave of Absence section** for more information about filing those forms with the Registrar’s Office.

For readmission information after dismissal from GIAL, see the “**Academic Probation** and **Dismissal**” section of this catalog.

**Health Insurance**

Students enrolled at GIAL are required to carry health insurance for themselves and their immediate families during their time of study at GIAL and must have proof of coverage at the time of registration.

An optional health insurance plan is available through an independent insurance carrier. Contact the Admissions’ Office for more information.

**New Student Orientation**

New student orientation is offered at the beginning of Sessions One and Two of each term. All new students should plan to attend.
Financial Responsibility

Students are expected to pay all tuition, course, language assistant, and other fees at registration. 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. Any student who has not made arrangements for payment of accounts by the end of the third day of classes will not be allowed to continue attending classes.

Payment options include: Cash, check or money order. Credit cards are not accepted.

NOTE: Tuition and fee costs are kept to a minimum, however GIAL reserves the right to change tuition rates and fees without notice.

Summary of Estimated Costs per Term
GIAL Certificate in Applied Linguistics (tuition and fees for Certificate 27 hrs)* ..................... $8,625
*If taken over two terms: 1st term – 13 credits  $3,660; 2nd term – 14 credits $5,115
GIAL Graduate Certificate in Multicultural Teamwork (tuition and fees for 12 hrs) .................. $5,130
GIAL Advanced/Degree courses (tuition and fees for 15 hours of graduate credit) .............. $6,630
Personal living expenses (This estimate does not including housing.) ............................ $600-$1000

Tuition and Fees
Undergraduate-level Certificate in Applied Linguistics .................................................. $250 per credit hour
Graduate-level courses (including AL5406 and AL5207) ........................................ $395 per credit hour
Audit courses (graduate-level and undergraduate-level courses) ................................ $225 per credit hour

General Fees
Application fee and Readmission fee (non-refundable) ................................................ $45
Late application fee ......................................................................................................... $50
International Student Application Fee (in addition to regular application fee) ............ $45
Upgrade fee (non-refundable) (for upgrade of admission after the first term) .............. $25
Course materials fee (not applicable to thesis credits) .................................................... $10 per credit hour
Library fee ....................................................................................................................... $10 per credit hour
Technology fee .............................................................................................................. $125 per term [20 weeks]
[$25 per 4-weeks; $50 per 8-weeks; $75 per 12 weeks; $100 per 16 weeks]
Registration fee (non-refundable) ................................................................................ $25
Late registration fee (additional) ..................................................................................... $25
Late payment fee ............................................................................................................ $25

Additional Fees
Language tutor (for course LD4505) .............................................................................. $140
(for course AL5406) ....................................................................................................... $175
(for course AL5398) ....................................................................................................... $110
Research registration fee (non-refundable) ................................................................. $25
Graduation fee (non-refundable) .................................................................................. $75
Thesis-Binding fee (non-refundable) ............................................................................ $25/copy
Financial Aid

The US Department of Education has designated GIAL as an eligible institution for federal student aid (FSA). As a result, students attending GIAL may receive deferments on FSA program loans and are eligible for the Lifetime Learning Scholarship tax credit on their federal taxes. Although GIAL is designated an “eligible” institution with the above benefits, it is not currently certified to participate in FSA programs like direct or campus-based loans or Federal Work-Study programs.

When funding is available, scholarships will be awarded on a first-come, first-served basis in one-term increments. Students can apply each term as appropriate. Financial need is the primary criterion for distribution of financial aid. Secondary criteria include academic load and academic performance. To be eligible for financial assistance, a student must be enrolled in the required number of hours and maintain the required grade point average. Students are responsible for tax implications of scholarship awards. GIAL will provide such information to students as is required by applicable legislation. Scholarship Application Forms are available from the Dean of Students’ Office or on the GIAL website at http://www.gial.edu/admissions/scholarships.htm.

Scholarship Information

Scholarships offered at GIAL are administered by the GIAL Scholarship Committee. Scholarship applications are made through the Dean of Students’ Office, where related questions can be addressed. For scholarship applications see the GIAL website at http://www.gial.edu/admissions/scholarships.htm.

Townsend Scholarship

The Townsend Scholarship Fund offers financial assistance to qualified, full-time GIAL students demonstrating a commitment to a career devoted to Bible translation endeavors. Students must be enrolled full-time (at least 12 hours per term of graduate credit OR 13 hours if their course load includes any undergraduate credits) and must maintain a minimum grade point average (GPA) of 3.00, on both a term and cumulative basis. Students enrolled in less than four sessions during a term or taking a course at an affiliated school, should check with the GIAL Dean of Students for full-time status equivalents.

King’s Scholarship

The King’s Scholarship exists to encourage those who are facing financial needs which could cause them to postpone their studies at GIAL or take a lighter load. Students will be asked to demonstrate financial need as part of the application. The amount of scholarship awards will be based on both student needs and the availability of funds, but will not exceed 50% of anticipated tuition expenses. The scholarship will be administered according to GIAL’s nondiscriminatory equal opportunity policy.

Tozer Scholarship

The Tozer Scholarship grants $500 each term to one full-time graduate student pursuing an Applied
Linguistics degree with a Bible-translation concentration.

Other Scholarships
For information regarding other non-GIAL scholarships that may be available, contact the Dean of Students or view the GIAL website at www.gial.edu.

Student Employment
A limited number of students may be eligible for student aid in the form of GIAL positions such as Computer Lab Assistant, Teaching Assistant, Library Assistant or Research Assistant. Students should contact the department in which they are seeking employment.

The International Linguistics Center may also 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 consideration.

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 full refund* of tuition and fees for any course dropped prior to the end of the first day of class. For a credit course dropped after the first day of class, the student will receive a refund* of tuition only on the following scale (calculated separately for each course):

- Before the end of the third business day = 75%
- Before the end of the sixth business day = 25%
- After the sixth business day = 0%

Dropping coursework may result in ineligibility for the Townsend Scholarship and in the student being liable for repayment of tuition covered by the Townsend Scholarship.

Dropping an Audited Course
The student will receive a refund of tuition and fees for any audited course dropped prior to the end of the first day of class. The student will receive no refund for an audited course which is dropped after the first day of class.

Special Requests for Refunds
Students can bring special requests for refunds to the Dean of Students who functions as an intermediary between the student and GIAL. The Dean of Students' role is to determine the validity of special student appeals, and to relate outcomes to established policies and procedures so as to protect the rights of both the student and GIAL. If resolution is not reached through the Dean of Students, the student shall follow the procedures as outlined in the "Grievances" section for students.
Academic Advising

GIAL 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 initially assigned an advisor. A scheduled consultation with the assigned advisor takes place during New Student Orientation. Continuing students should schedule an appointment with their academic advisor prior to registration or during the pre-registration period. Students can request a change of advisor through the Registrar’s Office.

Pre-registration

Pre-registration is required for currently enrolled GIAL students who plan to return for classes in the upcoming term. Pre-registration time is open for three weeks each term during the last week of Session 3 and through the second week of Session 4. Students must meet with their advisor and submit the approved pre-registration form to the Registrar’s Office by the end of the pre-registration period.

No tuition payment is due at pre-registration; however, failure to preregister during scheduled preregistration will result in a late pre-registration fee. Pre-registered students are expected to register and pay tuition during the appropriate registration for their courses.

Registration

Registration Procedures

Admitted students must show evidence that academic advising for course schedules has taking place prior to registration. This is usually completed by returning students during pre-registration. New students accomplish this during orientation. Registration for all the courses the student plans to take during the term takes place at the beginning of the session (1, 2, or 4) during which their class attendance begins. Late registration closes at the end of the second day of class in each session. There is a late fee for late registration (see the finance section for details). Tuition and course related fees are due at registration. Payment is made at the Finance Office. Any student who has not made arrangements with the Finance Office for payment of accounts by the end of the third day of classes will not be allowed to attend further classes.

In addition, students must show proof of health insurance coverage by the time of registration. Students who fail to do so will not be allowed to register. Students who submit proof of insurance late may register later, provided such proof is presented within the time allowed to add courses. A late registration fee will apply. (See also the Health Insurance Options section of this catalog.)

Course Changes

Students desiring to change their schedule in any way should be familiar...
with time limits for allowable changes. Students must complete a Student Change Permit form 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 of the session during which the course is being offered.

Dropping Courses  
Students dropping a course after the third business day and through the seventh business day in a four-week session, through the 15th business day in an eight-week session or through the 30th business day of a 16-week course, will receive a grade of “W.” In most cases a student may not drop a course or withdraw from GIAL after the aforesaid dates. Students auditing a course and who stop attending beyond the end of the first day of classes will receive a grade of “AU.” Under extreme circumstances, the Dean of Academic Affairs may consider a petition to drop a course or withdraw from GIAL after these dates.

For refund information, see the “Financial Information” section of this catalog.

Credit/Audit Changes  
Students may not change from credit to audit (or vice versa) after the third class session for courses that meet on a regular basis or after completion of 10% of a course that meets on an irregular basis.

Auditing Courses  
Admitted students may choose to audit a course provided space is available. The number of auditors allowed is one auditor in a class of 5-19 credit students; two auditors in a class of 20-29 credit students; three auditors in a class of 30-39 credit students, etc. Normal GIAL policies governing prerequisites and academic load as well as tuition and fees will apply. Audited courses do not qualify for financial aid. Audits are not credited toward degree requirements. Audited courses will appear on the student’s transcript marked “AU” and are not considered in GPA calculations. Those interested in auditing courses must get consent from their advisor and the course instructor. Documentation of this consent must be submitted to the Registrar during registering for the course. The Audit Permission Form is available from the Registrar.

Auditors may participate in class discussions, submit written assignments and take exams only at the invitation of the instructor. Audit students are not permitted to submit the final assignment. Students who desire to fully participate and engage in all instructional activities must register for credit. Additional requirements are placed on auditors at the sole discretion of the instructor, who will communicate these requirements to the student when the instructor’s permission to audit is obtained.

Changes from audit status to credit or vice versa may be made only with the signed permission of the instructor on the Student Change Permit form, and must be made no later than the end of the third day of class.
Appropriate tuition and fee adjustments apply. Such changes may affect the student’s eligibility for financial aid.

**Students who desire to audit courses required by their sponsoring organization or intended organization of employment should consult with that organization to determine the wisdom of auditing a course instead of taking it for credit.**

**Transfer of Credit**

**Transfer of Graduate Credit into a GIAL Program of Study**

GIAL reserves the right to make final determination of transfer credit acceptability. The student must petition to transfer credit of any coursework to be considered as part of a GIAL program of study (up to a maximum of 15 hours and which have a minimum grade of "B"). Transfer credit is accepted only 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).

Courses submitted for transfer credit must have been completed no earlier than ten years prior to completion of the GIAL graduate program. Transferred credits must explicitly list the GIAL course for which they are being accepted.

**Transfer of Graduate Credit Approval Procedure**

The student must petition, before approval is granted for a plan of study, for transfer credit of any coursework to be considered as part of a GIAL program (up to a maximum of 15 hours). Transfer credit is accepted only 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).

**Criteria**

The following ranked criteria will apply when considering courses taken elsewhere for transfer credit into a GIAL 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 GIAL program.

**NOTE:** In general, courses will not be considered for transfer if they have been applied to another degree program at any level. Exceptions to this are:

a) When GIAL has a relationship with the source institution which specifically allows such dual counting of credits.

b) A student completing a GIAL degree program may count up to nine semester-hour credits, from that degree program towards the requirements of a second GIAL degree, provided the courses being shared meet all of the other provisions of this policy.
Process
1. The student must submit a written petition for transfer of courses into a GIAL 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. Upon request the student will also provide a syllabus of the transfer course to the appropriate academic department head.

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

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

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

Up to 15 semester hours of graduate credit which correspond to the requirements of our specific degree programs, and which have a minimum grade of “B” may 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). Courses submitted for transfer credit must have been completed no more than ten years before completion of the GIAL graduate program. Transferred credits must explicitly list the GIAL course for which they are being accepted.

Transfer of GIAL Credits to Other Schools
Transfer of credits earned at GIAL 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 towards a degree at GIAL for learning acquired outside of formal collegiate courses.

Intended Plan of Study
Students intending to complete a degree program must have Graduate admission status and submit an approved Intended Plan of Study form. A revised Intended Plan of Study form is required if there is a major change to the study program such as a change from thesis to non-thesis or a change of concentration. See your graduate advisor or the Dean of Academic Affairs for more details.

Time Limit for Degree Completion
To ensure that a 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), GIAL requires that all credits applied toward a degree, whether transfer credit or work done at GIAL, must be no more than ten years old at the time the degree is completed.
Thesis

Students choosing the thesis option must have on file in the Registrar’s office an approved Intended Plan of Study, an approved Thesis Proposal Approval, and must be in good academic standing to register for thesis credits. After initial enrollment in the thesis course, a student must maintain continuous enrollment in thesis courses until the thesis has been accepted by the Dean of Academic Affairs. Failure to maintain continuous enrollment may invalidate previous thesis work (summers excluded).

When you are receiving advice and assistance from a faculty member for thesis preparation you must register for the appropriate course even if you are not on campus. You must do this each term in consultation with your advisor. You are to register for the number of thesis credit(s) appropriate to the effort you expend with the thesis committee chairperson as you prepare your thesis.

Your thesis committee normally includes three members of the GIAL faculty, either regular or adjunct, who hold terminal degrees. If you desire to add a fourth member to your committee who does not meet these criteria, secure the approval of your committee chairperson and the academic dean to add that person to your committee. The names of all your committee members must appear on your approved Intended Plan of Study form that is on file with the Registrar.

