The Graduate Institute of Applied Linguistics (GIAL) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master’s 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. This Catalog is NOT a contract. All contents are subject to change at any time without notice.
Welcome to the catalog of the Graduate Institute of Applied Linguistics (GIAL). I hope that you find the information you are seeking. If you cannot or have further questions, please do not hesitate to contact us, or better yet, come visit us. We are here to answer your questions and to serve you.

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

At GIAL you can discover how to learn a language where there is no teacher. You can learn how to come alongside national artists to spur them to express their culture in the arts. You can acquire the skill to help minority language groups develop their language through linguistics and literacy.

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

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

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

Doug Tiffin, DMin
President, GIAL
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Directory

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department/

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registrar@gial.edu

Veteran’s Affairs
Pike 113
(972) 708-7552
veteransofficer@gial.edu
Welcome

Campus Map

A1 PIKE BUILDING - GIAL Administration, Library
A2 MAHLER BUILDING - Classrooms, Faculty offices
A3 HUNT BUILDING
A4 KEY BUILDING
B2 ACTIVITY CENTER - Child Care
B3 & B4 STAFF/STUDENT HOUSING
B5 GUEST HOUSE
C1 BOUTIQUE
C2 DINING HALL
C3 Center for Excellence in World Arts (CEWA)
C5 SWIMMING POOL
D MOBILE HOMES
E1 MOSHER BUILDING
F1 TRAVIS BUILDING
Current Calendar

GIAL offers courses in a modular or block format. Each TERM is composed of 20 weeks composed of three 4-week and one 8-week module collectively referred to as SESSIONS 1-4. The Fall term begins in July and ends in December. 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. For the most current schedule: [http://www.gial.edu/academics/course-schedule/](http://www.gial.edu/academics/course-schedule/).

The Academic Calendars were revised after the hard copy of the Catalog was printed. If you have a hard copy of the catalog and want replacement Calendar pages for it, they are available from the Assistant to the Academic Dean in Pike 114.

<table>
<thead>
<tr>
<th>Fall Term 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session 1 (No Classes)</td>
</tr>
<tr>
<td>Session 1 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
</tr>
<tr>
<td><strong>Summer 2017 Term Ends</strong></td>
</tr>
<tr>
<td>Orientation Session 2</td>
</tr>
<tr>
<td>Orientation Session 2 (No Classes)</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day (No Classes)</td>
</tr>
<tr>
<td>Session 2 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Pre-registration for Spring Term Begins</td>
</tr>
<tr>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
</tr>
<tr>
<td>Orientation Session 3</td>
</tr>
<tr>
<td>No Homework Weekend</td>
</tr>
<tr>
<td>Homecoming Week</td>
</tr>
<tr>
<td>Session 3 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Session 3 Ends (Last Class Day)</td>
</tr>
<tr>
<td>Bible Translation Conference</td>
</tr>
<tr>
<td>No Classes</td>
</tr>
<tr>
<td>Abraham Conference</td>
</tr>
<tr>
<td>Orientation Session 4 (No Classes)</td>
</tr>
<tr>
<td>Session 4 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Day of Prayer (No Classes)</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td>Thanksgiving Recess (No Classes)</td>
</tr>
<tr>
<td>Session 4 Ends (Last Class Day)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session 1 (No Classes)</td>
</tr>
<tr>
<td>Session 1 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (No Classes)</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
</tr>
<tr>
<td>Orientation Session 2 (No Classes)</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day (No Classes)</td>
</tr>
<tr>
<td>Session 2 Starts (1st Class Day)</td>
</tr>
<tr>
<td>GIAL Afternoon of Prayer</td>
</tr>
<tr>
<td>Pre-registration for Summer and Fall Term Begins</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
</tr>
<tr>
<td>Orientation Session 3 (No Classes)</td>
</tr>
<tr>
<td>Session 3 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Easter Recess (No Classes)</td>
</tr>
<tr>
<td>Session 3 Ends (Last Class Day)</td>
</tr>
<tr>
<td>Orientation Session 4</td>
</tr>
<tr>
<td>Session 4 Starts (1st Class Day)</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td>Summer 2018 Term Starts</td>
</tr>
<tr>
<td>Spring term continues</td>
</tr>
<tr>
<td>Memorial Day (No Classes)</td>
</tr>
<tr>
<td>Session 4 Ends (Last Class Day of Spring term)</td>
</tr>
<tr>
<td>Commencement</td>
</tr>
<tr>
<td>Summer 2018 Term Ends</td>
</tr>
</tbody>
</table>
Future Calendars
(Dates subject to change)

The Academic Calendars were revised after the hard copy of the catalog was printed. If you have a hard copy of the catalog and want replacement Calendar pages for it, they are available from the Assistant to the Academic Dean in Pike 114.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session 1 (No Classes)</td>
<td>Mon-Tue Jul 16-17</td>
<td>Mon-Tue Jul 15-16</td>
<td>Mon-Tue Jul 20-21</td>
</tr>
<tr>
<td><strong>Session 1 Starts (1st Class Day)</strong></td>
<td>Wed Jul 18</td>
<td>Wed Jul 17</td>
<td>Wed Jul 22</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Tue Aug 14</td>
<td>Tue Aug 13</td>
<td>Tue Aug 18</td>
</tr>
<tr>
<td><strong>Summer Term Ends</strong></td>
<td>Tue Aug 14</td>
<td>Tue Aug 13</td>
<td>Tue Aug 18</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>Tue Aug 14</td>
<td>Tue Aug 13</td>
<td>Tue Aug 18</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day (No Classes)</td>
<td>Thu Aug 16</td>
<td>Thu Aug 15</td>
<td>Thu Aug 20</td>
</tr>
<tr>
<td><strong>Session 2 Starts (1st Class Day)</strong></td>
<td>Fri Aug 17</td>
<td>Fri Aug 16</td>
<td>Fri Aug 21</td>
</tr>
<tr>
<td>Pre-registration for Spring Term Begins</td>
<td>Sep 1</td>
<td>Sep 1</td>
<td>Sep 1</td>
</tr>
<tr>
<td>Labor Day (No Classes)</td>
<td>Mon Sep 3</td>
<td>Mon Sep 2</td>
<td>Mon Sep 7</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
<td>Fri Sep 14</td>
<td>Fri Sep 13</td>
<td>Fri Sep 18</td>
</tr>
<tr>
<td>Orientation Session 3</td>
<td>Fri Sep 14</td>
<td>Fri Sep 13</td>
<td>Fri Sep 18</td>
</tr>
<tr>
<td>No Homework Weekend</td>
<td>Fri-Sun Sep 14-16</td>
<td>Fri-Sun Sep 13-15</td>
<td>Fri-Sun Sep 18-20</td>
</tr>
<tr>
<td>Homecoming Week</td>
<td>Sat-Fri Sep 15-21</td>
<td>Sat-Fri Sep 14-20</td>
<td>Sat-Fri Sep 19-25</td>
</tr>
<tr>
<td><strong>Session 3 Starts (1st Class Day)</strong></td>
<td>Mon Sep 17</td>
<td>Mon Sep 16</td>
<td>Mon Sep 21</td>
</tr>
<tr>
<td>Session 3 Ends (Last Class Day)</td>
<td>Fri Oct 12</td>
<td>Fri Oct 11</td>
<td>Fri Oct 16</td>
</tr>
<tr>
<td>Bible Translation Conference</td>
<td>*******</td>
<td>Fri (pm)-Tue Oct 11-15</td>
<td>*******</td>
</tr>
<tr>
<td><strong>No Classes</strong></td>
<td>Mon-Tue Oct 15-16</td>
<td>Mon-Tue Oct 14-15</td>
<td>Mon Oct 19</td>
</tr>
<tr>
<td>Abrahm Conference</td>
<td>*******</td>
<td>Wed-Thur Oct 16-17</td>
<td>*******</td>
</tr>
<tr>
<td>Orientation Session 4</td>
<td>Wed Oct 17</td>
<td>Wed Oct 16</td>
<td>Fri Oct 16</td>
</tr>
<tr>
<td><strong>Session 4 Starts (1st Class Day)</strong></td>
<td>Thu Oct 18</td>
<td>Thu Oct 17</td>
<td>Mon Oct 20</td>
</tr>
<tr>
<td>Day of Prayer (No Classes)</td>
<td>Mon Nov 12</td>
<td>Mon Nov 11</td>
<td>Wed Nov 11</td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td>Sat Dec 1</td>
<td>Sat Nov 23</td>
<td>Sat Nov 21</td>
</tr>
<tr>
<td>Thanksgiving Recess (No Classes)</td>
<td>Wed Nov 21-Sun 25</td>
<td>Wed-Sun Nov 27-Dec 1</td>
<td>Wed-Sun Nov 25-29</td>
</tr>
<tr>
<td>Session 4 Ends (Last Class Day)</td>
<td>Tue Dec 18</td>
<td>Tue Dec 17</td>
<td>Fri Dec 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session 1 (No Classes)</td>
<td>Thu-Fri Jan 3-4</td>
<td>Mon-Tue Jan 6-7</td>
<td>Mon-Tue Jan 4-5</td>
</tr>
<tr>
<td><strong>Session 1 Starts (1st Class Day)</strong></td>
<td>Mon Jan 7</td>
<td>Wed Jan 8</td>
<td>Wed Jan 6</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day (No Classes)</td>
<td>Mon Jan 21</td>
<td>Mon Jan 20</td>
<td>Mon Jan 18</td>
</tr>
<tr>
<td>Session 1 Ends (Last Class Day)</td>
<td>Mon Feb 4</td>
<td>Wed Feb 5</td>
<td>Wed Feb 3</td>
</tr>
<tr>
<td>Orientation Session 2</td>
<td>Mon Feb 4</td>
<td>Wed Feb 5</td>
<td>Wed Feb 3</td>
</tr>
<tr>
<td>Faculty/Staff In-Service Day (No Classes)</td>
<td>Tue Feb 5</td>
<td>Fri Feb 6</td>
<td>Thu Feb 4</td>
</tr>
<tr>
<td><strong>Session 2 Starts (1st Class Day)</strong></td>
<td>Wed Feb 6</td>
<td>Fri Feb 7</td>
<td>Fri Feb 5</td>
</tr>
<tr>
<td>GIAL Afternoon of Prayer</td>
<td>Thu Feb 14</td>
<td>Thu Feb 13</td>
<td>Thu Feb 18</td>
</tr>
<tr>
<td>Pre-registration for Summer and Fall Terms Begins</td>
<td>Mar 1</td>
<td>Mar 1</td>
<td>Mar 1</td>
</tr>
<tr>
<td>Session 2 Ends (Last Class Day)</td>
<td>Tue Mar 5</td>
<td>Thu Mar 5</td>
<td>Thu Mar 4</td>
</tr>
<tr>
<td>Orientation Session 3</td>
<td>Tue Mar 5</td>
<td>Thu Mar 5</td>
<td>Thu Mar 4</td>
</tr>
<tr>
<td><strong>Session 3 Starts (1st Class Day)</strong></td>
<td>Wed Mar 6</td>
<td>Fri Mar 6</td>
<td>Fri Mar 5</td>
</tr>
<tr>
<td>Session 3 Ends (Last Class Day)</td>
<td>Tue Apr 2</td>
<td>Thu Apr 2</td>
<td>Thu Apr 1</td>
</tr>
<tr>
<td>Orientation Session 4</td>
<td>Wed Apr 3</td>
<td>Fri Apr 3</td>
<td>Thu Apr 1</td>
</tr>
<tr>
<td><strong>Session 4 Starts (1st Class Day)</strong></td>
<td>Thu Apr 4</td>
<td>Mon Apr 6</td>
<td>Thu Apr 8</td>
</tr>
<tr>
<td>Easter Recess (No Classes)</td>
<td>Fri-Tue Apr 19-23</td>
<td>Fri-Tue Apr 10-14</td>
<td>Fri-Wed Apr 2-7</td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td>Sat May 18</td>
<td>Sat May 16</td>
<td>Sat May 15</td>
</tr>
<tr>
<td><strong>Summer Term Starts</strong></td>
<td>Tue May 21</td>
<td>Tue May 26</td>
<td>Tue May 25</td>
</tr>
<tr>
<td><strong>Spring Term Continues</strong></td>
<td>Mon May 27</td>
<td>Mon May 25</td>
<td>Mon May 31</td>
</tr>
<tr>
<td>Memorial Day (No Classes)</td>
<td>Mon May 27</td>
<td>Mon May 25</td>
<td>Mon May 31</td>
</tr>
<tr>
<td>Session 4 Ends (Last Class Day)</td>
<td>Tue June 4</td>
<td>Thu June 4</td>
<td>Thu Jun 3</td>
</tr>
<tr>
<td>Commencement</td>
<td>Tue June 4</td>
<td>Thu June 4</td>
<td>Thu Jun 3</td>
</tr>
<tr>
<td><strong>Summer Term Ends</strong></td>
<td>Wed Aug 14</td>
<td>Tue Aug 18</td>
<td>Tue Aug 17</td>
</tr>
</tbody>
</table>
## 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 gial.edu/academics/course-schedule/.

### UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>SESSION 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA4150 Intro to Language Development</td>
<td>AC4341 Arabic 1</td>
<td>IS4344 Chinese 1</td>
<td>AL4410 Grammar(b)</td>
</tr>
<tr>
<td>AA4350 Language and Society</td>
<td>AC5341 Arabic 1</td>
<td>IS4344 Chinese 1</td>
<td>AA4370 Cultural Anthropology</td>
</tr>
<tr>
<td>AL4207 Field Data Management</td>
<td>IS4406 Field Methods &amp; Linguistic Analysis</td>
<td>AA4505 Second Language &amp; Culture Acquisition</td>
<td></td>
</tr>
<tr>
<td>AL4302 Phonetics</td>
<td>IS4321 Cross-Cultural Internship</td>
<td>AC4316 NT Survey</td>
<td>IS3325 Missiology</td>
</tr>
<tr>
<td>AL4406 Field Methods &amp; Linguistic Analysis</td>
<td>AL4410 Grammar(a)</td>
<td>WA4382 Survey of World Arts</td>
<td></td>
</tr>
<tr>
<td>IS4321 Cross-Cultural Internship</td>
<td>AC4315 OT Survey</td>
<td>AL4303 Principles of Phonological Analysis</td>
<td></td>
</tr>
<tr>
<td>AL4406 Field Methods &amp; Linguistic Analysis</td>
<td>WA4382 Survey of World Arts</td>
<td>AL4304 Intro to Language Structure</td>
<td></td>
</tr>
<tr>
<td>IS4321 Cross-Cultural Internship</td>
<td>IS3311 Research Writing</td>
<td>IS3351 Dynamics of Cross-Cultural Service</td>
<td></td>
</tr>
<tr>
<td>IS4321 Cross-Cultural Internship</td>
<td>IS3364 Theory and Reality of Development</td>
<td>IS3364 Theory and Reality of Development</td>
<td></td>
</tr>
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### GRADUATE COURSES

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>SESSION 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5207 Field Data Management</td>
<td>AC5315 Abrahamic Monotheism</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA55151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td>AL5406 Field Methods</td>
<td>AA5342 Statistical Methods</td>
<td>AA5323 Multicultural Leadership</td>
<td>AA5523 Multicultural Leadership</td>
</tr>
<tr>
<td>AL5327 Hebrew 2</td>
<td>AA5343 Principles of Multilingual Ed.</td>
<td>AA5341 Social Science Research Design and Methods</td>
<td>AA554 Language Contact</td>
</tr>
<tr>
<td>AA5377 Area Studies</td>
<td>WA5384 Expressive Form Analysis</td>
<td>AA5354 Language Contact</td>
<td>AA5557 Oral Tradition and Literature</td>
</tr>
<tr>
<td>(odd years)</td>
<td>AC5310 Core Components of Islam</td>
<td>AA5373 Religion and Worldview (even years)</td>
<td>AA5573 Religion and Worldview (even years)</td>
</tr>
<tr>
<td></td>
<td>AC5318 Understanding the Qur’an</td>
<td>AA5374 Christianity Across Cultures</td>
<td>AA5374 Christianity Across Cultures</td>
</tr>
<tr>
<td></td>
<td>AL5190/AA5190 Thesis Writing</td>
<td>WA5382 Applied Arts</td>
<td>AA5574 Christianity Across Cultures</td>
</tr>
<tr>
<td></td>
<td>AL5311 Relevance Theory</td>
<td>AC5312 Islam in the 21st Century (or AC5214</td>
<td>AA5312 Islam in the 21st Century (or AC5214</td>
</tr>
<tr>
<td></td>
<td>AL5315 Semantics and Pragmatics</td>
<td>Modern Islamic Religious &amp; Political</td>
<td>Modern Islamic Religious &amp; Political Movements</td>
</tr>
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<td>AL5323 Discourse Features of New Testament Greek</td>
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<td>AL5325 Principles of OT Exegesis</td>
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<td>AL5395 Current Issues in Descriptive Linguistics</td>
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<td>AA5355 Scripture Engagement Strategy and Methods</td>
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<td>AA5321 Multicultural Teamwork</td>
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Welcome
# 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 [gial.edu/academics/course-schedule/](http://gial.edu/academics/course-schedule/).

## UNDERGRADUATE COURSES

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<td>AL4410 Grammar(b)</td>
<td>AL4410 Grammar(b)</td>
<td>AA4150 Intro to Language Development</td>
</tr>
<tr>
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<td>AL4304 Introduction to Language Structure</td>
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<td>IS3371 TESOL: Curriculum and Program Design</td>
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<tr>
<td>WA4202 Audio &amp; Video Techniques</td>
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<td>IS4373 TESOL: Speaking and Listening</td>
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<td>IS4372 TESOL: Reading and Writing</td>
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<td>IS4373 TESOL: Speaking and Listening</td>
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<td>WA4202 Video Production and Editing</td>
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<td>WA4382 Survey of World Arts</td>
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## GRADUATE COURSES

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<td>WA5383 Arts and Trauma Healing <em>(includes a 2-week-long intensive on campus)</em></td>
<td>AC5309/AL5309 Theology of Translation</td>
<td>AC5342 Arabic 2</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
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<td>AL5406 Field Methods</td>
<td>AL5304 Introduction to Language Structure</td>
<td>AA5352 Language Program Design and Management</td>
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<td>AL5322 Greek 2</td>
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<td>IS3317 World Religions</td>
<td>AA5353 Language Development</td>
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<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td>AA5366 Theory and Practice of Sociolinguistics</td>
<td>IS3352 Globalization</td>
<td>AA5372 Social and Political Organization</td>
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<tr>
<td>AA5361 Principles Language Survey</td>
<td>AA5375 Culture Change and Minority Cultures</td>
<td>IS3371 TESOL: Curriculum and Program Design</td>
<td>AA5387 Training Across Cultures</td>
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<td>AC5342 Arabic 2</td>
<td>IS3373 TESOL: Reading and Writing</td>
<td>AC5322 Abrahamic Worldviews: Shared Stories</td>
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<td>AL5190/AA5190 Thesis Writing</td>
<td>IS4346 Chinese 3</td>
<td>AC5343 Colloquial Arabic 1</td>
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<td>IS4372 TESOL: Reading and Writing</td>
<td>AL5304 Advanced Phonological Analysis</td>
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<td>AL5317 Lang. Documentation (even years)</td>
<td>IS4373 TESOL: Speaking and Listening</td>
<td>AL5312 Discourse Analysis</td>
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<td>AL5319 Biblical Backgrounds</td>
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<td>AL5313 Advanced Grammatical Analysis</td>
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<td>AC5342 Arabic 2</td>
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<td>AL5328 Discourse Features of Biblical Hebrew</td>
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<td>AL5324 NT Exegesis</td>
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<td>AA5340 Ethnographic Research Methods</td>
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<td>AA5393 Literacy Megacourse</td>
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<td>WA5385 Song Transcription and Analysis</td>
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<td>AC5318 Understanding the Qur’an</td>
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<td>WA5386 Directed Practicum in World Arts</td>
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### SUMMER ONLINE

WA3381 and WA5381 Arts for a Better Future (includes a one-week intensive on campus in early June);
AA4350 Language and Society; AA4370 Cultural Anthropology; IS4320 Cross-Cultural Experience
INTRODUCTION
Catalog 2017-2018

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. The most recent version of this Catalog may be viewed on our website: 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 master’s 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.

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. 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 MA 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 four certificates: an Undergraduate Certificate in Applied Linguistics, an Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL), 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 launched the College of International Studies department (CIS) in the fall of 2014 as an undergraduate program. CIS offers a BA degree in International Service with four minors: 1) Cross-Cultural Studies; 2) Linguistics; 3) World Arts; and 4) TESOL (teaching English to speakers of other languages).

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 International Linguistics Center provides students an opportunity to talk with and learn from a wide variety of people who have extensive experience in linguistics, applied anthropology, and world arts. The constant influx of experienced field personnel from around the world makes GIAL an ideal place to expand one’s horizons. You will meet these people in the library, in the dining room, in a classroom, or in any number of informal situations in and around campus.
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. The ultimate deadline is for all paperwork to be in the Admissions office 3 weeks before the course begins.

Gateway Admission

Do you wish you could just take a class without all the hassle of a long application process? 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: www.gial.edu/admissions/gateway-admission 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 BA degree at GIAL or to take non-degree undergraduate courses and no more than 6 graduate credits at GIAL may apply for undergraduate admission. 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.

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 academic transcripts showing classes taken, grades earned, and degrees awarded (if any). School records should come directly to GIAL from the school itself or be an unopened, signed, and sealed copy you received from the school.
   o Academic records from outside the United States should be sent to both GIAL and to the Educational Credential Evaluators (www.ECE.org), the school record evaluation service that GIAL recommends, to verify U.S. equivalency of courses taken and grades and degrees received. GIAL requires a “course-by-course evaluation.” If you go to ECE’s website, click “Apply Now,” select your country, and then “List of required documents,” you will see which school records to submit and how to submit them to ECE.”

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 only students are exempt from this requirement.
Additional requirements for students completing their BA at GIAL:

Students seeking a BA degree from GIAL must submit these additional documents:


k) Transfer petition with list of classes and grades earned elsewhere (54 undergraduate credit hours). CLEP, Dantes (DSST), and Advanced Placement (AP) credits may be included on the Transfer Petition worksheet if those entries can be validated by transcripts submitted directly to GIAL Admission Office by the issuing agency.

Once admitted as a BA 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 intending to pursue an MA degree or a graduate certificate at GIAL, or intending to take more than nine GIAL graduate credits, should apply for graduate admission to GIAL. In addition, graduate admission status at GIAL allows study in any non-degree undergraduate classes and non-degree undergraduate level certificate programs at GIAL.

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 academic transcripts showing classes taken, grades earned, and degrees awarded (if any). 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.

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

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

e) Written statement of purpose.

f) One of the following:

   i. Completion of an undergraduate degree at a regionally accredited institution of higher education, with a GPA of 3.30 or higher.

   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).

   iii. Completion of a 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 only students are exempt from this requirement.
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—in order to study at GIAL, additional admission requirements will include, as applicable, foreign transcript evaluation, proof of English proficiency, and verification of finances. International student application paperwork should be addressed to GIAL International Student Center, 7500 W. Camp Wisdom Rd., Dallas TX 75236, U.S.A. or to isc@gial.edu.

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

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 each semester at 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

Texas law requires that students beginning or 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 it 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. See [gial.edu/admissions/student-health-insurance](http://gial.edu/admissions/student-health-insurance) 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.
FINANCES
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 ALSO ACCEPT CREDIT CARDS. HOWEVER, STUDENTS WHO PAY THEIR TUITION AND/OR FEE OBLIGATIONS BY CREDIT CARD WILL BE CHARGED AN ADDITIONAL CONVENIENCE FEE OF 3% OF THEIR TOTAL CHARGES.

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 ................................................................. $320 per credit hour
Graduate-level courses (including AL5406 and AL5207) ............................... $485 per credit hour
Audit courses (Undergraduate-level courses) .............................................. $290 per credit hour
Audit courses (Graduate-level courses) ..................................................... $430 per credit hour

General Fees

Application Fee (non-refundable) ................................................................ $50
Late Application Fee .................................................................................. $50
International Student Application Fee (in addition to regular application fee) ......................... $50
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) ............................... $40

Additional Fees

Language Consultant Fees
(for course AA4505) .............................................................................. $170
(for course AC 4343/5343) ...................................................................... $200
(for course AL4406 & AL5406) ................................................................. $200
(for course AL5317) .............................................................................. $130
Distance Education Fee (per online course) ............................................... $50
Graduation Fee (non-refundable) ................................................................ $100
Thesis-Binding Fee for 2 copies (non-refundable) ......................................... $60
Transcript fee (official/per copy/non-refundable) ......................................... $5

Estimated Costs

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

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

**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**

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

**To apply, complete the Financial Aid Application by April 1 for the Fall term (July – December) or October 1 for the Spring term (January – June).** You can download the Financial Aid Application form from the GIAL website. Fill it out and email it to financial-aid@gial.edu or print and mail it to GIAL Financial Aid Administrator, Pike 112, 7500 W Camp Wisdom Road, Dallas, TX 75236. A GIAL Admission application must also be on file with the Admissions Office by the deadlines mentioned above in order to be considered for financial aid.

Applicants applying for financial aid may wish to refer to the online Financial Aid FAQs or contact the Financial Aid Administrator (financial-aid@gial.edu) with questions. All financial aid will be administered according to GIAL’s nondiscriminatory equal opportunity policy.

For several reasons, GIAL does not offer federal scholarships or student loans. However, the US Department of Education has designated GIAL as an eligible institution for Federal Student Aid (FSA). As a result, students attending GIAL may receive deferments on their previous FSA program loans and be eligible for the Lifetime Learning Scholarship tax credit on their federal taxes. However, GIAL does not participate in FSA programs like direct or campus-based loans or Federal Work-Study.

GIAL students are awarded financial aid on a term by term basis assuming the student continues to meet scholarship requirements. Students who show financial need and submit a financial aid application may also be eligible for the Work Study Program. Financial Aid is awarded for each term of a study program if the student continues to meet scholarship requirements. Students are encouraged to explore other financial aid opportunities for both graduate and undergraduate students. **NOTE:** Audited courses do not qualify for financial aid.
Qualifying for Financial Aid at GIAL

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

- Progress toward the completion of their program of study
- 3.00 GPA or better, currently and cumulatively
- Full-time status

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

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

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

Financial Aid applications are due April 1 for the Fall term and October 1 for the Spring term.

GIAL Scholarships Available

Through the Financial Aid Application:

The Jude Scholarship

The Jude Scholarship offers financial assistance to one student working on their Bachelor of Arts in International Service in the College of International Studies at GIAL. GPA requirement does not apply for this scholarship.

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 awards will be based on the availability of funds.

The Townsend Scholarship

The Townsend Scholarship Fund offers financial assistance to qualified GIAL students who are Wycliffe members and have demonstrated a commitment to a career devoted to Bible translation or related fields. The amount of scholarship awards will be based on the availability of funds.

The International Student Scholarship

The International Students Scholarship is open to qualified international students enrolled in one of the programs. The amount of scholarship awards will be based on the availability of funds.

Tozer Scholarship

The Tozer Scholarship offers financial assistance to a qualified student pursuing an Applied Linguistics degree with a Bible translation concentration.
Other Scholarships

For information regarding other non-GIAL scholarships that may be available refer to the lists for Undergraduate and Graduate students on the GIAL website (Financial Aid - Non-GIAL Scholarships).

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:

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

The Work-Study Program

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

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

Student Employment

Student assistants may be teaching assistants, research assistants, library assistants, computer lab assistants, work-study students, or candidates for any other on-campus job for which GIAL might employ a student. Student assistants are distinct from GIAL employees, either full-time or part-time, who may be taking classes.

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

GIAL also maintains a student “Job Board” located outside the computer lab listing local job opportunities.

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.
ACADEMICS
**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 assigned an advisor upon admission to GIAL—and will need advisor approval for their schedule prior to completion of registration each term. Students may request a change of advisor through the Registrar’s Office.

**Preregistration**

Online preregistration is opened March 1 for the upcoming Summer and Fall Term and September 1 for the upcoming Spring term and Summer term. Students are encouraged to meet with their advisor for assistance in electing courses each term. No tuition payment is due at preregistration.

