



# **Catalog 2009-2010**

**... EQUIPPING TO SERVE ACROSS  
LANGUAGE AND CULTURAL BOUNDARIES.**

The Graduate Institute of Applied Linguistics is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's degrees.

## **Academic Calendar for 2009-2010**

### **Fall Bimester 2009**

July 20-21	Mon.-Tues.	New Student Orientation and Registration
July 22	Wed.	Session 1 classes begin
Aug. 18	Tues.	Session 1 ends
Aug. 19	Wed.	Faculty/Staff Retreat
Aug. 20	Thurs.	Orientation and Registration for Sessions 2-3
Aug. 20	Thurs.	Last day to apply for graduation and Comps Exam
Aug. 21	Fri.	Session 2 classes begins
Aug. 21	Fri.	Ice Cream Social
Sept. 7	Mon.	Labor Day – no classes
Sept. 18	Fri.	Session 2 ends
Sept. 18-20	Fri.-Sun.	No Homework weekend
Sept. 21	Mon.	Session 3 classes begin
Oct. 12-Oct. 30	Mon.-Fri.	Pre-registration for Spring 2010
Oct. 16	Fri.	Session 3 ends
Oct. 16-20	Fri-Tues	Bible Translation Conference
Oct. 20	Tues.	Orientation and Registration for Session 4
Oct. 21	Wed.	Session 4 classes begin
Nov. 11	Wed.	Day of Prayer – no classes
Nov. 21	Sat.	Comprehensive Exam
Nov. 26-29	Thurs.-Sun.	Thanksgiving Recess
Dec. 18	Fri.	Session 4 ends

### **Spring Bimester 2010**

Jan. 6-7	Wed.-Thurs.	New Student Orientation and Registration
Jan. 8	Fri.	Session 1 classes begin
Jan. 18	Mon.	Martin Luther King, Jr. Day – no classes
Feb. 5	Fri.	Session 1 ends
Feb. 8	Mon.	Faculty/Staff Retreat
Feb. 9	Tues.	Orientation and Registration for Sessions 2-3
Feb. 9	Tues.	Last day to apply for graduation and Comps
Feb. 10	Wed.	Session 2 classes begin
Feb. 12	Fri.	Nacho Bash
Feb. 19	Fri.	GIAL Afternoon of Prayer – no classes
Mar. 9	Tues.	Session 2 ends
Mar. 10	Wed.	Session 3 classes begin
Mar. 26-28	Fri.-Sun.	GIAL Homecoming/No Homework Weekend
Mar. 29-Apr. 16	Mon.-Fri.	Pre-registration for Fall 2010
Apr. 2-4	Fri.-Sun.	Easter Recess
Apr. 7	Wed.	Session 3 ends
Apr. 8	Thurs.	Orientation and Registration for Session 4
Apr. 9	Fri.	Session 4 classes begin
May 15	Sat.	Comprehensive Exam
May 26	Wed.	Last day for Thesis submittal to Academic Dean
May 31	Mon.	Memorial Day – no classes
June 4	Fri.	Session 4 ends
June 5	Sat.	Commencement

**Academic Calendar for 2010-2014**  
(dates subject to change)

<b><u>Fall Bimester</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
Orientation and Registration - 1 Session 1	July 15-16 July 19- Aug. 13	July 18-19 July 20- Aug. 16	July 16-17 July 18- Aug. 14	July 15-16 July 17- Aug. 13
Faculty/Staff Retreat	Aug. 16	Aug. 17	Aug. 15	Aug. 14
Orientation and Registration - 2,3 Session 2	Aug. 17 Aug. 18- Sept. 15	Aug. 18 Aug. 19- Sept. 16	Aug. 16 Aug. 17- Sept. 14	Aug. 15 Aug. 16- Sept. 13
Ice Cream Social	Aug. 20	Aug. 19	Aug. 17	Aug. 16
Labor Day	Sept. 6	Sept. 5	Sept. 3	Sept. 2
No Homework Weekend Session 3	Sept. 17-19 Sept. 20- Oct. 15	Sept. 16-18 Sept. 19- Oct. 14	Sept. 14-16 Sept. 17- Oct. 12	Sept. 20-22 Sept. 16- Oct. 11
Pre-registration	Oct. 11-29	Oct. 10-28	Oct. 8-26	Oct. 7-25
BT conference	-----	Oct. 14-18	-----	TBA
Orientation and Registration - 4 Session 4	Oct. 19 Oct. 20- Dec. 17	Oct. 18 Oct. 19- Dec. 16	Oct. 15 Oct. 16- Dec. 13	Oct. 15 Oct. 16- Dec. 13
Day of Prayer	Nov. 11	Nov. 11	Nov. 11	Nov. 11
Comprehensive Exam	Nov. 20	Nov. 19	Nov. 17	Nov. 23
Thanksgiving Recess	Nov. 25-28	Nov. 24-27	Nov. 22-25	Nov. 28- Dec. 1
Session 4 ends	Dec. 17	Dec. 16	Dec. 13	Dec. 14
<b><u>Spring Bimester</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
Orientation and Registration - 1 Session 1	Jan. 5-6 Jan. 7- Feb. 4	Jan. 4-5 Jan. 6- Feb. 3	Jan. 8-9 Jan. 10- Feb. 7	Jan. 6-7 Jan. 8- Feb. 5
Martin Luther King, Jr. Day	Jan. 17	Jan. 16	Jan. 21	Jan. 20
Faculty/Staff Retreat	Feb. 7	Feb. 6	Feb. 8	Feb. 6
Orientation and Registration - 2,3 Session 2	Feb. 8 Feb. 9- Mar. 8	Feb. 7 Feb. 8- Mar. 6	Feb. 11 Feb. 12- Mar. 11	Feb. 10 Feb. 11 - Mar. 10
Nacho Bash	Feb. 11	Feb. 10	Feb. 15	Feb. 14
GIAL Afternoon of Prayer	Feb. 18	Feb. 17	Feb. 15	Feb. 21
Session 3	Mar. 9- Apr. 5	Mar. 7- Apr. 3	Mar. 12- Apr. 9	Mar. 11- Apr. 7
GIAL Homecoming/ No Homework Weekend	Mar. 25-27	Mar. 30- Apr. 1	Apr. 5-7	Mar. 28-30
Pre-registration	Mar. 28- Apr. 15	Mar. 26- Apr. 13	Apr. 1- Apr. 19	Mar. 31- Apr. 17
Orientation and Registration - 4 Easter Recess	Apr. 6 Apr. 22-24	Apr. 4 Apr. 6-8	Apr. 10 Mar. 29-31	Apr. 9 Apr. 18-20
Session 4	Apr. 7- June 3	Apr. 9- June 4	Apr. 11- June 6	Apr. 10- June 6
Comprehensive exam	May 14	May 12	May 11	May 17
Final Thesis submittal	May 25	May 24	May 29	May 28
Memorial Day	May 30	May 28	May 27	May 26
Commencement	Sat., June 4	Tues., June 5	Tues, June 7	Sat., June 7

## **Standard Course Schedule - Fall**

This schedule is subject to change.

### **Fall Bimester (20 weeks – starts in July)**

<b>Undergraduate Courses</b>	<b>Graduate Courses</b>
<b>Session 1 – (4 weeks)</b>	
<b>AL4302</b> Phonetics <b>AL4410</b> Grammar (a) <b>LD4202</b> Audio and Video Techniques for Fieldworkers <b>LD4350</b> Language and Society	<b>AL5325</b> Principles of OT Exegesis <b>AL5398</b> Seminar in Applied Linguistics <b>LD5339</b> Research Methods for Performing Arts <b>LD5377</b> Area Studies
<b>Sessions 2-3 – (8 weeks)</b>	
<b>Session 2 – (4 weeks)</b>	<b>AL5312</b> Discourse Analysis <b>AL5314</b> Culture, Language and Mind <b>AL5315</b> Semantics and Pragmatics <b>AL5321</b> NT Greek 1 <b>LD5151</b> Cross-Cultural Teaching Seminar <b>LD5342</b> Statistical Methods <b>LD5354</b> Language Contact <b>LD5357</b> Oral Tradition and Literature <b>LD5373</b> Religion and Worldview <b>LD5384</b> Expressive Form Analysis
<b>AL4302</b> Phonetics (continued from Session 1) <b>AL4303</b> Phonology <b>LD4505</b> Second Language and Culture Acquisition	
<b>Session 3 – (4 weeks)</b>	
<b>AL4303</b> Phonology (continued from Session 2) <b>AL4410</b> Grammar (b) <b>LD4505</b> Second Language and Culture Acquisition (continued from Session 2)	
<b>Session 4 – (8 weeks)</b>	
<b>LD4370</b> Cultural Anthropology	<b>AL5207</b> Field Data Management <b>AL5316</b> Theory and Practice of Translation <b>AL5322</b> NT Greek 2 <b>AL5395</b> Current Issues in Descriptive Linguistics <b>AL5398</b> Seminar in Applied Linguistics <b>AL5406</b> Field Methods <b>LD5333</b> Principles of Literacy <b>LD5341</b> Social Science Research Design and Methods <b>LD5343</b> Principles of Multilingual Education <b>LD5368</b> Seminar in Sociolinguistics <b>LD5374</b> Christianity Across Cultures <b>LD5382</b> Applied Arts

NOTE: Course schedules for a specific bimester are posted on the GIAL website, [www.gial.edu](http://www.gial.edu).

## **Standard Course Schedule - Spring**

This schedule is subject to change.

### **Spring Bimester (20 weeks – starts in January)**

Undergraduate Courses	Graduate Courses
<b>Session 1 – (4 weeks)</b>	
<b>AL4302</b> Phonetics <b>AL4304</b> Introduction to Language Structure <b>AL4410</b> Grammar (a) <b>LD4350</b> Language and Society	<b>LD5355</b> Scripture Use Methods <b>LD5361</b> Principles of Language Survey <b>AL5398</b> Seminar in Applied Linguistics*
<b>Sessions 2-3 – (8 weeks)</b>	
<b>Session 2 – (4 weeks)</b>	
<b>AL4302</b> Phonetics (continued from Session 1) <b>AL4303</b> Phonology <b>LD4505</b> Second Language and Culture Acquisition	<b>AL5312</b> Discourse Analysis <b>AL5314</b> Culture, Language and Mind <b>AL5315</b> Semantics and Pragmatics <b>AL5319</b> Biblical Backgrounds <b>AL5326</b> Hebrew 1 <b>AL5398</b> Seminar in Applied Linguistics*
<b>Session 3 – (4 weeks)</b>	
<b>AL4303</b> Phonology (continued from Session 2) <b>AL4410</b> Grammar (b) <b>LD4505</b> Second Language and Culture Acquisition (continued from Session 2)	<b>LD5151</b> Cross-Cultural Teaching Seminar <b>LD5340</b> Ethnographic Research Methods <b>LD5356</b> Scripture Use Consulting Skills <b>LD5362</b> Language Survey Methods <b>LD5366</b> Theory and Practice of Sociolinguistics <b>LD5934</b> Literacy Megacourse
<b>Session 4 – (8 weeks)</b>	
<b>LD4370</b> Cultural Anthropology	<b>AL5207</b> Field Data Management <b>AL5304</b> Applied Phonology <b>AL5313</b> Advanced Grammatical Analysis <b>AL5316</b> Theory and Practice of Translation <b>AL5324</b> Principles of NT Exegesis <b>AL5327</b> Hebrew 2 <b>AL5396</b> Conference Course in Applied Linguistics: Translation Consulting Skills** <b>AL5406</b> Field Methods <b>LD5352</b> Language Program Planning <b>LD5353</b> Language Development and Planning <b>LD5372</b> Social and Political Organization <b>LD5387</b> Training Across Cultures <b>LD5934</b> Literacy Megacourse (continued from Sessions 2-3.)

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

\*\* Limited to a maximum enrollment of four students.

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

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# Welcome from the President

Welcome to the world of Applied Linguistics! Here at the Graduate Institute of Applied Linguistics (GIAL) we try to share our excitement in learning about the thousands of minority languages spoken in the world today. There is so much to learn about cultures and peoples, as well as the languages they speak! Most of these different languages do not even have a written form yet.

The GIAL faculty brings a wide range of field experience to the classroom in addition to their expertise acquired through advanced studies. Along with a strong academic foundation, you will have opportunities to acquire a practical understanding of how languages work and the skills to learn an unfamiliar language. Our faculty will be available to discuss personal aspects of field work as well.

GIAL has affiliations with SIL International (an international educational and research organization specializing in the scientific study of vernacular languages) and with Wycliffe Bible Translators. We also participate in cooperative-type arrangements with several institutions of higher education.

We invite you to join us in learning to communicate better cross-culturally.

David A. Ross, Ph.D.  
President  
Graduate Institute of Applied Linguistics



# Introduction

This catalog is an official bulletin of the Graduate Institute of Applied Linguistics (GIAL) and is intended to provide general information. It contains policies, regulations, procedures, and fees in effect as the publication went to press. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, faculty member or any other person and GIAL. GIAL reserves the right to withdraw courses at any time, to change calendar, fees, tuition, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine.

Students are individually responsible for complying with all requirements of the Graduate Institute of Applied Linguistics. This catalog does not contain all university rules, regulations, and policies for which a student is responsible. Students should also consult other publications, such as the *Student Handbook* and any specific contracts. This catalog becomes effective with the beginning of the Fall bimester. Each currently enrolled student is eligible to receive one catalog each year beginning July 1. This catalog may be viewed in electronic form on our website: [www.gial.edu](http://www.gial.edu). For answers to questions or problems with access to this catalog, please contact GIAL at 972-708-7340.

## **Mission**

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

## **GIAL Expanded Mission**

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

- Graduates of GIAL degree programs will have acquired skills to learn another language and culture effectively (possibly through completion of the Certificate in Applied Linguistics program).

- Graduates of GIAL degree programs will be equipped to participate in development of the minority languages of the world.
- Graduates of GIAL degree programs will have basic skills necessary to pass on knowledge and skills they have learned at GIAL to others in a cross-cultural environment.
- Students who complete GIAL graduate programs will have attained a level of professional competence at the graduate level, allowing them to participate actively in scholarly activity and/or professional service in one or more of the following areas – Bible translation, ethnology, literacy, Scripture use, language survey, sociolinguistics, language acquisition, descriptive linguistics, and cross-cultural service.

## **Accreditation**

GIAL is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's degrees.

## **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 the 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 teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. While the integrity of academic standards must be upheld, the emphasis is on attainment of essential competencies in a subject or discipline.

