The Graduate Institute of Applied Linguistics (GIAL) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and 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 the Graduate Institute of Applied Linguistics.

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

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:
Our students are colleagues in the study of culture, language, and world arts. They 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. Alumnus Eric Hayes designed the cover while on furlough from his field assignment. Photos left to right: Janet Abai (Nigeria), attending GIAL’s “Arts for a Better Future” course; students Jamie Rench, Roger Schley, and Steven Miller consulting their professor, Dr. Arden Sanders; alumnus Shelly Midkiff working on assignment in Papua New Guinea.
The mission of the Graduate Institute of Applied Linguistics, as an institution of higher education, is to provide training and research opportunities leading to degrees in applied linguistics, culture studies, and development of languages.
WELCOME
Welcome to the Graduate Institute of Applied Linguistics (GIAL). This catalog is your opportunity to begin to know us and to chart your course for studying with us. More than that, you will find glimpses of our lives here and discover a variety of ways you can connect with our GIAL family. Be sure to explore our website as well. We regularly update it and post many ongoing opportunities for being involved. Better still, come see us, come meet our faculty and students! We welcome a campus visit, offering you the freedom to sit in on classes.

GIAL is truly unique. Nowhere else will you find an accredited institution with faculty members who have served all over the world—many of them maintaining contact with their former fields of service. You will have the opportunity to know your professors personally and learn from educators who have a keen eye for making sure whatever they teach leads to practical use. The foundation you will build for yourself at GIAL will be truly useful to you wherever you go.

Whether your field is in linguistics or literacy; cross-cultural communication in minority cultures; or music, dance, and other forms of world arts, you will learn with academic excellence as you prepare yourself to thrive in your service around the world.

Beyond academic resources, GIAL’s alumni can open doors for you to serve alongside them overseas. We have cooperative agreements with educational and research organizations and are part of a growing network able to bring our students into dozens of host countries. Our aim is to provide rigorous preparation in order to help you succeed in even the most challenging circumstances. We want to prepare you thoroughly to make a difference in this world!

David A. Ross, Ph.D.
President, GIAL
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Directory

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### Current Calendar

*(Dates subject to change)*

GIAL offers courses in a modular or block format. Each 20-week **TERM** is composed of 3 four-weeks modules (Sessions 1-3) and one 8-week module (Session 4). The Fall term begins in July and ends in December. The Spring term begins in January and ends in June. The Summer term overlaps with the last few weeks of the Spring term, beginning at the end of May, and ends in August.

<table>
<thead>
<tr>
<th>Orientation Session 1</th>
<th>Mon and Tues</th>
<th>July 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong> Starts (1st Class Day)</td>
<td>Wed</td>
<td>July 22</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Tues</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>Mon and Tues</td>
<td>Aug 17-18</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Wed</td>
<td>Aug 19</td>
</tr>
<tr>
<td><strong>Session 2</strong> Starts (1st Class Day)</td>
<td>Thurs</td>
<td>Aug 20</td>
</tr>
<tr>
<td>SBA Fall Social</td>
<td>Fri</td>
<td>Aug 21</td>
</tr>
<tr>
<td>Labor Day (No Classes)</td>
<td>Mon</td>
<td>Sept 7</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
<td>Thurs</td>
<td>Sept 17</td>
</tr>
<tr>
<td>Evangelical Mission Society</td>
<td>Fri-Sun</td>
<td>Sept 18-20</td>
</tr>
<tr>
<td>Picnic and Volleyball</td>
<td>Sat</td>
<td>Sept 26</td>
</tr>
<tr>
<td>Homecoming week</td>
<td>Mon–Sat</td>
<td>Sept 21-26</td>
</tr>
<tr>
<td>Orientation Session 3</td>
<td>Fri</td>
<td>Sept 18</td>
</tr>
<tr>
<td><strong>Session 3</strong> Starts (1st Class Day)</td>
<td>Mon</td>
<td>Sept 21</td>
</tr>
<tr>
<td>Pre-registration for Spring and Summer</td>
<td>Thurs</td>
<td>Oct 1</td>
</tr>
<tr>
<td>Session 3 Ends (Last Class Day)</td>
<td>Fri</td>
<td>Oct 16</td>
</tr>
<tr>
<td>Bible Translation Conference (No Classes)</td>
<td>Sat-Tues</td>
<td>Oct 17-20</td>
</tr>
<tr>
<td>Orientation Session 4</td>
<td>Tues</td>
<td>Oct 20</td>
</tr>
<tr>
<td><strong>Session 4</strong> Starts (1st Class Day)</td>
<td>Wed</td>
<td>Oct 21</td>
</tr>
<tr>
<td>Day of Prayer (No Classes)</td>
<td>Wed</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Sat</td>
<td>Nov 21</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Thur-Sun</td>
<td>Nov 26-29</td>
</tr>
<tr>
<td>Session 4 Ends (Last Class Day)</td>
<td>Fri</td>
<td>Dec 18</td>
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### Spring Term 2016

<table>
<thead>
<tr>
<th>Orientation Session 1</th>
<th>Tues-Wed</th>
<th>Jan 5-6</th>
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<tr>
<td><strong>Session 1</strong> Starts (1st Class Day)</td>
<td>Wed</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (No Classes)</td>
<td>Mon</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Thurs</td>
<td>Feb 4</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Fri</td>
<td>Feb 5</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>Mon</td>
<td>Feb 8</td>
</tr>
<tr>
<td><strong>Session 2</strong> Starts (1st Class Day)</td>
<td>Tues</td>
<td>Feb 9</td>
</tr>
<tr>
<td>SBA Spring Social</td>
<td>Fri</td>
<td>Feb 12</td>
</tr>
<tr>
<td>GIAL Afternoon of Prayer</td>
<td>Thur</td>
<td>Feb 18</td>
</tr>
<tr>
<td>Pre-registration for Fall Term</td>
<td>Tues</td>
<td>March 1</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
<td>Mon</td>
<td>March 7</td>
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<tr>
<td>Orientation Session 3</td>
<td>Mon</td>
<td>March 7</td>
</tr>
<tr>
<td><strong>Session 3</strong> Starts (1st Class Day)</td>
<td>Tues</td>
<td>March 8</td>
</tr>
<tr>
<td>Easter Recess</td>
<td>Fri-Sun</td>
<td>March 25-27</td>
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<tr>
<td>Session 3 Ends (Last Class Day)</td>
<td>Tues</td>
<td>Apr 5</td>
</tr>
<tr>
<td>Orientation Session 4</td>
<td>Thurs</td>
<td>April 7</td>
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<tr>
<td><strong>Session 4</strong> Starts (1st Class Day)</td>
<td>Fri</td>
<td>April 8</td>
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<tr>
<td>Picnic and Volleyball</td>
<td>Sat</td>
<td>April 30</td>
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<tr>
<td>Comprehensive Exam</td>
<td>Sat</td>
<td>May 21</td>
</tr>
<tr>
<td>Pre-registration begins</td>
<td>Thur</td>
<td>Oct 1</td>
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<tr>
<td><strong>Summer Session Starts</strong> Spring term continues</td>
<td>Mon</td>
<td>May 23</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon</td>
<td>May 30</td>
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<tr>
<td>Session 4 Ends (Last Class Day of Spring term)</td>
<td>Fri</td>
<td>June 3</td>
</tr>
<tr>
<td>Commencement</td>
<td>Fri</td>
<td>June 3</td>
</tr>
<tr>
<td>Summer Session Continues</td>
<td>Tues</td>
<td>Aug 16</td>
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</table>
# Future Calendars

(Dates subject to change)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td><strong>Summer Session Continued</strong></td>
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<tr>
<td>Orientation Session 1</td>
<td>Mon-Tues Jul 18-19</td>
<td>Mon-Tues Jul 17-18</td>
<td>Mon-Tues Jul 16-17</td>
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<tr>
<td><strong>Session 1 Starts (1st Class Day)</strong></td>
<td>Wed Jul 20</td>
<td>Wed Jul 19</td>
<td>Wed Jul 18</td>
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<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Tues Aug 16</td>
<td>Tues Aug 15</td>
<td>Tues Aug 14</td>
</tr>
<tr>
<td>Summer Session Ends (Last Class Day)</td>
<td>Tues Aug 16</td>
<td>Tues Aug 15</td>
<td>Tues Aug 14</td>
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<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Thur Aug 18</td>
<td>Thur Aug 17</td>
<td>Thur Aug 16</td>
</tr>
<tr>
<td><strong>Session 2 Starts (1st Class Day)</strong></td>
<td>Fri Aug 19</td>
<td>Fri Aug 18</td>
<td>Fri Aug 17</td>
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<tr>
<td>SBA Fall Social</td>
<td>Fri Aug 19</td>
<td>Fri Aug 25</td>
<td>Fri Aug 24</td>
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<tr>
<td>Labor Day (No Classes)</td>
<td>Mon Sep 3</td>
<td>Mon Sep 4</td>
<td>Mon Sep 3</td>
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<tr>
<td>Session 2 Ends (Last Class Day)</td>
<td>Fri Sep 16</td>
<td>Fri Sep 15</td>
<td>Fri Sep 14</td>
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<tr>
<td>Picnic and Volleyball</td>
<td>Sat Sep 17</td>
<td>Sat Sep 16</td>
<td>Sat Sep 15</td>
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<tr>
<td>Homecoming</td>
<td>Sat-Fri Sep 17-23</td>
<td>Sat-Fri Sep 16-22</td>
<td>Sat-Fri Sep 15-21</td>
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<tr>
<td>Orientation Session 3</td>
<td>Fri Sep 16</td>
<td>Fri Sep 15</td>
<td>Fri Sep 14</td>
</tr>
<tr>
<td><strong>Session 3 Starts (1st Class Day)</strong></td>
<td>Mon Sep 19</td>
<td>Mon Sep 18</td>
<td>Mon Sep 17</td>
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<tr>
<td>Pre-registration for Spring Term</td>
<td>Begins Oct 1</td>
<td>Begins Oct 1</td>
<td>Begins Oct 1</td>
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<tr>
<td>Session 3 Ends (Last Class Day)</td>
<td>Fri Oct 14</td>
<td>Fri Oct 13</td>
<td>Fri Oct 12</td>
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<tr>
<td>Bible Translation Conference</td>
<td>Fri (pm only)-Tues Oct 13-17</td>
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<tr>
<td>Orientation Session 4</td>
<td>Tues Oct 18</td>
<td>Wed Oct 18</td>
<td>Wed Oct 17</td>
</tr>
<tr>
<td><strong>Session 4 Starts (1st Class Day)</strong></td>
<td>Wed Oct 19</td>
<td>Thur Oct 19</td>
<td>Thurs Oct 18</td>
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<tr>
<td>Day of Prayer</td>
<td>Fri Nov 11</td>
<td>Thur Nov 10</td>
<td>Mon Nov 12</td>
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<tr>
<td>Comprehensive Exam</td>
<td>Sat Nov 19</td>
<td>Sat Nov 19</td>
<td>Sat Nov 17</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Thur Nov 24-Sun 27</td>
<td>Wed Nov 22-Sun 26</td>
<td>Wed Nov 21-Sun 25</td>
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<tr>
<td>Session 4 Ends (Last Class Day)</td>
<td>Fri Dec 16</td>
<td>Tues Dec 19</td>
<td>Tues Dec 18</td>
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<table>
<thead>
<tr>
<th>Spring Term</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
<td>Orientation Session 1</td>
<td>Tues-Wed Jan 3-4</td>
<td>Wed-Thur Jan 3-4</td>
<td>Thur-Fri Jan 3-4</td>
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<tr>
<td><strong>Session 1 Starts (1st Class Day)</strong></td>
<td>Thur Jan 5</td>
<td>Fri Jan 5</td>
<td>Mon Jan 7</td>
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<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Mon Jan 16</td>
<td>Mon Jan 15</td>
<td>Mon Jan 21</td>
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<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Thur Feb 2</td>
<td>Fri Feb 2</td>
<td>Mon Feb 4</td>
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<tr>
<td>Faculty/Staff In-Service Day</td>
<td>Fri Feb 3</td>
<td>Tues Feb 6</td>
<td>Wed Feb 6</td>
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<tr>
<td>Orientation Session 2</td>
<td>Mon Feb 6</td>
<td>Mon Feb 5</td>
<td>Tues Feb 5</td>
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<tr>
<td><strong>Session 2 Starts (1st Class Day)</strong></td>
<td>Tues Feb 7</td>
<td>Wed Feb 7</td>
<td>Thur Feb 7</td>
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<tr>
<td>SBA Spring Social</td>
<td>Fri Feb 10</td>
<td>Fri Feb 9</td>
<td>Fri Feb 8</td>
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<tr>
<td>GIAL Afternoon of Prayer</td>
<td>Thu Feb 16</td>
<td>Thur Feb 15</td>
<td>Thur Feb 14</td>
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<td>Begins Mar 1</td>
<td>Begins Mar 1</td>
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<td>Tues Mar 7</td>
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<td>Wed Mar 6</td>
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<tr>
<td><strong>Session 3 Starts (1st Class Day)</strong></td>
<td>Wed Mar 8</td>
<td>Wed Mar 7</td>
<td>Thur Mar 7</td>
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<td>Tues Apr 4</td>
<td>Wed Apr 3</td>
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<td>Easter Recess</td>
<td>Fri Sun Apr 14-16</td>
<td>Fri-Sun Mar 30-Apr 1</td>
<td>Fri-Mon Apr 19-22</td>
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<tr>
<td>Orientation Session 4</td>
<td>Fri Sun Apr 14-16</td>
<td>Fri-Sun Mar 30-Apr 1</td>
<td>Fri-Mon Apr 19-22</td>
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<tr>
<td><strong>Session 4 Starts (1st Class Day)</strong></td>
<td>Wed Apr 5</td>
<td>Mon Apr 9</td>
<td>Fri Apr 5</td>
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<tr>
<td>Picnic and Volleyball</td>
<td>Sat May 6</td>
<td>Sat May 5</td>
<td>Sat May 4</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Sat May 20</td>
<td>Sat May 19</td>
<td>Sat May 18</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon May 29</td>
<td>Mon May 28</td>
<td>Mon May 27</td>
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<tr>
<td>Session 4 Ends (Last Class Day)</td>
<td>Wed Jun 7</td>
<td>Tues Jun 5</td>
<td>Wed Jun 5</td>
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<tr>
<td>Commencement</td>
<td>Wed Jun 7</td>
<td>Tues Jun 5</td>
<td>Wed Jun 5</td>
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## Standard Fall

### Term Schedule (20 weeks starts in mid-July)
This schedule is subject to change (not every course is offered every term).

**NOTE:** Course schedules for specific terms are on [http://www.gial.edu/academics/course-schedule/](http://www.gial.edu/academics/course-schedule/).

### UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>SESSION 1</th>
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<tr>
<td>AA4350 Language and Society</td>
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<td>AC4315 OT Survey</td>
<td>AA4370 Cultural Anthropology</td>
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<tr>
<td>AL4207 Field Data Management</td>
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<td>AL4410 Grammar(b)</td>
<td>AA4387 Training Across Cultures</td>
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<tr>
<td>AL4302 Phonetics</td>
<td>AL4303 Principles of Phonological Analysis</td>
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<td>AA4505 SLACA</td>
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<tr>
<td>AL4406 Field Methods &amp; Linguistic Analysis</td>
<td>AL4304 Intro to Language Structure</td>
<td>AA4316 NT Survey</td>
<td>AC4341 Arabic 1</td>
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<tr>
<td>IS4321 Cross-Cultural Internship</td>
<td>IS3311 Research Writing</td>
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<td>WA4384 Theory &amp; Practice of Ethnodoxology</td>
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<tr>
<td>WA4382 Survey of World Arts</td>
<td>IS3351 Dynamics of Cross-Cultural Service</td>
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<tr>
<td>AL4410 Grammar(a)</td>
<td>IS3364 Theory and Reality of Development</td>
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### GRADUATE COURSES

<table>
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<tr>
<td>AL5207 Field Data Management</td>
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<td>AA5151 Cross-Cultural Teaching Seminar</td>
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<tr>
<td>AL5406 Field Methods</td>
<td>AL5207 Field Data Management</td>
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<td>AA5323 Multicultural Leadership</td>
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<tr>
<td>AL5327 Hebrew 2</td>
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<td>AA5341 Social Science Research Design and Methods</td>
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<tr>
<td>AA5377 Area Studies</td>
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<td>AA5354 Language Contact</td>
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<td>AA5310 Core Components in Islam</td>
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<td>AA5357 Oral Tradition and Literature</td>
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<tr>
<td>AA5333 Principles of Literacy</td>
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<td>AA5373 Religion and Worldview (even years)</td>
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<td>AA5339 Research Methods for World Arts</td>
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<td>AA5374 Christianity Across Cultures</td>
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<tr>
<td>AA5342 Statistical Methods</td>
<td></td>
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<td>AA5379 Current Issues in Descriptive Linguistics</td>
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<tr>
<td>AA5343 Principles of Multilingual Ed.</td>
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Welcome

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Standard Spring

Term Schedule (20 weeks starts in January) This schedule is subject to change (not every course is offered every term). NOTE: Course schedules for specific terms are on http://www.gial.edu/academics/course-schedule/

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GIAL continues to partner with various organizations that serve cross-culturally around the world.
INTRODUCTION
Catalog 2015-2016

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 as stated in this Catalog, in departmental requirements for individual’s certificate or degree programs, and in any specific contracts. This Catalog becomes effective with the beginning of the Fall term. This Catalog may be viewed on our website: www.gial.edu. For answers to questions or problems with access to this Catalog, please contact GIAL at 972-708-7340.

Mission 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 degrees in applied linguistics, culture studies, and development of languages.

GIAL Expanded Mission

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

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

Accreditation

The Graduate Institute of Applied Linguistics (GIAL) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and 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 the Graduate Institute of Applied Linguistics.

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

Disabilities

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

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

It is also the responsibility of the qualified student to notify each instructor, by the end of the first week of class, that options to standard methods of educational access will be needed. The form of accommodation will be determined by mutual agreement between the instructor and the student.
GIAL will work with each qualified student to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. While the integrity of academic standards must be upheld, the emphasis is on attainment of essential competencies in a subject or discipline.

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

**Animals in Classrooms**

Animals are not permitted in classrooms and buildings, except service animals assisting individuals with disabilities and service animals being trained by a qualified trainer.

**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 the fall of 1999, GIAL opened its doors to students for the first time, offering a graduate degree in Applied Linguistics or Language Development, under a license from the Texas Higher Education Coordinating Board (THECB). The first graduates received their degrees the following June 2000. In 2003, GIAL became a candidate for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award a master’s degree, and in December 2005, GIAL received initial accreditation. This accreditation was reaffirmed in 2010 for a ten-year period. In 2013, GIAL established the College of International Studies to offer junior and senior level courses for a baccalaureate degree in International Service. Accreditation was granted through SACSCOC to award this undergraduate degree. In 2014, the Abraham Center was dedicated as an official department supporting the creation of the M.A. with a major in Abrahamic Studies and the Graduate Certificate in Islamic Studies. In addition, the Center for Excellence in World Arts was launched to further GIAL’s collaboration with other organizations fostering education in world arts.

GIAL offers three certificates: an Undergraduate Certificate in Applied Linguistics, a Graduate Certificate in Multicultural Teamwork, and a Graduate Certificate in Islamic Studies.

GIAL awards a Master of Arts degree with majors in Abrahamic Studies, Applied Linguistics, Language and Culture Studies, and World Arts. Concentrations within these majors include Bible Translation, Descriptive Linguistics, Cross-Cultural Service, Islamic Worldviews, Literacy, Sociolinguistics, Language Survey, Scripture Engagement, Applied Arts, Arts and Islam, and Arts and Scripture Engagement.

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, applied anthropology, and world arts. 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.
GIAL launches a new website to celebrate 15 years of growth in cross-cultural service around the world!
Admission
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.

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 1 and for the spring term by October 1.

Gateway Admission
Do you wish you could just take a class without all the hassle of a long application process? Here’s an exciting 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. See: http://www.gial.edu/admissions/applications/gateway/ for more information. 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 pursue a B.A. degree at GIAL or to take non-degree undergraduate courses and no more than 6 graduate credits at GIAL may apply for undergraduate admission.

Undergraduate admission requirements:

a) Must be at least 18 years old before classes begin  
b) Completed application form  
c) Non-refundable application fee  
d) 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. Academic records from outside the United States should be sent to both GIAL and to a credential evaluation service for verification of U.S. equivalency  
e) Personal/character references from three individuals (non-family members)  
f) Written statement of purpose  
g) At least 54 semester hours of undergraduate-level instruction completed with a GPA of 2.00 or better (on a 4.00 point scale)  
h) 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  
i) Where appropriate for on-campus students, evidence of bacterial meningitis vaccination. Online off-campus students are exempt from this requirement.

Students seeking a B.A. degree from GIAL must submit these additional documents:

j) A signed GIAL Statement of Faith  
k) Transfer petition listing classes and grades earned elsewhere (54 undergraduate credit hours, covering all Texas core requirements)

Once admitted as a B.A. candidate at GIAL, a student will complete an Intended Plan of Study with the help of his/her advisor during his/her first term at GIAL.

Graduate Admission
Students who have satisfactorily met the graduate admissions requirements will be awarded graduate admission status at GIAL which allows study in any course offered by GIAL. Students wishing to pursue a degree will need to complete an Intended Plan of Study with the help of their academic advisor for departmental authorization for a 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. School records should come directly to GIAL from the school itself or be an unopened, signed and sealed copy you received directly from the school. -Academic records from outside the United States should be sent to both GIAL and to a credential evaluation service to verify U.S. equivalency of courses taken and grades and degrees received.
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 3.30 or higher, OR
   ii. Completion of an undergraduate degree with a cumulative grade point average of 2.80 or higher (on a 4.00 scale), AND satisfactory score on the Graduate Record Examination (GRE), OR
   iii. Completion of graduate degree from a regionally accredited institution of higher education with a cumulative grade point average of at least 3.00 (on a 4.00 scale).
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 most students resuming studies at GIAL after an absence of more than one term. Please contact the Admissions Office at least 1 month before your expected reentry date so that we can reactivate your student file. Several documents may need to be updated prior to your return. These include proof of health insurance coverage and proof of bacterial meningitis vaccination, as appropriate.

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 GIAL Financial Aid Application is required at each reentry to GIAL for those seeking such aid.

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

**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.

GIAL students who are exempt from this requirement:

- Students 22 years of age or older by the first day of their coursework or
- Students enrolled in only online, intensive, or distance education classes at GIAL that total fewer than 360 contact hours on campus.

Acceptable proof of vaccination:

- The signature or stamp of a physician or health practitioner on a form which shows the month, day, and year the vaccination or booster dose was administered or
- An official immunization record generated from a state or local health authority or
- An official record received from school officials, including a record from another state.
Under Texas law, you have the right to decline the vaccination, but 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**

GIAL students attending class, or a part of any class, on the GIAL campus 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. Students enrolled in online courses only and family members who are not currently residing with the student are exempt from this requirement.

Contact the Admissions Office for more information.

**New Student Orientation**

All new and newly returning students are required to attend a GIAL orientation session before beginning classes. On-campus orientation is offered each term immediately preceding 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. Admission requirements will be handled according to individual cooperative agreements.

**International Students**

It is best to apply at least six months before the intended starting date.

International students may apply for Gateway, Undergraduate or Graduate Admission, whichever is most appropriate to their intended program at GIAL. For students coming to the GIAL campus who will require a visa—or GIAL certification of their eligibility, as if for a visa—in order to study at GIAL, additional admission requirements will include, as applicable, foreign transcript evaluation, proof of English proficiency and verification of finances. Their application paperwork will be handled by the International Student Center (ISC) at GIAL.

If you are unsure whether you will need a student visa or not to be enrolled at GIAL, please contact the International Student Center (isc@gial.edu).
GIAL celebrates the **Bill Caruth III Scholarship Fund** serving past and future students!
Financial Responsibility

Students are encouraged to pay all tuition, course, language assistant, and other fees at registration. For other payment options contact the GIAL Cashier at Cashier@gial.edu. 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. WE DO NOT ACCEPT CREDIT CARDS.

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 courses ................................................................. $300 per credit hour
Graduate-level courses (including AL5406 and AL5207) ........................................ $455 per credit hour
Audit courses (Undergraduate-level courses) ...........................................$270 per credit hour
Audit courses (Graduate-level courses) ................................................ $400 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
Course materials fee (not applicable to online or thesis credits) ...............................$10 per credit hour
Learning Resources fee ......................................................................... $20 per credit hour
Registration fee ................................................................................ $30
Multiple payment fee (each payment after the first payment) ................................. $30

Additional Fees
Language consultant fees
(for course AA4505) ........................................................................ $160
(for course AC 4343/5343) ................................................................. $190
(for course AL4406 & AL5406) ................................................................. $190
(for course AL5317) ........................................................................ $120
Distance Education Fee (per online course) .................................................. $50
Graduation fee (non-refundable) .................................................................. $80
Thesis-Binding fee for 2 copies (non-refundable) ............................................. $60
Transcript fee (official/per copy/non-refundable) ............................................. $5

Estimated Costs

Students desiring to calculate approximate costs of attending GIAL may refer to the Net Price Calculator found on the website at www.gial.edu/finance/net-price-calculator/

Students desiring financial aid should complete the Financial Aid Application available on the website at www.gial.edu/financial-aid. Aid is available in the form of work study and scholarships as well as teaching assistantships for graduate students with a minimum of 18 graduate hours of prior study.
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

Any audited course dropped prior to the end of the first day of class will receive a refund of tuition and fees. No “AU” grade will be recorded on the transcript. An audited course which is dropped after the first day of class will receive no refund and an “AU” grade will remain on the student’s transcript.

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. Due to the low tuition charged for undergraduate courses, only students with Graduate Admission are eligible for Financial Aid. 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. Audit courses do not qualify for financial aid.

Should a student fail to meet scholarship requirements, any financial aid designated in the financial aid package must 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 graduate degree program 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 graduate degree 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 are 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.

Financial Aid 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
veteransofficer@gial.edu
or contact Admissions at 972-708-7343.

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 are Wycliffe candidates and have demonstrated a commitment to a career devoted to Bible translation or related fields. 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 each 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.

**Student Employment**

Student assistants may be teaching assistants, research assistants, library assistants, computer lab assistants, work-study students, or candidates for any other on-campus job for which GIAL might employ a student. Student assistants are distinct from GIAL employees, either full-time or part-time, who may be taking classes. For additional information see policy #454 on Teaching Assistants and Policy #315 for full information on student employment. To read a copy of the Policy Manual contact the Main Office, Pike 111.

SIL 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 Human Resources Office of SIL (in the Key building across the Quadrangle) for employment opportunities.

**The Work-Study Program**

The Work-Study Program (WSP) offers all applicants the opportunity to fulfill a portion of their financial obligation to GIAL by working for the Institute. Students applying for financial aid will automatically be given the opportunity to enroll in this program. Graduate students who have not met the deadline for financial aid, as well as undergraduate students, may still complete an application in order to be considered for work study.

Students in this program will work to assist professors in research projects or to help administrative departments. In so far as possible, such students will be aligned with a project recognizing the interests and abilities of the student and in consultation with the respective faculty or administrative personnel. As funds are available, the program will provide up to $1,500 per term as remuneration for services rendered. Remuneration will be on a per hour basis.

**Specialty Scholarships**

**Tozer Scholarship**

The Tozer Scholarship grants $500 each term to one or more full-time graduate students 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 Financial Aid Administrator or view the website at http://www.gial.edu/financial-aid.

**Student Benevolent Fund**

Occasionally students have emergencies that include expenses for which they had not planned. GIAL has a Student Benevolent Fund that is able to provide assistance in this kind of situation. If you know of someone who might qualify for these funds, please contact the Dean of Students.
GIAL celebrates the tradition of **academic excellence** through continued expansion of programs, course offerings, and faculty experiences.
**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—and will need to have an advisor approve their schedule prior to completion of registration. Students can request a change of advisor through the Registrar’s Office at any time.

**Preregistration**

Online preregistration is opened March 1 for the upcoming Fall Term and September 1 for the upcoming Spring term. Students are encouraged to meet with their advisor for assistance in selecting courses each term.

**No tuition payment is due at pre-registration.**

**Registration**

Students must be admitted to GIAL in order to register for courses prior to their first class. A GIAL academic advisor must approve the student’s schedule before payment of courses. All students are expected to pay tuition and fees before they will be officially enrolled in courses. **Any student who has not made payment arrangements with the Finance Office by the end of the third day of classes will not be allowed to 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 credit hours per term in the graduate degree programs and 12 credit hours per term for undergraduate credits hours.*

Full-time will be interpreted as 9 hours if the student (graduate or undergraduate credits) is here for 12 weeks in a single term. It is recommended that full-time students in either the certificate or degree program plan not to undertake off-campus employment during the term.

**Auditing Courses**

In order to audit a course, an *Audit Permission Form* must be approved by the instructor and submitted to the Registrar’s Office before the end of the third class day or before completing 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. Audited courses do not qualify for financial aid. 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.
Course Changes
Registered students desiring to change their schedule in any way should be familiar with time limits for allowable changes. Enrolled 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 within the time limits for dropping a course will receive a grade of “W”. The time limits for dropping a course are as follows:

- Through day 7 (in a 4-week session)
- Through day 15 (in an 8-week session)
- Through day 21 (in a 12-week session)
- Through day 30 (in a 16-week session)

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

Undergraduate level transfer of Undergraduate Credit into a GIAL Program of Study
Students seeking a B.A. undergraduate degree at GIAL must petition to transfer undergraduate credits from another institution for a maximum of 54 undergraduate study hours (ush) including all of the general education credits that are required as part of the GIAL B.A. admissions process.

These 54 ush must:

- include the general education portion of the degree program
- meet the Texas Higher Education Coordinating Board’s Core Curriculum requirements (see BA-IS Transfer Petition form)
- be transferred from regionally accredited institutions of higher education, or from institutions accredited by the American Theological Society (ATS) or the Association for Biblical Higher Education (ABHE)
- show original course number and grade on an official transcript and be included in the GPA from the original institution

Credits transferred into the GIAL BA must each have a passing grade, according to the institution from which it was assigned. The 54 ush may include courses with a minimum grade of 2.0 (“C”) but must have a total cumulative GPA of 2.0 to be accepted for transfer to GIAL.

Graduate level 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 graduate 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.

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. 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
BA candidates at GIAL will complete, with the help of his/her advisor, an Intended Plan of Study during the first semester of classes.

Students intending to complete a **graduate degree program must have Graduate admission status and submit an approved Intended Plan of Study when they wish to declare the degree and concentration they intend to pursue.** 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 the thesis proposal has been approved and initial enrollment in a thesis course begun, the student must maintain continuous enrollment in thesis credits until the thesis has been accepted by the Dean of Academic Affairs. Failure to maintain continuous enrollment may invalidate previous thesis work (summers excluded). 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.

