Graduate Institute of Applied Linguistics
2013-2014 CATALOG

equipping to serve across language and cultural boundaries

GIAL
GRADUATE INSTITUTE OF APPLIED LINGUISTICS
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 master’s 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. This Catalog is NOT a contract. All contents are subject to change at any time without notice.

About the Cover:
The campus is located on the picturesque International Linguistics Center in Dallas, Texas. Our students are colleagues in the study of culture and language and are among the best and brightest. Our faculty is world-renowned and possesses extensive experience with cultures and languages in addition to excellent academic credentials. Cover photos left to right: students, David Kawatski, Mallory Nischan, and Stacy Hare, constructing syntac trees during grammar class; GIAL campus, and student, Ryan Pennington, on location in Papua New Guinea. An adventurous opportunity in language and culture awaits you at the Graduate Institute of Applied Linguistics.

Graduate Institute of Applied Linguistics
7500 W. Camp Wisdom Road
Dallas, Texas 75236
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800 892 3356
Fax: 972 708 7396
Email: ExploreGIAL@gial.edu
www.gial.edu
Thank you for your interest in the Graduate Institute of Applied Linguistics. As you become acquainted with this catalog, you will discover snapshot glimpses of GIAL, but please realize that no catalog can fully portray the depth and breadth of our GIAL ‘family.’ I would encourage you to visit our campus, if possible, to experience for yourself the heart of our unique institution.

GIAL students benefit from gifted faculty members who bring to the classroom not only academic excellence, but also years of field experience in linguistics and literacy projects around the world. Students are trained in the art of learning unfamiliar languages, and how to develop a written language for oral societies with no alphabet. Some students specialize in learning indigenous means of communicating in minority cultures, often through music, dance, and the fine arts.

Students at GIAL serve in the farthest corners of the world where they will cross both language and cultural barriers to work among remote societies. Cooperative agreements with educational and research organizations offer scientific exploration of vernacular languages. A growing network of organizations is available through GIAL to provide students with a variety of career opportunities.

GIAL offers three master’s degrees as well as two certificate programs. Degrees and certificates, however, are not the end goals. They are invaluable tools for preparing alumni to be successful in their chosen career fields.

Come, learn, go and serve to make a world of difference!

David A. Ross, Ph.D.
President
Graduate Institute of Applied Linguistics
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(Dates subject to change)

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<tr>
<td>Orientation Session 1</td>
<td>Mon</td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
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</tr>
<tr>
<td>Session 1 Classes Begin</td>
<td>Wed</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Tue</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Wed</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>Thu</td>
</tr>
<tr>
<td>Last Day to Apply for Graduation</td>
<td>Thu</td>
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<tr>
<td>and Comprehensive Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
</tr>
<tr>
<td>Session 2 Classes Begin</td>
<td>Fri</td>
</tr>
<tr>
<td>SBA Fall Social</td>
<td>Mon</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Fri</td>
</tr>
<tr>
<td>Session 2 Ends (last class day)</td>
<td>Fri</td>
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<tr>
<td>No Homework Weekend</td>
<td>Fri-Sun</td>
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<tr>
<td><strong>Session 3</strong></td>
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<tr>
<td>Session 3 Classes Begin</td>
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<tr>
<td>Pre-registration for Spring Term</td>
<td>M-F 3 Weeks</td>
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<tr>
<td>Session 3 Ends (last class day)</td>
<td>Fri</td>
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<tr>
<td>Bible Translation Conference</td>
<td>Fri-Tue</td>
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<tr>
<td>Orientation Session 4</td>
<td>Tue</td>
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<td><strong>Session 4</strong></td>
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<tr>
<td>Day of Prayer (no classes)</td>
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<td><strong>Session 1</strong></td>
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<tr>
<td>Session 1 Classes Begin</td>
<td>Wed</td>
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<tr>
<td>Martin Luther King, Jr. Day (no classes)</td>
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</tr>
<tr>
<td>Session 1 Ends (last class day)</td>
<td>Wed</td>
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<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Thu</td>
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<tr>
<td>Orientation Session 2</td>
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<tr>
<td>Last Day to Apply for Graduation</td>
<td>Thu</td>
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<tr>
<td>and Comprehensive Exam</td>
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<tr>
<td><strong>Session 2</strong></td>
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<tr>
<td>Session 2 Classes Begin</td>
<td>Mon</td>
</tr>
<tr>
<td>SBA Spring Social</td>
<td>Fri</td>
</tr>
<tr>
<td>GIAL Afternoon of Prayer</td>
<td>Thu</td>
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<tr>
<td><strong>Session 3</strong></td>
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<tr>
<td>Session 3 Classes Begin</td>
<td>Mon</td>
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<tr>
<td>GIAL Founders Banquet</td>
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<td>Fri</td>
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<td>Easter Recess (no classes)</td>
<td>Fri-Sun</td>
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<tr>
<td>GIAL Homecoming/Spirit Week</td>
<td>Mon-Sat</td>
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<tr>
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<td>Thu</td>
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<tr>
<td>Comprehensive Exams</td>
<td>Sat</td>
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<tr>
<td>Final Thesis submittal</td>
<td>Wed</td>
</tr>
<tr>
<td>Memorial Day (no classes)</td>
<td>Mon</td>
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<tr>
<td>Session 4 Ends (last class day)</td>
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<tr>
<td>Commencement</td>
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# ACADEMIC CALENDARS

## Fall 2014 – Spring 2018

(Dates subject to change)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>Mon Jul 21</td>
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<td>Mon Aug 18</td>
<td>Mon Aug 17</td>
<td>Tue Aug 16</td>
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<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Tue Aug 19</td>
<td>Tue Aug 18</td>
<td>Wed Aug 17</td>
<td>Tue Aug 15</td>
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<tr>
<td><strong>Session 2 Starts (1st Class Day)</strong></td>
<td>Thur Aug 21</td>
<td>Thur Aug 20</td>
<td>Fri Aug 19</td>
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<tr>
<td>SBA Fall Social</td>
<td>Fri Aug 22</td>
<td>Fri Aug 21</td>
<td>Fri Aug 19</td>
<td>Fri Aug 18</td>
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<tr>
<td>Labor Day (No Classes)</td>
<td>Mon Sep 1</td>
<td>Mon Sep 7</td>
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<td>Session 2 Ends (Last Class Day)</td>
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<td>Thur Sep 17</td>
<td>Fri Sep 16</td>
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<tr>
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## Spring Term

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<td>Mon Jan 5</td>
<td>Mon Jan 4</td>
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<td>Thur Feb 4</td>
<td>Mon Feb 6</td>
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<td>Fri Feb 10</td>
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<td>GIAL Afternoon of Prayer</td>
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<td>Mon Mar 30-Fri 17</td>
<td>Mon Mar 28-Fri 15</td>
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<td>Fri Apr 1</td>
<td>Mon Apr 3</td>
<td>Wed Apr 4</td>
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<td>Easter Recess</td>
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<td>Fri Mar 26-28</td>
<td>Fri Apr 14-Fri 16</td>
<td>Fri Mar 30-Sun 1</td>
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<td>Spirit Week / Homecoming/</td>
<td>Mon Apr 13-Sun 17</td>
<td>Mon Apr 18-Sun 24</td>
<td>Mon Apr 24-Sun 28</td>
<td>Mon Apr 23-Sun 29</td>
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<td>Sun Apr 19</td>
<td>Sun Apr 24</td>
<td>Sun Apr 28</td>
<td>Sun Apr 29</td>
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<tr>
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<td>Thu Apr 9</td>
<td>Wed Apr 7</td>
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<td>Mon Apr 9</td>
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<td>Thu Apr 8</td>
<td>Thu Apr 6</td>
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<td>Comprehensive Exam</td>
<td>Sat May 16</td>
<td>Sat May 14</td>
<td>Sat May 14</td>
<td>Sat May 19</td>
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<tr>
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<td>Wed May 27</td>
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<tr>
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<td>Mon May 30</td>
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<td>Fri Jun 3</td>
<td>Fri Jun 2</td>
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</table>
# Standard Course Schedule—FALL

This schedule is subject to change (not every course is offered every term)

**FALL Term** (20 weeks starts in mid-July)

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**NOTE:** Course schedules for specific terms are posted on the GIAL website, [www.gial.edu](http://www.gial.edu).
# Standard Course Schedule—SPRING

This schedule is subject to change (not every course is offered every term).

**SPRING Term** (20 weeks starts in January)

## UNDERGRADUATE COURSES

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## GRADUATE COURSES

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<td>AA5386 Directed Practicum in World Arts</td>
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**NOTE:** Course schedules for specific terms are posted on the GIAL website, [www.gial.edu](http://www.gial.edu).
**INTRODUCTION**

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, expressed 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 without notice calendar, fees, tuition, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. 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](http://www.gial.edu).

For answers to questions or problems with access to this Catalog, please contact GIAL at 972-708-7340.

**Mission Policy**

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 applied anthropology.

**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 attain 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, Literacy, Scripture Engagement, Language Survey, Sociolinguistics, World Arts, 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 educational needs of 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 phonetics, 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 adjustments by GIAL. 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. 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 1999, royal purple and gold were chosen as the school colors.

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 master’s degrees, and in December 2005, GIAL received initial accreditation. This accreditation was reaffirmed in 2010 for a ten-year period.


GIAL is proud of its highly qualified faculty members, 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 applied anthropology. The ILC also serves as an administrative center for SIL International and Wycliffe Global Alliance. In addition, the headquarters of Pioneer Bible Translators is directly across the street. 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 chapel, the library or dining room, in a classroom or any number of 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 few miles 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 cowboys at a Fort Worth rodeo or the NFL Cowboys in their stadium. Enjoy 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, and/or contact the Admissions Office as well as looking though 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.