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

### ***Equal Opportunity Policy***

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

### ***History and Distinctives***

The Graduate Institute of Applied Linguistics (GIAL), located on the International Linguistics Center (ILC), Dallas, TX, was founded March 31, 1998. It has a rich history dating back to 1972 when Texas SIL classes commenced on the ILC. 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 fall 1999, GIAL opened its doors to students for the first time, offering graduate degrees in Applied Linguistics and Language Development, under a license from the Texas Higher Education Coordinating Board (THECB). The first graduates marched across the stage the following June 2000. In 2003, GIAL became a candidate

for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award Master's degrees and in December 2005, GIAL received accreditation.

GIAL offers an undergraduate Certificate in Applied Linguistics and a Graduate Certificate in Multicultural Teamwork, as well as two degree programs: Master of Arts with a major in Applied Linguistics with optional concentrations in Bible Translation, Descriptive Linguistics or Cross-Cultural Service and a Master of Arts with a major in Language Development with optional concentrations in Literacy, Sociolinguistics, Language Survey, Scripture Use, or Ethnology.

GIAL is proud of its highly qualified faculty, most of whom have done extensive fieldwork in the areas in which they are teaching as well as having terminal degrees. In addition, GIAL's location on the ILC provides students with countless opportunities to talk with and learn from a wide variety of people who have extensive experience in linguistics and language development. The ILC also serves as an administrative center for SIL International, Pioneer Bible Translators and is home to the International Museum of Cultures. The constant influx of experienced field personnel from around the world makes GIAL an ideal place to expand one's horizons.

You may meet these people in the computer lab, library or dining room, in a classroom or even on the volleyball court or soccer field. While GIAL does not provide housing accommodations, a guest house owned and operated by SIL is available on campus. SIL operated childcare facilities are adjacent to the guest house for students with small children.

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

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

# Admissions

## Classification of Students

### Graduate Students

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

### Non-Degree Students

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

### Certificate Students

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

Students wishing to receive a Graduate Certificate in Multicultural Teamwork must have completed a bachelor's degree and apply for either graduate or limited enrollment graduate admission.

### Students in Cooperative Programs

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

## Guest Auditors

Guest auditing is designed for the person who wishes to attend a GIAL course without admission to GIAL and who already has completed an advanced degree in a related discipline. The number of auditors allowed, per class, will be limited to one auditor in a class of 5-19 credit students; two auditors in a class of 20-29 credit students; three auditors in a class of 30-39 credit students, etc. Admitted GIAL students will have first priority to audit a course. If no admitted students are registered to audit a particular course, International Guest auditors will have preference over U.S. Guest auditors.

Guest auditors must complete a one-page *Guest Audit Application* showing permission to audit form the course head. An unofficial copy of a transcript or diploma of the highest degree awarded should accompany this application. Presentation of this documentation DOES NOT guarantee admission to the course. Permission for guest auditors to attend class will be tentative until census day when a decision will be made. (*International students, once approved to be a Guest auditor by the Registrar, are exempted from this tentative status.*) Guest auditors are NOT permitted to submit the final class assignment and no record of enrollment will be kept by GIAL.

Normal GIAL policies relating to audits also apply to Guest auditors. These include policies governing prerequisites, tuition and fees. Audited courses do not qualify for financial aid. **Guests who wish to audit courses that are required by their sponsoring organization or intended organization of employment should consult with that organization concerning the wisdom of guest auditing versus taking a course for credit.**

## International Students (Non-U.S. Citizens)

GIAL is authorized under Federal law to enroll nonimmigrant alien students. International students should contact the GIAL International

Students Coordinator at [isc@gial.edu](mailto:isc@gial.edu) or 972-708-7573 regarding admission requirements.

An applicant holding a green card showing permanent U.S. residency may follow the general admissions requirements. Documentation of this immigration status must accompany the GIAL application form.

## **Admissions Requirements - General**

Students are encouraged, wherever possible, to seek the highest level of admission to GIAL before beginning studies as it facilitates a smooth transition from certificate to advanced studies. All new students should note that the following is required before they may be admitted to GIAL:

(a) completed application form, accompanied by a non-refundable application fee, payable to GIAL (An additional, non-refundable late fee is charged for applications received less than six [6] weeks before the beginning of the course. *(Students are recommended to apply by April 15 for the fall bimester and by October 15 for the spring bimester.)* Applications are good for one year from and including the first bimester of intended entry. The student must matriculate within this year or a new application form and fee will be required.

(b) official copies of all post-high school transcripts where courses were taken toward a degree or pertaining to an expected GIAL study program. GIAL will only recognize prior degrees 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).

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

(c) personal/character references from three individuals (non-family members), using the forms provided

(d) written statement of purpose

(e) where appropriate for non-native speakers of English, evidence of satisfactory performance on the TOEFL exam (577 paper test; 233 computer test; 90/91 iBT) or on the IELTS test (6.5 overall band, with at least 6.5 on both academic reading and academic writing).

## **Admission as a Graduate Student**

Students intending to pursue an advanced degree at GIAL need to know that the following are the minimum admission requirements for these programs:

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

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

(c) completion of all general admissions requirements.

Students who have satisfactorily completed the general admissions requirements as well as those listed above, may be awarded graduate admission to GIAL which allows study in either the advanced degree programs and/or the certificate programs of GIAL.

## **Admission as a Limited Enrollment Student**

Students with no GRE exam results intending to take 15 hours or less of graduate credit may apply for admission to GIAL as a Limited Enrollment Student. Such students need to know that the following are the minimum admission standards for Limited Enrollment admission:

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

(b) completion of all general admissions requirements

Non-degree students who wish to continue past the limitations set for Limited Enrollment admission, will need to upgrade their level of admission status before continuing GIAL graduate coursework. All necessary requirements for upgrading admission status must be met before an upgrade is approved.



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

### **Admission as an Undergraduate Student**

Students intending to study towards the Certificate in Applied Linguistics at GIAL but lacking a completed undergraduate degree may apply for undergraduate admission. These credits may be transferred into an undergraduate program at the discretion of the undergraduate institution, but GIAL does not offer an undergraduate degree or diploma.

Students applying for undergraduate admission need to know that the following are the minimum admission standards to GIAL:

- (a) at least 60 semester hours of undergraduate-level instruction (has been completed) at an accredited institution of higher education, with a cumulative GPA of 2.80 or better, AND
- (b) completion of all general admissions requirements.

Students admitted to GIAL under these criteria will be eligible to take the undergraduate-level courses and no more than 6 hours of graduate credit.

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

### **Upgrading Level of Admission**

Students who choose to upgrade their level of GIAL admission during the same bimester in which they were originally admitted need only meet all necessary requirements for upgrading and submit an *Admission Status Upgrade form*. There will be no charge for an upgrade made during the same bimester in which the student was originally admitted. All necessary requirements for upgrading admission status must be met before an upgrade will be approved.

Students who are upgrading in a bimester other than the one in which they were originally

admitted, must meet all necessary requirements for upgrading and submit an *Admission Status Upgrade form* to GIAL, accompanied by a non-refundable upgrade fee, payable to GIAL. All necessary requirements for upgrading admission status must be met before an upgrade will be approved.

### **Leave of Absence**

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

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

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

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

### **Readmission**

Students returning to GIAL after an absence of more than one bimester will need to reactivate their student file with the GIAL Admissions Office. This must be done by submitting an *Application for Readmission*, indicating that it is a reactivation of an earlier application, accompanied by a non-refundable fee payable to GIAL. Students seeking readmission by this means will need to meet all admission

requirements for the study program they are now proposing to pursue (which may involve an upgrading of admission - for example, from undergraduate to graduate admission). The *Application for Readmission* will be reviewed by GIAL, which may choose to readmit or deny readmission. Forms are available in the GIAL Admissions office or on the GIAL website at [www.gial.edu](http://www.gial.edu).

Students who had an *Intended Plan of Study* approved and filed with the Registrar **before** the absence began will not be assessed an

application fee for reentry to that program if a *Petition for Leave of Absence* was approved prior to the beginning of the absence. Students enrolled prior to Fall 2001 who have a completed *Intended Plan of Study* on file that includes a planned absence will not be assessed the readmission fee. Returning students who have been awarded a degree from GIAL will also not be required to pay a reapplication fee. For information about readmission after dismissal from GIAL, see the “Academic Probation and Dismissal” section of this catalog.



## Health Insurance

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

An optional health insurance plan is available through insurance carriers. Those wishing information about possible options should contact the Dean of Students' Office.

## Financial Aid

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

## Townsend Scholarship

The Townsend Scholarship Fund (TSF) offers financial assistance to students enrolled in the Graduate Institute of Applied Linguistics on a bimester basis and is open to qualified, full-time students who have demonstrated a commitment to a career devoted to the Bible translation endeavor. Qualifying students must be enrolled full-time (at least 12 hours of graduate credit OR 13 hours of undergraduate credits per bimester) and maintain a minimum grade point average (GPA) of 3.00, on a bimester and cumulative basis. Students enrolled in less than four sessions during a bimester or taking a course at an affiliated school, should check with the GIAL Dean of Students for full-time status equivalents. For more information, see the GIAL website at [www.gial.edu](http://www.gial.edu).

## 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. This needs-based scholarship will be administered through the GIAL Scholarship Committee with applications submitted to the Financial Aid Administrator or designee. Students will be asked to demonstrate financial need as part of the application. The amount of scholarship awards will be based on both student needs and the availability of funds, but will not exceed 50% of anticipated tuition expenses. The scholarship will be administered according to GIAL's nondiscriminatory equal opportunity policy. For more information, see the GIAL website at [www.gial.edu](http://www.gial.edu).

## Tozer Scholarship

The Tozer Scholarship offers financial assistance each bimester to one full-time graduate student pursuing an Applied Linguistics degree at GIAL, who is intending to pursue or continue to serve in Bible-translation career. Those interested in applying for the \$500 scholarship should submit an application to the Dean of Students' Office. For more information, see the GIAL website at [www.gial.edu](http://www.gial.edu).

## Other Scholarships

For information regarding other non-GIAL scholarships that may be available. Contact the Dean of Students or see the GIAL website at [www.gial.edu](http://www.gial.edu).

## Student Employment

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

SIL may also have a limited number of campus jobs for students who need to work. Students should submit an application including all work experience and interests to the Human Resources Office of SIL for employment consideration.

## **Refund Policy**

This refund policy specifies deadlines for requesting refunds and amounts of refunds for tuition and fees. Students can bring special requests for refunds to the Dean of Students. Functioning as an intermediary between the student and the Institute, the Dean of Student's role is to determine the validity of special student appeals, and to relate outcomes to established policies and procedures so as to protect the rights of both the student and the Institute. If resolution is not reached through the Dean of Students, the student shall follow the procedures as outlined in the "Grievances" section for students.

### **Refund for Dropping Course(s)**

A student will receive a full refund\* of tuition and fees for any course dropped prior to the end of the first day of class. For a credit course

dropped after the first day of class, the student will receive a refund\* of tuition only on the following scale (calculated separately for each course):

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

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

### **Dropping an audited course**

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



# Academic Procedures and Policies

## Academic Advising

GIAL considers the academic advising process an integral part of each student's program and provides academic advisors to assist students in selecting courses each bimester. All students should schedule an appointment with an academic advisor prior to registration or during the pre-registration period.

## Pre-registration

Pre-registration is for GIAL students who are currently taking classes and are planning to return for classes in the upcoming bimester. The pre-registration time is open for three weeks each bimester during the last week of Session 3 and through the second week of Session 4. Students must meet with their advisor and submit the approved pre-registration form to the Registrar's Office by the end of the advertised pre-registration time.

**NO TUITION PAYMENT IS DUE AT PRE-REGISTRATION; HOWEVER, FAILURE TO PRE-REGISTER DURING THE SCHEDULED TIME WILL RESULT IN A LATE PRE-REGISTRATION FEE.** Pre-registered students are expected to register and pay tuition at the appropriate registration for their courses.

## Registration

### Registration Procedures

Students must be fully admitted before they can register for classes. All students are to register following advisement at the beginning of the session during the regularly-scheduled registration period. Failure to do so will result in a late fee. All tuition, course fees, etc. are due at registration. **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.**

In addition, students must show proof of health insurance coverage by the time of registration. If a student fails to submit proof of health

insurance by registration, the student will not be allowed to register. Upon submission of proof of insurance, the student may register later, provided proof is presented within the time allowed to add courses. A late registration fee will apply. (See also the Health Insurance Options section of this catalog.)

### New Student Orientation

New student orientation is offered at the beginning of each bimester.

## Course Changes

Students who wish to change their schedule in any way should be familiar with the time limits for allowable changes. Students must complete a *Student Change Permit* form under the guidance of their academic advisor and return the completed form to the Registrar's Office within these time limits.

### Adding Courses

Classes may only be added up through the second class day of the session in which the course is being offered.

### Dropping Courses

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

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

### Credit/Audit Changes

Students may not change from credit to audit (or vice versa) after the third class session for

courses that meet on a regular basis or after completing 10% of a course that meets on an irregular basis.

### Auditing Courses

Admitted students may choose to audit a course provided space is available. The number of auditors allowed, per class, will be limited to one auditor in a class of 5-19 credit students; two auditors in a class of 20-29 credit students; three auditors in a class of 30-39 credit students, etc. Normal GIAL policies governing prerequisites and academic load as well as tuition and fees will apply. Audited courses do not qualify for financial aid. Audits will not be credited for degree requirements. Audited courses will appear on the student's transcript marked "AU" and will not be considered in the GPA calculation. **Those interested in auditing courses must receive prior consent from the course instructor and their advisor. Documentation of this consent is to be submitted to the Registrar prior to registration.** An *Audit Permission Form* is available in the Registrar's Office for this purpose.

Auditors may participate in class discussions, submit written assignments and take exams only at the invitation of the instructor. However, audit students are NOT permitted to submit the final assignment. Students who wish to participate fully and engage in all instructional activities must register for credit. Any additional requirements are at the sole discretion of the instructor who will communicate these requirements to the student when he/she obtains the instructor's permission to audit.

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

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

## **Transfer of Graduate Credit Into a GIAL Program of Study**

GIAL reserves the right to make final determination of transfer credit acceptability. The student must petition to transfer credit of any coursework he/she would like to have considered as part of a GIAL program of study (up to a maximum of 15 hours and which have a minimum grade of "B"). Transfer credit is accepted only from regionally accredited institutions of higher education, or from institutions accredited by the American Theological Society (ATS) or the Association for Biblical Higher Education (ABHE).