A copy of the Guide for Preparing Theses may be obtained from the Student Services’ Office or the Dean of Academic Affairs. This document will guide you in preparing your thesis for final submission to GIAL. It is your responsibility to be familiar with the guidelines contained in that document and to abide by them. An optional course (AL/LD 5190) will help prepare you to complete your thesis. The defense of the thesis 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 master's degree.

Schedule your thesis defense after all your committee members agree that you are ready and at least 15 days before the proposed date of the defense.

You must submit two unbound, approved copies of their thesis, with the original signature of your supervisor(s) and committee members, as listed on their signed Plan of Study, along with the Thesis Binding Fee, at least six working days before the end of the term in which you expect to graduate. Theses submitted after this deadline may result in delaying your graduation. You are required to make all necessary corrections before receiving the degree.

Human Subjects Research

The following statement of procedures published in the Faculty Handbook and in this Catalog, guides GIAL 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 Consultant.

**Background Material**

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


**Foundational Requirement**

Research design 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 GIAL HSR Review Committee whose recommendations and decisions shall be final.

**Responsibility for Implementation**

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

1. Everyone 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 GIAL 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 GIAL 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 GIAL HSR requirements.

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

**Procedures**

1. All faculty members will be made aware of the GIAL 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 GIAL policy and procedure on HSR.

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

3. Any researcher (whether student or faculty member) working under the auspices of GIAL and planning to do research that involves human subjects outside the context of a GIAL 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 GIAL 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 GIAL faculty or published resources about conducting survey research available in the GIAL library.

4. 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.

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

6. 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.

7. 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.

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

Comps 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 departments, although the function is the same. The examinations are scheduled two to five weeks before the end of the term. Students are to register for taking the comps by the end of registration for Session 2 of the term in which they will take the examinations, thus notifying their department 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 comps may do so only once no sooner than the next regularly scheduled comps date and no later than the end of the ten-year window for completing the degree. A student who fails the comps a second time will not be awarded the Master's degree.

Leave of Absence
Degree-seeking students who have an Intended Plan of Study on file and who are planning to be absent for more than one term must file a Petition for Leave of Absence for a leave of up to six terms. A student may petition for one extension of an additional two terms if needed.

If the student has not commenced work on a thesis, the request for a leave must be approved by their Graduate Advisor and the Dean of Academic Affairs. If the student has commenced work on a thesis, the request for a leave must be petitioned by the Thesis Committee Chairperson to the Dean of Academic Affairs and will be approved only in rare and unusual circumstances. A student on a leave of absence may re-enter the degree program by filing an Application for Readmission. No readmission fee is
required to return from an approved leave of absence.

A student on leave is not entitled to receive advice from a member of the faculty or to use GIAL facilities. A leave of absence does not alter the time limits for degree or coursework completion.

If a student is absent for more than one term and has not been granted a leave of absence, upon returning to GIAL that student must apply to be readmitted to the degree program and pay a readmission application fee. The Application for Readmission will be reviewed by GIAL, which may choose to readmit or deny readmission.

**Graduation Requirements**

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

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

Students must present a satisfactory clearance of accounts from the GIAL Library and the GIAL Finance Office prior to graduation. Students must have made satisfactory financial arrangements to have access to any student services, including transcripts, degree checks, diploma, or transfer.

Students anticipating graduation must complete all necessary forms and submit them to the Dean of Academic Affairs no later than their respective deadlines. Students must be registered in for-credit courses for at least three credits during the term in which they graduate. Failure to meet specified deadlines may result in a postponement of the individual’s graduation.

In order to qualify for graduation in a given term, all work must be completed and all requirements met by the official graduation date for that term. Classes that do not end within the term do not qualify for graduation in that term. Work completed under Incompletes and Theses applies to graduation in the term in which it is actually completed, not the term in which the course was originally taken.

**Application for Graduation**

Students must submit the Application for Graduation form to the Dean of Academic Affairs by the end of registration for Session 2 of the term in which they expect to graduate. With this form, students will pay their graduation fee to the Business Manager. The Application for Graduation form and fee are valid for one year only. The fee is non-refundable.

**Master’s Degree Certification**

Students must submit the form to the Dean of Academic Affairs by Friday, two full weeks before the end of the term in which they expect to graduate. Students completing the thesis option should submit the form at the same time they submit their completed thesis. A loose title page and Thesis Approval
Sheet (identical to those found in your finished thesis) should accompany the form.

**Library Clearance Form**
Students must submit the form to the Dean of Academic Affairs by the last class day of the term in which they expect to graduate.

**Certificate of Financial Release**
Students must submit the form signed by the Business Manager by the last class day.

**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 in December and June each year. A graduation ceremony is held each June. Students who are unable to complete their requirements in time for the June ceremony, but who expect to finish during Session 1 of the following term, are encouraged to participate in the June Commencement ceremony prior to the fall session during which they completed their work, even though they actually receive degree conferral the following December. Students who complete their degree requirements in December are invited to participate in the Commencement ceremony held the following June.

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

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.**

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

**Grievances**
**Grievance Procedures - Students**
If a student has a complaint regarding the staff, faculty or administration of GIAL, the issue should be handled by following this grievance procedure:
1. The student should first approach the particular 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 department head or supervisor. 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 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 the staff committee. The committee will investigate the situation and within 15 working days report its findings to the President together with a recommendation either that no action be taken, that the accused individual be reprimanded verbally or in writing, or that dismissal be initiated, or that any other necessary or reasonable action be taken.

6. The decision of the President is final.

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.

**Grievance Procedures - Public**

A member of the public who has a grievance against a faculty or staff member of GIAL 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 GIAL.

NOTE: There may be situations in which the topic of a particular complaint is addressed by another GIAL 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.
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 GIAL 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 GIAL President is final.

Discipline

Disciplinary Enforcement

The Dean of Academic Affairs is responsible for bringing deficiencies in conduct, or violations of Institute regulations and rules, or moral lapse to the attention of the individual(s), and for enforcing institutional standards.

Standards of Responsible Behavior

GIAL has a number of policies concerning standards of acceptable performance and behavior for students, staff and faculty associated with GIAL. These include policy statements on Expected Standards of Conduct, Illegal Activities, Academic Honesty and Sexual Harassment. All concerned are responsible to be familiar with, and observe, these standards. Copies of the GIAL Policy Manual are available in the GIAL Office, Pike 111, or in the Dean of Students’ Office, Mahler 104.

Allegations of Contravention of Acceptable Standards of Behavior

In the event that an allegation is made that anyone associated with GIAL has contravened the standards of responsible behavior adopted by GIAL, the Dean of Academic Affairs is the primary officer who shall act on behalf of GIAL. (In the event that the Dean is a party to any such allegation, the President shall appoint another member of the senior administration to act in the place of the Dean in this matter.)

Once such an allegation has been made, the Dean will proceed with an investigation – noting the nature of and evidence for the allegation, conducting appropriate interviews, involving law enforcement authorities as appropriate etc.

Based upon this investigation, the Dean shall make a disposition of the case. Should his investigation reveal that censure is indicated, the Dean may impose a variety of sanctions, which may include academic probation, behavioral probation, dismissal from the institute, and any appropriate review mechanism. The Dean shall inform the President and all interested parties of his actions in this matter in writing.

Disciplinary Appeal

The Dean of Academic Affairs prepares and maintains an official
document, *GIAL Discipline and Appeal Procedures*, which specifies the detailed procedures for staff, faculty, and student discipline and appeals. This document is the standard for administration of discipline.

The purpose of discipline at GIAL is to assist the individual to correct inappropriate or unacceptable behavior, and where applicable, to restore the individual. The procedure outlines the process for dismissal from the Institute when restoration of the individual is not possible.

An integral element of these discipline procedures is an appeal process.

**Discipline Appeal Procedures**

If resolution is not reached through the Dean of Academic Affairs, either party may request a hearing before the staff committee. The committee will investigate the situation and report its findings to the President with a recommendation to implement one of the following:

- No action be taken.
- The accused faculty or staff member be reprimanded, either verbally or in writing.
- Dismissal proceedings be initiated.
- Any other necessary or reasonable action that needs to be taken.

The decision of the President is final.

**Academic Affairs**

**Academic Freedom**

Faculty members of GIAL have freedom to teach, research, and publish, subject to the adequate performance of academic duties and in keeping with their representation of GIAL. 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 GIAL in whatever they say, write, attend, or sign.

**Course Evaluations**

Students have the opportunity to evaluate each GIAL 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 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.
### 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>Below normal graduate academic progress toward a Degree</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Significantly below graduate academic progress, consider retake</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Unsatisfactory graduate level achievement, consider retake to raise GPA</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Far below satisfactory graduate level scholarship; must retake this course</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>Insufficient academic achievement in topic to be significant to study plan</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Unsatisfactory graduate level achievement</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure—Unacceptable for graduate level credit</td>
</tr>
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</table>

### 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>Highest 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>1.33</td>
<td>Significantly 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>D-</td>
<td>0.67</td>
<td></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

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Grade Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>R</td>
<td>Graduate Research</td>
</tr>
<tr>
<td>RC</td>
<td>Recognized Credit (Certificate)</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
</tr>
</tbody>
</table>
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 (last minute surgery, death, birth, etc.) circumstances not all of the course requirements have been completed. The student must complete and submit all course requirements by four weeks following the last day of the session. 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."

Students 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 end of the course. The grade is permanent one calendar year after it is earned. For grade appeals procedure, see the "Grade Appeals Procedures" section of this catalog.

Grade Reports

GIAL will mail grade reports at the end of the term. If students wish to know their grades prior to this time, they may ask their instructor or the Registrar. At the end of each session, prior to leaving campus, students are asked to fill out a Forwarding Address Form to indicate where they wish their grade report to be mailed. This form should be submitted to the Registrar before the end of the term. Unless otherwise indicated, grades will be mailed to the student's permanent address.

Grade Requirements

Undergraduate Courses

If a student taking undergraduate courses fails to maintain an overall 2.8 grade point average on his/her first 13 hours of undergraduate coursework, the student must, during the remainder of his/her undergraduate coursework, raise his/her grade point average to at least 2.8. The student will be placed on academic probation during the time the GPA is below 2.8. Failure to meet the minimum 2.8 grade point requirement at the end of undergraduate coursework will result in dismissal from GIAL.

Graduate Courses

A student taking graduate-level courses must maintain an overall grade point average of at least 3.0 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 GIAL, 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 3.0 grade point average requirement at the end of this period of probation will result in dismissal from GIAL. No student with an overall grade point average of less than 3.0 will be awarded a degree from GIAL. If the cumulative GPA drops below 3.0
during the final term before graduation, the student may be required to take additional coursework to raise the GPA above 3.0 in order to graduate.

**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 Department Head. If the Department Head 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 department, or in closely allied fields. The committee will examine available written information on the dispute, being available to meet with the student and with 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 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 effect a grade change.
Dismissal and Readmission

A student who has been dismissed from GIAL for failure to meet the minimum GPA requirement may be considered for readmission following absence of at least one term. Readmission into the same or 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 head of the department under which the student is seeking readmission and by the Dean of Academic Affairs.

Transcripts

Official transcripts are issued by the GIAL Registrar only upon written request by the student and payment of the required fee, payable to GIAL. All accounts must be paid in full and there must be no encumbrances noted in the student’s file before a transcript can be issued. Unofficial transcripts may be obtained through the Registrar’s Office. Transcript Request forms may be found in the Student Services Office or at www.gial.edu.

Release and Disclosure

In accordance with the terms of the Family Educational Rights and Privacy Act of 1974 (FERPA), GIAL 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 or Certificate), enrollment status (e.g., graduate, undergraduate, part-time, full-time), dates of attendance, 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.

Retention and Disposal

A detailed system of records shall be maintained for each student. Each education record shall contain application documents, admission credentials, grades earned, and any disciplinary actions taken. GIAL will follow the Federal and State guidelines of strict confidentiality. Information from education records will only be shared to other individuals or institutions with signed permission (written consent) from the student. Paper copies of official student educational records are maintained in the Registrar’s Office in
locked fireproof files. Electronic records are stored in a controlled-access database with encrypted back-ups stored off-site.

GIAL maintains a schedule for retention and disposal of student records which specifies when appropriate records may be destroyed. GIAL transcripts and other documents required by FERPA or other applicable state and federal mandates are kept in perpetuity.

Course Load
Each student should notify GIAL (by the Student Registration Verification sheet completed during registration) of the total number of courses/credit hours he/she is taking.

A full load is considered to be 12 semester hours of credit per term in the graduate-level programs and 13 semester hours of credit for the Certificate in Applied Linguistics program. The maximum course load for full-time graduate students is 16 semester hours of credit in a term, seven semester hours of credit in an eight-week module or three semester hours of credit in a four-week module. It is recommended that full-time students in either the Certificate or degree programs should not plan on undertaking off-campus employment during the term.

Expected Standards of Conduct
Bearing in mind that the conduct of faculty, staff, and students reflects on the good name of GIAL, their conduct should honor Christ in all activities on and off the campus. Employment and/or enrollment in GIAL are each considered a privilege carrying conduct obligations both inside and outside the classroom. Violation of any institutional regulations or rules makes a staff member, faculty member or student a candidate for discipline or dismissal.

Student Handbook
Every enrolled student receives a copy of the Student Handbook, a manual that includes instructions and policies regarding student life.

Students are expected to read the Student Handbook and are held responsible for all information therein.

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 Institute. Contraventions will be handled through the discipline procedure.

Plagiarism is considered to be presenting the work of others as your own, without attribution. In academic contexts it 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.

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.

Carrying a firearm, illegal knife, club or prohibited weapon on the campus of an educational institution is illegal (TX Penal Code §46.03(a)(1), TX Ed Code §37.125).

