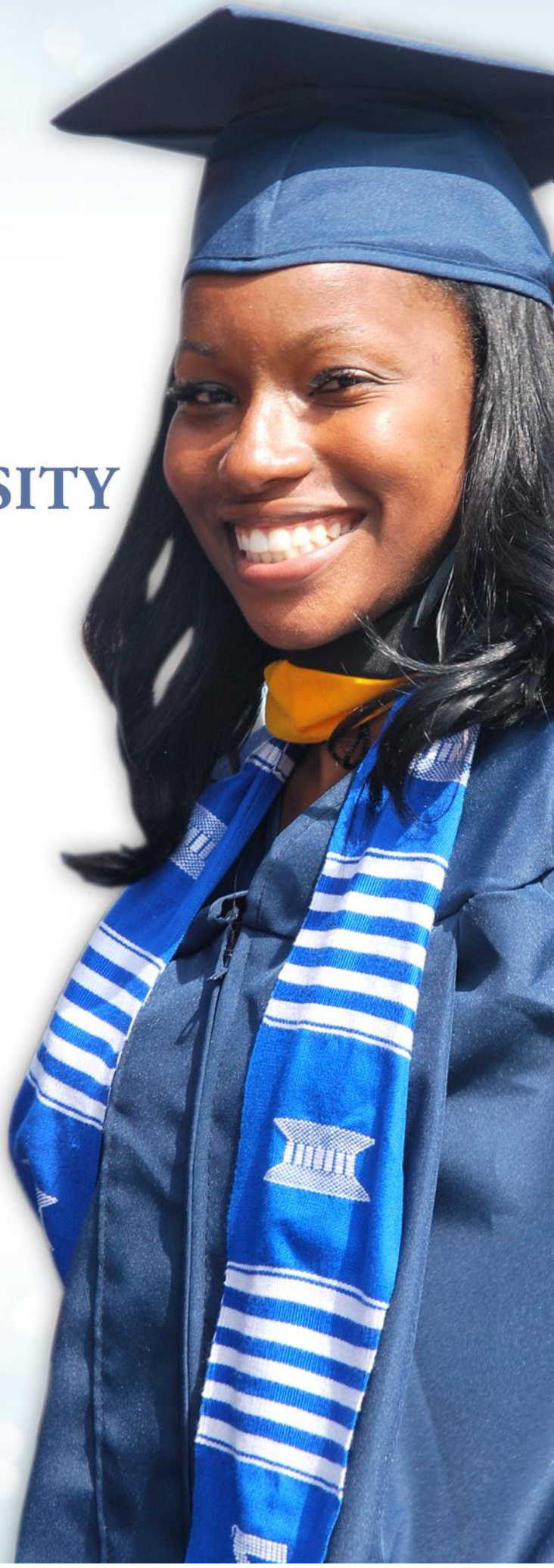


LINCOLN UNIVERSITY

Catalog 2012



The 2012 Catalog and future updates may also be found on the University website www.lincoln.edu via the Registrar's Office homepage.

Lincoln University of the Commonwealth of Pennsylvania, in compliance with Title IX of the Education Amendment of 1972 and other Civil Rights laws, offers equal opportunity for admission and employment. The programs and activities of the University are offered to all students without regard to race, color, national origin, religion, age, sex, or physical disability.

Disclaimer Lincoln University reserves the right to change or amend the policies, rules, regulations and procedures described in this catalog and/or website. The calendar, course requirements and descriptions, tuition and fees are also subject to change.

LINCOLN UNIVERSITY 2012

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ACADMEIC CALENDAR 2012-2013

Fall Semester **2012**

Main Campus

New Undergraduate Students Orientation	Sat-Sun	Aug. 11-19
Faculty Conference	Thur-Fri	Aug. 16-17
Returning student check in	Sun	Aug. 19
Undergraduate Classes Begin	Wed	Aug. 22
Last Day to Add and Drop Courses	Fri	Aug. 31
Labor Day – No Classes	Mon	Sept. 3
All University Convocation	Thu	Sept. 6
Graduation Applications (Fall Graduation)		Sept. 30
Mid-Term Examination Week	Mon-Fri	Oct. 8-12
Mid-Term grades due	Mon	Oct. 15
Last Day for Withdrawal from a Course	Mon	Oct. 29
Mandatory Registration begins	Mon	Oct. 29
Honors Convocation	Thu	Nov. 15
Thanksgiving Recess (Fall Break)	Sat-Sun	Nov. 17-25
Last Day of Class	Friday	Dec. 7
Reading Days	Sat -Mon	Dec. 8-10
Final Examinations	Tues-Fri	Dec. 11-14
Final Grades due	Mon	Dec. 17
Fall conferral date (no commencement)		Dec. 18

Spring Semester **2013**

Main Campus

New Student Orientation	Sat-Tue	Jan. 5-8
Returning Check in	Sun	Jan. 6
Undergraduate Classes Begin	Wed	Jan. 9
Last Day to Add and Drop Courses	Fri	Jan. 18
Martin Luther King, Jr.-No Classes	Mon	Jan. 21
Graduation Applications (Spring Graduation)		Jan. 31
Mid-Term Examination Week	Mon-Fri	Feb. 18-22
Spring Break (No Class)	Sun-Sat	Feb. 24 – Mar. 2
Mid-Term grades due	Mon	Mar. 4
Student Awards Convocation	Thu	Mar. 21
Last Day for Withdrawal from a Course	Mon	Mar. 25
Mandatory Registration begins	Mon	Mar. 25
Easter Recess (Good Friday)	Fri	Mar. 29
FAFSA priority date		Apr. 1
Graduation Applications (Summer Graduation)		Apr. 1
Last Day of Classes	Fri	Apr. 19
Reading Days	Sat-Mon	Apr. 20 -22
Final Examinations	Tues-Fri	Apr. 23-26
Final Grades due by noon	Mon	Apr. 29
<u>Spring Conferral and Commencement</u>	Fri	May 10

Summer Semester **2013**

Main Campus

Registration		Mar. 25 – May 19
Classes Begin	Mon	May 20
Classes End	Fri	June 28
Last Day to Add and Drop Courses	Fri	May 24
Last Day for Withdrawal from a Course	Mon	June 10
Grades due	Mon	July 2
Summer conferral (no commencement)		Aug. 15

Fall Semester **2012**

Graduate Center

Graduate Center Student Orientation	Sat	Aug. 18
Faculty Conference	Thur-Fri	Aug. 16-17
MED/MSR Classes	Wed-Fri	Aug. 22 - Dec. 7
MHS/MSA Classes	Sat	Aug. 25 - Dec. 8
BHS/FLEX Classes	Sun	Aug. 26 - Dec. 9
Last Day to Add and Drop Courses	Fri	Aug. 31
Labor Day – No Classes	Mon	Sept. 3
Graduation Applications (Fall Graduation)		Oct. 1
Last Day for Withdrawal from a Course	Mon	Oct. 29
Thanksgiving Recess (Fall Break)	Mon-Sun	Nov. 19-25
Final Grades due by noon	Mon	Dec. 12
Fall conferral date (no commencement)		Dec. 18

Spring Semester **2013**

Graduate Center

MED/MSR Classes	Wed-Fri	Jan. 9 - Apr. 19
MHS/MSA Classes	Sat	Jan. 12 - Apr. 20
BHS/FLEX Classes	Sun	Jan. 13 - Apr. 21
Last Day to Add and Drop Courses	Fri	Jan. 18
Martin Luther King, Jr.-No Classes	Mon	Jan. 21
Graduation Applications (Spring Graduation)		Jan. 31
Last Day for Withdrawal from a Course	Mon	Mar. 25
Easter Recess (Good Friday)	Fri	Mar. 29
FAFSA priority date		Apr. 1
Graduation Applications (Summer Graduation)		Apr. 1
Final Grades due by noon	Mon	Apr. 24
Spring Conferral and Commencement	Fri	May 10

Summer Semester **2013**

Graduate Center

MED/MSR Classes	Mon-Fri	May 6 - June 28
MHS/MSA Classes	Sat-Sat	May 11-June 29
BHS/FLEX Classes	Sun	May 12-June 30
Last Day to Add and Drop Courses	Fri	May 24
Last Day for Withdrawal from a Course	Mon	June 10
Grades due	Mon	July 2
Summer conferral (no commencement)		Aug. 15

THE UNIVERSITY

A Message from the President

Welcome to Lincoln University. As I assume the presidency of this proud and historic institution, I look forward to the challenges and excitement of leading Lincoln to higher levels of ingenuity, productivity and academic excellence.



Lincoln University's unique vision addresses higher education needs that are important to the strategic interests of our nation and the world. My vision is that Lincoln shall be known as a progressive growing institution with an expert workforce that delivers aggressive and comprehensive programs marked by effective support systems, efficient operating principles and sound fiscal practices. It is a place where people willingly come, gladly learn, teach, work and visit because we respond to individual and community needs. Through a stimulating and challenging environment, the University prepares leaders for careers that foster personal development, social responsibility, cultural enrichment, innovative ideas and scholarly activities that enhance the quality of life for all people. At Lincoln, we take pride in our dynamic student body, in our committed faculty and staff as well as in our alumni who have helped us to achieve our mission for more than 150 years. Our impact on the Commonwealth of Pennsylvania, the region, the nation and the world, is undeniable.

There are several values that drive the processes we employ. Among these are an interactive, multidisciplinary community with a passion for ideas and a love for learning; achieving excellence in a challenging and nurturing environment; offering access and opportunities to all, recognizing talent wherever it exists; building on academic strengths through teamwork and collegiality; diversifying teaching and research methods, reaching students where they are as opposed to where we want them to be; using an entrepreneurial spirit as a means of delivering the greatest benefits possible; collaborating nationally and internationally while forging partnerships with customers (students, faculty, staff, alumni, friends and the community); and maintaining academic freedom, inquiry, continuous learning and scholarship. We apply these values while maintaining our resources in an efficient, accountable and transparent manner.

While educational institutions exist for the purpose of preparing individuals to become productive, contributing members of society, Lincoln University is known for producing leaders who make a difference. We honor legacies; we build upon them and use them as examples of what can be done. We are proud to have you join this historic institution—the world awaits your leadership and service!

A handwritten signature in black ink, reading "Robert R. Jennings".

Robert R. Jennings, Ed.D.
President

The History of Lincoln University

Lincoln University of the Commonwealth of Pennsylvania was chartered in April 1854 as Ashmun Institute. As Dr. Horace Mann Bond, '23, the eighth president of Lincoln University, so eloquently cites in the opening chapter of his book, Education for Freedom: A History of Lincoln University, Pennsylvania, "This was the first institution founded anywhere in the world to provide a higher education in the arts and sciences for 'youth of African descent.'" Ashmun Institute was renamed Lincoln University in 1866 in honor of Abraham Lincoln. Lincoln University is located in southern Chester County, Pennsylvania.

The Rev. Dr. John Miller Dickey, of nearby Oxford, founded the university. Dr. Bond's book is a history of the ideas responsible for the establishment of Lincoln, beginning with the early years of the 19th century and the ancestors of John Miller Dickey, and his wife, Sarah Emlen Cresson.

Since its inception, Lincoln has attracted an interracial and international enrollment from the surrounding community, region, and around the world. The University admitted women students in 1952, and formally associated with the Commonwealth of Pennsylvania in 1972 as a state-related, coeducational university. Lincoln currently enrolls approximately 2,000 students.

Lincoln offers undergraduate programs of study in the humanities, the natural sciences, mathematics, and computer science, and the social sciences. Lincoln also offers graduate programs in human services, reading, education, mathematics, and administration at its facility in Philadelphia. The University is proud of its faculty for the high quality of their teaching, research, and service, and of its alumni, among the most notable of whom are: Langston Hughes, '29, world-acclaimed poet; Thurgood Marshall, '30, first African-American Justice of the US Supreme Court; Hildrus A. Poindexter, '24, internationally known authority on tropical diseases; Roscoe Lee Browne, '46, author and widely acclaimed actor of stage and screen; Jacqueline Allen, '74, judge for the Court of Common Pleas, Philadelphia; and Eric C. Webb, '91, author, poet and editor-in-chief of *Souls of People*.

Many of Lincoln's international graduates have gone on to become outstanding leaders in their countries, including Nnamdi Azikiwe, '30, Nigeria's first president; Kwame Nkrumah, '39, first president of Ghana; Rev. James Robinson, '35, founder of Crossroads Africa, which served as the model for the Peace Corps; and Sibusiso Nkomo, Ph.D., '81, chairperson, National Policy Institute of South Africa.

During the first one hundred years of its existence, approximately 20 percent of Black physicians and 10 percent of Black attorneys in the United States were graduates of Lincoln University. Its alumni have headed over 35 colleges and universities and scores of prominent churches. At least 10 of its alumni have served as United States ambassadors or mission chiefs. Many are federal, state and municipal judges, and several have served as mayors or city managers.

Accreditation

Since December 1, 1922, Lincoln University has been accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Department of Chemistry is accredited by the *American Chemical Society*.

The Department of Education offers certification programs in Early Childhood Education (PK-4), and Secondary Education in the following subject areas: Biology, English, French, General Science, Health and Physical Education, Mathematics, Music, Spanish and Social Studies through History, Political Science and Sociology. Education Students who successfully complete a teacher certification program at Lincoln University and pass Praxis I and II are eligible to receive an Instructional I Teaching Certificate from the *Pennsylvania State Department of Education*. Reading Specialist and Education Leadership Principal Certification programs are offered through the Graduate Educational Programs in Philadelphia to those who currently hold a teaching certificate.

BOARD OF TRUSTEES 2012- 2013

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FACULTY REPRESENTATIVE TO THE BOARD

Dr. Daryl Poe

UNIVERSITY ADMINISTRATION AND OFFICERS

President

An ex-officio member of the Board of Trustees, the President serves as the Chief educational and administrative officer of the University, and Chair of the Faculty. The Office of the President works with the Presidential Cabinet, which consists of the Provost and Senior Vice President for Academic and Student Affairs, Executive Vice President, Vice President for Fiscal Affairs, and the Assistant to the President.

Provost and Senior Vice President for Academic and Student Affairs

The Provost and Senior Vice President for Academic and Student Affairs is responsible to the President for providing an academic culture that improves the University's reputation that fosters graduate school-ready standards for all Lincoln students, and to sustain an environment that provides each student with the best opportunity for their academic, cultural, social, physical, mental, and spiritual success.

The Provost has direct oversight of all academic programs and curriculum administration including three schools (Humanities and Graduate Studies, Natural Sciences and Mathematics, and Social Sciences and Behavior Studies), fifteen academic departments, assessment and academic support programs, and all aspects of student life and development.

Executive Vice President

The Executive Vice President is responsible to the President for providing a mechanism to financially support the University's strategic initiatives and to ensure the effective delivery of the University's operational and support services measured by both professional efficiency and customer service.

The Executive Vice President provides managerial oversight and leadership for the following University-wide areas: Advancement; Institutional Effectiveness, Sponsored Program and Title III; Human Resources; Student Enrollment Services and Financial Aid; Information Technology; Physical Plant; Graduate Admissions, Student Services, and Graduate Center Operations; Communications and Public Relations; Federal, State, and Community Relations; and Special Events.

Fiscal Affairs

The Vice President for Fiscal Affairs is responsible to the President for managing the University's fiscal resources at a high level of accountability consistent with all federal and state requirements.

The Vice President for Fiscal Affairs provides managerial oversight for the Controller, Bursar, Budget Officer, Accounting Managers, and Purchasing. In addition, the Vice President for Fiscal Affairs serves as Treasurer to the Board of Trustees and reviews all major University contracts for goods and services.

The Mission of Lincoln University

Lincoln University, the oldest historically Black University, was founded in 1854. With an international focus, it provides a quality education and prepares its undergraduates and graduate students, on its main campus, its Urban Center, and through distance learning, to be leaders of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity and inspired learning. To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology.

Lincoln University offers a liberal arts and sciences-based undergraduate core curriculum and selected professional and graduate programs in an environment marked by small classes, quality instruction and a demonstrated concern for each student as an individual. Admission opportunities in education and leadership development are offered to the descendants of those historically denied the liberation of learning and who have demonstrated a potential for academic success. Lincoln University fosters a continuing relationship with its alumni and the employers of its graduates.

Embracing the classic concept of a university, the faculty, students, administration and trustees of Lincoln University recognize the primacy of the institution's three historic purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region.

University Vision Statement

Lincoln University is a premier, historically Black University that combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, and selected graduate programs to meet the needs of those living in a highly technological and global society.

University Philosophy Statements

1. The students' highest good is our paramount concern.
2. Maintenance of the tenets of historically black colleges and universities is a cornerstone of the educational experience.
3. High expectations are the starting point for quality.
4. Stewardship of the academic, human, physical and fiscal resources is the cooperative responsibility of everyone.

5. Intellectual openness, inquiry and sharing of ideas are important when considering educational quality.
6. Instruction should be holistic -- connecting subject matter to the world of work -- challenging students to utilize all levels of cognition. " Lincoln University is a place of high ethical, moral and academic standard.
7. Learning is an active, not passive, process.

The Goals of Lincoln University

1. The University will foster a "student centered" approach to learning in the classroom and to university management and operations.
2. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.
3. The University will provide an array of student development programs to address the student's physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.
4. The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.
5. The University will continue to serve its traditional base of students but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.
6. The University faculty will design and implement effective student assessment methodologies to document mastery of skills and competencies in its undergraduate and graduate programs.
7. The University will work to retain an excellent faculty and staff by providing competitive compensation, expanding professional development opportunities and building incentives for improved services.
8. The University will upgrade and maintain its faculty/ staff/student use and access to technology.
9. The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained and improved.
10. The University will aggressively seek federal, state, alumni, corporate, and foundation resources for the enhancement of existing programs and the development of new programs.
11. The University will exercise careful control and management of its operating and capital budget and practice cost containment strategies that improve the effectiveness and efficiency of services.
12. Lincoln University will promote a management style conducive to positive human relations with students and employees of the University.
13. The University will implement an integrated system to collect, rapidly access and share appropriate institutional data and management information among university units.
14. The University will work to attain an 85% freshman to sophomore retention rate, a 48% graduation rate, and rank among the top 10 HBCUs by 2010.

CAMPUS FACILITIES

Location

Lincoln University is located on Baltimore Pike, approximately one mile west of the intersection of U.S. Route 1 and PA Route 896. Situated about 45 miles southwest of Philadelphia and 55 miles north of Baltimore, the main campus is part of a tract of 422 acres owned by the University. The over 30 main buildings and faculty residences are surrounded by rolling farmlands of southern Chester County, Pennsylvania. In addition, an off campus center is located in the City of Philadelphia.

Facilities

Academic and Administrative Buildings

MARY DOD BROWN MEMORIAL CHAPEL is a Gothic structure of dark red brick completed in 1900. It contains a main auditorium seating 300, a fellowship hall with a capacity for 200, and staff offices. The Chapel was a gift of the late Mrs. Susan Dod Brown of Princeton, N.J. A complete renovation of the Chapel was accomplished in 2008.

JOHN MILLER DICKEY HALL was completed in 1991 with funds allocated by the Commonwealth of Pennsylvania. A 60,000 square feet, three-story structure, the facility houses Lincoln's main information technology function, various departments in the School of Social Sciences and Behavioral Studies, technologically equipped classrooms, tutorial rooms, and lecture halls, and faculty and staff offices. The building is named after John Miller Dickey who founded the University as Ashmun Institute in 1854. Adjacent parking for 123 cars is available.

HAROLD F. GRIM HALL FOR THE LIFE SCIENCES was erected in 1925 with funds contributed by the Alumni Association and other friends, including the General Education Board, and Mr. Pierre S. Dupont, and was doubled in size and completely modernized in 1968 with a grant from the Longwood Foundation. The Hall is equipped for study and research in the life sciences, including biology and psychology. Named for Harold Fetter Grim, who served for 50 years as Dean of the University and professor of biology, this facility is currently offline for major renovations.

LADIES AUXILIARY GUEST HOUSE was built and furnished in 1954 with funds raised by the Ladies Auxiliary of Lincoln University to provide accommodations for overnight guests and group activities.

FRANK N. HILTON MAINTENANCE COMPLEX was constructed in 1963 with funds provided by the Commonwealth of Pennsylvania. The complex houses a central heating and auxiliary maintenance shop as well as a storage building that was completed in 1965. The complex is named for Frank Nocho Hilton, who served Lincoln faithfully for over 55 years in various maintenance positions.

INTERNATIONAL CULTURAL CENTER is located on the northwest quadrant of the University's main campus and was constructed with funds from the Commonwealth of Pennsylvania. The facility opened in fall 2009, and houses the President's offices, a Boardroom, several classrooms, offices, a food concession area, an art gallery, ticket booth, and a large 1049-seat theatre equipped with state of the art recording equipment. The theatre's stage area can accommodate a full scale operative production, concert orchestra performance or a full scale film presentation.

LANGSTON HUGHES MEMORIAL LIBRARY was completed in 1972 and is named after the late distinguished alumnus, Langston Hughes. The facility contains areas for microforms, periodicals, computer labs, reading lounges, individual and group study rooms, special collections and the University archives. Students are able to access the Library for after hour study through a separate designated entrance. Phase I of a total library renovation was completed in 2008. Phase II of the renovation is currently underway and expected to be completed in September 2011.

LINCOLN HALL was originally constructed in 1866 and completely remodeled in 1961-62. The facility houses administrative offices including those of the Registrar, Marketing and Communications, and Human Resources.

MANUEL RIVERO HALL was completed in 1972, houses a 2000-seat capacity gymnasium, an Olympic-size swimming pool, classrooms, wrestling room, handball courts, dance studio, training room facilities and a recreation area, including an eight-lane bowling alley. Adjacent to the Gymnasium are fields for soccer intramural football, softball, and baseball; tennis courts; the Robert Gardner fitness trail; and the Wayne Coston track. Constructed with funds provided by the Commonwealth of Pennsylvania, it is named in honor of Emeritus Professor Manuel Rivero, the founder and chairman of the Health, Physical Education, and Recreation Department.

IVORY V. NELSON CENTER FOR THE SCIENCES was funded by the Commonwealth of Pennsylvania and completed in 2009. The building houses the departments of Biology, Chemistry, Mathematics, Computer Science and Physics. This facility contains state of the art technology, science laboratories and equipment for instruction and research.

STUDENT UNION serves as one of the centers for co-curricular activities, the faculty and student mailrooms, the student government association office, the television and radio facilities for the Communications program, and the bookstore. The offices of the Dean of Students, Residence Life, Housing Operations, Admissions and Financial Aid are located in the facility. The original construction in January 1964, and total renovation and expansion of this facility in 2009, were both accomplished with funds provided by the Commonwealth of Pennsylvania

UNIVERSITY HALL is a three-story brick structure built in 1891 as a student center. The building now houses classrooms and offices for faculty members of the Department of English and Mass Communications. The facility underwent a total renovation in 2007.

GRADUATE CENTER is located at 3020 Market Street, just steps from Philadelphia's 30th Street Train Station. This site is accessible to the Northeast corridor via Amtrak, Regional Commuter Rail Lines and major bus services. Lincoln's graduate programs in Human Services, Education, Administration, and Science in Reading as well as non-degree granting programs are offered at the Graduate Center. A complete renovation in 2009 included the addition of distance learning and other advanced technological capabilities.

VAIL MEMORIAL HALL served as the University library until 1972 and now houses the administrative offices of the Provost and Senior Vice President for Academic and Student Affairs, Executive Vice President and Vice President for Fiscal Affairs. The building was originally constructed in 1898 and expanded in 1954.

WARE FINE ARTS CENTER houses visual and performing arts, foreign languages and music programs, offices, laboratories and classrooms. Teaching laboratories include a ceramic studio, 2D/3D design studio, printmaking studio, graphic arts studio, painting/drawing studio, 20-station language lab and music technology and clavichord labs. The facility also houses a 187-seat auditorium, fully equipped for digital recording and transmission. Completely renovated in 2008, the building was originally constructed in 1965 with funds provided by the Commonwealth of Pennsylvania, and is named in memory of Clara and John H. Ware, Jr., friends of the University.

WRIGHT HALL was built in 1960, and is named in memory of Walter Livingstone Wright, who served successively from 1893 to 1945 as professor of mathematics, vice president, and president. The building is currently offline for major renovations.

CAMPUS RESIDENCES. The campus includes a limited number of residences for faculty, and administrators.

Residence Halls

The University's residence halls can accommodate approximately 1800 students.

ALUMNI HOUSE was formerly used as a residence for the president of the University.

AMOS HALL was constructed in 1907 as the University student center. It was renovated in 1965.

ASHMUN HALL was built in 1966 with funds provided by the Commonwealth of Pennsylvania.

CRESSON HALL was built in 1870 with funds secured from the Freedmen's Bureau through the efforts of General O. O. Howard, then a trustee of Lincoln University. It was reconditioned and refurnished in 1961 and 1966.

FREDERICK DOUGLASS HALL was built in 1968 with funds provided by the General State Authority.

LORRAINE HANSBERRY HALL was constructed in 1972 with funds provided by the General State Authority.

HOUSTON HALL was erected in 1882 as a gift of the late H.H. Houston of Philadelphia.

LUCY LANEY HALL was built in 1967 with funds provided by the General State Authority. It was refurbished in 2001.

MCCAULEY HALL is a three-story brick building erected in 1904 as a gift from the late Dr. Thomas McCauley and Mrs. Mary D. McCauley. It served as the University dining hall until the Student Union was completed in 1964.

MCRARY HALL was built in 1956 with funds provided by the Estate of Dr. Robert B. McRary and the Department of Housing and Urban Development.

RENDALL HALL was erected in 1931 and is named in honor of two former presidents of the University, Isaac N. Rendall and his nephew, John B. Rendall. It was built with funds provided by the General Education Board, the Julius Rosenwald Fund, Miss Carolina Howard, Mr. Pierre S. du Pont, Mr. J. Frederick Talcott, and other generous friends.

THURGOOD MARSHALL LIVING-LEARNING CENTER opened in 1996 and was built with funds from the Commonwealth of Pennsylvania. It also houses the student dining facilities, rooms for University guests, computer labs, and meeting rooms.

NEW RESIDENCE HALL was designed in two phases. Phase I opened in 2005 and Phase II opened in 2006. The air conditioned living units are organized in two four-story wings surrounding a central landscaped courtyard.

RESIDENCE LIFE

The Lincoln University Community – Principles

Each student who is admitted to Lincoln University enters into a mutual agreement with the University in which the University assumes the responsibility for providing instructors, classrooms, library facilities, living spaces, and other resources for a program of higher education. The students, on the other hand, having accepted the privilege of admission to Lincoln University, assume the responsibility for making use of these resources for their intended purpose. For this reason each student should thoroughly understand the fundamental concepts, which guide the relationship between the student and the University.

To be a student at Lincoln University is a privilege. As such, any student who enrolls in the University should be aware that the University reserves the right, after due process, to dismiss him or her if the student does not abide by the rules and regulations of the University and the laws of the state of Pennsylvania and the nation. Penalties for violations of regulations may vary from a fine or reprimand to expulsion. Penalties are determined by the Judicial Board or Dean of Students and may be appealed to the Associate Vice President for Student Development.

Each student, therefore, must assume the responsibility for always behaving in such a way as to reflect positively upon the University. No student possesses the right to interfere with the achievement of the scholastic goals of other students. To do so is to risk separation from the University.

In seeking the truth, in learning to think objectively, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. The regulations on Academic Integrity are included in the Academic Regulations section of this Catalog.

The University expects that, in a community of students, accepted standards of good conduct will be exemplified through citizenship and respect for the rights of others. For detailed information concerning guidelines and regulations governing student deportment, see the “Lincoln University Student Handbook.”