Gateway Admission
Do you wish you could just take a class without all the hassle of a long application process? Here’s an exciting new option for you. Students new to GIAL may apply for Gateway Admission. By answering just a few quick questions and sending in a transcript, you can take up to 9 semester hours at GIAL before having to complete the full application process. Check it out at www.gial.edu/admissions. Students who are undecided or who are not planning to seek a degree at GIAL may find Gateway Admission the perfect answer!

Undergraduate Admission
Students intending to take undergraduate courses and no more than 6 graduate credits at GIAL may apply for undergraduate admission. GIAL does not offer an undergraduate degree or diploma. Credits earned at GIAL may be transferred into an undergraduate program at another institution at the discretion of the student’s primary undergraduate institution. Undergraduate admission requirements include:

a) Submission of online undergraduate application. (see gial.edu/admissions)
b) Non-refundable application fee.
c) Official copies of all post-high school transcripts from institutions where courses were taken toward a degree or pertaining to the student’s study program at GIAL. Official academic records from outside the United States should be sent both to GIAL and to a credential evaluation service for verification of U.S. equivalency.
d) At least 60 semester hours of undergraduate-level instruction completed with a GPA of 2.80 or better.
e) Personal/character references from three individuals (non-family members).
f) Written statement of purpose.
g) Where appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL, the IELTS, or the Common European Framework of Reference for Language Evaluation.
h) Where appropriate for on-campus students, evidence of bacterial meningitis vaccination. Online off-campus students are exempt from this requirement.

Should a student who is admitted with undergraduate admission status wish to pursue further studies at GIAL, he/she will need to seek graduate admission.

Graduate Admission
Students intending to take more than a few semester hours of graduate-level coursework need to apply for graduate admission. Students who have satisfactorily met the graduate admissions requirements will be awarded graduate admission to GIAL which allows study in any course offered by GIAL. However, students wishing to pursue a degree will need to complete an Intended Plan of Study with the help of their advisor for admission into the degree program.

Graduate admission requirements include:

a) Submission of online Graduate application form. (see gial.edu/admissions)
b) Non-refundable application fee.
c) Official copies of all post-high school transcripts where courses were taken toward a degree or pertaining to an expected study program at GIAL. Official academic records
from outside the United States should be sent to both GIAL and to a credential evaluation service to verify U.S. equivalency.

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

e) Written statement of purpose.

f) One of the following:
   i. Completion of an undergraduate degree at a regionally accredited institution of higher education, with a GPA of 3.3 or higher, OR
   ii. Completion of an undergraduate degree with a GPA of 2.80 or higher, AND satisfactory score on the GRE examination, OR
   iii. Completion of graduate degree from a regionally accredited institution of higher education with a GPA of at least 3.0.

g) Where appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL exam, the IELTS, or the Common European Framework of Reference for Language evaluation.

h) Where appropriate for on-campus students, evidence of bacterial meningitis vaccination. Online off-campus students are exempt from this requirement.

Students Resuming Studies
No application is required for students resuming studies at GIAL after an absence of more than one term. Instead please contact the Admissions Office at least 1 month before your expected reentry date so that we can re activates your student file. Several documents need to be updated prior to your return. These may include proof of health insurance coverage and proof of bacterial meningitis vaccination.

Returning students are NOT eligible for Gateway enrollment at GIAL, unless their prior admission status was Gateway and they have not yet exceeded 9 semester hours of study at GIAL. A new Financial Aid Application is required at each reentry to GIAL.

Readmission of Students
For readmission information after dismissal from GIAL, see the “Dismissal and Readmission” section of this Catalog. (page 25)

Bacterial Meningitis Immunization
Due to a change in Texas law, GIAL requires that students just beginning or just resuming studies at GIAL after an absence must provide to the school proof of having been vaccinated against bacterial meningitis sometime in the past 5 years, but at least 10 days before beginning classes.

Acceptable proof of vaccination:
   • The signature or stamp of a physician or health practitioner on a form which shows the month, day, and year the vaccination or booster dose was administered (OR)
   • An official immunization record generated from a state or local health authority (OR)
   • An official record received from school officials, including a record from another state.

Those coming to GIAL who are exempt from this requirement:
   • Students 30 years of age or older by the first day of their coursework (OR)
   • Students enrolled in only online courses or distance education courses.

Under Texas law, you have the right to decline the vaccination, but must provide one of the following:
   • A waiver, signed by a physician who is duly registered and licensed to practice medicine in the United States, stating that, in the physician’s opinion, the required vaccination for bacterial meningitis would be injurious to your health and well-being (OR)
   • A signed affidavit stating that you decline the required vaccination for bacterial meningitis for reasons of conscience, including a religious belief. You must request the affidavit form from the Texas Department of State Health Services website and submit in its original form (photocopies will not be accepted).

Health Insurance
On-campus 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 provide 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. Online only students are exempt from this requirement.
New Student Orientation
All new and newly returning students are required to attend one of the orientation sessions before beginning classes. On-campus orientation is offered each term at the beginning of each session. Orientation to online courses takes place online after registration and before the start of the first online course.

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
An international student may apply for Gateway, Undergraduate or Graduate Admission, whichever is most appropriate to the intended program at GIAL. Additional admission requirements will include, as applicable, foreign transcript evaluation, proof of English proficiency and verification of finances. International students should contact the International Students Center at isc@gial.edu regarding specific admission requirements. It is best to apply at least six months before the intended starting date.

Ejin Cho and Yohan Lee celebrate Yohan’s completion at GIAL as he joins the many other graduates that work in over 70 different countries.
**FINANCIAL INFORMATION**

**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.

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

**Tuition and Fees**

| Undergraduate-level Certificate in Applied Linguistics | $280 per credit hour |
| Graduate-level courses (including AL5406 and AL5207) | $430 per credit hour |
| Audit courses (Undergraduate-level courses) | $250 per credit hour |
| Audit courses (Graduate-level courses) | $340 per credit hour |

**General Fees**

| Application fee (non-refundable) | $50 |
| Late application fee | $50 |
| International Student Application Fee (in addition to regular application fee) | $50 |
| Upgrade fee (non-refundable) (for upgrade of admission after the first term) | $30 |
| Course materials fee (not applicable to DE or thesis credits) (non-refundable) | $10 per credit hour |
| Learning Resources fee (non-refundable) | $20 per credit hour |
| Registration fee (non-refundable) | $30 |
| Late registration fee (additional) | $30 |
| Late or multiple payment fee (each payment) | $30 |

**Additional Fees**

| Language consultant (for course AA4505) | $150 |
| (for course AL5406) | $180 |
| (for course AL5317) | $120 |
| Distance Education Fee (non-refundable) | $50 |
| Research registration fee (non-refundable) | $30 |
| Graduation fee (non-refundable) | $80 |
| Thesis-Binding fee for 2 copies (non-refundable) | $60 |

**Summary of Estimated Costs**

| GIAL Certificate in Applied Linguistics (tuition and fees for Certificate 27 hrs) | $9,660 |
| GIAL Graduate Certificate in Multicultural Teamwork (tuition and fees for 12 hrs) | $5,550 |
| GIAL Advanced/Degree courses per term (tuition and fees for 15 hours of graduate credit) | $6,930 |
| Estimated living expenses per term (Not including housing or transportation) | $600-$1000 |
Course Changes and 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 financial aid and in the student being liable for repayment of tuition covered by scholarships.

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. No “AU” grade will be recorded on the transcript. The student will receive no refund for an audited course which is dropped after the first day of class and an “AU” grade will remain on the student’s transcript. See also the “Financial Information” section of this Catalog regarding possible refunds and/or scholarship implications.

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 are eligible for the Lifetime Learning Scholarship tax credit on their federal taxes and may receive deferments on FSA program loans. Although GIAL is designated an “eligible” institution with the above benefits, it is not currently certified to participate in FSA programs such as direct or campus-based loans or Federal Work-Study programs.

All financial aid at GIAL will be administered by the Financial Aid Administrator upon the direction of the GIAL Financial Aid Committee with applications submitted to the Financial Aid Administrator or designee. Priority for financial aid will be awarded to students enrolled full-time in a program at GIAL. The Financial Aid Packages will be awarded for the duration of a study program if the student continues to meet scholarship requirements.

Should a student fail to meet scholarship requirements, any financial aid designated to the student in their financial aid package would be forfeited. Students taking a leave of absence in their program completion for any reason will have to reapply for financial aid when they return to complete their program.

Students who are not planning to complete a degree or certificate may still apply for financial aid. They should understand, however, that preference will be given to those in a study program. Any financial aid given to students who are not enrolled in a program will be only for the term in which the application is submitted. A new application will need to be completed each term if the student plans to attend GIAL for more than one term.

Financial need is the primary criterion for distribution of financial aid. Secondary criteria include but is not restricted to academic load and academic performance. To be eligible for financial assistance, students must maintain a minimum GPA of 3.0. Students are responsible for tax implications of scholarship awards. GIAL will provide such information to students as is
required by applicable legislation. The Financial Aid Application is available on the GIAL website or from the Financial Aid Administrator at: Financial-Aid@gial.edu.

**Applications are due April 1 for the Fall term and October 1 for the Spring term.**

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

MarySue Tiffin  
VA Certifying Officer for GIAL  
marysue_tiffin@gial.edu

Or contact Admissions at 800-892-3356.

**Scholarships Available**

Through the Financial Aid Application:

**The 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 awarded will be based on student need, academic load, scholastic performance and the availability of funds, but will not exceed 70% of anticipated tuition expenses.