Conviction of any felony is grounds for dismissal from GIAL.

**Drug and Smoke-free Environment**

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

Sanctions may range from mandatory participation in drug counseling and rehabilitation programs to dismissal/termination from GIAL. Each case will be determined separately on its merits.

In addition to any institutional penalty that might be imposed, GIAL may also refer any evidence of illegal activities by any student, faculty, or staff to the proper authorities for review and possible criminal prosecution.

**Sexual Harassment**

GIAL is committed to provide and maintain an environment that is characterized by loving respect for all and freedom from any form of gender prejudice of any sort. 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. Detailed definitions and procedures for sexual harassment complaints can be found in GIAL policies #8 and #9.

**Campus Security**

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, GIAL has information available regarding specified campus crime statistics and campus security policies in development through the office of the Director of Institutional Research and Services. The International Linguistics Center, from whom GIAL leases space, is responsible for security on the center.

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

**City of Dallas**

[www.ci.dallas.tx.us/dpd/sexoffendersrequest.htm](http://www.ci.dallas.tx.us/dpd/sexoffendersrequest.htm)

(Search by ZIP Code 75236 or Beat #435 and #436)

**City of Duncanville**


**Communicable Diseases**

It is GIAL’s policy to adhere to 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 risks to the infected
person and secondary risks to those who come in contact with an infected person, each case will be handled with a balance of Christian concern for the individual as well as 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 need be reported.

All incidents of communicable disease will be handled on a case-by-case basis, with the strictest confidence. GIAL reserves the right to decide, based on relevant information available, any restriction of campus activities of the infected individual.
Library Hours of Operation

When GIAL is in session:

Monday - Thursday  8:00am–10:00pm  
Friday                8:00am–5:00pm  
Saturday              9:00am–5:00pm  
Sunday and Holidays  Closed

When GIAL is not in session:

Monday - Friday  9:00am–5:00pm  
Sat., Sun., Holidays Closed

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 GIAL Library website.

Library Collection

The GIAL Library is a collection of approximately 49,000 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, and area studies.

The Library owns or has access to a number of the primary linguistic, anthropological, religious, cultural, and educational indexes. Online databases include the Modern Language Association Bibliography (MLA), American Theological Libraries Association (ATLA), Linguistics and Language Behavior Abstracts (LLBA), Linguistic Bibliography, ERIC, Anthropology Abstracts, Translation Studies Abstracts, and Linguistics Abstracts Online. These indexes are used to access specific bibliographic information in journals, anthologies, compilations, meetings and proceedings, theses and dissertations, etc.

Additionally, as a member of TexShare, GIAL can access databases of a more general nature, including NetLibrary, a collection of more than 28,000 ebooks.

TexShare

Card holders of the GIAL Library may now obtain a TexShare card from the circulation desk. The TexShare card allows one 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.
Cooperative borrowing agreements with other libraries

The GIAL Library has formal borrowing agreements with three other libraries. It is possible to use and borrow from the following libraries:

- Vince Memorial Library at Dallas Baptist University
- Turpin Library at Dallas Theological Seminary
- Southwestern Baptist Theological Seminary

Each 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 GIAL student ID card and a TexShare card to a Circulation Desk attendant.

Interlibrary Loan

If the GIAL Library does not have in its collection what you need, it is possible to request it through interlibrary loan (ILL). It is now possible to submit an electronic ILL request through FirstSearch. Alternatively, paper forms are available at the circulation desk and electronic forms are available on the library pages of the GIAL website; blue for requesting the loan of an entire book and yellow for requesting a copy of an article or a chapter in a book. Please allow 7-12 days lead time in requesting ILL books and articles.

The GIAL Library does not charge for doing ILL, but has to 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 we receive.

If requested articles are not available within the lending groups to which GIAL 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 GIAL Library

Library materials, with the exception of reference books, journals, and microfiche, may be checked out for an entire session. Journals are checked out for three days. Two renewals are allowed, assuming that nobody 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. 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 GIAL Library for research using Internet and local sources and databases. The Library also provides electrical power and Internet connections for users of personally-owned, portable computers. Library computers may also be used for word processing when the computer lab is unavailable.
Library Fees
A Library fee is charged for each credit hour taken. Printers and copiers are available in the library at a per-page charge to cover associated cost.

Other Libraries
GIAL Library is a specialized academic library. Local public libraries are available for more general library needs.

A Dallas Public Library card can be used at 24 branch libraries located throughout the city and at the J. Erik Jonsson Central Library in downtown Dallas, 1515 Young St., 214-670-1740.
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 ILC Director’s Office.

Dallas Public Library Branches (nearby)

Mt. Creek, 6102 Mt. Creek Pkwy., 214-670-6704

Hampton-Illinois, 2210 W. Illinois, 214-670-7646

Duncanville Public Library

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 GIAL is available in our laboratory and library on PC-compatible computers. Assistants are available part-time to help with computer and program questions.

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). A technology fee is charged for each session a student is enrolled.
This fee covers computer lab use, WIFI 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 and off-campus or independent-study students are exempt from this fee, provided they are not using any of the above services.

Each user is assigned an account with personal private space on a server. A fast, monochrome laser printer, a slow color 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 is available on campus.

Recent versions of Microsoft software for general applications such as Windows XP and Office 2003 (including Publisher) are available on the PC-compatibles in the computer lab.
E-mail & Internet Access
E-mail and Internet access are readily available on the computers in the computer lab. Connections for personal computers are available in the Guest House (extra charge), and in GIAL study cubicles (included in cubicle rental).
Leadership
GIAL has an active student government. The Student Body Association (SBA) serves primarily to give voice and representation to the student body, to provide channels of communication to GIAL faculty and administration, and to integrate all phases of extracurricular life of the student body. Members of the SBA are selected by the student body. The Student Body Association also elects a student representative to the GIAL Board of Trustees, GIAL Faculty Forum, Computer Advisory Committee, Library Advisory Committee, Safety Committee and the Institutional Master Planning Committee (IMPC).

Academic Forum
An Academic Forum is scheduled regularly during each session. Schedules are prominently posted. Interested parties are invited to attend to hear and discuss pertinent topics of academic interest. Usually a faculty member will present recent research on subjects of interest to linguistics (often while formalizing a paper for presentation elsewhere), often with an opportunity for those present to interact in the discussion. Sometimes a visiting scholar or graduate student will present a paper. Students and faculty are welcome to bring a sack lunch when they attend.

Placement Platform
The Placement Platform was initiated to assist students in making career decisions. Visiting recruiters from various entities representing a variety of fields of service participate in this lunch hour meeting. These meetings are usually held bimonthly on the first and third Tuesday from 12:20-1:15 p.m. in Mahler 7. When additional potential employers are available to present their needs other Tuesdays may be scheduled. The time is divided between a presentation of personnel needs and a question and answer session. Students and faculty are welcome to attend and bring their lunch.

Spiritual and Fellowship
Chapel
Chapel is held from 10:10 a.m. - 11:05 a.m. Mondays, Wednesdays, and Fridays. Demonstrating a firm commitment to Christian spiritual vitality, the administration and faculty strongly believe in the role of chapel as a vital component in student life. Students are urged to participate in the ministry of encouragement, worship, and community development through the chapel program.

Special-interest Groups
Various faculty and staff members lead small groups of students in special-interest areas throughout each term. The primary purpose is to provide opportunity for fellowship and learning.
Student and Staff Prayer Partnerships

Interested students are invited to participate in prayer partnerships with staff members throughout the term. The student and staff member mutually decide on time, place and frequency of meeting (usually weekly). Students may take advantage of this opportunity by signing up at orientation.

Area Prayer Fellowships

Numerous regular prayer times for countries/areas of the world are scheduled on the ILC campus. A list of current meetings is published occasionally in the Dallas Center News and is available in the ILC Chaplain’s Office. Students are encouraged to join the Center staff for any of these prayer fellowships.

Sing and Share

Each Sunday evening from 6:45 - 8:00 p.m., all are invited to attend an informal service of praise, worship, and sharing. Hearing from field members provides opportunity to discover what God is accomplishing around the world.

Alumni Association

There are three types of membership in the association: Alumni Membership, Honorary Membership, and Friends of GIAL Membership.

Alumni Membership is open to all former graduate students, full- or part-time, who have studied at the Graduate Institute of Applied Linguistics.

Honorary Membership is open to any person who had or has direct relation with GIAL and has rendered meritorious services to GIAL.

Friends of GIAL Membership is open to all former students of an SIL school who voluntarily apply for membership. Other interested persons who prayerfully and regularly support GIAL prayer may also request membership.
Childcare

GIAL does not operate childcare facilities. However, SIL operates a preschool facility on the ILC. Students at GIAL are eligible to use these facilities. The program is available Monday-Friday mornings for children (birth to 5 years) of students and staff. 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:

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

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.

If your child is ill and cannot go to Childcare, please contact the Dean of Students for a list of volunteers who are willing to come and watch your child while you go to class. Also, if you, your spouse or friend would be willing to do this for others, please let the Dean of Students know.

Housing

GIAL does not own or operate any student accommodations. Several options are available to GIAL students. This listing of housing options is provided solely as a service to GIAL students and does not constitute recommendation or endorsement of the listed accommodations.

Housing Options

International Linguistics Center, Guest House  
7500 W. Camp Wisdom Road  
Dallas, TX 75236  
(972) 708-7426  
Email: housing_dallas@sil.org

Austin Bluff Apartment Homes  
7070 W. Camp Wisdom Road  
(972) 907-9878

Ridge Parc  
6969 Clarkridge Drive  
(972) 572-6801

Rosemont at Bluff Ridge  
8125 Clark Road  
(972) 709-9790

International Health Services/Clinic

First aid kits are located in Mahler 105, Pike 111 and in the GIAL Library.

GIAL does not operate or provide health services. However, SIL operates an International Health Services Clinic on the ILC campus, with
24-hr emergency referral services. Students at GIAL are eligible to use these facilities.

Reasonable fees as established by the ILC Administration 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
7500 W. Camp Wisdom Rd.
Dallas, TX 75235
(972) 708-7408

**Hospitals**

Charlton Methodist (*nearest to campus*) 214-947-7500
Columbia Medical Center 817-472-4868
Baylor Medical Center 214-820-0111
Methodist Central 214-947-2990
Parkland Memorial 214-590-8000

**Mailroom**

A mailroom operated by SIL is located in the Mosher Building at the south end of the ILC campus. Services include mail distribution to offices and the Guest House, metering of outgoing mail, stamp sales, and mailing of packages through U.S. Postal Service and/or UPS (United Parcel Service).

Window hours are Monday - Friday 9:00 a.m. – 12:30 p.m. and 1:30 p.m. - 3:30 p.m. Packages must be in before 9:45 a.m. to be mailed on the same day.

Students should advise the Mailroom of their local address and of any changes in residence while attending classes as a GIAL student. If a student resides off the Center, their personal mail should go to their residence, not to the Center. The Mailroom will forward mail to an on-center distribution site only (most likely the Mahler boxes).

Those residing on the Center (Guest House or other places) are allowed to use the 7500 W. Camp Wisdom address for personal mail only. Another address should be used if students wish to develop and run a “business” of whatever nature.

*Please contact the Mailroom prior to departure to make arrangements for delivery of personal mail received after leaving the ILC campus.*

**Museum**

The International Museum of Cultures is also located on the ILC campus. The museum hours are Monday - Friday 10:00 a.m. to 4:00 p.m. The museum is closed Saturday and Sunday.

The permanent exhibits represent cultures from Papua New Guinea, Ecuador, and Peru. They feature life-size and miniature dioramas to depict stories of the Soniyo, Samo, and Kewa people of Papua New Guinea and of the Quichua, Waorani, and Shipibo peoples of South America.
Faculty

GIAL’s faculty literally has a world of experience, and as such is GIAL’s greatest asset. These knowledgeable, experienced, and dedicated individuals provide practical application of the school’s mission through meaningful content and personal interaction. GIAL students benefit from a faculty that brings to the classroom formal academic credentials, recent field experience, and enthusiastic devotion to anthropology, linguistics, literacy, sociolinguistics, and Bible translation. The faculty’s desire to see that the students are prepared for successful application of linguistics is evidenced by their imaginative teaching and lasting relationships with students.