A GIAL student writing a thesis will select a Thesis Committee of at least three members, all of whom hold terminal degrees. The committee chair (or one of the co-chairs) must be a member of the GIAL regularly (scheduled) faculty, and at least one additional member of the committee must also be a GIAL faculty member (either regular or adjunct). Non-GIAL faculty members serving on Thesis Committees must be approved by the committee chair and the academic dean.

The Thesis Committee guides the candidate's research and writing, conducts the candidate's examination (defense), and evaluates the quality of the thesis. All Thesis Committee members must be present for the thesis examination. A copy of the Guide for Preparing Theses may be obtained from 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 thesis writing course (AL/AA 5190) is offered to 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 Thesis Proposal, 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.

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 material. The format of the examinations differs somewhat between the departments, although the function is the same. The examinations are scheduled two to five weeks before the end of the term.

Students 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 approved 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 eight terms. If the student has not commenced work on a thesis, the request for a leave must be approved by the Faculty Adviser 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 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.

Graduation Requirements – BA Degree

A BA student must have an approved Intended Plan of Study (IPS) and maintain a GIAL cumulative grade point average of at least 2.0 to complete graduation requirements. The BA student must also earn a grade of “C” or better for each course taken during their last session of the BA program of study. Failure to meet specified deadlines may result in a postponement of graduation. No student with an overall GIAL grade point average of less than 2.0 will be awarded a BA degree from GIAL. If the cumulative GPA drops below 2.0 during the final term before graduation, the student may be required to take additional coursework to raise the GPA above 2.0 in order to graduate.

Students are responsible for meeting the academic requirements set forth in the Catalog published at the time their Intended Plan of Study is approved. All academic coursework and graduation requirements (as listed in the Catalog) must be completed by the end of the term to graduate. Students must complete an application for graduation and clearance form prior to graduation.
Graduation Requirements – M.A. Degree
Graduate students must maintain a cumulative grade point average of at least 3.00 to complete graduation requirements for any graduate program of study.

Students are responsible for meeting the 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 complete an application for graduation and clearance form 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 for B.A. or M.A.
Students should 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 GIAL Cashier. 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.

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.

3. 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.

4. 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.

5. 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.

Veterans’ single point of contact is David Harrell, 972-708-7400 x2155 or David_Harrell@gial.edu.

**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.
**GIAL Community Standards**

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

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

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

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

**Campus Environment**

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

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

Hazing is against state law and will not be tolerated at GIAL.

GIAL community members shall not disrupt or obstruct teaching, research, administration, or other GIAL activities. Such activities may include, but are not limited to, any behavior in class or out of class which for any reason interferes with the class work of others or otherwise disrupts the operation of GIAL.

**Hazing**

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

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

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

Hazing that does not result in serious bodily injury and failing to report hazing are Class B misdemeanors. Hazing that results in serious bodily injury is a Class A misdemeanor. Hazing resulting in death is a felony which can lead to a
Academics

prison sentence. Organizations found guilty of hazing can be fined $5,000 to $10,000 or, for incidents resulting in personal injury or property damage, an amount equal to double the loss or expense incurred because of the hazing incident can be assessed.

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

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

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

Stalking

Stalking is a serious issue at some colleges and universities. Substantial numbers of college students, mostly women, feel harassed and sometimes threatened by recurring unwanted attention, often directed at them from other students. When a student feels uncomfortable with unwanted attention, they should take that feeling seriously. Students who feel they are being stalked are encouraged to keep a log of incidents, including dates, times, and the type of behavior. Contact the Dean of Students or GIAL Chaplains for further information.

Discipline and Appeal Procedures

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

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

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<th>For Conduct Violations by:</th>
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<td>Students</td>
<td>Dean of Students</td>
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<td>Faculty</td>
<td>Dean of Academic Affairs</td>
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<tr>
<td>Non-Faculty Staff</td>
<td>The individual’s Sr. Administrator (Dean / VP level)</td>
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<td>Sr. Administrators</td>
<td>President</td>
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<tr>
<td>President</td>
<td>Chairman of the Board</td>
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The appropriate administrator or their designee will proceed with an investigation. The investigation will include meeting with the individual accused of a violation who will be able to present facts relevant to the matter under consideration. It is the responsibility of the administrator to uphold the complaint or to dismiss it. Should the investigation reveal that censure is indicated, the administrator may impose a variety of sanctions, which may include probation or dismissal from the Institute.

In all cases, the administrator shall inform the President and all interested parties of his actions in this matter in writing within ten business days of the initial complaint.
A written appeal of the decision can be made to the President within five business days after being informed of the decision. A decision will be made by the President or his designee within ten business days of the written appeal. The decision of the President is final.

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

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

**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.

**Grade Forgiveness**

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

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

## GRADUATE LEVEL GRADING SYSTEM

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>Grade Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent academic achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior graduate academic achievement</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Above normal graduate academic achievement</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Satisfactory graduate academic achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>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>

## THE FOLLOWING GRADES ARE NOT CALCULATED IN THE GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>R</td>
<td>Graduate Research</td>
</tr>
<tr>
<td>RC</td>
<td>Recognized Credit (Certificate)</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
</tr>
</tbody>
</table>

*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. 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 does not produce 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-level courses fails to maintain an overall 2.0 grade point average on his/her first term, the student must, earn a minimum of C+ in each course until the GPA exceeds 2.0 and will be placed on
academic probation during that period. Failure to receive C+ on any course during the probationary period will result in dismissal from GIAL. To graduate a student must have a cumulative 2.0 GPA.

**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 [http://www.gial.edu/registrar/request-transcript/](http://www.gial.edu/registrar/request-transcript/).

**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, expected graduate date, thesis title, degrees, honors and awards received, and a photograph of the student.

The student may request that public information be withheld from public disclosure by informing the Registrar in writing.

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

**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 any prohibited firearm, 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 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.

For further information, please refer to the GIAL pamphlet *Alcohol and Drug Abuse Education* available in the Dean of Students’ Office or the GIAL Chaplains’ Office.

**Sexual Harassment**

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

**Definition of Sexual Harassment for Employees**

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

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

**Definition of Sexual Harassment for Students**

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

Two general types of sexual conduct can deny or limit a student’s ability to participate in or benefit from a school’s program:
1) One form of sexual harassment occurs when a teacher or other school employee conditions an educational decision or benefit on the student’s submission to unwelcome sexual conduct. If this occurs, it does not matter whether the student resists and suffers the threatened harm or submits to and avoids the threatened harm—regardless of the student’s response it is sexual harassment.

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

**Investigation and Resolution of Sexual Harassment Complaints**

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

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

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

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

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

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

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

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

The time frames in this document can be extended by mutual agreement of both parties.
GIAL prohibits reprisals or retaliation against any person (a) for alleging or complaining about discrimination or harassment, (b) for filing an internal complaint of discrimination or harassment, (c) for filing an agency action or lawsuit alleging discrimination or harassment, or (d) for participating in a harassment investigation. Any person who retaliates against a complainant will be subject to disciplinary action up to and including dismissal.

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

**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 GIAL Safety Promoter.

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:
- https://records.txdps.state.tx.us/SexOffender/PublicSite/Index.aspx

**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 celebrates collaboration with the International Linguistic Center to continue excellence in service to our students.
ACADEMIC SERVICES
**Library**

**Hours of Operation**

<table>
<thead>
<tr>
<th>When GIAL is in session:</th>
<th>When GIAL is not in session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>Monday - Friday</td>
</tr>
<tr>
<td>8:00am–10:00pm</td>
<td>9:00am–5:00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>Sat., Sun., Holidays</td>
</tr>
<tr>
<td>8:00am–5:00pm</td>
<td>Closed</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>9:00am–5:00pm</td>
<td></td>
</tr>
<tr>
<td>Sunday and Holidays</td>
<td></td>
</tr>
<tr>
<td>Closed</td>
<td></td>
</tr>
</tbody>
</table>

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

The Library 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 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 [https://www.tsl.texas.gov/texshare/index.html](https://www.tsl.texas.gov/texshare/index.html).

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 media, 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.

**Study Carrels**
There are a limited number of study carrels are available for student rental with preference given to thesis students. See the Library Office in the Pike building for more information.

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

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

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

**Lab Hours when in session:**
- Monday - Friday  8:00am – 5:00pm
- Monday-Thursday  7:00pm - 10pm
- Saturday        11:00am – 5:00pm
- Sunday and Holidays  Closed

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

Each user is assigned an account with personal private space on a server. A fast, monochrome laser printer, 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 & Wired/Wireless Internet Access

E-mail and internet access are readily available on the computers in the computer lab and library. Connections for personal computers are available in the Guest House and in GIAL study carrels in the library (included in carrel rental).

Technology Fee

A technology fee (included in the learning resource fee) is charged for each credit hour taken. This fee covers computer lab use, Wi-Fi Internet use, technical help with student-owned computers, and lab-assistant help in the computer lab. Additionally, there is a per-page fee for printer use. Thesis-only and off-campus or independent-study students are exempt from this fee, provided they are not using any of the above services.
GIAL celebrates 15 years of service with alumni serving in 70 different countries around the world!
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. The Student Body Association nominates a student representative to the Board of Trustees, Faculty/Staff Forum, Computer Advisory Committee, Library Advisory Committee, and Safety Committee.

The SBA sponsors numerous activities each term including a Sing-a-long, Stories of Faith, and the Adopt-a-road program. The SBA assists in orientation activities and other social events. Once a year, they sponsor a T-Shirt Design Contest.

Welcome Desk

Students arriving on campus for their first session should check in with the Dallas Center Welcome Desk in the Mahler building lobby. The staff there will issue your vehicle parking sticker allowing you to park on campus. You also will receive your personal electronic key to the campus gates and doors for after-hours access to the Center.

Bulletin Boards

Bulletin boards are located in the Dining Hall, Guest House, Pike building, and the Mahler building. These important centers disseminate a wide variety of information. Students are responsible for taking note of any posted material relevant to their study program. All notices must be approved and initialed by the proper authorities before being posted. See the GIAL Office for posting academic information, the Center Director’s Office for general notices, and the Guest House Host for all notices posted in the Guest House.

GIAL has several special purpose bulletin boards. In the Mahler hall is a small board for posting Scripture that has been meaningful to you and you feel might be an encouragement to others. In the upper level hallway is a small bulletin board for posting job opportunities. These must be approved and signed by the Special Assistant to the President or the Dean of Students.

The SBA has two bulletin boards in the Mahler building for posting items of special interest to students.

Easels

Students should take special note of the easels at the entrances to both the Pike and Mahler buildings. These contain information about activities taking place either that day or the next. Information about class changes or cancellations, etc. will also be posted here.

Dallas Center News

The weekly Dallas Center News (DCN) is the information source for upcoming events, news, announcements and praise and prayer for the International Linguistics Center. Please coordinate with the Center Director’s staff to receive this publication (and other Center news) electronically.

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.

**Career Planning and Testing Services**

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

Students electing to seek career service with Wycliffe Bible Translators or Pioneer Bible Translators (PBT) should contact the local representatives available to provide assistance. Wycliffe’s mobilizing offices are located on campus, (972) 708-7720, and the PBT Recruitment Offices are located at the organization’s headquarters across the street from the International Linguistic Center, (214) 699-4321.

The Department Heads are available to give advice on graduate level programs at other institutions for students interested in further academic training.

**Counseling Services**

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

**Textbooks**

Textbook requirements for each course can be viewed through Campus Café, the course registration system. See the website for additional information. A textbook exchange is also maintained by the SBA on Facebook to help students find textbooks. Some courses do not require a textbook purchase. Students are responsible for having their textbooks when classes begin.

**Copying**

There is a copy machine located in the Library and another in Mahler 10. They are available for personal use at minimal fees.

**Fax**

FAX service is available through the Dallas Center offices. FAX machines are located in the Dallas IT Department (in the Hunt building) or in the Center Director’s Office in the Mahler building. Check with the Welcome desk.

**Notary Services**

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

**Spiritual Fellowship**

**Transform**

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

Transform, which is held from 10:10 a.m. - 11:05 a.m. Mondays, Wednesdays, and Fridays when classes are in session, is meant to prepare our students to thrive spiritually in places where the support of the local church may not exist.
Transform supplements the spiritual encouragement available in the local church by grounding students in biblically appropriate and culturally relevant responses to the world they go to serve.

Students are urged to be part of this participatory ministry of encouragement, worship, and community development. Demonstrating a firm commitment to Christian spiritual vitality, the administration and faculty strongly believe in the role of Transform as a vital component in student life.

**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 Faculty/Staff Prayer Partnerships**
Interested students are invited to participate in prayer partnerships with faculty and 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.

**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 people serving around the world provides opportunity to discover what God is accomplishing around the world.

**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,
7500 W. Camp Wisdom Road
Dallas, TX 75236
(972) 708-7426
Email: housing_dallas@sil.org

- Guest House (Dorm)
- Apartments (no pets)
- Mobile Homes (limited number)

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

Ridge Parc
6969 Clarkridge Drive
(972) 572-6801
Children on the Center

Parents are responsible for the supervision of their children while they are on the Center. The playground area of the Dallas Center Childcare is available for small children when the regular program is not in session, as long as their play is supervised. Please note that construction sites are off-limits.

Childcare

GIAL does not operate childcare facilities. However, SIL operates a preschool 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.

Poison Control Center (800) 764-7661

Poisonous Snakes, Spiders and Plants

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

Sightings of harmful animals or reptiles should be reported to the Dallas Center Buildings and Grounds Office, weekdays (972) 708-7425 or nights and weekends (214) 906-1648.

Boutique

A generally well-stocked boutique is located in the C-1 Building. All items in the boutique have been donated and are available for free to those with a current Dallas Center badge for proper identification. Many people have volunteered their time to sort and arrange the clothing and other goods for your convenience.

Feel free to browse. The boutique is open to all students (hours are posted on the door at the Boutique entrance). Children under 14 years must be accompanied by a parent. Contributions of clean, good-quality clothing, small household items and books are welcomed and can be placed in the front window drop.

The Boutique also has a sewing room where volunteers do mending and alterations for staff and students. Leave items well marked with name and telephone number, indicating what needs to be done. The sewing room volunteers contribute their time free of charge. However, contributions are encouraged to help defer sewing room maintenance costs. Be sure to show your appreciation by getting to know some of the volunteers!
Renting Vehicles
The Dallas Center has vehicles that may be rented for personal use. See the receptionist in the Dallas Center Housing Department (Guest House) for full information.

Warehouse
Temporary storage of personal goods is available in the Warehouse on campus. The Warehouse assists Wycliffe and SIL members in shipping personal goods to both stateside and overseas destinations through the Missionary Transport Division. Fees apply for both services.

Bicycles
Bicycles may be parked only in the spaces provided for them. For those riding bikes to the Center, racks are located at the west door of the Mahler building, the south entrance to the Hunt building, and in the picnic area by the pool. The rack at the west end of the Guest House building is reserved for Guest House residents.

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, personal mail should to the residence, not to the Center. The Mailroom will forward mail to an on-center distribution site only (most likely the Mahler boxes).

Please contact the Mailroom prior to departure to make arrangements for delivery of personal mail received after leaving the ILC campus. Because of Postal regulations, the Mailroom cannot forward mail with the 7500 W. Camp Wisdom address. It must have new postage added. Wycliffe members wanting their mail forwarded could have their personal Wycliffe account charged for the postage. All others will have their mail returned to sender. If possible it is better to do a 'Temporary Forward'. 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.