The Office of Campus Life

The Office of Residence Life is located in the Student Union Building and has primary responsibility for the development of a co-curricular program consistent with the overall aims and objectives of the University. These programs are educational, cultural and social in nature.

Lincoln University enhances the quality of student life and develops a well-rounded student body through a series of activities that promote social interaction, respect for others, campus participation and preparation for leadership. It makes great contributions to the development of its students through quality extra-curricular programs, including Student

Government, Mr. & Ms. Lincoln, religious activities and organizations, student clubs and honor societies, student publications and broadcasting, and both inter-collegiate and intramural athletics.

The Student Government Association

The Student Government Association (SGA) is entrusted with the governance of the student body of Lincoln University. The SGA includes Executive, Legislative, and Judicial Branches. The principal officers are elected and assume their duties near the end of the Spring Semester and are provided free room and board during the summer, a salary during the academic year, and office facilities. The many student organizations elect representatives to the Student Senate. The SGA appoints five of the nine Justices on the Judicial Board and the Vice Presidents for Student Affairs and Academic Affairs each appoint two Justices from their respective divisions. The SGA Constitution is printed in the Student Handbook.

The President of the SGA is a voting member of the Lincoln University Board of Trustees.

Mr. and Ms. Lincoln

Students elected as Mr. and Ms. Lincoln participate in various major University activities and serve as representatives of Lincoln University at off-campus events such as College Fairs, recruiting visits to high schools, and events sponsored by the Offices of Development and Alumni Relations. They also assist with the planning of the Homecoming activities and the pageants for campus Queens and Kings.

Religious Activities and Organizations

The University considers spiritual growth to be an important part of the development of the individual. It does not support any single denomination, sect or religion; rather the University seeks to create an open atmosphere for spiritual inquiry and development. The campus supports a number of religious organizations with varying roles, views and beliefs

The University Chaplain conducts public worship, and, in consultation with the Committee on Religious Activities, maintains and serves as inspiration for the religious life of the University. The Chaplain also serves as the coordinator of religious activities for the University.

Student Organizations and Clubs

Class Clubs (4)	Deuce Deuce Drill Team
Forensic Society	Fun 4 Life
International Club	Lincoln University Concert Choir
The Lincoln University Dance Troupe	Lincoln University Gospel Choir
Lincoln University Jazz Ensemble	Lincoln University Volunteer Center

National Association for the Advancement of Colored People (NAACP)	National Coalition of 100 Black Women
National Council for Negro Women	Students Against A.I.D.S.
Student Leader Network	We Are One
Ziana Fashion Club	

Student Publications, Radio, and Television

Newspaper: The Lincolnian
 Yearbook: The Lion.
 Campus Radio Station: WWLU
 Cable Television Station: LUC-TV

Honor Societies

Alpha Chi National Honor Scholarship Society
 Alpha Kappa Delta National Sociology Honor Society
 Alpha Mu Gamma National Foreign Language Honor Society
 Beta Kappa Chi Honorary Scientific Society
 Chi Alpha Epsilon National Honor Society (Act 101/T.I.M.E)
 Dobro Slovo – The National Slavic Honor Society
 Iota Eta Tau Honor Society
 Kappa Delta Pi—International Education Honor Society
 Omicron Delta Epsilon International Honorary Society in Economics
 Phi Iota Sigma Foreign Language Honor Society
 Phi Kappa Epsilon Honor Society
 Pi sigma alpha National Political Science Honor Society
 Psi Chi National Psychology Honor Society
 Sigma Tau Delta (English Honor Society)
 Tau Zeta Chapter of Kappa Delta PI (an international honor society in education)

Academic Organizations

Arabic Club	National Society of Black Engineers
Biology Club	Organization for Political Awareness
Business and Economics Club	Psychology Club
Chemistry Club	Spanish Club
Chinese Club	Sociology Club
Education Club	Society of Physics Students
French Club	Society for Math and Computer Science
Japanese Club	Thurgood Marshall Law Society
Melvin B. Tolson Society (English)	
Music Majors Club	

Athletic Teams and Activities

Intercollegiate Sports

Baseball, Basketball, Bowling, Cross Country, Indoor/Outdoor Track, Soccer, Tennis, and Volleyball

Intramural Sports

Badminton, Basketball, Football, and Track Athletic Clubs: Cheerleaders, Marching Band and Drill Team

Social Organizations

Greek-letter Fraternities

<u>Fraternity</u>	<u>Founded at:</u>	<u>Lincoln Chapter</u>
Alpha Phi Alpha	Cornell University in 1906	Nu Chapter, 1912
Omega Psi Phi	Howard University in 1911	Beta Chapter, 1914
Kappa Alpha Psi	University of Indiana in 1911	Epsilon Chapter, 1915
Phi Beta Sigma	Howard University in 1914	Mu Chapter, 1922
Iota Phi Theta	Morgan State University	Lincoln University Colony, 2000

Greek-letter Sororities

<u>Sorority</u>	<u>Founded at:</u>	<u>Lincoln Chapter</u>
Alpha Kappa Alpha	Howard University in 1908	Epsilon Nu, 1969
Delta Sigma Theta	Howard University in 1913	Zeta Omega Chapter, 1969
Sigma Gamma Rho	Butler University in 1922	Xi Theta Chapter, 1995
Zeta Phi Beta	Howard University in 1920	Delta Delta Chapter, 1970

The Pan-Hellenic Council

The Pan-Hellenic Council is the governing and coordinating body for the nine national Greek organizations at Lincoln University. Lincoln's Pan-Hellenic Council strives for unity and cooperation among the campus fraternity and sorority groups as well as establishes rules governing inter-group activities.

Social Fellowships and Service Organizations

Groove Phi Groove Social Fellowship, Inc., Lion Chapter
Swing Phi Swing Social Fellowship, Inc.

The Council for Independent Organizations

The Council for Independent Organizations is the governing and coordinating body for all social fellowships on Lincoln's campus. This body strives for unity and cooperation among the campus fellowships as well as establishes rules governing inter-group activities.

ADMISSIONS

Undergraduate Admissions-General Information

Lincoln University welcomes admission applications from prospective freshmen anytime after they have completed the junior year in secondary school. The University employs the "rolling admission" system in which there is no firm deadline for applications. However, students are strongly encouraged to apply by April 30th if admission is desired in August and by December 15th if admission is desired in January. Application forms can be received by contacting:

Office of Admissions	(800) 790-0191
Lincoln University	(484) 365-8000 (Main)
P.O. Box 179	(484) 365-8109 (Fax)
Lincoln University, PA 19352	Online at: www.lincoln.edu

The application form should be completed by the applicant and returned to the Office of Admissions. An application fee of \$20.00 (cashier's check or money order payable to Lincoln University) must accompany each application and is non-refundable.

Applicants should request that their secondary school send an official transcript directly to the Office of Admissions. In addition, the applicant should arrange to have the scores of the Scholastic Assessment Test (SAT 1) or American College Test (ACT) with two letters of recommendation and a college essay sent to Lincoln. It is the applicant's responsibility to see that all the appropriate steps are completed in filing an application for admission.

When the application is complete, with test scores, transcripts, application fee, recommendations and other needed documents received, Lincoln will begin the evaluation process. During this time, staff members will read and evaluate the application. The decision on the application will be mailed to the applicant at the earliest possible date, usually within two weeks.

Admission Requirements

Each candidate for admission must complete a minimum of 21 credits in grades 9 through 12. These credits must come from a standard senior high school, accredited either by the state authorities or by a regional accrediting body, or from an approved General Education Diploma (GED) program.

The 21 credits should be distributed as follows:

4 units of English	3 units of Mathematics
3 units of Social Studies	3 units of Science
2 units of Arts or Humanities or both	1 units of Health and Physical Education
5 units of Electives*	

*Student selects 5 additional courses from among those approved for credit toward graduation by the school district, including approved vocational education courses.

Entrance Examinations

All candidates for admission are required to take either the Scholastic Assessment Test (SAT 1) or the American College Test (ACT). Information and application forms for these tests can be secured from the high school guidance office.

The candidate is responsible for requesting that the test scores be sent to Lincoln University, either by indicating Lincoln University on the application or, at a later date, by special request. The SAT I code number for Lincoln University is 2367 and the ACT code number is 3614.

It is recommended that the candidates take these tests at the earliest possible date.

Admission for International Students

International students should submit official copies of transcripts listing all subjects taken and grades received. He or she should submit the General Certificate of Education or its equivalent, a letter of recommendation from the principal of the secondary school attended, and a character recommendation, preferably from a teacher or some other professional person who knows the applicant well.

Applicants whose native language is not English are required to take the Test of English as a Foreign Language (T.O.E.F.L.). Applicants whose native language is English are required to take the Scholastic Assessment Test (SAT 1).

Registration forms for the T.O.E.F.L. and the SAT can be obtained from the Educational Testing Service at the following address: Box 6151, Princeton, New Jersey 08541-6151. The telephone number is (609) 771-7100.

A statement signed by the person who will be responsible for the financial obligation of the applicant to the University is also required. International students are encouraged to pay particular attention to the fee structure, which is included in the General Statement pertaining to school expenses. Payment of the first semester's tuition and fees and room and board charges are required before the issuance of INS Form I-20 to the student.

Transfer Students

A student who has earned college level credits at an accredited university or college. Transfer applicants should request the institution last attended to send to the Office of Admissions at Lincoln a transcript of their academic records. On the basis of this transcript, a tentative estimate will be given to the candidate identifying the work to be completed and the

approximate length of time it will take to earn a degree. An official copy of the applicant's high school transcript showing date of graduation should also be sent to the Office of Admissions.

Transfer applicants who are accepted at Lincoln must have satisfactorily completed 12 hours of transferable credits with a minimum cumulative grade point average of 2.00.

Advanced Placement

Lincoln University participates in the College Board Advanced Placement Program and awards course exemptions and college credit to entering students with qualifying scores. Students who have received a score of three or higher on any of the Advanced Placement Examinations of the College Board will be eligible, in the area of each examination, for advanced placement and credit toward graduation as determined by the appropriate department.

Lincoln University is a participant in the College Level Examination Program (CLEP). The University will grant credit for CLEP General Examination and Subject Examinations. CLEP General Examination credits will be granted to entering freshmen on the basis of Lincoln University norms. CLEP General and Subject Examination Credit will be granted to freshmen, transfer or current students according to the requirements established by the American Council on Education (ACE). Department approval must be obtained before taking a subject examination. The student should contact the Registrar's Office for other requirements.

Personal Interviews

Although interviews are not required for admission, the University encourages them. An interview and campus tour can be arranged by appointment. A request for an interview and campus tour should be addressed to the Office of Admissions two weeks in advance of the desired date. Applicants should suggest at least two alternative dates on which it would be convenient for them to visit campus.

After Admission

After being admitted, and before registering for classes, the student must satisfy the obligations listed below:

Acceptance Fee

A \$275.00 registration fee is required of each new student to reserve a space at the University. This fee is not refundable but will be credited toward the semester expenses. All new students (freshmen, transfers, readmits, and specials) must mail the fee as soon as admission to the University is granted. If an applicant fails to attend after admission, the fee will be forfeited. A later admission will require a new fee.

Medical History and Health Insurance

The State of Pennsylvania requires that all entering students present a report of medical history, signed by a licensed physician, assessing the students' state of health before they can be cleared for registration.

All students are encouraged to participate in the Lincoln University Student Health Insurance Plan. However, if parents choose not to have their daughter/son covered under this policy, the University requires that a Health Insurance Notification Form indicating the name of their present insurance carrier and policy number be signed and returned. The student will be billed for University insurance for the academic year if this notification form is not in the office of the Vice President for Student Affairs and Enrollment Management by the date of registration.

Placement Testing and Academic Advising

Placement in the appropriate English, Writing, Reading, and Math courses is determined by student Performance on the ACCUPLACER tests developed by the College Board. Students scoring below the established norm for Lincoln University students will be required to take developmental courses in English, Reading, and Math. However, students can opt to take a more advanced math course if they have a strong background in math as demonstrated by High School grades and other equivalent preparation or exposure(s).

Students who took two years or more of a foreign language in Junior/High School and wish to take that same language at Lincoln University are required to take the language placement exam. For more details, see Department of Foreign Languages and Literatures.

All newly admitted undergraduate students are assigned faculty advisors by the Academic Advising Center and must consult with them before making a final choice of courses. More information on academic advising is located in the section on Student Support Services.

Graduate Admissions

Application for admission to the graduate programs is made through the Office of Admissions, either on the Main Campus or at the Urban Center. The specific requirements for admission to each program are listed in the Graduate Programs section of this Catalog.

FINANCES AND STUDENT FINANCIAL AID

Offices, Financial Clearances, and Responsibility

The Office of the Bursar is the administrative unit of Lincoln University that is responsible for student accounts, including charging all tuition and fees, receipt of payments (including monies transferred on the behalf of students from banks and governmental agencies) and authorizing payments and refunds to students.

The Office of the Bursar is located at the northwest entrance of Vail Hall. Correspondence should be addressed to: Office of the Bursar, Lincoln University, P.O. Box 179, MSC 190, Lincoln University, PA 19352. The telephone numbers are (484) 365-8000 ext. 7411, 7106, or 7432; (855) 287-4003; and the fax number is (484) 365-8130.

The Office of Financial Aid helps students meet their obligations to the University by determining the students' eligibility for financial assistance from (1) government programs and (2) the borrowing of funds from banks and other financial institutions under the regulations of the U.S. Department of Education. The Office of Financial Aid makes its official determinations of eligibility in the form of "Award Letters."

The Office of Financial Aid is located on the first floor of the Student Union Building. Correspondence should be addressed to: Office of Financial Aid, Lincoln University, P. O. Box 179, Lincoln University, PA 19352. The telephone numbers are (484) 365-8000 ext. 7564, (800) 561-2606, and the fax number is (484) 365-8198.

The Office of the Bursar determines when a student is "financially cleared" and is therefore eligible for enrollment in classes and living in the residence halls. Financial clearance can be granted by the Bursar based on the actual receipt of funds, evidence of payment plans arranged through tuition payment plans (TMS and AMS, described later in this section), and an award letter issued by Financial Aid. The Bursar can change a student's status from cleared to not cleared at any time if there are changes in the student's award letter or external payment plans. The Bursar determines financial clearance based on the current status of an account, including all payments and charges – not just the payments and charges for the current term.

The student always has ultimate responsibility for payment of all financial obligations to the University.

Lincoln University will issue transcripts or diplomas only when the student is "paid in full" as determined by the Office of the Bursar.

Registration for any semester, including room reservation, is conditioned upon satisfactory settlement of all financial obligations of any previous semester, in addition to charges for the new semester.

While it is recognized that in most instances parents are responsible for paying some or all of the educational expenses, it is nevertheless expected that all students keep themselves

effectively informed regarding their financial obligations to the university and the way in which they are being met. Bills are sent to students and parents.

Payment of School Expenses

On or about July 1st and November 25th a bill will be available on WebAdvisor indicating the net charge, which must be paid by the following dates to be eligible for registration.

Fall Semester	Total payment or arrangement prior to August 7
Spring Semester	Total payment or arrangement prior to December 31

The net charge payable is the total estimated expenses less University Financial Aid and payments made to date.

Remittances

Pay online, via WebAdvisor. Login to WebAdvisor to view and pay your bill online via credit card. (Only Visa, MasterCard, and Discover)

All remittances should be made payable to “Lincoln University” and addressed to Office of the Bursar, P.O. Box 179, MSC 190, Lincoln University, PA 19352.

Personal checks will not be accepted in payment of school expenses. Cash, certified or cashier’s checks, and money orders are acceptable. The Office of the Bursar can provide instructions for money transfers from domestic or international banks.

Credit cards (only Visa, MasterCard, and Discover) are accepted only if the cardholder is present or provides written and signed authorization for the charge along with the account number, expiration date, security code and amount to be charged. Thus, credit card charges cannot be transacted by telephone.

Debit cards, such as the Money Access Card (MAC), can be accepted provided that the cardholder is present and the amount debited does not exceed the amount being paid to the University.

Tuition Payment Plans (TMS and AMS)

Lincoln University students may take advantage of the payment plan services offered by Tuition Management Systems (TMS) (1-800-722-4867, <http://www.afford.com>) or Academic Management Services (AMS) (1-800-635-0120, <https://secure.tuitionpay.com>). TMS and AMS are private companies.

Both companies offer several alternatives to financing for students and parents. Their services include loans, lines of credit, credit life insurance, and a ten-month installment plan when the full academic year is budgeted. The only cost is an annual application fee.

Veterans (GI Bill) and Social Security Beneficiaries and Employer Payments

Students who receive benefits under programs of federal or state agencies, such as the Department of Veterans Affairs or the Social Security Administration must meet the payment deadlines of the University even if they have not yet received their benefits from the governmental agencies. In cases where an agency can or will make payment directly to the University, the Bursar may defer receipt of the funds upon presentation of acceptable evidence from the agency.

Similarly, if some or all of a student's education expenses are to be paid directly to the University by his or her employer, the Bursar may defer receipt of the funds upon presentation of acceptable commitment from the employer. The University cannot defer such payments if it is contingent upon achievement of a certain grade. The University also cannot defer receipt of payment based on an employer's future reimbursement to the student of his or her educational expenses – the student must satisfy obligations by the corresponding deadlines and seek reimbursement later.

Tuition and Fees for the 2012 – 2013 Academic Year

All fees are subject to change.

Undergraduate Students

Tuition and Related Fees

Full-time students (12-18 credit hours) 1 Semester 2 Semesters

Pennsylvania Residents

Tuition	\$ 3,433	\$6,866
General Fee	360	720
Student Service Fee	246	492
Technology Fee	363	726
Student Enhancement Fee	302	604
Health Insurance*	293	293
Personal Property Insurance*	113	113
Laboratory (each)	91	182

Freshman and Transfers only

Matriculation Fee	194	194
Orientation Fee	194	194
Physical Education	91	182

Total Day Student	\$5,680	\$10,566
<i>(Freshmen and Transfers)</i>		

Total Day Student	\$5,201	\$9,996
<i>(Sophomores and Juniors)</i>		

Seniors only

Graduation Fee	178	178
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Total Day Student	\$5,379	\$10,174
<i>(Seniors)</i>		

Per-credit fees for Part-time students and credits over 18 per semester

Pennsylvania Residents

	<u>Per Credit</u>
Tuition	\$289
General Fee	36
Student Service Fee	22
Technology Fee	36

Student Enhancement Fee	26
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Total Per Credit	\$409
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Full-time students (12-18 credit hours)	<u>1 Semester</u>	<u>2 Semesters</u>
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Non-Pennsylvania Residents

Tuition	\$5,676	\$11,352
General Fee	700	1,400
Student Service Fee	246	492
Technology Fee	363	726
Student Enhancement Fee	302	604
Health Insurance*	293	293
Personal Property Insurance*	113	113
Laboratory (each)	91	182

Total Day Student	\$7,784	\$15,162
<i>(Sophomores and Juniors)</i>		

Freshman and Transfers only

Matriculation Fee	194	194
Orientation Fee	194	194
Physical Education	91	182

Total Day Student	\$8,263	\$15,732
<i>(Freshmen and Transfers)</i>		

Seniors only

Graduation Fee	178	178
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Total Day Student	\$7,962	\$15,340
<i>(Seniors)</i>		

Per-credit fees for Part-time students and credits over 18 per semester

<i>Non-Pennsylvania Residents</i>	<u>Per Credit</u>
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Tuition	\$477
General Fee	62
Student Service Fee	22
Technology Fee	36
Student Enhancement Fee	26

Total Per Credit	\$623
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* Insurance rates subject to change

Miscellaneous Fees

(Pennsylvania and Non-Pennsylvania Residents)

Physical Education, \$82.00/ Practice Teaching, \$129.00/ Late Registration, up to \$40.00/ Music Fee, \$69.00/ Music Practice (Non-major), \$21.00/ Graduate Record Examination, \$58.00/ Art Fee, \$48.00/ Praxis Examination, \$99.00

ALL FEES ARE SUBJECT TO CHANGE

Room and Board

All students living in the residence halls must purchase one of the meal plans. The Board of Trustees has not authorized any exceptions to this policy.

A deposit of \$275 (\$200 Dorm Security and \$75 Registration Deposit) is required for all persons in residence halls and commuters.

<u>Room and Board Fees</u>	<u>1 Semester</u>	<u>2 Semesters</u>
New Dorm	\$2,890	\$5,780
Double Room	2,282	4,564
Single Room	2,732	5,464
Laundry Fee	66	132
Unlimited Meals	1,920	3,840

Alumni Discount

Children and grandchildren of graduates of Lincoln University who are enrolled in undergraduate programs and are in good financial standing with the University receive a discount of fifty percent (50%) on tuition charges. Other fees and charges are not subject to the Alumni Discount.

All students are required to complete at least two natural science courses that include laboratories. The lab fees for these and fee for the physical education course are included in the example above for first time students since these courses are commonly taken in the first year.

The number of times special course fees will be needed will depend on a student's major and whether or not they study foreign languages.

- Biology, Chemistry, and Physics majors can expect to have one or more laboratory fee charges each semester during every semester. Music majors can expect to pay \$69 fees for every private lesson and ensemble course and every piano instruction class.
- Music practice fee (Non-major \$21.00)

- Late Registration up to \$40.00
- Physical Education \$82.00
- Practice Teaching \$129.00
- PRAXIS Exam \$99.00
- Graduate Record Exam \$58.00
- Art majors can expect to pay \$48 fees for every studio art course.
- Students taking foreign languages, including students in the Honors Program, will pay \$86 fees for every foreign language course.

Students who do not provide evidence of medical insurance coverage will be required to pay the premium (currently \$277) for medical insurance available through the University.

Graduate Students

Graduate Students taking 12 credits	<u>1 Semester</u>	<u>2 Semesters</u>
<i>Pennsylvania Residents</i>		
Tuition	\$ 4,934	\$9,868
General Fee	404	808
Technology Fee	<u>166</u>	<u>332</u>
Totals	\$ 5,753	\$ 11,328
<i>Non-Pennsylvania Residents</i>		
Tuition	\$ 8,611	17,222
General Fee	471	942
Technology Fee	<u>166</u>	<u>332</u>
Totals	\$ 9,497	\$ 18,816
MHS Program Duplicating Fee	71	142
Graduation Fee in the term of graduation	\$178	

Graduate Students, except those taking 12 credits	<u>Per Credit</u>
<i>Pennsylvania Residents</i>	
Tuition	\$499
General Fee	40
Technology Fee	<u>15</u>
Total Per Credit	\$554
<i>Non-Pennsylvania Residents</i>	
Tuition	\$865
General Fee	47
Technology Fee	<u>15</u>
Total Per Credit	\$927

MHS – Pre-Masters Program (Undergraduate)	<u>Per Credit</u>
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Pennsylvania Residents	
Tuition	\$330
General Fee	<u>44</u>
Total Per Credit	\$374

<i>Non-Pennsylvania Residents</i>	
Tuition	\$576
General Fee	<u>110</u>
Total Per Credit	\$686

Refund Policies

Upon the withdrawal of a student for reasons other than disciplinary, a portion of the tuition may be refunded based on the official date of withdrawal. Fees are not refundable.

<u>If the date of withdrawal is:</u>	<u>Tuition Refund</u>
Between one and two weeks	80%
Between two and three weeks	60%
Between three and four weeks	40%
Between four and five weeks	20%
Over five weeks	0%

A proportionate refund for board will be made upon official withdrawal or absence for a period of six weeks or more provided that notice of withdrawal has been given to the Office of Student Services.

No refunds will be made for room, general fees, orientation, matriculation, laboratory, physical education, music fees, insurance or other miscellaneous fees after a student has registered – even when the student withdraws from a course.

Housing and Meals Refund Policy

Refund policy for students who are assigned on-campus housing but choose to move off-campus after checking in:

If the student moves off-campus prior to the published Last Day to Add or Drop Courses, a prorated amount for housing and meals will be assessed.

If the student moves off-campus after the published Last Day to Add or Drop Courses, the student will be responsible for 100% of the housing charge and a prorated amount for meals.

STUDENT FINANCIAL AID

The Office of Financial Aid assists students in obtaining the financial resources they need to meet their obligations to the University. The Financial Aid Counselors work to develop a “package” of resources by combining grants, scholarships, loans, and on-campus jobs. Grants are provided by both federal and state governmental agencies. Loans may be “subsidized” which means the Department of Education pays a portion of the interest on the loan. The interest on unsubsidized loans is paid entirely by the borrower. For most types of loans, repayments begin only after the student is no longer enrolled at least half-time in a post-secondary institution. On campus jobs include “work-study” that is funded by governmental sources and “work-aid” that is funded by the University’s own budget. The terms and conditions may be different for each type of aid – students should make sure they understand the rules for every type of aid they receive.

Eligibility for all forms of financial aid, including work-study and most University funded scholarships, requires the completion of the “Free Application for Federal Student Aid” (FAFSA). Thereafter, the Office of Financial Aid may also require the submission of documents, such as income tax returns of the student or parents, in order to provide evidence of eligibility, through a verification process. In order to expedite processing we encourage students to file on-line at www.fafsa.ed.gov. On-line processing, of the FAFSA, takes about one week. Students who choose not to apply on-line may obtain a paper FAFSA by calling Federal Student Aid at 1-800-433-3243.

All FAFSA applications should be filed by April 1st for the subsequent academic year for the student to receive priority consideration for most types of financial assistance. A student whose FAFSA is filed late or whose supporting documents are not received timely may receive less aid such as grants and therefore have to take more loans that must be repaid by the student.

Financial aid is awarded on an annual basis and is renewable from year to year as long as the student maintains satisfactory academic progress and meets all other eligibility requirements.

Financial Aid Satisfactory Academic Progress Standards

Satisfactory Academic Progress (SAP) denotes a student’s successful completion of coursework toward a degree. The Higher Education Amendment Act of 1965, as amended, mandates institutions of higher education to establish a minimum standard of “Satisfactory Academic Progress (SAP)” for students receiving federal financial aid. Lincoln University makes its standard applicable to all federal, state and institutional funds. The satisfactory academic progress applies to all terms regardless of whether financial aid was received. Satisfactory Academic Progress will be evaluated for all students (full or part-time) annually (at the end of each spring semester).

Frequency of Measurement

Satisfactory Academic progress will be evaluated for all students at the end of each academic year (end of spring semester). Students who enroll at the mid-point (January) of an academic year or attend one semester only will also be evaluated at the end of the spring semester. Thereafter, these students will be evaluated at the end of the academic year unless on a financial aid appeal.

Satisfactory Academic Progress Standards

To ensure Satisfactory Academic Progress students must meet all of the following standards:

- Minimum Cumulative Grade Point Average (GPA)
- Minimum Completion Standard for Attempted Credit Hours
- Maximum Time Frame for Degree Completion

Undergraduate Students

Total Number of Attempted Hours:	Minimum Cumulative GPA:
1 - 29	1.75
30-59	1.90
60+	2.00

Graduate Students

All graduate students must maintain the following minimum requirements to be in compliance with SAP:

- Must have a Cumulative Grade Point Average of 3.0 or higher
- Must Earn 75% of Hours Attempted
- Must not Exceed 150% of Hours Required for Degree Completion

Completion Standard for Attempted Credit Hours

Students who receive financial aid must successfully complete a minimum of 75% of all attempted hours. If the number of completed hours drops below 75%, the student will no longer be eligible for financial aid. Attempted hours include all hours attempted at the University and transfer hours, whether or not the student earns a grade or receives credit. Successful completion of a course means the student received a grade of A, B, C or D (excluding a grade of D for a graduate student or courses required for the major-undergraduate or graduate).

To calculate, multiply the total number of attempted hours by .75 (rounded downward to the nearest whole number). As an example, if a student attempted 30 credit hours, she must complete a minimum of 23 credit hours ($30 \times .75 = 23$) in order to ensure SAP for the year.