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

(Transfer Policy is currently under review)

### Transfer of Graduate Credit Approval Procedure

#### **Criteria**

The following ranked criteria will apply in considering courses taken elsewhere for transfer credit into a GIAL plan of study:

1. Commensurability – the proposed course closely approximates—in both content and scope—a course in the intended plan of study and will be accepted as a replacement for said course;
2. Relevant elective – the proposed course obviously complements the intended plan of study and will be accepted as an elective in replacement of an elective offered in the GIAL program;

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

- (a) when GIAL has a relationship with the source institution which specifically allows such dual counting of credits, and
- (b) a student completing a GIAL degree program may count up to nine semester-hour credits, from that degree program towards the requirements of a second GIAL degree, provided the courses



being shared meet all of the other provisions of this policy.

#### Process

1. The student must submit a written petition for transfer of courses into a GIAL plan of study along with formal evidence that such courses have been taken and satisfactorily completed. (Transfer credit from institutions outside of the US will require submission of an independent, approved credential evaluation along with the evidence of course completion.);
2. Upon request, the student will also provide a syllabus of the transfer course to the appropriate academic department head;
3. The academic department head, in consultation with appropriate course heads, will recommend to the Academic Dean whether or not to award transfer credit;
4. The written approval of the Academic Dean is required before any credit transfer decision is official;
5. The student and the GIAL Registrar will be notified in writing of the decision reached.

### Transfer of GIAL Credits to Other Schools

Transfer of credits earned at GIAL and transferred to another institution is at the discretion of the receiving institution. Questions regarding the transfer of credits should be directed to the Dean of Academic Affairs.

### Credit for Learning Outside Formal Collegiate Courses

Students will not gain academic credit towards a degree at GIAL for learning outside formal collegiate courses.

### Intended Plan of Study

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

### Time Limit for Degree Completion

In order to ensure that a degree, when granted, represents education that is current and reasonably focused (i.e., not acquired a little at a time over an unreasonably long period of time), requirements for a degree must normally represent credits earned within a 10-year period of time. All credits applied toward a degree, whether transfer credit or work done at GIAL, must be no more than 10 years old at the time the degree is completed.

### Thesis

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

A student receiving advice and assistance from a faculty member in the preparation of a thesis must register for the appropriate course even if the student is not on campus. Each bimester, after consulting with his/her graduate advisor, the student must register for the amount of thesis credit(s) commensurate with the effort to be expended by the student and the thesis committee chairperson in preparation of the thesis.

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

A copy of the Guide for Preparing Theses may be obtained from the Student Services' Office or the Dean of Academic Affairs. This will guide you in preparing your thesis 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. The defense of the thesis may result in (a) unconditional pass, (b) pass with conditions, or (c) fail. "Pass with conditions" may result in rewriting substantial

portions of the thesis. "Fail" will result in the student not receiving the master's degree.

Schedule your thesis defense only after all your committee members agree that you are ready and at least 15 days before the proposed date of the defense. Submit your required thesis copies at least six working days before the end of the bimester in which you plan to graduate. THIS DATE IS NOT FLEXIBLE. Theses submitted after this deadline may result in delay of graduation.

Students are to submit two unbound, approved copies of their thesis, with the original signature of their supervisor(s) and committee members, as listed on their signed Plan of Study, along with their Thesis Binding Fee, at least six (6) working days before the end of the bimester in which they will graduate. Theses submitted after this deadline may result in delay of graduation. You are required to make all necessary corrections before you may receive your degree.

### Human Subjects Research

The following statement of procedures has been prepared to guide GIAL faculty and students planning to engage in research that involves human subjects. This statement is published in both the Faculty Handbook and the Catalog. Any questions about the interpretation or application of the procedures should be taken to the faculty or administration of GIAL. Students or faculty members who have questions should contact the Human Subjects Research Consultant, Dr. Stephen Walter.

#### **Background Material**

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

1. "The Belmont Report – Ethical Principles and Guidelines for the Protection of Human Subjects of Research." This report is available in hardcopy form in the GIAL Library and online at:  
<http://ohsr.od.nih.gov/guidelines/belmont.html>
2. "The Implications of the Federal Policy on Human Subjects Research for GIAL Faculty and Students." This is available from the Human Subjects Research Consultant.

#### **Responsibility for Implementation**

The question arises about who is responsible for implementing the GIAL guidelines regarding

human subjects research. The following points should guide in answering that question.

1. Everyone taking a course that entails research activity involving human subjects (e.g., Cultural Anthropology, Field Methods, Second Language and Culture Acquisition, Ethnographic Research Methods, Social Science Research Methods, and thesis) must be made aware of the GIAL policy on Human Subjects Research (HSR).
2. In the context of the classroom, the professor will be responsible to ensure that no student projects violate GIAL policy and guidelines on HSR.
3. In the case of thesis research, the student's committee chairperson is responsible to verify that the student is aware of and has observed GIAL HSR requirements.
4. In the case of professional research, the faculty member is responsible to 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 outside the context of a GIAL course that involves human subjects will complete and sign a simple form indicating that s/he has reviewed the HSR implications of his/her research, will review the form with his/her research supervisor (who signs off) and will file this form with the Dean of Academic Affairs.
4. If there are any general questions about HSR sensitivity, the proposed research shall be reviewed by the GIAL HSR Consultant.
5. If the research design involves research that comes under the HSR guidelines (i.e., not exempted under the provisions of Paragraph (b)) or IF there are any serious concerns about the research design, the proposal shall

be reviewed by the GIAL HSR Review Committee whose recommendations and decisions shall be final.

#### **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.” Numerous other options exist as well. One is to include 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 for 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 on doing survey research in the GIAL library.

4. It is normal policy in survey research to use some sort of coding scheme for participant identity so that respondent anonymity is preserved. Potential survey participants should be advised if and how this will be done.
5. Language data is something that normally falls in the category of exempted research. However, it is still wise to preserve the anonymity of sources.
6. Making cultural observations in a public setting is normally considered exempted research. Nonetheless, the researcher cannot assume that those being observed would want their identity to be known. Anonymity should be preserved by means of a coding scheme.
7. In those rare situations where research data and activity cannot be separated from the identity of participants and sources, careful arrangements need to be worked out regarding the use of research data and adequate protection of the participants. It is normal to use aliases and pseudonyms for this purpose. Real identities should be revealed only when sources insist that this be done for reasons important to them.

### **Comprehensive Examinations**

**A student must have an approved *Intended Plan of Study* and be in good standing in order to take the comprehensive exam.** Non-thesis Master's students are expected to take the Comprehensive Exams during their final bimester at GIAL. These examinations cover subject matter in the student's major concentration, and are an opportunity for the student to demonstrate mastery of the subject matter. 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 bimester. Students are to register for taking the comps by the end of registration for Session 2 of the bimester in which they will take the examinations, thus notifying their department of the need to prepare their questions. Students should consult with their academic adviser for the specific time of the examinations and for advice in preparing for them. 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 deadline for completing the degree. A student who fails the comps will not be awarded the Master's degree.

## Graduation

### Requirements

To complete graduation requirements for any course of study, the student must maintain a cumulative grade point average of at least 3.00.

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

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

Students anticipating graduation must complete all necessary forms and submit them to the Dean of Academic Affairs no later than their respective deadlines. Students must be registered GIAL students during the bimester in which they graduate. Failure to meet specified deadlines may result in a postponement of graduation.

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

### Application for Graduation

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

### Master's Degree Certification

Submit this form to the Dean of Academic Affairs by Friday, two full weeks before the end of the bimester in which you will graduate. If you are in the thesis option, you should submit this form at the same time you submit your completed thesis. A loose title page and *Thesis Approval Sheet* (identical to those found in your finished thesis) should accompany this form.

### Library Clearance Form

Submit this form to the Dean of Academic Affairs by the last class day of the bimester in which you will graduate.

### Certificate of Financial Release

Submit this form, signed by the Business Manager, by the last class day.

### Copyright Disclaimer (thesis option students only)

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

### Degree Conferral

Degrees are conferred in December and June each year. A graduation ceremony is held each June. Students who are unable to complete their requirements in June, but can finish during Session 1 of the following bimester will receive degree conferral the following December. Such students are encouraged, if they desire, to participate in the June Commencement ceremony preceding the session in which they complete their work. Students who complete their degree requirements in December are invited to participate in the Commencement ceremony held the following June.

## Withdrawal from GIAL

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

Only under extreme circumstances, the Dean of Academic Affairs may consider a petition to withdraw after the published deadlines. If the petition is not approved, the student remains responsible for all coursework requirements.

*Therefore, students should not discontinue class attendance or class assignments unless they have*

*been notified in writing that the Dean of Academic Affairs has approved the petition to withdraw.*

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

## **Grievances**

### Grievance Procedures - Students

If a student has a complaint regarding the staff, faculty or administration of GIAL, that issue should be handled in accord with the procedure described below. Some complaints that cannot be addressed through this procedure are allegations of sexual harassment which are dealt with in accord with policy #9, Sexual Harassment Complaint Policy, and course grade appeals, dealt with in accord with policy # 320, Procedure for Course Grade Appeals.

1. The student should first approach the particular person(s) with a view toward explanation or reconciliation.
2. If the student(s) does not feel the concern has been resolved, the complaint should then be presented to the proper department head. The student must initiate this complaint within 10 working days from the time the student knew or reasonably should have known about the unfair or unjust treatment. The Department has 5 working days to seek a resolution to the complaint.
3. If the student(s) still does not feel the concern has been resolved, then the student has the right to state his or her grievance in writing to the Dean of Students, giving the precise nature of the alleged improper treatment.
4. The Dean of Students will investigate the grievance, interviewing the parties as necessary and gathering sufficient information. He/she will then either deny the grievance or complaint or seek redress and will within 10 working days report the same to the President and the aggrieved party or complainant.
5. If resolution is not reached through the Dean of Students, either party may request a hearing before the staff committee. The committee will investigate the situation and within 15 working days report its findings to the President with a recommendation either that no action be taken, that the

accused individual be reprimanded verbally or in writing, or that dismissal be initiated, or any other necessary or reasonable action that needs to be taken.

6. The decision of the President is final

### 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 servant 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, policy #9). 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 his or her grievance in writing to the Dean of Academic Affairs, giving the date, location and precise nature of the alleged improper treatment.
3. The Dean of Academic Affairs will investigate the grievance, interviewing the parties as necessary and gathering information. He/she will then either deny the grievance or complaint or seek redress and will report in writing the same to the GIAL President and both parties no later than 10 working days from the date of receipt of the written grievance.
4. If a decision is not reached by the Dean of Academic Affairs, or either party is dissatisfied with the decision of the Dean, then either party may appeal to the President. Such appeal may 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, the deadline specified in paragraph 3 of this policy.
5. The decision of the GIAL President is final.

## Discipline

### Disciplinary Enforcement

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

### **Standards of Responsible Behavior**

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

### **Allegations of Contravention of Acceptable Standards of Behavior**

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

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

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

### Disciplinary Appeal

The Dean of Academic Affairs prepares and maintains an official document, *GIAL Discipline*

*and Appeal Procedures*, which specifies the detailed procedures for staff, faculty, and student discipline and appeals. This document is the standard for administration of discipline.

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

Integral to the discipline procedures is provision for appeal processes.

### **Discipline Appeal Procedures**

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

- no action be taken
- the accused faculty or staff member be reprimanded verbally or in writing
- dismissal proceedings be initiated
- or any other necessary or reasonable action that needs to be taken.

The decision of the President is final.

## Academic Affairs

### Academic Freedom

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

## Course Evaluations

Students have the opportunity to evaluate each GIAL course, class instructor, and teaching assistant at the end of each course. The school welcomes and weighs the comments and recommendations of students.

## 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.

<b>GRADUATE-LEVEL GRADING SYSTEM</b>		
GRADE	POINTS	Grade Definition
A	4.00	Excellent academic achievement
A-	3.67	Superior graduate academic achievement
B+	3.33	Above normal graduate academic achievement
B	3.00	Satisfactory graduate academic achievement
B-	2.67	Below normal graduate academic progress toward a Degree
C+	2.33	Significantly below graduate academic progress, consider retake
C	2.00	Unsatisfactory graduate level achievement, consider retake to raise GPA
C-	1.67	Far below satisfactory graduate level scholarship; must retake this course
D+	1.33	Not enough academic achievement in this topic to be significant to plan of study
D	1.00	Unsatisfactory graduate level achievement
D-	0.67	
F	0.00	Failure—Unacceptable for graduate level credit

<b>UNDERGRADUATE-LEVEL GRADING SYSTEM</b>		
GRADE	POINTS	Grade Definition
A	4.00	Excellent academic achievement
A-	3.67	Highest level of academic achievement with potential for excellence
B+	3.33	Very high level of academic achievement with potential for higher
B	3.00	High level academic achievement
B-	2.67	Shows potential for high level or superior level of academic achievement
C+	2.33	Good undergraduate academic achievement
C	2.00	Satisfactory undergraduate level achievement
C-	1.67	Below normal academic progress
D+	1.33	Significantly below normal academic progress
D	1.00	Unsatisfactory undergraduate-level achievement, consider retake
D-	0.67	
F	0.00	Failure—Unacceptable for credit

<b>THE FOLLOWING GRADES ARE NOT COUNTED IN THE GPA</b>		
AU		Audit
I		Incomplete
IP		In Progress
P		Pass
R		Graduate Research
RC		Recognized Credit (Certificate)
TR		Transfer Credit
W		Withdrew

### Incompletes

A temporary grade of Incomplete (I) may be assigned at the discretion of the course head. This grade indicates that the student was performing at an acceptable level, but due to extraordinary (last minute surgery, death, birth, etc.) circumstances not all of the course requirements have been completed. The student must complete and submit all course requirements by four (4) weeks following the last day of the session. The professor must submit the final grade to the Registrar's Office by the end of the five (5) weeks after the "I" was given. If the grade change process has not been completed by the end of the sixth (6th) week after the "I" was given, the "I" grade will automatically convert to "F".

If the student wishes to take a course that has a prerequisite in which the student received an "I", the student will not be allowed to register for the desired course until the grade change is completed.

### Grade Changes

After grades have been filed in the Registrar's Office, they may be changed for sufficient reason as determined by the course head up to one year after the end of the term. A grade is considered permanent one calendar year from the date on which it was awarded. For grade appeals procedure, see the "Grade Appeals Procedures" section of this catalog.