Full-time Faculty

Shelley G. Ashdown
Applied Linguistics
B.A., Southern California College, 1978;
M.A., Assemblies of God Graduate
School, 1980; D.Miss., Biola University, 2001

Michael E. Boutin
Applied Linguistics, Department Head
Since 2006.
B.A., University of New Mexico, 1979;
M.A., University of Texas at Arlington,
Field work: Malaysia

Robert Douglas
Language Development
B.A., Abilene Christian University, 1956;
M.A., Abilene Christian University, 1957;
M.A., Fuller Theological Seminary,
1977; Ph.D., University of Southern
California, 1980.
Field work: Egypt, Libya, Lebanon

T. Wayne Dye
Language Development
B.S.E., University of Michigan, 1957;
M.A., University of Michigan, 1968;
Ph.D., Fuller Theological Seminary,
1983

Paul R. Kroeger
Applied Linguistics
B.S., Yale University, 1975; M.A.,
University of Texas at Arlington, 1981;
Ph.D., Stanford University, 1991.
Field work: Malaysia, Singapore

Lynn Landweer
Language Development
Since 2009.
B.A., Biola University, 1975; M.A.,
University of Texas, Arlington, 1985;
Ph.D., University of Essex, 2006.
Field work: Papua New Guinea
Robert G. McKee  
*Language Development*  
Since 2010.  
Field Work: Democratic Republic of Congo (formerly Zaire)

Carol V. McKinney (retired)  
*Language Development*  
Since 1999.  
Field work: Nigeria, Kenya

Stephen G. Parker  
*Applied Linguistics*  
Since 2007.  
B.A., Indiana University, 1980; M.A., University of Texas at Arlington, 1988; Ph.D., University of Massachusetts, 2002.  
Field work: Peru, Papua New Guinea

Robert B. Reed  
*Language Development*  
Since 1999.  
Field work: Colombia

Arden G. Sanders  
*Applied Linguistics*  
Since 1999.  
B.A., Friends University, 1974; M.A., University of Texas at Arlington, 1976; M.A., Fuller Theological Seminary, 1983; Ph.D., Fuller Theological Seminary, 1988

Peter E. Unseth  
*Language Development*  
Since 2002.  
Field work: Ethiopia

Stephen L. Walter  
*Language Development, Department Head*  
Since 1999.  
Field work: Colombia, Guatemala, Indonesia, Papua New Guinea, Philippines, Cameroon, Ghana, Burkina Faso, Kenya
Adjunct Faculty

Elinor Abbott
Language Development
B.F.A., Massachusetts College of Art, 1964; M.A., Brandeis University, 1972; Ph.D., Brandeis University, 1990

Jan Allen
Applied Linguistics
B.A. Trinity College (Deerfield IL) 1993; M.A. University of Illinois at Chicago, 1997

Cynthia L. Blood
Language Development

Brenda H. Boerger
Applied Linguistics
Since 2008.
B.A., SUNY Oswego, 1975; Ph.D., University of Texas, Austin, 1984.
Field work: Solomon Islands

Andrew C. Bowling
Applied Linguistics
B.A., University of Cincinnati, 1957; M.A., Brandeis University, 1960; Ph.D., Brandeis University, 1962. Professor Emeritus John Brown University

Eugene C. Burnham
Applied Linguistics
B.S., United States Naval Academy, 1966; M.A., University of Texas at Arlington, 1976

Michael C. Cahill
Applied Linguistics
B.S., Iowa State University, 1977; M.A., University of Texas at Arlington, 1985; Ph.D., Ohio State University, 1999

Karl Franklin
Applied Linguistics and Language Development
B.A., King’s College, 1954; M.A. Cornell University, 1965; Ph.D., Australian National University, 1969

Shin Ja J. Hwang
Applied Linguistics
Since 1999.
B.A., Ewha Women’s University, 1965; M.L.S., University of Oklahoma, 1968; M.A., University of Texas at Arlington, 1974; Ph.D., University of Texas at Arlington, 1981

Greg Jenks
Applied Linguistics
B.A., Columbia International University, 1984; Th.M, Dallas Theological Seminary, 2001; Ph.D. Candidate (ABD) Dallas Theological Seminary

Marlin R. Leaders
Applied Linguistics

Brian Schrag
Language Development
B.S., Brown University, 1984; M.A., Wheaton College, 1986; Ph.D. University of California, Los Angeles, 1985
Gary F. Simons  
*Applied Linguistics*  
B.A., Seattle Pacific College, 1974;  
M.A., Cornell University, 1976; Ph.D.,  
Cornell University, 1979

**Senior Faculty**

**Kenneth A. McElhanon**  
*Senior Faculty in Applied Linguistics*  
Since 1999.  
B.A., Wheaton College, 1961; Ph.D.,  
Australian National University, 1970;  
post-doctoral research, University of  
Field work: Papua New Guinea

**Ronald C. Morren**  
*Senior Faculty in Language Development*  
Since 1999.  
B.S., Bryan College, 1964; M.A.,  
Michigan State University, 1967; M.A.T.,  
New Mexico State University, 1969;  
Ed.D., New Mexico State University,  
1977.  
Field work: Philippines, Guatemala,  
Colombia, Honduras

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**Administration**

**President**  
David A. Ross, Ph.D., Lehigh University

**Vice President of Finance**  
Douglas W. Maddocks, M.B.A.,  
California State University, Los Angeles

**Dean of Academic Affairs**  
Larry L. Bradshaw, Ph.D., Iowa State  
University

**Dean of Students**  
Ruth E. Schilberg, M.Ed., University of  
Texas at Austin

**Dir. of Development**  
Doug Tiffin, D.Min. Southwestern  
Baptist Theological Seminary

**Dir. of Institutional Research and Services**  
Richard E. Lynch, Diploma, M.Mus.,  
Westminster Choir College

**Dir. of Public Relations**  
Richard M. Smith, B.S., Southeastern  
Bible College

**International Student Center**  
Glenda S. Bradshaw, B.S., Coe College  
Christy Keating, M.A., GIAL

**Library Director**  
Ferne Weimer, MLS, Northern Illinois  
University

**Associate Library Director**  
Barbara Thomas, MLS, University of  
North Texas
Admissions Director
Heidi R. Anderson, M.A., Graduate Institute of Applied Linguistics

Admissions Representative
Kelly D. Walter, M.A., University of Texas at Arlington

Registrar
Sean M. Scott, M.A., Biola University; M.A., California State University, Fullerton

Assistant Registrar
Lynne M. Lamiman, Certificate, Robert Morris College

Computing Services
Chuck Walek, B.S., University of Nebraska
Brett Shideler

Business Manager
Paul W. Setter, B.S., University of Wisconsin at River Falls

Applied Linguistics Department Head
Michael E. Boutin, Ph.D., University of Florida

Language Development Department Head
Stephen L. Walter, Ph.D., University of Texas at Arlington

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Legal Counsel
Dr. Jonathan D. Campbell

Chairman of the Audit and Finance Committee
Mr. Dave Cram
Program Overview

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.

GIAL has two study programs leading to master’s degrees and two certificate programs. Information in this section describes these programs, including course requirements.

1. A 37-hour program leading to the Master of Arts with major in Applied Linguistics.
2. A 36-hour program leading to the Master of Arts with major in Language Development.
3. A 12-hour program leading to a Graduate Certificate in Multicultural Teamwork.

GIAL offers courses on a modular calendar, but awards credits on the basis of semester hours.

Typical term-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 addition, holidays observed during the semester are often not made up in the class schedule. In an 8-week modular course at GIAL, with three semester-hour credits, a class typically meets every day for a total of 40 class sessions during the module. Each class meets 55 minutes. Thus, the total class minutes expected is: $40 \times 55 = 2200$ minutes. Every effort is made to ensure that no class days are lost due to breaks, holidays, etc. Students in the modular calendar receive as much classroom experience as do students in a semester course of equivalent credit.
Graduate Degree Programs

Master of Arts (M.A.) with Major in Applied Linguistics

Master of Arts degree in Applied Linguistics with Concentrations in Bible Translation, Descriptive Linguistics, or Cross-Cultural Service.

Purpose:
The Master of Arts degree with major in Applied Linguistics is designed to produce graduates qualified to serve in specialist cross-cultural roles in Bible translation, Descriptive Linguistics or Cross-Cultural service. Some organizations, such as SIL, Pioneer Bible Translators (PBT), Lutheran Bible Translators (LBT) and others, recognize graduates of this program as having completed the minimum academic training requirements to serve in the specialist roles of Bible translation or Descriptive Linguistics. (Please note that employers may also require field experience or impose other requirements to fulfill specialist roles with their organization in addition to what is required for this degree.)

Prerequisites:
Prior to admission in GIAL masters' degree programs, students are required to take or to have taken elsewhere*, these courses:

- AL4302 Principles of Phonetics
- AL4303 Principles of Phonological Analysis
- AL4410 Principles of Grammatical Analysis
- LD4350 Language and Society
- LD4370 Cultural Anthropology
- LD4505 Second Language and Culture Acquisition

*Undergraduate courses taken at other universities are not transferred into GIAL but 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 major in Applied Linguistics 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 generally 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 major in Applied Linguistics (AL), every student is expected to complete (1) the general core requirements and (2) the requirements specific to his or her chosen concentration. All AL students are expected to complete the general core. 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. Additionally, most of the concentrations allow students to select either a thesis track or a non-thesis track (comprehensive exam) for completing their degree.

General Core Requirements*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406</td>
<td>Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>AL5312</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>LD5151</td>
<td>Cross Cultural Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>semantics</td>
<td>AL5314 Culture, Language and Mind OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AL5315 Semantics and Pragmatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total general core hours</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Concentrations

The Master of Arts degree with major in Applied Linguistics has three concentrations: Bible Translation, Descriptive Linguistics, and Cross-Cultural Service Concentration. Specific requirements for each concentration follow:

**Bible Translation Concentration Common Courses**

<table>
<thead>
<tr>
<th>Field</th>
<th>Course Title</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>semantics</td>
<td>(AL5314 or AL5315 if not taken in general core)</td>
<td>3</td>
</tr>
<tr>
<td>language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
</tr>
<tr>
<td>exegesis</td>
<td>AL5324 Principles of New Testament Exegesis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OR AL5325 Principles of Old Testament Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>translation</td>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-thesis track

electives                                              9

Thesis track

elective                                               3

thesis                                                 6

**Total Translation concentration hours**                **24**

**Total AL degree hours (minimum)**                     **37**

Approved electives for Applied Linguistics major, Bible Translation concentration:
Any course offered by GIAL 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 degree program of GIAL;

2. The course has not already been specified as a core requirement for the Master of Arts degree with 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>Course No.</th>
<th>Course Title</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5304</td>
<td>Applied Phonology</td>
<td>3</td>
</tr>
<tr>
<td>AL5313</td>
<td>Advanced Grammatical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AL5395</td>
<td>Current Issues in Descriptive Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>adv. ling.</td>
<td>Other advanced linguistics courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Non-thesis track**

electives 9

**Thesis track**

elective 3

thesis 6

**Total hours** 24

**Total AL degree hours (minimum)** 37

Approved advanced linguistics courses for Applied Linguistics major, Descriptive Linguistics concentration:

- AL5314 Culture, Language and Mind*
- AL5315 Semantics and Pragmatics*
- AL5323 Discourse Features of NT Greek
- AL5328 Discourse Features of Biblical Hebrew
- AL5394 Readings in Applied Linguistics**
- AL5396 Conference Course in Applied Linguistics**
- AL5398 Seminar in Applied Linguistics**

*Either AL5314 Culture, Language and Mind or AL5315 Semantics and Pragmatics may be used for the advanced linguistics course requirement if not taken to satisfy the general core semantics requirement.

**These may be taken for the advanced linguistics course requirement if they are a linguistic topic.
Approved electives for Applied Linguistics major, Descriptive Linguistics concentration:
Any course offered by GIAL may be used to satisfy the elective requirements for the Descriptive Linguistics concentration, provided the following conditions are all met:

1. The course may be included in a degree program of GIAL;

2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Applied Linguistics; and

3. The course has not already been specified as a Descriptive Linguistics concentration requirement.
Dual Degree Program with Southern Baptist Theological Seminary

A dual degree program is available through the Southern Baptist Theological Seminary (SBTS) and GIAL resulting in a Master of Arts in Applied Linguistics with a Bible Translation concentration from GIAL and a Master of Divinity in Missions and Bible Translation from SBTS. Students must complete both components, i.e., 19 hours at GIAL and 73 hours at SBTS.

IMPORTANT: The plan of study should be carefully planned in consultation with advisors from both GIAL and the Billy Graham School at SBTS.

Master of Arts in Applied Linguistics (GIAL)

IMPORTANT: For admission into the Master of Arts in Applied Linguistics, 21 undergraduate hours of prerequisites must be completed. These prerequisites can be fulfilled via GIAL’s Certificate in Applied Linguistics. These hours may be completed prior or subsequent to the 73 hours from SBTS, but MUST be completed prior to enrolling in the following graduate-level courses.