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.

All former students of 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 Association periodically sends out e-letters connecting alumni with other alumni and GIAL. Understanding that in some countries only limited news can be shared, and in some not at all, those working with the Alumni Association strive to share information in an acceptable manner.

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**

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlton Methodist</td>
<td>214-947-7500</td>
</tr>
<tr>
<td>Columbia Medical Center</td>
<td>817-472-4868</td>
</tr>
<tr>
<td>Baylor Medical Center</td>
<td>214-820-0111</td>
</tr>
<tr>
<td>Methodist Central</td>
<td>214-947-2990</td>
</tr>
<tr>
<td>Parkland Memorial</td>
<td>214-590-8000</td>
</tr>
</tbody>
</table>

**Fire Safety**

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

1. When you hear the alarm sound, (accompanied by flashing strobe lights) **evacuate** the building. Close all doors behind you when you know that everyone has evacuated the room.
2. Before opening a door, feel to determine if it is hot; place fabric under the door to lessen smoke in the room.
3. If smoke—cover nose and mouth with wet cloth, if available.
4. Stay low to the ground.
5. Assemble **outside** or in an adjacent building in designated area(s). Your instructor will determine that everyone is out of the building and accounted for. **DO NOT LEAVE THE DESIGNATED AREA UNTIL EVERYONE IS ACCOUNTED FOR.**

**Mahler Building – Designated Meeting Areas**

1. Upper level—go to the visitor parking lot.
2. Lower level—go to the Pike parking lot.
3. If there is a chemical or bio-terrorist event, move upwind from the danger.

**Pike Building - Designated Meeting Area**

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

**Lockdown**

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

1. Stay **inside** and remain in or find a room.
2. Lock doors to this room and turn off lights.
3. Close blinds on windows.
4. Seek shelter away from glass and out of sight of doors and windows.
5. Listen for further instructions.
**Tornado Safety**

Familiarize yourself with the Tornado Safety Area plans posted at the entrances of the buildings. There are shaded areas to indicate the "shelter areas" in case of a tornado.

1. When you hear the Tornado Alarm (three bursts of a tone, pause, and three bursts of a tone) DO NOT go outside.
2. Assemble on the lowest level of the building away from windows.
3. Stay in shelter until the all-clear is issued.

**Inclement Weather Policy**

In the event of inclement weather you may access information regarding GIAL campus closing through the following avenues:

- GIAL’s Emergency Notification System is the main method of emergency notification. Individuals who have subscribed to GIAL’s Emergency Notification System will be notified regarding the decision to close. You may subscribe to the ENS at [www.gial.edu/alerts/](http://www.gial.edu/alerts/). Alerts can be sent via text message, email and or voice message.
- In addition, the campus main phone number will have updated information on a GIAL campus closing. The number is 972-708-7340.

If GIAL has a delayed opening, please check the easels in building hallways when you arrive, since classes for that day may have been rescheduled.

**Recreational Activities**

A pool may be seasonally available for student use. Persons using the pool are expected to read and follow rules associated with pool usage. The Center Director’s staff handles reservations and pool passes for students.

Hiking trails and limited-access roads surround the campus. Enthusiasts of all ages can be observed taking advantages of opportunities to enjoy the picturesque beauty of the campus scenery.

**Center Tours**

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

**Environment**

GIAL is located on the International Linguistic Center (ILC) campus, situated on the edge of an escarpment—a flat-to-hilly plateau that drops off rather abruptly on one side into a valley. Consequently, the environment of the local area is fragile. To help protect this special environment please stay off the grass. Instead, use the available walkways and trails. Trees and shrubs are maintained by Facilities Management. Please do not cut shrubs or limbs. Notify Center Facilities Management if you notice plants or trees in need of trimming.

**Parking Regulations**

All vehicles, including motorcycles, must have parking permits. These may be obtained from the Dallas Center Housing Office in Mahler 100C. All cars and motorcycles are to be parked in the parking lots, not in the fire lanes or off the roads. The Dallas Fire Marshall does not permit parking in any fire lane, subject to a fine. Campers, trailers, and other towed vehicles may be parked only in the RV area. Contact the SIL Housing Office (Key 100) for details. Vehicles may not be stored on Center property without prior approval of the Center Director. The owner of Mechanical Excellence, an auto shop near Highway 67 and Cockrell Hill, is willing to store vehicles for $15 per month. Call 972-709-5391. No maintenance or repair of vehicles (changing oil, etc.) is permitted in the Center’s parking lots.
GIAL celebrates faculty with 479 combined years of field experience.
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, cross-cultural 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

Janet Allen, Assistant Professor
Applied Linguistics
Ph.D., Heinrich Heine Universitat, Dusseldorf, 2011; M.A., University of Illinois at Chicago, 1997; B.A., Trinity College (Deerfield, IL), 1993.
Field work: Kankanaey language project, Philippines
Languages spoken: Spanish, Tagalog, Kankanaey

Shelley Ashdown, Assistant Professor
College of International Studies, Department Head
Field work: Kenya, Thailand
Languages spoken: Thai, Maa

Peter Backstrom, Instructor
Applied Linguistics
M.A., University of Texas at Arlington, 1994; B.A., Trinity Western University, 1982.
Field work: Southwest Asia
Languages spoken: Urdu

Cynthia Blood, Instructor
Applied Anthropology
Field work: Cameroon, Indonesia
Languages spoken: Spanish, French, Indonesian, Oku

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

Neil R. Coulter, Assistant Professor
Applied Anthropology—World Arts
Ph.D., Kent State University, 2007; M.A., Kent State University, 2000; M.M., Kent State University, 2000; B.M., Wheaton College, 1997.
Field work: Papua New Guinea
Languages spoken: Tok Pisin, German
Wayne Dye, Assistant Professor

Applied Anthropology
Ph.D., Fuller Theological Seminary, 1983; M.A., University of Michigan, 1968; B.S.E., University of Michigan, 1957.
Field work: Papua New Guinea, Kenya
Languages spoken: Bahinemo, Tok Pisin

Mark Harlan, Associate Professor

Abraham Center, Department Head
Ph.D., Fuller Graduate School of Intercultural Studies, 2005; Th.M., Dallas Theological Seminary, 1984; B.S., United States Air Force Academy, 1974.
Languages spoken: Arabic

Robin Harris, Assistant Professor

Applied Anthropology--World Arts
Ph.D., University of Georgia, 2012; M.A., Bethel University, 2007; M.A., Columbia International University, 2001; B.Mus., Biola University, 1983.
Field work: Russian Federation (Siberia)
Languages spoken: Russian

Paul Kroeger, Associate Professor

Applied Linguistics
Ph.D., Stanford University, 1991; M.A., University of Texas at Arlington, 1981; B.S., Yale University, 1975.
Field work: Malaysia, Singapore
Languages spoken: Malay, Kimaragang

M. Lynn Landweer, Assistant Professor

Applied Anthropology
Ph.D., University of Essex, 2006; M.A., University of Texas at Arlington, 1985; B.A., Biola University, 1975.
Field work: Papua New Guinea
Languages spoken: Tok Pisin

Marlin Leaders, Instructor

Applied Linguistics
Field work: Papua New Guinea, Philippines

Robert McKee, Assistant Professor

Applied Anthropology
Field work: Democratic Republic of Congo (formerly Zaire)
Languages spoken: French, Bangala, Mangbetu

Stephen Parker, Assistant Professor

Applied Linguistics
Ph.D., University of Massachusetts, 2002; M.A., University of Texas at Arlington, 1988; B.A., Indiana University, 1980.
Field work: Peru, Papua New Guinea
Languages spoken: Spanish, Tok Pisin
Kurt Anders Richardson, Associate Professor

Abraham Center
Field work: Eurasia, Asia

Arden Sanders, Assistant Professor

Applied Linguistics
Field work: Papua New Guinea
Languages spoken: Kamasau, Tok Pisin

CJ Searsy, Instructor

College of International Studies
Field work: East Asia

Jack Shoemaker, Assistant Professor

College of International Studies
Ph.D., Southern Methodist University, 2012; M.A., Southern Methodist University, 2008; B.A., Azusa Pacific University, 1980.
Field work: Uganda
Languages spoken: Spanish, Ese Ejja, Swahili, Ma’di, Portuguese

Peter Unseth, Associate Professor

Applied Anthropology
Field work: Ethiopia
Languages spoken: Amharic

Stephen Walter, Associate Professor

Applied Anthropology, Department Head
Field work: Colombia, Guatemala, Indonesia, Papua New Guinea, Philippines, Cameroon, Ghana, Burkina Faso, Kenya
Languages spoken: Spanish, Tzeltal

Adjunct Faculty

Tod Allman, Adjunct Faculty

Applied Linguistics
Ph.D., University of Texas at Arlington, 2010; M.A., University of Texas at Arlington, 1989; M.Div., Biola University, 1986; M.S., Harvey Mudd College, 1982; B.S., Harvey Mudd College, 1981.
Field work: Philippines
Languages spoken: Korean
Eric Bartels, Adjunct Faculty
Applied Anthropology
M.A., University of Texas at Arlington, 1979; B.A., University of South Florida, 1972.
Field work: Togo, Benin, North Eurasia
Languages spoken: French, Russian, German

Leonard N. Bartlotti, Adjunct Faculty
Abraham Center
Field work: Central Asia

C. John Block, Adjunct Faculty
Abraham Center
Ph.D., University of Exeter, 2012; M.A., Fuller Graduate School of Intercultural Studies, 2007.
Field Work: Eastern Europe, Arabian Peninsula
Language spoken: Arabic, French, Estonian

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

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

Robert Dooley, Adjunct Faculty
Applied Linguistics
Ph.D., Oklahoma State University, 1973; M.A., Oklahoma State University, 1968; B.S., University of Texas at Arlington, 1966.
Field work: Brazil

Jeffrey Feinberg, Adjunct Faculty
Applied Linguistics
Field Work: Peru, Israel, American Messianic Jewish community
Languages spoken: Greek, French, and Spanish

Harriet Hill, Adjunct Faculty
Applied Anthropology—World Arts
Field work: Côte d'Ivoire

Sunny Eun Sun Hong, Adjunct Faculty
Applied Anthropology
Ph.D., Biola University, 2014; M.A., Biola University, 2001; M.A., University of Maryland, 1987; B.A., SookMyung Women's University
Field Work: Asia Area, Philippines
Languages spoken: Korean
JoAnna Hoyt, Adjunct Faculty
*Applied Linguistics*
Ph.D., Dallas Theological Seminary, 2012; M.A., Dallas Theological Seminary, 2007; B.A., Howard Payne University, 2000

Brad Keating, Adjunct Faculty
*Applied Anthropology—World Arts*
Field work: Nigeria

Nabeel Jabbour, Adjunct Faculty
*Abraham Center*
Field work: Lebanon, Egypt and United States
Languages spoken: Arabic

Carol Long, Adjunct Faculty
*Applied Linguistics*
Field work: Malaysia
Languages spoken: Malay

Dennis Malone, Adjunct Faculty
*Applied Anthropology*
Ph.D., Indiana University, 1995; M.A., Concordia University, 1972; B.S., Concordia University, 1964.
Field work: Papua New Guinea

Sarah Moeller, Adjunct Faculty
*Applied Linguistics*
Field work: West Asia
Language spoken: Russian

Perry Oakes, Adjunct Faculty
*Applied Linguistics*
Field work: Panama
Languages spoken: Spanish

Will Reiman, Adjunct Faculty
*Applied Anthropology*
Field work: Mozambique, Guinea-Bissau
Languages spoken: Portuguese

Brian Schrag, Adjunct Faculty
*Applied Anthropology—World Arts*
Field work: Congo
Languages spoken: French, Lingala, Mono

Gary Simons, Adjunct Faculty

Applied Linguistics
Field work: Solomon Islands

Rondal Smith, Adjunct Faculty

Applied Linguistics
Ph.D., Indiana University, 1972; M.A., Indiana University, 1965; B.S., Lincoln Christian University, 1961.
Field work: Africa, North America, Europe

Coleen Starwalt, Adjunct Faculty

Applied Linguistics
Ph.D., University of Texas at Arlington, 2008; M.A., University of Texas at Arlington, 1987; B.A., Biola University, 1984.
Field work: Nigeria
Languages spoken:

Ervin Starwalt, Adjunct Faculty

Applied Linguistics
Field work: Nigeria

James Wheatley, Adjunct Faculty

Applied Anthropology
Field Work: Brazil
Languages spoken: Portuguese and Bakairi

Senior Faculty

Shin Ja Hwang, Senior Faculty

Applied Linguistics

Kenneth McElhanon, Senior Faculty

Applied Linguistics
Field work: Papua New Guinea

Carol McKinney, Senior Faculty

Applied Anthropology
Field work: Nigeria, Kenya
Ronald Morren, Senior Faculty

Applied Anthropology
Field work: Philippines, Guatemala, Colombia, Honduras

Associate Faculty

Hope Bowling, Associate Instructor

Applied Anthropology
B.S., Moody Bible Institute, 1972.
Field work: Papua New Guinea
Languages spoken: Yagwoia, Tok Pisin

Sally Dye, Associate Instructor

Applied Anthropology
M.A., Fuller Theological Seminary, 1982; B.S., University of Michigan, 1959.
Field Work: Papua New Guinea, Kenya

Jeremy Harrison, Associate Instructor

Applied Linguistics
M.Div., Abilene Christian University, 2002; B.A. Abilene Christian University, 1999.
Field work: North America-South Sudan Immigrant Community

Lynley Hatcher, Associate Instructor

Applied Anthropology

Tim Hatcher, Associate Instructor

Applied Anthropology
Languages spoken: Russian

Ric Nelson, Associate Instructor

Applied Anthropology
M.A., University of Texas at Arlington, 1987; B.A., San Diego State University, 1983.