**Registration**

Students must be admitted to GIAL in order to register for classes. All students are expected to pay tuition and fees before they will be officially enrolled in courses. Payment should be made no later than the day before your first class session begins. 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. Payment options include:

1. Pay in person at the Finance office, Pike 112, with cash, check, or money order.
2. You may pay with an e-check/EFT through the GIAL web page: [http://www.gial.edu/finance/payments/](http://www.gial.edu/finance/payments/)
3. Pay by mailing a check. Make checks payable to GIAL. Please write your name and the term on the memo line (e.g., John Smith Fall 2016). Mail payments to this address:
   
   Attention: GIAL Cashier
   
   Graduate Institute of Applied Linguistics
   
   7500 W. Camp Wisdom Road
   
   Dallas, TX 75236

4. We also accept credit/debit payments through PayPal. However, students who pay their tuition and/or fee obligations by credit/debit through PayPal will be charged with an additional convenience fee of 3% of their total charges. To pay by PayPal, look for the payment instructions after clicking CONFIRM in Campus Café at the end of the registration process.

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

**Attendance Policy**

Attendance is monitored for enrolled students in all classes. Students must be present for a minimum of 80% of each of their scheduled classes. Any student missing five consecutive days of class without a reasonable excuse is in violation of the attendance policy. Faculty may assign a portion of the grade to attendance in their classes. 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.
Textbooks
Textbook requirements for each course can be viewed through Campus Café, the course registration system. See the website for additional information. Some courses do not require a textbook purchase. Students are responsible for having their textbooks when classes begin.

Full-Time and Maximum Course Loads
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 certificate or degree programs plan no off-campus employment during the term.

Maximum Course Load
The maximum course load of undergraduate students is 22 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 undergraduate-level credit in a four-week module.

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

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 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 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 for classes that meet on a regular basis or after completion of 10% of a class that meets on an irregular basis.

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

- 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)

Students dropping a course after the third business day from the beginning of any new session but within the time limits above will receive a class grade of “W”.

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

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.

Transfer of Credit

Transfer of Undergraduate Credit into a GIAL Program of Study
Students seeking a BA 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 BA admissions process.

These 54 ush must:
- include the general education portion of the degree program (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), or from the College Level Exam Program (CLEP), Prometric (DSST Program), or the College Board (Advanced Placement exam program).

Each of the 54 ush must have a minimum grade of 2.00 ("C") to be accepted for transfer to GIAL.

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

Transfer of Graduate Credit into a GIAL Program of Study
Students seeking an MA graduate degree at GIAL must petition to transfer graduate credit from another institution for a maximum of 15 gsh.
These 15 gsh must:
1. Have been completed no earlier than ten years prior to completion of the GIAL graduate program.
2. Explicitly list the GIAL course for which they are being accepted.
3. 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).

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

Transfer of Graduate Credit Approval Procedure

GIAL reserves the right to make final determination of transfer credit acceptability. The student must petition, before approval is granted for an Intended Plan of Study, 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 graduate degree, when granted, represents education that is current and reasonably focused (i.e., not acquired a little at a time over an unreasonably long period of time), GIAL requires that all credits applied toward a graduate degree, whether transfer credit or work done at GIAL, must be no more than ten years old at the time the degree is completed.

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

**Leave of Absence**

A degree-seeking student who has an Intended Plan of Study on file and who is planning to be absent for more than one term, must file a Petition for Leave of Absence prior to the beginning of the absence. The leave requested can be for no more than eight terms. If the student has commenced work on a thesis, the request for a leave will be approved only in rare and unusual circumstances.

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

**Returning Students**

Students returning to GIAL after an absence of more than one term will need to reactivate their student status with the GIAL admissions office.

**Application for Graduation for BA or MA Degree**

Students should submit the *Application for Graduation* by the first class day in 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.

**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 2.00 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 2.00 will be awarded a BA degree from GIAL. If the cumulative GPA drops below 2.00 during the final term before graduation, the student may be required to take additional coursework to raise the GPA above 2.00 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 – MA 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 degree program requirements set forth in the Catalog published at the time their *Intended Plan of Study* is approved. Students who change programs are responsible for meeting the degree program requirements in effect when they resubmit an *Intended Plan of Study*.

Students must complete an application for graduation, application for comprehensive examination (if non-thesis study plan), and clearance form prior to graduation.

**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.

**Comprehensive Examinations (Master’s Degree Only)**

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 should submit the *Application for Comprehensive Examination* by the first class day in Session 2 of the term in which they expect to take the examination, 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.

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

All academic coursework and graduation requirements (as listed in the Catalog) must be completed by the end of the term to graduate.
**Thesis (Master’s Degree Only)**

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 regular core 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.

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 a 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

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

- A student must have a final grade of “C+” or better for an undergraduate course to serve as a prerequisite for another course at GIAL.
- A student must have a final grade of “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 2.00 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.

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

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

Some of the information contained within a student record is considered public information and may be released in printed, electronic, or other form without prior consent of the student. Public information includes the following: the student's name, local address, telephone and e-mail listing, major field of study, classification (e.g., MA or Certificate), enrollment status (e.g. graduate, undergraduate, part-time, full-time), dates of attendance, 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 may be required.
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.

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.

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

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

It is also the responsibility of the qualified student to notify each instructor, by the end of the first week of class, that options to standard methods of educational access will be needed. The form of accommodation will be determined by mutual agreement between the 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.
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’s online catalog.

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

Additionally, as a member of TexShare, 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 obtain a TexShare card from the circulation desk. The TexShare card allows you to obtain a borrowing card at other public and academic libraries in Texas. For a complete list, see http://www.texshare.edu/generalinfo/about/programs.html.

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

Interlibrary Loan

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

The Library does not charge for doing ILL, but does pass on any charges made by lending libraries. Libraries that have agreed to not charge each other can fill most of the ILL requests that GIAL receives.

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

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

Course Readings (Reserves)

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

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

Library Computers

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

Study Carrels

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

Library Fee

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

Other Libraries

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

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

Computer Lab

Student computing at 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:

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>8:00am – 5:00pm</td>
</tr>
<tr>
<td>Monday – Thursday</td>
<td>7:00pm – 10:00pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>11:00am – 5:00pm</td>
</tr>
<tr>
<td>Sunday and Holidays</td>
<td>Closed</td>
</tr>
</tbody>
</table>
Students wishing to use the lab outside of course-required lab times may do so during the day (Mon.-Sat.) and evenings (Mon.-Thurs.). There is usually space available, except when classes are meeting there (about 15% of the time).

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

**E-mail & Wired/Wireless Internet Access**

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

**Technology Fee**

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

**Transcripts**

Official transcripts are issued by the Registrar only upon written request by the student and receipt of the required fee, payable to 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/).
STUDENT LIFE
AND SAFETY
Services for All

International Linguistics Center (ILC) 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.

Center Tours

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

Dallas Center News and Messages

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. To subscribe, contact Ann_Strain@sil.org AND Johanna_Fisher@sil.org. Dallas Center Messages (DCM) sends email news as needed. To subscribe, send a message to ilc-dcm@groups.sil.org.

ILC Bulletin Board Announcements

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

Boutique

A generally well-stocked boutique is located in the C-1 Building. All items in the boutique have been donated and are available for free to those with a current Dallas Center badge for proper identification. The boutique is open to all students. Hours are posted on the door at the Boutique entrance. Children under 14 years must be accompanied by a parent. Contributions of clean, good-quality clothing, small household items and books are welcomed and can be placed in the front window drop.

The Boutique has a sewing room where volunteers do mending and alterations for staff and students. Leave items well marked with name and telephone number, indicating what needs to be done.

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

Warehouse

Temporary storage of personal goods is available in the Warehouse on campus. The Warehouse assists Wycliffe and SIL members in storing and shipping personal goods stateside and overseas through the Missionary Transport Division. Fees apply for both services. Inquire at the Warehouse office in the Mosher Building. Contact: 972-708-7435.
Prayer Fellowship—by region of the world
Numerous regular prayer times for countries/areas of the world are scheduled on the International Linguistics Center. A list of current meetings is published occasionally in the Dallas Center News and is available in the ILC Chaplain’s Office. Contact: 972-708-7390.

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

Swimming Pool
A pool is seasonally available for a fee. Persons using the pool are expected to read and follow rules associated with pool usage. The Center Director’s staff handles reservations and pool passes for students. Contact: Center Director’s office, 972-708-7300.

GIAL-provided Services to Students

Easel Announcements
Students should take special note of the easels at the entrances to both the Pike and Mahler buildings. These contain information about that day’s activities.

GIAL Bulletin Boards Announcements
Along with the two large, general notice bulletin boards in Pike and Mahler buildings, GIAL has several special-purpose bulletin boards. Down the short upper level hallway in Mahler is a small job-posting bulletin board for student reference; at the top of the Mahler steps is a larger bulletin board used for announcements of academic opportunities beyond GIAL. Posting on these bulletin boards requires approval (initials on the posting) from either the Dean of Students (Pike room 110) or the Special Assistant to the President (Pike room 111).

The Student Body Association (SBA) has two bulletin boards for posting items of special interest to GIAL students next to and across from Mahler room 5/7.

Near the SBA bulletin boards in Mahler building (outside Mahler room 8) is a small board for posting verses as an encouragement to others. No permission is required to post on this board.

Student Body Association (SBA) Representation and Leadership Development
GIAL has an active student government. The Student Body Association serves 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 SBA nominates a student representative to the Board of Trustees, Faculty/Staff Forum, Computer Advisory Committee, Library Advisory Committee, and Safety Committee.

The SBA sponsors service and fellowship activities each term including: sports, an ice-cream social, Spirit Week and picnic, Stories of Faith, and an Adopt-A-Road trash pickup. The SBA assists in orientation activities and other ILC and GIAL events. Once a year, they sponsor a T-Shirt Design Contest.

Alumni Association
The purpose of the Alumni Association is to foster communication with over 1,000 GIAL alumni 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 with GIAL. Those working with the Alumni Association strive to share information in a manner acceptable even in countries with limited Internet access.

**Academic Forums**

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

**Placement Platforms**

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

**Service Spotlights**

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

**Student and Faculty/Staff Prayer Partnerships**

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

**Transform**

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

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

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

**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.

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

**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. Contact Counseling Services: 972-708-7315.

**Childcare**

GIAL does not operate childcare facilities. However, SIL operates a preschool facility on the International Linguistics Center. Students at GIAL are eligible to use these facilities. The program is available Monday-Friday mornings for children from birth to five years old 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:

<table>
<thead>
<tr>
<th>ILC Childcare Director</th>
<th>(972) 708-7402</th>
</tr>
</thead>
<tbody>
<tr>
<td>7500 W. Camp Wisdom Rd.</td>
<td><a href="mailto:Childcaredirector_dallas@sil.org">Childcaredirector_dallas@sil.org</a></td>
</tr>
<tr>
<td>Dallas, TX 75236</td>
<td></td>
</tr>
</tbody>
</table>

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

**Health Services**

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

GIAL does not operate or provide health services. However, Students at GIAL are eligible to use the SIL International Health Services Clinic on the International Linguistics Center, with 24-hr emergency referral services.

Reasonable fees will be charged for all services rendered. A fee schedule is posted in the International Health Services Office. Any questions regarding the International Health Services can be addressed to:

<table>
<thead>
<tr>
<th>International Health Services</th>
<th>Dental Clinic (inside International Health Services)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7500 W. Camp Wisdom Rd.</td>
<td>(972) 708-7169</td>
</tr>
<tr>
<td>Dallas, TX 75235</td>
<td></td>
</tr>
<tr>
<td>(972) 708-7408 / Fax: (972) 708-7392</td>
<td><a href="mailto:Clinic_dallas@sil.org">Clinic_dallas@sil.org</a></td>
</tr>
</tbody>
</table>
Housing
GIAL does not own or operate its own housing, but the SIL Housing Office on campus oversees the rental of Guest House rooms, apartments, mobile homes, and multi-plexus on and across the street from the campus. The SIL Housing Office offers a variety of housing options to accommodate singles, couples, and families. The Guest House (Dorm) costs about $375/month per person for a shared room ($525/month for private room) and includes weekday lunch at the dining hall, internet, and all utilities. The apartments and mobile homes cost between $550-$900 (plus utilities) per family. Price and included amenities vary by property. These family units fill up fast so be sure to make your reservations early. SIL-personnel-owned properties, as well as several apartment complexes, are located within walking distance of the campus. For prices, reservations, and other questions regarding SIL Housing, please contact:

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

Miscellaneous Services

Copying
There is a copy machine located in the Library and two more in Mahler 6 & 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) and 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.

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.

Mailroom
The ILC Mail Room is located on the south end of the Mosher Building (Warehouse) on the International Linguistics Center. The Mail Room window is open 10:30 – 1:30 pm most weekdays to receive already stamped and addressed outgoing mail and to answer questions.

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

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

**Hospitals**

- Charlton Methodist (214) 947-7500
- Mansfield Methodist (682) 242-2000
- Baylor Medical Center (214) 820-0111
- Parkland Memorial (214) 590-8000
- Poison Control Center (800) 764-7661

**Safety and Conduct**

**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:

1. 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.
2. 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 International Linguistics Center is prohibited. The use of tobacco (including electronic cigarettes or vaporizers) is prohibited on the International Linguistics Center. The use or possession of controlled substances or prescription drugs without a legal prescription is prohibited.

Hazing is against state law and will not be tolerated at 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 prison sentence. Organizations found guilty of hazing can be fined $5,000 to $10,000 or, for incidents resulting in personal injury or property damage, an amount equal to double the loss or expense incurred because of the hazing incident can be assessed.

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

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

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

**Grievances**

*Grievance Procedures - Students*

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

1. The student should first approach the particular person(s) with a view toward explanation or reconciliation. (Download the [GIAL Dispute Filing/Resolution Form](#)).
2. If the student does not feel the concern has been resolved, the complaint should then be presented to the proper department head or supervisor. The student must initiate this complaint within ten working days from the time the student knew or reasonably should have known about the unfair or unjust treatment. The department has five working days to seek resolution of the complaint.
3. If the student still does not feel the concern has been resolved, then the student has the right to appeal the grievance in writing to the Dean of Students, giving the precise nature of the alleged improper treatment.
4. The Dean of Students has the responsibility to investigate the complaint by interviewing the parties as necessary and gathering appropriate facts and sufficient information to determine...
validity of the concern. The Dean will then either deny the grievance or complaint or seek redress and will, within ten working days, report the same to the President and to the aggrieved party or complainant.

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

6. The decision of the President is final.

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

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

Complaints to the Texas Higher Education Coordinating Board

Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter E. from:
http://www.thecb.state.tx.us/studentcomplaints

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

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

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

http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9

The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant’s exhaustion of the institution’s grievance procedures.