### Grade Reports

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

### Grade Requirements

#### **Undergraduate Courses**

A student taking undergraduate-level courses will be expected to maintain an overall grade point average of at least 2.8. Failure to do so will result in the student being placed on academic probation and possible dismissal from GIAL.

#### **Graduate Courses**

A student taking graduate-level courses must maintain an overall grade point average of at least 3.0 on his/her first 9 hours of graduate coursework. Also, if the student's overall grade point average falls below 3.0 at any subsequent period of study at GIAL, then the student must, during the next 9 hours of graduate coursework, raise his/her overall grade point average to at least 3.0. During the period in which these 9 hours are attained, the student will be placed on academic probation. 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 bimester before graduation, the student may be required to take additional coursework to raise the GPA above 3.0 in order to graduate.

### Grade Appeals Procedures

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

1. A student who desires to contest a course grade should discuss the matter with the course professor, doing so 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 are unresolved, the student may approach the professor's Department Chair. If the Chair believes the appeal has merit, he or she will discuss it with the professor and the student.

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



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

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

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

#### Transcripts

Official transcripts are issued by the GIAL Registrar only upon written request by the student and payment of the required fee, payable to GIAL. All accounts must be paid in full and there must be no encumbrances noted in the student's file before a transcript can be issued. Unofficial grade reports are also available through the Registrar's Office. *Transcript Request* forms may be found in the Student Services Office or at [www.gial.edu](http://www.gial.edu).

#### Release and Disclosure

In accordance with the terms of the Family Educational Rights and Privacy Act of 1974 (FERPA), the Institute 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 may include the following: the student's name, address, telephone and e-mail listing, major field of study, classification (e.g., MA or Certificate), enrollment status (e.g., graduate, undergraduate, part-time, full-time), dates of attendance, degrees, honors and awards received, and a photograph of the student.

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

#### Retention and Disposal

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

GIAL maintains a schedule for retention and disposal of student records in the Office of the Registrar which specifies when various records may be disposed of. Grade reports, GIAL transcripts, and other documents as required by FERPA or other applicable state and federal mandates are kept in perpetuity.

#### Academic Probation and Dismissal

##### **Undergraduate Courses**

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

##### **Graduate Courses**

If a student taking graduate-level courses fails to maintain an overall grade point average of at

least 3.0 on his/her first 9 hours of graduate coursework, or if the student's overall grade point average falls below 3.0 at any subsequent period of study at GIAL, then the student must, during the next 9 hours of graduate coursework, raise his/her overall grade point average to at least 3.0. During the period in which these 9 hours are attained, the student will be placed on academic probation. 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 bimester 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 has been dismissed from GIAL for failure to meet the minimum GPA requirement may be considered for readmission following at least one bimester of absence. Readmission into the same or different program is subject to the following:

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

### **Course Load**

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

A full load is considered to be 12 semester hours of credit per bimester in the graduate-level programs and 13 semester hours of credit for the Certificate in Applied Linguistics program. The maximum course load for full-time graduate students is 16 semester hours of credit in a bimester, 7 semester hours of credit in an eight-week module or 3 semester hours of credit in a four-week module. It is recommended that full-time students in either the Certificate or degree programs should not plan on undertaking any off-campus employment during the bimester.

### **Expected Standards of Conduct**

Bearing in mind that the conduct of faculty, staff, and students reflects on the good name of GIAL, their conduct should honor Christ in all activities on and off the campus. Employment and/or enrollment in GIAL is considered a privilege which carries obligations of conduct both inside and outside the classroom. Violations of Institute regulations and rules shall make a staff or faculty member or student a candidate for discipline or dismissal.

#### Student Handbook

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

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

#### Academic Honesty

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

For the purposes of this document, plagiarism is considered to be presenting the work of others as your own, without attribution. In academic contexts it also includes making your work available to others to use as their own where not academically permissible, such as allowing others to copy or use your work on tests or papers without acknowledging you as the source.

#### Illegal Activities

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

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

Conviction for any felony is grounds for dismissal from GIAL.

### Drug and Smoke-free Environment

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

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

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

### Sexual Harassment

GIAL is committed to provide and maintain an environment that is characterized by loving respect for all and freedom from any form of gender prejudice of any sort. Any complaints of conduct under the definition of sexual harassment will be investigated and appropriate action taken, including the notification and involvement of law enforcement authorities when required. Detailed definitions and procedures for sexual harassment complaints can be found in GIAL policy #8 and #9.

## **Campus Security**

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, formerly the Student Right-to-Know and Campus Security Act, GIAL has information available regarding specified campus crime statistics and campus security policies in development through the office of the Director of Institutional Research and Services. The International Linguistics Center, from whom GIAL leases space, has assumed responsibility for the security on the center.

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

City of Dallas

[www.ci.dallas.tx.us/dpd/sexoffendersrequest.htm](http://www.ci.dallas.tx.us/dpd/sexoffendersrequest.htm)  
(Search by zip code 75236 or Beat #435 and #436)

City of Duncanville

[www.duncanville.com/police/offenders.html](http://www.duncanville.com/police/offenders.html)

## **Communicable Diseases**

It is the policy of the administration to adhere to health and safety guidelines set forth by the Health Departments of the State of Texas and the City of Dallas and the U.S. Center for Disease Control as they relate to communicable diseases. Since communicable diseases pose both 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 shall 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 and with the strictest confidence. GIAL reserves the right to decide, based on all relevant information available, any restriction of campus activities of the infected individual.



# Academic Services

## Library Hours of Operation

### When GIAL is in session:

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

### When GIAL is not in session:

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

Hours vary at large breaks between Fall and Spring semester and Spring and Fall semester. Hours will be posted at the door and on the GIAL Library website.

## Library Collection

The GIAL Library is a collection of approximately 40,000 titles, consisting primarily of books and journals, with several thousand items in vertical files. The Library's primary areas of collection development are linguistics and applied linguistics, minority languages, literacy, translation studies, Biblical studies, anthropology and ethnology, sociolinguistics, cross-cultural training, and area studies.

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

In addition, as a member of TexShare, GIAL has access to databases of a more general nature, including NetLibrary, a collection of more than 28,000 ebooks.

## TexShare

Card holders of the GIAL Library may now obtain a TexShare card from the circulation desk. The TexShare card allows one to obtain a borrowing card at other public and academic libraries in Texas. For a complete list, see <http://www.texshare.edu/generalinfo/about/programs.html>

## Cooperative borrowing agreements with other libraries

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

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

Each has a borrowing limit of five or six items at one time.

It is necessary to obtain a library card from the specific institution, which can be done by showing your GIAL student ID card and a TexShare card to a Circulation Desk attendant.

## Interlibrary Loan

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

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

If requested articles are not available within the lending groups to which GIAL belongs, they can usually be obtained through a commercial rapid document delivery system. There is usually a charge for this service.

### **Circulating Library Materials from the GIAL Library**

Library materials, with the exception of reference books, journals, and microfiche, may be checked out for a period of two weeks. Journals are checked out for three days. Two renewals are allowed, assuming that nobody else has reserved the item. Fines for overdue items will be charged at the rate of 25 cents **per day** per item. A hold or reserve can be requested for materials currently checked out.

### **Course Readings (Reserves)**

Course readings are materials (books, journals, reprints, tapes, etc.) that are in high demand because an entire class is required to read the same thing. Therefore the circulation period is two hours. Fines are applied at a **per hour** rate.

The Library strives to put out one copy of Course Readings for every seven students in the class.

### **Library Computers**

Computers are available in the GIAL Library for research using Internet and local sources and databases. The Library also provides electrical power and Internet connections for users of personally-owned, portable computers. Library computers may also be used for word processing when the computer lab is unavailable.

### **Other Libraries**

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

A Dallas Public Library card can be used at 24 branch libraries located throughout the city and at the J. Erik Jonsson Central Library in downtown Dallas, 1515 Young St., 214-670-1740. To obtain a Dallas Library card, adults must show name and address identification and children 14 years and under will need a parent's signature.

Students living on campus may obtain a letter attesting to their Dallas residency through the ILC Director's Office.

#### Dallas Public Library Branches (nearby)

Mt. Creek, 6102 Mt. Creek Pkwy., 214-670-6704  
Hampton-Illinois, 2210 W. Illinois, 214-670-7646

#### Duncanville Public Library

201 James Collins Blvd., 972-780-5051

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

### **Computer Lab**

Student computing at GIAL is done in our laboratory and library on IBM-compatible computers. Lab assistants are available part-time to help with computer and program questions.

Students wishing to use the lab outside of course-required lab times may do so during the day (Mon.-Sat.) and evenings (Mon.-Thurs.). There is usually space available except when classes are meeting there (about 15% of the time). A technology fee will be charged for each session a student is enrolled. This fee covers computer lab use, wifi internet use, technical help with student-owned computers, and lab-assistant help in the computer lab. In addition there is a per-page fee for printer use. Thesis-only and off-campus or independent-study students are exempt from this fee, provided they are not using any of the above services.

Each user is assigned an account with personal private space on a server. A fast, monochrome laser printer, a slow color printer, and a scanner with capability for file transfer to the student's personal space on the lab server are also available. The laser printer is accessible to personal computers. There is also wireless network and internet availability on campus.

Recent versions of Microsoft software for general applications such as Windows XP and Office 2003 (including Publisher) are available on the IBM-compatibles in the computer lab.

### **E-mail & Internet Access**

E-mail access and fast Internet are readily available on the computers in the computer lab. There are also connections for personal computers in the Guest House (extra charge), and GIAL study cubicles (included in cubicle rental).

# Campus Activities

## ***Leadership***

GIAL has an active student government. The Student Body Association (SBA) serves primarily to give voice and representation to the student body, to provide channels of communication to GIAL faculty and administration, and to integrate all phases of extracurricular life of the student body. Members of the SBA are selected by the student body. The Student Body Association also elects a student representative to the GIAL Board of Trustees, GIAL Faculty Forum, Computer Advisory Committee, Library Advisory Committee, Safety Committee and the Institutional Master Planning Committee (IMPC).

## ***Academic Forum***

Twice monthly, on the second and fourth Mondays of the month from 12:40 - 1:35 p.m., interested parties are invited to gather in Mahler 7 to hear and discuss pertinent topics of academic interest. Usually a faculty member will present his/her recent research on subjects of interest to linguistics (often while formalizing a paper for presentation elsewhere) with an opportunity for those present to interact in the discussion. Sometimes a visiting scholar or graduate student will present a paper. Students and faculty are welcome to bring a sack lunch when they attend.

## ***Placement Platform***

The Placement Platform was initiated to assist students in making career decisions. Visiting personnel from various entities and fields of service participate in this late lunch hour meeting. Generally these meetings are held bimonthly on the first and third Tuesday from 12:40-1:35 p.m. in Mahler 7. When additional personnel are available to present their needs, other Tuesdays may be scheduled as well. The time is divided between a presentation of personnel needs and a question and answer section. Students and faculty are welcome to attend and bring their lunch.

## ***Spiritual and Fellowship***

### Chapel

Chapel is held from 10:10 a.m. - 10:50 a.m. Mondays, Wednesdays, and Fridays. Firmly committed to Christian spiritual vitality, the administration and faculty believe in the role of chapel and urge students to participate in its ministry of encouragement, worship, and community development.

### Special-interest Groups

Various staff members lead small groups of students in special-interest areas throughout each bimester. The primary purpose is to provide opportunity for fellowship.

### Student and Staff Prayer Partnerships

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

### Area Prayer Fellowships

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

### Sing and Share

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

## ***Alumni Association***

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

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

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

**Friends of GIAL Membership** is open to all former students of an SIL school who voluntarily apply for membership.



# Campus Services

## Childcare

GIAL does not operate childcare facilities. However, SIL operates a pre-school facility on the ILC. Students at GIAL are eligible to use these facilities. The program is available Monday-Friday mornings for children (birth to 5 years) of students and staff. Children may be enrolled as needed according to parents' class or work schedules. Early enrollment is encouraged. Any questions regarding childcare services can be addressed to: [AnneBerthlot@sil.org](mailto:AnneBerthlot@sil.org) or

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

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

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

## Housing

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

### Housing Options

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

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

Ridge Parc  
6969 Clarkridge Drive  
(972) 572-6801

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

## International Health Services/Clinic

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

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

Reasonable fees as established by the ILC Administration will be charged for all services rendered. A fee schedule is posted in the International Health Services Office.

Any questions regarding the International Health Services can be addressed to:

International Health Services  
7500 W. Camp Wisdom Rd.  
Dallas, TX 75235  
(972) 708-7408

## Hospitals

Charlton Methodist ( <i>nearest</i> )	214-947-7500
Columbia Medical Center	817-472-4868
Baylor Medical Center	214-820-0111
Methodist Central	214-947-2990
Parkland Memorial	214-590-8000

## Mailroom

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

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

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

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

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

## **Museum**

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

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

# Faculty and Administration

## Faculty

The faculty is GIAL's greatest asset. The faculty put feet to the mission of the school through meaningful content and interaction. GIAL students benefit from a faculty that brings to the classroom formal academic credentials, recent field experience, and dedication to anthropology, literacy, sociolinguistics, and translation. The faculty's desire to see that the students are prepared to succeed in applying linguistics is apparent in their teaching and interactions with the students.

## Resident Faculty

### Michael E. Boutin

*Applied Linguistics, Department Head*  
Since 2006.

B.A., University of New Mexico, 1979; M.A., University of Texas at Arlington, 1980; Ph.D., University of Florida, 1994.  
Field work: Malaysia.

### Leslie P. Bruce

*Applied Linguistics*  
Since 1999.

B.A., John Brown University, 1967; M.A., Columbia Bible College, 1970; Ph.D., Australian National University, 1980.  
Field work: Papua New Guinea.

### Brenda H. Boerger

*Applied Linguistics*  
Since 2008.

B.A., SUNY Oswego, 1975; Ph.D., University of Texas, Austin, 1984.  
Field work: Solomon Islands.

### Paul R. Kroeger

*Applied Linguistics*  
Since 2001.

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

### Lynn Landweer

*Language Development*  
Since 2009.

B.A., Biola University, 1975; M.A., University of Texas, Arlington, 1985; Ph.D., University of Essex, 2006.  
Field work: Papua New Guinea

### Carol V. McKinney

*Language Development*  
Since 1999.

B.A., University of California at Los Angeles, 1958; M.A., University of Michigan, 1961; M.A., Southern Methodist University, 1985; Ph.D., Southern Methodist University, 1985.  
Field work: Nigeria, Kenya.