**The Townsend Scholarship**
The Townsend Scholarship Fund (TSF) offers financial assistance to qualified GIAL students who have demonstrated a commitment to a career devoted to Bible translation. The amount of scholarship awards will be based on enrollment in a specific program at GIAL, full-time status, scholastic performance, and the availability of funds, but will not exceed 50% of anticipated tuition expenses. Students enrolled in less than four sessions during a term or taking a course at an affiliated school should check with the Financial Aid Administrator for full-time status equivalents.

**The International Students Scholarship**
The International Students Scholarship is open to qualified international students enrolled in one of the programs at the Graduate Institute of Applied Linguistics (GIAL). The amount of scholarship awards will be based on student need, full-time status, scholastic performance, and the availability of funds and will usually be in the amount of $750 or less per term.

**General Terms and Conditions for a Financial Aid Package**

General terms and conditions of an award are listed below. The specific terms and conditions will be included with notification of a financial package on an individual basis. Students should contact the Financial Aid Administrator immediately upon receiving their individual notification if there is any possibility that they may violate the terms of the award. Failure to abide by the terms may jeopardize eligibility for awards in subsequent study periods.
1. In order to qualify for a financial aid package from GIAL, students must maintain the following during their program of study:
   a. Progress toward the completion of their program of study,
   b. 3.0 GPA or better, currently and cumulatively.
2. All awards are to contribute only toward tuition expenses and together will not exceed 80% of a student’s tuition expenses.
3. If there are additional requirements for specific scholarships in a student’s financial package, those requirements must be met each successive term in order to receive the amount of that scholarship. For example, in order to continue receiving the Townsend Scholarship, students must also maintain an official relationship with a Bible translation organization. Any change in relationship could affect the scholarship and must be reported to the Financial Aid Administrator immediately.
4. Students will be notified if they qualify for continued funding after completing a term.
5. All financial aid will be administered according to GIAL’s nondiscriminatory equal opportunity policy.
6. Scholarship recipients are responsible for meeting IRS requirements and obligations entailed by the receipt of scholarship funds. For any questions regarding the taxability and reporting requirements of this payment, please refer to IRS publication 970. Access to this publication is available at http://www.irs.gov/pub/irs-pdf/p970.pdf or by calling the IRS, at 1-800-829-3676, and requesting that they mail it to you.

**Specialty Scholarships**

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. Students must have completed a minimum of nine (9) graduate hours, have an approved Intended Plan of Study on file, and have a cumulative GPA of 3.0 or better to qualify for this award.

Other Scholarships
For information regarding other non-GIAL scholarships that may be available, contact the Dean of Students or view the website at http://www.gial.edu/admissions/finaid.htm#Resources.

**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.

In addition, there is a small bulletin board in the hall outside the ILC Office where employment opportunities are posted. Some of these are for local, part-time positions and others are for long-term employment.
ACADEMIC PROCEDURES AND POLICIES

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. 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 at any time.

Preregistration
Preregistration is required for currently enrolled GIAL students who plan to return for classes in the upcoming term. Preregistration time is open for three weeks each term during the last week of Session 3 and through the second week of Session 4. Students are encouraged to meet with their advisor for assistance in selecting courses each term.

No tuition payment is due at pre-registration; however, failure to preregister during scheduled preregistration will result in a late preregistration fee. All students are expected to pay tuition and fees before they will be officially enrolled in courses.

Registration
Students must be admitted to GIAL in order to register for courses prior to their first class. Registration should be completed along with arrangements for payment before beginning classes. 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.

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

Responsibility for class attendance rests with the student.

Course Load
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 is 16 semester hours of graduate-level credit in a term, seven semester hours of graduate-level credit in an eight-week module or three semester hours of graduate-level credit in a four-week module. It is recommended that full-time students in either the certificate or degree programs not plan on undertaking off-campus employment during the term.

Auditing Courses
Individuals may elect to audit a course. An Audit Permission Form must be approved by the instructor and submitted to the Registrar's Office in order to audit a course. The number of auditors in any course may be limited, requiring approval of the Dean of Academic Affairs.

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, and must be made no later than the end of the third day of classes that meet on a regular basis or after completion of 10% of a course that meets on an irregular basis. Appropriate tuition
and fee adjustments apply. Such changes may affect the student’s eligibility for financial aid.

Course Changes
Registered 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 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. Under extreme circumstances, the Dean of Academic Affairs may consider a petition to drop a course or withdraw from GIAL after these dates.

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 for 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 an Intended 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).

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

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

2. Relevant elective - the proposed course obviously complements the Intended Plan of Study and will be accepted as an elective in replacement of an elective offered in the 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 Intended Plan of Study along with formal evidence that such courses have been taken and satisfactorily completed. (Transfer credit from institutions outside of the US will require submission of an independent, approved credential evaluation along with the evidence of course completion).

2. 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 Dean of Academic Affairs whether or not to award transfer credit.

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

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

Transfer of 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 toward 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. A revised Intended Plan of Study 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, and must be in good academic standing to register for thesis credits. After initial enrollment in a thesis course, the 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 receiving advice and assistance from a faculty member for thesis preparation, students must register for the appropriate course even if the student is not on campus. This must be done each term in consultation with a faculty advisor. Registration is required for the number of thesis credit(s) appropriate to the effort expended. Determine this with the thesis committee chairperson as thesis preparation begins.

The thesis committee normally includes three members of the GIAL faculty, either regular or adjunct, who hold terminal degrees. A fourth member to your committee who does not meet these criteria can be added when approval of your committee chairperson and the Dean of Academic Affairs is secured to add that person to your committee. The names of all your committee members must appear on the approved Intended Plan of Study on file with the Registrar.

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

The thesis defense should be scheduled after all committee members agree that the student is ready and at least 15 days before the proposed date of the defense. A draft copy of the thesis should be forwarded to the Library at this time for technical checking of works cited.

Submit two unbound, approved copies of the thesis, with the original signature of supervisor(s) and committee members, as listed
on the signed *Intended Plan of Study*, along with the Thesis Binding Fee, at least six working days before the end of the term of expected graduation. Theses submitted after this deadline may result in delaying graduation. All necessary corrections must be made before receiving the degree.

**Human Subjects Research**
The following statement of procedures published in the *Faculty Handbook* and in this *Catalog* guides 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 designs involving research falling under the HSR guidelines (i.e., not exempted under provisions listed in “Hints and Practical Guidelines” section below) or research designs generating serious concerns must be reviewed by the HSR Review Committee whose recommendations and decisions shall be final.

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

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

Students find resources for success in the library.

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

Comps cover subject matter in the student’s major concentration, and are an opportunity for the student to demonstrate mastery of that
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 must register for taking the comps by the end of registration for Session Two 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 Reactivation*. No reactivation 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 Catalog published at the time their *Intended Plan of Study* is approved. Students who change programs are responsible for meeting the graduation requirements in effect when they resubmit an *Intended Plan of Study*.

Students must present a satisfactory clearance of accounts from the Library and the Finance Office prior to graduation.

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

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

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

**Library Clearance and Financial Release Form**
Students must submit the form, signed by the Librarian and the Business Manager, to the Dean of Academic Affairs by the last class day of the term in which they expect to graduate.
Copyright Disclaimer (thesis option students only)
Thesis students are required to sign and submit this form with their finished thesis.

Degree Conferral
Degrees are conferred in December and June each year. A graduation ceremony is held each June. 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 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 a staff committee. The committee will investigate the situation and within 15 working days report its findings to the President together with a recommendation that no action is taken, that the accused individual be reprimanded verbally or in writing, that dismissal be initiated, or that any other necessary or reasonable action be taken.
6. The decision of the President is final. 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 President is final.

**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.

**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.

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 Policy Manual are available in the GIAL Office, Pike 111, or in the Dean of Students’ Office, Pike 110.

**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/her 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/her 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 a 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>
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</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>1.00</td>
<td>Unsatisfactory graduate level achievement</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure—Unacceptable for graduate level credit</td>
</tr>
</tbody>
</table>

## UNDERGRADUATE-LEVEL GRADING SYSTEM

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

THE FOLLOWING GRADES ARE NOT CALCULATED IN THE GPA

- AU: Audit
- I: Incomplete
- IP: In Progress
- P: Pass
- R: Graduate Research
- RC: Recognized Credit (Certificate)
- TR: Transfer Credit
- W: Withdrew

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

A temporary grade of Incomplete (I) may be assigned at the discretion of the course head. This grade indicates that the student was performing at an acceptable level, but due to extraordinary circumstances (last minute surgery, death, birth, etc.) not all 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".

A student wishing to take a course that has as a prerequisite the course in which the student received an "I" will not be allowed to register for the desired course until the grade change is accomplished.

**Grade Changes**

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

**Grade Reports**

Students are free to check their grades at any time in their web based student account. GIAL will not be producing any paper reports of grades.

**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, and be available to meet with the student and the professor. It may meet with others as it sees fit.

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

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

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

**Academic Probation**

**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.

**Dismissal and Readmission**
A student who leaves GIAL with an insufficient cumulative GPA or has been dismissed from GIAL may be considered for readmission following at least one term of absence. Readmission into the same or a different program is subject to the following:

1. The student must present a petition for readmission together with a complete record of all college or university work taken since the dismissal, and
2. The petition must be approved by both the 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 Registrar only upon written request by the student and receipt of the required fee, payable to GIAL. All accounts must be paid in full, and there must be no encumbrances before a transcript can be issued. Unofficial transcripts may be obtained through the web based student account. *Transcript Request* forms may be found in the Student Services offices or at [www.gial.edu/studentlife](http://www.gial.edu/studentlife).

**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., M.A. 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.
Every enrolled student is responsible for reading the Student Handbook, a manual that includes instructions and policies regarding student life. Students are held responsible for all information therein. The Student Handbook is available at http://www.gial.edu/student-life/student-handbook.

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.

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

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.