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

**Grievance Procedures - 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. (Download the GIAL Dispute Filing/Resolution Form).
3. The Dean of Academic Affairs will investigate the grievance by interviewing the parties as necessary, by reviewing the evidence, and by gathering additional information as necessary. The grievance will either be denied or redress will be sought and reported in writing to the 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.

**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.

<table>
<thead>
<tr>
<th>For Conduct Violations by:</th>
<th>Report Violation to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Dean of Students</td>
</tr>
<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>
<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 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.

**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.

**Sexual Harassment Complaint Procedure**

If any person believes he or she has been sexually harassed, the first step is to tell the person involved that his/her actions are offensive and unwelcome and ask the person to stop.
If a person believes he or she has been harassed but does not want to confront the person or if the person continues the harassment, the situation should be reported. All 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.

**Illegal Activities**

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

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

Conviction of any felony is grounds for dismissal from GIAL.
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.

Information regarding local registered sex offenders can be obtained by contacting the local police departments:  
[http://www.sexualoffenders.com/statedatabases/texas_sex_offender_registry.htm](http://www.sexualoffenders.com/statedatabases/texas_sex_offender_registry.htm)  
[https://records.txdps.state.tx.us/SexOffender/](https://records.txdps.state.tx.us/SexOffender/)  

Missing Student Notification Policy

GIAL considers the safety of its students to be essential in the creation and maintenance of an environment where learning is encouraged and supported. In accordance with the Higher Education Opportunity Act of 2008, GIAL has developed the following official notification procedures for missing students. The procedure for determining if a student is missing shall include but is not limited to:

1. Call the student’s personal cell phone on record.  
2. Check class schedule and visit scheduled classes.  
3. Contact faculty members the student has scheduled classes to see if any information can be obtained that might be of assistance in locating the student.  
4. Contact known friends, acquaintances, places of work, if any, known to the student’s friends and acquaintances.  
5. Check vehicle registration records for vehicle information and search the vicinity for any vehicle registered to the missing person.

Once it has been determined a student is missing, this member of the community should immediately notify the Dean of Students, who can then notify and assist the GIAL Safety Officer, who, in turn, will notify and assist the appropriate law enforcement authority in an investigation of the missing student. The Dean of Students shall notify the appropriate law enforcement agency as promptly as possible, but no later than twenty-four (24) hours after the time that the student is determined missing. The Dean of Students, in consultation with the safety officer and the appropriate law enforcement agency, shall notify members of the GIAL community as is deemed appropriate to help in finding the missing student.

In the event that the missing student is an International Student attending GIAL under the Study and Exchange Visitor program, or a Veteran attending GIAL under the GI Bill, GIAL Security shall also notify the appropriate program coordinator who will adhere and follow all provisions of the Study and Exchange Visitor Information System (SEVIS) or the GI bill requirements and procedures for reporting missing students. (Ref: the Federal Higher Education Opportunity Act, Section 485(j) [20 U.S.C. 1092j] regarding missing person procedures).

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.

**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.

**Animals/Pets**

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

**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.

**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.

**Erosion and Environmental Concerns**

GIAL is located on the International Linguistic Center (ILC), which is situated on the edge of an escarpment—a flat-to-hilly plateau that drops off rather abruptly on one side into a valley. 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.
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.

Poison Control Center: (800) 764-7661.

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.

Inclement Weather Policy

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

1. 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 http://www.gial.edu/alerts/. Alerts can be sent via text message, email, and or voice message.

2. 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.

Lockdown

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

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

Tornado Safety

Familiarize yourself with the Tornado Safety Area 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.

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.
FACULTY
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 understanding the fields of anthropology, linguistics, literacy, sociolinguistics, world arts, Bible translation, and Abrahamic faiths. The faculty’s desire to see that the students are prepared for successful contribution to these fields is evidenced by imaginative teaching and lasting relationships with students.

Core Faculty

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

Wendy Atkins, Instructor
Applied Anthropology—World Arts
Field work: Central African Republic, DR Congo, Kenya, South Sudan, Uganda, Mozambique, Comoros Islands
Languages spoken: Pazande, French, Swahili, Lingala

Eric Bartels, Instructor
Applied Anthropology
MA, University of Texas at Arlington, 1979; BA, University of South Florida, 1972.
Field work: Togo, Benin, North Eurasia
Languages spoken: German, French, Russian

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

Michael Boutin, Associate Professor
Applied Linguistics, Department Head
PhD, University of Florida, 1994; MA, University of Texas at Arlington, 1980; BA, University of New Mexico, 1979.
Field work: Malaysia
Languages spoken: Malay, Bonggi
Neil R. Coulter, Assistant Professor
*Applied Anthropology—World Arts*
PhD, Kent State University, 2007; MA, Kent State University, 2000; MM, 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*
PhD, Fuller Theological Seminary, 1983; MA, University of Michigan, 1968; BSE, University of Michigan, 1957.
Field work: Papua New Guinea, Kenya
Languages spoken: Bahinemo, Tok Pisin

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

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

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

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

Timothy Hatcher, Assistant Professor
*Applied Anthropology*
Field work: Bulgaria, Russia, Central Asia
Languages spoken: Russian
Paul Kroeger, Professor
Applied Linguistics
PhD, Stanford University, 1991; MA, University of Texas at Arlington, 1981; BS, Yale University, 1975.
Field work: Malaysia, Singapore
Languages spoken: Malay, Kimaragang

M. Lynn Landweer, Assistant Professor
Applied Anthropology
PhD, University of Essex, 2006; MA, University of Texas at Arlington, 1985; BA, Biola University, 1975.
Field work: Papua New Guinea
Languages spoken: Tok Pisin

Stephen Parker, Associate Professor
Applied Linguistics
PhD, University of Massachusetts, 2002; MA, University of Texas at Arlington, 1988; BA, Indiana University, 1980.
Field work: Peru, Papua New Guinea
Languages spoken: Spanish, Tok Pisin

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

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

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

Jack Shoemaker, Assistant Professor
College of International Studies
PhD, Southern Methodist University, 2012; MA, Southern Methodist University, 2008; BA, Azusa Pacific University, 1980.
Field work: Uganda
Languages spoken: Spanish, Ese Ejja, Swahili, Ma'di, Portuguese
Ervin Starwalt, Assistant Professor  
*Applied Linguistics*  
PhD, University of Texas at Arlington, 2005; MA, Dallas Theological Seminary, 1986; MDiv, Southwestern Baptist Theological Seminary, 1975; BS, University of Arkansas, 1971.  
Field work: Nigeria

Peter Unseth, Associate Professor  
*Applied Anthropology, Department Head*  
Field work: Ethiopia  
Languages spoken: Amharic

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

Adjunct Faculty

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

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

C. Jonn Block, Adjunct Faculty  
*Abraham Center*  
PhD, University of Exeter, 2012; MA, School of Intercultural Studies, 2007.  
Field work: Eastern Europe, Arabian Peninsula  
Languages spoken: Arabic, French, Estonian

Brenda Boerger, Adjunct Faculty  
*Applied Linguistics*  
PhD, University of Texas at Austin, 1984; BA, SUNY Oswego, 1975.  
Field work: Solomon Islands  
Languages spoken: Solomon Islands Pijin, Natqgu, Italian
Michael C. Cahill, Adjunct Faculty
Applied Linguistics
PhD, Ohio State University, 1999; MA, University of Texas at Arlington, 1985; BS, Iowa State University, 1977.
Field work: Ghana

Suzanne Carter, Adjunct Faculty
College of International Studies
BA, University of Tulsa, 1968.; Oxford Seminars, 2008; Teaching Certificate, Oklahoma State University, 2013.

Inna Chats, Adjunct Faculty
Applied Linguistics
PhD, Free University of Berlin, 2013; MA, Dallas Theological Seminary and GIAL, 2006; BA, Cornerstone University & Seminary

Jonathan Dailey, Adjunct Faculty
Applied Linguistics
Field work: South Asia
Languages spoken: Hindi, Marwari

Robert Dooley, Adjunct Faculty
Applied Linguistics
PhD, Oklahoma State University, 1973; MA, Oklahoma State University, 1968; BS, University of Texas at Arlington, 1966.
Field work: Brazil

Robert Douglas, Adjunct Faculty
Abraham Center
PhD, University of Southern California, 1980; MA Fuller Theological Seminary, 1977; MA, Abilene Christian University, 1957; BA, Abilene Christian University, 1956.
Field work: Egypt, Libya, Lebanon

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

William (Bill) Harris, Adjunct Faculty
Applied Anthropology—World Arts
MA, Regent University, 1991; MA, Columbia International University, 1999; MA, Azusa Pacific University, 2005
Field work: Russian Federation (Siberia)
Languages spoken: Russian
Sunny Eun Sun Hong, Adjunct Faculty
*Applied Anthropology*
PhD, Biola University, 2014; MA, Biola University, 2001; MA, University of Maryland, 1987; BA, SookMyung Women’s University, 1983.
Field work: Asia Area, Philippines
Languages spoken: Korean

Katharine Hoogerheide, Adjunct Faculty
*Applied Anthropology—World Arts*
MA, Graduate Institute of Applied Linguistics, 2013; MA, Tel Aviv University, 2009; MMus, Western Michigan University, 2003.
Field work: Netherlands, Israel
Languages Spoken: Dutch, Modern Hebrew

JoAnna Hoyt, Adjunct Faculty
*Applied Linguistics*
PhD, Dallas Theological Seminary, 2012; MA, Dallas Theological Seminary, 2007; BA, Howard Payne University, 2000.

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

Brian Kelly, Adjunct Faculty
*College of International Studies*
MA, Dallas Theological Seminary, 2010; MA, Biola University, 2005; BS, California Polytechnic State University of San Luis Obispo, 1996.
Field work: St. Croix, Brazil, Angola, Tanzania, Azerbaijan, Thailand
Languages spoken: Portuguese

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

Dennis Malone, Adjunct Faculty
*Applied Anthropology*
PhD, Indiana University, 1995; MA, Concordia University, 1972; BS, Concordia University, 1964.
Field work: Papua New Guinea

Janet Metzger, Adjunct Faculty
*Applied Anthropology*
PhD, University of Southern California, 1987; MA, Portland State University, 1977; BA Portland, Oregon, 1974.
Mark Miller, Adjunct Faculty
*Applied Linguistics*
PhD, University of Texas at Arlington, 2007; MCS, Regent College, 1995; BA, Washington State University, 1993.
Field work: Malaysia
Languages spoken: Malay, West Coast Bajau

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

Anneke Painter, Adjunct Faculty
*College of International Studies*
MS, California State University at Fullerton, 2001; BA, Intercultural Studies, Biola University, 1996.
Field work: Brazil

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

Will Reiman, Adjunct Faculty
*Applied Anthropology*
MA, University of Texas, 2004; BA, Roberts Wesleyan College, 1987.
Field work: Mozambique, Guinea-Bissau
Languages spoken: Portuguese

Laura Roberts, Adjunct Faculty
*College of International Studies, Center for Excellence in World Arts*
MA, Graduate Institute of Applied Linguistics, 2015; BMus, Union University, 2006.
Field work: India
Languages spoken: Hindi, Urdu

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

Mary Beth Saurman, Adjunct Faculty
*Applied Anthropology—World Arts*
PhD (ABD), Bern University (Switzerland); MA, Wheaton Graduate School, 1992; BASc, Slippery Rock University, 1982.
Field work: Thailand
Languages spoken: Thai
**Brian Schrag, Adjunct Faculty**  
*Applied Anthropology—World Arts*  
PhD, University of California, Los Angeles, 2005; MA, Wheaton College, 1987; BS, Brown University, 1984.  
Field work: Congo  
Languages spoken: French, Lingala, Mono

**Gary Simons, Adjunct Faculty**  
*Applied Linguistics*  
PhD, Cornell University, 1979; MA, Cornell University, 1976; BA, Seattle Pacific College, 1974.  
Field work: Solomon Islands

**Coleen Starwalt, Adjunct Faculty**  
*Applied Linguistics*  
PhD, University of Texas at Arlington, 2008; MA, University of Texas at Arlington, 1987; BA, Biola University, 1984.  
Field work: Togo, Nigeria  
Languages spoken: French, German

**James Wheatley, Adjunct Faculty**  
*Applied Anthropology*  
Field work: Brazil  
Languages spoken: Portuguese and Bakairi

**Senior Faculty**

**Karl Franklin, Senior Faculty**  
*Applied Linguistics, Applied Anthropology*  
PhD, Australian National University, 1969; MA, Cornell University, 1965; BA, King’s College, 1954.