### Stephen G. Parker

*Applied Linguistics*  
Since 2007.

B.A., Indiana University, 1980; M.A., University of Texas at Arlington, 1988; Ph.D., University of Massachusetts, 2002.  
Field work: Peru, Papua New Guinea.

### Robert B. Reed

*Language Development*  
Since 1999.

B.A., Columbia Bible College, 1974; M.A., University of Texas at Arlington, 1978; Ph.D., University of Texas at Arlington, 1986; M.S., University of Texas at Arlington, 1987; M.Ed., Dallas Baptist University, 2004; M.A., Spring Arbor University, 2007.  
Field work: Colombia.

### Peter E. Unseth

*Language Development*  
Since 2002.

B.A., St. Paul Bible College, 1978; M.A., University of North Dakota, 1981; Ph.D., University of Texas at Arlington, 2002.  
Field work: Ethiopia.

### Stephen L. Walter

*Language Development, Department Head*  
Since 1999.

B.A., Washington Bible College, 1969; M.A., University of Texas at Arlington, 1976; Ph.D., University of Texas at Arlington, 1980.  
Field work: Colombia, Guatemala, Indonesia, Papua New Guinea, Philippines, Cameroon, Ghana, Burkina Faso, Kenya.

## Adjunct Faculty

### Elinor Abbott

*Applied Linguistics*

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

**Shelley G. Ashdown***Applied Linguistics*

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

**J. Fraser Bennett***Applied Linguistics*

B.A., Duke University, 1986; M.A., University of Illinois at Urbana-Champaign, 1988; Ph.D., University of Illinois at Urbana-Champaign, 1995.

**Cynthia L. Blood***Language Development*

B.A., Wheaton College, 1981; M.A., University of Texas at Arlington, 1987.

**Andrew C. Bowling***Applied Linguistics*

B.A., University of Cincinnati, 1957; M.A., Brandeis University, 1960; Ph.D., Brandeis University, 1962. Professor Emeritus John Brown University.

**Kathleen L. Bruce***Applied Linguistics*

B.A., Columbia Bible College, 1966; M.A., Azusa Pacific University, 1986; D.Miss., Biola University, 1992.

**Eugene C. Burnham***Applied Linguistics*

B.S., United States Naval Academy, 1966; M.A., University of Texas at Arlington, 1976.

**Michael C. Cahill***Applied Linguistics*

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

**Robert Douglas***Language Development*

B.A., Abilene Christian University, 1956; M.A., Abilene Christian University, 1957; M.A., Fuller Theological Seminary, 1977; Ph.D., University of Southern California, 1980.

Field work: Egypt, Libya, Lebanon.

**T. Wayne Dye***Language Development*

B.S.E., University of Michigan, 1957; M.A., University of Michigan, 1968; Ph.D., Fuller Theological Seminary, 1983.

**Karl Franklin***Applied Linguistics and Language Development*

B.A., King's College, 1954; M.A. Cornell University, 1965; Ph.D., Australian National University, 1969.

**Shin Ja J. Hwang***Applied Linguistics*

Since 1999.

B.A., Ewha Women's University, 1965; M.L.S., University of Oklahoma, 1968; M.A., University of Texas at Arlington, 1974; Ph.D., University of Texas at Arlington, 1981.

**Marlin R. Leaders***Applied Linguistics*

B.A., Westmar College, 1973; M.A., University of Texas at Arlington, 1983.

**M. Paul Lewis***Language Development*

B.D., Gordon College, 1973; M.A., University of Texas at Arlington, 1977; Ph.D., Georgetown University, 1994.

**Arden G. Sanders***Applied Linguistics*

B.A., Friends University, 1974; M.A., University of Texas at Arlington, 1976; M.A., Fuller Theological Seminary, 1983; Ph.D., Fuller Theological Seminary, 1988.

**Gary F. Simons***Applied Linguistics*

B.A., Seattle Pacific College, 1974; M.A., Cornell University, 1976; Ph.D., Cornell University, 1979.

**Senior Faculty****Kenneth A. McElhanon***Senior Faculty in Applied Linguistics*

Since 1999.

B.A., Wheaton College, 1961; Ph.D., Australian National University, 1970; post-doctoral research, University of Washington, 1971.

Field work: Papua New Guinea.

**Ronald C. Morren***Senior Faculty in Language Development*

Since 1999.

B.S., Bryan College, 1964; M.A., Michigan State University, 1967; M.A.T., New Mexico State University, 1969; Ed.D., New Mexico State University, 1977.

Field work: Philippines, Guatemala, Colombia, Honduras.

**Faculty Emeriti****Norris P. McKinney***Emeritus Faculty in Applied Linguistics*

**B.S.E.E., M.S.E.E.**, Purdue University, **M.S., Ph.D.**, University of Michigan, 1965.

## ***Administration***

### **President**

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

### **Vice President of Finance**

Douglas W. Maddocks, M.B.A., California State University, Los Angeles

### **Dean of Academic Affairs**

Larry L. Bradshaw, Ph.D., Iowa State University

### **Dean of Students**

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### **Development Officer**

Jimmy R. Rule, B.S., Iowa State University

### **Dir. of Development**

Doug Tiffin, D.Min. Southwestern Baptist Theological Seminary

### **Dir. of Institutional Research and Services**

Richard E. Lynch, Diploma, M.Mus., Westminster Choir College

### **Dir. of Public Relations**

Richard M. Smith, B.S., Southeastern Bible College

### **International Student Center**

Glenda S. Bradshaw, B.S., Coe College  
Christy Keating, M.A., GIAL  
Kristy Avery, B.A., Wheaton College

### **Library Director**

Ferne Weimer, MLS, Northern Illinois University

### **Associate Library Director**

Ms. Barbara Thomas, MLS, University of North Texas

### **Admissions Director**

Heidi R. Anderson, M.A., Graduate Institute of Applied Linguistics

### **Admissions Representative**

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

### **Registrar**

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

### **Assistant Registrar**

Lynne M. Lamiman, Certificate, Robert Morris College

### **Computing Services**

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

### **Business Manager**

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

### **Applied Linguistics Department Head**

Michael E. Boutin, Ph.D., University of Florida

### **Language Development Department Head**

Stephen L. Walter, Ph.D., University of Texas at Arlington

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# Academic Programs

## **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 two study programs leading to master's degrees and two Certificate programs. Information in this section describes these programs, including course requirements.

1. A 37-hour program leading to the **Master of Arts with major in Applied Linguistics**.
2. A 36-hour program leading to the **Master of Arts with major in Language Development**.
3. A 12-hour program leading to a **Graduate Certificate in Multicultural Teamwork**.
4. A 27-hour program leading to an undergraduate **Certificate in Applied Linguistics**.

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

Typical semester-based courses meet 45 times, each 'class hour' being 50 minutes in length. Thus the total class minutes expected for a three-credit hour course is:  $45 \times 50 = 2250$  minutes. In addition, holidays observed during the semester are often not made up in the class schedule. In an 8-week modular course at GIAL, with three semester-hour credits, a class typically meets every day for a total of 40 class sessions during the module. Each class meets 55 minutes. Thus, the total class minutes expected is:  $40 \times 55 = 2200$  minutes. Every effort is made to ensure that no class days are lost due to breaks, holidays, etc. Students in the modular calendar receive as much classroom experience as do students in a semester course of equivalent credit.

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## ***Certificate in Applied Linguistics***

### Purpose

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

### Goals

To enable students:

- to mimic and phonetically transcribe utterances in an unfamiliar language;

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

## Curriculum

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

Students are encouraged to take the courses in the order in which they appear on the curriculum chart. This is to the student's advantage, as the courses are designed to build on the previous coursework.

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

## Prerequisites

The Certificate in Applied Linguistics courses are foundation courses that prepare students to study graduate-level linguistics at GIAL. The specific Certificate courses required for

admission to the master's degree programs are different for each master's degree (see the description of each degree for detailed information). GIAL does not offer an undergraduate degree or diploma, similar courses taken at other universities are not transferred into GIAL. However, students who have taken a similar course or courses at another university may petition, with proper documentation, to substitute previous coursework for a specific Certificate course(s).

## 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. When a student has taken at least 15 semester hours toward the Certificate at GIAL, he or she may petition to have recognized up to 12 semester hours of the Certificate based on courses taken elsewhere. Recognized courses will not be included in the GPA calculation on the GIAL transcript. The petition must be signed by the relevant course heads and verified by the GIAL Dean of Academic Affairs.

## Certificate in Applied Linguistics Courses

### **Certificate taken in one bimester:**

<b><u>No.</u></b>	<b><u>Course</u></b> <sup>♦</sup>	<b><u>Sem. Hours</u></b>
<b><i>Session 1</i></b>		
AL4302	Principles of Articulatory and Acoustic Phonetics	3
LD4350	Language and Society	3
AL4410a	Principles of Grammatical Analysis (a)	2
<b><i>Session 2</i></b>		
AL4302	Principles of Articulatory and Acoustic Phonetics	Cont.
AL4303	Principles of Phonological Analysis	3
LD4505	Second Language and Culture Acquisition	5
<b><i>Session 3</i></b>		
AL4303	Principles of Phonological Analysis – continued	Cont.
AL4410b	Principles of Grammatical Analysis (b)	2
LD4505	Second Language and Culture Acquisition - continued	Cont.
<b><i>Session 4</i></b>		
LD4370	Cultural Anthropology	3
AL5406	Field Methods	4

<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.



AL5207 Field Data Management 2

**Certificate taken in two bimesters: First Bimester**

<u>No.</u>	<u>Course</u> ♦	<u>Sem. Hours</u>
<b>Session 1</b>		
AL4302	Principles of Articulatory and Acoustic Phonetics	3
AL4410a	Principles of Grammatical Analysis (a)	2
<b>Session 2</b>		
AL4302	Principles of Articulatory and Acoustic Phonetics	Cont.
AL4303	Principles of Phonological Analysis	3
<b>Session 3</b>		
AL4303	Principles of Phonological Analysis – continued	Cont.
AL4410b	Principles of Grammatical Analysis (b)	2
<b>Session 4</b>		
LD4370	Cultural Anthropology	3

**Second Bimester**

<u>No.</u>	<u>Course</u>	<u>Sem. Hours</u>
<b>Session 1</b>		
LD4350	Language and Society	3
<b>Sessions 2,3</b>		
LD4505	Second Language and Culture Acquisition	5
<b>Session 4</b>		
AL5406	Field Methods and Linguistic Analysis	4
AL5207	Field Data Management	2

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♦ COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

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

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

### Purpose

The Master of Arts degree with major in Applied Linguistics is designed to produce graduates qualified to serve in specialist cross-cultural roles in Bible translation, descriptive linguistics or in general cross-cultural service. Some organizations, such as SIL, recognize graduates of this program as having completed the minimum academic training requirements to serve in the specialist roles of Bible translation or descriptive linguistics. (Please note that employers may require field experience or impose other requirements in addition to what is required for this degree.)

### Prerequisites

Students are required to take, or have taken elsewhere, the following courses:

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

### Curriculum

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

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

### Degree Requirements

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

<b><i>General Core Requirements</i></b> ♦		
AL5406	Field Methods and Linguistic Analysis .....	4
AL5207	Field Data Management .....	2
AL5312	Discourse Analysis .....	3
LD5151	Cross Cultural Teaching Seminar	1
semantics	AL5314 Culture, Language and Mind <b>OR</b>	3
	AL5315 Semantics and Pragmatics	
	<b>Total general core hours .....</b>	<b>13</b>

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♦ COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

## Concentrations

The Master of Arts degree with major in Applied Linguistics has three concentrations: Bible Translation, Descriptive Linguistics, and Cross-Cultural Service. The following discussion details the concentration-specific requirements for each concentration.

### Bible Translation Concentration

<b>Translation Concentration Common Courses</b>		
semantics	(AL5314 or AL5315 if not taken in general core).....	3
language	Hebrew <b>OR</b> Greek .....	6
exegesis	AL5324 Principles of New Testament Exegesis <b>OR</b>	
	AL5325 Principles of Old Testament Exegesis .....	3
translation	AL5316 Theory and Practice of Translation	3
<b>Non-thesis track</b>		
electives	.....	9
<b>Thesis track</b>		
elective	.....	3
thesis	.....	6
	<b>Total Translation concentration hours .....</b>	<b>24</b>
	<b>Total AL degree hours (minimum) .....</b>	<b>37</b>

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

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

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

### Descriptive Linguistics Concentration

<b>Descriptive Linguistics Concentration Common Courses*</b>		
AL5304	Applied Phonology .....	3
AL5313	Advanced Grammatical Analysis .....	3
AL5395	Current Issues in Descriptive Linguistics .....	3
adv. ling.	Other advanced linguistics courses.....	6
<b>Non-thesis track</b>		
electives	.....	9
<b>Thesis track</b>		
elective	.....	3
thesis	.....	6
	<b>Total Descriptive Linguistics concentration hours .....</b>	<b>24</b>
	<b>Total AL degree hours (minimum) .....</b>	<b>37</b>

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\* COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

**Approved advanced linguistics courses<sup>♦</sup> for Applied Linguistics major, Descriptive Linguistics concentration:**

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

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

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

**Approved electives for Applied Linguistics major, Descriptive Linguistics concentration:**

Any course offered by GIAL may be used to satisfy the elective requirements for the Descriptive Linguistics concentration, provided the following conditions are all met:

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Applied Linguistics; and
3. The course has not already been specified as a Descriptive Linguistics concentration requirement.

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<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

## Dual Degree Program with Southern Baptist Theological Seminary

A dual degree program is available through the Southern Baptist Theological Seminary (SBTS) and GIAL resulting in a Master of Arts in Applied Linguistics with a Bible Translation concentration from GIAL and a Master of Divinity in Missions and Bible Translation from SBTS.

Students must complete both components, i.e., 19 hours at GIAL and 73 hours at SBTS.