Michelle Petersen, Associate Instructor

Applied Anthropology—World Arts
Field work: Burkina Faso, Central African Republic, Côte d’Ivoire, Mali, Senegal
Languages spoken: French, Jula

Joy Sanders, Associate Instructor

Applied Linguistics
M.A., University of Texas at Arlington, 1976; B.S., University of California at Los Angeles, 1974.
Field work: Papua New Guinea
Languages spoken: Kamasau, Tok Pisin, Spanish

Hugh Tracy, Associate Instructor

Applied Anthropology
Field work: Colombia, Peru

76 Faculty
GIAL celebrates, the leadership quality of its administration and boards past, present, and future.
ADMINISTRATION
Administration

President, David A. Ross, Ph.D., Lehigh University
Vice President of Operations, David Harrell, B.A., Baylor University
Vice President of Finance, L. Rodney Jenkins, M.B.A., University of Central Oklahoma
Dean of Academic Affairs, Doug Tiffin, D.Min., Southwestern Baptist Theological Seminary
Dean of Students/Title IX Coordinator, Katie Hoogerheide, M.A., Tel Aviv University
Director of Development, Judy Pollock, M.Ed., University of Illinois
Director Institutional Research and Services, Richard E. Lynch, Diploma, M.Mus., Westminster Choir College
Department Head, College of International Studies, Shelley G. Ashdown, D. Miss., Biola University
Department Head, Abraham Center, Mark Harlan, Ph.D., Fuller Theological Seminary
Department Head, Applied Anthropology Department, Stephen L. Walter, Ph.D., University of Texas at Arlington
Department Head, Applied Linguistics Department, Michael E. Boutin, Ph.D., University of Florida

Staff

Special Assistant to the President, Gail Dykstra, B.A., University of Texas at Arlington
Accounting Office, Paul Setter, B.S., University of Wisconsin at River Falls
Associate Chaplain, Ruth Schilberg, M. Ed., University of Texas at Austin
Chaplain, Victor Jackson, Certificate, Southern Bible Institute
Library Director, Ferne Weimer, MLS., Northern Illinois University
Library Assistant, Carole Unseth, B.A., Dallas Baptist College
Library Cataloger, Glenna Sollenberger, B.A. and B.S., Southern Nazarene University
Reference Librarian, Dorothy Buice, M.S., University of North Texas
Reference Librarian, Robert Sivigny, M.L.S., Simmons College
Computing Services Director, Chuck Walek, B.S., University of Nebraska
Computing Services, Matt Long, M.A., Graduate Institute of Applied Linguistics
Computing Services, Mark Thrash
Computing Services, Jonathan Dailey, M.A., Graduate Institute of Applied Linguistics
Special Events Coordinator, Escolene Lynch, Diploma, Northeastern Bible Institute
Administrative Assistant to the Dean of Academic Affairs, Jana Teders, M.S., University of Oklahoma
Administrative Assistant to the Dean of Students, Caiti Plante, B.A., Bob Jones University
Administrative Assistant to the Director of Development, Tricia Reiman, M.A., University of Texas at Arlington
Executive Administrator to the Director of the Abraham Center, Sheri Dugan, B.A., Crown College
Student Services

Admissions Director, Margaret A. Johnson, B.A., University of Missouri at Columbia
Registrar/Cashier, Lynne M. Lamiman, B.A., LeTourneau University
Assistant Registrar, Christy Keating, M.A., Graduate Institute of Applied Linguistics
Administrative Assistant to Student Services, Suzanne Carter, B.S., Tulsa University
Admissions Representative, Kelly Walter, M.A., University of Texas at Arlington
Administrative Assistant to Student Services, Margaret Johnson, M.R.E., Southwestern Baptist Theological Seminary
Financial Aid Administrator, Ken Prettol, M.A., University of Texas at Arlington
Cashier, Lynne M. Lamiman, B.A., LeTourneau University
International Student Center, Mary Tiffin, M.M., Southwestern Baptist Theological Seminary
Prospective Student Coordinator, Sheri McMillan, B.A., University of West Florida
Alumni Relations, Allison Pyle, M.A., Graduate Institute of Applied Linguistics
VA Certifying Officer, Mary Tiffin, M.M., Southwestern Baptist Theological Seminary

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GIAL celebrates the difference our students make because of the foundation received through our programs.
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 eight study programs:

1. A 121-credit hour program leading to the Bachelor of Arts with a major in International Service.
2. A 27-credit hour program leading to an Undergraduate Certificate in Applied Linguistics.
3. A 12-credit hour program leading to a Graduate Certificate in Multicultural Teamwork.
4. A 15-credit hour program leading to a Graduate Certificate in Islamic Studies.
5. A 36-credit hour program leading to the Master of Arts with a major in Abrahamic Studies.
6. A 37-credit hour program leading to the Master of Arts with a major in Applied Linguistics.
7. A 36-credit hour program leading to the Master of Arts with a major in Language and Culture Studies.
8. A 36-credit hour program leading to the Master of Arts with a major in World Arts.

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

In an 8-week modular course at GIAL, with three hours of credit, a class typically meets every day for a total of 40 class sessions during the module. Each class meets for 55 minutes. Thus, the total class minutes expected is: 40 x 55 = 2200 minutes.

Every effort is made to ensure that no class days are lost due to breaks, holidays, etc. Students following the modular calendar, thus receive as much classroom experience as do students in a semester course of equivalent credit.

Maximum Course Load

The maximum course load of undergraduate students is 21 hours of undergraduate-level credit in a 20 week term, 9 hours of undergraduate-level credit in an eight-week module or 4.5 hours of graduate-level credit in a four-week module.

The maximum course load of graduate students is 16 hours of graduate-level credit in a 20 week term, 7 hours of graduate-level credit in an eight-week module or 3 hours of graduate-level credit in a four-week module.

GPA

To register for the next term undergraduate students need to maintain at least a 2.0 GPA. A graduate student will need to maintain at least a 3.0 GPA to register for a new term. Otherwise, a student will be placed on academic probation, with accompanying restrictions.

Prerequisites

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

Continuing Education Provider

GIAL is a Continuing Education Provider for the State of Texas. Educators are invited to consider professional, graduate-level CPE training at GIAL located on the International Linguistics Center in Dallas, Texas.
**Department Mission Statement**

It is the mission of the CIS Department to develop competent professionals for international service through training and service learning opportunities in cross cultural studies, world arts, linguistics, and any other international service specializations developed by or assigned to the department for implementation.

**Shelley Ashdown, D.Miss., Department Head**

**College of International Studies Programs:**

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

  The degree is intended to prepare students for international, cross-cultural service, as well as provide all of the undergraduate courses needed for entry into GIAL’s specialized graduate degree programs. Minors include cross-cultural service, linguistics and world arts.

  GIAL will offer only the upper level courses of the degree program. All students will need to transfer in 54 hours of undergraduate semester credits (ush) including all of the general education requirements for a BA degree. THECB Elements of the Core Curriculum

**College of International Studies Faculty:**

- **Shelley Ashdown**, D.Miss., Biola University, 2001, **Department Head**
College of
International Studies
Serving Around the World
Bachelor of Arts (B.A.) degree with Major in International Service

Bachelor of Arts (B.A.) degree with a major in International Service and minors in Cross-Cultural Service, Linguistics, or World Arts

Purpose

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

Upon completion of this degree students will:

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

Mission

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

Degree Requirements

The Bachelor of Arts degree with major in International Service at GIAL is a 121 minimum undergraduate semester hour (ush) degree (122 ush for Linguistics Minors).

Curriculum

Students are required to have completed a minimum of 54 ush from a regionally accredited institution of higher education or its equivalent. Within these 54 ush, students are required to meet the Texas Higher Education Coordinating Board’s (THECB) “Elements of the Core Curriculum.”

http://www.thecb.state.tx.us/reports/PDF/2737.PDF?CFID=17166895&CFTOKEN=12497791

GIAL offers only the junior and senior level courses required for an undergraduate degree. GIAL offers 67 ush of the 121 minimum ush – the Degree Core Requirements and the Minor Requirements. GIAL has not entered into an arrangement with another accredited institution to provide instruction for these 54 ush. See “Transfer of Credit” in the Academic Procedures and Policies portion of the catalog.

Each student will choose one of three minors:

- Linguistics
- World Arts
- Cross-Cultural Service

Prerequisites

Students will only be admitted to the BA-IS degree program if they have completed a minimum of 54 ush elsewhere. These 54 ush should:

- Cover the general education portion of the degree program
- Meet the Texas Higher Education Coordinating Board’s Core Curriculum requirements (see Table).
- Be transferrable courses from a regionally accredited educational institution or equivalent
### BA-IS CURRICULUM OVERVIEW

General Education Requirements (completed before admission to GIAL) 54 ush
Degree Core Requirements (completed at GIAL) 49 ush
Minor Requirements (completed at GIAL) 18 ush

(19 for Linguistics Minors)

**TOTAL 121 ush**

(122 ush for Linguistics Minors)

### GENERAL EDUCATION CORE REQUIREMENTS

As determined by the Texas Higher Education Coordinating Board

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum Requirement ush</th>
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<tr>
<td>Communication</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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<td>Language, Philosophy &amp; Culture</td>
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<td>Creative Arts</td>
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**Total general core hours**  54

### BA-IS Degree Program Outline

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<td>IS3351 Dynamics of Cross-Cultural Service</td>
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<td>AA4370 Cultural Anthropology</td>
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<td>AA4350 Language and Society</td>
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<td></td>
<td>IS3364 Theory/Reality of Development</td>
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<td></td>
<td>IS3352 Globalization</td>
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<tr>
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<td>AA3325 Missiology</td>
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<td></td>
<td>AA4387 Training Across Cultures</td>
<td>3</td>
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<td>IS4321 Cross-Cultural Internship</td>
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<td>AA4202 AV Techniques</td>
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<td>IS3311 Research Writing</td>
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<td>Development of a Worldview</td>
<td>AC4315 OT Survey</td>
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<td>AC4316 NT Survey</td>
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<td>IS3350 Dynamics of Religious Experience</td>
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<td>Minor (See below)</td>
<td>Linguistics (19 ush)</td>
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<td></td>
<td>Cross-Cultural Service (18 ush)</td>
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<td>18/19 (linguistics)</td>
<td>121/122 (linguistics)</td>
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</table>

*Linguistics minors will replace this course with an additional elective*
Minors

CROSS-CULTURAL SERVICE

IS4361 Cross Cultural Communication 3

Four of:* 12

AA4350 Language and Society 3
IS3364 Theory/Reality of Development 3
IS3352 Globalization 3
AA3325 Missiology 3
AA4387 Training Across Cultures 3

Elective 3

Total 18

*Note: Cross-Cultural courses must be different from courses for the major

LINGUISTICS

Linguistics minor students will not be required to take AL4304 Introduction to Language Structure (3 credit hours) but will take an additional elective instead.

AL4302 Principles of Articulatory and Acoustic Phonetics 3
AL4303 Principles of Phonological Analysis 3
AL4410a Principles of Grammatical Analysis a 2
AL4410b Principles of Grammatical Analysis b 2
AA4350 Language and Society 3
AL4406 or AL5406 Field Methods and Linguistic Analysis 4
AL4207 or AL5207 Field Data Management 2

Total Linguistics minor hours 19

WORLD ARTS

WA4382 Survey of World Arts 3
WA3384 Theory and Practice of Ethnodoxology 3
WA3381 Arts for a Better Future 3
WA4387 Area Studies for World Arts 3
WA4322 Video Production and Editing 3
WA3386 World Arts Practicum 3

Total World Arts minor hours 18
**BA-IS Sample Plan of Study: Cross-Cultural Service Minor**

*Students will transfer a total of 54 ush including General Education requirements.*

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<thead>
<tr>
<th>Year ONE, Fall</th>
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<tbody>
<tr>
<td>Se 1</td>
<td>--</td>
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<tr>
<td>Se 2</td>
<td>IS3351 Dynamics of Cross Cultural Service 1.5</td>
<td>IS3311 Research Writing 1.5</td>
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<td>Se 3</td>
<td>IS3351 Dynamics of Cross Cultural Service (con’t) 1.5</td>
<td>IS3311 Research Writing (con’t) 1.5</td>
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<td>Se 4</td>
<td>AA4505 Second Language and Culture Acquisition 5</td>
<td>AA4370 Cultural Anthropology 3</td>
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<th>Year ONE, Spring</th>
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<tr>
<td>Se 1</td>
<td>AA4202 Audio and Video Techniques for Fieldworkers 2</td>
<td>2</td>
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<td>Se 2</td>
<td>IS4361 Cross Cultural Communication 1.5</td>
<td>IS3352 Globalization 1.5</td>
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<td>Se 3</td>
<td>IS4361 Cross Cultural Communication (con’t) 1.5</td>
<td>IS3352 Globalization (con’t) 1.5</td>
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<td>Se 4</td>
<td>AA4372 Political and Social Systems 3</td>
<td>AA4350 Language &amp; Society 3</td>
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<tr>
<td>Se 1</td>
<td>IS4321 Cross Cultural Internship 1.5</td>
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<td>IS4321 Cross Cultural Internship (con’t) 1.5</td>
<td>IS3364 Theory and Reality of Development 1.5</td>
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<td>IS3364 Theory and Reality of Development (con’t) 1.5</td>
<td>AC4315 Old Testament Survey 3</td>
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<td>Language 1 3</td>
<td>AC4316 New Testament Survey 3</td>
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<tr>
<td>Se 1</td>
<td>Elective (WA4322 Video Production and Editing) 3</td>
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<td>Se 2</td>
<td>Language 2 1.5</td>
<td>AC4317 World Religions OR IS3350 Dynamics of Religious Experience 1.5</td>
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<tr>
<td>Se 3</td>
<td>Language 2 (con’t) 1.5</td>
<td>AC4317 World Religions OR IS3350 Dynamics of Religious Experience (con’t) 1.5</td>
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<td>Se 4</td>
<td>Language 3 3</td>
<td>Cross Cultural Elective (AA3325 Missiology) 3</td>
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**TOTAL 67**

Cross Cultural Elective (AA3325 Missiology)
BA-IS  *Sample* Plan of Study Linguistics Minor

*Students will transfer a total of 54 ush including General Education requirements.*

<table>
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<tr>
<th>Year ONE, Fall</th>
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<tbody>
<tr>
<td>Se 1</td>
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</table>
| Se 2           | IS3351 Dynamics of Cross Cultural Service  
                 IS3311 Research Writing | 1.5  
                 1.5  
                 3 |
| Se 3           | IS3351 Dynamics of Cross Cultural Service (con’t)  
                 IS3311 Research Writing (con’t) | 1.5  
                 1.5  
                 3 |
| Se 4           | AA4370 Cultural Anthropology  
                 Cross Cultural Elective (AA4387 Training Across Cultures) | 3  
                 3  
                 6 |

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<th>Year ONE, Spring</th>
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</table>
| Se 1             | AL4410a Principles of Grammatical Analysis a  
                 AL4302 Principles of Articulatory and Acoustic Phonetics | 2.0  
                 1.5  
                 3.5 |
| Se 2             | AL4302 Principles of Articulatory and Acoustic Phonetics (con’t)  
                 AL4303 Principles of Phonological Analysis | 1.5  
                 1.5  
                 3 |
| Se 3             | AL4410b Principles of Grammatical Analysis b  
                 AL4303 Principles of Phonological Analysis (con’t) | 2  
                 1.5  
                 3.5 |
| Se 4             | AA4505 Second Language and Culture Acquisition  
                 AA4372 Political and Social Systems | 5  
                 3  
                 8 |

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| Se 1           | AL4406 Field Methods  
                 AL4207 Field Data Management  
                 AA4350 Language & Society | 2  
                 1  
                 1.5  
                 4.5 |
| Se 2           | AL4406 Field Methods (con’t)  
                 AL4207 Field Data Management (con’t)  
                 AA4350 Language and Society (con’t) | 2  
                 1  
                 1.5  
                 4.5 |
| Se 3           | AC4315 Old Testament Survey  
                 IS4320 Cross-Cultural Experience (or Summer) | 3  
                 1.5  
                 4.5 |
| Se 4           | IS4320 Cross-Cultural Experience (con’t) (or Summer)  
                 Language 1  
                 AC4316 New Testament Survey | 1.5  
                 3  
                 7.5 |

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<tr>
<th>Year TWO, Spring</th>
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</table>
| Se 1             | AA4202 Audio and Video Techniques for Fieldworkers | 2  
                 2 |
| Se 2             | Language 2  
                 AC4317 World Religions OR IS3350 Dynamics of Religious Experience Elective | 1.5  
                 1.5  
                 1.5  
                 4.5 |
| Se 3             | Language (2) (con’t)  
                 AC4317 World Religions (con’t) OR IS3350 Dynamics of Religious Experience (con’t) Elective (con’t) | 1.5  
                 1.5  
                 1.5  
                 4.5 |
| Se 4             | Language 3  
                 Cross Cultural Elective (AA5325 Missiology) | 3  
                 3  
                 6 |

**TOTAL** 68
### BA-IS Sample Plan of Study: World Arts Minor

Students will transfer a total of 54 ush including General Education requirements.