As of publication, 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 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.

www.ci.dallas.tx.us/dpd/sexoffendersrequest.html
www.duncanville.com/police/offenders.html

**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.

GIAL students arrive from across the states to be equipped to serve across language and culture boundaries.
GIAL graduate student, David Bradley, gains experience and practical application on assignment in India between his course studies.
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 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), and Education Resource Information Center (ERIC). 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 eBooks, a collection of more than 30,000 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

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

**Other Libraries**

The 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, Wi-Fi Internet use, technical help with student-owned computers, and lab-assistant help in the computer lab. Additionally, there is a per-page fee for printer use. Thesis-only 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 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 and in GIAL study cubicles (included in cubicle rental).
GIAL is the place to receive training to serve and shape the world across language and cultural boundaries.
CAMPUS ACTIVITIES

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 nominee to the Board of Trustees, Faculty Forum, Computer Advisory Committee, Library Advisory Committee, Safety Committee, and the Institutional Master Planning Committee (IMPC).

Academic Forums
Academic Forums are 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), usually 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 days 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 Fellowship
Chapel
Chapel is held from 10:10 a.m. - 11:05 a.m. Mondays, Wednesdays, and Fridays when classes are in session. 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 or seeing the Chaplain to request a partnership.

**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.

All former students who have completed at least one graduate course at GIAL are designated as alumni. Other interested friends of GIAL may receive the school news e-letter upon request. The alumni designation does not imply any obligation and is non-binding.

The Alumni Secretary periodically sends two e-letters connecting alumni with school news and with other alumni. Alumni are encouraged to send work and family updates for the alumni newsletter. Understanding that in some countries only limited news can be shared, and in some not at all, the Alumni Secretary strives to share information in an acceptable manner.

**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**
 The purpose of the Alumni Association is to foster communication with over 1,000 GIAL alumni who are serving God in linguistic and non-linguistic roles around the world.
CAMPUS SERVICES

Childcare
GIAL does not operate childcare facilities. However, SIL operates a pre-school facility on the ILC campus. 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:

ILC 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 on or near the campus. 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 (Dorm)
- Apartments (no pets)
- Mobile Homes (limited number)
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

ILC Childcare is a great service to GIAL families and a fun place to grow and play.
**Health Services**
First aid kits are located in Mahler 105, Pike 111, and in the 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 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, and mailing envelopes and packages, if already stamped 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. Mail 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 at GIAL. If a student resides off the Center, his/her personal mail should go to his/her 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.* Postal Regulations specify that any mail with the ILC’s address cannot be forwarded for free. New postage must be applied first. If no arrangements are made, your mail will be ‘Returned to Sender.’
FACULTY AND ADMINISTRATION

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, world arts, and Bible translation. The faculty’s desire to see that the students are prepared for successful application of linguistics is evidenced by imaginative teaching and lasting relationships with students.

Core Faculty

Jan Allen
Applied Linguistics
B.A., Trinity College (Deerfield, IL) 1993; M.A., University of Illinois at Chicago, 1997; Ph.D., Heinrich Heine Universitat, Dusseldorf 2011.
Field work: Kankanaey language project, Philippines 1974-2000

Shelley G. Ashdown, Assistant Professor
Applied Linguistics

Peter Backstrom, Instructor
Applied Linguistics

Cynthia L. Blood, Instructor
Applied Anthropology

Michael E. Boutin, Associate Professor
Applied Linguistics, Department Head
Since 2006.
B.A., University of New Mexico, 1979; M.A., University of Texas at Arlington, 1980; Ph.D., University of Florida, 1994.
Field work: Malaysia

T. Wayne Dye, Assistant Professor
Applied Anthropology
B.S.E., University of Michigan, 1957; M.A., University of Michigan, 1968; Ph.D., Fuller Theological Seminary, 1983.

Robin Harris, Assistant Professor
Applied Anthropology—World Arts
B.Mus., Biola University 1983; M.A., Columbia International University, 2001; M.A., Bethel University, 2007; Ph.D., Music/Ethnomusicology University of Georgia, 2012.
Field Work: Siberia

Mark Harlan, Associate Professor
Applied Anthropology—Abraham Center

Paul R. Kroeger, Associate Professor
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, Assistant Professor
Applied Anthropology
Since 2009.
B.A., Biola University, 1975; M.A., University of Texas at Arlington, 1985; Ph.D., University of Essex, 2006.
Field work: Papua New Guinea
Robert G. McKee, Assistant Professor  
*Applied Anthropology*  
Since 2010.  
Field Work: Democratic Republic of Congo (formerly Zaire)

Marlin R. Leaders, Instructor  
*Applied Linguistics*  

Stephen G. Parker, Assistant Professor  
*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

Arden G. Sanders, Assistant Professor  
*Applied Linguistics*  
Field work: Papua New Guinea

Jack Shoemaker  
*Applied Linguistics*  
B.A. Azusa Pacific University, 1980; M.A. Southern Methodist University, 2008; Ph.D. Southern Methodist University, 2012.

Peter E. Unseth, Associate Professor  
*Applied Anthropology*  
Since 2002.  
Field work: Ethiopia

Stephen L. Walter, Associate Professor  
*Applied Anthropology, Department Head*  
Since 1999.  
Field work: Colombia, Guatemala, Indonesia, Papua New Guinea, Philippines, Cameroon, Ghana, Burkina Faso, Kenya

**Adjunct Faculty**

Elinor Abbot, Adjunct Professor  
*Applied Anthropology*  

Tod Allman, Adjunct Professor  
*Applied Linguistics*  
B.S., Harvey Mudd College, 1981  
M.S., Harvey Mudd College, 1982; M.Div., Biola University, 1986  
M.A., University of Texas at Arlington, 1989,  
Ph.D., University of Texas at Arlington, 2010.

David Bender-Samuel, Adjunct Professor  
*Applied Linguistics*  
Field work: Guajajara, Brazil

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

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Michael Boutin, Applied Linguistics Department Head, enjoys assisting students in reaching their goals.
Michael C. Cahill, Adjunct Professor  
*Applied Linguistics*  
B.S., Iowa State University, 1977; M.A., University of Texas at Arlington, 1985; Ph.D., Ohio State University, 1999.

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

Carol Long, Adjunct Professor  
*Applied Linguistics*  
B.A., Hope College, 2003  

Dennis L. Malone, Adjunct Professor  
*Applied Anthropology*  
B.S., Concordia University, 1964; M.A., Concordia University, 1972; Ph.D., Indiana University, 1995.

Perry Oakes, Adjunct Professor  
*Applied Linguistics*  

Will Reiman, Adjunct Professor  
*Applied Anthropology*  

Brian Schrag, Adjunct Professor  
*Applied Anthropology—World Arts*  
Field work: Cameroon, DRC

Rondal B. Smith, Adjunct Professor  
*Applied Linguistics*  
B.S., Lincoln Christian University, 1961; M.A., Indiana University, 1965; Ph.D. Indiana University, 1972.

Gary F. Simons, Adjunct Professor  
*Applied Linguistics*  

Senior Faculty  
Shin Ja J. Hwang, Senior Faculty  
*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.

Kenneth A. McElhanon, Senior Faculty  
*Senior Faculty in Applied Linguistics*  
Since 1999.  
Field work: Papua New Guinea

Carol V. McKinney, Senior Faculty  
*Applied Anthropology*  
Since 1999.  
Field work: Nigeria, Kenya

Brain Schrag, Adjunct Faculty, and Robin Harris, Assistant Professor, proudly represent the World Arts degree in the Applied Anthropology department.
Ronald C. Morren, Senior Faculty  
*Applied Anthropology*  
Since 1999.  
Field work: Philippines, Guatemala, Colombia, Honduras  

### Associate Instructors  

**Sandy Claypool, Associate Instructor**  
*Applied Linguistics*  

**Sally Dye, Associate Instructor**  
*Applied Anthropology*  
M.A. Fuller Theological Seminary, 1982; B.S. University of Michigan, 1959.  

**Lynley Hatcher, Associate Instructor**  
*Applied Anthropology*  

**Tim Hatcher, Associate Instructor**  
*Applied Anthropology*  

**Brad Keating, Associate Instructor**  
*Applied Anthropology—World Arts*  

**Sarah Moeller, Associate Instructor**  
*Applied Linguistics*  

**Ric Nelson, Associate Instructor**  
*Applied Anthropology*  
M.A. University of Texas at Arlington, 1987; B.A. San Diego State University, 1983.  

**Lindy Pate, Associate Instructor**  
*Applied Linguistics*  
M.A. Graduate Institute of Applied Linguistics, 2010; B.A. Trinity University, Texas, 2006.  

**Michelle Petersen, Associate Instructor**  
*Applied Anthropology—World Arts*  
M.A. Graduate Institute of Applied Linguistics, 2006; B.A. University of Utah, 1988.  

**Tom Phinnemore, Associate Instructor**  
Applied Linguistics  

**Joy Sanders, Associate Instructor**  
*Applied Linguistics*  
M.A. University of Texas at Arlington, 1976; B.S. University of California at Los Angeles, 1974.  

**Lynette Disch Wilson, Associate Instructor**  
*Applied Linguistics*  
M.A. Graduate Institute of Applied Linguistics, 2010; B.A. Butler University, 2006.  