Maximum Time Frame

The number of credit hours a student attempts may not exceed 133% of the number of credit hours required for graduation in his or her program of study, as published in the University Bulletin. If the published number of hours required for graduation is 120, an undergraduate student may not attempt more than 160 credit hours ($120 \times 1.33 = 160$) and continue to receive financial aid. All attempted hours are counted in determining the 160 hours limit, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

Second Degree

Students who have already earned a bachelor's degree and are pursuing another undergraduate degree must submit a completed Second Degree Form. Second-degree students cannot exceed the aggregate loan limit for an undergraduate student. Second-degree students must maintain a 2.0 annually and pass 75% of the hours attempted.

Dual Degree/Double Major

Students must maintain progress as stated above. Students seeking a dual degree must be maintaining SAP prior to declaring their dual/double degree.

Withdrawal

A "W" grade which is recorded on the student's transcript will be included as credits attempted and will have an adverse effect on the student's ability to maintain SAP. Students who officially withdraw from the University must make up the deficit hours and are encouraged to attend summer school to remove the deficient hours. The successful completion of a course is defined as receiving one of the following grades: A, B, C or D. Courses with grades of F, I, U and W will not qualify in meeting the minimum standard.

Incomplete (I) grade

An incomplete grade indicates that a student has not finished all course-work required for a grade and is included in the cumulative credits attempted. An incomplete will count toward attempted hours but not as hours passed until a final grade is posted in the Registrar's Office.

Repeated courses

A student who has received a failing grade in a required course at this University must repeat and pass the course unless otherwise indicated by the Registrar or Dean. Students (undergraduate and graduate) may only receive federal financial aid for one repetition (repeat) of a previously passed course. Students who have already passed a course with a grade of a D or better may only repeat the class one additional time and receive financial aid for that course. All repeated courses are included in the total attempted hours for SAP evaluation.

Change of Major

A student may change from one degree to another during attendance at the University. Students who change from one major to another are still expected to maintain Satisfactory Academic Progress and complete the course work within the time frame or hours limitation stated unless an appeal is approved. All attempted hours from a prior major are included in the total attempted hours.

Audited courses

Courses audited do not count as either attempted or earned hours.

Hours Enrolled

The number of credit hours in which the student is enrolled on the day following the published last day to add/drop a class will be used as official enrollment for financial assistance purposes; full-time status is 12 or more hours. If a student withdraws from classes after the last day to add/drop a course the student may not meet the minimum number of hours to be earned in one academic year.

Re-admitted students will be reviewed on their previous academic records in order to determine eligibility for assistance, whether or not financial aid was received. Re-admitted students not maintaining SAP must submit a letter of appeal.

Students who have been placed on Academic Suspension or Dismissal from the University must meet the Satisfactory Academic Policy (SAP) once they are re-admitted. Re-admitted students are not automatically eligible for Financial Aid, if they do not meet the standard; they have an option to submit an appeal.

Failure to Achieve Satisfactory Academic Progress (SAP)

Financial Aid Termination

Students who do not meet the Satisfactory Academic Progress standards are not eligible for further financial aid, including Summer School. Students will be notified by Office of Student Financial Aid of their financial aid termination at the end of the spring semester through a letter to their permanent home mailing address and to their University e-mail account.

Students whose financial aid is terminated must remove their academic deficiencies or have an appeal granted before aid can be reinstated. This includes students who withdraw from a class or the semester, receives all “F’s” for the semester or receive a grade of “Incomplete”.

Conditions for Reinstatement

Students whose financial aid is terminated must remove their academic deficiencies or have an appeal approved before their aid can be reinstated. Students who withdraw from a class or classes after the add/drop period, receives all "F's" for the semester or a grade of "Incomplete" may be ineligible for aid for the next term.

Students who are denied federal and/or state financial aid for failure to meet the SAP standards have the opportunity to appeal the decision. Students may appeal the decision in writing to the Admissions, Academic Standing and Financial Aid committee, if there were extenuating circumstances that led to the unsatisfactory academic progress. The student will be notified in writing by of the Committee’s decision.

Any student whose financial aid has been terminated may reestablish Satisfactory Academic Progress by any of the following methods:

- Enroll in a course or courses for Summer School
- Repeat courses in which a grade of F was earned
- Satisfy requirements for all incomplete grades

Appeal Procedure

Students not meeting Satisfactory Academic Progress may appeal for consideration of financial aid. To appeal for the reinstatement of financial aid eligibility, students should complete and submit the Satisfactory Academic Progress appeal form to the Office of Student Financial Aid indicating the extenuating circumstance(s) (i.e. personal illness, injury, medical problems, undue hardship, death of parent or immediate family member, or other special circumstances) that may have prevented the student from performing at his/her academic best. The appeal form must be accompanied by an *Academic Action Plan* approved by the student’s academic advisor.

Probation

Students who are granted an appeal will be placed on Academic Probation. The student’s academic progress will be reviewed each semester, thereafter.

Students will be notified, in writing of the appeal decision.

Financial Aid Suspension

Students who are granted an appeal and do not meet the requirements are placed on financial aid suspension until Satisfactory Academic Progress is achieved.

It is the student's responsibility to be aware of his or her academic progress each semester. The Office of Student Financial Aid will make every effort to promptly notify students of the cancellation of the award and academic progress status.

Appeals of Financial Aid Suspension

A student who fails to achieve Satisfactory Academic Progress may appeal to the Committee on Admissions, Academic Standing, and Financial Aid.

If the Committee finds that *unusual circumstances* have contributed significantly to the failure to achieve Satisfactory Academic Progress, the Committee may authorize:

- Progress Probation or
- Permanent exclusion of the affected credits from cumulative attempted credits for purposes of measuring *satisfactory academic progress*.

Permanent Exclusion of Credits from Attempted Credits

In cases where a student must withdraw from the University due to unusual circumstances, the Committee may approve the permanent exclusion of the semester's credits from the computation of Attempted Credits. This remedy *may* be sufficient for the student to achieve Satisfactory Academic Progress.

The Registrar is authorized to approve the permanent exclusion of the semester's credits in cases where the student was unable to attend classes for one month or more due to unusual circumstances. The Committee must approve all other cases.

Readmission Following Suspension

Students on financial aid suspension may use courses at other institutions to reestablish their Satisfactory Academic Progress (SAP). Readmission to Lincoln University will require either reestablishment of SAP or the granting of a Progress Probation by the Committee on Academic Standing. Reestablishment of SAP requires the receipt of *official transcripts* from the other institution in the Office of the Registrar. Refer to the section on Transfer Credits for the policies on how transfer credits and grades affect G.P.A. calculations, earned and attempted credits, and therefore, Satisfactory Academic Progress.

Candidates for graduate degrees who do not take courses during a period longer than one calendar year must apply for readmission. Previously completed coursework will be evaluated on a case-by-case basis when readmission is approved for persons who were out of the program for more than three calendar years.

The following is a brief list and description of the financial assistance programs offered at the University:

Federal Pell Grant

Unlike a loan, does not have to be repaid. The Federal Pell Grant is awarded to undergraduate students who have not earned a bachelor's or a professional degree. The maximum award for the 2011-2012 award year is \$5,550. The amount a student **is eligible to receive is** based on the student's EFC (Expected Family Contribution) which is calculated using information provided on the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The FSEOG is a grant for undergraduates with exceptional financial need. The FSEOG does not have to be repaid. Federal Pell Grant recipients who meet the April 1st FAFSA priority **deadline date will** be given priority consideration. Funds are limited and awards are offered based on availability of funds. Due to limited funding not all Federal Pell Grant recipients receive FSEOG.

Federal Perkins Loan Program

This is a low interest (5%) loan for students with exceptional financial need. The loan is made from a revolving fund at the University. The University is the student's lender and those students who applied by the April 1st deadline date will be given priority. If the student's Financial Aid Award Letter includes a Federal Perkins Loan, the completion of a Federal Perkins Promissory Note and [Entrance Interview](#) is required before loan proceeds will be posted to the student's account. The University will provide the promissory note.

Federal Direct Subsidized Loans

The Department of Education pays the interest while the student is in school. The eligibility to receive a Direct Subsidized loan is based on financial need established by the federal government. A student may borrow the maximum based on grade level. Please refer to chart below for the Direct Subsidized Loan limits.

Federal Direct Unsubsidized Loans

The loan is limited to independent students and/or dependent students whose parents have been denied eligibility for the Federal Direct PLUS Loan. The Direct Unsubsidized loan is not based on need and, unlike the subsidized loan the Department of Education does not pay the interest for the student. The student will be charged interest for this loan from the time the

loan is disbursed until the loan is paid in full. The student may borrow the maximum based on grade level.

Eligibility, Loan, Terms and Requirements

The terms of the Direct Subsidized and Unsubsidized Stafford Loans are included in the table below:

Eligibility Criteria	Loan Terms	Additional Information/Requirements
DIRECT SUBSIDIZED STAFFORD LOAN		
<ul style="list-style-type: none"> • Need-based • Student must be enrolled at least half-time in a degree program • Borrower must be a U.S. citizen or eligible noncitizen 	<ul style="list-style-type: none"> • 3.4% fixed interest rate after July 1, 2011, for undergraduate loan (6.8% for graduate student loan) • 1.0% origination fee, with a 0.5% rebate if first 12 monthly payments are made on time. Because of this fee, the actual Direct Loan amount applied to your University account will be lower than the amount listed on your award notice. • Repayment is deferred and there is no interest while the student is enrolled at least half-time. • Direct Loans can be consolidated with other federal loans 	<ul style="list-style-type: none"> • Limited deferment provisions; see Your Federal Student Loans: Learn the Basics and Manage Your Debt and Cancellation/Deferment Options for Teachers on the Dept. of Education website • Students accepting Direct Loan funds for the first time must complete an online Direct Loan Master Promissory Note before receiving their loan funds. • First-year students who are first-time borrowers must complete Direct Loan Entrance Counseling. • Exit Counseling is required when students graduate or drop below half-time. • More information is available from the U.S. Department of Education
DIRECT UNSUBSIDIZED STAFFORD LOAN		
<ul style="list-style-type: none"> • Non-need-based • Student must be enrolled at least half-time in a degree program • Borrower must be a U.S. citizen or eligible 	<ul style="list-style-type: none"> • 6.8% fixed interest rate • 1.0% origination fee, with a 0.5% rebate if first 12 monthly payments are made on time. Because of this fee, the actual Direct Loan amount applied to your University account will be lower than that listed on your award notice • Interest begins accruing immediately; may be paid periodically 	<ul style="list-style-type: none"> • Limited deferment provisions; see Your Federal Student Loans: Learn the Basics and Manage Your Debt and Cancellation/Deferment Options for Teachers on the Dept. of Education website • Students accepting Direct Loan funds for the first time must complete an online Direct Loan Master Promissory Note before receiving their loan funds. • First-year students who are first-time borrowers must complete Direct Loan

noncitizen	or capitalized (see promissory note) <ul style="list-style-type: none"> • Repayment of principal is deferred while the student is enrolled at least half-time. • Direct Loans can be consolidated with other federal loans 	Entrance Counseling. <ul style="list-style-type: none"> • Exit Counseling is required when students graduate or drop below half-time. • More information is available from the U.S. Department of Education
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Borrowing Limits for Direct Loans

The amount of Direct Subsidized or Unsubsidized Loan you may borrow by year in school and the total amount you may borrow are shown in the table below. These amounts are determined by the federal government.

	Subsidized Loan Base Amount		Additional Unsubsidized Loan Amount (as of July 1, 2008)		
	For All Undergraduates	For Graduate Students	For Dependent Undergraduates*	For Independent Undergraduates**	For Graduate Students
First Year	\$3,500	\$8,500	\$2,000 (\$5,500 total)	\$6,000 (\$9,500 total)	\$12,000
Second Year	\$4,500	\$8,500	\$2,000 (\$6,500 total)	\$6,000 (\$10,500 total)	\$12,000
Third Year and Beyond	\$5,500	\$8,500	\$2,000 (\$7,500 total)	\$7,000 (\$12,500 total)	\$12,000
	Subsidized Loan Debt Limit		Total Loan Debt Limit (Subsidized + Unsubsidized)		
	\$23,000	\$65,500; limit includes Direct Loans received as an undergraduate	\$31,000 (only \$23,000 can be subsidized)	\$57,500 (only \$23,000 can be Subsidized Loan)	\$138,500 (only \$65,500 can be Subsidized Loan); limit includes Direct Loans received as an undergraduate

*Excluding students whose parents are unable to obtain a PLUS Loan

**Or dependent students whose parents are unable to obtain a PLUS Loan

Federal Work Study Program (FWS)

Lincoln University administers two programs to assist students with employment on-campus and off-campus. Students with demonstrated need and meet general eligibility requirement are eligible for a wide variety of part-time jobs in various departments throughout the campus. There is a limited number of positions available off-campus. Students are eligible to work only after they have registered and have completed the necessary documents required by the Office of Financial Aid.

The first program administered is the Federal Work Study (FWS) program, which is funded by the Federal government. The Federal Work Study (FWS) program is designed to assist students who have demonstrated financial need supplement the cost of their educational expenses. Eligibility consideration for FWS requires that interested students complete the Free Application for Federal Student Aid (FAFSA) by the priority deadline date set by the University's Office of Financial Aid. For each year that a student is interested in FWS, the student must reapply using the FAFSA. Applying for FWS does not guarantee that a student will be awarded. As the need varies for each student each year, and funds are limited, a student may not be eligible every year of enrollment.

The second program is the Institutional Work Aid (IWA) program, which is funded by the University. IWA is not based upon financial need, nor does it require completion of the FAFSA to be eligible. Funding for IWA is provided by the University through departmental allocations. Students interested in employment through IWA must inquire with the various University departments. However, not all departments offer IWA employment.

Students interested in information regarding student employment application procedures, conditions of employment, performance reviews, grievance procedures, wage scale, and payroll schedule should visit the Web at <http://www.lincoln.edu/student-services/student-employment.html> or contact the Student Employment Coordinator at extension 7290.

Federal Direct Parental Loan for Undergraduate Students (PLUS Loans)

A PLUS Loan enables a parent with a good credit history to borrow funds to help pay for education expenses for each dependent child enrolled for at least half-time. The yearly loan limit is the cost of attendance minus all other financial aid. PLUS loans are not based on need but rather the parent's credit worthiness. Lincoln University parents who wish to apply for a Federal PLUS Loan must complete the Federal Parent Loan Data Sheet provided by the Office of Financial Aid. The signed Data Sheet gives the Financial Aid Office permission to submit the parent's information to the Department of Education for credit processing. Upon approval of the Federal PLUS Loan, parents are required to complete a Master Promissory Note. This step must be completed for loans to be processed. The Office of Financial Aid will provide approved parents with online instructions to complete this request.

PHEAA State Grant

This grant is available to Pennsylvania residents who are enrolled full-time or part-time and demonstrate financial need. The student must file the FAFSA form before May 1st to be eligible. Students are selected by the PA State agency not Lincoln University. Students must demonstrate academic progress to retain their eligibility. Contact PHEAA at www.pheaa.org for additional questions.

Other State Grants

The following state programs allow funds to be transferred to students enrolled in [Pennsylvania](#) state colleges: [Delaware](#), [District of Columbia](#), [Connecticut](#), [Maine](#), [Massachusetts](#), [Ohio](#), [Rhode Island](#), and [West Virginia](#). Delaware and District of Columbia may also be award students at the graduate level.

Institutional Aid (Aid provided by Lincoln University)

Requirements for Scholarship, Grant or Prize and Award Recipients

For all students who are recipients of Lincoln University scholarships or grants (e.g. 21st Century, Presidential, University, International Scholars, GPA merit scholarships, private and endowed scholarships or prizes and awards), the following requirements must be met:

** Recipients must earn at least 30 credit hours per year, not including summer school hours, and maintain the required cumulative grade point average.*

***Recipients must reside on campus in order to receive or maintain their scholarships.*

****The only exception to this policy is for those students whose parents permanent home address is within 30 miles of the Lincoln University campus, as verified by information provided on the FAFSA (Free Application for Federal Student Aid).**

If these requirements have been met, the maximum number of years/semesters a student can maintain these awards is four years or eight semesters. If a student should remain at the university beyond four years or eight semesters in order to complete the chosen degree requirements, s/he will be responsible for all charges. Likewise, if a student fails to meet the required GPA or chooses to reside off-campus, then they will be responsible for all charges. In addition, within the four years or eight semesters maximum allowed, should a student take more than a full course load, 19 hours or more, s/he will be responsible for the additional per credit hour cost.

Finally, students receiving endowed or private prizes and awards valued at over \$100 will have the amount of the award credited to their student account. If the account is paid in full, then the prize or award will be used to lower a loan amount. Only if the student is cash

paying, does not have a loan, and the account is paid in full will s/he receive the award as a refund.

Merit Based Aid and Renewable Scholarships

Awarded to eligible new students by the Office of Admissions and are based on scholastic achievements. Renewable scholarships are awarded by the Office of Financial Aid.

21st Century Scholarship

Contact: Admissions Office

Criteria: SAT 1200 or ACT 27 or higher and a 3.7 or higher High School G.P.A.

Amount: Full Tuition, Fees, Room and Board.

Renewable each additional year up to 3 years provided the student maintains a 3.5 or higher G.P.A with at least 30 credits earned each academic year (Fall and Spring semesters only).

Presidential Scholarship

Contact: Admissions Office

Criteria: SAT 1100 or ACT 24 or higher and a 3.5 or higher High School G.P.A.

Amount: Full Tuition, Room and Board.

Renewable each additional year up to 3 years provided student maintains a 3.3 or higher G.P.A. with at least 30 credits earned each academic year (Fall and Spring semesters only).

University Scholarship

Contact: Admissions Office

Criteria: SAT 1000 or ACT 21 or higher and a 3.3 or higher High School G.P.A (B average or better).

Amount: Full Tuition and Mandatory Fees.

Renewable each additional year up to 3 years provided student maintains a 3.3 or higher G.P.A. with at least 30 credits earned each academic year (Fall and Spring semesters only).

International Scholars

Contact: Office of International Programs & Services

Criteria: SAT 1000 or higher and a 3.5 or higher High School G.P.A.

Amount: Full Tuition and Mandatory Fees

Renewable provided student maintains a 3.3 or higher cum G.P.A. with at least 30 credits earned each academic year (Fall and Spring semesters only).

Alumni Scholarship

Contact: Admissions Office

Criteria: SAT 900 or ACT 19 or higher and a 3.0 or higher High School G.P.A

Amount: \$2,500 the first year.

Not Renewable

Community College Scholarship

Contact: Admissions Office

Criteria: Transfer new student from a community college.

Cumulative G.P.A.	Amount per Year
3.50 - Higher	\$5,000
3.25 - 3.49	\$3,500
Not Renewable	

GPA Merit Awards

Contact: Financial Aid Office

Conditions: Not to be refunded to student. May be reduced if Gift Aid (PHEAA State Grant recipients only) exceeds direct costs (i.e. Tuition, Fees, Room and Board)

Criteria: Sophomore, Junior or Senior with no incomplete grades, at least 30 credits earned during the academic year (Fall and Spring semesters only).

Amount per Year-based on cumulative grade point average

3.5 - Higher	\$5,500
3.3 - 3.4	\$4,000
3.0 - 3.29	\$2,500

Renewable each year based on cumulative G.P.A above, however amounts per year are subject to change without prior notice.

Other Scholarships, Prizes and Awards

Lincoln University has a number of scholarships available to assist students. These scholarships are awarded based on merit and/or need. An annual scholarship application is required. The application is available on-line at the end of each Spring semester for those students who earned a minimum of 30 Lincoln University credits during the prior academic year. Further information and descriptions of these awards may be found at www.lincoln.edu when the application process is opened each year.

STUDENT SUPPORT SERVICES

Academic Advising Center

The mission of the Academic Center is to ensure that all students receive the assistance and guidance they need to select and successfully complete course requirements to attain their undergraduate degrees to enter today's work force and/or to prepare for professional or graduate school. To this end the Academic Advising Center is directly responsible for assigning "undecided or exploratory" students to pre-major advisors who will guide them in selecting a major attuned to their special interests, talents, and abilities. Students who are ready to go into their major are assigned to a faculty advisor in the department in which the major is offered. If the student decides not to stay in this major, he or she should come to the Advising Center to be instructed on procedure for declaring another major or to be assigned to a pre-major advisor.

All students must complete a major application to be considered "officially" declared in their major. Undecided Students are guided in the process of exploring major options; however they are encouraged to declare a major as early as possible, preferably within their first year. Students who are assigned to a faculty advisor in their desired major should complete the major application in their first semester. Some majors require students to satisfy certain conditions (i.e. Early Childhood or Secondary Education, Health Sciences, Mass Communications) before they can officially declare that major. For these majors, students will be given guidelines on requirements and be assigned to an advisor in that department either before or after they meet the required conditions.

The Academic Advising Center also serves as a resource center for students, faculty, and staff. Students are welcome to come to the Center to inquire about satisfactory academic progress requirements (SAP), to obtain information on requirements for the different majors at Lincoln, or to just talk to an advisor about a pressing academic concern or issue. The Advising Center is located inside of the Learning Resource Center located at 222 Dickey Hall, Suite 235. Students are welcome to stop by or call 484-365-7624 or 7627 to make an appointment.

Since advising is considered a joint responsibility, it is important for students to make contact with their advisor and know his/her office hours. Students should seek advising whenever the need arises and not wait until they find themselves in a dilemma. Also, it is expected that students become knowledgeable about requirements for their major and come prepared with a planned schedule of classes when they meet with their advisor to have the hold lifted in Web Advisor to permit them to schedule. Advisors stand ready to assist their advisees with decision-making as it relates to their major, listen to their concerns and recommend a remedy or course of action to resolve issues that might impact completion of degree requirements, refer them to another office or campus agency as need dictates, inform them of internship or study abroad opportunities, review their degree audit, assist them in developing an academic improvement plan, write recommendations for employment or graduate or professional school.

The Learning Resource Center

The Learning Resource Center at Lincoln University is committed to assisting the Lincoln community in building a culture of academic excellence. In order to develop the foundation for academic excellence, the Learning Resource Center provides individual and small group tutoring, tutoring laboratories, peer tutoring, a computer lab, student development workshops, and hosts the Act 101 program. Tutoring services include: peer tutoring, drop-in and appointment tutoring with professional tutors credentialed by the *International Tutoring Program Certification of the College Reading and Learning Association*, and tutoring laboratories for success courses in reading, writing, and mathematics.

The mission of the Learning Resource Center is to provide academic and academic-related support to aid students in the transition to college life and in the attainment of their university degree. Using a student-centered approach, assistance is provided for all students utilizing best practices based on published, peer-reviewed evidence, ongoing systematic assessment, collaboration and alignment with academic curriculum, current technologies, cultural competence, and an appreciation for diverse learning abilities to provide preeminent services to students and the Lincoln community.

Professional Drop-in and Appointment Tutoring

The Learning Resource Center provides drop-in and appointment tutoring with professional certified tutors from 9:00 a.m. to 5:00 p.m. every week day except Tuesdays when it is provided from 9:00 a.m. to 3:00 p.m. The goal of this service is to support students in their academic work, i.e. writing papers, projects, math assistance, homework, etc.

Peer Tutoring

The goal of peer tutoring is to enable all students to receive assistance in their academic work from peers who have been successful in the academic courses. Peer tutoring is available Sundays through Thursdays, from 5:00 p.m. to 9:00 p.m.

Reading Lab

The goal of the Reading Lab is to assist Education success course students in increasing their level of reading comprehension through mini review lessons and reading selections in an online reading tutoring program that individualizes the practice for each student.

Mathematics Lab

The goal of the math Lab is to assist math success course students in increasing their mathematics skills through mini review lessons and practice in a math online tutoring program that uses artificial intelligence to tailor the program to each individual student.

Writing Lab

The goal of the Writing Lab is to assist English success course students in increasing their level of academic writing through mini review lessons and writing practice in an online writing tutoring program that individualizes the practice for each student.

Student Development Workshops

The goal of the student development workshops is to provide academic-related assistance to students with the purpose of supporting the students' transition to college life and their attainment of their university degree. Several Student Empowerment Zone workshops are offered, including: Test Taking with Positive Outcomes, Note Taking Techniques, Unleashing Your Maximum Learning Power, Formulating Math Notes, Purposeful Textbook Reading, Maintaining Math Momentum, Tips for Critical Reading: Deciphering the Main Idea, and Taking Control by Examining Exam Questions. Four workshops in research writing are offered: Foundations, Visualize the Masterpiece, Passionate and Purposeful Research, Reference Check, and Effective Outlines Sound like a Plan. In addition, three workshops in technology skills are offered: PowerPoint: Don't Insult Me; I can Read!, e-portfolios for the 21st Century, and Creating Vibrant PowerPoint Presentations.

Act 101 Program

The Act 101 program provides assistance for eligible Pennsylvania resident students with the intention of increasing their college success through intensive and intrusive advising and counseling, action meetings, cultural activities, and workshops. The Chi Alpha Epsilon honor society is hosted by Lincoln University's Act 101 program, and Act 101 students with a grade point average of 3.0 or better for two current consecutive semesters are eligible to be inducted. The Act 101 program also hosts the AmeriCorps Community Scholars Program whose members peer mentor Act 101 students.

Computer Lab

The goal of the Computer lab is to provide access to computers, a printer and the internet in order to advance students' research and academic skills. The objective includes increasing the quality of research and paper writing.

The Writer's Studio

The Writer's Studio, located in University Hall room B-3, serves as a hub for writing resources on campus. The mission of The Writer's Studio is to foster, empower, and develop student writers through workshops and personalized consultation with trained professionals and peers. The studio also serves as a writing resource library and is strategic in implementing the goals of the Writing Proficiency Program.

Counseling and Career Services

Counseling and Career Development and Planning are a service available to all students. Career Services professionals provide assistance with the development of personal and professional career goals and educational adjustment. The Counseling and Career Services Center offers a variety of workshops and programs, books, fact sheets, brochures and periodicals, computer searches and audio-visual materials, and a staff eager to help you in this learning process.

The Personal Counseling and Career Counseling staff is available to help students identify career options, training needs, and educational opportunities, and to aid students in the areas of self-understanding and self-management. All services rendered by this office are confidential. No information is released without the consent of the student.

Counseling Services include:

- Helping individuals discover and develop their potential through individual and group counseling.
- Providing the necessary information and resource materials to assist students with the selection of undergraduate and graduate majors, as well as, preparation for Graduate and professional schools.
- Holding workshops geared toward enriching and enhancing student life.
- Administering, scoring and interpreting individual and group tests for career exploration, personal counseling, and individual self-assessment.

International Programs and Services

The Office of International Programs and Services provides services to all non-American students and coordinates all study abroad activity.

The office recruits students from other countries, processes their applications, and helps them with the necessary matters such as obtaining and renewing proper visas, insurance, and employment certification. It also serves as a clearinghouse for the entire community on matters relating to international students, including the arrangement for host families, speaker forums, and other activities designed to raise cultural awareness.

The office provides information to Lincoln students interested in participating in a study abroad program, whether for a summer, a semester or an academic year. It provides assistance to students applying to study abroad programs and makes all necessary arrangements such as obtaining a passport, proper visas, transportation and immunization.

Lincoln University is a member of the College Consortium of International Studies and is the sponsoring institution for a Japanese Language program in Japan, the Czech Republic, and Namibia.

The Upward Bound Program

Upward Bound is one of the oldest TRIO Programs funded by the U.S. Department of Education. It is a highly successful College-based program of rigorous academic instruction, individual tutoring and counseling for low-income, first-generation high school students. The program consists of two separate components: the summer component and the academic year component.