<table>
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<td>IS3351 Dynamics of Cross Cultural Service</td>
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<td>Cross-Cultural Elective (AA5325 Missiology OR AA4350 Language &amp; Society)</td>
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<tr>
<td>Summer</td>
<td>WA3381 Arts for a Better Future</td>
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<td><strong>Se 1</strong></td>
<td>IS4320/IS4321 Cross-Cultural Experience/Internship</td>
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<td>WA4382 Survey of World Arts</td>
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<td>AC4315 Old Testament Survey</td>
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<td><strong>Se 4</strong></td>
<td>Language 1</td>
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<td><strong>Se 4</strong></td>
<td>Language 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA4372 Political and Social Systems</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>
Department Mission Statement

It is the mission of the Applied Anthropology department to implement the mission of GIAL by providing appropriate training and research opportunities in those concentrations, programs and other specializations in language and culture studies developed by or assigned to the department.

Stephen L. Walter, Ph.D., Department Head

Applied Anthropology Programs:

- Master of Arts with Major in Language and Culture Studies
- Master of Arts with Major in World Arts
- Graduate Certificate in Multicultural Teamwork

Department Faculty:

Stephen L. Walter, Ph.D., University of Texas at Arlington, Department Head
Cynthia L. Blood, M.A., University of Texas at Arlington
Neil R. Coulter, Ph.D. Kent State University
T. Wayne Dye, Ph.D., Fuller Theological Seminary
Robin Harris, Ph. D., University of Georgia
M. Lynn Landweer, Ph.D., University of Essex, Essex, England
Rob G. McKee, Ph. D., University of Rochester
Peter E. Unseth, Ph.D., University of Texas at Arlington
Master of Arts (M.A.) with Major in Language and Culture Studies

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

Purpose
The Master of Arts degree with a 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.

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

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

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

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

Curriculum
The Master of Arts degree with a major in Language and Culture Studies requires a minimum of 36 semester hours. Of those hours, 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 a major in Language and Culture Studies, every student is expected to complete (1) the general core requirements and (2) the requirements specific to his/her chosen concentration.
Each concentration has a set of “common courses,” specific to that concentration, that are expected of all students working on a degree in that concentration. In addition, all of the concentrations provide for students to select either a thesis track or a non-thesis track (Comprehensive Exam) for completing their degree.

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

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

6. The course is included in a degree program of GIAL;
7. The course has not already been specified as a core requirement for the Master of Arts degree with a major in Language and Culture Studies; and
8. The course has not already been specified as a concentration requirement.

Concentrations

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

Islamic Worldviews Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (choose one – 3 hours)</td>
<td>AA5340 Ethnographic Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5341 Social Science Research Design and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5342 Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>Training (choose one – 3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems</td>
<td>AA5353 Language Development</td>
<td></td>
</tr>
<tr>
<td>(two of four – 6 hours)</td>
<td>AA5354 Language Contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures (recommended)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5375 Culture Change</td>
<td></td>
</tr>
<tr>
<td>Concentration core courses (15 hours)</td>
<td>AA5310 Core Components in Islam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5312 Islam in the 21st Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5314 Modern Islamic Religious and Political Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5318 Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td>Thesis option</td>
<td>Thesis (6 hours)</td>
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<tr>
<td></td>
<td>Elective (3 hours)</td>
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</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (9 hours)</td>
<td></td>
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<tr>
<td><strong>Total Hours</strong></td>
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### Language Survey Concentration

<table>
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<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Research (6 hours)</td>
<td>AA5341 Social Science Research Methods</td>
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<td>AA5342 Statistical Methods</td>
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<tr>
<td>Training (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (3 hours)</td>
<td>AA5354 Language Contact</td>
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</tr>
<tr>
<td>Concentration core courses</td>
<td>AL5304 Advanced Phonological Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5352 Language Program Design and Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5361 Principles of Language Survey</td>
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<td></td>
<td>AA5362 Language Survey Methods</td>
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<tr>
<td></td>
<td>AA5321 Multicultural Teamwork (online)</td>
<td></td>
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<tr>
<td></td>
<td>OR AA5323 Multicultural Leadership</td>
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<tr>
<td>Thesis option</td>
<td>Elective (3 hours)</td>
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<tr>
<td></td>
<td>Thesis (6 hours)</td>
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<tr>
<td>Non-thesis (Comprehensive Exam) (6 hours plus elective)</td>
<td>AA5353 Language Development and Planning</td>
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<tr>
<td></td>
<td>AA5366 Theory and Practice of Sociolinguistics</td>
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<td>Elective (3 hours)</td>
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**Total Hours** 36

### Literacy Concentration

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<td>AA5341 Social Science Research Design and Methods</td>
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<td>AA5342 Statistical Methods</td>
<td></td>
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<tr>
<td>Training</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
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<tr>
<td>Language and Culture as Dynamic Systems</td>
<td>AA5354 Language Contact</td>
<td></td>
</tr>
<tr>
<td>Concentration core courses</td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5353 Language Development</td>
<td></td>
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<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
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</tr>
<tr>
<td></td>
<td>AA5934 Literacy Megacourse</td>
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<tr>
<td>Thesis option</td>
<td>Thesis (6 hours)</td>
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</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (6 hours)</td>
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**Total Hours** 36
### Scripture Engagement Concentration

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<td>Research: (choose one – 3 hours)</td>
<td>AA5340 Ethnographic Research</td>
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<td></td>
<td>AA5341 Social Science Research Methods</td>
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</tr>
<tr>
<td>Training (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (6 hours)</td>
<td>AA5353 Language Development</td>
<td></td>
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<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
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<tr>
<td>SE Concentration Core (9 hours)</td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
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<td></td>
<td>AA5356 Current Issues in Scripture Engagement</td>
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<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
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<tr>
<td>Ideological cluster (choose one - 3 hours)</td>
<td>AA5373 Religion and Worldview</td>
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<td></td>
<td>AI5319 Biblical Backgrounds</td>
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<tr>
<td>Application Cluster (choose one - 3 hours)</td>
<td>AA5333 Principles of Literacy</td>
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</tr>
<tr>
<td></td>
<td>AA5357 Oral Tradition and Literature</td>
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<tr>
<td></td>
<td>AA5382 Applied Arts</td>
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<tr>
<td></td>
<td>AA5364 Theories and Practices of Community Development</td>
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<tr>
<td></td>
<td>AA5354 Language Contact</td>
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</tr>
<tr>
<td></td>
<td>OR an applied course approved by the student’s academic advisor</td>
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<td>Thesis option (9 hours)</td>
<td>Electives (3 hours)</td>
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<td>Thesis (6 hours)</td>
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<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (9 hours)</td>
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**Total Hours**: 36

### Sociolinguistics Concentration

<table>
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<th>Course</th>
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</thead>
<tbody>
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<td>Research (3 hours)</td>
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</tr>
<tr>
<td>Training (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (6 hours)</td>
<td>AA5353 Language Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5354 Language Contact</td>
<td></td>
</tr>
<tr>
<td>Concentration core courses (15 hours)</td>
<td>AA5352 Language Program Design and Management</td>
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</tr>
<tr>
<td></td>
<td>AA5366 Theory and Practice of Sociolinguistics</td>
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<tr>
<td></td>
<td>AA5372 Social and Political Organization</td>
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</tr>
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<td></td>
<td>AA5375 Cultural Change</td>
<td></td>
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<tr>
<td></td>
<td>AA5321 Multicultural Teamwork (online) OR AA5323 Multicultural Leadership</td>
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<tr>
<td>Thesis option</td>
<td>Elective (3 hours)</td>
<td></td>
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<tr>
<td></td>
<td>Thesis (6 hours)</td>
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<td>Non-thesis (Comprehensive Exam)</td>
<td>AA5368 Seminar in Sociolinguistics</td>
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<td></td>
<td>Elective 1 (3 hours) (recommend Area Studies if available)</td>
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<tr>
<td></td>
<td>Elective 2 (3 hours)</td>
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</table>

**Total Hours**: 36
Master of Arts (M.A.) with Major in World Arts

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

**Purpose**

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

**Prerequisites**

Prior to admission to the degree, students are required to demonstrate competency in at least one artistic domain (music, drama, dance, visual arts, etc.)

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

**Core Courses**

**Degree Core Courses (15 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AA5384</td>
<td>Expressive Form Analysis</td>
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<tr>
<td>AA5339</td>
<td>Research Methods for World Arts</td>
</tr>
<tr>
<td>AA5382</td>
<td>Applied Arts</td>
</tr>
<tr>
<td>AA5387</td>
<td>Training Across Cultures</td>
</tr>
<tr>
<td>AA5386</td>
<td>Directed Practicum in World Arts</td>
</tr>
</tbody>
</table>

**Concentrations**

The MA with a major in World Arts offers students three options for a concentration. Please see the next three columns for details.

1. **Concentration in Applied Arts**: to complete this course of study in three terms of full-time study, the student should begin in the fall.
2. **Concentration in Arts and Islam**: to complete this course of study in three terms of full-time study, the student should begin in the fall.
3. **Concentration in Arts and Scripture Engagement**: to complete this course of study in three terms of full-time study, the student should begin in the spring.
### Applied Arts Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two from the Arts Analysis Specialization Courses (6 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
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<tr>
<td></td>
<td>AA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5389 Exploration of Artistic Form</td>
<td></td>
</tr>
<tr>
<td>Two from the Application Domain Courses (6 hours)</td>
<td>AA5381 Arts for a Better Future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5383 Arts and Trauma Healing (intensive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
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</tr>
<tr>
<td></td>
<td>AL5317 Language Documentation</td>
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<tr>
<td></td>
<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5333 Principles of Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5353 Language Development and Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5362 Language Survey Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5364 Theories and Practices in Community Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
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</tr>
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<td></td>
<td>AA5374 Christianity Across Cultures</td>
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<tr>
<td>Thesis Option</td>
<td>Thesis Electives (6 hours)</td>
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<td></td>
<td>Elective (3 hours)</td>
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<tr>
<td>Non-thesis-Comprehensive Exam</td>
<td>Electives (9 hours)</td>
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</table>

### Arts and Islam* Concentration

<table>
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<tr>
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<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
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<td></td>
</tr>
<tr>
<td>Two from among these Arts Analysis options (6 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
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</tr>
<tr>
<td></td>
<td>AA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5389 Exploration of Artistic Form</td>
<td></td>
</tr>
<tr>
<td>One from among these Arts Application options (3 hours)</td>
<td>AA5381 Arts for a Better Future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5383 Arts and Trauma Healing (intensive)</td>
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</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5362 Language Survey Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5364 Theories and Practices in Community Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
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</tr>
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<td></td>
<td>AA5374 Christianity Across Cultures</td>
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<tr>
<td>Concentration in Arts and Islam (12 hours)</td>
<td>AA5310 Core Components in Islam</td>
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<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
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<td></td>
<td>Electives from Abraham Center (6 hours)</td>
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<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Two from among these Arts Analysis options (6 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
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<td>AA5385 Song Transcription and Analysis</td>
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</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
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<tr>
<td></td>
<td>AA5389 Exploration of Artistic Form</td>
<td></td>
</tr>
<tr>
<td>One from among these Arts Application options (3 hours)</td>
<td>AA5381 Arts for a Better Future</td>
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</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
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</tr>
<tr>
<td></td>
<td>AA5364 Theories &amp; Practices in Community Development</td>
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</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
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</tr>
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<td></td>
<td>AA5333 Principles of Literacy</td>
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<td></td>
<td>AA5353 Language Development and Planning</td>
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<tr>
<td></td>
<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td>Concentration in Arts and Scripture Engagement: (12 hours)</td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
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<td>AA5356 Current Issues in Scripture Engagement</td>
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<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
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<td></td>
<td>Choose one:*</td>
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<td></td>
<td>AA5383 Arts &amp; Trauma Healing (intensive)</td>
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<tr>
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<td>AA5373 Religion &amp; Worldview</td>
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<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
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</tr>
<tr>
<td></td>
<td>*These three courses may also serve as application options.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 36

*Note: For concentrations in Arts and Scripture Engagement, students wishing to do a thesis option may need to take more than 36 hours to complete the degree. Otherwise, a comprehensive exam can be taken to complete the requirements to graduate.*
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. There by 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 offered only in the Fall term of each academic year:

- AA5372 Social and Political Organization explores social and political structures and their cultural variants. These structures provide the underlying mental grid which guides each participant in how a team should accomplish its goals.
- AA5374 Christianity Across Cultures explores the different expressions of Christianity in different times, denominations, and ethnic groups. Since the values and expectations Christians bring to a team or partnership are strongly perceived to be derived from their religion, participants must understand this topic in order to work effectively with others.
- AA5321 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.

**Graduate Certificate In Multicultural Teamwork Courses—Fall Term Only**

<table>
<thead>
<tr>
<th>Session 2-3</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5372 Social and Political Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5323 Multicultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Session 3-4</td>
<td>AA5321 Multicultural Teamwork (Online)</td>
<td>3</td>
</tr>
<tr>
<td>Session 4</td>
<td>AA5374 Christianity Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Department Mission Statement

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

Mark Harlan, Ph.D., Department Head

Abraham Center Programs:

- Master of Arts with Major in Abrahamic Studies
- Concentration in Islamic Worldviews (in cooperation with the MA with a major in Language & Culture Studies)
- Concentration in Abrahamic Worldviews (student-crafted)
- Concentration in Arts & Islam (in cooperation with the MA with a major in World Arts)
- Graduate Certificate in Islamic Studies

Department Faculty:

Mark Harlan, Ph. D. Fuller Graduate School of Intercultural Studies, Department Head
Kurt Anders Richardson, D.Th., University of Basel
Leonard N. Bartlotti, Ph.D., Oxford Centre for Mission Studies/University of Wales (United Kingdom)
C. John Block, Ph.D., University of Exeter
Nabeel Jabbour, Th.D., University of South Africa
Master of Arts (M.A.) with Major in Abrahamic Studies

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

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

Prerequisites
AC4315 OT Survey (BA-IS) or equivalent
AC4316 NT Survey (BA-IS) or equivalent.
*Students may petition to waive these prerequisite requirements if they have taken equivalent courses elsewhere. Courses are evaluated on a course-by-course basis.

Core Courses
Degree Core Courses (15 hours)

- AC5341 Arabic 1
- AC5342 Arabic 2
- OR
- AL5321 New Testament Greek for Translators
- AL5322 New Testament Greek for Translators 2
- OR
- AL5326 Biblical Hebrew for Translators
- AL5327 Biblical Hebrew for Translators 2

AC5315 Comparative Monotheism (3 credits)
AC5319 Comparative Messianism (3 credits)
AA5321 Multi-Cultural Teamwork (3 credits)

Specialization Courses/Concentrations
The MA with a major in Abrahamic Studies offers students two options for a concentration. Please see the chart below for details.

- Concentration in Islamic Worldviews
- Student-Crafted Concentration in Abrahamic Worldviews
### ISLAMIC WORLDVIEWS CONCENTRATION (15 Hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses (15 hours)</strong></td>
<td>AA5310 Core Components of Islam</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5318 Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Arabic 1 and 2 are required as the Abrahamic language.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of two:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5312 Islam in the 21st Century <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5314 Modern Islamic Religious and Political Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any approved course in Islamic studies</td>
<td></td>
</tr>
<tr>
<td><strong>Choice of Track: (6 hours)</strong></td>
<td>Thesis (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (6 hours) + Comprehensive Exams</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

### STUDENT-CRAFTED CONCENTRATION IN ABRAHAMIC WORLDVIEWS (15 Hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses (15 hours)</strong></td>
<td>Abrahamic Language 1 and 2</td>
<td>15</td>
</tr>
<tr>
<td><strong>The student with approval of the AC department will design a concentration in Abrahamic worldviews based upon his/her needs or goals.</strong></td>
<td>Five approved courses in Abrahamic studies</td>
<td>15</td>
</tr>
<tr>
<td><strong>Choice of Track: (6 hours)</strong></td>
<td>Thesis (6 hours)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (6 hours) + Comprehensive Exams</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Graduate Certificate in Islamic Studies

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

Goals
To enable students to:

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

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

Core Courses (9 hrs)
The Certificate in Islamic Studies requires three core courses.