Carol Long, Adjunct Faculty and Sandy Claypool, Associate Instructor, bring smiles to the work load at GIAL.
**Administration**

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

**Vice President of Finance**
L. Rodney Jenkins, CPA, M.B.A., University of Central Oklahoma

**Dean of Academic Affairs**
Doug Tiffin, D.Min., Southwestern Baptist Theological Seminary

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

**Dir. of Development**
Rod Brown (interim)

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

**International Student Center**
Margaret Johnson, B.A. University of Missouri at Columbia

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

**Associate Library Director**
Barbara Thomas, MLS, University of North Texas

**Admissions Director**
Margaret Johnson, B.A. University of Missouri at Columbia

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

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

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

**Computing Services**
Chuck Walek, B.S., University of Nebraska

---

**Financial Aid Administrator / Cashier**
Ken Smith, PhD, University of Pennsylvania

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

**Applied Anthropology Department Head**
Stephen L. Walter, Ph.D., University of Texas at Arlington

Rob McKee, Applied Anthropology, and Michael Boutin, Applied Linguistics, are always up for a good scholarly debate whether in class or out.
GIAL Board Members

Board of Trustees
Mr. William W. Caruth III, Chairman
Dr. William B. Adrian, Vice Chairman
Mr. Todd A. Nelson
Mr. Roy Orr
Dr. J. Stephen Quakenbush
Dr. David A. Ross
Faculty Representative
Student Representative

Board Treasurer
Mr. L. Rodney Jenkins, CPA

Board Secretary
Mr. James W. Walton

Legal Counsel
Mr. J. Shelby Sharpe

Chairman of the Audit and Finance Committee
Mr. Dave Cram

GIAL President, Dr. David Ross, presents a framed photo to the honored Marvin K. Mayers at the Endowed Chair of Applied Anthropology kick-off.
ACADEMIC PROGRAMS

Programs 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 three 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 and Culture Studies.
3. A 36-hour program leading to the Master of Arts with major in World Arts.
4. 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 semester-based courses meet 45 times, each 'class hour' being 50 minutes in length. Thus the total class minutes expected for a three-credit hour course is: $45 \times 50 = 2250$ minutes. In 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 a major in Applied Linguistics

Master of Arts degree with a major 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 to an M.A. with a major in Applied Linguistics program, 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
- AA4505 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 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 which are expected of all students working on a degree in that concentration. Additionally, most concentrations allow students to select either a thesis track or a non-thesis track (comprehensive exam) for completing their degree.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Hrs</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>AA5151</td>
<td>Cross Cultural Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>AL5315</td>
<td>Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total general core hours</strong></td>
<td></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:

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.

<table>
<thead>
<tr>
<th>Field</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
</tr>
<tr>
<td>Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
</tr>
<tr>
<td>Non-thesis track</td>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Thesis track</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total Translation concentration hours</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Total AL degree hours (minimum)</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

Bible Translation Concentration
Sample Plans of Study
First Term: Prerequisites (Offered both Fall and Spring)
The following undergraduate courses at GIAL are required as prerequisites for the M.A. with a major in Applied Linguistics and Bible Translation concentration:
- AL4302 Principles of Phonetics
- AL4410 Principles of Grammatical Analysis (a & b)
- AL4303 Principles of Phonological Analysis
- AA4505 Second Language and Culture Acquisition
If you have taken these prerequisite courses or their equivalents at another institution, you may be able to waive them. Doing so will require submitting a Petition Form.

Non-Thesis and Thesis Options

<table>
<thead>
<tr>
<th>Plan A (Spring)</th>
<th>Plan A (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
</tr>
<tr>
<td>AL5326 Biblical Hebrew for Translators 1</td>
<td>AL5321 NT Greek for Translators 1</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term B (Fall)</th>
<th>Term B (Spring)</th>
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</thead>
<tbody>
<tr>
<td>AL5327 Biblical Hebrew for Translators 2</td>
<td>AL5322 NT Greek for Translators 2</td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>AL5315 Semantics &amp; Pragmatics</td>
</tr>
<tr>
<td>AL5325 Principles of OT Exegesis</td>
<td>AL5324 Principles of NT Exegesis</td>
</tr>
<tr>
<td>AL5316 Theory &amp; Practice of Translation</td>
<td>AL5316 Theory &amp; Practice of Translation</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term C (Spring)</th>
<th>Term C (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Only</td>
<td>Thesis Only</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective (For Thesis option must take Thesis Credit)</td>
<td>Elective (For Thesis option must take Thesis Credit)</td>
</tr>
</tbody>
</table>
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>Advanced Phonological Analysis</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>Advanced Linguistics</td>
<td>Other advanced linguistics courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Non-thesis track</strong></td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Thesis track</strong></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>Total AL degree hours (minimum)</strong></td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

Approved advanced linguistics courses for Applied Linguistics major, Descriptive Linguistics concentration:
- AL5311 Relevance Theory
- AL5323 Discourse Features of NT Greek
- AL5328 Discourse Features of Biblical Hebrew
- AL5333 Tone Analysis
- AL5394 Readings in Applied Linguistics**
- AL5395 Current Issues in Descriptive Linguistics (if taken twice)
- AL5396 Conference Course in Applied Linguistics**
- AL5398 Seminar in Applied Linguistics**

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

Descriptive Linguistics Concentration Sample Plans of Study

First Term: Prerequisites (Offered both Fall and Spring)
The following undergraduate courses at GIAL are required as prerequisites for the M.A. with a major in Applied Linguistics and Descriptive Linguistics concentration:
- AL4302 Principles of Phonetics
- AL4410 Principles of Grammatical Analysis (a & b)
- AL4303 Principles of Phonological Analysis
- AA4505 Second Language and Culture Acquisition

If you have taken these prerequisite courses or their equivalents at another institution, you may be able to waive them. Doing so will require submitting a Petition Form.

Non-Thesis and Thesis Option

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term A (Spring)</strong></td>
<td><strong>Term A (Fall)</strong></td>
</tr>
<tr>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
</tr>
<tr>
<td>AL5304 Advanced Phonological Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td>AL5311 Advanced Grammatical Analysis</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td><strong>Term B (Fall)</strong></td>
<td><strong>Term B (Spring)</strong></td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>AL5315 Semantics &amp; Pragmatics</td>
</tr>
<tr>
<td>Linguistic elective</td>
<td>AL5304 Advanced Phonological Analysis</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL5311 Advanced Grammatical Analysis</td>
</tr>
<tr>
<td>AL5395 Current Issues in Descriptive Ling.</td>
<td></td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td></td>
</tr>
</tbody>
</table>

| **Term C (Spring)** | **Term C (Fall)** |
| Non-Thesis Only | Non-Thesis Only |
| Elective | Elective |
| Elective | Elective |
| Elective | Linguistic Elective |
| Linguistic Elective | AL5395 Current Issues in Descriptive Linguistics |
| **Term C (Spring)** | **Term C (Fall)** |
| Thesis Only | Thesis Only |
| Linguistic Elective | Linguistic Elective |
| Elective | AL5395 Current Issues in Descriptive Linguistics |
| Thesis | Thesis |
Cross-Cultural Service Common Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sem Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA5373</td>
<td>Religion and Worldview</td>
<td>3</td>
</tr>
<tr>
<td>AA5374</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>
<tr>
<td>Total hours</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Total AL degree hours (minimum)</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

Cross-Cultural Service Concentration

Sample Plans of Study

First Term: Prerequisites (Offered both Fall and Spring)

The following undergraduate courses at GIAL are required as prerequisites for the M.A. with a major in Applied Linguistics and Cross-Cultural Services concentration:

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

If you have taken these prerequisite courses or their equivalents at another institution, you may be able to waive them. Doing so will require submitting a Petition Form.

Non-Thesis Option

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term A (Spring)</td>
<td>Term A (Fall)</td>
</tr>
<tr>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
</tr>
<tr>
<td>AL5326 Biblical Hebrew for Translators 1</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL5321 NT Greek for Translators 1</td>
</tr>
<tr>
<td>Term B (Fall)</td>
<td>Term B (Spring)</td>
</tr>
<tr>
<td>AL5327 Biblical Hebrew for Translators 2</td>
<td>AL5322 NT Greek for Translators 2</td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>AL5315 Semantics &amp; Pragmatics</td>
</tr>
<tr>
<td>AA5374 Christianity Across Cultures</td>
<td>AA5373 Religion &amp; Worldview</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td>Term C (Spring)</td>
<td>Term C (Fall)</td>
</tr>
<tr>
<td>AA5373 Religion and Worldview</td>
<td>AA5374 Christianity Across Cultures</td>
</tr>
</tbody>
</table>
Dual Degree Program
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 73 graduate semester hours (gsh) at SBTS and 22 gsh at GIAL. The gsh requirements do not include remedial/prerequisite courses from either school.

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

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

Master of Arts in Applied Linguistics (GIAL) / Master of Divinity in Missions and Bible Translation (SBTS)
Minimum of 73 gsh as specified in the SBTS catalog.

Minimum of 22 gsh at GIAL to satisfy the general core courses for the Applied Linguistics department and the Bible Translation concentration.

Maximum 15 gsh transferred from SBTS to GIAL. Most commonly transferred courses are:
- Greek or Hebrew (6 gsh) to satisfy GIAL language requirements
- NT or OT Exegesis (3 gsh) to satisfy GIAL exegesis for translators requirement

GIAL undergraduate hours………………………………15
SBTS graduate hours……………………………………73
GIAL graduate hours……………………………………..22
Total graduate hours……………………………………95
Cooperative Program
Southwestern Baptist Theological Seminary (SWBTS)

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 a Master of Arts degree in Applied Linguistics with a Cross-Cultural Service concentration. Students in this concentration must be fully admitted at both GIAL and SWBTS.

SWBTS students may transfer six semester hours of Hebrew or Greek for the language requirement. See your GIAL advisor for a current list of pre-approved courses available to program participants.

Cooperative Programs with Dallas Theological Seminary (DTS)
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.</td>
<td>Course</td>
</tr>
<tr>
<td>AL5406</td>
<td>Field Methods and Linguistic Analysis (Corequisite of AL5207 Field Data Management)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management (Corequisite of 5406 Field Methods and Linguistic Analysis)</td>
</tr>
<tr>
<td>AL5312</td>
<td>Discourse Analysis</td>
</tr>
<tr>
<td>AL5315</td>
<td>Semantics and Pragmatics (one)</td>
</tr>
<tr>
<td></td>
<td>GIAL Elective (appropriate prerequisites)</td>
</tr>
<tr>
<td></td>
<td></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 courses 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.