The Summer Component involves students living on the college campus for six weeks and enrolling in an intensive academic program which emphasizes English, mathematics, science, foreign language, study skills, and test preparation.

The Academic Year Component involves students receiving academic instruction, tutoring and counseling twice a week. Students and their parents/guardians also attend at least four Saturday sessions, which focus on college admissions, the financial aid process, and other relevant topics.

Ultimately, this program helps students develop the skills necessary to not only enroll in postsecondary education, but also graduate from a higher education institution

The Academic Technology Support Center

The Academic Technology Support Center's purpose is to encourage, invigorate, guide, and collaborate with students, faculty, and staff by developing, supporting, and transforming the education process.

In order to support and develop the use of educational media and technology, Academic Technology Support (ATS) assists integration of developments in educational technology into the teaching and learning units of the University in cost-effective and pedagogically sound manner.

In this effort, ATS works collaboratively with faculty students, and academic support units to provide services that (1) facilitate learning, teaching, and scholarships, (2) provide opportunities for faculty and students to explore new technologies in their teaching and learning, (3) support faculty in assessing the effectiveness of these efforts, and (4) foster collaboration and connection in technology planning for University projects and initiatives.

The Langston Hughes Memorial Library

The Langston Hughes Memorial Library is named for, and contains the personal library of one of Lincoln's most distinguished alumni, who graduated in 1929. It houses an open shelf collection of more than 160,000 volumes and subscribes to more than 560 current periodicals.

There is a rare collection of African American and African material representing all aspects of the Black experience, including several personal libraries of alumni, such as T. B. O'Daniel, Larry Neal, and Langston Hughes.

The library also houses the thesis for the graduate program and additional collections of African Art and artifacts. The Library acquires by resource sharing and through inter-library loan, the materials needed by students and faculty to meet their research needs.

Borrowing privileges are extended to all students, staff, and faculty members of Lincoln University. The circulation (open stacks) books can be checked out for four weeks for students and for the semester by faculty.

The Library has microform machines, two computer centers, several distant learning labs, reading lounges, and group study rooms. More than 100 computers and four printers are available for patron use on two floors. A special feature is the after-hours study area with a side entrance that provides a study space for students during the hours the library is closed.

The Library's online catalog (Voyager) is available at www.lincoln.edu/library. Lincoln subscribes to a several online databases for subject based literature searches and academic disciplines and statistical information sources. The Online Computer Library Center, Inc. (OCLC) also provides Lincoln's library users with access to research collections throughout the world.

The Library is a member of the Keystone Library Network (KLN), the HBCU Library Alliance and LYRASIS (formerly PALinet).

The Office of Information Technology

The Office of Information Technology (IT) at Lincoln University is located in the John Miller Dickey Hall and serves the needs of both administrative and academic users. Lincoln's computing capabilities join current technologies of medium and small computers into a network of systems now serving a number of academic disciplines and administrative offices.

The Lincoln University Collection of African Art and Artifacts

Lincoln University has a large collection of African art and artifacts acquired since the turn of the century through the donations of alumni and friends. Lincoln is working to develop a museum to allow for the exhibition and study of these pieces. Currently there are rotating exhibits in the Library, Ware Center and Vail Hall. Loan exhibitions at institutions off campus give the public a chance to see parts of the collection, which includes masks, sculpture, textiles, jewelry, weapons, ritual objects, tools and other utilitarian objects. In the near future, the collection will be moved to the art gallery in the new International Cultural Center.

Special Programs

The Horace Mann Bond Honors Program

The Horace Mann Bond Honors Program offers academically talented students a well structured and challenging multi-disciplinary Honors curriculum that embraces opportunities for intellectual growth through research, cultural enrichment and community service. Graduates of the program should become successful leaders who will make innovative contributions to uplifting the human condition.

The Program's objective is to make University education both problem solving and more responsive to the needs of the human community by combining the finest elements in Liberal Arts education with the traditional virtues of adult responsibility – reason, respect, reverence, reciprocity, restraint, reliability and responsibility.

The Program pursues this objective by providing special challenges for academic achievement and special opportunities for extracurricular activities. The special challenges include Program requirements to study foreign languages, enroll in Honors Seminars, and present a Senior Thesis, Portfolio or Project. The special opportunities include participation in Debate and Scholars Bowl Competitions, educational trips to national and international governmental institutions, mentoring and tutoring of other students. All Honors Program students are expected to participate in as many of these activities and opportunities as possible and to develop their leadership skills by becoming involved in Lincoln's Student Government Association and other student organizations on campus. The Honors Program staff works in collaboration with the Study Abroad and Career Service Offices to identify and develop international study and summer research opportunities for its members.

Eligibility requirements for first year students include completion of high school with a cumulative grade point average of 3.3 or higher and a combined S.A.T. score of 1000 or higher. Students may also enter the Program at the beginning of the Sophomore year if the student has maintained a cumulative grade point average of 3.3 or higher in courses taken during the Freshman year at Lincoln.

MARC (Minority Access to Research Careers)

Lincoln's unique Minority Access Research Careers Honors Program is an undergraduate research training program which creates an academic environment in which students are challenged and encouraged to pursue careers in biomedical research. Students receive a grant through the National Institute of General Medical Sciences which will cover all tuition and fees for the academic year. For more information, contact Dr. Robert Langley, Director of MARC.

ACADEMICS

Academic Organization and Governance

The Faculty, through its regular monthly meetings, determines the principal curricular and academic policies that guide the educational offerings of the University. The Faculty Bylaws define the system of governance and the rights of members of the Faculty. Policies are discussed initially in a series of Committees that include: Admissions, Academic Standing and Financial Aid; Assessment; Athletics; Technology; Curriculum; Educational Policies; Faculty By-Laws; Faculty Development Committee; Honorary Degrees; Honors and Awards; Judicial; Juridical; Lectures and Recitals; Library; Promotions, Tenure and Severance; Religious Activities; Research and Publications; Student Health and Welfare; and the Writing Committee. Some of the committees also have responsibility for evaluating and judging the cases of individual students or faculty members.

Most of the administrative functions are performed by the Office of Academic Affairs, headed by the Vice President for Academic Affairs. The principal academic operations occur in fifteen academic departments that are managed by the Department Chairs. The various departments are organized into three Schools that are managed by the Deans. The three Schools are the School of Humanities, the School of Natural Sciences and Mathematics, and the School of Social Sciences and Behavioral Studies. The Deans, the Head Librarian, the Registrar, and the Academic Advising Center, the Honors Program, the Instructional Media Center, the Master of Human Services Program, and the Graduate Center all report to the Provost and Senior Vice President of Academic and Student Affairs.

The three Schools include the following academic departments:

THE SCHOOL OF HUMANITIES AND GRADUATE STUDIES

English
Foreign Languages & Literatures
Mass Communications
Performing Arts
Philosophy and Religion
Visual Arts
Graduate Programs

THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

Biology
Chemistry
Physics
Mathematics and Computer Science

THE SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES

Business and Entrepreneurial Studies
Education
Health, Physical Education, & Recreation
History and Political Science
Psychology
Sociology and Anthropology

The Curriculum

All candidates for the Bachelor of Arts or the Bachelor of Science degrees must complete (1) the requirements of the *core curriculum* (also called the University Core requirements) and (2) the requirements specified for one or more majors.

Students should always consult with their department's academic advisors on matters of academic requirements.

The provisions and requirements stated in this Catalog are not to be considered as an irreversible contract between the student and the University. Lincoln University reserves the right to change any of the provisions or requirements at any time within the student's term of residence. No such change, however, will be applied retroactively to cause an extension of time normally required for completion of the student's program. The University reserves the right to cancel any announced program, major, or course, as well as change the course instructor or change the time it will be offered.

Requirements for Undergraduate Degrees

A Bachelor's degree requires that a student complete an academic program that includes:

- **At least one Academic Major**
 - The requirements for all academic majors are provided in the departmental sections of this Catalog. A minimum of 15 credits in the major must be taken at Lincoln University.
- **The University Core Curriculum**
 - Individual departments may have specific requirements, please refer to the department of your program
- **Writing Proficiency Certification**
 - Please refer to the department of your program for specifics
- **At least 120 credits (not including developmental course work)**
 - A minimum of 24 semester credits must be completed at Lincoln University with 15 credits in the major.
- **An overall cumulative G.P.A. of 2.00 is required for graduation. The G.P.A. of all courses required by the student's major must also be 2.00 or greater.**

The Bachelor of Arts and the Bachelor of Science

Students who complete any foreign language course numbered 202 or higher may receive a Bachelor of Arts degree. This is commonly achieved by completing four semesters of a foreign language. There is no University requirement for foreign language for the Bachelor of Science, but certain majors may require one year of a foreign language.

The Academic Major

The requirements for all academic majors are provided in the departmental sections of this catalog. A minimum of 15 credits in the major must be taken at Lincoln University.

Credit Hours and Grade Point Average Required for Undergraduate Degrees

A minimum of 120 semester credit hours in courses must be earned. Some majors require more than 120 credits. Developmental courses including EDU-102 Oral Communications are courses that do not count towards the minimum number of credits required.

An overall cumulative G.P.A. of 2.00 is required for graduation. The G.P.A. of all courses required by the student's major must also be 2.00 or greater.

Grades in the Major

An undergraduate student must earn a grade of "C" or better in each course required and taught by his or her major department in fulfillment of the requirements for the student's declared major; a maximum of two courses completed with a grade of "C-" are permissible for major courses. Courses taken prior to January 1, 2001 are not subject to this rule.

Requirements to participate in Graduation

A student will **no** longer be allowed to walk during any future Commencement exercise. All students are required to complete the following before they will be permitted to participate in the May 2006 or future Commencement exercises:

- **All academic and residency requirements for graduation**
- **All financial or other obligations to the university.**

Second Bachelor's Degrees

Students with a First Undergraduate Degree from All Other Colleges

Students who have obtained their first degree from any other college will need to apply as an undergraduate transfer student and meet all the academic requirements for an undergraduate degree.

Students with a First Degree from Lincoln University

To earn an additional bachelor's degree, a student must complete all the requirements for the degree and must complete 24 semester hours in-residence beyond the first bachelor's degree with a minimum of 15 credits in the major.

All readmit students with a first degree from Lincoln University must choose a major at the time of their application. If the student is granted admission to the second program, then upon completion of the university academic requirements a second diploma will be awarded and the second degree will be noted on the transcript.

Graduation Honors

Graduating seniors in good standing, who have been enrolled full time at Lincoln University for at least four semesters, who have earned at least 60 credit hours from Lincoln University, and who have attained a final cumulative average of 3.40 to 3.59 shall graduate *cum laude*. Those meeting the same conditions with a final cumulative average of 3.60 - 3.79 shall graduate *magna cum laude*. Those meeting the same conditions with a final cumulative average of 3.80 or higher shall graduate *summa cum laude*. A notation of these honors shall be placed in the graduation program, and on the student's transcript.

Grades earned in and up to 12 credit courses that were accepted by Lincoln from other institutions and used to fulfill the requirements for the undergraduate degree will be included in the computation of the G.P.A. for Graduation Honors. This computation will include the quality points and credits not normally included in the Lincoln University G.P.A.

The Core Curriculum (University Requirements)

The Core Competencies and Student Learner Outcomes

1. **Listen and effectively communicate** ideals through written, spoken and visual means
2. **Think critically** via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.
3. **Apply information literacy/research skills** to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.
4. **Compare and contrast** self and others and **explain** their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.

5. **Demonstrate good citizenship and service** to one's community. Students also benefit when they engage in free intellectual inquiry seeking truth, understanding and appreciating self as well as a readiness to learn from and about different cultural and/or linguistic perspectives.

6. **Apply and evaluate** quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other like-minded approaches that require precision of thought.

7. **Demonstrate an understanding** of visual and/or musical literacy through a formal, contextual, or expressive analysis of the arts.

8. **Demonstrate positive interpersonal skills** by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue and concern for the common good.

The Core Courses

First Year Experience (FYE 101)

3 credits

The First Year Experience courses are designed to address the many challenges an incoming student may face: social and academic skill development, the Lincoln tradition, the meaning of liberal arts, attending lectures, recitals, and convocations offered throughout the semester as basis for class discussions, library research/computer literacy, writing, speaking, and critical thinking. This course will be taken in the freshman year and monitored by an Advisory Committee based in the Sociology department.

African American Experience (SOS 151)

3 credits

This is an interdisciplinary course within the School of Social Sciences (HIS/POL) with one session with a particular instructor and another session with all sections of the course meeting together for a lecture.

The Social Sciences

6 credits

Select any two:

ECO 201 **or** 202 (Micro or Macroeconomics)
 EDU 150 Education and Society
 HIS 103 Contemporary World History
 POL 101 American National Government
 PSY 101 General Psychology
 SOC 101 Intro to Sociology

Health and Physical Education (HPR 101)

2 credits

Students with a current certification of paramedic training may petition to test out of HPR 101. Basic training in a military service cannot serve as a substitute for HPR-101.

The Humanities**9 credits****Select one: (3 credits)**

ARH 200 Intro to Art

MUS 200 Intro to Music

Select one: (3 credits)

REL 200 Intro to Religion or

PHL 200 Intro to Philosophy

Select one: (3 credits)

ENG 207 World Literature I

ENG 208 World Literature II

English Composition**6 credits**

ENG 101 English Composition I

ENG 102 English Composition II

- Developmental Courses may be needed as prerequisites for English Composition and are determined by placement scores (No Credit Towards Graduation)

ENG 098 Basic Writing Skills I

ENG 099 Basic Writing Skills II

The Natural Sciences**7-8 credits****Select two (2): (one must have a lab)**

BIO 101/161 or higher

CHE 101

PHY 103/161 or higher

GSC 101/161 102/162 or higher

Note: Please check with your department for specific courses required by your major

Mathematics**3-4 credits**

MAT 106 or higher

Note: Please check with your department for specific courses required by your major

Languages or Computer Sciences**6-8 credits**

Two (2) consecutive LAN courses or any two (2) CSC courses

Note: Please check with your department for specific courses required by your major

Summary of the Core Curriculum Required Courses

<u>COURSES</u>	<u>CREDITS</u>	<u>COMMENTS</u>
First Year Experience	3	Taken during the freshmen year

African-American Experience	3	Taken during the freshmen year
Social Sciences	6	
Health Wellness	2-3	
Humanities	9	
English Composition	6	
Mathematics	3	
Natural Sciences	7-8	
Languages or Computer Sciences	6-8	
These courses total:	45-49	

Transfer Students and the Core Curriculum Requirements

The Registrar will evaluate the transcripts of transfer students at the time of their admission and propose a plan of substitution to the core curriculum requirements that will satisfy the general objectives of Lincoln's core curriculum without necessarily requiring a course by course equivalency. The proposed plan will be presented to the Dean(s) corresponding to the courses affected for review and subsequent modification and/or approval.

Requirements for Graduate Degrees

The graduate degrees do not have a *core curriculum* like the undergraduate degrees. The requirements for each degree are defined in the Graduate Programs section in this Catalog. All graduate degrees require a 3.0 cumulative G.P.A. in courses used to fulfill the requirements of the degree.

Academic Regulations

Graduation and Commencement

Graduation Dates

Lincoln University graduates students (confers degrees) on three times each year:

May, December and August

Commencement Exercises

Commencement ceremonies are held only once per year in May. Students who graduate in December and August are invited to participate in the Commencement ceremony held the following May. Seniors in the graduating class are required to attend the Commencement exercises in acceptable attire as determined by the University Marshals.

Applying for Graduation

Students expecting to complete the requirements for their degree must submit a completed Application for Graduation with the Office of the Registrar by September 30th for December graduates and January 31st for May graduates. Students who have filed an application in a prior semester must reactivate their application in the Office of the Registrar.

Academic Integrity

Responsibility and Standards

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

Acts of Academic Dishonesty (Cheating)

Academic Dishonesty includes, but is not limited to:

- Copying, offering and/or receiving unauthorized assistance or information in examinations, tests, quizzes; in the writing of reports, assigned papers, or special assignments, as in computer programming; and in the preparation of creative works (i.e. music, studio work, art).
- The fabrication or falsification of data, results, or sources for papers or reports.
- The use of unauthorized materials and/or persons during testing.
- The unauthorized possession of tests or examinations.
- The physical theft, duplication, unauthorized distribution, use or sale of tests, examinations, papers, or computer programs.
- Any action that destroys or alters the work of another student.
- Tampering with grades, grade books or otherwise attempting to alter grades assigned by the instructor.
- The multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.

Plagiarism

If a student represents “another person's ideas or scholarship as his/her own,” that student is committing an act of plagiarism.

The most common form of plagiarism among college students is the unintentional use of others' published ideas in their own work and representing these ideas as their own by neglecting to acknowledge the sources of such materials. Students are expected to cite all sources used in the preparation of written work, including examinations.

It is each student's responsibility to find out exactly what each of his/her professors expects in terms of acknowledging sources of information on papers, exams, and assignments. It is the responsibility of each faculty person to state clearly in the syllabus for the course all expectations pertaining to academic integrity and plagiarism. Sanctions peculiar to the course should also be explained in the syllabus.

Sanctions

Sanctions for violations of the academic integrity standards include:

- Warning: A written notice that repetitions of misconduct will result in more severe disciplinary action.
- The warning becomes part of the student's file in the Office of the Registrar and, if there is no other example of misconduct, is removed at the time of graduation.
- Failure for Project (exam, paper, experiment).

- Failure of Course (students may not drop or withdraw from the course after being informed of the charge of academic dishonesty)
- For serious and repeat offenses, the University reserves the right to suspend or expel.

The sanction for a first offense may be either a Warning or Failure for Project. The sanction for any additional offenses may be either a Failure or Project or a Failure of Course. For serious and repeat offenses, the University reserves the right to suspend or expel a student.

Appeals Charges of Academic Dishonesty

The student may appeal a charge of academic dishonesty within ten days of receiving notice of same. The appeal will be heard by an Academic Hearing Board (AHB) consisting of the chairs of each division of study (or their designees). Files on violations of this academic integrity code will be kept in the Office of the Registrar.

Student Academic Grievance Procedure

Whenever a student has a grievance/complaint regarding a matter related to academic affairs at Lincoln University, the following procedures shall apply when a student believes that a faculty member has infringed upon the student's academic rights as set forth in this policy. In cases in which the student is challenging an instructor's conduct of the course, classroom management style, or assignment of a grade received in connection with a course, the student shall follow the grade appeal procedure applicable to the school or college in which the course is offered.

1. The student shall first attempt resolution by seeking an appointment with the instructor in question. If, to the student, this does not seem a feasible course, or if a personal conversation with the instructor has been attempted, but a resolution satisfactory to the student's grievance is not obtained, the student may seek resolution through a written appeal to the instructor's Department Chair, who will attempt to resolve the matter between the student and the instructor. If the grievance or complaint is against the Department Chair, then proceed to number 3 below.
2. If a resolution satisfactory to the student is not obtained through appeal to the Department Chair, the student may seek resolution through a written appeal to the School Dean.
3. The Dean (or the Dean's designee) may attempt informal resolution through discussion with the student and faculty member. The Dean will consider the student's appeal and issue a written decision and remedy. Appropriate

precautions should be taken to safeguard the confidentiality of the grievance proceedings, including information about the outcome.

4. Either party to a grievance appeal (whether instructor or student) may appeal the decision of the Dean to the Vice President for Academic Affairs, in writing, within ten (10) days following notice of the Dean's decision. A written reply by the other party must be filed within ten (10) days after receipt of the appeal. The Dean's decision shall be stayed pending appeal. The Vice President for Academic Affairs has discretion to determine the information and procedure that he/she will utilize in deciding each appeal. The decision of the Vice President for Academic Affairs (in writing) shall be final.

Record-keeping and Reporting

The Vice Presidents for Academic Affairs shall ensure that mechanisms and procedures are in place for maintenance of all confidential records pertaining to all grievances brought pursuant to this policy. In addition, all relevant officers in the grievance process shall provide a report on all grievances pursuant to this policy each semester to the Chairperson of the Academic Affairs Committees of the Board of Trustees, and establish a mechanism for annual reviews of this policy and its effectiveness by appropriate University officials and the Board of Trustees.

Effective date: This policy shall become effective on March 1, 2007

Student Non-Academic Grievance Procedure

Whenever a student has a grievance/complaint regarding a matter not related to academic affairs at Lincoln University, the following procedures shall apply when a student believes that a staff member has infringed upon the student's rights as set forth in this policy.

1. The student shall first attempt resolution by seeking an appointment with the staff member in question. If, to the student, this does not seem a feasible course, or if a personal conversation with the staff member has been attempted, but a resolution satisfactory to the student's grievance is not obtained, the student may seek resolution through a written appeal to the director of the office or department, who will attempt to resolve the matter between the student and the staff member. If the complaint/grievance is against the director, then the student will proceed to number 3 below.

2. If a resolution satisfactory to the student is not obtained through appeal to the department or office director, the student may seek resolution through a written appeal to the Area Dean or Comptroller.
3. The Dean/Comptroller (or the Dean's/Comptroller's designee) may attempt informal resolution through discussion with the student and staff member or director. The Dean or Comptroller will consider the student's appeal and issue a written decision and remedy. Appropriate precautions should be taken to safeguard the confidentiality of the grievance proceedings, including information about the outcome.
4. Either party to a grievance appeal (whether staff member, director or student) may appeal the decision of the Dean or Comptroller to the Vice President for Student Affairs or Fiscal Affairs, respectively, in writing, within ten (10) days following notice of the Dean's or Comptroller's decision. A written reply by the other party must be filed within ten (10) days after receipt of the appeal. The Dean's or Comptroller's decision shall be stayed pending appeal. The Vice Presidents for Student Affairs and Fiscal Affairs have discretion to determine the information and procedure that he/she will utilize in deciding each appeal. The decision of the Vice President for Student Affairs or Fiscal Affairs (in writing) shall be final.

Record-keeping and Reporting

The Vice Presidents for Student Affairs and Fiscal Affairs shall ensure that mechanisms and procedures are in place for maintenance of all confidential records pertaining to all grievances brought pursuant to this policy. In addition, all relevant officers in the grievance process shall provide a report on all grievances pursuant to this policy each semester to the Chairperson of the Student Affairs and Business Affairs Committees of the Board of Trustees, and establish a mechanism for annual reviews of this policy and its effectiveness by appropriate University officials and the Board of Trustees.

Effective date: *This policy shall become effective on March 1, 2007*

Academic Advising, Declaring a Major, and Selection of Courses

Upon admission to the university, students who indicate interest in a particular major on the admissions application are assigned to a faculty advisor in the department the major is offered under. The department advisors are skilled in helping their advisees with selection of the appropriate courses to fulfill their degree requirements and assisting them with clarification of academic rules and policies. Students who do not indicate a particular major interest on the admissions application are considered "undecided," and are assigned to pre-major advisors coming under the Academic

Advising Center. The pre-major advisor will assist them with selecting their courses and guide them in the process of choosing a major attuned to their special interests and abilities. The Academic Advising Center is located on the first floor of Wright Hall and is open from 8:30 a.m. to 5:00 p.m. Monday to Friday. Also, the department advisors posts their office hours and students are encouraged to visit them at that time or make an appointment.

Students assigned to faculty advisors in the departments are encouraged to “officially” declare their major by completing a major application when meeting with their advisor during freshman Transition Week unless they are not certain they want that particular major. If this is the case they are instructed to make an appointment in the Advising Center at some point in their first semester to establish process for changing their major/or to be assigned to a pre-major advisor. Students assigned to pre-major advisor are guided by that advisor for a maximum of two semesters. They will also need to complete a major application to “officially declare their major once they have decided.

A student should always consult with her or his academic advisor before adding or dropping classes from her or his schedule. The pre-requisites and co-requisites for a course should be checked before adding it. Withdrawing from a course may affect one’s eligibility for financial aid in future semesters (see “Adding Courses, and Dropping or Withdrawing from Courses”). Repeating a course in which a low passing grade was earned may or may not be the wisest choice. The circumstances are different for different students — seek the advice of as many people as possible.

Once accepted as a departmental major, a student may remain as a major in that department so long as he/she continues at Lincoln and providing he/she maintains a cumulative average equal to or greater than the minimum G.P.A. set by the department. Normally the minimum cumulative G.P.A. set by the department is 2.00. Applications for a major may be rejected by a department for scholastic reasons only.

A student may change his or her departmental major or minor by filing a Major Application Form in the Office of the Registrar. A student adding a new major must be accepted by the corresponding Department. Approval of a Department is not required when a major or minor is dropped.

Enrollment Status and Grade Level

Full and Part Time Undergraduate Students

Undergraduate students shall be full-time if they are attempting 12 or more credits during a Fall or Spring semester; students attempting between 9 and 11 credits shall be 3/4-time students; and students attempting between 6 and 8 credits shall be

half-time students. During a summer session, 6 or more credits shall be considered as full-time and 3 or 4 credits shall be half-time.

The standard full-time tuition is charged to all undergraduate students taking between 12 and 18 credits per semester. Students taking more than 18 credits are charged additional tuition on a per credit basis. Part-time students are also charged on a per credit basis. Consult with the Office of the Bursar for complete details on tuition and the other fees that are charged.

Full and Part Time Graduate Students

Graduate students shall be full-time if they are attempting 8 or more credits during any term, including the summer session. Graduate students attempting between 4 and 7 credits shall be half-time students.

Grade Level

Undergraduate degree seeking students shall be classified by Grade Level based on the number of earned credits (including credits in remedial courses and all transfer credits). Students with 0 to 29 earned credits are freshmen; 30 to 59 credits are sophomores, 60 to 89 earned credits are juniors and students with 90 or more earned credits are seniors. Grade Level can affect the amount of financial aid available to a student. For more information, consult with the Financial Aid Office.

Academic Terms

Lincoln University offers undergraduate courses during two fifteen week semesters and one or two six week summer sessions each year. Each semester consists of 14 weeks of classes and one week for final examinations.

Final examinations will be scheduled for two hour periods with one-half hour breaks between them beginning at 8:00AM on Tuesday through Friday of Final Examinations Week. Examinations may not be given during the last week of classes.

The Master of Human Services program requires two fifteen week semesters and one eight week summer term. The other Master's degree programs offer courses during two twelve week semesters and one six week summer term.

Academic Year

The academic year for financial aid is defined as 30 weeks of instruction during which time a full-time student is expected to complete 24 credit hours.

Enrollment and Registering for a Term

Official Registration

Enrollment at Lincoln University requires that students are properly listed on the rosters for the classes they are taking and that they satisfy their financial obligations to the university. This is also referred to as being *officially registered*.

Enrollment Verifications

The Office of the Registrar issues *Enrollment Verifications* or *Certifications*. These are commonly needed by medical insurance companies so that parents can continue to have medical insurance coverage for their dependents that are students.

Adding Courses, and Dropping or Withdrawing from Courses

Students may *add* or *drop* a course up until the *Last Date to Add/Drop*, as published on the official university calendar. Students who *drop* a course are not charged for it and no mention of the course will be made on his or her official transcript.

Students may *withdraw* from a course after the Last Date to Drop up through the *Last Date to Withdraw* — generally one week after Mid-Term Exams week. After the Last Date to Withdraw, the student must complete the course.

A *withdrawal from the University* that occurs within the first five weeks of a term may receive a partial reimbursement of tuition in accordance with the official reimbursement policies (check with the Office of the Bursar). When a student withdraws from a course, a grade of “W” is entered on the transcript. The “W” grade has no effect on a student’s grade point average, but the credits are counted as *attempted* credits for purposes of measuring the student’s satisfactory academic progress and may impact financial aid eligibility.(see p. **Error! Bookmark not defined.**).