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

**Kenneth McElhanon, Senior Faculty**  
*Applied Linguistics*  
Field work: Papua New Guinea

**Robert McKee, Senior Faculty**  
*Applied Anthropology*  
PhD, University of Rochester, 1995; MA, University of Rochester, 1985; AB, Harvard College, 1975.  
Field work: Democratic Republic of Congo (formerly Zaire)  
Languages spoken: French, Bangala, Mangbetu
Carol McKinney, Senior Faculty  
*Applied Anthropology*  
PhD, Southern Methodist University, 1985; MA, Southern Methodist University, 1985; MA, University of Michigan, 1961; BA, University of California at Los Angeles, 1958. 
Field work: Nigeria, Kenya

Ronald Morren, Senior Faculty  
*Applied Anthropology*  
EdD, New Mexico State University, 1977; MAT, New Mexico State University, 1969; MA, Michigan State University, 1967; BS, Bryan College, 1964. 
Field work: Philippines, Guatemala, Colombia, Honduras

Associate Instructors

Hope Bowling, Associate Instructor  
*Applied Anthropology*  
BS, Moody Bible Institute, 1972. 
Field work: Papua New Guinea 
Languages spoken: Yagwoia, Tok Pisin

Pat Feinberg, Associate Instructor  
*Applied Anthropology, Abraham Center*  
MA, Stanford University 1980; MST, University of Chicago, 1976; BA, Stanford University, 1975. 
Field work: Peru, Israel, American Messianic Jewish community 
Languages spoken: Spanish

Lynley Hatcher, Associate Instructor  
*Applied Anthropology*  

Marlin Leaders, Associate Instructor  
*Applied Linguistics*  
Field work: Papua New Guinea, Philippines 
Languages spoken: German, French, Portuguese, Tok Pisin

Rachel Miller, Associate Instructor  
*Applied Anthropology*  
MA, Graduate Institute of Applied Linguistics, 2002; BA, Oral Roberts University, 1997 
Field work: Kenya, Indonesia, Malaysia 
Languages spoken: Spanish, Indonesian/ Malay, Duruma

Ric Nelson, Associate Instructor  
*Applied Anthropology*  
DEA, Université Blaise Pascal, 2004; MA, University of Texas at Arlington, 1987; BA, San Diego State University, 1983 
Field work: DR Congo, Kenya, France 
Languages spoken: French, Lingala, Mangbetu
Carol Orwig, Associate Instructor
*Applied Anthropology*
MA, University of Texas at Arlington 1976, MAT, University of Virginia, 1970, AB, College of William and Mary, 1969
Field work: Mexico, Cameroon
Languages spoken: Spanish, French, Dutch

Bethany Randolph, Associate Instructor
*Applied Anthropology—World Arts*
World Arts Graduate Work, 2009, 2014; BSW, Northwestern State University, 2007
Field work: Europe, Eurasia, Mainland South East Asia, Philippines
Languages Spoken: Bulgarian

Todd Saurman, Associate Instructor
*Applied Anthropology—World Arts*
PhD, Chiang Mai University, Chiang Mai, Thailand, 2013; MA, Wheaton College, 1992; BS, Slippery Rock University, 1983.
Field work: Mainland Southeast Asia; Consulting throughout Asia and Eurasia.
Languages spoken: Thai

Hugh Tracy, Associate Instructor
*Applied Anthropology*
MA, University of Texas at Arlington, 1988; BA, Houghton College, 1962
Field work: Colombia, Peru

Bryan Varenkamp, Associate Instructor
*Applied Anthropology—World Arts*
MA, University of Texas at Arlington, 1987; BA, San Diego Christian College, 1982, BM, Baylor University, 1984
Field work: Nepal, India, Bangladesh, Nigeria, Philippines, Thailand
Languages spoken: Napali, Eastern Tamang, Spanish, Hindi
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Dean of Academic Affairs, Scott Berthiaume, PhD, University of Texas at Arlington
Administrative Assistant to the Dean of Academic Affairs, Daniel Boerger, MA, University of Texas at Arlington
Coordinator of Distance Education Course Development, Carol Long, MA, Graduate Institute of Applied Linguistics

Dean of Students / Title IX Coordinator, Meg Trihus, MA, University of Texas at Arlington
Administrative Assistant to the Dean of Students, Caiti Plante, BS, Bob Jones University

Director Institutional Research and Services, Richard E. Lynch, Diploma, MMus, Westminster Choir College River Falls

Chaplain, Victor Jackson, Certificate, Southern Bible Institute
Academic Departments

Department Head, Abraham Center, Mark Harlan, PhD, School of Intercultural Studies
Assistant to the Director, Abraham Center, Tad Oldenburger

Department Head, Applied Anthropology Department, Peter Unseth, PhD, University of Texas at Arlington

Center for Excellence in World Arts (CEWA)

Director, CEWA, Robin Harris, PhD, University of Georgia Athens
Associate Director, CEWA, Katharine Hoogerheide, MA, Graduate Institute of Applied Linguistics.
Founder, CEWA, Brian Schrag, PhD, University of California, Los Angeles

Arts and Trauma Healing Liaison, CEWA, Wendy Atkins, BMus, Houghton, College

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

Department Head, College of International Studies, Shelley G. Ashdown, DMiss, Biola University

Computing Services

Computing Services Director, Chuck Walek, BS, University of Nebraska
Computing Services, Matt Long, MA, Graduate Institute of Applied Linguistics
Computing Services, Jonathan Dailey, MA, Graduate Institute of Applied Linguistics

GIAL Media Services

Director of GIAL Media Services, Bill Harris, MA, Azusa Pacific University
Distance Education Videographer, Eric Swanson, BA, Biola University

Library

Library Director, Ferne Weimer, MALS, Northern Illinois University
Library Assistant, Carole Unseth, BA, Dallas Baptist College
Library Assistant, PyungSoo Chung, DMiss,
Library Cataloger, Glenna Sollenberger, BA and BS, Southern Nazarene University
Assistant Cataloger, Sharon Noyce, MLS, University of Maryland
Public Services Librarian, Barbara Thomas, MSLIS, University of North Texas
Reference Librarian, Dorothy Buice, MS, University of North Texas
Reference Librarian, Robert Sivigny, MLS, Simmons College

Student Services

Admissions Director, Margaret A. (Maggie) Johnson, BA, University of Missouri at Columbia
Administrative Assistant to Student Services, Margaret A. Johnson, MRE, Southwestern Baptist Theological Seminary

Admissions Representative, Kelly Walter, MA, University of Texas at Arlington
Registrar, Lynne M. Lamiman, BA, LeTourneau University
Assistant Registrar, Christy A. Keating, MA, Graduate Institute of Applied Linguistics

Financial Aid Administrator, Ken Prettol, MA, University of Texas at Arlington
International Student Center, Margaret A. (Maggie) Johnson, BA, University of Missouri at Columbia

VA Certifying Officer, Margaret A. (Maggie) Johnson, BA, University of Missouri at Columbia
Prospective Student Coordinator, Sheri McMillan, BA, University of West Florida

Director of External Relations, John Oh, MA, Graduate Institute of Applied Linguistics
Alumni Relations Coordinator, Debbie Manter, Diploma, Word of Life Bible Institute
PROGRAMS
Overview of Programs

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

GIAL has nine study programs:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Bachelor of Arts with a major in International Service</td>
</tr>
<tr>
<td>27</td>
<td>Undergraduate Certificate in Applied Linguistics</td>
</tr>
<tr>
<td>18</td>
<td>Undergraduate Certificate in TESOL</td>
</tr>
<tr>
<td>12</td>
<td>Graduate Certificate in Multicultural Teamwork</td>
</tr>
<tr>
<td>15</td>
<td>Graduate Certificate in Islamic Studies</td>
</tr>
<tr>
<td>36</td>
<td>Master of Arts with a major in Abrahamic Studies</td>
</tr>
<tr>
<td>37</td>
<td>Master of Arts with a major in Applied Linguistics</td>
</tr>
<tr>
<td>36</td>
<td>Master of Arts with a major in Language and Culture Studies</td>
</tr>
<tr>
<td>36</td>
<td>Master of Arts with a major in World Arts</td>
</tr>
</tbody>
</table>

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: $45 \times 50 = 2250$ 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: $40 \times 55 = 2200$ 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.

Study Expectations

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

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

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

**GPA**

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

**Prerequisites**

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

Department Mission Statement

It is the mission of the College of International Studies (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.

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, world arts, and certificate in TESOL.

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. The link to THECB core curriculum is: www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB2091E2A507

Certificate in TESOL

The Certificate in TESOL equips students to teach English to speakers of other languages anywhere in the world as a certified TESOL instructor. The TESOL Certificate is a 6-course, 20-week program. After completing this course a student will be able to:

1. Demonstrate and apply to ESL instruction the interdependence between language and culture, a global awareness of cultural diversity, and the relationship between cultural values and cultural beliefs to learning.
2. Competently use assessment instruments to evaluate ELLs language skills.
3. Demonstrate the ability to plan ESL instruction based on the on-going assessment of students and their needs.
4. Competently use a wide range of instructional materials and pedagogies to produce language competencies of listening, speaking, reading, writing, vocabulary, pronunciation, and grammar for learners at different stages of English language development.

Certificate in TESOL Courses—Spring Term Only

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AA4370 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>2-3</td>
<td>IS3370 TESOL Fundamentals and Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IS3371 TESOL Curriculum and Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>IS4372 TESOL Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IS4373 TESOL Speaking and Listening</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA4387 Training Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
Department Faculty

Shelley Ashdown, DMiss, Biola University, Department Head
Suzanne Carter, BS, Tulsa University
Andy Eatough, MA, University of California at Santa Cruz
Anneke Painter, MS, California State University at Fullerton
C.J. Searsy, MA, University of Texas at Arlington
Bachelor of Arts (BA) degree with Major in International Service

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

**Purpose**

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

**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](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 four minors:

- Cross-Cultural Service
- Linguistics
- World Arts
- TESOL
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

TOTAL 121 ush
(19 for Linguistics Minors)
(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>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3</td>
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TOTAL general core hours 54
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*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
IS3325 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
WA3380 Introduction to 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

TESOL

AA4370 Cultural Anthropology  3
IS3370 TESOL: Fundamentals and Methods of TESOL  3
IS3371 TESOL: Curriculum and Program Design  3
IS4372 TESOL: Reading and Writing  3
IS4373 TESOL: Speaking and Listening  3
IS4387 TESOL: Training Across Cultures  3
Total TESOL 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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<td>IS3351 Dynamics of Cross Cultural Service</td>
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**TOTAL** 67
### BA-IS Sample Plan of Study: Linguistics Minor

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

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

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**TOTAL** 67
**BA-IS Sample Plan of Study: TESOL Minor**

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<tbody>
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<td>AL4304 Introduction to Language Structure (con’t)</td>
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<td>AA4505 Second Language and Culture Acquisition</td>
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<td>Cross Cultural Elective IS3325 Missiology</td>
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<tbody>
<tr>
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<tr>
<td></td>
<td>AA4370 Cultural Anthropology</td>
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<td>IS3370 TESOL: Fundamentals and Methods</td>
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<td>IS4373 TESOL Speaking and Listening</td>
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<td>IS4372 TESOL Reading and Writing</td>
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<td>AA4387 Training Across Cultures</td>
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<td>Summer</td>
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<td>IS4320 Cross-Cultural Experience, or IS4321 Cross-Cultural Internship</td>
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<tr>
<td></td>
<td>AC4315 Old Testament Survey</td>
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<td>Elective AC4310 Introduction to Islam, or IS3364 Theory/Reality of Development</td>
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<td>AC4315 Old Testament Survey (con’t)</td>
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<td>AC4341 Arabic 1, or IS4344 Chinese 1</td>
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<td></td>
<td>AC4341 Arabic 1, or IS4344 Chinese 1 (con’t)</td>
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<td>AC4316 New Testament Survey</td>
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<td>AC4342 Arabic 2, or IS4345 Chinese 2</td>
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<td>IS3317 World Religions, or IS3350 Dynamics of Religious Experience</td>
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<td>Elective IS3352 Globalization, or IS4320 Cross Cultural Communication</td>
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<td>AC4342 Arabic 2, or IS4345 Chinese 2 (con’t)</td>
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<tr>
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<td>IS3317 World Religions (con’t), or IS3350 Dynamics of Religious Experience (con’t)</td>
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<td>AC4343 Colloquial Arabic 1, or IS4346 Chinese 3</td>
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<td>Elective AA4350 Language and Society</td>
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**TOTAL 67**
Abraham Center

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.

Abraham Center Programs

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

Department Faculty

Mark Harlan, PhD, Fuller Graduate School of Intercultural Studies, Department Head
C. Jonn Block, PhD, University of Exeter
Robert Douglas, PhD, University of Southern California
Jeffrey Feinberg, PhD, Trinity Evangelical Divinity School
Kurt Anders Richardson, DTh, University of Basel
Master of Arts (MA)  
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)
AC5241 Arabic 1  
AC5242 Arabic 2  
AC5243 Arabic 3  
OR
AL5321 New Testament Greek for Translators 1  
AL5322 New Testament Greek for Translators 2  
OR
AL5326 Biblical Hebrew for Translators 1  
AL5327 Biblical Hebrew for Translators 2
AC5315 Abrahamic Monotheism (3 credits)  
AC5319 Abrahamic 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 following chart for details.
- Concentration in Islamic Worldviews  
- Student-Crafted Concentration in Abrahamic Worldviews
### Islamic Worldviews Concentration (15 Hours)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>Includes Arabic 1, 2, and 3 as 6 of the 15 Core hours</td>
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</tr>
<tr>
<td></td>
<td>AC5310 Core Components of Islam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5318 Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of two:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5312 Islam in the 21st Century, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5314 Modern Islamic Religious and Political Movements</td>
<td></td>
</tr>
<tr>
<td>Choice of Track: (6 hours)</td>
<td>Any approved course in Islamic studies</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>AC5312 Islam in the 21st Century, or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AC5314 Modern Islamic Religious and Political Movements</td>
<td>3</td>
</tr>
<tr>
<td></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>
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<td>TOTAL</td>
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</table>

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

<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>Includes an Abrahamic Language (Hebrew or Arabic) as 6 of the 15 Core hours</td>
<td>15</td>
</tr>
<tr>
<td>The student with approval of the AC department will design a concentration in Abrahamic worldviews based upon his/her needs or goals.</td>
<td>Five approved courses in Abrahamic studies (see Abraham Center course list)</td>
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</tr>
<tr>
<td>Choice of Track: (6 hours)</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></td>
<td>TOTAL</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.
- 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.
- AC5310 Core Components of Islam
- AC5316 Contextualization Issues Among Muslim Peoples
- AC5318 Understanding the Qur’an

**Elective Courses (6 hrs.)**
Elective courses totaling 6 hours are required from among those offered by the Abraham Center:
- AC5312 Islam in the 21st Century
- AC5314 Modern Islamic Religious and Political Movements
- AC5315 Abrahamic Monotheism
- AC5319 Abrahamic Messianism
- AC5241 Arabic 1
- AC5242 Arabic 2
- AC5243 Arabic 3

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Core Courses (9 hours)</td>
<td>AC5310 Core Components of Islam</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5318 Understanding the Qur’an</td>
<td></td>
</tr>
<tr>
<td>Elective Courses (6 hours)</td>
<td>AC5312 Islam in the 21st Century</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>AC5314 Modern Islamic Religious and Political Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5315 Abrahamic Monotheism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5319 Abrahamic Messianism</td>
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</tr>
<tr>
<td></td>
<td>AC5241 Arabic 1; AC5242 Arabic 2; AC5243 Arabic 3</td>
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<td><strong>TOTAL</strong></td>
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Applied Anthropology

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.