Carissa Ash, lh.M. is the M.A./BEL advisor at DTS (cash@dts.edu).
Jenny McGill, M.A. is the M.A./BEL advisor for international students (jmogil@dts.edu).

Dr. Arden Sanders is the M.A./BEL advisor at GIAL (Arden_Sanders@gial.edu).
Cooperative Program with Redeemer Seminary (RS)

The “BLT” [Bible, Linguistics/Translation] track is available for all Redeemer masters programs (MDiv, MAR, MA). It includes the following:

- Redeemer degree core courses [specific to MDiv, MAR or MA]
- 15 hrs of required (core) masters level GIAL courses
- 3 hrs of GIAL elective masters level courses
- Any extra elective hours required to complete the total required in a particular Redeemer’s masters level degree

Students apply (1) to Redeemer Seminary and (2) to GIAL. The degree is granted by Redeemer Seminary. See your GIAL advisor for further details.

<table>
<thead>
<tr>
<th>Required (Core) Courses to be taken at GIAL (15 Hours)</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406 Field Methods &amp; Ling Analys</td>
<td>4 AA4505</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>2 A4505</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>3 AL4410</td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>3 AL4410</td>
</tr>
<tr>
<td>AL5316 Theory &amp; Practice of Trans.</td>
<td>3 AA4370</td>
</tr>
</tbody>
</table>
Master of Arts (M.A.) with a major in Language and Culture Studies

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

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

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

Degree Requirements
To complete a Master of Arts degree with major in Language and Culture Studies (AA), every student is expected to complete (1) the general core requirements and (2) the requirements specific to his or her chosen concentration. Each concentration has a set of “common courses,” specific to that concentration, that are expected of all students working on a degree in that concentration. In addition, all of the concentrations provide for students to select either a thesis track or a non-thesis track (comprehensive exam) for completing their degree.

<table>
<thead>
<tr>
<th>DEGREE CORE COURSES</th>
<th>Four courses at least one from each category (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Research</strong></td>
<td></td>
</tr>
<tr>
<td>AA5342</td>
<td>Statistical Methods</td>
</tr>
<tr>
<td>AA5340</td>
<td>Ethnographic Research</td>
</tr>
<tr>
<td>AA5341</td>
<td>Social Science Research Design and Methods</td>
</tr>
<tr>
<td><strong>B. Training</strong></td>
<td></td>
</tr>
<tr>
<td>AA5387</td>
<td>Training Across Cultures</td>
</tr>
<tr>
<td><strong>C. Language and Culture as Dynamic Systems</strong></td>
<td></td>
</tr>
<tr>
<td>AA5353</td>
<td>Language Development</td>
</tr>
<tr>
<td>AA5354</td>
<td>Language Contact</td>
</tr>
<tr>
<td>AA5376</td>
<td>Sustainable Development</td>
</tr>
<tr>
<td>AA5374</td>
<td>Christianity Across Cultures</td>
</tr>
<tr>
<td>AA5375</td>
<td>Culture Change</td>
</tr>
<tr>
<td><strong>Total Core Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Approved electives for Applied Anthropology major, all concentrations:
Any graduate course offered by GIAL may be used to satisfy the elective requirements for any concentration in Applied Anthropology, 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 and Culture Studies; and
3. The course has not already been specified as a concentration requirement.

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

### LITERACY CONCENTRATION

**COURSES**

From the degree core courses (12 hours)

<table>
<thead>
<tr>
<th>A. Research</th>
<th>AA5342</th>
<th>Statistical Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5341</td>
<td>Social Science Research Design and Methods</td>
</tr>
<tr>
<td>B. Training</td>
<td>AA5387</td>
<td>Training Across Cultures</td>
</tr>
<tr>
<td></td>
<td>AA5354</td>
<td>Language Contact</td>
</tr>
</tbody>
</table>

Concentration core courses (18 hours)

| AA5934 Literacy Megacourse                 |
| AA5343 Principals of Multilingual Ed.      |
| AA5353 Language Development                |
| AA5375 Culture Change                      |

**Thesis/Non-thesis (6 hours)**

<table>
<thead>
<tr>
<th>Thesis option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis (6 hours)</td>
</tr>
<tr>
<td>Non-thesis</td>
</tr>
<tr>
<td>Electives (6 hours)</td>
</tr>
</tbody>
</table>

**Total Hours 36**

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### LANGUAGE SURVEY CONCENTRATION

**COURSES**

From the degree core courses (12 hours)

<table>
<thead>
<tr>
<th>A. Research</th>
<th>AA5353</th>
<th>Language Dev. and Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5366</td>
<td>Theory &amp; Pract Sociolinguistics</td>
</tr>
<tr>
<td></td>
<td>AA5361</td>
<td>Principles of Language Survey</td>
</tr>
<tr>
<td></td>
<td>AA5362</td>
<td>Language Survey Methods</td>
</tr>
</tbody>
</table>

Concentration core courses (12 hours)

| AA5342 Statistical Methods |
| AA5341 Social Science Research Design and Methods |
| AA5387 Training Across Cultures |
| AA5354 Language Contact |

**Thesis/Non-thesis (12 hours)**

<table>
<thead>
<tr>
<th>Thesis option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives (6 hours)</td>
</tr>
<tr>
<td>Thesis (6 hours)</td>
</tr>
<tr>
<td>Non-thesis</td>
</tr>
<tr>
<td>Electives (9 hours)</td>
</tr>
</tbody>
</table>

**Total Hours 36**
### Sociolinguistics Concentration

**From the degree core courses (12 hours)**

| A. Research | AA5342 Statistical Methods |
| B. Training | AA5387 Training Across Cultures |
| C. Language and Culture as Dynamic Systems | AA5354 Language Contact |

**Concentration core courses (12 hours)**

| AA5353 Language Dev. and Planning |
| AA5366 Theory & Pract Sociolinguistics |
| AA5361 Principles of Language Survey |
| AA5352 Language Program Planning |
| AA5368 Seminar in Sociolinguistics |

**Thesis/Non-thesis (12 hours)**

- **Thesis option**
  - Electives (6 hours)
  - Thesis (6 hours)

- **Non-thesis**
  - AA5368 Seminar in Sociolinguistics
  - Electives (9 hours)

**Total Hours 36**

### Scripture Engagement Concentration

**From the degree core courses (12 hours)**

| A. Research | Choose One |
| B. Training | AA5387 Training Across Cultures |
| C. Language and Culture as Dynamic Systems | AA5353 Language Dev
| | AA5374 Christianity Across Cultures |

**SE Concentration (15 hours)**

| AA5355 SE Strategy & Methods |
| AA5356 Current Issues in SE |
| AA5375 Culture Change & Minority Cultures |

**One of the following:**

- AA5373 Religion and Worldview
- AA5319 Biblical Backgrounds

**One of the following:**

- AA5333 Principles of Literacy
- AA5357 Oral Tradition and Lit
- AA5383 Applied Arts
- AA5364 Theory & Prac Community Dev
- AA5354 Language Contact

**Thesis/Non-thesis (12 hours)**

- **Thesis option**
  - Electives (6 hours)
  - Thesis (6 hours)

- **Non-thesis**
  - Electives (9 hours)

**Total Hours 36**


Master of Arts (M.A.) with a major in World Arts

Master of Arts Degree in World Arts

Purpose
This degree prepares students to work alongside local singers, musicians, actors, dancers, storytellers, and visual artists, researching the arts of their community. Using these insights, the student will be able to spark artistic creations with local artists to respond to their community’s needs in areas such as Scripture engagement and translation, literacy, community development, and health education.

<table>
<thead>
<tr>
<th>MA WITH A MAJOR IN WORLD ARTS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to admission to the degree, students are required to demonstrate competency in at least one artistic domain (music, drama, dance, visual arts, etc.)</td>
</tr>
<tr>
<td>Prior to completion of the degree, students must complete the undergraduate course AA4370 Cultural Anthropology (or its equivalent).</td>
</tr>
</tbody>
</table>

The pre-requisite for AA5339 Research Methods in the World Arts is the undergraduate course AA4202 Audio and Video Techniques for Fieldworkers or permission of the instructor.

The pre-requisite for AA5386 Practicum for World Arts is one of:
- AA5339 Research Methods in World Arts
- AA5382 Applied Arts
- AA5384 Expressive Form Analysis

<table>
<thead>
<tr>
<th>Degree Core Courses (15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA5384 Expressive Form Analysis</td>
</tr>
<tr>
<td>AA5339 Research Methods in WA</td>
</tr>
<tr>
<td>AA5382 Applied Arts</td>
</tr>
<tr>
<td>AA5387 Training Across Cultures</td>
</tr>
<tr>
<td>AA5386 Directed Practicum in WA</td>
</tr>
</tbody>
</table>

Specialization Courses: (12 hours)

Two from the Arts Analysis Specialization Courses:
- AA5357 Oral Tradition and Literature
- AA5385 Song Transcription & Analysis
- AL5312 Discourse Analysis
- AL5389 Exploration of Artistic Forms

Two from the Application Domain Courses:
- AL5316 Theory & Practice of Translation
- AA5316 Contextualization Issues Among Muslim People
- AA5333 Principles of Literacy
- AA5353 Language Development
- AA5343 Principles of Multilingual Ed.
- AA5355 Scripture Engagement Methods
- AA5362 Language Survey Methods
- AA5364 Theories & Practices in Community Development
- AA 5374 Christianity Across Cultures

Thesis/Non-Thesis Track (9 hours)

**Thesis Track**

<table>
<thead>
<tr>
<th>Thesis Elective (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (3 hours)</td>
</tr>
</tbody>
</table>

**Non-Thesis Track:**

<table>
<thead>
<tr>
<th>Electives (9 hours)</th>
</tr>
</thead>
</table>

Total World Arts degree hours 36
Certificates

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 AA4370 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. AA4350 Language and Society or equivalent, or at least 3 years experience working in a different language and culture and the permission of the instructor.