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

### Master of Arts in Applied Linguistics (GIAL)

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

### GIAL Graduate Hours

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

AL5406	Field Methods and Linguistic Analysis	4
AL5207	Field Data Management	2
LD5151	Cross-Cultural Teaching Seminar	1
AL5312	Discourse Analysis	3
AL5314	Culture, Language and Mind <i>OR</i> Semantics and Pragmatics	3

#### Bible Concentration Common Courses (15 hours)

AL5314	Culture, Language and Mind <i>OR</i> Semantics and Pragmatics	3
Language	Hebrew or Greek	6 <sup>(4)</sup>
Exegesis	NT/OT Exegesis	3 <sup>(5)</sup>
AL5316	Theory and Practice of Translation	3
Electives (9 hours)	Transferred in from SBTS	9 <sup>(6)</sup>

<b>GIAL hours</b>	<b>19</b>
<b>SBTS hours accepted by transfer</b>	<b>18</b>
<b>Total graduate hours to meet GIAL requirements</b>	<b>37</b>

#### Notes:

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

\* COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

## Master of Divinity in Missions and Bible Translation (SBTS)

### SBTS Graduate Hours

20400	Elementary Greek	0
22400	Elementary Hebrew	0
31980	Written Communication	0
42490	Cooperative Program	0
<b>Scripture and Interpretation (24 hours)</b>		
20200	Introduction to the Old Testament I	3
20220	Introduction to the Old Testament II	3
22100	Biblical Hermeneutics	3
22200	Introduction to the New Testament I	3
22220	Introduction to the New Testament II	3
20440	Hebrew Syntax and Exegesis	3 <sup>(1)</sup>
22440	Greek Syntax and Exegesis	3 <sup>(1)</sup>
20600-20800	Hebrew Exegesis <i>OR</i>	
22600-23790	Greek Exegesis	3 <sup>(2)</sup>
<b>Theology and Tradition (15 hours)</b>		
25100	Introduction to Church History I	3
25120	Introduction to Church History II	3
27060	Systematic Theology I	3
27070	Systematic Theology II	3
27080	Systematic Theology III	3
<b>Worldview and Culture (6 hours)</b>		
28500	Introduction to Christian Philosophy	3
29250	Survey of Christian Ethics	3
<b>Ministry and Proclamation (19 hours)</b>		
30000	The Ministry of Proclamation <i>OR</i>	
45450	Bible Teaching	3
40010	Personal Spiritual Disciplines	2
32100	Personal Evangelism	3
32960	Introduction to Missiology	3
34300	Introduction to Biblical Counseling	3
40080	Ministry of Leadership	3
44930	Applied Ministry <sup>(4)</sup>	2
<b>CORE HOURS</b>		<b>64</b>
<b>Great Commission Ministries (9 hours)</b>		
30960	Intercultural Communication	3 <sup>(3)</sup>
32980	World Religions and the Ch. Faith <b>OR</b>	
33600	Major Living World Religions	3 <sup>(3)</sup>
33010	Communication in Oral Cultures	3 <sup>(3)</sup>
<b>TOTAL SBTS HOURS</b>		<b>73</b>
<i>GIAL undergraduate hours</i>		<i>21</i>
<b>SBTS graduate hours</b>		<b>73</b>
<b>GIAL graduate hours</b>		<b>19</b>
<b>Total graduate hours</b>		<b>92</b>

**Notes:**

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

## Cross-Cultural Service Concentration

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

<b>Cross-Cultural Service Concentration Common Courses (non-thesis only)</b>		
LD5373	Religion and Worldview .....	3
LD5374	Christianity Across Cultures .....	3
language	Hebrew <b>OR</b> Greek .....	6
missiology	.....	6
Biblical	.....	3
studies	.....	3
elective	.....	3
	<b>Total Cross-Cultural Service concentration hours.....</b>	<b>24</b>
	<b>Total AL degree hours (minimum).....</b>	<b>37</b>

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

### Missiology

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

### Biblical Studies

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

In addition to 18 hours of transfer credits, SWBTS students may also take MISSN 4373 Anthropology for Cross-Cultural Evangelism at SWBTS in lieu of the GIAL prerequisite course LD4370 Cultural Anthropology that is part of the Certificate in Applied Linguistics. ♦

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## **Cooperative Programs with DTS: M.A./BEL and Th.M.**

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

The other cooperative DTS-GIAL program is the Master of Theology (Th.M.) degree, which is typically a three or four-year program, requiring a total of 120 semester hours of graduate credit. If a student chooses the Translation Track of the Th.M. program, a total of 18 hours must be taken at GIAL.

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

<u><b>M.A./BEL and Th.M. Requirements at GIAL</b></u>	<u><b>Prerequisites*</b></u>
AL5406 Field Methods and Linguistic Analysis	AL4302 Phonetics AL4303 Phonology AL4410 Grammar LD4505 SLACA Co-requisite of AL5207 Field Data Management
AL5207 Field Data Management	Co-requisite of AL5406 Field Methods and Linguistic Analysis
AL5312 Discourse Analysis	AL4410 Grammar
AL5315 Semantics and Pragmatics	AL4410 Grammar
(one) GIAL Elective	(appropriate prerequisites)
AL5316 Theory and Principles of Translation	LD4370 Cultural Anthropology AL5312 Discourse Analysis AL5314 Culture, Language and Mind (or AL5315 Semantics and Pragmatics)

Note that the requirements and prerequisites for the M.A./BEL and the Th.M. degrees are similar to the GIAL Certificate in Applied Linguistics. Students should consult the Course Outcomes section of this catalog.

A dual registration process is followed for all GIAL courses taken for the degrees. Students must apply to GIAL and register through GIAL before taking linguistics courses at the GIAL campus. DTS is then notified by GIAL and enters the courses in the DTS registration system. There is no charge for the DTS portion of the registration process for GIAL courses, but students pay normal registration fees at GIAL for GIAL courses.

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

Dr. Arden Sanders is the M.A./BEL advisor at GIAL (Arden\_Sanders@gial.edu).

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## Master of Arts (M.A.) with Major in Language Development

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

### Purpose

The Master of Arts degree with major in Language Development is designed to produce graduates qualified to serve in specialist cross-cultural roles in literacy, sociolinguistics, language survey, Scripture use or ethnology. Some organizations, such as SIL, recognize graduates of this program as having completed the minimum academic training requirements to serve in specialist roles in literacy, sociolinguistics, language survey, Scripture use or ethnology. (Please note that employers may require field experience or impose other requirements in addition to what is required for this degree.)

### Prerequisites

Admission to the MA program in Language Development requires that students have completed—here or elsewhere\*—preparatory studies in linguistics and related fields.

<b>For concentrations in literacy, sociolinguistics, language survey, and ethnology the following courses, or their equivalent, are required.</b>	<b>For the Scripture Use concentration or to take the World Arts program, the following courses, or their equivalent, are required.</b>
AL4302 Principles of Phonetics AL4303 Principles of Phonological Analysis AL4410 Principles of Grammatical Analysis LD4350 Language and Society LD4370 Cultural Anthropology LD4505 Second Language and Culture Acquisition	AL4304 Introduction to Language Structures LD4350 Language and Society LD4370 Cultural Anthropology LD4505 Second Language and Culture Acquisition

\* Undergraduate courses taken at other universities are not transferred into GIAL but students may petition, on a course-by-course basis with proper documentation, to waive prerequisite(s) based on equivalent course(s) taken elsewhere.

### Curriculum

The Master of Arts degree with major in Language Development requires a minimum of 36 semester hours. Of those hours, 18 are general core requirements<sup>♦</sup>, expected of all students earning this degree, and 18 are concentration-specific courses and electives. Students may generally elect to complete this degree either through coursework culminating in a comprehensive examination or through coursework plus a thesis.

### Degree Requirements

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

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<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

<b>General Core Requirements</b> ♦		
AL5314	Culture, Language and Mind .....	3
LD5342	Statistical Methods .....	3
LD5353	Language Development .....	3
LD5354	Language Contact .....	3
research	LD5340 Ethnographic Research <b>OR</b>	
	LD5341 Social Science Research .....	3
LD5387	Training Across Cultures .....	3
	<b>Total general core hours</b> .....	<b>18</b>

### Concentrations

The Master of Arts degree with major in Language Development has five concentrations: Literacy, Sociolinguistics, Ethnology, Language Survey, and Scripture Use. The following discussion details the concentration-specific requirements for each concentration.

### **Literacy Concentration**

<b>Literacy Concentration Common Courses</b> ♦		
LD5934	Literacy Megacourse .....	9
<b>Non-thesis track</b>		
LD5343	Principles of Multilingual Education .....	3
electives	.....	6
<b>Thesis track</b>		
thesis	.....	6
electives	.....	3
	<b>Total Literacy concentration hours</b> .....	<b>18</b>
	<b>Total LD degree hours (minimum)</b> .....	<b>36</b>

### **Approved electives for Language Development major, Literacy concentration:**

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

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as a Literacy concentration requirement.

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### Sociolinguistics Concentration

#### Sociolinguistics Concentration Common Courses ♦

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

#### Approved electives for Language Development major, Sociolinguistics concentration:

Any course offered by GIAL may be used to satisfy the elective requirements for the Sociolinguistics concentration provided all of the following conditions are met:

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as a Sociolinguistics concentration requirement.

### Language Survey Concentration

#### Language Survey Concentration Common Courses

AL5304	Applied Phonology .....	3
LD5361	Principles of Language Survey .....	3
LD5362	Language Survey Methods .....	3
<b>Non-thesis track</b>		
LD5366	Theory and Practice of Sociolinguistics .....	3
	electives .....	6
<b>Thesis track</b>		
	elective .....	3
	thesis .....	6
	<b>Total Language Survey concentration hours .....</b>	<b>18</b>
	<b>Total LD degree hours (minimum).....</b>	<b>36</b>

#### Approved electives for Language Development major, Language Survey concentration:

Any course offered by GIAL may be used to satisfy the elective requirements for the Language Survey concentration, provided the following conditions are all met:

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as a Language Survey concentration requirement.

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## Scripture Use Concentration

### Scripture Use Concentration Common Courses<sup>♦</sup>

LD5355	Scripture Use Strategy and Methods .....	3
LD5356	Current Issues in Scripture Use .....	3
<b>Non-thesis track</b>		
LD5373	Religion and Worldview .....	3
LD5374	Christianity Across Cultures .....	3
electives	.....	6
<b>Thesis track</b>		
select one:	LD5373 Religion and Worldview <b>OR</b>	
	LD5374 Christianity Across Cultures .....	3
elective	.....	3
thesis	.....	6
<b>Total Scripture Use concentration hours.....</b>		<b>18</b>
<b>Total LD degree hours (minimum) .....</b>		<b>36</b>

### Approved electives for Language Development major, Scripture Use concentration:

Any course offered by GIAL may be used to satisfy the elective requirements for the Scripture Use concentration, provided the following conditions are all met:

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as a Scripture Use concentration requirement.

## Ethnology Concentration

### Ethnology Concentration Common Courses<sup>♦</sup>

LD5373	Religion and Worldview .....	3
LD5374	Christianity Across Cultures .....	3
LD5372	Social and Political Organization .....	3
LD5377	Area Studies .....	3
<b>Non-thesis track</b>		
electives	.....	6
<b>Thesis track</b>		
thesis	.....	6
<b>Total Ethnology concentration hours .....</b>		<b>18</b>
<b>Total LD degree hours (minimum) .....</b>		<b>36</b>

### Approved electives for Language Development major, Ethnology concentration:

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

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a core requirement for the Master of Arts degree with major in Language Development; and
3. The course has not already been specified as an Ethnology concentration requirement.

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<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

### **Student-crafted concentrations<sup>♦</sup>**

The student may elect to seek the Master of Arts degree with major in Language Development without pursuing one of the pre-approved concentrations. The student must meet the general core requirements for the Language Development major, then may generally select from any course offered by GIAL to satisfy the concentration-specific requirements for the degree. In order to select this option, the student should discuss it with a graduate advisor and meet at least the following requirements regarding courses selected:

1. The course may be included in a degree program of GIAL;
2. The course has not already been specified as a general core requirement for the Master of Arts degree with a major in Language Development;
3. All courses chosen have been approved by the student's graduate advisor; and
4. A minimum of 50% of the courses incorporated into the concentration will be from the Language Development Department.

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## ***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. As a graduate program, the included courses study issues in depth, leading to more insight, creativity and adaptability than the usual short courses in this field

### 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;
- to explain how people who follow the same religious tradition can have different patterns of partnership depending on their cultural backgrounds;
- to evaluate their own views on the relationship between their own religious viewpoint and those patterns;
- to assess their own ways of interacting with others in order to adapt their ways to partner more effectively across cultures;
- to evaluate cultural styles of leadership and develop a plan for working with a variety of styles;
- to 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.

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<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

### Prerequisites

1. Each of the courses<sup>♦</sup> in this program requires a previous cultural anthropology course (graduate or upper-level undergraduate) such as LD4370 Cultural Anthropology here at GIAL. The same course can fulfill this requirement of all four courses. In addition the leadership and teamwork courses require either
2. LD4350 Language and Society or equivalent, **or** at least 3 years experience working in a different language and culture and the permission of the instructor.
3. LD4350 and LD4370, both of which are courses in the undergraduate Certificate in Applied Linguistics, together fulfill the prerequisites for all courses in the Graduate Certificate in Multicultural Teamwork.

### Waiver of Courses

This is a one-bimester certificate and includes only four carefully selected courses. It is, therefore, necessary for a student to take all four courses. since equivalent courses to two of the included courses, LD5372 Social and Political Structure and LD5374 Christianity Across Cultures are taught at other graduate institutions, it is possible for these to be transferred in by the normal transfer process and to count toward the Graduate Certificate in Multicultural Teamwork. Equivalent courses are not acceptable for LD5321 Multicultural Teamwork or LD5323 Multicultural Leadership.

### Curriculum

The prescribed curriculum for the Graduate Certificate in Multicultural Teamwork includes four courses:

**LD5372 Social and Political Organization** explores social and political structures and their cultural variants. These structures provide the underlying mental grid which guides each participant in how a team should accomplish its goals.

**LD5374 Christianity Across Cultures** explores the different expressions of Christianity in different times, denominations, and ethnic groups. Since the values and expectations Christians bring to a team or partnership are strongly perceived to be derived from their religion, participants must understand this topic in order to work effectively with others.

**LD5321 Multicultural Teamwork** analyzes the many ways culture affects teams and partnerships. This course is the centerpiece of the Certificate in Multicultural Teamwork curriculum, but without the other three courses it cannot provide enough for deep understanding of the issues.

**LD5323 Multicultural Leadership** explores leadership of multicultural teams and partnerships. Because culture affects expectations and sets limitations on leadership, this course is designed for those leading or advising or training teams and groups of partners.

This Graduate Certificate in Multicultural Teamwork may be earned in four months of work. Since courses build on earlier knowledge, students are strongly encouraged to take the courses in the order offered.