Courses may be dropped or added via WebAdvisor. Students should consult with their Advisor prior to dropping any courses. Instructors and Departments may deny permission to take a course if the student does not fulfill the pre-requisites. However, a student always has the right to drop or withdraw from a course any time before the *Last Date to Withdraw*.

Withdrawal from the University

A student who wishes to withdraw from all courses during a semester is withdrawing from the University. A student may withdraw from the University after the *Last Date to Withdraw* only with the approval of the Committee on Admissions,

Academic Standing, and Financial Aid. If a medical condition impedes the reasonable completion of the semester, the Registrar may approve the withdrawal upon receipt of adequate documentation of the condition.

A student who is suspended for the remainder of a semester by the disciplinary authorities of the University will receive grades of “W” in all courses for the semester.

Maximum Credits in a Semester

Undergraduate students should consider taking more than 18 credits (an overload) in a semester only under exceptional circumstances and only after analyzing the situation carefully with their Academic Advisor and Department Chair. A student who (1) has a cumulative G.P.A. of 3.50 or better and (2) is not a freshman may take as many as 22 credits in a single semester. A student who is expected to graduate at the end of the semester may enroll in as many as 22 credits **only** if they have a cumulative G.P.A. of 3.00 or better.

Unofficial Withdrawal from a Course

Students who cease attending a class prior to mid-term examinations week and have not officially withdrawn from the class will be considered to have unofficially withdrawn from the class. In these cases, instructors will issue the mid-term grade of “WU”. The withdrawal date to be used in all financial calculations shall be the last class day of the mid-term examination week.

Mandatory Registration

Mandatory registration occurs when students who are enrolled during one semester arrange for the courses they will take in the following semester. Early registration occurs in early November for the Spring semester and in March for the Fall Semester.

Mandatory registration is a system of making reservations for classes for the next semester. The reservations expire if the student does not become completely and officially registered by the third class day of a semester. Other students may then enroll for the class. If there is still room for additional students in the class when the student becomes officially registered then he or she may still be able to take it.

Student Information Rights (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their *education records*. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lincoln University to comply with the requirements of FERPA.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records. The FERPA law and its regulations allow disclosure without the consent of the student if the disclosure meets one or more of conditions specified in the regulations.

Education institutions are permitted by FERPA to disclose *directory information* for currently enrolled students without the consent of the student unless the student requests that his/her information not be disclosed during an *academic year*. An educational institution may designate categories of information and students may specify which categories should not be disclosed.

Lincoln University has designated the following categories of student's information as public or "Directory Information." Such information may be disclosed by Lincoln University for any purpose, at its discretion.

- Category I: Name, address, telephone number, dates of attendance, e-mail address, class, and enrollment status.
- Category II: Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates)
- Category III. Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), photographs, date and place of birth.

To withhold disclosure *for an academic year*, written notification should be received by the Office of the Registrar, Lincoln University, Lincoln University, PA 19352, prior to September 1. The "Request to Withhold Directory Information" form is available in the Office of the Registrar.

The University will generally require that information provided to parents and other outside sources receive the approval of the student.

General Academic Regulations

Official Enrollment

A student must be listed on the official class roster in the registration computer system in order to attend class or do the assignments for a course. This includes assignments and work for courses that do not involve classroom attendance, e.g., internships and independent study or research courses. Assignments and work performed prior to official enrollment in the course shall not be counted.

Students who have not obtained financial clearance (see “Offices, Financial Clearances, and Responsibility”) by the published deadlines will be removed from the official class rosters and may not continue attending class or performing the assignments for classes. Official notification of such action will be sent to the student’s campus mailbox or home address.

Class Attendance

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

For the control of absences, the faculty adopted the following regulations:

1. Four absences may result in an automatic failure in the course.
2. Three tardy arrivals may be counted as one absence.
3. Absences will be counted starting with whatever day is specified by the instructor but not later than the deadline for adding or dropping courses.
4. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the Vice President for Student Affairs and Enrollment Management. However, in such cases the student is responsible for all work missed during those absences.
5. Departments offering courses with less than full-course credit will develop and submit to the Vice President for Student Affairs and Enrollment Management a class attendance policy in keeping with the above.
6. Students representing the University in athletic events or other University sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations. The Registrar will issue the excused format to the faculty member in charge of the off- or on-campus activity for delivery by the student(s) to their instructors.

Independent Study

A student who wants to explore a particular topic or carry out a special project may arrange with a faculty member an *Independent Study* carrying between 1 and 4 credits. This study involves a special or unique research or creative project normally initiated by the student and under the supervision of a member of the faculty. Elements of the study include a title, list of objectives, list of text(s) or materials used method of assessment, and a schedule for instructor and student consultations. The student must meet with the instructor at the scheduled times and submit a result (significant research paper, work of art, significant research findings, computer program, etc.).

The proposal for the study must be signed by the student, faculty advisor of the student, instructor, department chair and dean. Students may take no more than 12 independent study credits for their undergraduate degree. The Independent Study and grade will be entered on the student's transcript with a course number of 495 in the Department supervising the study. The title will always be "Independent Study".

Tutorial Courses

Departments may offer a Tutorial Study if circumstances warrant such an offering. Such a course involves a study normally offered as a course but where the course is unavailable at the time of need. The faculty instructor specifies the schedule of readings and other requirements of the study. Elements of the study include a title, list of objectives, text(s) and/or materials to be used, method of assessment (including required exams, papers, etc.), and schedule for instructor and student consultations. The student must meet with the instructor at the scheduled times and meet requirements such as assignments, exams, and papers as specified by the instructor. The proposal for the tutorial course must be signed by the student, instructor, department chair, and dean.

The Registrar will automatically cancel any course that has less than five students at the end of each registration. Any student needing to take that course should apply to the Chair of that department in which the course is offered, indicating the special circumstances that would justify the course being offered as a tutorial. If the department Chair approves the application, and there is an instructor available to teach the course as a tutorial, a tutorial application form will be completed and submitted through the Dean's Office for approval. The Dean's will alert the Registrar in the event of any exceptions. All tutorials are to be submitted to the Registrar's Office in the same time period as Drop/Add.

Pass/Fail Grading Option

Students with sixty (60) or more credit hours, enrolled in more than eighteen (18) semester hours may have one of the courses graded on a Pass/Fail basis but only if the course is to serve as a University Elective.

The student must indicate in writing at the time of registration his/her desire to enroll on a Pass/fail basis in the course, and present in writing the instructor's approval for a Pass/Fail grade to the Registrar's Office. The "P" or "F" grade earned in a Pass/Fail course is not included in the G.P.A. calculation. Certain courses, such as off-campus internships, are available only on a pass/fail basis.

Electives

Electives are courses that a student may elect to take when the requirements do not specify exactly which course must be taken. The term *University Elective* refers to a

course that will be taken in order to meet the minimum number of credits required for graduation but that is not specifically required by either the Core Curriculum or by the major.

Some majors may require a student to take a certain number of courses in the department while only specifying some of them. The remaining courses are *departmental electives* since the student may elect which other courses offered by the department will be taken in order to have the required number of courses in the department.

Undergraduate and Graduate Grades and Grading

Valid Grades

Undergraduate Grades Included in the G.P.A. Calculation

A	(4.00)	A-	(3.70)	B+	(3.30)
B	(3.00)	B-	(2.70)	C+	(2.30)
C	(2.00)	C-	(1.70)	D+	(1.30)
D	(1.00)	(No D-)		F Fail	(0.00)

Graduate Grades Included in the G.P.A. Calculation

A	(4.00)	A-	(3.70)		
B+	(3.30)	B	(3.00)	B-	(2.70)
C+	(2.30)	C	(2.00)	C-	(1.70)
F Fail	(0.00)				

Grades Not Included in the G.P.A. Calculation

Grades of "I", "W", "WU" and the grades of "SP", "P" and "F" earned in a course graded as Pass/Fail are not included in the G.P.A. Calculation.

Mid-Term Grades (Undergraduates Only)

Faculty will issue mid-term grades based on grade able assignments that have been made by the instructor. Mid-term grades are calculated on basis of student submitted work, tests taken tests and/or other syllabus specified work. It is not included in the G.P.A. calculation.

Official Withdrawals

A grade of “W” (Withdrawn) can only be entered on a student’s record by the Office of the Registrar. This grade is only applied when a student *withdraws* from a course after the Last Date to Drop and on or before the Last Date to Withdraw or when a student receives an *Administrative Withdrawal* from all courses in which he or she is enrolled for the semester. The grade of “W” does not affect a student’s Grade Point Average (G.P.A.).

Unofficial Withdrawals

Instructors will issue the mid-term grade of “WU” to students who ceased attending a class prior to mid-term examinations week and did not officially withdraw from the class. In these cases, the withdrawal date to be used in all financial calculations shall be the last class day of the mid-term examination week.

Satisfactory Progress Grade

A grade of SP can be awarded for courses whereby assignments typically end after grading deadline of a given semester. Courses that are eligible for this grade include Independent Study, Cooperative Education, Internships, Field Experience, Student Teaching and Research-focused courses. The credit –bearing grade submission must be in writing to the Office of the Registrar by the grading deadline of the next regular semester (excluding summer sessions).

Change of Grade

Final grades submitted to the Office of the Registrar by faculty may not be changed, except for the following documented reasons:

1. An error:
 - a. Faculty’s miscalculation of final grade
 - b. Faculty’s failure to include earned credit for a particular assignment that was submitted on or before the due date and prior to the calculation of the final grade
 - c. Faculty’s incorrectly encoding appropriate final grade (electronic submission error)
2. Arbitrariness: At the discretion of the chair and after a careful review of course work and syllabus by the chair, the submitted grade may be changed by the chair if the grade is deemed to be outside the accepted academic norm
3. Incomplete Grade re-submitted as a final grade. Faculty completes final portion of Incomplete Grade Submission form (See Incomplete Grade)

4. Medical documentation was received after final grade was submitted. Instructor calculated final grade without the missing assignments, e.g., final exam. Student completed missing work and faculty awards a different grade. A “Grade Correction form must be submitted (for Reasons 1, 2, and 4) to the Office of the Registrar to substantiate the request and requires the approval signatures of the faculty member, the respective department chair, and the respective school dean.

The “Incomplete” Grade

An Incomplete Grade (1) may be recorded by faculty if there is verification of illness/injury, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work and/or taking the final exam. To receive an Incomplete, the student must have completed a majority of the course work and his/her performance to date suggests that the student has a reasonable chance to pass the course. Faculty must file an (Incomplete Grade Submission” form and it must be signed and filed with the respective department chair. Once work has been completed as identified on the Incomplete Grade Submission form, faculty will sign, date, and record the final grade. Additionally, the department chair and school dean will sign the form and forward it to the Office of the Registrar for conversion to a credit-bearing grade. The deadlines are March 15 (for Incompletes awarded in the summer and fall semesters) and November 15 (for Incompletes awarded in the spring semester). Incomplete Grades will convert to Failure (F) if these deadlines are missed unless a request for an extension is made by the faculty.

Extension of an Incomplete

A request for an extension of the time limit to complete the work necessary to change the Incomplete to a credit-bearing grade must be submitted in writing by the faculty and received in the Office of the Registrar prior to the original deadline.

Verification and Appeal of Student Records

The student is responsible for verifying the accuracy of his/her academic records. Grade appeals should be made immediately after the grade in question is received. **No appeals will be considered after one year has elapsed or after graduation.**

Computing the Grade Point Average (G.P.A.)

To calculate G.P.A., find the sum of the products of the grade quality points times the course credit and divide that product by the total credit hours.

Example:

Course	Grade	Points	Credits	Products
ENG 207	B+	3.30	x 3	= 9.90
MAT 103	A	4.00	x 3	= 12.00
SPN 101	A	3.70	x 4	= 14.80
SOC 101	B	3.00	x 3	= 9.00
Sums			13	45.70
G.P.A. = Sum of Products / Sum of Credits = 45.70 / 13 = 3.52				

Grades in Off-Campus Programs

Grades for credits earned at Lincoln must be assigned by a member of the Lincoln faculty. When a student earns credit for an internship or other off-campus work, the responsible faculty member will receive the report or recommendation from the person supervising the work and then assign a grade. These courses are generally offered on a pass/fail basis only.

Transfer Credits in Undergraduate Programs

Credits accepted in transfer from other institutions that were completed prior to a student's initial enrollment in Lincoln University is not included in the computation of the cumulative grade point average. Such credits are, however, included in the determination of a student's (1) grade level, and (2) cumulative attempted credits but only for the purpose of selecting the G.P.A. minimum in the definition of satisfactory academic progress (see p. **Error! Bookmark not defined.**).

Transfer credits accepted from other institutions that received prior approval, as a repeat for a course taken at Lincoln will be included in the computation of the student's Lincoln University cumulative grade point average, earned, and attempted credits. Prior approval as a repeat will not be granted for any course in which a grade of "C" or better was earned.

Credits from other institutions that: (1) are taken after a student's initial enrollment at Lincoln, and (2) do not constitute a repeat of courses taken at Lincoln, may be accepted in transfer, but a maximum of 12 credits of a C or better and their associated quality points may be included in a student's Lincoln University cumulative grade point average.

A graduate student may use no more than 2 courses (no more than 6 credits) of courses taken at other institutions in fulfillment of the requirements for a degree other

than the Master of Human Services (MHS). The courses (1) must have been taken within five years of the student's matriculation in the degree program, (2) have grades of "B" or better, and (3) be approved by the faculty in the area of the student's degree and concentration.

Transfer Credits in Graduate Programs

All courses in the Master of Human Services program must be completed at Lincoln University. A maximum of six credits taken at other institutions may be used in meeting the requirements of the other graduate degrees. The courses must have been taken no more than five years prior to the student's matriculation in the degree program. All transfer courses must have a grade of "B" or better.

Repeating a Course

Students may not earn credits more than once for taking a course more than once unless the course has been designated as *repeatable for credit*. The Registrar shall determine, in consultation with the Department Chair, when two courses that are sufficiently similar will be considered to be the same course. Private music lesson courses are an example of courses that are designated as repeatable for credit.

When a course is repeated the G.P.A. calculation will include only the points and credits associated with the best grade. All points and credits in courses designated as repeatable for credit are included in the G.P.A. calculation.

Graduate students in the MHS Program may repeat failed courses only at Lincoln and all courses in a *Competency Unit* must be satisfactorily completed before enrolling in the next Competency Unit. Students in other graduate programs may repeat a course at another institution only upon receiving prior written approval.

Report Cards and Academic Transcripts

Mid-Term (interim) and Final Grades are available via WebAdvisor to all students.

The Academic Transcript is the complete historical record of a student's academic endeavors, including all courses taken (including courses from which the student "withdrew" or later repeated), the tabulation of attempted and earned credits and the grade point averages and degrees earned with the major(s) and minor and date of conferral. The transcript is the standard means of demonstrating a student's performance at Lincoln to other people and institutions. As such, the transcript contains confidential information and will be issued only in accordance with the written and signed instructions of the student. Please visit the Office of the Registrar website for more information on requesting a transcript.

Earned and Attempted Credits

Earned credits are credits for courses in which a student has received a passing grade. For undergraduate students passing grades include A through D and *Pass*. For graduate students passing grades include A through C and *Pass*.

Attempted credits include credits for courses with any valid grade, including “F”, Incomplete, and Withdraw (both official and unofficial). The credits listed on transcripts as “Study Abroad”, “College Exchange Program”, “Lincoln-Temple Program”, or similar programs, are not counted in attempted credits because the official academic record (credits and grades) will be recorded separately upon receipt of the transcript from the other institution.

The credits in **EDU 097, EDU 098, ENG 098, ENG 099, MAT 098, MAT 099 and EDU 102** that a student may be required to take do not count toward the minimum credits requirements for a degree. These credits do count in attempted credits, the G.P.A. calculation, and, if a passing grade was received, in earned credits.

When a course is repeated, the credits are included in attempted credits each time the course is attempted. See the section on Grade Point Average for additional information.

The Dean’s List

Students who earn 15 or more semester credits and a term G.P.A. of 3.40 or better will be honored by having their names placed on the semester Dean’s List. Students who earn 15 or more semester credits and a term G.P.A. of 3.00 to 3.29 will be listed as Honorable Mention Dean’s List.

Academic Standing

Good Academic Standing Undergraduate Students

A student whose cumulative grade point average greater than or equal to a 2.00 will be considered in *Good Academic Standing*.

Academic Probation Undergraduate Students

A student whose *cumulative grade point average* is less than 2.00 will be placed on *academic probation*. A student who is on *academic probation* may enroll in **not more than 13** credits during a semester or 7 credits during a summer session and cannot represent the University as an official delegate, representative, athlete, or as a holder of offices or committee chairperson of University groups of any kind. The occurrence of Academic Probation is not recorded on the transcript of a student.

Good Academic Standing Graduate Students

In graduate programs, a student with a cumulative grade point average equal to or greater than 3.0 will be considered in *Good Academic Standing*.

Academic Suspension Graduate Students

In graduate programs other than the MHS, a student who receives a third grade of “C” or lower will be dismissed from the Graduate Program. MHS students must receive grades of “B-” or better in all Practice Application courses.

Leaves of Absence or Interruptions in Studies

Undergraduate students who are not enrolled during a regular semester must apply for re-admission. Students who do not enroll during a summer session do not need to apply for re-admission.

Graduate students, who are not enrolled for four consecutive terms, including the summer term, must apply for re-admission. Students who are readmitted and begin their studies again within three years from their departure will get credit for satisfactory work done previously in the program. Students who are readmitted and begin their studies again more than three years from their departure will have the credits earned previously evaluated on a case by case basis.

Graduate students who are dismissed from a program for any reason must apply for readmission.

Academic Renewal Policy

The Academic Renewal policy allows Lincoln University degree seeking students who experienced academic difficulty at an institution to have one opportunity to make a fresh start at that same institution after an absence of at least three calendar years from any postsecondary institution.

Eligibility

To be eligible for academic renewal consideration, you must meet these requirements:

- Not have been enrolled at any post secondary institution for five or more consecutive calendar years.
- Have not graduated from Lincoln University.

Conditions

- Activated at the time of re-admission
- All courses and credits that were taken prior to extended absence will be removed from consideration for GPA and the GPA will start over.

- All course work will remain on the transcript with a notation of Academic Renewal.
- Requirements for degree will be based on the Catalog in effect at the time of re-enrollment.
- Academic Renewal may only be granted once per student.
- The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
- Academic renewal will begin the first term following re-enrollment
- Re-entry into any program is not automatic
- The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% of work toward a degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.

Teacher Certification Programs

When the student applies to re-enter a program leading to teacher certification, the qualifying cumulative GPA will be based on:

1. Grades earned in all courses on the transcript - even though these courses no longer contribute to the Lincoln cumulative GPA)
2. Grades of any transfer courses
3. Grades earned at Lincoln after returning under renewal (a minimum of 15 credits).

University Catalog

It is the responsibility of each student to read, understand and apprise themselves of all the terms, conditions, and regulations set forth in the current Lincoln University Academic Catalog.

ACADEMIC PROGRAMS

Chart of Majors and Minors

Title	Major	Minor	Dept.	School
Accounting	Yes	Yes	Business and Entrepreneurial Studies	Social Sciences
Anthropology	Yes	Yes	Sociology and Anthropology	Social Sciences
Biochemistry and Molecular Biology	Yes	No	Chemistry	Natural Sciences
Biology*	Yes	Yes	Biology	Natural Sciences
Bio-Psychosocial Health	Yes	No	Psychology	Social Sciences
Chemistry	Yes	No	Chemistry	Natural Sciences
Clinical Counseling	Yes	No	Psychology	Social Sciences
Computer Science	Yes	Yes	Math and Computer Science	Natural Sciences
Criminal Justice	Yes	Yes	Sociology and Anthropology	Social Sciences
Early Childhood Education**	Yes	No	Education	Social Sciences
English Education**	Yes	No	English and Mass Com	Humanities
English Liberal Arts*	Yes	Yes	English and Mass Com	Humanities
Environmental Science	Yes	Yes	Biology and Chemistry	Natural Sciences
Finance	Yes	Yes	Business and Entrepreneurial Studies	Social Sciences
French*	Yes	Yes	Foreign Languages	Humanities
General Science	Yes	No	Biology and Chemistry	Natural Sciences
Health and Physical Education**	Yes	No	Health and Physical Education	Social Sciences
Health Science	Yes	No	Health and Physical Education	Social Sciences
History*	Yes	Yes	History and Political Science	Social Sciences
Human Services	Yes	Yes	Sociology and Anthropology	Social Sciences
Information Technology	Yes	Yes	Business and Entrepreneurial Studies	Social Sciences
Management	Yes	Yes	Business and Entrepreneurial Studies	Social Sciences
Mathematics *	Yes	Yes	Math and Computer Science	Natural Sciences
Mass Communications – Broad Jour	Yes	Yes	English and Mass Com	Humanities
Mass Communications – Print Jour	Yes	Yes	English and Mass Com	Humanities
Music*	Yes	Yes	Visual and Performing Arts	Humanities
Organizational Psychology	Yes	No	Psychology	Social Sciences
Philosophy	Yes	Yes	Philosophy and Religion	Humanities
Physics	Yes	Yes	Physics	Natural Sciences
Political Science	Yes	Yes	History and Political Science	Social Sciences
Religion	Yes	Yes	Philosophy and Religion	Humanities
Sociology	Yes	Yes	Sociology and Anthropology	Social Sciences
Spanish*	Yes	Yes	Foreign Languages	Humanities
Visual Arts	Yes	Yes	Visual and Performing Arts	Humanities
Minor Only - Arabic	No	Yes	Foreign Languages	Humanities
Minor Only – Chinese	No	Yes	Foreign Languages	Humanities
Minor Only - Black Studies	No	Yes	History-Political Science	Social Sciences
Minor Only - Ethics	No	Yes	Philosophy & Religion	Humanities
Minor Only - Japanese	No	Yes	Foreign Languages	Humanities
Minor Only - Economics	No	Yes	Business and Entrepreneurial Studies	Social Sciences
Minor Only - Entrepreneurship	No	Yes	Business and Entrepreneurial Studies	Social Sciences
Minor Only - International Relations	No	Yes	History and Political Science	Social Sciences
Minor Only - Program Evaluation	No	Yes	Psychology	Social Sciences
Minor Only - Psychology	No	Yes	Psychology	Social Sciences

**Teacher Certification Majors

* Teacher Certification Cognate Options

THE SCHOOL OF HUMANITIES AND GRADUATE STUDIES

Dr. Cheryl Renée Gooch
Dean

Mission

Housed within the Humanities are the Departments of English and Mass Communications, Foreign Languages and Literatures, Philosophy and Religion, Visual and Performing Arts. In keeping with the mission of Lincoln University to provide quality education with an international focus, the School of Humanities embraces the belief that a university education must promote an appreciation of cultural diversity and the Humanities curricula must focus on the delivery of a liberal education with a global perspective. This mission is realized in program curricula, faculty and student diversity. In each major degree program, there are three basic emphases: 1) critical thinking skills that prepare students to make informed judgments and find rational solutions to problems; 2) organize, store, retrieve, arrange, synthesize, annotate, cut, and present information from a variety of print and electronic sources; and 3) ethical awareness skills that lead to the development of a student's ability to comprehend the social value of a diverse world and grasp the idea that many historical and contemporary courses of action were guided by varied value judgments.

The Humanities

In the Humanities, there are six academic departments: Each department is distinguished by the programs of study offered:

The Department of English offers majors in English Liberal Arts and English Education (Secondary Emphasis).

The Department of Foreign Languages and Literatures offers majors in Spanish, French, and a minor in Arabic and Japanese. Also housed within this department is a Summer Language Institute for intensive language training.

The Department of Mass Communications is a University Center of Excellence and offers majors in Broadcast or Print Journalism.

The Department of Philosophy and Religion offers a major and minor in Philosophy and a major in Religion and a minor in Ethics.

The Department of Performing Arts offers majors in Music (with an emphasis on performance) and Music Education. Housed within this

department are the distinguished Lincoln University Choir, the Lincoln Concert Band and the Lincoln University Jazz Band.

The Department of Visual Arts is a University Center of Excellence and offers a major and minor in Visual Arts.

Embracing the belief that a university education must promote an appreciation of cultural diversity, departments in the Humanities are committed to offering a liberal education within a global perspective – in keeping with the mission of Lincoln University to provide a quality education with an international focus. This commitment is realized in curriculum diversity, faculty and student diversity and an excellent Study Abroad Program for students.

Realizing the significance of the humanities in a technological society, academic departments provide academic, aesthetic and technical challenges for students. Students are encouraged to approach problems through the historical analysis of ideas and through the examination of the evolution of contemporary issues.

Department of English

Professors:

Marilyn D. Button, Ph.D., Chair

Jeffrey L. Hoogeveen, Ph. D., Director of Composition

J. K. Van Dover, Ph.D.

Associate Professors:

Marie A. Nigro, Ph.D.

Kaukab Siddique, Ph.D.

Assistant Professors:

Mahpiua Deas, M.A.

Samaa Gamie, Ph.D., Director of Writing in the Disciplines

Instructor:

William Donohue, M.A., Director of Basic Writing

The Department of English is committed to providing quality education in two areas. The English Liberal Arts major leads to a BA degree that prepares students for further study in graduate or professional school. A special "Pre-Law Track" of the English Liberal Arts major is designed for students who plan on attending law school; it enables them to minor in an appropriate secondary field, such as history, philosophy, or political science. The English Education major leads to a BS degree that is designed to produce graduates who are certified to teach English in public and private secondary education.

English Liberal Arts Program

The English Liberal Arts Program is committed to producing student scholars who demonstrate proficiency in the skills of textual analysis, critical thinking, and articulate written and oral communication. They will be familiar with the major works of literature written in English, especially those of the British, the American, and the African-American literary traditions. They will understand the history and structure of the English language, and will be practiced in its rhetorical forms. They will be prepared for further study in graduate school (literature, rhetoric) and in professional school (law, medicine, business), and for any career path that *calls for strong* analytic and communication skills.

University Core Specific requirements

Language: 101 and 102 level	8
ENG 211 English Literature I	3
ENG 212 English Literature II	3
ENG 214 Literary Criticism	3
ENG 301 American Literature	3
ENG 319 African-American Literature	3
ENG 384 Linguistics I	3

ENG 410 Theory and Development of the Novel	3
ENG 413 Senior Seminar I -Primary Discourse	3
Select One Literature elective	3
One Major Figure course (ENG-304, ENG-401, ENG-402)	3
Three Departmental Electives	9
ENG 414 Senior Seminar II	3
Foreign Language (201 and 202)	8 credits
Requirements Total	50 credits

English Liberal Arts Pre-Law Track

The American Bar Association advises students that any major can prepare students for law school and a career in law. A writing-intensive and research focused major is an especially great precursor to the intense research and writing in law school.

The English Liberal Arts Pre-Law Track has these advantages:

- Offers numerous research opportunities for textual analysis,
- Emphasizes written and oral communications skills,
- Allows students to take the four courses *within* the major that Lincoln University's PLUS Program (Pre-Law Undergraduate Scholars) has developed for students.
- Prepares students for the LSAT and admission to law school.
- Encourages students to add a minor in another department (e.g. History, Philosophy, Political Science and Spanish) that may also emphasize research and writing.