GIAL Graduate Hours

Master of Arts in Applied Linguistics General Core Requirements (13 hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406</td>
<td>Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>LD5151</td>
<td>Cross-Cultural Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>AL5312</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AL5314</td>
<td>Culture, Language and Mind <strong>OR</strong> Semantics and Pragmatics</td>
<td>3</td>
</tr>
</tbody>
</table>

Bible Translation Concentration Common Courses

<table>
<thead>
<tr>
<th>Field</th>
<th>Course Title</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>semantics</td>
<td>AL5314 Culture, Language and Mind <strong>OR</strong> AL5315 Semantics and Pragmatics (if not taken in general core)</td>
<td>3</td>
</tr>
<tr>
<td>language</td>
<td>Hebrew <strong>OR</strong> Greek</td>
<td>6(4)</td>
</tr>
<tr>
<td>exegesis</td>
<td>AL5324 Principles of New Testament Exegesis <strong>OR</strong> AL5325 Principles of Old Testament Exegesis</td>
<td>3(5)</td>
</tr>
<tr>
<td>translation</td>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td>electives</td>
<td>Transferred in from SBTS</td>
<td>9(6)</td>
</tr>
</tbody>
</table>

GIAL hours 19

SBTS hours accepted by transfer 18

Total graduate hours to meet GIAL requirements 37
### Master of Divinity in Missions and Bible Translation (SBTS)

#### SBTS Graduate Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20400</td>
<td>Elementary Greek</td>
<td>0</td>
</tr>
<tr>
<td>22400</td>
<td>Elementary Hebrew</td>
<td>0</td>
</tr>
<tr>
<td>31980</td>
<td>Written Communication</td>
<td>0</td>
</tr>
<tr>
<td>42490</td>
<td>Cooperative Program</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Scripture and Interpretation (24 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20200</td>
<td>Introduction to the Old Testament I</td>
<td>3</td>
</tr>
<tr>
<td>20220</td>
<td>Introduction to the Old Testament II</td>
<td>3</td>
</tr>
<tr>
<td>21000</td>
<td>Biblical Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>22200</td>
<td>Introduction to the New Testament I</td>
<td>3</td>
</tr>
<tr>
<td>22220</td>
<td>Introduction to the New Testament II</td>
<td>3</td>
</tr>
<tr>
<td>20440</td>
<td>Hebrew Syntax and Exegesis</td>
<td>3(1)</td>
</tr>
<tr>
<td>22440</td>
<td>Greek Syntax and Exegesis</td>
<td>3(1)</td>
</tr>
<tr>
<td>20600-20800</td>
<td>Hebrew Exegesis</td>
<td>3(2)</td>
</tr>
</tbody>
</table>

#### Theology and Tradition (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20200</td>
<td>Introduction to the Old Testament I</td>
<td>3</td>
</tr>
<tr>
<td>25100</td>
<td>Introduction to Church History I</td>
<td>3</td>
</tr>
<tr>
<td>25120</td>
<td>Introduction to Church History II</td>
<td>3</td>
</tr>
<tr>
<td>27060</td>
<td>Systematic Theology I</td>
<td>3</td>
</tr>
<tr>
<td>27070</td>
<td>Systematic Theology II</td>
<td>3</td>
</tr>
<tr>
<td>27080</td>
<td>Systematic Theology III</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Worldview and Culture (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>28500</td>
<td>Introduction to Christian Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>29250</td>
<td>Survey of Christian Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ministry and Proclamation (19 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30000</td>
<td>The Ministry of Proclamation OR</td>
<td>3</td>
</tr>
<tr>
<td>20200</td>
<td>Introduction to the Old Testament I</td>
<td>3</td>
</tr>
<tr>
<td>45450</td>
<td>Bible Teaching</td>
<td>3</td>
</tr>
<tr>
<td>40010</td>
<td>Personal Spiritual Disciplines</td>
<td>2</td>
</tr>
<tr>
<td>32100</td>
<td>Personal Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>32960</td>
<td>Introduction to Missiology</td>
<td>3</td>
</tr>
<tr>
<td>34300</td>
<td>Introduction to Biblical Counseling</td>
<td>3</td>
</tr>
<tr>
<td>40080</td>
<td>Ministry of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>44930</td>
<td>Applied Ministry (4)</td>
<td>2</td>
</tr>
</tbody>
</table>

#### CORE HOURS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
</table>

#### Great Commission Ministries (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20200</td>
<td>Introduction to the Old Testament I</td>
<td>3</td>
</tr>
<tr>
<td>30960</td>
<td>Intercultural Communication</td>
<td>3(3)</td>
</tr>
<tr>
<td>32980</td>
<td>World Religions and the Christian Faith OR</td>
<td>3(3)</td>
</tr>
<tr>
<td>33600</td>
<td>Major Living World Religions</td>
<td>3(3)</td>
</tr>
<tr>
<td>33010</td>
<td>Communication in Oral Cultures</td>
<td>3(3)</td>
</tr>
</tbody>
</table>
TOTAL SBTS HOURS .............................................................................................................. 73
GIAL undergraduate hours .............................................................................................. 21
SBTS graduate hours ......................................................................................................... 73
GIAL graduate hours ........................................................................................................... 19
Total graduate hours ......................................................................................................... 92

Notes to SBTS Dual Degree Program requirements:
1. Credits to be accepted by transfer into GIAL for completion of GIAL language requirements. See Note (4).
2. Credits to be accepted by transfer into GIAL for completion of GIAL exegesis requirement. See Note (5).
3. Credits to be accepted by transfer into GIAL for completion of GIAL elective requirements. See Note (6).
4. To be satisfied by transfer of 20400 and 22440 from SBTS. See Note (1).
5. Exegesis requirement met by transfer of Hebrew or Greek Exegesis from SBTS. See Note (2).
6. Nine (9) elective hours to be met by transfer of Great Commission Ministries courses. See Note (3).
Southwest Baptist Theological Seminary (SWBTS) Cooperative Program

Cross-Cultural Service Concentration

GIAL has a cooperative agreement with Southwestern Baptist Theological Seminary (SWBTS) whereby students with a prior relationship with SWBTS may be admitted to GIAL and, having successfully completed a specified program of study, graduate with a master’s degree from GIAL. These students may transfer up to 18 semester hours from SWBTS to GIAL toward the master’s degree with a Cross-Cultural Service concentration. Students in this concentration must be fully admitted at both GIAL and SWBTS.

Cross-Cultural Service Concentration Common Courses (non-thesis only)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD5373</td>
<td>Religion and Worldview</td>
<td>3</td>
</tr>
<tr>
<td>LD5374</td>
<td>Christianity Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
</tr>
<tr>
<td>missiology</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Biblical studies</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Cross-Cultural Service concentration hours: 24

Total AL degree hours (minimum): 37

SWBTS students may transfer six semester hours of Hebrew or Greek for the language requirement. Pre-approved courses for Missiology and Biblical Studies components of this concentration are listed below. Any of these may also be used for the elective.

Missiology
- MISSN 3363 Introduction to Missiology
- MISSN 4333 World Religions
- MISSN 4393 Church Planting
- MUMIN5913 Applied Ethnomusicology

Biblical Studies
- BIBCH 3312 Biblical Backgrounds
- BIBCK 3323 Biblical Hermeneutics
- SYSTH 4443 Systematic Theology

In addition to 18 hours of transfer credits, SWBTS students may also take MISSN 4373 Anthropology for Cross-Cultural Evangelism at SWBTS in lieu of the GIAL prerequisite course LD4370 Cultural Anthropology that is part of the Certificate in Applied Linguistics.
Cooperative Programs with DTS: M.A./BEL and Th.M.

Dallas Theological Seminary (DTS) and GIAL have two cooperative programs, each leading to a degree offered by DTS. The first is a Master of Arts in Biblical Exegesis and Linguistics (M.A./BEL), which requires 61 semester hours of graduate credit and can be completed in two to three years. Some of the courses required for the DTS M.A./BEL degree are offered at GIAL.

The second cooperative DTS-GIAL program is the Master of Theology (Th.M.) 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 Th.M. program will take a total of 18 hours at GIAL.

Students in the M.A./BEL and the Th.M. programs will take the following courses at GIAL. (Note that there are prerequisite courses for GIAL graduate-level courses. Many M.A./BEL and Th.M. students take the prerequisites in one or two terms on site at GIAL and continue immediately on to the graduate courses.)

<table>
<thead>
<tr>
<th>M.A./BEL and Th.M. Requirements at GIAL</th>
<th>Prerequisites*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Course</td>
<td>No. Course</td>
</tr>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis</td>
<td>AL4302 Phonetics</td>
</tr>
<tr>
<td></td>
<td>AL4303 Phonology</td>
</tr>
<tr>
<td></td>
<td>AL 4410 Grammar</td>
</tr>
<tr>
<td></td>
<td>LD4505 SLACA (Co-requisite of AL5207 Field Data Management)</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>LD 4505 SLACA (Co-requisite of 5406 Field Methods and Linguistic Analysis)</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>(one) GIAL Elective</td>
<td>(appropriate prerequisites)</td>
</tr>
<tr>
<td>AL5316 Theory and Principles of Translation</td>
<td>LD4370 Cultural Anthropology</td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td></td>
<td>AL5314 (or AL5315) Culture, Language, and Mind</td>
</tr>
<tr>
<td></td>
<td>(or Semantics and Pragmatics)</td>
</tr>
</tbody>
</table>

Note that some of the requirements and prerequisites for the M.A./BEL and the Th.M. degrees may be satisfied by completing the GIAL Certificate in Applied Linguistics. Students should consult their academic advisor at DTS.

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

Dr. Michael Pocock is the M.A./BEL advisor at DTS (MPocock@dts.edu).

Dr. Arden Sanders is the M.A./BEL advisor at GIAL (Arden_Sanders@gial.edu).
Master of Arts (M.A.) with Major in Language Development

*Master of Arts degree in Language Development with concentrations in Literacy, Sociolinguistics, Language Survey, Scripture Use, or Ethnology.*

**Purpose**

The Master of Arts degree with major in Language Development is designed to produce graduates qualified to serve in specialist cross-cultural roles in Literacy, Sociolinguistics, Language Survey, Scripture Use or Ethnology. 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 Development requires that students have completed—at GIAL or elsewhere*—preparatory studies in Linguistics and related fields.

<table>
<thead>
<tr>
<th>For concentrations in Literacy, Sociolinguistics, Language Survey, and Ethnology the following courses, or their equivalent, are required.</th>
<th>For the Scripture Use concentration or to take the World Arts program, the following courses, or their equivalent, are required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL4302 Principles of Phonetics</td>
<td>AL4304 Introduction to Language Structures</td>
</tr>
<tr>
<td>AL4303 Principles of Phonological Analysis</td>
<td>LD4350 Language and Society</td>
</tr>
<tr>
<td>AL4410 Principles of Grammatical Analysis</td>
<td>LD4370 Cultural Anthropology</td>
</tr>
<tr>
<td>LD4350 Language and Society</td>
<td>LD4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>LD4370 Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>LD4505 Second Language and Culture Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

* Undergraduate courses taken at other universities are not transferred into GIAL but 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 major in Language Development requires a minimum of 36 semester hours. Of those hours, 18 are general core requirements*, expected of all students earning this degree, and 18 are concentration-specific courses and electives. Students may generally elect to complete this degree either through coursework culminating in a comprehensive examination or through coursework plus a thesis.

Degree Requirements
To complete a Master of Arts degree with major in Language Development (LD), every student is expected to complete (1) the general core requirements and (2) the requirements specific to his or her chosen concentration. All LD students are expected to complete the general core. 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.

General Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5314</td>
<td>Culture, Language and Mind</td>
<td>3</td>
</tr>
<tr>
<td>LD5342</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>LD5353</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>LD5354</td>
<td>Language Contact</td>
<td>3</td>
</tr>
<tr>
<td>research LD5340 Ethnographic Research OR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LD5341</td>
<td>Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>LD5387</td>
<td>Training Across Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Total general core hours 18

Concentrations
The Master of Arts degree with major in Language Development has five concentrations: Literacy, Sociolinguistics, Ethnology, Language Survey, and Scripture Use. The following discussion details the concentration-specific requirements for each concentration.
Literacy Concentration Common Courses
LD5934  Literacy Megacourse 9
Non-thesis track
LD5343  Principles of Multilingual Education 3
electives 6
Thesis track
thesis 6
electives 3
Total Literacy concentration hours 18
Total LD degree hours (minimum) 36

Sociolinguistics Concentration Common Courses
LD5352  Language Program Planning 3
LD5366  Theory and Practice of Sociolinguistics 3
Non-thesis track
LD5368  Seminar in Sociolinguistics 3
electives 9
Thesis track
elective 6
thesis 6
Total Sociolinguistics concentration hours 18
Total LD degree hours (minimum) 36

Language Survey Concentration Common Courses
AL5304  Applied Phonology 3
LD5361  Principles of Language Survey 3
LD5362  Language Survey Methods 3
Non-thesis track
LD5366  Theory and Practice of Sociolinguistics 3
electives 6
Thesis track
elective 3
thesis 6
Total Language Survey concentration hours 18
Total LD degree hours (minimum) 36
Scripture Use Concentration Common Courses
LD5355 Scripture Use Strategy and Methods 3
LD5356 Current Issues in Scripture Use 3

Non-thesis track
LD5373 Religion and Worldview 3
LD5374 Christianity Across Cultures 3
electives 6

Thesis track
select one:
LD5373 Religion and Worldview OR
LD5374 Christianity Across Cultures 3
elective 3
thesis 6

Total Scripture Use concentration hours 18
Total LD degree hours (minimum) 36

Ethnology Concentration
Ethnology Concentration Common Courses
LD5373 Religion and Worldview 3
LD5374 Christianity Across Cultures 3
LD5372 Social and Political Organization 3
LD5377 Area Studies 3

Non-thesis track
electives 6

Thesis track
thesis 6

Total Ethnology concentration hours 18
Total LD degree hours (minimum) 36

Approved electives for Language Development major, all concentrations:
Any course offered by GIAL may be used to satisfy the elective requirements for any concentration in Language Development, provided the following conditions are all met:

1. The course is included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as a concentration requirement.
Special Student-crafted concentrations

The student may elect to seek the Master of Arts degree with major in Language Development without pursuing one of the pre-approved concentrations. The student must meet the general core requirements for the Language Development major, then may generally select from any course offered by GIAL to satisfy the concentration-specific requirements for the degree. In order 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 Development PLUS:

A minimum of 50% of the courses incorporated into the concentration will be from the Language Development Department.
Graduate Certificate in Multicultural Teamwork

Purpose

The Graduate Certificate in Multicultural Teamwork 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

1. Each of the courses in this program requires a previous cultural anthropology course (graduate or upper-level undergraduate) such as LD4370 Cultural Anthropology at GIAL. The same course can fulfill this requirement of all four courses. In addition, the Leadership and Teamwork courses require either

2. LD4350 Language and Society or equivalent, or at least 3 years experience working in a different language and culture and the permission of the instructor.

3. LD4350 and LD4370, both of which are courses in the undergraduate Certificate in Applied Linguistics, together fulfill the prerequisites for all courses in the Graduate Certificate in Multicultural Teamwork.
Waiver of Courses

This is a one-term certificate which consists of four carefully selected courses. Therefore, it is necessary for students to take all four courses. Since equivalent courses to two of the included courses, LD5372 Social and Political Structure and LD5374 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. Equivalent courses are not acceptable for LD5321 Multicultural Teamwork or LD5323 Multicultural Leadership.