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

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

<table>
<thead>
<tr>
<th>Session 2-3</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5372</td>
<td>Social and Political Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5374</td>
<td>Christianity Across Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5321</td>
<td>Multicultural Teamwork</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5323</td>
<td>Multicultural Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

During the GIAL parade, Associate Professor Pete Unseth advertises his appreciation for the ILC Boutique.
Certificate in Applied Linguistics

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

Completing the Certificate may provide entrance to these careers and fields of service:
- Translation
- Teaching in a mother-tongue context
- Cross-language and cross-cultural work in a business or non-profit setting
- Minority language literacy and applied anthropology
- Language research and documentation

Goals:
Upon completion of the Certificate in Applied Linguistics, students will be able to:
1. Develop and implement a plan for self-directed language and culture learning.
2. Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data.
3. Collect cultural data, organize it appropriately and carry out initial cultural analysis of that data.
4. Identify and describe factors that are relevant to language development for minority language groups in multilingual societies.

Curriculum
The prescribed curriculum for the Certificate in Applied Linguistics provides an introduction to the fields of study on which graduate-level studies at 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.

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 are 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 recognize up to 12 semester hours of the Certificate based on courses taken elsewhere may be submitted. Recognized courses will not be included in the GPA calculation on the GIAL transcript. The petition must be signed by the relevant course heads and filed in the Registrar’s Office.
### Undergraduate Certificate
Certificate in Applied Linguistics Courses

**Suggested schedule of study**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>AL4410a Principles of Grammatical Analysis(a)</td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL4302 Principles of Articulatory &amp; Acoustic Phonetics</td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AA4350 Language and Society</td>
</tr>
<tr>
<td>Sessions 2-3</td>
<td>AL4303 Principles of Phonological Analysis</td>
</tr>
<tr>
<td>Session 3</td>
<td>AA4410b Principles of Grammatical Analysis(b)</td>
</tr>
<tr>
<td>Session 4</td>
<td>AA4505 Second Lang. &amp; Culture Acquisition</td>
</tr>
<tr>
<td>Session 4</td>
<td>AA4370 Cultural Anthropology</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL5406 Field Methods</td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL5207 Field Data Management</td>
</tr>
</tbody>
</table>

Student Body Association sponsored trash pick-up day which beautifies the GIAL entrance and serves the local community.
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 Calvary Bible College (CBC) permits transfer of grades and credits from GIAL to CBC. Students wishing to take undergraduate classes as part of a bachelor’s degree from CBC should register for them through GIAL. The acceptance of GIAL courses is subject to Calvary’s academic regulations and the approval of the student’s academic unit.

- 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 which 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 choose to pursue a master’s degree at GIAL.

- Students wishing to take Certificate classes as part of their bachelor’s degree from Johnson University (JU) in Knoxville, TN should register for them through JU.

- A cooperative program with Mid-Atlantic Christian University (MACU) permits transfer of credit with grade from GIAL or MACU and promotes a B.A. 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.

- Students wishing to take Certificate classes as part of their bachelor’s degree from St. Louis Christian College (SLCC) in Florissant, MO, should register for them through SLCC.

Graduate Cooperative Programs

- A cooperative program with Calvary Theological Seminary (CTS) permits transfer of credits and grades from GIAL to CTS. Students wishing to take undergraduate classes as part of a bachelor’s degree from CTS should register for them through GIAL. The acceptance of GIAL courses is subject to Calvary’s academic regulations and the approval of the student’s academic unit.

- 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 (Th.M.) with a Bible Translation concentration from DTS (described in more detail elsewhere on page 49 of this Catalog).

- A dual degree 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 48).

- 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 49 of this Catalog).

- A cooperative program with Redeemer Seminary (RS) that requires 18 hours of work at GIAL resulting in a Master of Divinity, Master of Arts in Religion, or a Master of Arts with a concentration in Bible, Linguistics and Translation (described in more detail elsewhere in this Catalog on page 50).
For more information, check the GIAL website or contact the Dean of Students (dean-students@gial.edu).

Students enjoy a volleyball game at the GIAL Homecoming picnic.
COURSE DESCRIPTIONS/OUTCOMES

The prefix of the course numbers represents the department offering that course: “AL” for Applied Linguistics and “AA” for Applied Anthropology. 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 Descriptions / 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.

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.

Prerequisite: AL4302 Principles of Articulatory and Acoustic Phonetics

AL4304 Introduction to Language Structure (3 undergraduate credits)
This course introduces the student to basic concepts of language. It will enhance student's 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.

Note: This course serves as a prerequisite for AA4505 in lieu of AL4302 and AL4410a, but not as a prerequisite for any AL course.

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.

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 applied anthropology. 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), AA4505 Second Language and Culture Acquisition
Co-requisite: AL5406 Field Methods and Linguistic Analysis

AL5304 Advanced Phonological Analysis (SPRING)
(3 graduate credits)
Upon successful 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 various factors influencing systematic sound processes in a language. The students’ analytical and descriptive skills will be developed through the study of phonological data from a variety of languages, focusing on morphophonemics.

Prerequisite: AL4303 Principles of Phonological Analysis

AL5311 Relevance Theory
(3 graduate credits)
Upon completing this course, students will be able to describe the historical & theoretical foundation of relevance theory (RT). Students will be able to apply relevance theory’s account of the principles and mechanisms of human communication; to describe the relevance-theoretic account of tropes, like metaphor and irony; and to apply RT to linguistic analysis and inter-lingual communication.

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. 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 and describe the syntactic patterns of a language. They will be able to identify various morpho-syntactic constructions and processes, including voice and valence alternations, complementation, control, raising, relativization, morphological causatives, serial verbs, etc. They will be able to state the structural and typological issues that should be investigated in studying each of these constructions, and to identify the types of data which are relevant to resolving these issues.

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: AL5312 Discourse Analysis, and either AL5311 Relevance Theory or AL5315 Semantics and Pragmatics

AL5317 Language Documentation (SPRING) (3 graduate credits)
After completing this course, students will be able to describe what language and culture documentation is, including how language documentation differs from language description. They will be able to explain the rationale that lies behind language and culture documentation and to perform the basic tasks of language and culture documentation, including planning, recording, archiving, and managing the metadata associated with the corpus.
This course is not appropriate for students with speech, hearing, sight, or manual dexterity disabilities due to the documentary recording, monitoring, and transcription tasks performed as a part of this course.

**Prerequisite:** AA4350 Language and Society

**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.

**Prerequisite:** AL5321 New Testament Greek for Translators 1

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

**Prerequisites:** Permission of the instructor.

**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 (SPRING) (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.

**Prerequisite: AL5326 Biblical Hebrew for Translators 1**

**AL5326 Biblical Hebrew for Translators 1 (SPRING)**
(3 graduate credits)
After completing this course, students will be able to describe the 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.

**Prerequisites: AL5312 Discourse Analysis, AL5327 Biblical Hebrew 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 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)

AL5333 Tone Analysis
(FALL every even numbered year)
(3 graduate credits)
By the end of this course, students will be able to transcribe tone data accurately; elicit and organize data that lends itself to insightful tone analysis; recognize common tonal phenomena; apply principles of autosegmental phonology and optimality theory to tone data; employ acoustic software to enhance tone analysis; and apply sound principles of orthography development to the orthographic representation of tone.

Prerequisite: AL5304 Advanced Phonological Analysis or permission of instructor

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 - Grammar topic in even numbered years and phonology topic in odd numbered years)
(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: Either 1) AL5304 Advanced Phonological Analysis for phonology topics or 2) AL5312 Discourse Analysis plus AL5313 Advanced Grammatical Analysis for grammar topics, or by permission of instructor

AL5396 Conference Course in Applied Linguistics (TBA) (3 graduate credits)
(With permission of graduate advisor. May be repeated when topic changes.)

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), AA4505 Second Language and Culture Acquisition
Co-requisite: AL5207 Field Data Management

Applied Anthropology Department
Course Descriptions / Outcomes
AA4202 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.

AA4350 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 an applied anthropology program for a given linguistic community.

AA4370 Cultural Anthropology
(3 undergraduate credits)
The course is an undergraduate-level introduction to cultural anthropology with emphases on application and several research methods. The main assignment is a practicum or research project that includes having students make at least four study-visits outside class hours to a Dallas/Fort Worth-area cross-cultural social situation.

AA4505 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

AA5151 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:** AA4350 Language and Society or AA4505 Second Language and Culture Acquisition

**AA5190 Thesis Writing**  
*(1 graduate credit)*  
This course covers techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the masters level in either applied linguistics or applied anthropology. 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.

**AA5191 Thesis**  
*(1 graduate credit)*  
By permission of graduate advisor; graded P/F; may be repeated.

**AA5310 – Core Components In Islam**  
*(3 graduate credits)*  
This course examines core elements which must be dealt with in relating to Muslims - worldviews, values, symbol systems and other cultural expressions of Muslim peoples. Specific attention is given to the influence of major Islamic shapers in creating Islamized assumptions and allegiances, diversity and contemporary social and religious expressions. Attention is also given to areas calling for incarnational consideration in relating to Muslims.

**AA5312 -Islam’s Impact On The 21st Century**  
*(3 graduate credits)*  
This course explores practical and ideological variations within Islam’s current social, political and economic life, concepts and structures. Struggles with contemporary development needs, modernization and relations with the West are noted. Insights that can facilitate understanding, meaningful communications and relationship building between East and West are noted.