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, PhD, University of Texas at Arlington, Department Head
Eric Bartels, MA, University of Texas at Arlington
Cynthia L. Blood, MA, University of Texas at Arlington
Neil R. Coulter, PhD, Kent State University
T. Wayne Dye, PhD, Fuller Theological Seminary
Robin Harris, PhD, University of Georgia
William (Bill) Harris, MA, Columbia International University
Sunny Eun Sun Hong, PhD, Biola University
Katharine Hoogerheide, MA, Tel Aviv University
Brad Keating, MA, Graduate Institute of Applied Linguistics
M. Lynn Landweer, PhD, University of Essex, Essex, England
Dennis L. Malone, PhD, Indiana University
Janet Metzger, PhD, University of Southern California
Rob G. McKee, PhD, University of Rochester
Michelle Petersen, MA, Graduate Institute of Applied Linguistics
Will Reiman, MA, University of Texas
Laura Roberts, MA, Graduate Institute of Applied Linguistics
Mary Beth Saurman, PhD (ABD), Bern University (Switzerland)
Brian Schrag, PhD, University of California, Los Angeles
Jack Shoemaker, PhD, Southern Methodist University
Julie Taylor, PhD, Edinburgh University
Peter E. Unseth, PhD, University of Texas at Arlington
James Wheatley, MA, State University of New York at Buffalo
Master of Arts (MA)
with Major in Language and Culture Studies

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

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

Prerequisites
Admission to the MA Program in Language and Culture Studies requires that students have completed—at 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 or Sociolinguistics 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, 12 are general core requirements expected of all students earning this degree. Concentration-specific courses and elective hours vary per concentration.

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

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

Approved electives for major in Language and Culture Studies, all concentrations:
Any graduate course offered by GIAL may be used to satisfy the elective requirements for any concentration in Applied Anthropology, provided the following conditions are all met:
1. The course is included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with a major in Language and Culture Studies; and
3. The course has not already been specified as a concentration requirement.

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

Islamic Worldviews Concentration

<table>
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<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Research (choose one – 3 hours)</td>
<td>AA5340 Ethnographic Research</td>
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<td></td>
<td>AA5341 Social Science Research Design and Methods</td>
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<tr>
<td></td>
<td>AA5342 Statistical Methods</td>
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</tr>
<tr>
<td>Training (choose one – 3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td>3</td>
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<tr>
<td>Language and Culture as Dynamic Systems</td>
<td>AA5353 Language Development</td>
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<td>(two of four – 6 hours)</td>
<td>AA5354 Language Contact</td>
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<td>AA5374 Christianity Across Cultures (recommended)</td>
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<td>AA5375 Culture Change</td>
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<tr>
<td>Concentration core courses (15 hours)</td>
<td>AC5310 Core Components of Islam</td>
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<td></td>
<td>AC5312 Islam in the 21st Century</td>
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<td>AC5314 Modern Islamic Religious and Political Movements</td>
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<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
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<td></td>
<td>AC5318 Understanding the Qur’an</td>
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<tr>
<td>Thesis option</td>
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TOTAL 36
## Literacy Concentration

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<td>Research</td>
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<td></td>
<td>AA5342 Statistical Methods</td>
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<td>Training</td>
<td>AA5387 Training Across Cultures</td>
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<tr>
<td>Language and Culture as Dynamic Systems</td>
<td>AA5354 Language Contact</td>
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<td>AA5343 Principles of Multilingual Education</td>
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<td>AA5375 Culture Change and Minority Cultures</td>
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<td>AA5934 Literacy Megacourse</td>
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<td>Non-thesis (Comprehensive Exam)</td>
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## Scripture Engagement Concentration

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<td>Research (choose one – 3 hours)</td>
<td>AA5339 Research Methods in World Arts</td>
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<td></td>
<td>AA5340 Ethnographic Research, or</td>
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<tr>
<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>3</td>
</tr>
<tr>
<td>Language and Culture as Dynamic Systems (6 hours)</td>
<td>AA5353 Language Development</td>
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<td>AA5374 Christianity Across Cultures</td>
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<td>SE Concentration core courses (9 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>AA5392 Scripture Engagement Practicum</td>
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<td>Ideological cluster (choose one – 3 hours)</td>
<td>AA 5373 Religion and Worldview, or</td>
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<td>AA5319 Biblical Backgrounds</td>
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<td>Application Cluster (choose one – 3 hours)</td>
<td>AA5333 Principles of Literacy, or</td>
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<td>AA5357 Oral Traditions, or</td>
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<td>WA5381 Arts for a Better Future (ABF), or</td>
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<td>AA5364 Principles of Community Development, or</td>
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<td>AA5354 Language Contact, or</td>
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<td>WA5383 Arts and Trauma Healing, or</td>
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<td>AA5375 Culture Change in Minority Cultures</td>
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<td>Elective (3 hours)</td>
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<tr>
<td>Non-thesis (comps + 3 electives = 9 hours)</td>
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<td>Elective 2</td>
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<td></td>
<td>Elective 3</td>
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Sociolinguistics Concentration

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

*Revised Statement of the Sociolinguistics Concentration – Students wishing to specialize in Language Survey should consult with their academic advisor on courses to take.

Special Student-crafted Concentration

The student may elect to seek the Master of Arts degree in Language and Culture Studies without pursuing one of the pre-approved concentrations. The student must meet the general core requirements for the Language and Culture Studies major, then may generally select from any course offered by GIAL to satisfy the concentration-specific requirements for the degree. In order to select this option, the student should discuss it with a graduate advisor and must satisfy the conditions required of all formal concentrations in Language and Culture Studies. PLUS:

A minimum of 50% of the courses incorporated into the concentration will be from the Applied Anthropology Department.
Master of Arts (MA)  
with Major in World Arts

Master of Arts degree with a major in World Arts and concentrations in Applied Arts, Arts and Islam, 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, worship expressions, and other areas, depending on the application courses chosen by the student.

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

AA4370 Cultural Anthropology (or equivalent) is a prerequisite for several core courses in the World Arts program. AA4370 is offered every 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)

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

Concentrations
The MA with a major in World Arts offers students four options for a concentration. Please see the following charts for details.

1. Concentration in Applied Arts
2. Concentration in Arts and Islam
3. Concentration in Arts and Scripture Engagement
4. Concentration in Linguistics
Applied Arts Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>WA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5389 Advanced Form Analysis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two from the Arts Analysis Specialization Courses (6 hours)</td>
<td>WA5380 Theory and Practice of Ethnodoxology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5383 Arts and Trauma Healing (intensive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5317 Language and Culture Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 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>
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</tr>
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<td>AA5364 Theories and Practices in Community Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two from the Application Domain Courses (6 hours)</td>
<td>AC5310 Core Components of Islam</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives from Abraham Center (6 hours)</td>
<td></td>
</tr>
<tr>
<td>Thesis Option</td>
<td>Thesis Electives (6 hours)</td>
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</tr>
<tr>
<td></td>
<td>Elective (3 hours)</td>
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</tr>
<tr>
<td>Non-thesis (Comprehensive Exam)</td>
<td>Electives (9 hours)</td>
<td>9</td>
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<tr>
<td>TOTAL</td>
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</table>

Arts and Islam* Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
<td>AA5357 Oral Tradition and Literature</td>
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<td></td>
<td>WA5385 Song Transcription and Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5389 Advanced Form Analysis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two from among these Arts Analysis options (6 hours)</td>
<td>WA5380 Theory and Practice of Ethnodoxology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5383 Arts and Trauma Healing (intensive)</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>AA5364 Theories and Practices in Community Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion and Worldview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5333 Principles of Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One from among these Arts Application options (3 hours)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration in Arts and Islam (12 hours)</td>
<td>AC5310 Core Components of Islam</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives from Abraham Center (6 hours)</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
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</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses (15 hours)</td>
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<td>15</td>
</tr>
<tr>
<td>Two from among these Arts Analysis options</td>
<td>AA5357 Oral Tradition and Literature</td>
<td></td>
</tr>
<tr>
<td>options (6 hours)</td>
<td>WA5385 Song Transcription and Analysis</td>
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</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA5389 Advanced Form Analysis</td>
<td></td>
</tr>
<tr>
<td>One from among these Arts Application</td>
<td>WA5380 Theory and Practice of Ethnodoxology</td>
<td></td>
</tr>
<tr>
<td>options (3 hours)</td>
<td>AA5387 Training Across Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5343 Principles of Multilingual Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5364 Theories &amp; Practices in Community Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5333 Principles of Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AA5353 Language Development and Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5316 Contextualization Issues Among Muslim Peoples</td>
<td></td>
</tr>
<tr>
<td>Concentration in Arts and Scripture</td>
<td>AA5355 Scripture Engagement Strategy and Methods</td>
<td></td>
</tr>
<tr>
<td>Engagement: (12 hours)</td>
<td>AA5356 Current Issues in Scripture Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5392 Scripture Engagement Practicum</td>
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</tr>
<tr>
<td></td>
<td>Choose one:*</td>
<td>12</td>
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<tr>
<td></td>
<td>WA5383 Arts &amp; Trauma Healing (intensive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AA5373 Religion &amp; Worldview</td>
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</tr>
<tr>
<td></td>
<td>AA5374 Christianity Across Cultures</td>
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</tr>
<tr>
<td></td>
<td>AA5375 Culture Change and Minority Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*These four courses may also serve as application options.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL 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.*

## Linguistics* Concentration

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

**TOTAL 36**

*Linguistics pre-requisites are 15 units.*
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**
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 AA4350 Language and Society or equivalent, or at least 3 years of experience working in a different language and culture and the permission of the instructor.

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

The prescribed curriculum for the Graduate Certificate in Multicultural Teamwork consists of these four courses 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</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>2-3</td>
<td><strong>AA5372 Social and Political Organization</strong></td>
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</tr>
<tr>
<td>3-4</td>
<td>AA5321 Multicultural Teamwork (Online)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>AA5374 Christianity Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>AA5323 Multicultural Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Applied Linguistics Programs

Master of Arts with Major in Applied Linguistics
- 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, PhD, University of Florida, Department Head
Tod J. Allman, PhD, University of Texas at Arlington
Heather Beal, PhD, University of Texas at Arlington
Brenda H. Boerger, PhD, University of Texas at Austin
Michael C. Cahill, PhD, Ohio State University
Inna Chats, PhD, Free University of Berlin
Jonathan Dailey, MA, Graduate Institute of Applied Linguistics
JoAnna Hoyt, PhD, Dallas Theological Seminary
Paul R. Kroeger, PhD, Stanford University
Carol Long, MA, Graduate Institute of Applied Linguistics
Mark Miller, PhD, University of Texas at Arlington
Perry Oakes, PhD, Southwestern Baptist Theological Seminary
Stephen G. Parker, PhD, University of Massachusetts Amherst
Arden G. Sanders, PhD, Fuller Theological Seminary
Joy Sanders, MA, University of Texas at Arlington
Gary F. Simons, PhD, Cornell University
Coleen Starwalt, PhD, University of Texas at Arlington
Ervin Starwalt, PhD, University of Texas at Arlington
Master of Arts (MA) 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.

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

- AL4302 Principles of 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL5406 Field Methods and Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>2</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>3</td>
</tr>
<tr>
<td>AA5151 Cross Cultural Teaching Seminar</td>
<td>1</td>
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</table>

**TOTAL 13**
Concentrations

The Master of Arts degree with a major in Applied Linguistics has three concentrations: Bible Translation, Descriptive Linguistics, or Cross-Cultural Service.

**Bible Translation Concentration Common Courses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Language</td>
<td>Hebrew OR Greek</td>
<td>6</td>
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<tr>
<td>Exegesis</td>
<td>AL5324 Principles of New Testament Exegesis, or AL5325 Principles of Old Testament Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
<td>3</td>
</tr>
<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>
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</tr>
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</table>

**TOTAL Translation Concentration** 24

**TOTAL Applied Linguistics degree (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.*

<table>
<thead>
<tr>
<th>Non-Thesis and Thesis Options</th>
<th>Plan A</th>
<th>Plan B</th>
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<tbody>
<tr>
<td><strong>Term A (Spring)</strong></td>
<td>AL5406 Field Methods</td>
<td>AL5406 Field Methods</td>
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<tr>
<td></td>
<td>AL5207 Field Data Management</td>
<td>AL5207 Field Data Management</td>
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<td></td>
<td>AL5326 Biblical Hebrew for Translators 1</td>
<td>AL5321 NT Greek for Translators 1</td>
</tr>
<tr>
<td></td>
<td>AL5312 Discourse Analysis</td>
<td>AL5312 Discourse Analysis</td>
</tr>
<tr>
<td><strong>Term B (Fall)</strong></td>
<td>AL5327 Biblical Hebrew for Translators 2</td>
<td>AL5322 NT Greek for Translators 2</td>
</tr>
<tr>
<td></td>
<td>AL5315 Semantics and Pragmatics</td>
<td>AL5315 Semantics and Pragmatics</td>
</tr>
<tr>
<td></td>
<td>AL5316 Theory and Practice of Translation</td>
<td>AL5316 Theory and Practice of Translation</td>
</tr>
<tr>
<td></td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
<td>AA5151 Cross-Cultural Teaching Seminar</td>
</tr>
<tr>
<td><strong>Term C (Spring) Non-Thesis Only</strong></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Term C (Spring) Thesis Only</strong></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Term C (Spring) Thesis Only</strong></td>
<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>
<tr>
<td><strong>TOTAL Descriptive Linguistics Concentration</strong></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL Applied Linguistics degree (minimum)</strong></td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

### Descriptive Linguistics Concentration: Sample Plans of Study

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

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

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

**Approved Advanced Linguistics courses for 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</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

TOTAL Applied Linguistics degree (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>
<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>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** of 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 advice from SBTS, please direct inquiries to (502) 897-4680 or academicadvising@sfts.edu. Dr. Michael Boutin is the SBTS/GIAL dual-degree advisor at GIAL (michael.boutin@gial.edu).
Cooperative Degree Programs

Southwestern Baptist Theological Seminary

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.

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 (MA/BEL), which requires 62 semester hours of graduate credit and can be completed in two to three years. Some of the courses required for the DTS MA/BEL degree are offered at GIAL.

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

Students in the MA/BEL and the ThM programs will take the courses in the table below at GIAL. Note that there are prerequisite courses for GIAL graduate-level courses. Many MA/BEL and ThM 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 MA/BEL and the ThM degrees may be satisfied by completing the GIAL Certificate in Applied Linguistics. Students should consult their academic advisor at DTS.