- AA5310 Core Components in Islam
- AA5316 Contextualization Issues Among Muslim Peoples
- AA5318 Understanding the Qur’an

Elective Courses (6 hrs)
Two elective courses are required from among those offered by the Abraham Center.

- AA5312 Islam in the 21st Century
- AA5314 Modern Islamic Religious and Political Movements
- AA4341 Arabic 1
- AA4342 Arabic 2
- AA4343 Colloquial Arabic 1
- Future courses in comparative Abrahamic studies

<table>
<thead>
<tr>
<th>Core Courses (9 hours)</th>
<th>AA5310 Core Components in Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5316 Contextualization Issues Among Muslim Peoples</td>
</tr>
<tr>
<td></td>
<td>AA5318 Understanding the Qur’an</td>
</tr>
<tr>
<td>Elective Courses (6 hours)</td>
<td>AA5312 Islam in the 21st Century</td>
</tr>
<tr>
<td></td>
<td>AA5314 Modern Islamic Religious and Political Movements</td>
</tr>
<tr>
<td></td>
<td>AC4341 Arabic 1; AC4342 Arabic 2; AC4343 Colloquial Arabic 1</td>
</tr>
<tr>
<td></td>
<td>Future courses in comparative Abrahamic studies</td>
</tr>
</tbody>
</table>

Total Hours 15
Department Mission Statement
The mission of the Department of Applied Linguistics is to provide training in those concentrations and programs in linguistics and Bible translation developed by or assigned to the department.

Michael Boutin, Ph.D., Department Head

Applied Linguistics Programs:
Master of Arts with Major in Applied Linguistics
- Programs with emphases in Bible Translation, Descriptive Linguistics, or Cross-Cultural Service.
Certificate in Applied Linguistics
- Basic courses in phonetics, phonology, grammar, cultural anthropology, sociolinguistics, language learning, field methods, and data management.

Department Faculty:
Michael E. Boutin, Ph.D., University of Florida, Department Head
Jan Allen, Ph.D. Heinrich Heine Universitat, Dusseldorf
Peter Backstrom, M.A., University of Texas at Arlington
Paul R. Kroeger, Ph.D., Stanford University
Marlin R. Leaders, M.A., University of Texas at Arlington
Stephen G. Parker, Ph.D., University of Massachusetts Amherst
Arden Sanders, Ph.D., Fuller Theological Seminary
Ervin Starwalt, Ph.D., University of Texas at Arlington
Master of Arts (M.A.) with Major in Applied Linguistics

Master of Arts degree with a major in Applied Linguistics and concentrations in Bible Translation, Descriptive Linguistics, or Cross-Cultural Service

**Purpose**
The Master of Arts degree with a major in Applied Linguistics is designed to produce graduates qualified to serve in specialist cross-cultural roles in Bible Translation, 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 a & b
- AA4505 Second Language and Culture Acquisition

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

**Curriculum**
The Master of Arts degree with a major in Applied Linguistics requires a minimum of 37 semester hours. Of those hours, 13 are general core requirements, expected of all students earning this degree, and 24 are concentration-specific.

Students may elect to complete this degree through coursework plus either a comprehensive examination or a thesis.

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

**General AL Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406</td>
<td>Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207</td>
<td>Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>AL5312</td>
<td>Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>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>
</tbody>
</table>

**Total Core Hours** 13

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
<th>Hours</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>Thesis Option</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Translation concentration hours 24
Total including core (minimum) 37

Bible Translation Concentration: Sample Plans of Study

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

Non-Thesis and Thesis Options

<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>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>
<tr>
<td><strong>Term B (Fall)</strong></td>
<td><strong>Term B (Spring)</strong></td>
</tr>
<tr>
<td>AL5327 Biblical Hebrew for Translators 2</td>
<td>AL5322 NT Greek for Translators 2</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL5315 Semantics and Pragmatics</td>
</tr>
<tr>
<td>AL5316 Theory and Practice of Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td><strong>Term C (Spring) Non-Thesis Only</strong></td>
<td><strong>Term C (Fall) Non-Thesis Only</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Term C (Spring) Thesis Only</strong></td>
<td><strong>Term C (Fall) Thesis Only</strong></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Thesis (For Thesis option must take Thesis Credit)</td>
<td>Thesis (For Thesis option must take Thesis Credit)</td>
</tr>
</tbody>
</table>

Approved electives for Applied Linguistics major, Bible Translation concentration:

Any course offered by 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 a major in Applied Linguistics; and
3. The course has not already been specified as a Bible Translation concentration requirement.
Descriptive Linguistics Concentration Common Courses

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

**Total hours** 24

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

Descriptive Linguistics Concentration: *Sample Plans of Study*

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

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

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

**Term C (Spring)** Thesis Only

Linguistic Elective

<table>
<thead>
<tr>
<th>Thesis</th>
</tr>
</thead>
</table>

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

- AL5311 Relevance Theory
- AL5317 Language Documentation
- AL5323 Discourse Features of New Testament 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.
Cross-Cultural Service Common Courses (Non-Thesis only)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5374 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><strong>Total hours</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

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

Cross-Cultural Service Concentration: *Sample Plans of Study*

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

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

**Non-Thesis Option**

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
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<td>AL5207 Field Data Management</td>
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<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><strong>Term B (Fall)</strong></td>
<td><strong>Term B (Spring)</strong></td>
</tr>
<tr>
<td>AL5327 Biblical Hebrew for Translators 2</td>
<td>AL5322 NT Greek for Translators 2</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL5315 Semantics and Pragmatics</td>
</tr>
<tr>
<td>AA5374 Christianity Across Cultures</td>
<td>AA5373 Religion and Worldview (even years only)</td>
</tr>
<tr>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td><strong>Term C (Spring)</strong></td>
<td><strong>Term C (Fall)</strong></td>
</tr>
<tr>
<td>AA5373 Religion and Worldview (even years only)</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 degree with a major in Applied Linguistics and 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 degree with a major in Applied Linguistics, 15 undergraduate credit hours of prerequisites must be completed. These prerequisites can be fulfilled via the undergraduate portion of 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 with Major 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
- New Testament or Old Testament Exegesis (3 gsh) to satisfy GIAL exegesis for translators requirement
- Great Commission Ministries courses to satisfy GIAL elective requirements:
  - Intercultural Communication
  - World Religions and the Christian Faith
  - Major Living World Religions
  - Communication in Oral Cultures

**GIAL undergraduate hours** ........................................................................................................................................15

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

**GIAL graduate hours** ...........................................................................................................................................22

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

For advising from SBTS, please direct inquiries to (502) 897-4680 or academicadvising@sbts.edu. Dr. Michael Boutin is the SBTS/GIAL dual-degree advisor at GIAL (michael_boutin@gial.edu).
Cooperative Degree Programs

Southwestern Baptist Theological Seminary

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 with a major 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 the GIAL advisor, Dr. Michael Boutin (michael_boutin@gial.edu) for a current list of pre-approved courses available to program participants.

Cooperative Programs – Degrees from Other Institutions

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 62 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. 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.

<table>
<thead>
<tr>
<th>M.A./BEL and Th.M. Requirements at GIAL</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Course Name</td>
</tr>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis (Co-requisite of AL5207 Field Data Management)</td>
<td>AL4302 Phonetics</td>
</tr>
<tr>
<td></td>
<td>AL4303 Phonology</td>
</tr>
<tr>
<td></td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td></td>
<td>AA4505 SLACA</td>
</tr>
<tr>
<td>AL5207 Field Data Management (Co-requisite of 5406 Field Methods and Linguistic Analysis)</td>
<td>AA4505 SLACA</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>GIAL Elective</td>
<td>(appropriate prerequisites)</td>
</tr>
<tr>
<td>AL5316 Theory and Principles of Translation</td>
<td></td>
</tr>
</tbody>
</table>

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.

Rick Calenberg (rcalenberg@dts.edu) is the DTS contact person for these programs. Dr. Arden Sanders is the M.A./BEL advisor at GIAL (Arden_Sanders@gial.edu).
**Redeemer Seminary**

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>GIAL Course</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis</td>
<td>4</td>
<td>AA4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>2</td>
<td>AA4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>3</td>
<td>AL4410 Grammar Principles of Grammatical Analysis</td>
</tr>
<tr>
<td>AL5315 Semantics &amp; Pragmatics</td>
<td>3</td>
<td>AL4410 Grammar Principles of Grammatical Analysis</td>
</tr>
<tr>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
<td>AL5315 Semantics &amp; Pragmatics</td>
</tr>
</tbody>
</table>
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 take graduate-level courses at GIAL. The specific Certificate courses required for admission to the master’s degree program are different for each major and in, some cases, each concentration (see the description of each program for detailed information). Students who have taken a similar course or courses at another university may petition, with proper documentation, for 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 a minimum overall grade point average of 2.0 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 to Receive the Certificate in Applied Linguistics form must be signed by the relevant course heads and filed in the Registrar’s Office.
**Undergraduate Certificate**

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>AL4410a  Principles of Grammatical Analysis(a)</td>
<td>2</td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL4302 Principles of Articulatory and Acoustic Phonetics OR AA4350 Language and Society (Fall) OR AA4370 Cultural Anthropology (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Sessions 2-3</td>
<td>AL4303 Principles of Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Session 3</td>
<td>AL4410b Principles of Grammatical Analysis(b)</td>
<td>2</td>
</tr>
<tr>
<td>Session 4</td>
<td>AA4505 Second Language and Culture Acquisition OR AA4370 Cultural Anthropology (Spring) OR AA4350 Language and Society (Fall)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL5406  Field Methods</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AL5207  Field Data Management</td>
<td>2</td>
</tr>
</tbody>
</table>
Cooperative Programs with Other Institutions

GIAL has cooperative programs with various institutions of higher learning.

Undergraduate Cooperative Programs

- **Bryan College** in Dayton, TN, offers a minor in Applied Linguistics that includes 16 undergraduate credit hours at GIAL. Students interested in this minor as part of their bachelor’s degree from Bryan College should register for them through Bryan and GIAL. For further information, contact Dr. Bradford Sample at Bryan College.

- A cooperative program with **Calvary Bible College** (CBC) in Kansas City, MO, 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.

- **Dallas Baptist University (DBU)** in Dallas, TX, offers a minor in Applied Linguistics that includes 16 credit hours at GIAL. Students interested in this minor as part of their bachelor’s degree from Dallas Baptist University should register for them through DBU. For further information contact Dr. Carolyn Spain at DBU.

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

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

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

Graduate Cooperative Programs

- A cooperative program with **Calvary Theological Seminary (CTS)** in Kansas City, MO, permits transfer of credits from GIAL to CTS. Students wishing to take graduate classes as part of a master’s degree from Calvary 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. For further information, contact the Admissions office at Calvary 800-326-3960.

- **Dallas Theological Seminary (DTS)** in Dallas, TX, offers a Master of Arts in Biblical Exegesis and Linguistics (MA/BEL) and a Master of Theology (ThM) with an emphasis in Bible Translation. Both of these degrees include 18 graduate credit hours at GIAL. Students wishing to take GIAL courses as part of a master’s degree from DTS should register through them through GIAL.

- **Redeemer Seminary** in Dallas, TX, offers a *Bible, Linguistics, and Translation* track which includes 18 graduate credit hours at GIAL. This track is available as part of the Master of Divinity, Master of Arts in Religion, or Master of Arts programs at Redeemer. Students wishing to take GIAL courses as part of a master’s degree from Redeemer should register for them through GIAL.

- A dual degree program is available through **Southern Baptist Theological Seminary (SBTS)** in Louisville, KY, and GIAL. Students will earn a Master of Arts with a major in Applied Linguistics and a Bible Translation concentration from GIAL and a Master of Divinity in Missions and Bible Translation from SBTS. Students will complete 95 graduate hours. This does not include any undergraduate or remedial prerequisites that may be required.

- **GIAL** offers an M.A. degree with a major in Applied Linguistics and a concentration in *Cross-cultural Service* in partnership with **Southwestern Baptist Theological Seminary (SBTS)** in Fort Worth, TX. SBTS students can transfer 18 graduate credit hours from SWBTS toward this degree concentration. Students should take the remaining 19 graduate credit hours at GIAL and pass GIAL’s comprehensive exam to complete their degree.

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

Programs
GIAL celebrates courses developed by faculty who continue to be leaders in their respective fields.
COURSES
For graduate courses, the prefix of the course numbers represents the department offering that course: “AA” for Applied Linguistics and “AL” for Applied Linguistics. For undergraduate courses the course number represents the subject areas: “IS” for International Service, “AA” for Applied Anthropology, “AC” for Abraham Center, “WA” for World Arts, and “AL” for Applied Linguistics. The first numeral in the course number represents the level of the course: “3xxx” being junior level undergraduate, “4xxx” being senior-level undergraduate and “5xxx” being graduate-level. 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

**College of International Studies Course Descriptions/Outcomes**

**IS3311 Research Writing (FALL) (3 credit hours)**
A course designed to teach students to gather and evaluate information from a variety of sources and to incorporate ideas from these sources into the writing of a research paper. Learning the basics of the LSA format will be included.

**IS3350 Dynamics of Religious Experience (SPRING) (3 credit hours)**
An introductory study into conceptions of spiritual formation and the various ways people deepen their understanding and relationship with the supernatural. Emphasis is given to approaches to a covenantal life, the nature and consequence of religious practices and rituals, and the motivations for a worldview integrating religious faith.

**IS3351 Dynamics of Cross-cultural Service (FALL) (3 credit hours)**
This course explores the theory, purpose, and dynamics of cross-cultural service, multi-cultural team building as well as issues of personal living in a cross-cultural setting.

**IS3352 Globalization (SPRING) (3 credit hours)**
This course will examine the role of linguistics in globalization with particular attention to the role of the West in cultural, economic, and political harmonization around the world.

**IS3364 Theory and Reality of Development (SPRING) (3 credit hours)**
This course explores issues of poverty, economic development, education, and primary health care within the developing world. An emphasis is placed on examination of both successful and unsuccessful methods.

**IS4320 Cross-cultural Experience (SUMMER) (3 credit hours) (to be offered in conjunction with an agency)**
This multi-week experience combines learning and service, allowing the student to explore the reality of cross-cultural service through student chosen programs.

**IS4321 Cross-cultural Internship (FALL or SUMMER) (3 credit hours)**
This six to eight week summer internship is arranged with a sponsoring agency like Wycliffe Bible Translators Discovery trip program. The trip combines learning and service, allowing the student to explore the reality of cross-cultural service under the direction of a leader who has extensive field experience.

**IS4361 Cross-cultural Communication (SPRING) (3 credit hours)**
Students will learn factors relevant to cross-cultural communication. They will be able to identify concepts from intercultural communication that can facilitate or impede communication in a cross-cultural context.
**Applied Anthropology Department Course Descriptions/Outcomes**

**AA3325 Missiology (FALL) (3 credit hours)**
This course provides an overview of topics related to the theory and practice of Christian Missions including the biblical/theological basis of missions, the history of missions as well as cultural and practical issues that relate to the cross-cultural ministry.