Curriculum

The prescribed curriculum for the Graduate Certificate in Multicultural Teamwork consists of these four courses:

**LD5372 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.

**LD5374 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.

**LD5321 Multicultural Teamwork** analyzes the many ways culture affects teams and partnerships. This course is the centerpiece of the Certificate in Multicultural Teamwork curriculum.

**LD5323 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.

Graduate Certificate in Multicultural Teamwork Courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Sem. Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Session 2-3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LD5372 Social and Political Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LD5374 Christianity Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Session 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LD5321 Multicultural Teamwork</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LD5323 Multicultural Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Certificate in Applied Linguistics

Purpose

The Certificate in Applied Linguistics is designed both to prepare students for graduate-level studies at GIAL and to prepare persons to begin a cross-cultural, non-specialist career. Some organizations, such as SIL, consider a person who has completed this Certificate program as having met the minimum pre-field academic requirements for field service with that organization. This program does not allow completion of an undergraduate degree at GIAL; rather the courses fulfill prerequisites for the GIAL graduate degree programs.

Goals

To enable students:

- to mimic and phonetically transcribe utterances in an unfamiliar language;
- to do a basic phonemic analysis for a previously unwritten language;
- to analyze and describe the grammatical structure of words, clauses, and sentences in a previously undescribed language;
- to work with mother-tongue speakers to elicit data relevant for linguistic analysis and organize that data in appropriate ways;
- to develop and implement a plan for self-directed language learning in any language, written or unwritten;
- to observe and describe cultural patterns in an unfamiliar cultural setting; and
- to describe sociolinguistic factors that affect language policy, language use, and language maintenance or shift.

Curriculum

The prescribed curriculum for the Certificate in Applied Linguistics provides an introduction to the fields of study on which graduate-level studies at GIAL are built. Students are introduced to sociolinguistics, phonetics, and to phonological, grammatical, and ethnographic analysis. Building on these fields, the student learns about acquisition of 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.

While it is possible for some to take the Certificate courses in one term, many students find the load too heavy and choose to complete it in two terms. It is not recommended that students take the Certificate courses in one term if they need to work or if they have family responsibilities.
**Prerequisites**

The Certificate in Applied Linguistics courses are foundation courses that prepare students to study graduate-level linguistics at GIAL. The specific Certificate courses required for admission to the Master’s degree program is different for each concentration (see the description of each program for detailed information). GIAL does not offer an undergraduate degree or diploma, and similar courses taken at other universities are not transferred into GIAL. However, students who have taken a similar course or courses at another university may petition, with proper documentation, for GIAL 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 Certificate in Applied Linguistics program with an overall grade point average of 2.8 and a satisfactory final grade of at least “C” in each course taken at GIAL and counting toward the Certificate.

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

GIAL will grant the Certificate in Applied Linguistics to Certificate students who complete the Certificate program at GIAL. Once a student has successfully completed at least 15 semester hours toward the Certificate at GIAL, a petition to recognized 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 GIAL transcript. The petition must be signed by the relevant course heads and filed in the office of the Dean of Academic Affairs.
## Undergraduate Certificate

### Certificate in Applied Linguistics Courses

#### Certificate taken in one Term:

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Sem. Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4302</td>
<td>Principles of Articulatory and Acoustic Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>LD4350</td>
<td>Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>AL4410a</td>
<td>Principles of Grammatical Analysis (a)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4303</td>
<td>Principles of Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>LD4505</td>
<td>Second Language and Culture Acquisition</td>
<td>5</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4303</td>
<td>Principles of Phonological Analysis – continued</td>
<td>Cont.</td>
</tr>
<tr>
<td>AL4410b</td>
<td>Principles of Grammatical Analysis (b)</td>
<td>2</td>
</tr>
<tr>
<td>LD4505</td>
<td>Second Language and Culture Acquisition – continued</td>
<td>Cont.</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td></td>
<td></td>
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<tr>
<td>LD4370</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>AL5406</td>
<td>Field Methods</td>
<td>4</td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management</td>
<td>2</td>
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#### Certificate taken in two Terms:

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Sem. Hours</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4302</td>
<td>Principles of Articulatory and Acoustic Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>AL4410a</td>
<td>Principles of Grammatical Analysis (a)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4303</td>
<td>Principles of Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL4303</td>
<td>Principles of Phonological Analysis – continued</td>
<td>Cont.</td>
</tr>
<tr>
<td>AL4410b</td>
<td>Principles of Grammatical Analysis (b)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LD4370</td>
<td>Cultural Anthropology</td>
<td>3</td>
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</table>
### Second Term

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Sem. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LD4350</td>
<td>Language and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sessions 2,3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LD4505</td>
<td>Second Language and Culture Acquisition</td>
<td>5</td>
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<tr>
<td><strong>Session 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL5406</td>
<td>Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management</td>
<td>2</td>
</tr>
</tbody>
</table>
Cooperative Programs with Other Institutions

GIAL has cooperative programs with various institutions of higher learning. Students enrolled in these cooperative programs take courses at both institutions, benefiting from the respective strengths found at each higher education institution.

Undergraduate Cooperative Programs

- A cooperative program with **Bryan College** permits transfer of credit with a grade of C or better from GIAL for a total of 16 undergraduate credits and promotes a Minor in Applied Linguistics from Bryan College. Under this program students will only have access to the following courses: Articulatory Phonetics (3 credits), Grammatical Analysis (4 credits), Phonological Analysis (3 credits), Language and Society (3 credits) and Cultural Anthropology (3 credits).

- A cooperative program with **Dallas Baptist University (DBU)** results in either a minor in Applied Linguistics or a concentration in an interdisciplinary major from DBU includes 16 hours of undergraduate work at GIAL. Some of these courses also meet the prerequisites for the graduate programs at GIAL, should the student chose to pursue a masters degree at GIAL.

- A cooperative program with **Mid-Atlantic Christian University (MACU)** permits transfer of credit with grade from GIAL or MACU and promotes a BA degree from MACU with a dual major in Biblical Studies and Applied Linguistics. Some of these courses also meet the prerequisites for the graduate programs at GIAL.

Graduate Cooperative Programs

- A cooperative program with **Dallas Theological Seminary (DTS)** that requires 18 hours of graduate work at GIAL resulting in a Master of Arts in Biblical Exegesis and Linguistics (M.A./BEL) or a Master of Theology (ThM) with a Bible Translation concentration from DTS (described in more detail elsewhere on page 59 of this catalog).

- A cooperative program with **Southern Baptist Theological Seminary (SBTS)** resulting in a Master of Arts in Applied Linguistics degree with a Bible translation concentration from GIAL and a Master of Divinity in Missions and Bible Translation from SBTS (described in more detail elsewhere in this catalog on page 54).

- A cooperative program with **Southwestern Baptist Theological Seminary (SWBTS)** results in a Master of Arts in Applied Linguistics degree with a Cross-cultural Service concentration from GIAL (described in more detail elsewhere on page 58 of this catalog).

For more information, check the GIAL website or contact the Dean of Students dean-students@gial.edu.
Course Outcomes

The prefix of the course numbers represents the department offering that course: “AL” for Applied Linguistics and “LD” for Language Development. The first numeral in the course number represents the level of the course, “4xxx” being upper-level undergraduate and “5xxx” being graduate-level. Courses numbered “4xxx” are offered for credit only in the Certificate in Applied Linguistics program and may not be taken for credit in any other programs at GIAL. The second numeral in the course number represents the number of term-hours credit granted for that course.

Unless otherwise stated, courses are offered each term.

TBA = To Be Announced

Applied Linguistics

Department - Course

Outcomes

AL4302 Principles of Articulatory and Acoustic Phonetics (3 undergraduate credits)
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.

Prerequisite: AL4302 Principles of Articulatory and Acoustic Phonetics

AL4303 Principles of Phonological Analysis (3 undergraduate credits)
By the end of this course, students will be able to recognize the difference between phonetic (etic) and phonological (emic) data and identify phonological hierarchy and intonation in data. They will be able to recognize the use of distinctive features, natural classes and phonetic plausibility; identify phones in complementary distribution, free variation and contrast in identical / analogous environment; recognize major phonological processes and common conditioning environments, including adjacent segments, syllables and larger prosodic units; and apply concepts of tone analysis, and morphophonemics to data.

Note: This course serves as a prerequisite for LD4505 in lieu of AL4302 and AL4410a, but not as a prerequisite for any AL course.

AL4304 Introduction to Language Structure (3 undergraduate credits)
This course introduces the student to basic concepts of language. It will enhance students’ ability to learn another language by providing a framework of the common types of word and sentence structures found in different types of languages. Students will have the opportunity to identify and transcribe the most common sounds in human languages. They will also learn how natural language sound systems function in order to understand how a scientifically-based alphabet works. Students will practice discovering basic language structures by working with natural language data.
AL4410a Principles of Grammatical Analysis (a) (2 undergraduate credits)
By the end of Principles of Grammatical Analysis (a), students will be able to write a brief description of a grammatical topic; identify constituent structure, syntactic categories and grammatical relations within a sentence; analyze data in terms of a set of phrase structure rules and a lexicon; distinguish between indicative, imperative and interrogative sentences; distinguish between types of objects and obliques; and analyze the structure of noun phrases and verb phrases.

Prerequisite: AL4410a Principles of Grammatical Analysis (a)

AL4410b Principles of Grammatical Analysis (b) (2 undergraduate credits)
By the end of Principles of Grammatical Analysis (b), students will be able to write a brief description of a grammatical topic; divide words into constituent morphemes; distinguish between inflectional and derivational morphemes; analyze case and agreement systems; and identify passive and recursive structures.

Prerequisite: AL4410a Principles of Grammatical Analysis (a)

AL5190 Thesis Writing (1 graduate credit)
Techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the masters level in either the applied linguistics or language development. 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. NOTE: This course is graded P/F. Completion of this course will count as one hour of thesis credit but will not trigger the requirement for continuing registration.

Prerequisite: Completion of at least 5 graduate courses.

AL5191 Thesis (1 graduate credit)
By permission of graduate advisor; graded P/F; may be repeated.
AL5207 Field Data Management
(2 graduate credits)
After completing this course, students will be able to use 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, AL4410b Principles of Grammatical Analysis (b), LD4505 Second Language and Culture Acquisition

Co-requisite: AL5406 Field Methods and Linguistic Analysis

AL5304 Applied Phonology (SPRING)
(3 graduate credits)
Upon completion of this course, students will be able to analyze and describe the phonology of a language within various theoretical frameworks. They will have developed an understanding of factors influencing innovative and/or systematic sound change in a language. The students’ analytical and descriptive skills will be developed through the study of phonological data from a variety of languages, with special attention to stress and tone.

Prerequisite: AL4303 Principles of Phonological Analysis

AL5312 Discourse Analysis
(3 graduate credits)
After completing this course, students will be able to analyze the discourse structure of a text, using a specific approach to text analysis, and be able to compare this with other current approaches to text analysis. They will be able to describe typical features of different types of prominence and cohesion and coherence. They will be able to chart sample texts from different languages and analyze how a discourse may be segmented into hierarchical units. They will be able to indicate evidence for foregrounding and backgrounding (or mainline and supportive information) including differences in verb forms; to describe topic or participant reference; and to investigate constituent order variation. They will focus on the interface between syntactic forms and their functions in discourse as they investigate grammatical structures of discourse, paragraph, sentence and clause.

Prerequisite: AL4410b Principles of Grammatical Analysis (b)
AL5313 Advanced Grammatical Analysis (SPRING) (3 graduate credits)

After completing this course, students will be able to analyze a language from a functional-typological perspective and write a grammatical description. They will be able to describe various topics of morphosyntax, e.g., morphological type, basic word order and implicational universals, grammatical categories, noun phrases, case system, verb phrases and tense/aspect/modality, voice and valence, clause combinations, and subordination. In the study of each topic, they will use naturally-occurring textual data as the primary basis of their description and look for the functional correlates in context. They will also have an understanding of markedness, grammaticalization, prototypes, and iconicity within the framework of morphosyntactic analysis and description.

Prerequisite: AL 4410b Principles of Grammatical Analysis (b)

AL5314 Culture, Language and Mind (3 graduate credits)

After completing this course, students will be able to formulate a principled basis for how people form concepts, structure their knowledge of the world and develop a worldview. They will be able to discuss such models as those of componential analysis, folk taxonomies, cultural and linguistic frames, prototypes, schemas, as well as worldview. They will be able to integrate the fact of cultural diversity and relativism with the notion of universals and absolutes. They will be able to articulate a model of how people think as they interpret their life experience and what motivates them to change their worldview for another. They will have completed either a field work project or an integrated paper demonstrating their ability to apply the concepts they have learned.
AL5315 Semantics and Pragmatics
(3 graduate credits)
After completing this course, students will be able to explain and discuss relationships between form and meaning at various levels of language. They will be able to explain the difference between meaning and reference; describe and identify homonymy, polysemy, and ambiguity; analyze and describe word meanings, sentence meanings, utterance meanings and speech act functions; identify and describe presuppositions, entailments, implicature and ellipsis; identify components of meaning and write clear definitions based on componential analysis.

Prerequisite: AL4410b Principles of Grammatical Analysis (b)

AL5316 Theory and Practice of Translation (3 graduate credits)
Upon completing this course, students will explain and practice the principles of transferring meaning across languages and cultures. They will be conversant with different translation theories and approaches. They will critically analyze the meaning of a text from another language, translate that text, and evaluate the result for accuracy, communicative effectiveness, and naturalness. They will be conversant with methods for training and facilitating national colleagues in the translation process. They will recognize common translation problems and apply standard methods for solving them. They will access current literature on translation theory and practice and the tools most commonly used by professional Bible translators.