University Core Specific requirements

Language: 101 and 102 level	8
ENG 211 Survey of English Literature I	3
ENG 212 Survey of English Literature II	3
ENG 214 Literary Criticism	3
ENG 301 American Literature	3
ENG 384 Linguistics I	3
ENG 319 African American Literature	3
ENG 320 Studies in African American Lit.	3
ENG 410 Theory and Development of the Novel	3
One Major Figure course (ENG-304, ENG-401, ENG-402)	3
ENG 413 Senior Seminar I	3

ENG 414 Senior Seminar II	3
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Four Pre-Law Track courses (PLUS)

PHL 217 Critical Reasoning	3
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POL 310 Race and American Law	3
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ENG 314 Legal Analysis and Writing	3
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Select one (1):

POL 400 Legal Problem Solving	3
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POL 204 Legal Systems	3
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SOC 301 Law and Society	3
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POL 401 Supreme Court and Constitutional Law	3
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PHL 303 Legal Philosophy	3
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BUS 334 Business Law	3
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COM 404 Media Law and Ethics	3
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Foreign Language (201 and 202)	8 credits
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Total Pre-Law Track	53 credits
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English Liberal Arts Writing and Visual Rhetoric Track

University Core Specific requirements

Language: 101 and 102 level	8
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ENG 211 Survey of English Literature I	3
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ENG 212 Survey of English Literature II	3
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ENG 214 Literary Criticism	3
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ENG 301 American Literature	3
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ENG 384 Linguistics I	3
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ENG 319 African American Literature	3
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ENG 320 Studies in African American Lit.	3
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ENG 410 Theory and Development of the Novel	3
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One Major Figure course (ENG-304, ENG-401, ENG-402)	3
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ENG 413 Senior Seminar I	3
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ENG 414 Senior Seminar II	3
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Four Writing and Visual Rhetoric courses

ENG 250 Intro to Cinema	3
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ENG 311 Advanced Composition	3
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ENG 312 Creative Writing	3
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ENG 325 Screenwriting	3
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Foreign Language (201 and 202)	8 credits
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Total Writing and Visual Rhetoric Track	53 credits
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English Minor

ENG 214 Literary Criticism	3
One literature survey course:	
ENG 211 or ENG 212 English Literature	
ENG 301 American Literature	
ENG319 African American Literature	3
Select 4 English Electives	12
Total Minor	18 credits

English Education Program (Secondary Education)

The English Education major is certified to teach English in secondary schools. This program requires completion of the departmental English courses, as well as the Education Department requirements. **Please see the Department of Education section of this Catalog.**

University Core Specific requirements

Language: 101 and 102 level (Spanish recommended)	8
Math: MAT 201 Math for Elementary Teachers	3

English Requirements

ENG 203 Public Speaking (or EDU 205)	3
ENG 211 English Literature I	3
ENG 212 English Literature II	3
ENG 214 Literary Criticism	3
ENG 301 American Literature	3
ENG/EDU 313 Literature for Children and Adolescents	3
ENG 384 Linguistics I	3
ENG 385 Linguistics II	3
ENG 401 Shakespeare Survey	3
ENG 410 Theory and Development of the Novel	3
ENG 495 Research in English Education	1

Select one (1):

ENG 400 Methods of Teaching English <i>or</i>	
EDU 302 Secondary Methods	3

Total English	34 credits
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Education Requirements	35 credits
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See Department of Education section

English Course Descriptions

ENG 098 Basic Writing Skills I

3 credits

This course reviews basic writing skills, concentrating upon syntax and grammar. It provides an introduction to college level writing.

ENG 098 DNU Basic Writing I

3 credits

This course reviews basic writing skills, concentrating upon syntax and grammar. It provides an introduction to college level writing.

ENG 099 Basic Writing Skills II

3 credits

This course offers a more advanced introduction to college level writing skills. It emphasizes basic rhetorical approaches to composing expository essays. *Prerequisites: ENG 098 (361)*

ENG 101 English Composition I

3 credits

This standard course in college level writing is required of all students. It reviews the rules of syntax, grammar, and punctuation, and surveys the common rhetorical approaches to expository writing. In addition to other requirements, a student must pass an exit exam. *Prerequisites: ENG 099*

ENG 102 English Comp II

3 credits

This course reviews the expository essay and introduces the student to the process of researching and composing a substantial term paper. It also introduces the student to the study of three genres of literature: drama, poetry, and the short story. *Prerequisites: ENG 101*

ENG 203 Public Speaking

3 credits

This course emphasizes the fundamentals of speech organization, diction, voice and gesture. Special attention is given to composition and delivery in various speech situations. *Prerequisites: ENG 102*

ENG 204 Business Writing

3 credits

This course is designed to refine and develop professional writing techniques for majors in a variety of fields. Specifically, practice is provided in writing abstracts, short reports, memoranda, and selected types of letters. *Prerequisites: ENG 102*

ENG 205 Technical Writing

3 credits

This course concentrates on the written communication of scientific and/or job related information. It includes various kinds of writing that technical and professional people are asked to utilize in industry, business, and governmental agencies. *Prerequisites: ENG 102*

ENG 207 World Literature I**3 credits**

This course covers the works of great writers, from a global perspective beginning with the Ancient World through the Seventeenth Century. *Prerequisites: ENG 102*

ENG 208 World Literature II**3 credits**

This course is a continuation of ENG 207 and covers the Eighteenth Century to the present, with greater emphasis on a global recognition of contemporary writers. *Prerequisites: ENG 102*

ENG 209 Women's Literature**3 credits**

This course introduces student to literature written by women representing at least two continents and covering at least two centuries of development. It identifies the emergence of women's literature in the traditional cannon and place literary achievement in the context of historical development of women's political and social rights. Important primary documents related to women's rights are examined. *Prerequisites: ENG 102*

ENG 210 Native American Literature**3 credits**

This course will explore the history, culture, and literature of the indigenous peoples in North America. Students are challenged to think critically about traditional and historical depictions of Native people. The course is divided into three units: 1 story, myths, legends, current issues; 2 testimony and narratives, fiction, 3 poems, a play, and biography. *Prerequisites: ENG 102*

ENG 211 English Literature I**3 credits**

In an endeavor to provide a strong subject matter foundation in the literature of the English speaking world, this survey course in the history of English literature covers, during the first semester, the beginnings of English literature and traces the development of the literature through the Eighteenth Century. *Prerequisites: ENG 102*

ENG 212 English Literature II**3 credits**

The second semester, which continues the effort to provide a strong subject foundation in the literature of the English speaking world, begins with the Nineteenth Century and end with contemporary English literature. *Prerequisites: ENG 102*

ENG 214 Literary Criticism**3 credits**

This course introduces the major literary genres poetry, fiction and drama and focuses upon a variety of critical approaches to literature, such as the sociological, the psychological, and the formalist approaches. Emphasis is also placed upon the history of criticism. *Prerequisites: ENG 102*

ENG 250 Introduction to Cinema**3 credits**

This course explores visual literacy through a study of film techniques and history. Relationships to narrative art and to humanistic tradition are examined. *Prerequisites: ENG 102*

ENG 285 Harlem Renaissance**3 credits**

This course is a multidisciplinary study of culture through the artistic works of Black Americans. Readings will represent the first two decades of the twentieth century which include not only creative literary texts but also more formal texts and artistic genres. *Prerequisites: ENG 102*

ENG 301 American Literature**3 credits**

This survey course covers five centuries of American letters: Puritanism/Deism, Romanticism, Realism/Regionalism, Modernism, and Postmodernism. Among authors read and discussed are William Bradford, Anne Bradstreet, Jonathan Edwards, Thomas Paine, Olaudah Equiano, Phyllis Wheatley, Samuel Clemens, W.E.B. DuBois, Stephen Crane, T. S. Eliot, William Faulkner, Gertrude Stein, Ralph Ellison, John Updike, Norman Mailer, Robert Lowell, Allen Ginsberg, and Toni Morrison. *Prerequisites: ENG 102 or Higher*

ENG 304 Chaucer and the Medieval Scene**3 credits**

This course focuses principally upon Chaucer's Canterbury Tales and Troilus and Criseyde. Background information on medieval thought and literary conventions is provided. Sir Gawain and the Green Knight and sections of Piers Plowman are read in translation. Offered in alternate years. *Prerequisites: ENG 102*

ENG 305 Seventeenth Century Literature**3 credits**

Emphasis is placed upon the major poetry and expository prose of the period. Significant religious and political background is emphasized. Principal writers studied are Milton, Donne, Herbert, and Jonson. Offered in alternate years. *Prerequisites: ENG 102*

ENG 306 Eighteenth Century Literature**3 credits**

Beginning with the poetry of Dryden, a study is made of the authors of the Augustan Age. Defoe, Swift, Pope, Johnson, Goldsmith are emphasized, and consideration is given to Restoration Drama. *Offered in alternate years. Prerequisites: ENG 102*

ENG 307 Romantic Literature**3 credits**

With primary emphasis on the readings of the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and Wollstonecraft, the course attempts to illuminate the revolution in poetic taste and aesthetic attitudes in the early Nineteenth Century. The work of major poets is amplified by readings in significant literary criticism of the period. *Offered in alternate years. Prerequisites: ENG 102*

ENG 308 Victorian Literature**3 credits**

The essential modernity of Victorian literature is explored through a study of the themes and verse technique of Tennyson, Arnold, Meredith, Hopkins, Hardy and the pre-Raphaelites. Key prose writers such as Carlyle, Mill, Arnold, Newman, and Ruskin are read for insight into the major preoccupations and conflicts of the age. *Offered in alternate years. Prerequisites: ENG 102*

ENG 309 Journalism**3 credits**

This course offers an introduction to the fundamentals of journalism, primarily stressing reporting and writing the news. Emphasis is also placed on developing the skills of interviewing, copy reading, and laying out the paper. Members of the class are staff writers for The Lincolnian, the school newspaper. *Prerequisites: ENG 102*

ENG 310 Classical and Biblical Lit**3 credits**

This course is designed to introduce students to the landmark works of the Bible and of classical Greece and Rome which together have not only helped to shape the literary tradition of Western Europe but also widely influenced cultures far beyond that confine. The course is recommended as an elective. *Offered in alternate years. Prerequisites: ENG 102*

ENG 311 Advanced Composition**3 credits**

This course provides an analytical study of prose style and the four forms of discourse: argumentation, description, exposition, and narration. *Offered in alternate years. Prerequisites: ENG 102*

ENG 312 Creative Writing**3 credits**

This course is intended for the student who shows evidence of creative capabilities and who could benefit from the instruction of a professional writer. Students are taught to analyze a variety of literary genres as a means of developing a keen awareness of literary styles and techniques applicable to individual creative abilities. *Prerequisites: ENG 102*

ENG 314 Legal Analysis and Writing**3 credits**

This course will introduce the student to the fundamentals of legal analysis and writing. Legal writing is more than a style of writing; it requires a law student or lawyer to use a new, specific method of reasoning to analyze a client's legal problem and communicate the analysis effectively in writing. This course will provide prelaw student with an introduction to an important subject that all law students must study during the first year of law school and a glimpse at law school life as well. *Prerequisites: ENG 102*

ENG 319 Survey of African American Lit**3 credits**

This course surveys the writing of African American authors from the Eighteenth Century to the present and stresses a discussion of literary figures as well as the

thematic patterns which have distinguished the development of this literature. Course material includes works in a variety of genre: autobiography, slave narrative, poetry, short story, drama, and novel. Among the writers studied are Douglass, Grimke, Dunbar, Chestnutt, Dubois, Washington, Johnson, Mckay, Hurston, Hughes, Toomer, Wright, Brooks, Ellison, Baldwin, Gaines, and Walker.

Prerequisites: ENG 102

ENG 320 Studies in Afro American Lit.

3 credits

The course will focus upon a special topic in African American literature. The topic will be selected by the professor and announced prior to the offering of the course. Offered in alternate years. *Prerequisites: ENG 102*

ENG 321 Contemporary African Literature

3 credits

The course explores major genres and modes in Twentieth Century African literature. It will focus on major writers and literary traditions from the various geopolitical regions of Africa, especially on those writers whose works are available in English. Additional emphasis will be on the understanding of the diverse manifestations of postcolonial themes and stylistic experiments in African literature. *Prerequisites: ENG 102*

ENG 325 Screenwriting

3 credits

This course teaches the craft of screenwriting for film and television, covering various screenplay formats (sit-com, one-hour drama, feature-length film), the business of screenwriting, and past and current trends in Black cinema. *Prerequisites: ENG 102*

ENG 384 Linguistics I

3 credits

This course explores theories and concepts of language, traces the history and development of the English language, and studies the phonology and morphology of English. *Prerequisites: ENG 102*

ENG 385 Linguistics II

3 credits

This course is designed for English Education majors. There is a review of traditional grammar and an introduction to transformational generative grammars, American dialects, psycholinguistics, and sociolinguistics. *Prerequisites: ENG 102*

ENG 400 Methods in Teaching English

3 credits

This course provides an introduction to materials, professional literature and methods in the teaching of English, and language arts, with emphasis on secondary instruction.

Prerequisites: ENG 102

ENG 401 Shakespeare Survey

3 credits

This course focuses upon the representative plays and poetry that best illustrate Shakespeare's development as an artist. Plays will be selected from among the histories, comedies, tragedies, and romances. Poetry will be represented by selected sonnets.

Offered in alternate years. *Prerequisites: ENG 102*

ENG 402 Studies in Shakespeare**3 credits**

This course focuses upon a selected portion of Shakespeare's canon with greater emphasis upon critical approaches to interpretation, both historical and contemporary. *Offered in alternate years. Prerequisites: ENG 102*

ENG 405 Modern Poetry**3 credits**

This course introduces the poetry of England, America and the Third World from the late Nineteenth Century to the present. Prosody is reviewed; special attention is paid to major movements and figures. *Offered in alternate years. Prerequisites: ENG 102*

ENG 406 Modern Fiction**3 credits**

This course focuses on English, American, and Third World authors from the late Nineteenth Century to the present. *Offered in alternate years. Prerequisites: ENG 102*

ENG 407 Modern Drama**3 credits**

This course focuses on English, American, and third World playwrights from the late Nineteenth Century to the present. Isben, Strindberg, and Shaw are read as background for an intensive study of significant contemporary plays. *Offered in alternate years. Prerequisites: ENG 102*

ENG 408 Studies in Dramatic Literature**3 credits**

This course provides an in depth study of the works of a significant playwright or of a well defined movement, form, or period in dramatic literature. The materials in this course will vary from year to year. *Offered in alternate years. Prerequisites: ENG 102*

ENG 410 Theory & Development of Novel**3 credits**

This course is an intensive study of the novel. Students will read exemplar works both British and American from several historic periods. Significant time will be spent on addressing the theory and development of the genre. Particular attention will be given to exploring important aspects of the novel such as point of view, plot, character, imagery, and symbolism. *Prerequisites: ENG 102*

ENG 412 Special Topics**3 credits**

Prerequisites: ENG 102

ENG 413 Senior Seminar I**3 credits**

These courses focus on reading, discussion, and research, the summation of which is a twenty five to thirty page thesis in one of three areas: English, American or nonwestern literature. *Prerequisites: ENG 102*

ENG 414 Senior Seminar II**3 credits**

These courses focus on reading, discussion, and research, the summation of which is a twenty five to thirty page thesis in one of three areas: English, American or non Western literature. *Prerequisites: ENG 102*

ENG 490 Internship**1 credit**

Prerequisites: ENG 102

ENG 495 Independent Study**1-4 credits**

Faculty supervised research.

Department of Foreign Languages and Literatures

Associate Professors:

Abbes Maazaoui, Ph.D.

Assistant Professors:

Maria Charle Poza, Ph.D., Chair

Jorge Majfud, Ph.D.

Lecturers:

Mr. Charles Molano, M.A.

The Department of Foreign Languages and Literatures offers a broad program that emphasizes oral and written proficiency in such languages as Arabic, French, Japanese, and Spanish.

The Department of Foreign Languages and Literatures plays a major role in the promotion of language studies and intercultural awareness and communication. Through a well-designed curriculum, it provides students with a solid foundation for a global perspective and helps them acquire strong translingual and transcultural competence to be effective citizens in today's global society. The Department of Foreign Languages and Literatures emphasizes oral and written proficiency in such languages as Arabic, French, Japanese, and Spanish and prepares students to use the languages in their academic and professional careers. It offers majors in French, French Education, Spanish, and Spanish Education. It also offers minors in Arabic, French, Japanese, and Spanish.

Language Placement Examinations

All students who have previously studied a foreign language in a school or otherwise for two years or more must take the Language Placement Exams before continuing their study of the language at Lincoln. This will allow the Department to place students into the level of instruction that best meets their existing abilities. These exams are administered by the Department of Foreign Languages and Literatures and are given just before the beginning of the fall and the spring semesters (for new and transfer students) and just prior to registration periods during the academic year (for returning students). Results are normally posted within 24 hours in the Department of Foreign Languages & Literatures. Once students are placed, they are expected to follow the appropriate sequence of courses until completion of the language requirement. Students who test above the 202 level are eligible for the Bachelor of Arts degree and are encouraged to pursue the language as a minor or major.

Credit by Placement Exams

Matriculating students may earn credits for foreign language courses when they demonstrate proficiency at or beyond the level of the courses. The courses will be

added to their transcript with a notation that the credits were earned by placement exams and with a grade of “P” (pass). Credits earned by placement exams are not included in the computation of grade point averages. Students who are eligible to receive credit by placement exams will receive a memorandum from the Department of Foreign Languages and Literatures that they may take to the Office of the Bursar for payment of the required fees and then to the Office of the Registrar for placement of the entries on the transcript.

Eligibility

These exams are offered only to students who took two years or more of a foreign language in Junior/High School and plan to study that same language at Lincoln University for the first time. Students are not eligible if:

- They have already taken that language at Lincoln or transferred a course in that language from another institution.
- They have already taken the Lincoln University Language Placement Exam.

The Language Placement Exams cannot be used to improve grades earned at Lincoln or skip levels of classes. The Department does not honor course placement or any credits earned through Placement Exams taken at other institutions.

Study Abroad

Lincoln University recognizes the tremendous value of study abroad and therefore encourages students to consider a number of opportunities for international studies.

Foreign language majors are required to have a study abroad/total immersion experience. Students with a minor in a foreign language are strongly encouraged to study abroad. Students have studied abroad in such countries as China, Russia, Mexico, Spain, Costa Rica, France, Morocco, Japan, Belgium, Botswana, Nigeria, and Egypt.

The cost of studying abroad, including transportation, tuition, and living expenses in some cases may be less than the cost of studying at Lincoln. Student financial aid can be used to pay for the costs of most study abroad programs.

Students may study abroad at a foreign institution for a single semester, an academic year, or over the summer. Students in semester programs usually earn 15 to 18 credits just as they would as a full-time student on campus.

Students who are majoring in a foreign language will generally want to select a program that offers full-time study of the language, literature, and culture of the country. Students who are just minoring in a foreign language may be able to select a program that combines the study of the language with regular college level courses that can satisfy other requirements of their majors.

All language majors and minors are encouraged to take an active role in the language clubs. These are student organizations whose officers are elected annually. There are currently four language clubs (Arabic, French, Japanese and Spanish). They are involved in many co- and extra-curricular activities, including tutoring, fund-raising,

educational trips and language fairs. They also actively participate in department-sponsored events such as International Food Festival and Language Night.

French Program

FRE 101 Elementary French I	4
FRE 102 Elementary French II	4
FRE 201 Intermediate French I	4
FRE 202 Intermediate French II	4
FRE 301 Advanced French Composition and Convers. I	3
FRE 302 Advanced French Composition and Convers. II	3
Five additional French courses at the 300-400 level	15
MDL 451 Study Abroad (Courses and number of credits vary)	
Total Major	37 credits

French Education Program

A student wishing to become a French language teacher must complete a major in French, and satisfy all the requirements for a second major in Secondary Education. The requirements for a second major in Secondary Education are defined by the Department of Education. ***Please see the Education Department for requirements.***

Spanish Program

SPN 101 Elementary Spanish I	4
SPN 102 Elementary Spanish II	4
SPN 201 Intermediate Spanish I	4
SPN 202 Intermediate Spanish II	4
SPN 301 Advanced Spanish Composition and Convers. I	3
SPN 302 Advanced Spanish Composition and Convers. II	3
Five additional Spanish courses at the 300-400 level	15
MDL 451 Study Abroad (Courses and number of credits vary)	
Total Major	37 credits

Spanish Education Program

A student wishing to become a Spanish language teacher must complete a major in Spanish, and satisfy all the requirements for a second major in Secondary Education. The requirements for a second major in Secondary Education are defined by the Department of Education. ***Please see the Education Department for requirements.***

Arabic Minor

ARA 101- Elementary Arabic I	4
ARA 102 Elementary Arabic II	4
ARA 201 Intermediate Arabic I	4

ARA 202 Intermediate Arabic II	4
ARA 301- Advanced Arabic	3
ARA 302 Advanced Arabic	3
Two additional Arabic courses at the 300-400 level	6
Total	24 credits

Chinese Minor

CHI 101 Elementary Mandarin Chinese	4
CHI 102 Elementary Mandarin Chinese II	4
CHI 201 Intermediate Mandarin Chinese I	4
CHI 202 -Intermediate Mandarin Chinese II	4
CHI 301 Advanced Mandarin Chinese I	3
CHI 302 Advanced Mandarin Chinese	3
Two additional Mandarin Chinese courses at the 300-400 level	6
Total Minor	24 credits

French Minor

FRE 101- Elementary French I	4
FRE 102 -Elementary French II	4
FRE 201 Intermediate French I	4
FRE 202 Intermediate French II	4
FRE 301 Advanced French Composition and Convers.I	3
FRE 302 Advanced French Composition and Convers. II	3
Two additional French courses at the 300-400 level	6
Total	24 credits

Japanese Minor

JPN 101 Elementary Japanese	4
JPN 102 Elementary Japanese II	4
JPN 201 Intermediate Japanese I	4
JPN 202 -Intermediate Japanese II	4
JPN 301 Advanced Japanese I	3
JPN 302 Advanced Japanese	3
Two additional Japanese courses at the 300-400 level	6
Total Minor	24 credits

Spanish Minor

SPN 101 Elementary Spanish I	4
SPN 102 Elementary Spanish II	4
SPN 201 Intermediate Spanish I	4
SPN 202 Intermediate Spanish II	4
SPN 301 Advanced Spanish Composition and Conversation I	3
SPN 302 Advanced Spanish Composition and Conversation II	3

Two additional Spanish courses at the 300-400 level	6
Total	24 credits

Foreign Language Course Descriptions

ARA 101 Elementary Arabic I **4 credits**

This course aims at teaching students with no prior knowledge of Arabic. The course targets are the writing system and sounds of Arabic, its basic grammatical structure and word formation, and the acquisition of an active vocabulary of about 1,000 words. Three hours of classroom instruction per week in addition to one hour in the language and computer labs and written assignments. *Corequisite courses: ARA 101L*

ARA 102 Elementary Arabic **4 credits**

Sequel to Arabic 101. *Prerequisites: ARA 101 Corequisite courses: ARA 102L*

ARA 201 Intermediate Arabic I **4 credits**

This course begins with a thorough review of basic Arabic grammar and vocabulary. The review serves to consolidate knowledge and to bring students to a common level. The main thrust is the acquisition and expansion of vocabulary, mainly through discussions and extensive readings. Attention is also given to writing skills. Three hours of classroom instruction per week as well as one hour in the language and computer.

Prerequisites: ARA 102 Corequisite courses: ARA 201L

ARA 202 Intermediate Arabic II **4 credits**

Sequel to Arabic 201. *Prerequisites: ARA 201 Corequisite courses: ARA 202L*

ARA 301 Advanced Arabic **3 credits**

This course helps students to increase their understanding of Arabic and to acquire a better grasp of the language patterns, idiomatic usage, and grammar. This knowledge, coupled with more intensive vocabulary and enhanced familiarity with Arabic characters, facilitates reading. The students develop comprehension skills through conversations in a variety of situations, and also in different styles: formal and classical Arabic, and colloquial Arabic. Besides mastering the material presented in the textbook, students must be able to read and understand the daily newspaper. *Prerequisites: ARA 202*

ARA 302 Advanced Arabic II **3 credits**

More intensive reading and writing is required. *Prerequisites: ARA 301*

ARA 303 Intensive Arabic I **3 credits**

Students use and further develop advanced contemporary vocabulary and grammar of the standard literary Arabic. Those skills are used to study contemporary Islamic and classical material in Arabic. Materials will be from the various Arabic speaking cultures in the Middle East, Africa and Asia, with an emphasis in economics, politics and culture.

Sources will include popular periodicals, broadcast recordings, and classical works such as the Qur'an and the Hadith. *Prerequisites: ARA 301*

ARA 304 Intensive Arabic II

3 credits

This course is a continuation of ARA 303 that will immerse students even more deeply into using language in the fields of education, politics, and culture. *Prerequisites: ARA 303*

ARA 495 Independent Study

1-4 credits

CHI 101 Elementary Mandarin Chinese I

4 credits

As an introduction to Mandarin Chinese, the course begins with a concentrated study of Mandarin phonetics and the Gwoyeu Romatzyh tonal spelling system of romanization. Chinese characters are also introduced, along with simple vocabulary items for daily use, liberally supplemented with sentence pattern drills and exercises and essentials of grammar. The lecture is three hours; one additional hour is required for drill and laboratory.

CHI 102 Elementary Mandarin Chinese II

4 credits

This course is a sequel to Chinese 101. Simplified characters and the Pinyin system or romanization are introduced. Other romanization systems are also briefly presented. The lecture is three hours; one additional hour is required for drill and laboratory. *Prerequisites: CHI 101*

CHI 201 Intermediate Mandarin Chinese

4 credits

While continuing the audio lingual approach, this course also emphasizes the reading of Chinese character texts both standard and simplified characters. The course concentrates on consolidating the foundations which students have begun to build in the first year course i.e., pronunciation, grammar, character writing, and further work on sentence structure and vocabulary. The lecture is three hours; one additional hour is required for drill and laboratory. *Prerequisites: CHI 102*

CHI 202 Intermediate Mandarin Chinese

4 credits

The course is a sequel to Chinese 201. *Prerequisites: CHI 201*

CHI 301 Advanced Mandarin Chinese I

3 credits

This course is designed to increase active vocabulary, further the student's control of idiomatic Chinese. The course will also cover the following: grammar, conversation, translation and advanced syntax. *Prerequisites: CHI 202*

CHI 302 Advanced Mandarin Chinese II

3 credits

This course is the sequel to 301. *Prerequisites: CHI 301*

CHI 303 Chinese Poetry**3 credits**

This course introduces the development of Chinese poetry from the earliest time to the full flowering of the T'ang period. The students read sections from outstanding anthologies of poetry: The Book of Songs and Three Hundred T'ang Poems. Original Chinese texts will provide the basis for all classroom work. *Prerequisites: CHI 302*

CHI 304 Chinese Poetry II**3 credits**

This course traces the further development of the Chinese poetry after T'ang period. The students read selections from poetry of the Sung characterized by lived of irregular length. Original Chinese texts will provide the basis for all classroom work. *Prerequisites: CHI 303*

CHI 401 Advanced Composition and Conversation**3 credits**

The aim of the course is to develop the student's ability to write and speak the language with sufficient structural accuracy. Class lectures on Chinese syntactic structures are supplemented by extensive oral drilling and written exercise and composition. *Prerequisites: CHI 302*

CHI 402 Advanced Composition and Conversation**3 credits**

This course is the sequel to Chinese 401. *Prerequisites: CHI 401*

CHI 403 Readings in Chinese Culture I**3 credits**

This course is designed for advanced students with the equivalent of three or more years of Chinese study. Although essentially a language course, the material is divided into units, each focusing on a broad topic or a particular period of history. Writing, speaking, and reading skills are brought to a high level through weekly essays which are corrected and explained in individual diagnostic sessions. *Prerequisites: CHI 304*

CHI 404 Readings in Chinese Culture II**3 credits**

This course is designed for advanced students with the equivalent of three or more years of Chinese study. Although essentially a language course, the material is divided into units, each focusing on a broad topic or a particular period of history. Writing, speaking, and reading skills are brought to a high level through weekly essays which are corrected and explained in individual diagnostic sessions. *Prerequisites: CHI 401*

CHI 409 Special Topics in Chinese**3 credits**

Students concentrate on an area or problem of individual interest. Students consult with the instructor assigned to the course in selecting a topic to be studied. *Prerequisites: CHI 302*

FRE 101 Elementary French I**4 credits**

This course introduces students with no prior knowledge of the language to the basic structure of French through a variety of proficiency oriented activities. All language skills speaking, listening, reading and writing are actively practiced in realistic communicative

situations. The course also introduces students to the richness and diversity of francophone culture. The course requires three hours of lecture per week and one hour of instruction in the language laboratory. *Corequisite courses: FRE 101L*

FRE 102 Elementary French II

4 credits

The course is the sequel to French 101. *Prerequisites: FRE 101 Corequisite courses: FRE 102L*

FRE 201 Intermediate French I

4 credits

The course is designed to develop strong communication skills. It offers a rapid review of basic French grammar and introduces students to more advanced structures needed to acquire better proficiency. Classroom activities progress from drills to exercises of a more communicative approach. The course continues to introduce students to the richness and diversity of francophone culture. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

Prerequisites: FRE 102 Corequisite courses: FRE 201L

FRE 202 Intermediate French II

4 credits

The course is a sequel to FRE 201. *Prerequisites: FRE 201 Corequisite courses: FRE 202L*

FRE 301 Adv. French: Comp. & Conv. I

3 credits

The aim of the course is to develop the student's ability to express himself or herself easily and correctly in speaking and in writing. Extensive oral and written task based activities will be used. *Prerequisites: FRE 202*

FRE 302 Adv. French: Comp. & Conv. II

3 credits

The course is a sequel to FRE 301. *Prerequisites: FRE 301*

FRE 303 Civilization & Culture of France

3 credits

The course consists of three meetings per week. It presents a panoramic view of French civilization and culture from the medieval period up to the Twentieth Century. The course will be conducted in collaboration with the departments of art, history, music, philosophy and political science. *Prerequisites: FRE 202*

FRE 304 French Civilization & Culture

3 credits

The course is the sequel to FRE 303. It will study the influence of France in the former French colonies in North and Sub Saharan Africa, Southeast Asia, Canada, Louisiana and the Caribbean. The course will be conducted in collaboration with the departments of art, history, music, philosophy and political science. *Prerequisites: take FRE 303*

FRE 305 French Phonology

3 credits

The course consists of three meetings per week. It will include the systematic study of the sound structure of modern French. Exercises in analysis and transcription will be done. *Prerequisites: FRE 302*

FRE 322 French Lit in English Translation**3 credits**

This course studies French master pieces that are available in English translation; it will also include the translation of French works by Black writers from Africa and the Caribbean. The course will span different centuries and different genres. Special emphasis will be given to the writing of interpretive essays on the works studied in the course.