**AA4202 Audio and Video Techniques for Fieldworkers (SPRING) (2 undergraduate credits)**
After completing this course, students will be able to record, edit, archive, and share 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.

**AA4170a Cultural Anthropology (1 undergraduate credit) (research supplement)**
This course is intended for students who come to GIAL having taken an introductory course in cultural anthropology elsewhere which did NOT include GIAL’s emphasis on ethnographic research methods and analysis. After completing this course, students will have satisfied GIAL’s requirements in this regard.

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

**AA4372 Political and Social Systems (SPRING) (3 credit hours)**
This course is an introduction to political and social systems worldwide. Subjects treated include basic types of political organizations, concepts and practices of authority, power, law, and decision-making.

*Prerequisite: AA4370 Cultural Anthropology*

**AA4387 Training Across Cultures (FALL) (3 credit hours)**
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*
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: Either AL4304 Introduction to Language Structure or both AL4302 Principles of Articulatory and Acoustic Phonetics and AL4410a Principles of Grammatical Analysis

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 master's level. Students completing this course will be able to describe different kinds of knowledge and ways of knowing and how each is acquired; distinguish between quantitative and qualitative research and the uses, advantages and disadvantages of each; describe word style sheets and use a thesis template to enforce the required style sheet; identify common parts of a research paper/thesis and what is included in each part; describe and implement the proposal writing process; identify ethical perspectives and implications for research; and identify problem areas in technical writing and critical thinking.

Prerequisite: Completion of at least 5 graduate courses

Note: This course is graded P/F. Completion of the course will count as one hour of thesis credit but will not trigger the requirement for continuing registration. For applied linguistics see AL5190.

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

AA5310 Core Components in Islam (FALL) (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 in The 21st Century (3 graduate credits)
This course explores practical and ideological variations within Islam’s current social, anthropological, political, and economic concepts and structures, noting struggles with contemporary development needs, modernization, and relations with the West in general. Insights that can facilitate understanding, meaningful communication, and relationship building between East and West will be emphasized.

AA5314 Modern Islamic Religious and Political Movements (Spring) (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. Particular attention is given to the Muslim Brotherhood, the Gulen Movement, and to the secularists who emerged from the Arab Spring. Along with brief background information on Islam, this course lays the foundation of current trends, examines the issues behind the anger and agenda of militant Islam, suggests some possible responses, and looks at the competing ideological struggle between modernity/open-mindedness versus Islamic fundamentalism and/or fanaticism. Special attention will be given to the Israel/Palestine conflict.
AA5316 Contextualization Issues Among Muslim Peoples (SPRING online) (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, and, 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.

AA5318 Understanding the Qur’an (Spring) (3 graduate credits)
This study of the Qur’an examines its organization, history of compilation, variant manuscript readings, and major themes. Students will become familiar with the major approaches to its interpretation, historical subtext in the Qur’an, and how this affects interpretation of key texts that are problematic for adherents to biblical teaching. Practical issues of etiquette, characteristics of various English translations, and how to read the Qur’an will also be studied.

AC5319 – Comparative Messianism (new course)
The symbol of the messianic (for savior and eschatological figures) has emerged as one of the most transferable of cultural and religious categories. This course serves as a basis for understanding some of the profound theological, cultural, and political implications of the symbol in Judaism, Christianity, and Islam into the modern era. Connections to non-Abrahamic traditions will also be studied.

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

Prerequisite: AA4370 Cultural Anthropology and AA4350 Language and Society

AA5325 Foundations of Cross-cultural Service (SPRING) (3 graduate credits)
This course examines the relationship between cross-cultural communication and cross-cultural transformation. By the end of this course, students will be able to examine the history of cultural or cross-cultural movements, and discuss key factors involved in such movements. Students will also be able to discuss their potential place within such movements.

AA5333 Principles of Literacy (FALL) (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: AL4303 Principles of Phonological Analysis (may be waived for literacy technicians), AA4350 Language and Society, and AL4410a Principles of Grammatical Analysis (a) or AA4350 Language and Society and 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 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 will be able to 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 Design and Management (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 or permission of instructor*

**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) (Online: FALL) (3 graduate credits)
After completing this course, students will be able to discuss the sociolinguistic, socioeconomic, sociopolitical, and socio-religious 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

Note: Online versions of this course require access to an internet connection capable of supporting video conferencing at least once a week.

AA5356 Current Issues in Scripture Engagement (SPRING online) (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

Note: Online versions of this course require access to an internet connection capable of supporting video conferencing at least once a week.

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.

Prerequisite: AA4350 Language and Society

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

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; (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.
AA5366 Theory and Practice of Sociolinguistics (SPRING) (3 graduate credits)
Upon completion of this course students will be able to describe and discuss sociolinguistic variation at the level of a single language. Topics include but are not limited to: the theory of variation; variationist data collection; dialectology; ethnography of communication; pragmatics (power, solidarity, politeness); language and gender; social factors (time, generation, social class, kin/peer group social network, ethnicity and identity); and standard and non-standard usage.

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-Even years only) (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

AA5381 Arts for a Better Future (SUMMER-INTENSIVE with one week on campus) (3 graduate credits)
In this course, students will learn to help a community recognize, value, and plan to use its own arts to meet local needs and goals. The course provides a compact overview of the Create Local Arts Together (CLAT) model of community engagement. The CLAT process consists of seven flexible steps grounded in ethnographic and appreciative inquiry approaches: meet a community and its arts; specify goals; select communication genre and content; analyze the genre; spark creativity; improve new works and creative systems; integrate and celebrate for continuity. Students will engage with the model through three pedagogical cycles, culminating in applying it to a real-life context.

Prerequisite: AA5339 Research Methods for World Arts or AA5384 Expressive Form Analysis or permission of 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 or permission of instructor

AA5383 Arts and Trauma Healing (SPRING-INTENSIVE with two weeks on campus) (3 graduate credits)
This course teaches a holistic, interactive approach to engaging Scripture in the healing process for people who suffer from the mental, emotional, and spiritual effects of trauma. It combines biblical truths with basic mental health principles expressed in ways that can be easily translated into other languages. Students learn to address both cognitive beliefs and emotions damaged by trauma, both in their own lives and in the lives of others. They learn to use participatory learning methods to train local church leaders in ways that help them to become effective care-givers. In particular, this course will emphasize the importance of performing and visual arts in trauma healing. Students will understand and be able to articulate and demonstrate the role, the value, and the effectiveness of using the arts in trauma healing from a historical and contemporary perspective. Students will be able to promote emotional and spiritual healing in traumatized communities through the use of local visual and performing arts existing in those communities.

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. Artistic objects and performances will be examined through seven analytical lenses: space, materials, participant organization, shape of the event through time, performance features, content, and underlying symbolic systems. Cross-cultural analytical skills learned during the course will enable students to contribute vitally to communities' efforts to address their local needs and aspirations. Instructional methodologies include participation in these arts.

Prerequisite: AA4370 Cultural Anthropology or permission of instructor

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) Six semester hours of college level (western) music theory (or its equivalent) (2) AA5384 Expressive Form Analysis (or its equivalent)

AA5386 Directed Practicum in World Arts (SPRING online) (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: AA5381 Arts for a Better Future or AA5339 Research Methods for World Arts or AA5384 Expressive Form Analysis or AA5382 Applied Arts

AA5387 Training Across Cultures (FALL) (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 (SPRING online) (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 for 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.

AA5397 Conference Course in Applied Anthropology (TBA) (3 graduate credits)
With permission of graduate advisor.

AA5399 Seminar in Applied Anthropology (TBA) (3 graduate credits)
May be repeated when topic changes, with permission of graduate advisor.

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 and to check for prerequisites of the required prerequisites listed above.

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*

**WA3381 Arts for a Better Future (SUMMER-INTENSIVE with one week on campus) (3 credit hours)**

In this course, students will learn to help a community recognize, value, and plan to use its own arts to meet local needs and goals. The course provides a compact overview of the Create Local Arts Together (CLAT) model of community engagement. The CLAT process consists of seven flexible steps grounded in ethnographic and appreciative inquiry approaches: meet a community and its arts; specify goals; select communication genre and content; analyze the genre; spark creativity; improve new works and creative systems; integrate and celebrate for continuity. Students will engage with the model through three pedagogical cycles, culminating in applying it to a real-life context.

**WA3384 Theory and Practice of Ethnodoxology (FALL) (3 credit hours)**

This course explores the biblical foundations and practical of engaging contextual art forms in worship and witness around the world.

**WA3386 World Arts Practicum (SPRING) (3 credit hours)**

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. Students will take initiative in choosing and engaging their mentor in consultation with the course head.
WA4322 Video Production and Editing (3 credit hours)
This course offers practical experience in video creation, production, directing, and editing.

Prerequisite: AA4202 Audio and Video Techniques for Fieldworkers

WA4382 Survey of World Arts (FALL) (3 credit hours)
This course teaches introductory methods for examining artistic expressions of cultures around the world.

WA4387 Area Studies for World Arts (SPRING) (3 credit hours)
This course is an introduction to the expressive cultures and arts in one area or sub-area of the world. 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
Abraham Center Course Descriptions/Outcomes

AC4315 Old Testament Survey (FALL) (3 credit hours)
A survey of the history, literature, and message of the Old Testament.

AC4316 New Testament Survey (FALL) (3 credit hours)

AC4317 World Religions (SPRING) (3 credit hours)
This course is an introduction to the history, beliefs, and practices of the world’s major living religions. Religions studied include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, and Judaism.

AC4341 Arabic 1 (FALL) (3 credit hours)
This course introduces the student to Modern Standard Arabic and to the Islamic culture. Using the four skills of language - reading, writing, speaking and listening, students will learn greetings, gain acquisition of the Arabic alphabet, elementary grammar and vocabulary.

AC4342 Arabic 2 (SPRING) (3 credit hours)
This course is designed to enable students to understand and communicate effectively in Arabic at the beginning level.

Prerequisite: AC4341 Arabic 1

AC4343 Colloquial Arabic 1 (SPRING) (3 credit hours)
This course employs the Growing Participatory Approach in enabling students to speak a dialect of Arabic at the beginning level. Students will also develop good competency in this particular method of language acquisition. Under the instructor's guidance, students meet in small groups with a native speaker language consultant. The dialect offered will depend upon the language consultants that are available for the course. Course has a lab fee.

Prerequisite: AC4341 Arabic I or permission of the instructor.

AC5309 Theology of Translation (SPRING) (3 credit hours)
This course explores translation studies at the intersection of applied linguistics and theology. Theologies are taken to function in discourses on divine/human relations. An essential aspect of the course will be the investigation of a major theological topic that translators must grapple with. This course will provide resources for students to develop methods for assessing and improving biblical translation at theological levels.

Note: For applied linguistics see AL5309

AC5315 Comparative Monotheism: Abrahamic faiths, their origins and interactions (FALL) (3 credit hours)
This course explores the origins and characteristics of monotheism including ways that religious cultures with no prior history of this concept have adopted it. The course considers "Abrahamic" and “non-Abrahamic” forms of monotheism with cultural life, individual identity, and cross-cultural encounter.

AC5319 Comparative Messianism (new course)
The symbol of the messianic (for savior and eschatological figures) has emerged as one of the most transferable of cultural and religious categories. This course serves as a basis for understanding some of the profound theological, cultural, and political implications of the symbol in Judaism, Christianity, and Islam into the modern era. Connections to non-Abrahamic traditions will also be studied.

AC5341 Arabic 1 (FALL) (3 credit hours)
This course introduces the student to Modern Standard Arabic and to the Islamic culture. Using the four skills of language - reading, writing, speaking and listening, students will learn greetings, gain acquisition of the Arabic alphabet, elementary grammar and vocabulary. This course also involves a research component.
AC5342 Arabic 2 (SPRING) (3 credit hours)
This course is designed to enable students to understand and communicate effectively in Arabic at the beginning level. This course also involves a research component.

**Prerequisite:** AC5341 Arabic 1

AC5343 Colloquial Arabic 1 (SPRING) (3 credit hours)
This course employs the Growing Participatory Approach in enabling students to speak a dialect of Arabic at the beginning level. Students will also develop good competency in this particular method of language acquisition. Under the instructor’s guidance, students meet in small groups with a native speaker language consultant. The dialect offered will depend upon the language consultants that are available for the course. This course also involves a research component and requires a lab fee.

**Prerequisite:** AC5341 Arabic 1 or permission of the instructor.
Applied Linguistics Department Course Descriptions/Outcomes

**AL4207 Field Data Management (2 credit hours)**
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:** AL4406 Field Methods and Linguistic Analysis

**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.

**AL4406 Field Methods and Linguistic Analysis (4 credit hours)**
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:** AL4207 Field Data Management

**AL4410a Principles of Grammatical Analysis (a) (2 undergraduate credits)**
By the end of Session 1 (AL4410a), students will be able to identify morphemes within a word, identify syntactic constituents and grammatical relations within a sentence, and determine syntactic categories (parts of speech) for both words and phrases. They will be able to describe phrase and sentence patterns using phrase structure rules, and use standard terminology to describe case, agreement, and tense/aspect/modality systems.

**AL4410b Principles of Grammatical Analysis (b) (2 undergraduate credits)**
By the end of Session 3 (AL4410b), students will be able to distinguish between inflectional and derivational morphemes, identify passives and other valence-changing constructions, describe various kinds of subordinate clauses, and identify and describe various “special” sentence types: questions, commands, verbless clauses, etc. They will also be able to deal with allomorphy, non-linear morphology, and clitics.
AL5190 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 master’s level. Students completing this course will be able to describe different kinds of knowledge and ways of knowing and how each is acquired; distinguish between quantitative and qualitative research and the uses, advantages and disadvantages of each; describe word style sheets and use a thesis template to enforce the required style sheet; identify common parts of a research paper/thesis and what is included in each part; describe and implement the proposal writing process; identify ethical perspectives and implications for research; and identify problem areas in technical writing and critical thinking.

Prerequisite: Completion of at least 5 graduate courses

Note: This course is graded P/F. Completion of the course will count as one hour of thesis credit but will not trigger the requirement for continuing registration. For applied anthropology see AA5190.

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

AL5309 Theology of Translation (SPRING) (3 credit hours)
This course explores translation studies at the intersection of applied linguistics and theology. Theologies are taken to function in discourses on divine / human relations. An essential aspect of the course will be the investigation of a major theological topic that translators must grapple with. This course will provide resources for students to develop methods for assessing and improving biblical translation at theological levels.

Note: For Abraham center, see AC5309

AL5311 Relevance Theory (FALL) (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)*

**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: Either AL5311 Relevance Theory or AL5315 Semantics and Pragmatics*

**AL5317 Language Documentation (SPRING even numbered years) (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.

*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.
**AL5320 Translation Consulting Skills (SPRING) (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 five 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.

*Prerequisite: AL5321 New Testament Greek for Translators 1*

**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.

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

**AL5323 Discourse Features of New Testament Greek (FALL) (3 graduate credits)**

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

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

**AL5324 Principles of New Testament Exegesis (SPRING) (3 graduate credits)**

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

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

**AL5325 Principles of Old Testament Exegesis (FALL) (3 graduate credits)**

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

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

**AL5326 Biblical Hebrew for Translators 1 (SPRING) (3 graduate credits)**

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

**AL5327 Biblical Hebrew for Translators 2 (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 (SPRING) (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 (may be waived for literacy technician), AA4350 Language and Society, and AL4410a Principles of Grammatical Analysis or AA4350 Language and Society and AL4304 Introduction to Language Structure 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
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