Prerequisites: LD4370 Cultural Anthropology, AL5312 Discourse Analysis, and either AL5314 Culture, Language and Mind or AL5315 Semantics and Pragmatics

AL5317 Language Documentation (3 graduate credits)
After completing this course, the student will be able to describe language documentation (including how it differs from language description), to explain the rationale behind language documentation, and to perform basic language documentation tasks. In addition to reading a sampling of the foundational literature in the field of documentary linguistics, the learner will gain practical, hands-on experience in carrying out the core tasks involved in a documentation project.
**AL5318 Applied Exegesis (TBA) (3 graduate credits)**

After completing this course, students will be able to analyze the structure and argumentation of selected Old or New Testament texts in Hebrew or Greek, with particular reference to exegetical and hermeneutical issues. (For those following the New Testament track, Romans is suggested. For those following the Old Testament track, selected narrative texts from Genesis or Exodus, selected Psalms and a minor prophet are suggested.)

*Prerequisites: AL5322 New Testament Greek for Translators 2 and AL5324 Principles of New Testament Exegesis or AL5327 Biblical Hebrew for Translators 2 and AL5325 Principles of Old Testament Exegesis*

**AL5319 Biblical Backgrounds (SPRING) (3 graduate credits)**

After completing this course, students will have enhanced their ability to communicate the meaning of the biblical message to people of different cultural backgrounds through studying the geographical, historical, and cultural settings of the Bible. For the Old Testament period, students will be able to describe the history and civilizations of the Ancient Near East, and to compare the religions of the region. For the New Testament period, students will be able to describe and discuss the development of Second Temple Judaism and the influence of Greek and Roman cultures on the New Testament.

**AL5320 Translation Consulting Skills (TBA) (3 graduate credits)**

(This course is recommended only for students with field experience.)

After completing this course, the student will be able to describe the tasks and responsibilities of a translation consultant, as well as the techniques used for (a) training and guiding a translation team and (b) checking Bible translations for exegetical accuracy, communicative effectiveness, and naturalness in the receptor language.

*Note: This course has limited enrollment and is offered concurrent with AL5316.*

**AL5321 New Testament Greek for Translators 1 (FALL) (3 graduate credits)**

After completing this course, students will be able to describe selected features of the phonology, morphology and syntactic structure of New Testament Greek. They will be able to recognize and describe some common morphological and syntactic forms in New Testament Greek, and to readily access information on less-common forms. They will be able to recognize and explain the primary range of meaning of the three hundred most frequently used words (i.e., 300 dictionary entry forms) in the New Testament. They will also be able to use reference helps referring to the Greek text, such as Greek lexicons and commentaries.
AL5322 New Testament Greek for Translators 2 (FALL)  
(3 graduate credits)  
After completing this course, students will be able to describe the phonology, morphology and main syntactic features of New Testament Greek. They will be able to recognize and explain the primary range of meaning of the five hundred most frequently used words in the New Testament. They will be able to read fluently and with understanding a selected Greek text (minimum five chapters) that they have previously studied and to explain any grammatical form within that text. They will also be able to read and translate other New Testament texts with the help of reference aids.  

Prerequisite: AL5321 New Testament Greek for Translators 1  

AL5323 Discourse Features of New Testament Greek (TBA)  
(3 graduate credits)  
After completing this course, students will have applied methods for studying grammar at the discourse level to New Testament Greek texts. They will be able to describe discourse features of New Testament Greek in at least three of the following areas: theme, deixis (participant reference), coherence and cohesion; information structure (new and old information, backgrounding and foregrounding), and highlighting (contrast, prominence, and emphasis), and forms of quoted speech. They will also have used computer-based tools in studying the discourse structure of New Testament Greek texts.  

Prerequisites: AL5312 Discourse Analysis, AL5322 New Testament Greek for Translators 2  

AL5324 Principles of New Testament Exegesis (SPRING)  
(3 graduate credits)  
After completing this course, students will be able to describe the principles of sound exegesis, and will have applied these principles to the study of selected texts from at least three different New Testament genres. They will be able to describe the basic issues in New Testament textual criticism and will have had experience in recognizing, describing, and choosing between alternative exegetical interpretations. They will have exegeted a short New Testament book, or, in the case of longer books, a discourse unit comprising several chapters of a book.  

Prerequisites: AL5312 Discourse Analysis, AL5322 New Testament Greek for Translators 2
AL5325 Principles of Old Testament Exegesis (FALL) (3 graduate credits)
After completing this course, students will be able to describe the principles of sound exegesis, and will have applied these principles to the study of selected texts from at least three different Old Testament genres. They will be able to describe the basic issues in Old Testament textual criticism and will have had experience in recognizing, describing, and choosing between alternative exegetical interpretations. They will have exegeted a short Old Testament book, or, in the case of longer books, a discourse unit comprising several chapters of a book.

Prerequisites: AL5312 Discourse Analysis, AL5327 Biblical Hebrew for Translators 2

AL5326 Biblical Hebrew for Translators 1 (SPRING) (3 graduate credits)
After completing this course, students will be able to describe selected features of the phonology, morphology and syntactic structure of Biblical Hebrew. They will be able to recognize and describe some common morphological and syntactic forms in Biblical Hebrew, and to readily access information on less-common forms. They will be able to recognize and explain the primary range of meaning of the three hundred most frequently used words (i.e. 300 dictionary entry forms) in the Hebrew Bible. They will also be able to use reference helps referring to the Hebrew text, such as Hebrew lexicons and commentaries.

AL5327 Biblical Hebrew for Translators 2 (SPRING) (3 graduate credits)
After completing this course, students will be able to describe the phonology, morphology and main syntactic features of Biblical Hebrew. They will be able to recognize and explain the primary range of meaning of the five hundred most frequently used words (i.e., 500 dictionary entry forms) in the Hebrew Bible. They will be able to read fluently and with understanding a Biblical Hebrew text (minimum five chapters) that they have previously studied and to explain any grammatical form within that text. They will also be able to read and translate other texts from the Hebrew Bible with the help of reference aids.

Prerequisite: AL5326 Biblical Hebrew for Translators 1
AL5328 Discourse Features of Biblical Hebrew (TBA) (3 graduate credits)
After completing this course, students will have applied methods for studying grammar at the discourse level to Biblical Hebrew texts. They will be able to describe discourse features of Biblical Hebrew in at least three of the following areas: theme, deixis (participant reference), coherence and cohesion; information structure (new and old information, backgrounding and foregrounding), and highlighting (contrast, prominence, and emphasis), and forms of quoted speech. They will also have used computer-based tools in studying the discourse structure of selected texts from the Hebrew Bible.

Prerequisites: AL5312 Discourse Analysis, AL5327 Biblical Hebrew for Translators 2

AL5329 Readings in Biblical Texts and Translation Practicum (TBA) (3 graduate credits)
After completing this course, students will have read a selection of either Old or New Testament texts of different genres, and will have developed their skills in reading extended passages in the original language fluently and with understanding. They will have satisfactorily translated either (a) a text from the Hebrew Bible or (b) a New Testament text or a non-biblical Greek text of the New Testament period, into their mother-tongue, and have written explanatory notes on this translation, highlighting points of interest in the exegesis and in the translation process.

Prerequisites: AL5315 Semantics and Pragmatics, either (a) AL5327 Biblical Hebrew for Translators 2 (for Old Testament options) OR (b) AL5322 New Testament Greek for Translators 2 (for the New Testament options)

AL5391 Thesis (3 graduate credits)
By permission of graduate advisor; graded P/F; may be repeated.

AL5392 Special Projects in Applied Linguistics (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.

AL5394 Readings in Applied Linguistics (TBA) (3 graduate credits)
After completing this course, students will have read selected books and articles on one or more aspect(s) of applied linguistics, chosen from a recommended set, and be able to discuss their content. They will have written a paper or have completed a practical project on that topic. With permission of graduate advisor.
AL5395 Current Issues in Descriptive Linguistics (FALL) (3 graduate credits)
By the end of this course, students will demonstrate an in-depth understanding of one or more issues of current interest for linguistic analysis and description. Students will read and critically discuss a variety of articles on the selected topics(s) and will write and present a paper relating to the issues raised in the seminar.

Prerequisites: AL5304 Applied Phonology, AL5312 Discourse Analysis, and AL5313 Advanced Grammatical Analysis, or by permission of instructor

(May be repeated when topic changes.)

AL5396 Conference Course in Applied Linguistics (TBA) (3 graduate credits)
With permission of graduate advisor.

AL5398 Seminar in Applied Linguistics (TBA) (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.

AL5406 Field Methods and Linguistic Analysis (4 graduate credits)
By the end of Field Methods and Linguistic Analysis, students will be able to elicit, record and transcribe linguistic data by working with a speaker of a non-western language; use external sources plus the elicited data to formulate explanatory hypotheses; test those hypotheses against available data and refine them.

Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410b Principles of Grammatical Analysis (b), LD4505 Second Language and Culture Acquisition

Co-requisite: AL5207 Field Data Management
Language Development
Department - Course Outcomes

LD4202 Audio and Video Techniques for Fieldworkers (TBA) (2 undergraduate credits)
After completing this course, students will be able to demonstrate their ability to record, edit, archive and produce audio and video recordings of linguistic and cultural data, including artistic performances that will support their analysis, documentation, and publishing. They will demonstrate knowledge of 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. Students will complete two recording projects to apply these principles.

LD4350 Language and Society (3 undergraduate credits)
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 a language development program for a given linguistic community.

LD4370 Cultural Anthropology (3 undergraduate credits)
(Formerly AL4370)
After completing this course, students will be able to discuss the major areas within cultural anthropology, including social, political, economic, and religious organization. They will be able to apply ethnographic field methods for collecting cultural data. (Students will complete a practicum in which they apply those field methods.)

LD4505 Second Language and Culture Acquisition (5 undergraduate credits)
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: AL4302 Principles of Articulatory and Acoustic Phonetics (may be taken concurrently) and AL4410a Principles of Grammatical Analysis (a) or AL4304 Introduction to Language Structure
LD5151 Cross-Cultural Teaching Seminar (1 graduate credit)
After completing this course, students will be able to analyze a teaching process from the perspective of learning and teaching styles, and identify factors relevant to teaching cross-culturally. They will perform a teaching task, and be able to identify concepts from intercultural communication that could facilitate or impede the teaching process in a cross-cultural context.

Prerequisite: LD4350 Language and Society or LD4505 Second Language and Culture Acquisition

LD5190 Thesis Writing (1 graduate credit)
Covers techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the masters level in either the applied linguistics or language development. 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.

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.

Prerequisite: Completion of at least 5 graduate courses.

LD5191 Thesis (1 graduate credit)
By permission of graduate advisor; graded P/F; may be repeated.

LD5321 Multicultural Teamwork (FALL) (3 graduate credits)
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: LD4370 Cultural Anthropology and LD4350 Language and Society
LD5323 Multicultural Leadership (FALL) (3 graduate credits)
Today’s world increasingly calls for leadership that is able to function effectively in multi-cultural contexts. More and more Church-related structures, NGO’s, businesses and mission agencies are becoming international in make-up and orientation, making multi-cultural leadership skills mandatory.

This course explores the implications multi-cultural settings have for leadership, specifically the impact cultural values, beliefs and world views 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: LD4370 Cultural Anthropology and LD4350 Language and Society

LD5333 Principles of Literacy (FALL) (3 graduate credits)
Upon completion of this course, students will be able to: (a) give a general description and explanation of the phenomenon of linguistic diversity around the world with respect to the facts of illiteracy; (b) identify and explain the major trends and movements in literacy and development; (c) discuss issues of language policy and language planning and give a range of examples from around the world; (d) explain issues and problems in developing a written system for a language; (e) make and evaluate proposals for a writing system for a language including orthographic issues beyond the representation of segmental features; (f) define and discuss the basic principles of adult learning; (g) define and discuss the major approaches to reading theory; (h) develop and train local teachers to use a Gudschinsky primer; (i) explain the general purpose of a transitional literacy program; (j) explain the general features of a literacy program and how to implement one; (k) explain the general process of developing a funding proposal; (l) develop basic materials for a transitional literacy program; (m) organize and run a writers’ workshop.

Prerequisites: LD4350 Language and Society, and either AL4303 Principles of Phonological Analysis, AL4410b Principles of Grammatical Analysis (b), or AL4304 Introduction to Language Structure
LD5337 Readings in Ethnology  
(3 graduate credits)  
(Formerly AL5389)

After completing this course, students will have read selected books and articles on one aspect of ethnology, chosen from a recommended set, and be able to discuss their content. They will have written a paper or have completed a practical project on that topic.

Prerequisite: LD4370 Cultural Anthropology

LD5339 Research Methods for Performing Arts (FALL)  
(3 graduate credits)  
(Formerly AL5384 Field of Ethnomusicology)

After completing this course, students will be able to describe and interact with the people, structures, dynamics, meanings, and processes involved in creativity and performance in an ethno-linguistically defined community. They will be able to plan and perform research tasks using methodologies such as interview, observation, participation, note taking, and audio-and video-recording, in ways that will help answer questions such as the following: What kinds of performing arts exist locally, and which might be most appropriate to carry Christian messages? What are the factors that might affect the acceptance or rejection of indigenous-style performances by community members?

LD5340 Ethnographic Research Methods (SPRING)  
(3 graduate credits)  
(Formerly AL5381)

After completing this course, students will be able to demonstrate their understanding of a wide variety of field methods for collecting ethnographic data. They will complete a practicum in which they apply field methods to particular social contexts, demonstrating their ability in specific field methods.