### Graduate Certificate in Multicultural Teamwork Courses

<u>No.</u>	<u>Course</u>	<u>Sem. Hours</u>
<b>Session 2-3</b>		
LD5372	Social and Political Organization	3
LD5374	Christianity Across Cultures	3
<b>Session 4</b>		
LD5321	Multicultural Teamwork	3
LD5323	Multicultural Leadership	3

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<sup>♦</sup> COURSE OUTCOMES BEGIN ON PAGE 65 OF THIS CATALOG.

## Cooperative Programs with Other Schools

GIAL has cooperative programs with several schools whereby students take some courses at both schools, receiving the benefits of the strengths of each school.

### Undergraduate

- A cooperative program with Dallas Baptist University (DBU) resulting in either a minor in Applied Linguistics or a concentration in an interdisciplinary major from DBU includes 16 hours of undergraduate work at GIAL. Some of these courses also meet the prerequisites for the graduate programs at GIAL.
- A cooperative program with Roanoke Bible College (RBC) allows for transfer of credit with grade from GIAL or RBC and promotes a BA degree from RBC with a dual major in Biblical Studies and Applied Linguistics. Some of these courses also meet the prerequisites for the graduate programs at GIAL.
- A cooperative program with Bryan College allows for transfer of credit with a grade of C or better from GIAL for a total of 16 undergraduate credits and promotes a Minor in Applied Linguistics from Bryan College. These students will only have access to the following courses: Articulatory Phonetics (3 credits), Grammatical Analysis (4 credits), Phonological Analysis (3 credits), Language and Society (3 credits) and Cultural Anthropology (3 credits).

### Graduate

- A cooperative program with Dallas Theological Seminary (DTS) that requires 18 hours of graduate work at GIAL resulting in a Master of Arts in Biblical Exegesis and Linguistics (M.A./BEL) or a Master of Theology (ThM) with a Bible Translation concentration from DTS.
- A cooperative program with Southern Baptist Theological Seminary (SBTS) resulting in a Master of Arts in Applied Linguistics degree with a Bible translation concentration from GIAL and a Master of Divinity in Missions and Bible Translation from SBTS.
- A cooperative program with Southwestern Baptist Theological Seminary (SWBTS) results in a Master of Arts in Applied Linguistics degree with a Cross-cultural Service concentration from GIAL.
- An agreement with The University of Texas at Arlington (UTA) allows for transfer of 15 credits with grade from GIAL.

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





# Course Outcomes

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

The second numeral in the course number represents the number of semester-hours credit granted for that course.

Unless otherwise stated, courses are offered each bimester. TBA = To Be Announced

## ***Applied Linguistics Department - Course Outcomes***

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

Using an augmented subset of the International Phonetic Alphabet (IPA), students will be able to identify, mimic, and transcribe sounds and prosodies in normal human speech and to describe the mechanisms by which a speaker produces these sounds. Students will also be introduced to basic techniques of acoustic analysis.

### **AL4303 Principles of Phonological Analysis (3 undergraduate credits)**

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

*Prerequisite: AL4302 Principles of Articulatory and Acoustic Phonetics*

### **AL4304 Introduction to Language Structure (SPRING) (3 undergraduate credits)**

This course introduces the student to basic concepts of language. It will enhance students’ ability to learn another language by providing a framework of the common types of word and sentence structures found in different types of languages. Students will

have the opportunity to identify and transcribe the most common sounds in human languages. They will also learn how natural language sound systems function in order to understand how a scientifically-based alphabet works. Students will practice discovering basic language structures by working with natural language data.

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

### **AL4410a Principles of Grammatical Analysis (a) (2 undergraduate credits)**

By the end of Principles of Grammatical Analysis (a), students will be able to write a brief description of a grammatical topic; identify constituent structure, syntactic categories and grammatical relations within a sentence; analyze data in terms of a set of phrase structure rules and a lexicon; distinguish between indicative, imperative and interrogative sentences; distinguish between types of objects and obliques; and analyze the structure of noun phrases and verb phrases.

### **AL4410b Principles of Grammatical Analysis (b) (2 undergraduate credits)**

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

*Prerequisite: AL4410a Principles of Grammatical Analysis (a)*

### **AL5190 Thesis Writing (1 graduate credit)**

Techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the masters level in either the applied linguistics or language development. Students completing

this course will be able to describe different kinds of knowledge and ways of knowing and how each is acquired; distinguish between quantitative and qualitative research and the uses, advantages and disadvantages of each; describe Word style sheets and use a thesis template to enforce the required style sheet; identify common parts of a research paper/thesis and what is included in each part; describe and implement the proposal writing process; identify ethical perspectives and implications for research; and identify problem areas in technical writing and critical thinking. **NOTE: This course is graded P/F. Completion of this course will count as one hour of thesis credit but will not trigger the requirement for continuing registration. This course may be repeated if the student's thesis committee so directs, but credits earned by any repetitions do not count towards fulfillment of minimum thesis requirements.**

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

#### **AL5191 Thesis (1 graduate credit)**

By permission of graduate advisor; graded P/F; may be repeated.

#### **AL5207 Field Data Management (2 graduate credits)**

After completing this course, students will be able to use computational tools for managing and presenting phonological, textual and lexical data collected in linguistic field research.

*Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics, AL4303 Principles of Phonological Analysis, AL4410b Principles of Grammatical Analysis (b), LD4505 Second Language and Culture Acquisition*  
*Co-requisite: AL5406 Field Methods and Linguistic Analysis*

#### **AL5304 Applied Phonology (SPRING) (3 graduate credits)**

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

*Prerequisite: AL4303 Principles of Phonological Analysis*

#### **AL5312 Discourse Analysis (3 graduate credits)**

After completing this course, students will be able to analyze the discourse structure of a text, using a

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

*Prerequisite: AL4410b Principles of Grammatical Analysis (b)*

#### **AL5313 Advanced Grammatical Analysis (SPRING) (3 graduate credits)**

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

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

#### **AL5314 Culture, Language and Mind (3 graduate credits)**

After completing this course, students will be able to formulate a principled basis for how people form concepts, structure their knowledge of the world and develop a worldview. They will be able to discuss such models as those of componential analysis, folk taxonomies, cultural and linguistic frames, prototypes, schemas, as well as worldview. They will be able to integrate the fact of cultural diversity and relativism with the notion of universals and absolutes. They will be able to articulate a model of how people think as they interpret their life experience and what motivates them to change their worldview for another. They will have completed either a field work project or an integrated paper demonstrating their ability to apply the concepts they have learned.

**AL5315 Semantics and Pragmatics  
(3 graduate credits)**

After completing this course, students will be able to explain and discuss relationships between form and meaning at various levels of language. They will be able to explain the difference between meaning and reference; describe and identify homonymy, polysemy, and ambiguity; analyze and describe word meanings, sentence meanings, utterance meanings and speech act functions; identify and describe presuppositions, entailments, implicature and ellipsis; identify components of meaning and write clear definitions based on componential analysis.

*Prerequisite: AL4410b Principles of Grammatical Analysis (b)*

**AL5316 Theory and Practice of Translation  
(3 graduate credits)**

Upon completing this course, students will be able to explain and practice the principles of transferring meaning across languages and cultures. They will be conversant with different theories and approaches to translation. They will be able to 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 process of translation. They will be able to recognize common translation problems and apply standard methods for solving them. They will be able to access current literature on translation theory and practice and the tools most commonly used by professional Bible translators.

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

**AL5318 Applied Exegesis (TBA)  
(3 graduate credits)**

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

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

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

After completing this course, students will have enhanced their ability to communicate the meaning

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

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

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

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

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

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

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

**AL5322 New Testament Greek for Translators 2 (FALL) (3 graduate credits)**

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

*Prerequisite: AL5321 New Testament Greek for Translators 1*

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

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

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

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

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

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

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

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

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

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

After completing this course, students will be able to describe selected features of the phonology, morphology and syntactic structure of Biblical Hebrew. They will be able to recognize and describe some common morphological and syntactic forms in Biblical Hebrew, and to readily access information on less-common forms. They will be able to recognize and explain the primary range of meaning

of the three hundred most frequently used words (i.e. 300 dictionary entry forms) in the Hebrew Bible. They will also be able to use reference helps referring to the Hebrew text, such as Hebrew lexicons and commentaries.

### **AL5327 Biblical Hebrew for Translators 2 (SPRING) (3 graduate credits)**

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

*Prerequisite: AL5326 Biblical Hebrew for Translators 1*

### **AL5328 Discourse Features of Biblical Hebrew (TBA) (3 graduate credits)**

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

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

### **AL5329 Readings in Biblical Texts and Translation Practicum (TBA) (3 graduate credits)**

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

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

**AL5391 Thesis****(3 graduate credits)**

By permission of graduate advisor; graded P/F; may be repeated.

**AL5392 Special Projects in Applied Linguistics****(3 graduate credits)**

May be repeated when topic changes, with permission of graduate advisor.

**AL5394 Readings in Applied Linguistics****(TBA) (3 graduate credits)**

After completing this course, students will have read selected books and articles on one or more aspect(s) of applied linguistics, chosen from a recommended set, and be able to discuss their content. They will have written a paper or have completed a practical project on that topic. With permission of graduate advisor.

**AL5395 Current Issues in Descriptive Linguistics (FALL) (3 graduate credits)**

By the end of this course, students will demonstrate an in-depth understanding of one or more issues of current interest for linguistic analysis and description. Students will read and critically discuss a variety of articles on the selected topics(s) and will write and present a paper relating to the issues raised in the seminar.

*Prerequisites: AL5304 Applied Phonology, AL5312 Discourse Analysis, and AL5313 Advanced Grammatical Analysis, or by permission of instructor  
(May be repeated when topic changes.)*

**AL5396 Conference Course in Applied Linguistics (TBA) (3 graduate credits)**

With permission of graduate advisor.

**AL5398 Seminar in Applied Linguistics (TBA)****(3 graduate credits)**

May be repeated when topic changes, with permission of graduate advisor.

**AL5406 Field Methods and Linguistic Analysis****(4 graduate credits)**

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

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

*Co-requisite: AL5207 Field Data Management*

## **Language Development Department - Course Outcomes**

**LD4202 Audio and Video Techniques for Fieldworkers (TBA)****(2 undergraduate credits)**

After completing this course, students will be able to demonstrate their ability to record, edit, archive and produce audio and video recordings of linguistic and cultural data, including artistic performances that will support their analysis, documentation, and publishing. They will demonstrate knowledge of basic principles of analog-to-digital conversion, and will be able to choose the appropriate equipment and settings to use for a given recording situation. Students will complete two recording projects to apply these principles.

**LD4350 Language and Society****(3 undergraduate credits)**

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

**LD4370 Cultural Anthropology****(3 undergraduate credits)**

*(Formerly AL4370)*

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

**LD4393 Special Topics in Language Development (3 undergraduate credits)**

May be repeated when topic changes, with permission of advisor.

### **LD4505 Second Language and Culture Acquisition (5 undergraduate credits)**

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

*Prerequisites: AL4302 Principles of Articulatory and Acoustic Phonetics (may be taken concurrently) and AL4410a Principles of Grammatical Analysis (a) or AL4304 Introduction to Language Structure*

### **LD5151 Cross-Cultural Teaching Seminar (1 graduate credit)**

After completing this course, students will be able to analyze a teaching process from the perspective of learning and teaching styles, and identify factors relevant to teaching cross-culturally. They will perform a teaching task, and be able to identify concepts from intercultural communication that could facilitate or impede the teaching process in a cross-cultural context.

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

### **LD5190 Thesis Writing (1 graduate credit)**

Techniques and skill development for researching and writing a thesis. It is strongly recommended for all students writing a thesis at the masters level in either the applied linguistics or language development. Students completing this course will be able to describe different kinds of knowledge and ways of knowing and how each is acquired; distinguish between quantitative and qualitative research and the uses, advantages and disadvantages of each; describe Word style sheets and use a thesis template to enforce the required style sheet; identify common parts of a research paper/thesis and what is included in each part; describe and implement the proposal writing process; identify ethical perspectives and implications for research; and identify problem areas in technical writing and critical thinking. **NOTE: This course is graded P/F. Completion of this course will count as one hour of thesis credit but will not trigger the requirement for continuing registration. This course may be repeated if the student's thesis committee so directs, but credits earned by any**

**repetitions do not count towards fulfillment of minimum thesis requirements.**

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

### **LD5191 Thesis (1 graduate credit)**

By permission of graduate advisor; graded P/F; may be repeated.

### **LD5321 Multicultural Teamwork (FALL) (3 graduate credits)**

This course addresses issues relating to forming practical, cooperative programs that depend upon people from different cultures working together as teams or as full partners. The course draws upon writings of western and non-western authors, case studies, lectures and group activities. Upon completing this course, the student will be able to form teams and partnerships, effectively work in teams, and train others in teamwork and partnership. In this course, the term "teamwork" refers not only to closely knit teams but to many kinds of cooperative action that requires groups of people to work together toward a common goal. Christian perspectives on teamwork underlie the course.

*Prerequisite: LD4370 Cultural Anthropology and LD4350 Language and Society*

### **LD5323 Multicultural Leadership (FALL) (3 graduate credits)**

Today's world increasingly calls for leadership that is able to function effectively in multi-cultural contexts. More and more Church-related structures, NGO's, businesses and mission agencies are becoming international in make-up and orientation, making multi-cultural leadership skills mandatory.

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

*Prerequisite: LD4370 Cultural Anthropology and LD4350 Language and Society*

### **LD5333 Principles of Literacy (FALL) (3 graduate credits)**

Upon completion of this course, students will be able to: (a) give a general description and

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

*Prerequisites: LD4350 Language and Society, and either AL4303 Principles of Phonological Analysis, AL4410b Principles of Grammatical Analysis (b), or AL4304 Introduction to Language Structure*

### **LD5337 Readings in Ethnology (3 graduate credits)**

*(Formerly AL5389)*

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

*Prerequisite: LD4370 Cultural Anthropology*

### **LD5339 Research Methods for Performing Arts (FALL) (3 graduate credits)**

*(Formerly AL5384 Field of Ethnomusicology)*

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

### **LD5340 Ethnographic Research Methods (SPRING) (3 graduate credits)**

*(Formerly AL5381)*

After completing this course, students will be able to demonstrate their understanding of a wide variety of

field methods for collecting ethnographic data. They will complete a practicum in which they apply field methods to particular social contexts, demonstrating their ability in specific field methods.