FRE 401 French Poetry**3 credits**

This course will cover a selection of French poetry. An extended essay in French will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: FRE 304*

FRE 402 The Novel in France**3 credits**

This course will cover a selection of French novels. An extended essay in French will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: FRE 304*

FRE 403 French Drama**3 credits**

This course will cover a selection of French drama. An extended essay in French will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: FRE 304*

FRE 405 African & Caribbean Poetry**3 credits**

This course is a comprehensive study of the Black writers from Africa and the Caribbean who use the French language; it will also study the literary and political movements which conditioned the emergence of this literature. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussions will be in English. French majors will be required to write their papers in French. *Prerequisites: FRE 304*

FRE 406 African & Antillean Prose**3 credits**

This course will study selected essays of Black writers from African and the Caribbean who use the French language. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussion will be in English. French majors will be required to write their papers in French. *Prerequisites: FRE 304*

FRE 407 Survey of French Literature I**3 credits**

This course is a study of French literature from the Middle Ages through the Eighteenth Century. *Prerequisites: FRE 304*

FRE 408 Survey of French Literature II**3 credits**

This course is a study of French literature of the Nineteenth and Twentieth Centuries.

Prerequisites: FRE 407

FRE 409 Special Topics I**3 credits**

Students concentrate on an area or problem of individual interest. Students will consult with the instructor in charge in order to choose an area.

FRE 410 Special Topics II**3 credits**

Students concentrate on an area or problem of individual interest. Students will consult with the instructor in charge in order to choose an area.

FRE 495 Independent Study**1-4 credits****JPN 101 Elementary Japanese I****4 credits**

First year or elementary level Japanese introduces the basic structure and vocabulary of modern Japanese, stressing the use of Kana Japanese syllabaries from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Emphasis will be on vocabulary and oral training for conversation with reasonable ease, with an introduction to readings and writing. Familiarity with the sociocultural context of the modern Japanese language will also be stressed. The lecture is three hours; one additional hour is required for drill and laboratory. *Corequisite courses: JPN 101L*

JPN 102 Elementary Japanese II**4 credits**

First year or elementary level Japanese introduces the basic structure and vocabulary of modern Japanese, stressing the use of Kana Japanese syllabaries from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Emphasis will be on vocabulary and oral training for conversation with reasonable ease, with an introduction to readings and writing. Familiarity with the sociocultural context of the modern Japanese language will also be stressed. The lecture is three hours; one additional hour is required for drill and laboratory. *Prerequisites: JPN 101 Corequisite courses: JPN 102L*

JPN 201 Intermediate Japanese I**4 credits**

Intermediate or second year level Japanese is designed to help students master modern Japanese Tokyo dialect through review and reinforcement. The use of special audio and videotapes, in addition to regular tapes for textbook assignments, enables students to learn how Japanese is used in various social and cultural settings and in the business world. Course materials are designed to foster a good knowledge of modern Japanese grammar, ability to write short essays, fluency in daily conversation, incorporating terms and phrases appropriate to the context, and skill in the use of basic reference materials. The lecture is three hours; one additional hour is required for drill and laboratory.

Prerequisites: JPN 102 Corequisite courses: JPN 201L

JPN 202 Intermediate Japanese II**4 credits**

Intermediate or second year level Japanese is designed to help students master modern Japanese Tokyo dialect through review and reinforcement. The use of special audio and videotapes, in addition to regular tapes for textbook assignments, enables students to learn how Japanese is used in various social and cultural settings and in the business world. Course materials are designed to foster a good knowledge of modern Japanese grammar, ability to write short essays, fluency in daily conversation, incorporating terms and phrases appropriate to the context, and skill in the use of basic reference materials. The lecture is three hours; one additional hour is required for drill and laboratory.

Prerequisites: JPN 201 Corequisite courses: JPN 202L

JPN 301 Advanced Japanese I**3 credits**

This course introduces a total of three hundred new Kanji characters, some may have appeared in preceding lessons with a different reading compound. This helps students to increase their understanding of Japanese and to acquire a better grasp of the language patterns, idiomatic usage, and grammar. This knowledge, coupled with more intensive vocabulary and enhanced familiarity with Kanji characters, facilitates reading. The students develop comprehension skills through conversations in a variety of situations, and also in different styles: honorific and plain. Besides mastering the material presented in the textbook, students must be able to read and understand the daily newspaper. *Prerequisites: JPN 202*

JPN 302 Advanced Japanese II**3 credits**

Another three hundred new Kanji characters are introduced. More intensive reading and increased speed of reading and writing are required. Scientific writing, translation, and the vocabulary of business Japanese are also introduced. *Prerequisites: JPN 301*

JPN 303 Intensive Japanese I**3 credits**

The course is designed to develop the student's ability in reading literary material, composition and conversation. 200 new Kanji will be introduced. Translation of material of educational and economic interest, as well as articles from the daily Japanese newspaper will be exercised. *Prerequisites: JPN 302*

JPN 304 Intensive Japanese II**3 credits**

The course is designed to provide intensive training in reading, business conversation, and composition. 200 new Kanji will be introduced. Translation of material of educational and economic interest, and also articles from the daily Japanese newspaper will be stressed. The students will obtain enough training for continuing study at a Japanese institute, working in a Japanese firm or teaching English at a Japanese school. *Prerequisites: JPN 303*

JPN 401 Intensive J P N in Science I**3 credits**

The course is designed to provide opportunities for intensive reading, composition, and conversation. 200 new Kanji will be introduced. Conversational topics will include business and scientific terms. Translation of works in scientific and technological fields, as well as articles from daily Japanese newspapers will be emphasized. *Prerequisites: JPN 304*

JPN 402 Intensive J P N in Science II

3 credits

The course is designed to provide readings of scientific material, composition, and business conversation. 200 new Kanji will be introduced. Translation of scientific or technological materials and articles from daily Japanese newspapers will also be stressed. Students will be able to continue study at a Japanese institute or work in a technological firm in Japan.

Prerequisites: JPN 401

JPN 409 Special Topics in Japanese

3 credits

Students concentrate on an area or problem of individual interest. Students will consult with a designated instructor in order to choose an area.

JPN 495 Independent Study

1-4 credits

SPN 101 Elementary Spanish I

4 credits

This course offers the foundations of Spanish using a communicative based approach. The course also introduces students to Spanish and Spanish American culture. The course requires three hours of lecture per week and one hour of instruction in the language laboratory. *Corequisite courses: SPN 101L*

SPN 102 Elementary Spanish II

4 credits

This course is the sequel to SPN 101. *Prerequisites: SPN 101 Corequisite courses: SPN 102L*

SPN 201 Intermediate Spanish I

4 credits

This course offers a rapid review of basic structures of the Spanish language. Its main objective is the development of skills in reading, writing, speaking, and understanding Spanish with relative fluency. The course continues to introduce students to Spanish and Spanish American culture. The course requires three hours of lecture per week and one hour of instruction in the language laboratory. *Prerequisites: SPN 102 Corequisite courses: SPN 201L*

SPN 202 Intermediate Spanish II

4 credits

This course is the sequel to SPN 201. *Prerequisites: SPN 201 Corequisite courses: SPN 202L*

SPN 301 Adv. Spanish: Comp. & Conv. I

3 credits

This course develops the student's ability to express himself or herself more fluently in speaking and in writing. A variety of task based exercises will be used. Each unit also contains activities that will help the students broaden their knowledge of Spanish and Spanish American culture. *Prerequisites: SPN 202*

SPN 302 Adv. Spanish: Comp. & Conv. II

3 credits

This course is a sequel to SPN 301. *Prerequisites: SPN 301*

SPN 303 Spanish Civilization

3 credits

This course presents a panoramic view of peninsular Spanish civilization from the medieval period to modern times. The course will be conducted in collaboration with the departments of art, history, music, philosophy and political science. *Prerequisites: take SPN 202*

SPN 304 Hispanic Civl & Culture in Ame

3 credits

This course studies Spanish American civilization and culture from pre Columbian times to the present. *Prerequisites: SPN 303*

SPN 305 Spanish Phonology

3 credits

This course is a systematic study of the sound structure of modern Spanish. Exercises in analysis and transcription will be done. *Prerequisites: SPN 302*

SPN 321 Spanish Lit in English

3 credits

This course will cover masterpieces in Spanish and Latin American literature that are available in English translation. The course will span different centuries and will represent various literary genres. Special emphasis will be given to the writing of interpretative essays on works studied in the course.

SPN 401 Spanish Poetry

3 credits

This course will cover a selection of Spanish poetry. An extended essay in Spanish will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: SPN 302*

SPN 402 The Spanish Novel

3 credits

This course will cover a selection of Spanish novels. An extended essay in Spanish will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: SPN 304*

SPN 403 Spanish Drama

3 credits

This course will cover a selection of Spanish drama. An extended essay in Spanish will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: SPN 304*

SPN 405 Latin American Poetry & Drama

3 credits

This course will cover a selection of Latin American poetry and drama. An extended essay in Spanish will be required. This course will normally be offered on a Tutorial Study for one or several students. *Prerequisites: SPN 304*

SPN 407 Survey of Spanish

3 credits

This course studies Spanish literature from the Middle Ages to the present. Students will acquire a general knowledge of the history of Spanish literature as well as knowledge of specific texts. *Prerequisites: SPN 304*

SPN 408 Survey of Spanish American Lit

3 credits

This studies Spanish American literature from the Colonial period to the present. The student will acquire a general knowledge of the history of Spanish American literature as well as knowledge of specific texts. Special emphasis will be given to the literature of underrepresented groups. *Prerequisites: SPN 407*

SPN 409 Special Topics

3 credits

Students concentrate on an area or problem of individual interest. Students consult with the instructor assigned to the course in selecting a topic to be studied.

SPN 410 Special Topics I & 2

4-5 credits

Students concentrate on an area or problem of individual interest. Students consult with the instructor assigned to the course in selecting a topic to be studied.

SPN 495 Independent Study

1-4 credits

Faculty supervised research.

Mass Communications Center of Excellence

The Mission of the Mass Communications Center of Excellence is to produce students who, because of their demonstrated knowledge of mass media theories, experienced use of high-end television and radio equipment, and excellence in writing and familiarity with multimedia, can successfully transition to professional mass media industries and/or graduate study in mass communication. These skills are acquired through use of campus facilities, internships and faculty-guided research.

Goals

1. Demonstrated excellence in mass media writing styles that conform to highest standards in print and broadcast newsrooms, multimedia platforms, and graduate course work.
2. Interpretation and application of mass media theories and appreciation of how mass media impacts current events and cultural production.
3. Application of mass media ethics, particularly codes of professional integrity established by the Society of Professional Journalists, Online News Association, National Association of Broadcasters.
4. Applied knowledge of mass media technologies consistent with the changes in mass media industries, including multimedia convergence.
5. Application of research methods and approaches required for graduate study in mass communication.

Admission Requirements

In order to declare as a mass communications major, a student must have a 3.0 GPA or higher and have received a “C” or higher in COM 202 (News Writing). Any student with the intention of declaring will be assigned provisional (MC.UND) status until he/she meets the requirements for admission.

Mass Communications: Broadcast

Departmental Required courses:	12
COM 200 Introduction to Mass Communication	3
COM 300 Communication Theory	3
COM 404 Mass Media Law and Ethics	3
COM 490 Internship	3
Required Broadcast Courses	18
COM 202 News Writing	3

COM 207 Broadcast News Writing	3
ENG 203 Public Speaking	3
COM 331 Intro to Television	3
COM 415 Editing for Video	3
COM 416 Advanced TV News Production	3
Professional Elective Courses: Select two (2)	6
ART 102 Introduction to Computer Arts	3
COM 312 Radio Production and Programming	3
COM 332 Multimedia/Convergence Journalism	3
COM 453 LUC – TV Practicum	3
COM 454 WWLU Practicum (Radio)	3
Required Elective Courses: Select four (4)	12
Any additional COM course(s)	
ART 102 Intro to Computer Arts	3
ENG 250 Introduction to Cinema	3
ENG 314 Legal Analysis and Writing	3
ENG 325 Screenwriting	3
Total Major	48

Mass Communications: Print

Departmental Required courses:	12
COM 200 Introduction to Mass Communication	3
COM 300 Communication Theory	3
COM 404 Mass Media Law and Ethics	3
COM 490 Internship	3
Required Print Courses	18
COM 202 News Writing	3
COM 332 News Layout and Design	3
COM 333 Copy Editing	3
COM 334 Advanced News Writing	3
COM 412 Special Projects	3
COM 452 Lincolnian Practicum	1-3
Professional Elective Courses: Select two (2)	6
COM 302 Public Relations	3
COM 402 Principles of Marketing and Advertising	3
COM 403 Feature Writing	3
Required Elective Courses: Select four (4)	12
Any additional COM course(s)	3

ART 102 Intro to Computer Arts	3
ENG 250 Introduction to Cinema	3
ENG 314 Legal Analysis and Writing	3
ENG 325 Screenwriting	3

Total Major 48

Mass Communications Minor

Media Studies Track

Students MUST receive a C or higher in COM 202 (News Writing) for minor eligibility.

COM 200 Intro to Mass Media	3
COM 201 Mass Media and Society	3
COM 202 News Writing	3
COM 300 Communications Theory	3

Select four (4):

COM 322 African Americans in Media	3
COM 400 Special Topics	3
COM 401 Research Methods in Mass Communications	3
COM 404 Mass Media Law & Ethics	3
ENG 250 Intro to Cinema	3
ENG 319 Survey of African-American Lit	3

Total 18-24 credits

Broadcast Professional Track

Students MUST receive a C or higher in COM 202 (News Writing) for minor eligibility.

Required:	9
COM 202 News Writing	3
COM 300 Communications Theory	3
COM 404 Mass Media Law & Ethics	3

Select four (4):

COM 207 Broadcast News Writing	3
COM 312 Radio Production and Programming	3
COM 331 Intro to Television Production	3
COM 415 Editing for Video	3
COM 490 Internship	1-3

Total 18-24 credits

Print Professional Track

Students MUST receive a C or higher in COM 202 (News Writing) for minor eligibility.

Required:	9
COM 202 News Writing	3
COM 300 Communications Theory	3

COM 404 Mass Media Law & Ethics	3
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Select four (4):

COM 332 African Americans in Media	3
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COM 333 Copy Editing	3
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COM 334 Advanced News Writing	3
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COM 403 Feature Writing	3
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COM 495 Research/Independent Study	1-4
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Total 18-24 credits

Mass Communications Course Descriptions

COM 200 Introduction to Mass Comm. 3 credits

This course provides an introductory historical and critical survey of the audio, video, and film media with special emphasis on the aesthetic contribution and cultural assimilation involved in their development. *Prerequisites: ENG-102; minimum grade C.*

COM-201 Mass Media and Society 3 credits

This course analyzes the structures and content of major mass media forms and the impact of the media on individuals, groups and social institutions. *Prerequisites: take ENG-102; minimum grade C.*

COM-202 News Writing 3 credits

This course introduces students to reporting and writing news stories. It emphasizes public affairs reporting and addresses methodological and ethical issues. Instruction will focus on selected stylistic issues of written English. *Prerequisites: ENG-102; minimum grade C.*

COM-207 Broadcast News Writing 3 credits

This course is designed to teach students how to write news for radio or TV. It will focus on theories and the practice of broadcast news gathering, writing and delivery. It will also introduce students to online journalism and web blogs. Students will learn how to write for the ear and how to use sound from interviews for radio and TV. The class will also look at legal issues in broadcasting. *Prerequisites: COM-202; minimum grade C.*

COM-300 Communication Theory 3 credits

This course surveys the major theories, concepts and practices relevant to human Communications. It details various models of human communication; and investigates current theory-building in interpersonal, intercultural, organizational, public and mass communication settings. *Prerequisites: COM-202; minimum grade C.*

COM-302 Public Relations Principles & Practices**3 credits**

This course is designed to familiarize students with the basic concepts and principles of public relations. It serves as the foundation for other courses in public relations and explores definitions, history, theories, principles, management practices and public relations career possibilities. *Prerequisites: COM-202; minimum grade C.*

COM-312 Radio Production and Programming**3 credits**

This course is designed to provide students with an insight into the skills, tools, and influences placed upon programmers in the fields of radio, television, and cable. Specifically, it will focus on the operation of radio technology and the production of radio programs. It provides students with an opportunity for practical experience with university radio stations.

Prerequisites: COM-202; minimum grade C.

COM-322 African-Americans and Media**3 credits**

The purpose of this course is to describe and analyze the unique contributions of African-Americans to the broadcast industry. Further, the course will examine historically the trends and treatments of African Americans by the American broadcasting establishment. This course serves as an elective course for communication majors. *Prerequisites: COM-202.*

COM-323 Media in Everyday Life**3 credits**

This course explores popular and scholarly ideas on how the media are used and the effect of the media on gender conditioning, violence, and aggression as they pertain to children and adults. Other issues will be accuracy, fairness, honesty, and integrity.

Prerequisites: COM-202.

COM-324 Media and Cultural Differences**3 credits**

This course will examine how media present different cultures and subcultures and how members of various groups may relate differently to the media. This course increases student sensitivity in relationships with different cultures. *Prerequisites: COM-202.*

COM-326 Public Relations & Advertising**3 credits**

Prerequisites: COM-202.

COM-331 Introduction to Television Production**3 credits**

This course introduces students to video production. Instruction is given on basic techniques of production - including camcorder orientation, lighting, set-up and operation. Introduction to the technology of video recording and playback is also covered.

Prerequisites: COM-202.

COM-332 News Layout and Design**3 credits**

This class will address the integration of type, image, color, navigational systems, and other multimedia elements into a user-friendly layout for print media. The course will require intensive practical design work. Prerequisite: COM202 or COM207

Prerequisites: COM-202; minimum grade C.

COM-333 Copy Editing**3 credits**

This course prepares students for a career in journalism by teaching skills needed to edit various publications. Students will receive instruction in various aspects of copy improvement, including headline writing, typography, and page layout and design in the context of an electronic editing environment. *Prerequisites: COM-202/290 COM-202.*

COM-334 Advanced News Writing**3 credits**

This course challenges students to develop news reporting skills beyond those identified in COM202 News Writing. These skills include profile writing and opinion writing editorials, columns and reviews. In addition, students will study international and specialty reporting. *Prerequisites: COM-202; minimum grade C.*

COM-400 Special Topics**3 credits**

Prerequisites: COM-202; minimum grade C.

COM-401 Research Methods in Mass Communications**3 credits**

This course is designed to introduce students to quantitative and qualitative methodologies of mass communication research, with emphasis on the research process, research design, and methods of data collection. It will contribute to a broader foundation in Mass Communication and Journalism by exposing students to techniques of data gathering and measurement, including sampling, interviewing, and conducting surveys, as well as experimental design and data analysis. *Prerequisites: COM-202.*

COM-402 Principles of Advertising and Marketing**3 credits**

This course is designed to introduce students to a broad overview of advertising background, issues, and functions. It explores the societal role of advertising, the changing nature of the ad agency, the importance of target marketing and media planning, as well as the emerging emphasis on integrated marketing communications and new technologies.

Prerequisites: COM-300.

COM-403 Feature Writing**3 credits**

This course prepares students to write feature stories on the entire spectrum of subjects covered by this discipline. It analyses feature writing, provides tools for this kind of writing, and links it to context and meaning. Students will do field research, interview subjects and acquire photographs to complete their productions. *Prerequisites: COM-202.*

COM-404 Mass Media Law and Ethics**3 credits**

This course introduces students to legal and ethical questions faced by journalists and other mass media professionals. Case studies from the news media and U.S. Supreme Court opinions are examined. *Prerequisites: COM-202.*

COM-412 Special Projects**3 credits**

This capstone course for journalism majors requires students to demonstrate mastery of journalistic skills through the production of a portfolio of representative works. *Prerequisites: COM-333; minimum grade C.*

COM-415 Editing for Video**3 credits**

This course will examine the theory and techniques of editing video for commercial, corporate, and educational production. Students will learn the theory and practice of editing through laboratory exercises utilizing the university's television facilities. *Prerequisites: COM-331; minimum grade C.*

COM-416 Advanced T V News**3 credits**

This course builds on the concepts covered in lower-level journalism courses, especially COM 207 Broadcast News Writing. Students will have practice in planning, writing, editing, reporting, video shooting, and producing local television news broadcasts. *Prerequisites: COM-331; minimum grade C.*

COM-452 Lincolnian Practicum**1-3 credits**

This course offers practical experience in journalism via the student newspaper The Lincolnian. Students will complete regular writing assignments which demonstrate mastery of AP news style and copy editing techniques. Additionally, students will learn to use newspaper layout and design software. *Prerequisites: COM-202; minimum grade C.*

COM-453 LUC-TV Practicum**1-3 credits**

This course offers practical experience in journalism via the student newspaper The Lincolnian. Students will complete regular writing assignments which demonstrate mastery of AP news style and copy editing techniques. Additionally, students will learn to use newspaper layout and design software. *Prerequisites: COM-202 COM-207; minimum grade C.*

COM-454 WWLU Practicum**1 credits**

Prerequisites: COM-202 COM-207; minimum grade C.

COM-490 Internship in Mass Comm.**3 credits**

This course is designed to provide students with an opportunity to gain practical experience in a professional work setting as part of their academic program. *Prerequisites: COM-202; minimum grade C.*

COM-495 Independent Study**1-4 credits**

Independent Study *Prerequisites: COM-202; minimum grade C.*

Department of Performing Arts

Professors:

Alvin E. Amos, Ed.D., Chair

Associate Professors:

Charles H. Pettaway, Jr., M.M.

Assistant Professors:

Kirsten Kunkle, D.M.A.

Christine Limb, D.M.A., Music Education Coordinator

Lecturer:

Edryn J. Coleman, M.M.E.

Helen Meacham, M.M.

Aundi Moore-Barnett, M.M.

Shane Jensen, M.M.E.

Mission Statement for the Music Performance Program

The Mission of the Music Performance Program is to: (1) prepare students for careers and further study in music performance by delivering a creative and comprehensive curriculum of music with emphasis on an orchestral or band instrument, voice or piano that prepares students to begin careers as performers and/or educators; (2) expand knowledge and understanding of music through research and lectures; (3) enrich the general cultural life of the University community through concerts, recitals, and seminars.

Mission Statement for Music Education Program

The Mission of the Music Education Program is to: (1) prepare students for careers and further study in music education; (2) provide training and experience in music for all students; (3) broaden and expand knowledge and understanding of music through research and lectures; (4) enrich the general cultural life of the University community through concerts, recitals, and seminars; and (5) and deliver a creative and comprehensive curriculum of music and music teacher-training that prepares students for careers as music teachers

Entrance Requirements

Entering music majors are encouraged to begin the music major curriculum during their first semester at Lincoln University. In order to determine the entering student's performance proficiency and musical background, an audition and a placement exam are required *before enrolling in music courses*. Students who do not earn a satisfactory score on the Music Placement Examination are required to enroll in MUS 100 – Music Fundamentals before enrolling in MUS 101 and MUS 105.

All music majors are required to audition before the music faculty on a solo instrument or voice. Appointments for auditions and other music tests may be made through the Department of Performing Arts . *Auditioning students must bring their own music scores.* An accompanist will be provided.

Students with deficiencies in performance and who are accepted by the Department on probation must enroll in developmental applied music in voice or instrumental music for a maximum of four semesters or until the minimum standards are reached for enrollment in Applied Music in voice or instrumental performance. This status may require the student to continue to study beyond the normal four-year period.

Before the end of the Sophomore year, approval must be obtained in writing from the chairperson and the music education coordinator, in order to continue in the major. Music Education majors should also apply for admission to the Teacher Education Program after the completion of 48 credits with an overall cumulative grade point average of 3.0 or higher in order to enter the program and must maintain this average for the remainder of it. The following must be obtained prior to the Sophomore Field Experience:

1. Pennsylvania Child Abuse History clearance / Act 151 (Child Abuse) Background Check form CY-113.
2. Pennsylvania State Police Criminal history record / Act 34 and 114.
3. Passing score on the Praxis I examination.
4. Fingerprint-based FBI criminal record check.
5. TB test results.

Graduation Requirements

The following are the requirements for the Music Performance or Music Education major leading to the Bachelor of Arts or Bachelor of Science degree:

- Students must pass a Sophomore Review (third semester or equivalent for transfer students) of their music, repertoire and activities, according to the plan of study and concentration developed with the student's advisor. The chair and at least one other faculty member will evaluate student work. Students who do not pass the Sophomore Review may be directed to provisional remedies for a follow-up review, or directed to another major.
- Students must complete all courses required by the university and those required for the Music Performance or Music Education curricula, applicable to the specifications in the University Catalog during the first year of enrollment.
- Students must maintain a minimum grade set by the university in all courses in the Major (University Catalog).
- Students must submit a writing portfolio in accordance with university and department requirements (developed through the course of study).

- Students must prepare and present a Senior Recital. Music Performance majors are required to also prepare and present a Junior Recital.

Language Requirement

The **Bachelor of Arts** degree requires **two years (four semesters)** of a foreign language. The **Bachelor of Science** degree requires **one year (two semesters)** of a foreign language.