Prerequisite: LD4370 Cultural Anthropology
LD5341 Social Science Research Design and Methods (FALL) (3 graduate credits)
By the end of this course, the student will be able to apply the basic principles of the scientific method to the design of a research project; formulate an adequate research question; identify the variables related to research questions and provide operational definitions of those variables; develop testable hypotheses related to the research question; identify valid and reliable data-gathering instruments and methods, identifying the strengths and weaknesses of the established methods; demonstrate an ability to use the recognized data-gathering methods (both quantitative and qualitative) in an appropriate manner; demonstrate an understanding of the basic principles of data handling by transcription, coding, and databasing; demonstrate an ability to analyze data of various sorts in an appropriate way through the use of the basic principles of statistical analysis and the fundamental statistical techniques most commonly used by social science researchers. The student will demonstrate an ability to write a research report which documents clearly the principle elements of the research project, including the research question, the variables, the hypotheses, the data collection methods used, an analysis (statistical or otherwise) of the data, conclusions, and areas for further research.

Prerequisites: LD5342 Statistical Methods or permission of instructor.

LD5342 Statistical Methods (FALL) (3 graduate credits)
By the end of this course, students will be able to choose appropriate statistical methods for research in linguistics and discuss the claims that can and cannot be made with statistics.

LD5343 Principles of Multilingual Education (FALL) (3 graduate credits)
Upon completion of this course, students will be able to: (a) discuss in detail the intersection of education and multilingualism in developing countries; (b) discuss knowledgeably the major perspectives on bilingualism; (c) discuss and explain the phenomenon of bilingualism as a social pattern; (d) discuss and explain research findings on the cognitive dimensions of bilingualism; (e) discuss and explain research findings on the education consequences of bilingualism; (f) define and compare various models of multilingual education; (g) describe the major approaches to multilingual education which have been tried; (h) discuss and explain the strengths and weaknesses of the major approaches to multilingual education; (i) describe the major experiments in multilingual education which have been launched in the last 40 years; (j) discuss and describe in detail the implementational issues involved in organizing a multilingual education program, especially in a developing country.
LD5344 Comparative International Education (TBA) (3 graduate credits)
Upon completion of this course, students will be able to: (a) identify and explain varying philosophies of education in today's world; (b) explain the inter-relationship between educational policy and national aspirations; (c) explain the inter-relationship between educational policy and social objectives; (d) describe and compare, in a general way, educational outcomes among the countries of the world; (e) discuss and explain in detail the inter-relationship between linguistic diversity, educational outcomes, and educational policy; (f) discuss knowledgeably competing theories on improving educational outcomes; (g) discuss knowledgeably the problems of achieving universal primary education; (h) discuss knowledgeably the cost-benefit problem affecting educational choice in developing countries; (i) discuss the procedures and methodologies which underlie research in comparative international education.

LD5349 Readings in Literacy (3 graduate credits)
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.

LD5352 Language Program Planning (SPRING) (3 graduate credits)
Students successfully completing this course will be able to design and manage a language development program. Students will conduct and interpret sociolinguistic research in order to identify the key national and local factors most likely to influence a language development program for a linguistic community. Students will demonstrate mastery of the strategic planning procedures taught during the class including setting goals, strategies (with rationale), objectives, activities and evaluation measures, by stating long-range program goals and designing tentative, short-term (1-2 years) language development plans appropriate to local language project needs. The course will highlight fundamental management skills crucial for partnering with any sponsoring agencies and the local community with attention given to training local citizens for greater involvement in language development program activities.

Prerequisite: LD4350 Language and Society
LD5353 Language Development and Planning (SPRING)  
(3 graduate credits)  
After completing this course, students will be able to describe language planning principles from an interdisciplinary perspective and apply them in language development projects. They will be able to discuss: a) status planning, involving language choice, policy and use decisions at the international, national and local levels; b) corpus planning, involving graphization, standardization and modernization; c) acquisition planning, involving the provision of opportunity and incentive to adopt innovations; and d) ethical issues relating to language rights and language ecology.  

Prerequisite: LD4350 Language and Society

LD5354 Language Contact (FALL)  
(3 graduate credits)  
By the end of this course, students will be able to define and 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: LD4350 Language and Society

LD5355 Scripture Use Strategy and Methods (SPRING)  
(3 graduate credits)  
After completing this course, students will be able to discuss the sociolinguistic, socioeconomic, sociopolitical, and socioreligious factors that either hinder or foster the use of vernacular literature. They will be able to describe and implement strategies and activities that promote the use of Bible translations in public and private venues.

Prerequisite: LD4350 Language and Society

LD5356 Current Issues in Scripture Use (SPRING)  
(3 graduate credits)  
After completing this course, the student will be able to describe the tasks and responsibilities of a Scripture Use consultant; investigate, analyze, and synthesize the factors which affect Scripture Use in a project or country; design and lead a Scripture Use workshop or seminar; explain the interaction between Scripture Use and other academic specialties, and advise others who wish to engage in more effective Scripture Use projects.

Prerequisites: LD5355 Scripture Use Strategy and Methods (or consent of instructor), LD5373 Religion and Worldview or LD5374 Christianity Across Cultures
LD5357 Oral Tradition and Literature (TBA) (3 graduate credits)
After completing this course, students will be able to describe different genres of oral traditions and the roles they serve in cultures worldwide. These oral traditions will come from cultures with both written and unwritten languages. Students will be able to describe both the process and the product of transmission of oral traditions. They will be able to use various field methods for collecting oral traditions.

LD5361 Principles of Language Survey (SPRING) (3 graduate credits)
After completing this course, students will be able to describe the linguistic and sociolinguistic criteria that can be used to define language and dialect boundaries and to determine the extensibility of existing literature in multilingual situations. They will be able to explain the methods used in language surveys to discover ethnonlinguistic identity, determine linguistic similarity, measure inherent intelligibility, assess bilingual proficiency, and describe language attitudes and patterns of language use. They will be able to assess the requirements of a survey and select the methods that are appropriate for the survey. They will be able to read and evaluate language survey reports and to develop the proposal and initial plan for a language survey.

*Prerequisite: LD4350 Language and Society*

LD5362 Language Survey Methods (SPRING) (3 graduate credits)
After completing this course, students will be able to describe and apply appropriate methods for linguistic and sociolinguistic surveys. Techniques will include rapid appraisal, collection and analysis of word lists, the comparative method, intelligibility testing, and language proficiency testing. Students will also be able to use observation, interviews, and oral questionnaires to ascertain ethnonlinguistic identity, language vitality, language attitudes, and patterns of language use. They will be able to use language survey results to formulate language development strategy. Additional topics may include methods used for literacy surveys and assessing the potential for related language adaptation.

*Prerequisites: AL4303 Principles of Phonological Analysis, LD5361 Principles of Language Survey*

LD5364 Theories and Practices in Community Development (TBA) (3 graduate credits)
(Formerly AL5388)
After completing this course, students will be able: a) to evaluate philosophies, processes and practices of community development; b) to discuss several kinds of appropriate technologies at work; c) to demonstrate one appropriate technology on campus; d) to collect, analyze, and report on cases of introduced change; and e) to formulate a plan for introducing an appropriate technology into a specific community.
LD5366 Theory and Practice of Sociolinguistics (SPRING)  
(3 graduate credits)  
Upon completion of this course students will be able to discuss and describe various approaches to the field of sociolinguistics as they relate to areas such as education and language planning and policy. Topics may include dialectology, the ethnography of communication, discourse analysis, and language variation.

Prerequisite: LD4350 Language and Society

LD5368 Seminar in Sociolinguistics (FALL) (3 graduate credits)  
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, 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 topic changes.)

LD5369 Readings in Sociolinguistics  
(3 graduate credits)  
After completing this course, students will have read extensively in the published literature on one aspect of sociolinguistics, chosen from a recommended set after consultation with the course supervisor, and be able to discuss the content of those readings with the course supervisor. They will be able to demonstrate their mastery of the subject area by completion of a major written paper or a practical project (including the documentation thereof) on that topic. (May be repeated when topic changes.)

LD5372 Social and Political Organization (FALL)  
(Formerly AL5375)  
(3 graduate credits)  
After completing this course, students will be able to demonstrate their understanding of social organization of cultures worldwide, including social units, kinship, descent, voluntary organizations, residence patterns, age-grade systems, and other social units within a society. They will be able to discuss rites of passage, including birth, initiation, marriage, and death. They will also be able to describe various political organizations, including power structures, authority, and laws in cultures, and be able to describe different decision-making processes utilized by people in various cultures.

Prerequisite: LD4370 Cultural Anthropology
LD5373 Religion and Worldview (FALL) (3 graduate credits)  
(Formerly AL5373)

After completing this course, students will be able to demonstrate a basic understanding of a broad variety of religion systems of minority people worldwide including individualistic, shamanistic, ecclesiastical, and universal religion systems. They will be able to discuss the phenomenon of revitalization movements, including both the stages in and types of revitalization movements.

*Prerequisite: LD4370 Cultural Anthropology*

LD5374 Christianity Across Cultures (FALL) (3 graduate credits)  
(Formerly AL5374)

After completing this course, the students should be able to discuss various concepts relevant to the intersection of Christianity, language, and culture. They will be able to identify and define concepts such as the need for contextualization of Christianity, dangers of a non-contextualized faith, church growth, and the role of language in worldview and contextualization. They should also be able to describe redemptive analogies, cross-cultural Christianity, the nature of indigenous churches, syncretism, new religious movements, and religious change.

*Prerequisite: LD4370 Cultural Anthropology*

LD5377 Area Studies (FALL) (3 graduate credits)  
(Formerly AL5380)

After completing this course, students will be able to discuss the history and contemporary issues such as religion, political structures, social organization, and economics relevant to one culture area, whether Sub-Saharan Africa, the Americas, Asia, Eurasia, or Oceania. They will be able to identify the language family or families present and the linguistic characteristics of each language family. The specific area(s) may vary from term to term.

*Prerequisite: LD4370 Cultural Anthropology*

LD5382 Applied Arts (FALL) (3 graduate credits)  
(Formerly AL5386 Applied Ethnomusicology)

After completing this course, students will be able to work with a local community to catalyze the creation of new vernacular Scripture-based and community-development messages in indigenous forms of music, drama, dance, storytelling and other performing arts. They will be able to encourage sustainability by helping integrate these expressions into local institutions; design interactive, dialogue-based learning activities for art-discovery and art-creation workshops; mentor local artists; promote the dissemination of indigenous Christian performances; and encourage the positive self-identity that these forms may engender.
LD5384 Expressive Form Analysis (FALL) (3 graduate credits)
After completing this course, students will be able to perform high level structural analysis of music, storytelling, drama, dance, and other art forms, in the service of invigorating language development efforts. Instructional methodologies include participation in these arts.

LD5387 Training Across Cultures (3 graduate credits)
After completing this course, students will be able: a) to review adult learning theory; b) to design and teach learning sessions to people of their own culture and to people of another culture; and c) to analyze some of the cultural factors affecting learning and teaching.

Prerequisite: LD4370 Cultural Anthropology or LD4505 Second Language and Culture Acquisition

LD5391 Thesis (3 graduate credits)
By permission of graduate advisor; graded P/F; may be repeated.

LD5393 Special Projects in Language Development (TBA) (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.

LD5395 Readings in Language Development (TBA) (3 graduate credits)
After completing this course, students will have read selected books and articles on one or more aspects of language development, chosen from a recommended set, and be able to discuss their content. They will have written a paper or have completed a practical project on that topic. With permission of graduate advisor.

LD5397 Conference Course in Language Development (TBA) (3 graduate credits)
With permission of graduate advisor.

LD5399 Seminar in Language Development (TBA) (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.
LD5934 Literacy Megacourse (SPRING) (9 graduate credits)
Upon completion of this course, students will be able to: (a) explain in detail the profile of illiteracy in the world today; (b) explain in detail the inter-relationship between illiteracy, poverty, politics and environment; (c) develop an appropriate writing system for an unwritten language; (d) explain the factors that go into orthography design; (e) describe strategies for testing and evaluating orthography proposals; (f) explain the major theories of reading and the history of their evolution; (g) explain and teach the principles of adult education; (h) explain, describe and critique three different instructional strategies for teaching reading; (i) design instructional materials from any one of three different strategies for teaching reading; (j) design a complete literacy program; (k) explain alternative strategies for designing and managing a literacy program; (l) evaluate the need for external funding in a literacy program; (m) write a funding proposal for a literacy program; (n) identify and describe the major movements and trends in literacy; (o) identify the major "players" in the field of adult literacy; (p) explain the major issues involved in developing a multilingual education program; (q) identify the major literature on adult literacy; (r) explain, with examples, change processes in traditional communities; (s) design teacher training protocols for adult literacy programs; (t) design testing protocols for reading materials; (u) develop instructional materials for transitional literacy programs; (v) use the LinguaLinks Electronic Performance Support system; (w) do detailed costing for a literacy program; (x) organize and direct a writer's workshop; (y) explain the need for post-literacy materials and how to develop these.

Prerequisites: LD4350 Language and Society, AL4303 Principles of Phonological Analysis, and AL4410a & b Principles of Grammatical Analysis or AL4304 Introduction to Language Structure

Note: Students should also be aware that there will be some scheduled activities outside normal class hours.
LD Department courses approved but not held
LD5371 Micro-economic Development
(3 graduate credits)
Prerequisite: LD4350 Language and Society

LD5375 Culture Change
(3 graduate credits)
Prerequisite: LD4370 Cultural Anthropology

LD5376 Sustainable Development and the Role of Change Agents
(3 graduate credits)
Prerequisite: LD4370 Cultural Anthropology

LD5378 Environment, Ecology & Economics
(3 graduate credits)
Prerequisite: LD4370 Cultural Anthropology

LD5385 Urban Studies
(3 graduate credits)
Prerequisite: LD4370 Cultural Anthropology
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Area Map Showing GIAL Location