*Prerequisite: LD4370 Cultural Anthropology*

### **LD5341 Social Science Research Design and Methods (FALL) (3 graduate credits)**

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

*Prerequisites: LD5342 Statistical Methods or permission of instructor.*

### **LD5342 Statistical Methods (FALL) (3 graduate credits)**

By the end of this course, students will be able to choose appropriate statistical methods for research in linguistics and discuss the claims that can and cannot be made with statistics.

### **LD5343 Principles of Multilingual Education (FALL) (3 graduate credits)**

Upon completion of this course, students will be able to: (a) discuss in detail the intersection of education and multilingualism in developing countries; (b) discuss knowledgeably the major perspectives on bilingualism; (c) discuss and explain the phenomenon of bilingualism as a social pattern; (d) discuss and explain research findings on the cognitive dimensions of bilingualism; (e) discuss and explain research findings on the education consequences of bilingualism; (f) define and compare various models of multilingual education; (g) describe the major approaches to multilingual education which have been tried; (h) discuss and explain the strengths and weaknesses of the major approaches to multilingual education; (i) describe

the major experiments in multilingual education which have been launched in the last 40 years; (j) discuss and describe in detail the implementational issues involved in organizing a multilingual education program, especially in a developing country.

### **LD5344 Comparative International Education (TBA) (3 graduate credits)**

Upon completion of this course, students will be able to: (a) identify and explain varying philosophies of education in today's world; (b) explain the inter-relationship between educational policy and national aspirations; (c) explain the inter-relationship between educational policy and social objectives; (d) describe and compare, in a general way, educational outcomes among the countries of the world; (e) discuss and explain in detail the inter-relationship between linguistic diversity, educational outcomes, and educational policy; (f) discuss knowledgeably competing theories on improving educational outcomes; (g) discuss knowledgeably the problems of achieving universal primary education; (h) discuss knowledgeably the cost-benefit problem affecting educational choice in developing countries; (i) discuss the procedures and methodologies which underlie research in comparative international education.

### **LD5349 Readings in Literacy (3 graduate credits)**

After completing this course, students will have read six books on a particular aspect of the literacy task chosen from a recommended set and be able to discuss their content. They will also have written a paper or completed a practical project on that topic.

### **LD5352 Language Program Planning (SPRING) (3 graduate credits)**

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

*Prerequisite: LD4350 Language and Society*

### **LD5353 Language Development and Planning (SPRING)**

#### **(3 graduate credits)**

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

*Prerequisite: LD4350 Language and Society*

### **LD5354 Language Contact (FALL)**

#### **(3 graduate credits)**

By the end of this course, students will be able to define and discuss phenomena which occur when speakers of different languages come in contact with each other, including such areas as multilingualism (societal and individual), creolistics (pidgins and Creoles), and obsolescence (language maintenance, shift, and death, language-contact-induced language change, reversing language shift, etc.).

*Prerequisite: LD4350 Language and Society*

### **LD5355 Scripture Use Strategy and Methods (SPRING) (3 graduate credits)**

After completing this course, students will be able to discuss the sociolinguistic, socioeconomic, sociopolitical, and socioreligious factors that either hinder or foster the use of vernacular literature. They will be able to describe and implement strategies and activities that promote the use of Bible translations in public and private venues.

*Prerequisite: LD4350 Language and Society*

### **LD5356 Current Issues in Scripture Use (SPRING) (3 graduate credits)**

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

*Prerequisites: LD5355 Scripture Use Strategy and Methods (or consent of instructor), LD5373*

*Religion and Worldview or LD5374 Christianity Across Cultures*

### **LD5357 Oral Tradition and Literature (TBA) (3 graduate credits)**

After completing this course, students will be able to describe different genres of oral traditions and the roles they serve in cultures worldwide. These oral



traditions will come from cultures with both written and unwritten languages. Students will be able to describe both the process and the product of transmission of oral traditions. They will be able to use various field methods for collecting oral traditions.

**LD5361 Principles of Language Survey (SPRING) (3 graduate credits)**

After completing this course, students will be able to describe the linguistic and sociolinguistic criteria that can be used to define language and dialect boundaries and to determine the extensibility of existing literature in multilingual situations. They will be able to explain the methods used in language surveys to discover 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: LD4350 Language and Society*

**LD5362 Language Survey Methods (SPRING) (3 graduate credits)**

After completing this course, students will be able to describe and apply appropriate methods for linguistic and sociolinguistic surveys. Techniques will include rapid appraisal, collection and analysis of word lists, the comparative method, intelligibility testing, and language proficiency testing. Students will also be able to use observation, interviews, and oral questionnaires to ascertain 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, LD5361 Principles of Language Survey*

**LD5364 Theories and Practices in Community Development (TBA) (3 graduate credits)**

*(Formerly AL5388)*

After completing this course, students will be able: a) to evaluate philosophies, processes and practices of community development; b) to discuss several kinds of appropriate technologies at work; c) to demonstrate one appropriate technology on campus; d) to collect, analyze, and report on cases of introduced change; and e) to formulate a plan for introducing an appropriate technology into a specific community.

**LD5366 Theory and Practice of Sociolinguistics (SPRING)**

**(3 graduate credits)**

Upon completion of this course students will be able to discuss and describe various approaches to the field of sociolinguistics as they relate to areas such as education and language planning and policy. Topics may include dialectology, the ethnography of communication, discourse analysis, and language variation.

*Prerequisite: LD4350 Language and Society*

**LD5368 Seminar in Sociolinguistics (FALL) (3 graduate credits)**

By the end of this course, students will be able to demonstrate an in-depth understanding of a selected topic in sociolinguistics through the production of a written, publishable paper on some aspect of that topic. Class discussions will focus on the areas of student interest within the selected topic and be student-led. (May be repeated when topic changes.)

**LD5369 Readings in Sociolinguistics**

**(3 graduate credits)**

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

**LD5372 Social and Political Organization**

**(FALL) (3 graduate credits)**

*(Formerly AL5375)*

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

*Prerequisite: LD4370 Cultural Anthropology*

**LD5373 Religion and Worldview (FALL)**

**(3 graduate credits)**

*(Formerly AL5373)*

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

movements, including both the stages in and types of revitalization movements.

*Prerequisite: LD4370 Cultural Anthropology*

**LD5374 Christianity Across Cultures (FALL)  
(3 graduate credits)**

*(Formerly AL5374)*

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

*Prerequisite: LD4370 Cultural Anthropology*

**LD5377 Area Studies (FALL)  
(3 graduate credits)**

*(Formerly AL5380)*

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

*Prerequisite: LD4370 Cultural Anthropology*

**LD5380 Generative Analysis of Non-Western Music (TBA) (3 graduate credits)**

*(Formerly AL5385 Analysis of Non-Western Music)*

After completing this course, students will demonstrate progress in becoming bimusical. Building on the seminal work of Vida Chenoweth in ethnomusicology, they will be able to do computer-aided transcription and analysis of a non-Western music system and be able to compose new melodies in that system. They will be able to facilitate the composition of Christian music in non-Western music systems without using existing melodies.

*Prerequisite: B.A. in Music, or permission of instructor*

**LD5382 Applied Arts (FALL)  
(3 graduate credits)**

*(Formerly AL5386 Applied Ethnomusicology)*

After completing this course, students will be able to work with a local community to catalyze the creation of new vernacular Scripture-based and community-development messages in indigenous forms of music, drama, dance, storytelling and other performing arts. They will be able to encourage sustainability by helping integrate these expressions into local institutions; design interactive, dialogue-based learning activities for art-discovery and art-

creation workshops; mentor local artists; promote the dissemination of indigenous Christian performances; and encourage the positive self-identity that these forms may engender.

**LD5384 Expressive Form Analysis (FALL)  
(3 graduate credits)**

After completing this course, students will be able to perform high level structural analysis of music, storytelling, drama, dance, and other art forms, in the service of invigorating language development efforts. Instructional methodologies include participation in these arts.

**LD5387 Training Across Cultures (SPRING)  
(3 graduate credits)**

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

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

**LD5391 Thesis  
(3 graduate credits)**

By permission of graduate advisor; graded P/F; may be repeated.

**LD5393 Special Projects in Language Development (TBA) (3 graduate credits)**

May be repeated when topic changes, with permission of graduate advisor.

**LD5395 Readings in Language Development (TBA) (3 graduate credits)**

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

**LD5397 Conference Course in Language Development (TBA) (3 graduate credits)**

With permission of graduate advisor.

**LD5399 Seminar in Language Development (TBA) (3 graduate credits)**

May be repeated when topic changes, with permission of graduate advisor.

**LD5934 Literacy Megacourse (SPRING)  
(9 graduate credits)**

Upon completion of this course, students will be able to: (a) explain in detail the profile of illiteracy in the world today; (b) explain in detail the inter-relationship between illiteracy, poverty, politics and environment; (c) develop an appropriate writing

system for an unwritten language; (d) explain the factors that go into orthography design; (e) describe strategies for testing and evaluating orthography proposals; (f) explain the major theories of reading and the history of their evolution; (g) explain and teach the principles of adult education; (h) explain, describe and critique three different instructional strategies for teaching reading; (i) design instructional materials from any one of three different strategies for teaching reading; (j) design a complete literacy program; (k) explain alternative strategies for designing and managing a literacy program; (l) evaluate the need for external funding in a literacy program; (m) write a funding proposal for a literacy program; (n) identify and describe the major movements and trends in literacy; (o) identify the major "players" in the field of adult literacy; (p) explain the major issues involved in developing a multilingual education program; (q) identify the major literature on adult literacy; (r) explain, with examples, change processes in traditional communities; (s) design teacher training protocols for adult literacy programs; (t) design testing protocols for reading materials; (u) develop instructional materials for transitional literacy programs; (v) use the LinguaLinks Electronic Performance Support system; (w) do detailed costing for a literacy program; (x) organize and direct a writer's workshop; (y) explain the need for post-literacy materials and how to develop these.

*Prerequisites: LD4350 Language and Society, and either AL4303 Principles of Phonological Analysis, AL4410 a & b Principles of Grammatical Analysis or AL4304 Introduction to Language Structure*

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

LD Department courses approved but not held

**LD5371 Micro-economic Development**

**(3 graduate credits)**

*Prerequisite: LD4350 Language and Society*

**LD5375 Culture Change**

**(3 graduate credits)**

*Prerequisite: LD4370 Cultural Anthropology*

**LD5376 Sustainable Development and the Role of Change Agents**

**(3 graduate credits)**

*Prerequisite: LD4370 Cultural Anthropology*

**LD5378 Environment, Ecology & Economics**

**(3 graduate credits)**

*Prerequisite: LD4370 Cultural Anthropology*

**LD5382 History and Trends in Anthropology**

**(3 graduate credits)**

*Prerequisite: LD4370 Cultural Anthropology*

**LD5385 Urban Studies**

**(3 graduate credits)**

*Prerequisite: LD4370 Cultural Anthropology*



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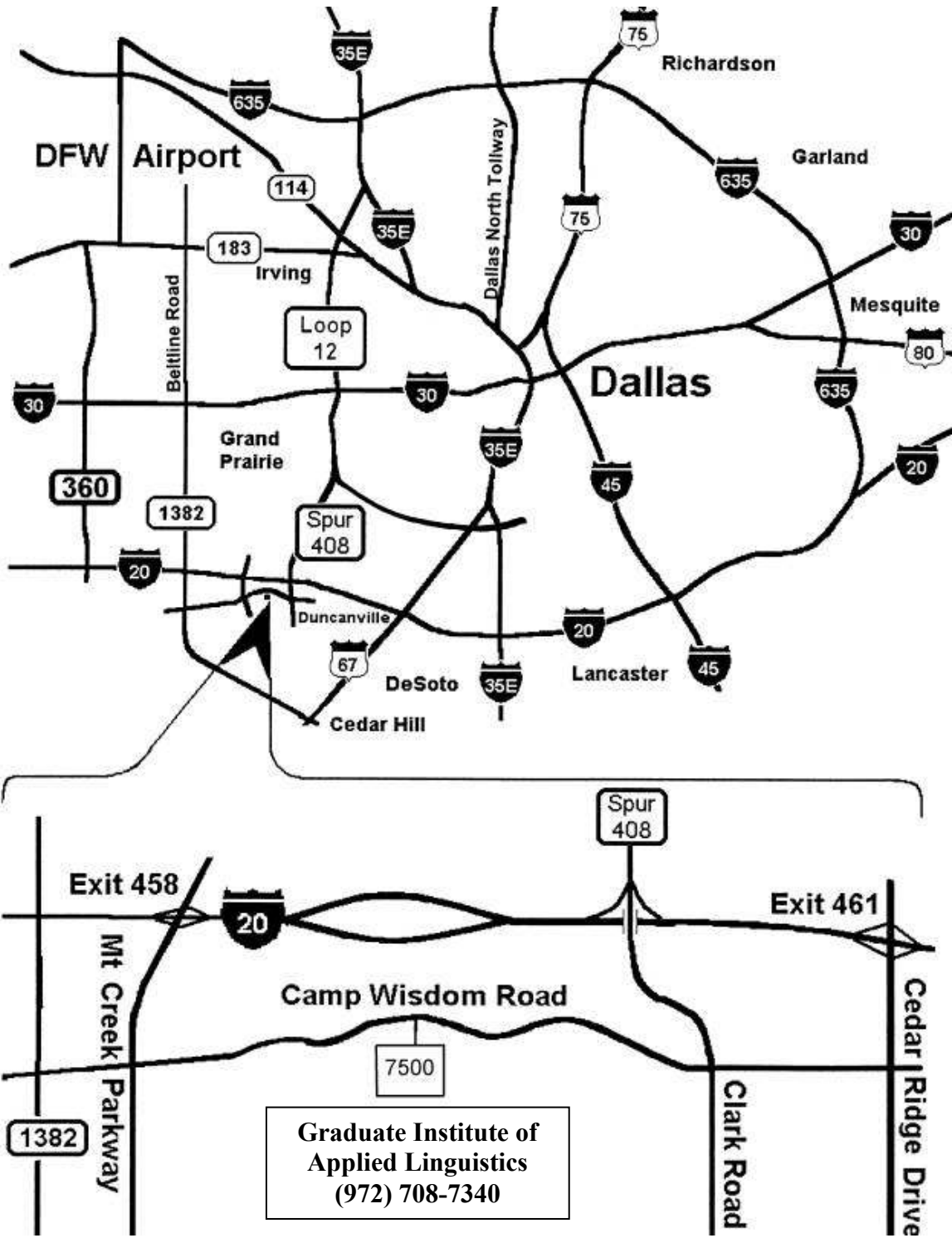
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**Map of GIAL Location**





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