**AA5314 - Modern Islamic Religious and Political Movements**  
*(3 graduate credits)*  
This course focuses on contemporary Islamic reform and revitalization movements, their rise and development, current status, and implications for Muslim self-understanding. Attention is also given to Muslim - Christian communications about human rights, freedom of expression, democracy, religious minorities, and Christian ministry activities in Muslim areas.

**AA5316 – Contextualization Issues Among Muslim Peoples**  
*(3 graduate credits)*  
This course examines what it means for Christian ministry to be culturally sensitive within Islamic settings. The underlying assumptions, history, challenges, limitations, successes and failures of such activities are noted. Special attention is given to the almost universal presence of folk religion among Muslims, the nature of its expressions, and the special challenges they present to culturally relevant ministry. Appropriate guidelines for effective service are explored.

**AA5321 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: AA4370 Cultural Anthropology and AA4350 Language and Society or permission of instructor

AA5323 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: AA4370 Cultural Anthropology and AA4350 Language and Society

AA5333 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: AA4350 Language and Society, and either AL4303 Principles of Phonological Analysis and AL4410b Principles of Grammatical Analysis (b), or AL4304 Introduction to Language Structure

AA5337 Readings in Ethnology (3 graduate credits)

Starting from a set of instructor-recommended sources, students read or consult selected ones on a topic or area of ethnology. They complete an annotated bibliography of key sources and either a paper or practical project. Students meet with the instructor once or twice a week to discuss sources and progress on course requirements.

Prerequisite: AA4370 Cultural Anthropology or permission of instructor

AA5339 Research Methods for World Arts (FALL) (3 graduate credits)

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 ethnolinguistically 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 arts exist locally? How do arts function in local, regional, and international communities? Which art forms might be most appropriate to carry Christian messages? What factors might affect the acceptance or rejection of indigenous-style performances by community members?

Prerequisite: AA4370 Cultural Anthropology and AA4202 Audio and Video for Fieldworkers or permission of the instructor.

AA5340 Ethnographic Research Methods (SPRING) (3 graduate credits)
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: AA4370 Cultural Anthropology

AA5341 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: AA5342 Statistical Methods or permission of instructor.

AA5342 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 related areas and discuss the claims that can and cannot be made with statistics.

AA5343 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.

AA5344 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.

**AA5349 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.

**AA5352 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:* AA4350 Language and Society

**AA5353 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:* AA4350 Language and Society

**AA5354 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:* AA4350 Language and Society

**AA5355 Scripture Engagement Strategy and Methods (SPRING) (On-Line: FALL)**
(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:* AA4350 Language and Society or permission of instructor
AA5356 Current Issues in Scripture Engagement (SPRING) (3 graduate credits)
After completing this course, the student will be able to describe the tasks and responsibilities of a Scripture Engagement consultant; investigate, analyze, and synthesize the factors which affect Scripture Engagement in a project or country; design and lead a Scripture Engagement workshop or seminar; explain the interaction between Scripture Engagement and other academic specialties, and advise others who wish to engage in more effective Scripture Engagement projects.

Prerequisites: AA5355 Scripture Engagement Strategy and Methods, AA5373 Religion and Worldview or AA5374 Christianity Across Cultures, or permission of instructor

AA5357 Oral Tradition and Literature (FALL) (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.

AA5361 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 ethnolinguistic 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.

AA5362 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 ethnolinguistic 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: AA4350 Language and Society

AA5364 Theories and Practices in Community Development (TBA) (3 graduate credits)
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.

Prerequisites: AL4303 Principles of Phonological Analysis, AA5361 Principles of Language Survey

AA5366 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: AA4350 Language and Society
AA5368 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.)

AA5369 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.)

AA5372 Social and Political Organization (FALL) (3 graduate credits)
The course is an introduction to social and political organization worldwide. Subjects treated include social groups of various kinds and their principles of recruitment and organization - e.g., kinship, descent, marriage, residence, age, and choice. Also treated are various kinds of social and political relations, rites of passage for both persons and groups, basic types of political organization, concepts and practices of authority, power, law, and decision-making.

Prerequisite: AA4370 Cultural Anthropology

AA5373 Religion and Worldview (FALL) (3 graduate credits)
The course is an introduction to the range of religious systems of minority peoples worldwide, including universal religions and their folk varieties. Subjects treated include how religion has been defined by anthropologists and treated within anthropology. There is comparison and contrast of Christian and secular anthropological approaches to religion. There is a certain focus on witches and witch ontologies and how they compare to biblical idols.

Prerequisite: AA4370 Cultural Anthropology

AA5374 Christianity Across Cultures (FALL) (3 graduate credits)
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: AA4370 Cultural Anthropology

AA5375 Culture Change & Minority Cultures (SPRING) (3 graduate credits)
The course is an introduction to culture change in today's minority cultures, especially as encountered by and of interest to an applied Christian anthropology. Class activities and assignments concern change and change-related phenomena and issues from cultures and larger contact situations around the world; they concern as well the process of sociocultural change. There is a focus on how these phenomena and issues and the change process are relevant to the work of applied Christian anthropologists in minority cultures.

Prerequisite: AA4370 Cultural Anthropology or permission of instructor

AA5377 Area Studies (FALL) (3 graduate credits)
The course is an introduction to the geography, history, cultures, language families of interest, and other aspects of one area or sub-area of the world. Cultures are emphasized. Areas may be all or significant parts (not single countries) of sub-Saharan Africa, the Americas, Asia, Eurasia, or Oceania, depending on instructor availability.
Prerequisite: AA4370 Cultural Anthropology or permission of the instructor

**AA5382 Applied Arts (FALL)**
(3 graduate credits)
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 artistic communication. They will be able to encourage sustainability by helping integrate these expressions into local community life; designing interactive, dialogue-based learning activities for arts-discovery and arts-creation workshops; mentoring local artists; promoting the dissemination of indigenous Christian works; and encouraging the positive self-identity that these forms may engender.

Prerequisite: AA5339 Research Methods for World Arts or AA5384 Expressive Form Analysis.

**AA5384 Expressive Form Analysis (FALL)**
(3 graduate credits)
After completing this course, students will be able to perform initial structural analyses of the musical, verbal, dramatic, dance, and visual features of an ethnolinguistic community's artistic genres. Such analyses contribute vitally to local communities' efforts to address their needs and aspirations. Instructional methodologies include participation in these arts.

Prerequisite: AA4370 Cultural Anthropology

**AA5385 Song Transcription and Analysis (SPRING)**
(3 graduate credits)
After completing this course, students will be able to employ a variety of methodologies for the transcription and analysis of musical features of song, i.e., vocal music. Emphasis will be placed upon developing the student's capacity to recognize the salient musical features of a song in any world music tradition, and describe its features graphically, textually, and orally. Toward that end, students will (1) examine readings from select ethnomusicological literature on musical transcription and analysis and (2) transcribe, analyze, and describe songs from several of the world's diverse song traditions.

Prerequisites: (1) Two semesters of college level (western) music theory (or its equivalent) (2) AA5384 Expressive Form Analysis (or its equivalent)

**AA5386 Directed Practicum in World Arts (SPRING)**
(3 graduate credits)
This course entails acquiring the performance and artistic skills needed for cross-cultural participation in one of the artistic traditions of a community. Emphasis is on developing an understanding of how to perform within the context of a chosen tradition, including researching this tradition and how it functions artistically and socially in its community. The choice of ethnic ensemble or mentoring relationships will vary depending upon the artistic tradition chosen for study and availability of local mentors. The students will take initiative in choosing and engaging their mentor in consultation with the course head. This course may be retaken if the genre studied is completely different from a previous session.

Prerequisites: LD5339 Research Methods for World Arts, or LD5384 Expressive Form Analysis, or LD5382 Applied Arts

**AA5387 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: AA4370 Cultural Anthropology or AA4505 Second Language and Culture Acquisition

**AA5389 Exploration of an Artistic Form**
(FALL) (3 graduate credits)
After completing this course, students will be able to apply research methodologies (including participation, observation, ethnographic and/or feedback interview, and other methods) to develop a working knowledge of a particular artistic tradition; use a notational system (if appropriate) to analyze the stylistic distinctives of this tradition; create an annotated research and analysis bibliography for a chosen art form; and describe an artistic tradition in terms of its formal and symbolic elements, history, and social functions.

Prerequisite: AA5384 Expressive Form Analysis and AA5339 Research Methods in World Arts.

AA5391 Thesis (3 graduate credits)
By permission of graduate advisor; graded P/F; may be repeated.

AA5393 Special Projects in Applied Anthropology (TBA) (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.

AA5395 Readings in Applied Anthropology (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.

Prerequisites: AA4350 Language and Society, AL4303 Principles of Phonological Analysis, and AL4410a & b Principles of Grammatical Analysis or AA4350 Language and Society and AL4304 Introduction to Language Structure

Note: Students should also be aware that there will be some scheduled activities outside normal class hours.

AA5934 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 them.

Prerequisites: AA4350 Language and Society, AL4303 Principles of Phonological Analysis, and AL4410a & b Principles of Grammatical Analysis or AA4350 Language and Society and AL4304 Introduction to Language Structure

Note: Students should also be aware that there will be some scheduled activities outside normal class hours.
AA Department courses approved
but not held
AA5371 Micro-economic Development
(3 graduate credits)

Prerequisite: AA4350 Language and Society
AA5376 Sustainable Development and the Role
of Change Agents
(3 graduate credits)

Prerequisite: AA4370 Cultural Anthropology
AA5378 Environment, Ecology & Economics
(3 graduate credits)

Prerequisite: AA4370 Cultural Anthropology
(3 graduate credits)
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