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

<table>
<thead>
<tr>
<th>MA/BEL and ThM 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 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 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5207 Field Data Management</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>(Co-requisite AL5406 Field Methods and Linguistic Analysis)</td>
<td>AA4505 Second Language and Culture Acquisition</td>
</tr>
<tr>
<td>AL5312 Discourse Analysis</td>
<td>AL4410 Grammar</td>
</tr>
<tr>
<td>AL5315 Semantics and Pragmatics</td>
<td>(appropriate prerequisites)</td>
</tr>
<tr>
<td>GIAL Elective</td>
<td></td>
</tr>
<tr>
<td>AL5316 Theory and Principles of Translation</td>
<td></td>
</tr>
</tbody>
</table>

Rick Calenberg (rcalenberg@dts.edu) is the DTS contact person for these programs. Dr. Arden Sanders is the MA/BEL advisor at GIAL (Arden_Sanders@gial.edu).
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 ethnographic analysis of that data.
4. Identify and describe factors that are relevant to language development for minority language groups in multilingual societies.

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

Prerequisites
The Certificate in Applied Linguistics courses are foundation courses that prepare students to take graduate-level courses at 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 27-credit Certificate in Applied Linguistics program, with a minimum overall grade point average of 2.0 and a satisfactory final grade of at least “C” in each course taken at 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>Term 1</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, 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, AA4370 Cultural Anthropology (Fall), or AA4350 Language and Society (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions 1-2</td>
<td>AL5406 Field Methods, AL5207 Field Data Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>27</td>
</tr>
</tbody>
</table>

Cooperative Programs with Other Institutions

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 University** (CU) in Kansas City, MO, permits transfer of grades and credits from GIAL to CU. Students wishing to take undergraduate classes as part of a bachelor’s degree from CU 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 (JU) 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 University (CU) in Kansas City, MO, permits transfer of credits from GIAL to CU.
• 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 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 MA degree with a major in Applied Linguistics and a concentration in Cross-cultural Service in partnership with Southwestern Baptist Theological Seminary (SWBTS) in Fort Worth, TX. SWBTS 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
For graduate courses, the prefix of the course number represents the department offering that course:

“AA” for Applied Anthropology,
“AC” for Abraham Center, 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,
“AL” for Applied Linguistics, and
“WA” for World Arts.

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

“1xxx” being freshman level undergraduate,
“2xxx” being sophomore level undergraduate,
“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.
**Applied Anthropology (AA)**

**AA4150 Introduction to Language Development (1 undergraduate credit hour)**
This course is designed to provide students a "big picture" of language development, including its place within the wider context of community development, its theological/philosophical foundations, and its relationship to activities such as Bible translation, research, literacy, and education. This course is designed to run in parallel with AA4350 Language & Society and is required for those desiring to serve with SIL International.

*Co-requisite: AA4350 Language & Society.*

**AA4350 Language and Society (ONLINE: SUMMER, ONSITE: FALL & SPRING) (3 undergraduate credit hours)**
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.

**AA4357 Genres of Oral Tradition (FALL) (3 undergraduate credit hours)**
Oral traditions, especially storytelling, may include aspects of entertainment, but they are art forms and a discipline of academic study. This introductory course will integrate information from various disciplines and include topics that contribute to and are related to the general field of oral traditions. The course examines four broad genres of oral traditions: proverbs, riddles, verse, stories. For each of these four genres, the course covers three approaches:
- How to collect/observe the genre
- How to analyze the genre
- How to apply the genre in ways that benefit the community.

**AA4370 Cultural Anthropology (ONLINE: SUMMER, ONSITE: FALL & SPRING) (3 undergraduate credit hours)**
This 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 hours) (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 undergraduate 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 undergraduate 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 credit hours)
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 hour)
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 hour)
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 hour)
By permission of graduate advisor; graded P/F; may be repeated.
AA5321 Multicultural Teamwork (ONLINE ONLY: FALL) (3 graduate credit hours)
This course addresses issues relating to forming practical, cooperative programs that depend upon people from different cultures working together as teams or as full partners. The course draws upon writings of western and non-western authors, case studies, lectures, and group activities. Upon completing this course, the student will be able to form teams and partnerships, effectively work in teams, and train others in teamwork and partnership. In this course, the term “teamwork” refers not only to closely-knit teams but to many kinds of cooperative action that requires groups of people to work together toward a common goal. Christian perspectives on teamwork underlie the course.

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

AA5323 Multicultural Leadership (FALL) (3 graduate credit hours)
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 credit hours)
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 credit hours)
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; and (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 credit hours)
Starting from a set of instructor-recommended sources, students read or consult selected ones on a topic or area of ethnology. They complete an annotated bibliography of key sources and either a paper or practical project. Students meet with the instructor once or twice a week to discuss sources and progress on course requirements.

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

AA5340 Ethnographic Research Methods (SPRING) (3 graduate credit hours)
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 credit hours)
By the end of this course, the student will be able to (a) apply the basic principles of the scientific method to the design of a research project; (b) formulate an adequate research question; (c) identify the variables related to research questions and provide operational definitions of those variables; (d) develop testable hypotheses related to the research question; (e) identify valid and reliable data-gathering instruments and methods, identifying the strengths and weaknesses of the established methods; (f) demonstrate an ability to use the recognized data-gathering methods (both quantitative and qualitative) in an appropriate manner; (g) demonstrate an understanding of the basic principles of data handling by transcription, coding, and databasing; and (h) 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 the instructor.

AA5342 Statistical Methods (FALL) (3 graduate credit hours)
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 credit hours)
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; and (j) discuss and describe in detail the implementation-related issues involved in organizing a multilingual education program, especially in a developing country.
AA5344 Comparative International Education (TBA) (3 graduate credit hours)
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; and (i) discuss the procedures and methodologies which underlie research in comparative international education.

AA5349 Readings in Literacy (3 graduate credit hours)
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 credit hours)
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 the instructor.

AA5353 Language Development and Planning (SPRING) (3 graduate credit hours)
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 credit hours)
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 (ONLINE: FALL, ONSITE: SPRING) (3 graduate credit hours)
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 the 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 credit hours)
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, plus one of the following: AA5373 Religion and Worldview, AA5374 Christianity across Cultures, or permission of the 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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 the topic changes.)

AA5369 Readings in Sociolinguistics (3 graduate credit hours)
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 the topic changes.)

AA5372 Social and Political Organization (SPRING) – (But if a student desires to complete the Graduate Certificate in Multicultural Teamwork in one term, it will also be taught in the FALL) (3 graduate credit hours)
This course is an introduction to social and political organization worldwide. Subjects treated include social groups of various kinds and their principles of recruitment and organization – e.g., kinship, descent, marriage, residence, age, and choice. Also treated are various kinds of social and political relations, rites of passage for both persons and groups, basic types of political organization, concepts and practices of authority, power, law, and decision-making.

Prerequisite: AA4370 Cultural Anthropology.

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

Prerequisite: AA4370 Cultural Anthropology.
AA5374 Christianity Across Cultures (FALL) (3 graduate credit hours)
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 credit hours)
This course is an introduction to culture change in today’s minority cultures, especially as encountered by and of interest to an applied Christian anthropology. Class activities and assignments concern change and change-related phenomena and issues from cultures and larger contact situations around the world; they concern 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 – odd numbered years) (3 graduate credit hours)
This course is an introduction to the geography, history, cultures, language families of interest, and other aspects of one area or sub-area of the world. Cultures are emphasized. Areas may be all or significant parts (but not single countries) of sub-Saharan Africa, the Americas, Asia, Eurasia, or Oceania, depending on instructor availability.

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

AA5387 Training Across Cultures (SPRING and FALL) (3 graduate 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.

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

AA5392 Scripture Engagement Practicum (SPRING) (3 graduate credit hours)
Students learn to research a people group’s religious worldview and help provide the most appropriate materials and activities that enhance the community’s engagement with Scripture. They work with local authors, artists, teachers, or media specialists to create print materials, performances, and recordings tailored for specific audiences. They encourage communities to engage with Scripture and apply it to their lives through study, story, song, conversation, and celebration. They partner with leaders to strengthen community engagement with Scripture at more times and in more ways.

Prerequisite: AA 5355 Scripture Engagement Strategy and Methods or permission of the instructor.

AA5393 Special Projects in Applied Anthropology (TBA) (3 graduate credit hours)
May be repeated when the topic changes, with permission of your graduate advisor.
AA5395 Readings in Applied Anthropology (TBA) (3 graduate credit hours)
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 their graduate advisor.

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

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

AA5934 Literacy Megacourse (SPRING) (9 graduate credit hours)
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; and (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 credit hours)
Prerequisite: AA4350 Language and Society.

AA5376 Sustainable Development and the Role of Change Agents (3 graduate credit hours)
Prerequisite: AA4370 Cultural Anthropology.

AA5378 Environment, Ecology & Economics (3 graduate credit hours)
Prerequisite: AA4370 Cultural Anthropology.
Abraham Center (AC)

AC4310 Introduction to Islam (FALL) (3 undergraduate credit hours)
This course introduces students to basic elements of Islamic societies in their diverse expressions, including origins, historical developments, beliefs, practices, worldviews, and cultural and religious patterns. Particular emphasis is given to understanding common barriers to communication and approaches for bridging worldview, cultural, and religious differences for purposes of transformation.

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

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

AC4341 Arabic 1 (FALL) (3 undergraduate 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 undergraduate 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 undergraduate 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 has a lab fee.

Prerequisite: AC4341 Arabic 1 or permission of the instructor.

AC4344 Arabic 3 (SPRING) (3 undergraduate credit hours)
This course is the third step toward learning to read Arabic. Having learned the Arabic alphabet, basic vocabulary, and grammar, this course enables students to read key Abrahamic texts in Arabic.

Prerequisite: AC4342 Arabic 2 or permission of the instructor.

AC4392 Special Projects in Abrahamic Studies (TBA) (3 undergraduate credit hours)
Students will complete a project in Abrahamic studies. This course may be repeated when the topic changes with permission of the student’s advisor.

AC5306 New Testament in Its First Century Context (FALL) (3 graduate credit hours)
Introductory survey of the New Covenant with attention to the development of over-arching themes and progressive revelation in its first century context.
AC5309 Theology of Translation (SPRING) (3 graduate credit hours)
This course explores translation studies at the intersection of applied linguistics and theology. Theology is the exposition of scriptural 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.

AC5310 Core Components of Islam (FALL) (3 graduate credit hours)
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.

AC5312 Islam in the 21st Century (3 graduate credit hours)
This course explores practical and ideological variations within Islam’s current social, anthropological, political and economic concepts and structures, noting struggles with contemporary development needs, modernization, and relations with the West, in general. Insights that can facilitate understanding, communications, and relationship building between East and West will be noted and emphasized.

AC5314 Modern Islamic Religious and Political Movements (3 graduate credit hours)
This course focuses on contemporary Islamic reform and revitalization movements, their rise and development, current status, and implications for Muslim self-understanding. Particular attention is given to the Muslim Brotherhood, the Gulen Movement, and to the secularists who emerged from the Arab Spring. Along with brief background information on Islam, this course lays the foundation of current trends, examines the issues behind the militant movement, suggests some possible responses, and looks at the competing ideological struggle between modernity and fundamentalism. Special attention will be given to understanding and constructively responding to the historical Middle East conflict.

AC5315 Abrahamic Monotheism: Abrahamic faiths, their origins, and interactions (FALL) (3 graduate 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 identify, and cross-cultural encounter.

AC5316 Contextualization Issues Among Muslim Peoples (ONLINE: SPRING) (3 graduate credit hours)
This course seeks to explore the nature of culturally sensitive service (contextualization) as it applies to Islamic settings, noting the history, challenges, limitations, chief components, successes and failures of such activities. Attention is given to the widespread presence of animistic practices among Muslim peoples, the nature of those expressions and the special challenges they present to culturally relevant service. Appropriate guidelines for effective service will be explored.
AC5318 Understanding the Qur’an (FALL) (3 graduate credit hours)
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 in light of the Jewish and Christian scriptures. Practical issues of etiquette, characteristics of various English translations, and how to read the Qur’an will also be studied.

AC5319 Abrahamic Messianism (3 graduate credit hours)
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.

AC5322 Abrahamic Worldviews: Shared Stories (SPRING) (3 graduate credit hours)
This course explores hermeneutical issues central to the understanding and interpretation of the English translations of Hebrew scriptures (Jewish Tanakh), Greek scriptures (Christian New Testament), and Arabic texts (Qur’an), with a focus on shared stories common to the sacred texts. Students will be able to describe a narrative in terms of its basic components, synthesize the narrative by employing intertextual analysis to understand key themes across multiple referents and multiple contexts, and explain the narrative in the context of three Abrahamic worldviews. At the conclusion of the course, students will be better able to tell the stories of sacred texts to audiences in a variety of cultures and host countries.

AC5241 Arabic 1 (FALL) (2 graduate credit hours)
This course is the first step toward learning Modern Standard Arabic (MSA). Students will learn the Arabic alphabet, basic grammar, and a vocabulary of 400 words. The course will prepare students to begin reading any Arabic text.

AC5242 Arabic 2 (SPRING) (2 graduate credit hours)
This course is the second step toward learning Modern Standard Arabic (MSA). It will help the student to achieve advance beginner-level proficiency in speaking, reading, listening, and writing, accessing a vocabulary of 800 words. The student will also be introduced to basic aspects of Arab culture.

Prerequisite: AC5241 Arabic 1.

AC5243 Arabic 3 (SPRING) (2 graduate credit hours)
This course is the third step toward learning to read Arabic. Having learned the Arabic alphabet, basic vocabulary, and grammar, this course enables students to read key Abrahamic texts in Arabic.

Prerequisite: AC5242 Arabic 2 or permission of the instructor.

AC5392 Special Projects in Abrahamic Studies (TBA) (3 graduate credit hours)
Students will complete a project in Abrahamic studies. This course may be repeated when the topic changes with permission of the student’s advisor.

AC5394 Readings in Abrahamic Studies (TBA) (3 graduate credit hours)
Students will read selected books and articles on one or more aspects of Abrahamic studies and will be able to discuss their content. They will write a paper or complete a practical project with the approval of their advisor.
Applied Linguistics (AL)

AL4207 Field Data Management (2 undergraduate 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 credit hours)
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 credit hours)
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 credit hours)
This course provides a basic introduction to language sounds and structures. It will enhance students’ ability to learn another language as they use natural language data to discover and analyze word and sentence formation in a variety of different languages. Students will also have the opportunity to identify, pronounce, and transcribe the most common sounds found in the world’s languages.

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

AL4406 Field Methods and Linguistic Analysis (4 undergraduate 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 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 credit hours)
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 credit hours)
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.

Prerequisite: AL4410a Principles of Grammatical Analysis (a).

AL5190 Thesis Writing (1 graduate credit hour)
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 hour)
By permission of your graduate advisor; graded P/F; may be repeated.

AL5207 Field Data Management (2 graduate 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: AL5406 Field Methods and Linguistic Analysis.

AL5304 Advanced Phonological Analysis (SPRING) (3 graduate credit hours)
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 graduate credit hours)
This course explores translation studies at the intersection of applied linguistics and theology. Theology is the exposition of scriptural 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 credit hours)
Upon completing this course, students will be able to describe the historical and 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 (FALL Session 4; SPRING Sessions 2,3) (3 graduate credit hours)
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 and 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 credit hours)
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 credit hours)
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 credit hours)
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) (3 graduate credit hours)
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 credit hours)
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.)


AL5319 Biblical Backgrounds (SPRING) (3 graduate credit hours)
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 credit hours)
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 credit hours)
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 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 in the New Testament. They will also be able to use reference helps referring to the Greek text, such as Greek lexicons and commentaries.

AL5322 New Testament Greek for Translators 2 (SPRING) (3 graduate credit hours)
After completing this course, students will be able to describe the phonology, morphology and main syntactic features of New Testament Greek. They will be able to recognize and explain the primary range of meaning of the five hundred most frequently used words in the New Testament. They will be able to read fluently and with understanding a selected Greek text (minimum five chapters) that they have previously studied and to explain any grammatical form within that text. They will also be able to read and translate other New Testament texts with the help of reference aids.

Prerequisite: AL5321 New Testament Greek for Translators 1.

AL5323 Discourse Features of New Testament Greek (FALL) (3 graduate credit hours)
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.

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

AL5324 Principles of New Testament Exegesis (SPRING) (3 graduate credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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 credit hours)
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.

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

AL5329 Readings in Biblical Texts and Translation Practicum (TBA) (3 graduate credit hours)
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 even numbered year) (3 graduate credit hours)
By the end of this course, students will be able to transcribe tone data accurately; elicit and organize data that lends itself to insightful tone analysis; recognize common tonal phenomena; apply principles of autosegmental phonology and optimality theory to tone data; employ acoustic software to enhance tone analysis; and apply sound principles of orthography development to the orthographic representation of tone.

Prerequisite: AL5304 Advanced Phonological Analysis or permission of the instructor.
AL5345 Introduction to The Translator’s Assistant (ONLINE ONLY: TBA) (3 graduate credit hours)
After completing this course, students will be familiar with several natural language generators, and be aware of their capabilities and limitations. They will understand the semantic representational system that was developed for TBTA, and they will be able to develop their own semantic representations. They will be able to use TBTA to build a lexicon and grammar, then generate an initial draft translation of a short biblical passage. They will also know how to perform experiments to determine the quality of texts generated by TBTA.

Prerequisite: AL4410b Principles of Grammatical Analysis (b) and permission of the instructor.

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

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

AL5394 Readings in Applied Linguistics (TBA) (3 graduate credit hours)
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 your graduate advisor.

AL5395 Current Issues in Descriptive Linguistics (FALL – Grammar topic in even numbered years and phonology topic in odd numbered years) (3 graduate credit hours)
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 the instructor.

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

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

AL5406 Field Methods and Linguistic Analysis (4 graduate 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: AL5207 Field Data Management.
International Studies (IS)

IS1301 Popular Culture (SUMMER – with 1-week intensive June 4-8, 2018) (3 undergraduate credit hours)
This course asks, What role does popular culture play in our lives? What role do we play in the formation and maintenance of popular culture? We will explore these questions by examining popular culture particularly in the 21st century with reference to cross-cultural and historical examples. Students will consider the development of popular culture in the digital age. Topics include advertising, music, film and media, and digital devices and software. Students will learn to identify and explain the nature of cultural values manifested in popular culture.

IS1311 Biblical Cultural Studies (SUMMER – with 1-week intensive June 11-15, 2018) (3 undergraduate credit hours)
The focus of the Biblical Cultural Studies course is basic knowledge of the people and events of the Bible in their geographical, historical, and cultural contexts. From the Ancient Near Eastern perspective, students will be able to explain biblical descriptions of the biblical God. Guidelines for reading different types of biblical literature will also be considered and acquired by students.

IS3311 Research Writing (FALL) (3 undergraduate 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.

IS3317 World Religions (SPRING) (3 undergraduate 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.

IS3325 Missiology (FALL) (3 undergraduate 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.

IS3351 Dynamics of Cross-cultural Service (FALL) (3 undergraduate 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 (FALL) (3 undergraduate 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.

IS3356 Introduction to Orality and Storying (SPRING) (3 undergraduate credit hours)
After completing the course, students will be able to craft and tell culturally appropriate, biblically accurate, natural stories in storying fellowship groups and other ethnic situations. They will be able to articulate characteristic differences between oral communicators and print communicators and describe the contexts in which oral communication of the Gospel is appropriate and effective. They will also apply story-selection principles based on worldview to a specific culture.
IS3361 Introduction to Historical Linguistics (SPRING) (3 undergraduate credit hours)
All languages change over time, and one language can, given enough time, develop into many languages. Often these related languages provide the only surviving clues about their ancestral language. This course is an introduction to the techniques of linguistic reconstruction, and to the basic concepts underlying the genetic classification of languages. Both the comparative method and internal reconstruction will be taught. The emphasis will be on developing the practical skills of linguistic reconstruction, rather than on theoretical issues.

IS3364 Theory and Reality of Development (FALL) (3 undergraduate 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.

IS3370 TESOL: Fundamentals and Methods of TESOL (SPRING) (3 undergraduate credits hours)
This course incorporates the fundamentals and methodologies for teaching English to speakers of other languages. We will explore the rationale for teaching techniques at all proficiency levels of English skills. Students will have practical, hands-on teaching experiences in teaching beginning, intermediate, and advanced levels of English to speakers of other languages.

IS3371 TESOL: Curriculum and Program Design (SPRING) (3 undergraduate credits hours)
Upon completion of this course, students will demonstrate an understanding of how to design TESOL curriculum and a TESOL program. This includes beginning with a needs assessment and ending with evaluation and ongoing adjustments necessary for effective learning. Students will create lesson plans appropriate to a variety of TESOL situations and will design, teach and evaluate one lesson for the class. Students will demonstrate an ability to evaluate and adapt textbooks and other materials.

IS4320 Cross-cultural Experience (FALL/SPRING/SUMMER) (3 undergraduate 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/SPRING/SUMMER) (3 undergraduate 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.

IS4344 Chinese 1 (FALL) (3 undergraduate credit hours)
An introduction to modern standard Chinese, commonly called Mandarin, which is the official language of China and is the most widely used variety of Chinese in the world. This course is for beginners. The emphases will include pronunciation, acquiring core vocabulary in both spoken and written forms, and beginning conversation skills. There will also be an introduction to the lifelong process of learning the Chinese writing system.

IS4345 Chinese 2 (SPRING) (3 undergraduate credit hours)
The purpose of this course is to develop listening comprehension, strengthen speaking skills, and develop the ability to read and write Chinese characters (in both the traditional character set and the simplified).

Prerequisite: IS4344 Chinese 1.
IS4346 Chinese 3 (SPRING) (3 undergraduate credit hours)
Building on the foundations laid in Chinese 1 and 2, students will achieve a basic level of competence in conversation and reading and be able to write short compositions.

Prerequisite: IS4345 Chinese 2.

IS4350 Dynamics of Religious Experience (ONLINE ONLY: SPRING) (3 undergraduate credit hours)
An introductory study into concepts of spiritual formation and the various ways people deepen their understanding and relationship with the supernatural. Emphasis is given to approaches to a covenantal life, the nature and consequence of religious practices and rituals, and the motivations for a worldview integrating religious faith.

IS4361 Cross-cultural Communication (SPRING) (3 undergraduate 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.

IS4372 TESOL: Reading and Writing (SPRING) (3 undergraduate credit hours)
Upon completion of this course, students will demonstrate an understanding of how to plan, teach, and evaluate lessons in reading and writing. They will have experienced the process of teaching, from planning to execution to evaluation. They will be able to discuss the challenges and potential pitfalls of teaching English in cross-cultural contexts. They will be able to explain key factors and considerations specific to the teaching of reading and writing to non-native speakers of English.

IS4373 TESOL: Speaking and Listening (SPRING) (3 undergraduate credit hours)
This course incorporates techniques of teaching speaking and listening to speakers of other languages. We will explore the methods of teaching speaking and listening skills. Students will have practical, hands-on teaching experiences in teaching all levels of speakers of other languages.

IS4392 Special Projects: International Studies (3 undergraduate credits).
(May be repeated when the topic changes, with permission of your academic advisor.)

IS4394 Readings: International Studies (TBA) (3 undergraduate credits).
(With permission of your academic advisor.)

IS4396 Conference Course: International Studies (TBA) (3 undergraduate credits).
(With permission of your academic advisor.)

IS4398 Seminar: International Studies (TBA) (3 undergraduate credits).
(With permission of your academic advisor.)

IS4399 Special Topics in International Studies (TBA) (3 undergraduate credits).
(With permission of your academic advisor.)
World Arts (WA)

WA3380 Introduction to Ethnodoxology (SPRING with a one-week INTENSIVE on campus) (3 undergraduate credit hours)
This is a foundational course introducing key principles of ethnodoxology that will help students serve worshipping communities more effectively, whether overseas or in multi-ethnic North American contexts. Students will experience a corpus of songs and other artistic liturgical expressions from around the world, developing a vision for multicultural worship. In addition, students will explore appropriate ways to incorporate these artistic expressions into the worship life of their communities.

WA3381 Arts for a Better Future (SUMMER-with one-week INTENSIVE on campus) (3 undergraduate 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; and integrate and celebrate for continuity. Students will engage with the model through three pedagogical cycles.

WA3384 Theory and Practice of Ethnodoxology (SPRING) (3 undergraduate credit hours)
This course explores both biblical foundations and practical approaches for engaging contextual art forms in worship and witness around the world.

WA3386 World Arts Practicum (SPRING) (3 undergraduate 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.

WA4202 Audio and Video Techniques for Fieldworkers (FALL) (2 undergraduate credit hours)
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.

WA4322 Video Production and Editing (SPRING) (3 undergraduate credit hours)
This course offers practical experience in video creation, production, directing, and editing. Focusing on workflow in preproduction, production, and post production, the course examines the stages of preparation and execution for each phase of a given project from inception to completion. Working on a real project, students will learn and practice advanced skills in preparation planning, field recording, editing, and uploading digital-media-based data. Students will learn the basics of audio/visual aesthetics and telling a story through video.

Prerequisite: WA4202 Audio and Video Techniques for Fieldworkers.

WA4382 Survey of World Arts (SPRING) (3 undergraduate credit hours)
This course teaches introductory methods for examining artistic expressions of cultures around the world.
WA4387 Area Studies for World Arts (SPRING) (3 undergraduate 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 (but not single countries) of sub-Saharan Africa, the Americas, Asia, Eurasia, or Oceania, depending on instructor availability.

Prerequisite: AA4370 Cultural Anthropology or permission of the instructor.

WA5339 Research Methods for World Arts (FALL) (3 graduate credit hours)
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.

WA5380 Theory & Practice of Ethnodoxology (SPRING with a one-week INTENSIVE on campus) (3 graduate credit hours)
This course explores the biblical, historical, and cultural principles of ethnodoxology for cross-cultural workers, community leaders, and worship facilitators, helping them to serve worshipping communities more effectively, whether overseas or in multi-ethnic North American contexts. Students are prepared to design the introduction of new artistic expressions into their own worshipping communities, undergirded by the use of relevant research methodologies and multicultural worship approaches.

WA5381 Arts for a Better Future (SUMMER-with a one-week INTENSIVE on campus) (3 graduate 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.

WA5382 Applied Arts (FALL) (3 graduate credit hours)
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: WA5339 Research Methods for World Arts or WA5384 Expressive Form Analysis or permission of the instructor.
WA5383 Arts and Trauma Healing (SPRING –with a two-week INTENSIVE on campus) (3 graduate credit hours)

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

WA5384 Expressive Form Analysis (FALL) (3 graduate credit hours)

After completing this course, students will be able to perform initial structural analyses of the musical, verbal, dramatic, dance, and visual features of an ethnomusicological 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 the instructor.

WA5385 Song Transcription and Analysis (SPRING) (3 graduate credit hours)

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) WA5384 Expressive Form Analysis (or its equivalent).

WA5386 Directed Practicum in World Arts (ONLINE ONLY: FALL & SPRING) (3 graduate 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. The students will take initiative in choosing and engaging their mentor in consultation with the course head. This course may be retaken if the genre studied is completely different from a previous session.

Prerequisites: WA5381 Arts for a Better Future, or WA5339 Research Methods for World Arts, or WA5384 Expressive Form Analysis, or WA5382 Applied Arts.
WA5389 Advanced Form Analysis (ONLINE ONLY: SPRING) (3 graduate credit hours)
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: WA5384 Expressive Form Analysis
Online Courses

Descriptions can be found in the Departmental Listing for each course.

AA4350 Language and Society (SUMMER) (also onsite Fall and Spring)
AA4370 Cultural Anthropology (SUMMER) (also onsite Fall and Spring)
AA5321 Multicultural Teamwork (FALL) (online only)
AA5355 Scripture Engagement Strategy and Method (FALL) (also onsite in the Spring)
AA5356 Current Issues in Scripture Engagement (SPRING) (online only)
AC5316 Contextual Issues Among Muslim Peoples (SPRING) (also onsite in the Spring)
AL5345 Introduction to The Translator’s Assistant (online only – if students express interest)
IS4350 Dynamics of Religious Experience (SPRING) (online only)
WA5386 Directed Practicum in World Arts (FALL & SPRING) (online only)
WA5389 Advanced Form Analysis (SPRING) (online only)

Intensive Courses

Descriptions can be found in the Departmental Listing for each course.

IS1301 Popular Culture (SUMMER)
IS1311 Biblical Cultural Studies (SUMMER)
WA3380 Introduction to Ethnodoxology (SPRING)
WA3381 Arts for a Better Future (SUMMER)
WA5380 Theory & Practice in Ethnodoxology (SPRING)
WA5381 Arts for a Better Future (SUMMER)
WA5383 Arts and Trauma Healing (SPRING)
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