Music Performance Program

Music Requirements –Voice or Pianoforte	48 credits
MUS 105 - Music and Aural Theory I	3
MUS 106 - Music and Aural Theory II	3
MUS 205 - Music and Aural Theory II	3
MUS 206 - Music and Aural Theory IV	3
MUS 219 - Conducting I	1
MUS 220 - Conducting II	1
MUS 203 - Music Literature and Styles I	3
MUS 303 - Music Literature and Styles I	3
<i>One of the following course and 8 semesters (MUS 2K1 or MUS 2V1)</i>	
MUS 2E1 - Concert Choir and 8 semesters (Voice)	
OR	8
MUS 2E7 - Concert Band and 8 semesters (Instrumental)	
Voice Majors (MUS 107, MUS 108, MUS 207, MUS 208)	
OR	4
Piano Majors (MUS 2V1 and 4 semesters)	
MUS 407 - Piano Pedagogy and MUS 408 - Piano Pedagogy	
OR	2
MUS 409 - Vocal Pedagogy & MUS 410 - Vocal Pedagogy	
Voice majors (MUS 2E2 - Opera Workshop and 4 semesters)	
OR	4
Piano Majors (MUS 2K6 - Piano Ensemble and 4 semesters)	
MUS 228 - Piano Literature	
MUS 229 - Piano Literature	
OR	
MUS 226 - Vocal Diction (English & Italian)	
MUS 227 - Vocal Diction (French & German)	
MUS 2R1 - Recital – Seminar Attendance (8 semesters and “Satisfactory” Grade)-0	
Foreign Language (University Requirement)	
	8 credits
Foreign Language 101	4

Foreign Language 102 4

*Elementary Foreign Language is necessary to complete required Intermediate Foreign Language 201 and 202 for the Music B.A. Degree (see below).

Academic Enrichment 3 credits

Junior Recital 1
Senior Recital 2

Minor Emphasis (For Music Performance Majors)

18 credits

Intermediate Foreign Language 201 4
Intermediate Foreign Language 202 4
MUS 101 - Ear Training and Sight Singing I 2
MUS 201 - Ear Training and Sight Singing I 2
MUS 321 - Arranging 3
MUS 322 - Composition 3
OR
MUS 421 - Form and Analysis 3

Free Electives 6 credits

Complete the following as Electives for the Music Performance B.A.

MUS 323 - Jazz in American Culture 3
MUS 422 - Introduction to Music Technology 3

Total Music Requirements 83 credits

Music Education Program

For Secondary Education you must complete Music requirements as well as the requirements of the Department of Education in this Catalog.

Music Education 42 credits

EDU 203 - Education and Psychology of the Exception Child 3
EDU 205 - Speech for Education Majors 3
MAT 201 - Math for Education Majors 3
MUS 105 - Music and Aural Theory I 3
MUS 106 - Music and Aural Theory II 3
MUS 205 - Music and Aural Theory II 3
MUS 206 - Music and Aural Theory IV 3
MUS 219 - Conducting I 1
MUS 220 - Conducting II 1
MUS 203 - Music Literature and Styles I 3
MUS 303 - Music Literature and Styles II 3
MUS 107 - Class Instruction in Piano I 1

MUS 108 - Class Instruction in Piano II	1
MUS 109 - Vocal Instruction I	1
MUS 415 - Strings Methods - Techniques	1
MUS 423 - Elementary Music Teaching Methods	3
MUS 424 - Secondary Music Teaching Methods	3
MUS 425 - Woodwinds Methods – Techniques	1
MUS 435 - Brasses Methods – Techniques	1
MUS 445 - Percussion Methods	1
MUS 2R1 - Recital – Seminar Attendance - 8 semesters -	0
Major Applied Instrument or Voice (5 semesters)	0
MUS 2E7 - Concert Band (For Instrumental Applied - 4 semesters)	0
OR	
MUS 2E1 - Concert Choir (For Piano and Voice Applied - 4 semesters)	0
Foreign Language (University Requirement)	8 credits
Foreign Language 101	4
Foreign Language 102	4
Academic Enrichment	5 credits
EDU 207 - Sophomore Field Experience	1
EDU 307 - Junior Field Experience	1
EDU 420/422 - Research	3
Minor Emphasis (For Music Education Majors)	22 credits
EDU 303 - Reading in Content Area	3
EDU 305 - Educational Technology	3
OR	
MUS 422 - Introduction to Music Technology	3
EDU 330 - Classroom Management Strategies	3
EDU 401 - Student Teaching	12
MUS 496 - Senior Recital and Seminar	1
Free Electives	6 credits
<i>Complete the following as Electives for the Music Education B.S.</i>	
MUS 321 - Arranging	3
MUS 322 – Composition	
OR	3
MUS 421 - Form and Analysis	
Total Music Requirements	83 credits

****Please see the Department of Education for additional Education requirements.**

Music Minor Requirements- For non-Music majors

Departmental approval is required for students wishing to achieve a documented Music minor. Interested students should schedule an appointment with the Chair of the Visual and Performing Arts Department to develop a plan of study regarding choice of courses and sequencing.

The Music minor requires (24) credit hours of area offerings:

Four (4) required courses and (1) elective.

9 credits

MUS 105 Music Theory I	3
MUS 106 Music Theory II	3
MUS 203 Music Literature and Styles I	3

4 credits

MUS 2E1 Concert Choir - 1st semester	1
MUS 2E1 Concert Choir - 2nd semester	1
MUS 2E1 Concert Choir - 3rd semester	1
MUS 2E1 Concert Choir - 4th semester	1

OR

MUS 2E7 Concert Band (Instrumentalists) - 1st semester	1
MUS 2E7 Concert Band - 2nd semester	1
MUS 2E7 Concert Band - 3rd semester	1
MUS 2E7 Concert Band - 4th semester	1

4 credits

Applied Voice or Instrument - 1st semester	1
Applied Voice or Instrument - 2nd semester	1
Applied Voice or Instrument - 3rd semester	1
Applied Voice or Instrument - 4th semester	1

4 credits

MUS 2K6 Piano Ensemble - 1st semester	1
MUS 2K6 Piano Ensemble - 2nd semester	1
MUS 2K6 Piano Ensemble - 3rd semester	1
MUS 2K6 Piano Ensemble - 4th semester	1

OR

MUS 2E2 Opera Workshop - 1st semester	1
MUS 2E2 Opera Workshop - 2nd semester	1
MUS 2E2 Opera Workshop - 3rd semester	1
MUS 2E2 Opera Workshop - 4th semester	1

OR

MUS2E3 Instrumental Ensemble - 1st semester	1
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MUS2E3 Instrumental Ensemble - 2nd semester	1
MUS2E3 Instrumental Ensemble - 3rd semester	1
MUS2E3 Jazz Ensemble - 4th semester	1
AND	
Junior Recital	0
Free Electives (Choose One)	3 credits
MUS 323 Jazz in American Culture	3
MUS 422 Introduction to Music Technology	3
Total Number of credits	24 credits

Student Learning Outcomes for the Music Performance Major

1. Students will demonstrate knowledge and development of physical coordination and technical skill required for specific musical activity (singing, instrumental performance and ensemble participation).
2. Students will demonstrate knowledge and skills necessary to prepare for performance independent of the applied music instructor.
3. Students will be able to articulate knowledge of applicable performance pedagogy including teaching methods and repertory.
4. Vocal majors will be able to sing in four languages: English, Italian, French and German.
5. Students will be able to discuss the elements of music, the historical eras of musical style, and the general characteristic forms of the historical eras.
6. Students will be able to demonstrate knowledge of essential form, harmony, and structure in traditional western music.
7. Students will develop musicianship to the highest possible level in areas of ensemble playing or singing through collaborative understanding and knowledge of literature through varied ensemble experience.

Student Learning Outcomes for the Music Education Program Major

1. Students will demonstrate knowledge of music teaching methodologies, literature, and techniques appropriate to kindergarten through twelfth grades.
2. Students will demonstrate their understanding of the basic performance skills of the main instruments of the brass, percussion, strings, woodwind families, the piano, and of voice.
3. Students will demonstrate a mastery of conducting techniques and will be able to apply them to vocal and instrumental ensembles with a focus on music suitable for the elementary, middle, and high school ensembles.
4. Students will be able to discuss the elements of music, the historical eras of musical style, and the general characteristics of forms of the historical eras of music.
5. Students will be able to demonstrate competency in ear training through audition and dictation.

6. Students will be able to demonstrate knowledge of essential form, harmony, and structure in traditional western music.
7. All music majors must successfully perform a "jury examination" before two or more faculty member at the end of each semester. (As of fall 2011)
8. Student teachers are expected to demonstrate a synthesis of all competencies and skills related to teaching music in a classroom setting - including those related to musical and pedagogical skills, knowledge, and application of appropriate methodologies, proficiency in conducting, and historical, stylistic, and analytical skills acquired in prior courses.

Music Course Descriptions

MUS 100 Music Fundamentals **2 credits**

This course covers the study of the basic musical elements that comprise a musical composition, in addition to the practice of reading and writing music, and elementary aural skills as a prerequisite to Music Theory/Ear Training and Sight Singing. Open to all students.

MUS 101 Ear Training& Sight Singing I **2 credits**

This course includes instruction and practice in sight singing, aural perception, and dictation.

MUS 102 Ear Training& Sight Singing II **2 credits**

This course includes instruction and practice in sight singing, aural perception, and dictation.

MUS 103 Choral Music I **1 credit**

This course consists of performance of challenging choral literature of all styles and periods, including participation in various activities and concerts on and off campus. Open to all qualified students by audition. Required of vocal music majors.

MUS 104 Choral Music II **1 credit**

This course consists of performance of challenging choral literature of all styles and periods, including participation in various activities and concerts on and off campus. Open to all qualified students by audition. Required of vocal music majors.

MUS 105 Music Theory I **3 credits**

This course includes instruction and study of: scales, intervals, triads, and their inversions; non harmonic tones, dominant sevenths, and modulation. Melodic and harmonic study. Simple analysis of form.

MUS 106 Music Theory II **3 credits**

This course includes instruction and study of: scales, intervals, triads, and their inversions; non harmonic tones, dominant sevenths, and modulation. Melodic and harmonic study. Simple analysis of form. *Prerequisites: MUS 105*

MUS 107 Piano I **1 credit**

This course consists of class instruction in piano.

MUS 108 Piano II **1 credit**

This course consists of class instruction in piano.

MUS 109 Vocal Instruction I **1 credit**

This course consists of Instruction in Voice.

MUS 110 Vocal Instruction II **1 credit**

This course consists of Instruction in Voice.

MUS 200 Introduction to Music **3 credits**

Part of the course is devoted to a survey of the fundamentals of music. Major developments in the music of the Western world from the Middle Ages to our own time are traced, with special attention being given to the different styles of music developed in the United States. *Prerequisites: ENG 101*

MUS 201 Ear Train & Sight Singing III **2 credits**

This course includes instruction and practice in sight singing, aural perception, and dictation.

MUS 202 Ear Train & Sight Singing IV **2 credits**

This course includes instruction and practice in sight singing, aural perception, and dictation.

MUS 203 Music Literature and Styles I **3 credits**

This course is required of all music majors and open to others interested with consent of the instructor. It includes the study of music history and literature of the Medieval, Renaissance, Baroque and Classical Periods.

MUS 204 Music Literature and Styles II **2-3 credits**

This course is required of all music majors and open to others interested with consent of the instructor. It includes the study of music history and literature of the Medieval, Renaissance, Baroque and Classical Periods.

MUS 205 Advanced Theory III **3 credits**

This course includes the study of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions, problems in elementary counterpoint and keyboard harmony.

MUS 206 Advanced Theory IV	3 credits
This course includes the study of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions, problems in elementary counterpoint and keyboard harmony. <i>Prerequisites: MUS 205</i>	
MUS 207 Class Piano III	1 credit
This course consists of class instruction in piano. It is open to all students. <i>Prerequisites: MUS 108</i>	
MUS 208 Class Piano IV	1 credit
This course consists of class instruction in piano. It is open to all students. <i>Prerequisites: MUS 207</i>	
MUS 219 Choral Conducting	1-2 credits
This course emphasizes the study and practice of the techniques of conducting choral ensembles of varying styles with special attention to rehearsal and performance techniques.	
MUS 220 Instrumental Conducting	2 credits
This course includes the study and practice of the techniques of conducting instrumental ensembles of varying styles with special attention to rehearsal and performance techniques. <i>Prerequisites: MUS 219</i>	
MUS 226 Vocal Diction Italian & Eng	1 credit
MUS 227 Vocal Diction French German	2 credits
<i>Prerequisites: MUS 226</i>	
MUS 2E1 Concert Choir	1-3 credits
MUS 2E2 Opera Workshop	1-3 credits
MUS 2E3 Jazz Ensemble	1-3 credits
MUS 2E4 String Ensemble	1 credit
MUS 2E5 Woodwind Ensemble	0.50-1 credit
MUS 2E6 Brass Ensemble	0.50-1 credit
MUS 2E7 Concert Band	1-3 credits
MUS 2E8 Hand Bell Choir	0.50-1 credit

MUS 2K1 Piano Private Lessons	1-2 credits
MUS 2K2 Organ Private Lessons	1-2 credits
MUS 2P1 Percussion Private Lessons	1-2 credits
MUS 2R1 Recital Seminar	1-2 credits
MUS 2S1 Violin Private Lesson	1-2 credits
MUS 2S2 Viola Private Lessons	1-2 credits
MUS 2S3 Cello Private Lessons	1-2 credits
MUS 2S4 Bass Private Lessons	1-2 credits
MUS 2S5 Guitar Private Lessons	1-2 credits
MUS 2V1 Voice Private Lessons	1-2 credits
MUS 2W1 Flute Private Lessons	1-2 credits
MUS 2W2 Clarinet Private Lessons	1-2 credits
MUS 2W3 Saxophone Private Lessons	1-2 credits
MUS 2W4 Trumpet Private Lessons	1-2 credits
MUS 2W5 Trombone Private Lessons	1-2 credits
MUS 2W6 Tuba Private Lessons	1-2 credits
MUS 2W7 French Horn Lessons	1-2 credits
This course consists of individual French horn lessons. It is intended for students who are interested in developing into accomplished horn players. The focus is on fundamental skills and topics such as technique, music fundamentals, solo literature, and the study and performance of appropriate repertoire in the studio and in public.	
MUS 303 Music Lit & Styles III	2 credits
This course provides chronological survey of music from the Classical Period to the present day, with emphasis on musical style. <i>Prerequisites: ENG 101 MUS 204</i>	
MUS 304 Music Lit & Styles II	3 credits

This course provides chronological survey of music from the Classical Period to the present day, with emphasis on musical style.

MUS 321 Arranging

3 credits

This course provides a study of the basic techniques in scoring for chorus, orchestra, band and ensembles. It covers: ranges and transposition of voices and instruments; idiomatic writing, score reading, and clef transposition. Computer literacy required.

MUS 322 Composition

3 credits

This course provides an introduction to the principles of music composition with creative projects in vocal and instrumental media. Computer literacy required.

MUS 323 Jazz in American Culture

3 credits

This course offers a comparative study of musical elements that comprise the individual style of jazz as it evolved from 1900 to the present. Open to all students. *Prerequisites: ENG 101*

MUS 407 Piano Pedagogy I

1 credit

These courses involve the techniques, literature, and methodologies designed to prepare piano majors both performance and music education to teach piano in individual and class settings.

MUS 408 Piano Pedagogy II

1 credit

These courses involve the techniques, literature, and methodologies designed to prepare piano majors both performance and music education to teach piano in individual and class settings.

MUS 409 Voice Pedagogy

1 credit

MUS 415 String Teaching Methods

1 credit

This course covers the fundamentals of: playing violin, viola, cello and bass; teaching skills; maintenance techniques.

MUS 421 Form and Analysis

3 credits

This course is a study of the compositional process as observed in selected examples of music literature, predominately from the common practice period. Various analytical approaches are employed. Computer literacy required.

MUS 422 Intro to Music Technology

3 credits

This course is a study of the creation, control synthesis and recording of sounds in various environments using traditional and contemporary techniques, including electrical and computer techniques.

MUS 423 Elementary School Methods**3 credits**

This course provides a study of curriculum, materials, and teaching techniques for the development of meaningful music experiences which contribute to a sequential musical growth for children in the elementary schools. *Corequisite courses: EDU FD3*

MUS 424 Secondary School Methods**3 credits**

This course deals extensively with junior and senior high school music curricula, unit study, the general music class, ensembles, rehearsal and performance techniques, and the music teacher program in the school and community. *Corequisite courses: EDU FD3*

MUS 425 Brass Teaching Methods**1 credit**

This course covers the fundamentals of playing brass instruments, teaching skills, and maintenance techniques.

MUS 435 Woodwinds Teaching Methods**1 credit**

This course covers the fundamentals of playing woodwind instruments, teaching skills, and maintenance techniques.

MUS 445 Percussion Teaching Methods**1 credit**

This course provides an introduction to basic percussion instrument teaching and performance techniques.

Department of Philosophy and Religion

Professors:

Dana R. Flint, Ph.D., Chair

Gwinyai Muzorewa, Ph.D.

Associate Professors:

Safro Kwame, Ph.D.

Melvin Leaman, D. Min.

The Department of Philosophy and Religion offers two major programs: Philosophy and Religion. For students who do not wish to major in the department, three minors are offered - Ethics, Philosophy and Religion. The Department seeks to maintain and enhance academic excellence in pedagogy and scholarship in each of the disciplines offered.

Philosophy Program

PHL 215 – Ethics	3
PHL 217 – Critical Reasoning	3
PHL 218 - Formal Logic	3
PHL 301 – Metaphysics	3
PHL 401 – Epistemology	3
PHL 411/PHL 412 - Philosophy Seminar	3
Any <u>two</u> of the following:	
PHL 219, 201, 202, 312	6
Any <u>three</u> of the following electives:	
PHL 111, 200, 206, 207, 208, 211, 212, 214, 216, 302, 303, 304, 305, 404, and 495	9
Total	33 credits

Philosophy Minor

Any <u>two</u> of the following:	
PHL 215 – Ethics	3
PHL 217- Critical Reasoning	3
PHL 218 - Formal Logic	3
PHL 301- Metaphysics	3
PHL 401 - Epistemology	3
PHL 411 - Philosophy Seminar	3
PHL 412 – Philosophy Seminar	3
Any <u>four</u> electives from the discipline, including Independent Study: PHL 495	12
Total	18 credits

Ethics Minor

PHL 215 - Ethics	3
PHL 217 - Critical Reasoning	3
Any <u>four</u> of the following courses:	
PHL 207, 208, 214, 216, 303, 304, 305, 404 or REL 202	9
Total	18 credits

Religion Program

REL 204 - Introduction to Phenomenology of Religion -	3
REL 231 - Comparative Religious Ethics or	
REL 202 - Religious Ethics	3
REL 302 - Philosophy of Religion	3
REL 303 - Religion in American Culture	3
REL 309 - Comparative Religions	3
REL 341 - Theology	3
REL 380 - Sacred Texts	3
REL 402 - Religion Seminar	3
Any <u>three</u> of the following electives:	
REL 166, 188, 250, 251, 301, 307, 310, 311, 340, 345, 348, 360, 399, 401, and 495	9
Total	33 credits

Religion Minor

Any <u>three</u> of the following:	
REL 202, 204, 302, 303, 309, 341, 380, and 402	9
Any <u>two</u> of the following:	
REL 166, 188, 301, 307, 310, 340, 345, 348, 399, 401, and 495	6
Total	15 credits

Philosophy Course Descriptions

PHL 111 Everyday Ethics

3 credits

This course examines the ethical issues which arise in everyday life, especially issues concerning interpersonal communication. The course facilitates the development of critical thinking skills for approaching these issues.

PHL 200 Introduction to Philosophy**3 credits**

This course provides an introduction to philosophy through the examination of philosophical problems in the classic divisions of philosophy of ethics, metaphysics, and epistemology. Students are encouraged to learn to "do" philosophy. *Prerequisite ENG 101*

PHL 201 Greek Philosophy**3 credits**

This course covers Greek philosophy from its origin up to and through the medieval period. This includes examining the works of the Pre Socrates, Socrates, Plato, Aristotle, Epicurus, Epictetus, St. Augustine, St. Anselm, and St. Thomas Aquinas.

PHL 202 Modern Philosophy**3 credits**

This course covers philosophy in the modern period. It includes the examination of rationalists such as Descartes, Spinoza, and Leibniz, and empiricists such as Locke, Berkeley, and Hume. It examines Kant's response to the development of modern philosophy.

PHL 207 Biomedical Ethics**3 credits**

This course examines the ethical theories and concepts as they apply to biomedicine, including the role of medical doctor and nurse, confidentiality and informed consent, patient's rights, medical experimentation on human subjects, involuntary civil commitment, abortion, sterilization of the mentally challenged, genetic engineering, and justice and health care.

PHL 208 Business Ethics**3 credits**

This course examines the ethical theories and concepts as they apply to the concept of social responsibility and corporations, regulations, risk to consumers, workers, and the environment, advertising and deception, employee rights and obligations, affirmative action, sexual harassment, whistle blowing, and international business.

PHL 209 Media Ethics**3 credits**

This course examines the ethical theories and concepts as they apply to moral issues in media, including truth and honesty, privacy, conflicts of interest, economic pressures and social responsibility, civility, offensive content and freedom, treatment of juveniles, stereotypes and racism, and social justice.

PHL 211 African American Philosophy**3 credits**

This course examines a select set of issues in the philosophical thinking of African American philosophers such as race and racism, separation and assimilation, violence liberation, social justice, and race and gender.

PHL 212 African Philosophy**3 credits**

This course examines a select set of issues and historical developments in the philosophical thinking of Africans about Africa.

PHL 214 Topics in Philosophy**3 credits**

This course examines selected philosophical issues and historical periods not covered in other courses in the Department of Philosophy. Topics vary.

PHL 215 Ethics**3 credits**

This course examines central issues in moral philosophy from both a historical and contemporary point of view. Topics include virtue and the good of life, ethical judgment, relativism, egoism, utilitarianism, deontology, rights theory, and justice.

PHL 216 Contemporary Moral Problems**3 credits**

This course examines a selection of contemporary moral issues in the following areas: abortion, euthanasia, suicide, sexual relations, terrorism, affirmative action, genetic engineering, treatment of animals, the environment, and capital punishment.

PHL 217 Critical Reasoning**3 credits**

This course emphasizes the development of thinking skills, especially with regard to skills dealing with problems in everyday life. It includes meaning and definition, identification and reconstruction of arguments, evaluations of arguments, identification of fallacies, and writing argumentative papers.

PHL 218 Formal Logic**3 credits**

This course is an introduction to the principles of formal logic, including deductive validity, truth functional connectives, translation, truth tables, elementary inferences, predicate logic, and traditional syllogistic logic.

PHL 219 World Philosophy I**3 credits**

This course provides a broad overview of the historical development of philosophy from the roots of philosophy in oral traditions to the Enlightenment. It includes Western traditions as well as philosophy from India, China, Japan, the Near and Middle East, and Africa.

PHL 220 World Philosophy II**3 credits**

This course provides a broad overview of the historical development of philosophical thought from Kant and the nineteenth century through the twentieth century Western philosophy. The course includes recent philosophies in India, China, Japan, the Islamic World, and Africa.

PHL 301 Metaphysics**3 credits**

This course examines the nature of metaphysics through the examination of the role of metaphysical assumptions in moral, legal, social, political, religious, and scientific

practices. Issues include the existence of God, the reality of value, the nature and persistence of the mind, the nature and identity of persons, the existence of the state and other collective entities, and causation and responsibility.

PHL 302 God & Philosophy

3 credits

This course examines issues such as the existence of God, divine attributes, religious experience, faith and reason, the problem of evil, miracles and revelation, death and immorality, pluralism and religion, and ethics and religion.

PHL 303 Legal Philosophy

3 credits

This course examines classical and contemporary views on the nature of law and legal reasoning. Also, it examines issues such as equality and liberty in constitutional law, punishment, excuses, and the nature of crime in criminal law, and causation and liability in tort law.

PHL 304 Environmental Philosophy

3 credits

This course examines classical and contemporary views of the images of nature and worldviews concerning the treatment of the environment and animals. Also, it considers ethical issues such as wilderness, preservation, animal rights, population and consumption, biodiversity, sustainable development and justice, and technology and the environment.

PHL 305 Existentialism

3 credits

This course begins with an examination of classical writings of existential philosophy. Following this, it moves to consider recent adaptations of existential thinking among Black philosophers and concludes with consideration of what is a viable form of existentialism.

PHL 306 Aesthetics

3 credits

This course examines selected topics in the nature of art and beauty. It includes discussion of formalism, expressionism, Marxism, criteria of art criticism, aesthetic perception, and theories of art. It addresses the question, "What is a work of art?"

PHL 307 Political Philosophy

3 credits

This course is an examination in political philosophy such as the nature and justification of the state, representation and democracy, justice, equality, rights, liberty, and oppression.

PHL 312 Twentieth Century Philosophy

3 credits

This course covers the great Western philosophical movements of the twentieth century. It examines the development of the analytical philosophy, including the positivists, Russell, Moore, Ryle, Wittingstein, and Austin, and the development of continental philosophy, including the Husserl, Sartre, and Heidegger.

PHL 401 Epistemology**3 credits**

This course is an examination of issues such as skepticism, induction, the gettier problem, justification, foundationalism, theories of truth, internalism and externalism, naturalized epistemology, a priori knowledge, and perception.

PHL 402 Philosophy of Science**3 credits**

This course is an examination of key issues in scientific knowledge such as the nature of scientific explanation, the validation of scientific theories, the historical development and the role of revolution in science, and realism versus anti realism in science.

PHL 411 Philosophy Seminar**3 credits**

This course examines a major philosophical problem or the writing of a major philosopher. The student writes an extended research paper on the selected problem or writer.

Prerequisite: PHL 401, PHL 301 or PHL 218

PHL 412 Philosophy Seminar**3 credits**

This course examines a major philosophical problem or the writing of a major philosopher. The student writes an extended research paper on the selected problem or writer.

Prerequisite: PHL 401, PHL 301 or PHL 218

PHL 495 Independent Study**1-4 credits**

Independent Study

Religion Course Descriptions

REL 101 Introduction to Religion**3 credits**

This course is an introduction to the study of religion and its influence on contemporary culture. The course deals with the leaders, basic beliefs, and practices of three major world religions: Buddhism, Judaism, and Christianity. The course is designed to enable the student to understand religion as a vital part of the human experience.

REL 166 Religion of the Old Testament**3 credits**

The religious history of the Hebrews from 2000 B.C. to the Christian era with special emphasis on the conceptions of God and man will be covered. Attention is given to the influence of social and political history on Hebrew religion and ethics.

REL 188 Life and Teachings of Jesus**3 credits**

This course is an introduction to the life and teachings of Jesus. The course includes a study of the background of the life of Jesus, and an analysis of his teaching methods and the content of his message.

REL 200 Introduction to Religion**3 credits**

This course is an introduction to the study of religion and its influence on contemporary culture. The course deals with the leaders, basic beliefs, and practices of three major world religions: Buddhism, Judaism, and Christianity. The course is designed to enable the student to understand religion as a vital part of the human experience.

Prerequisites: ENG 101

REL 202 Religious Ethics**3 credits**

The ethics of Jesus, Aquinas, Calvin, Luther, Bennett, Niebuhr and other religious thinkers are studied with special reference to the challenge of contemporary culture to theological ethics.

REL 204 Intro to Religious Phenomena**3 credits**

This course is an introduction to the various religious modes and to the several approaches to the study of religion. The student will be introduced to a variety of methodological approaches, drawing on non Western religions early African religion, Islam, Buddhism, etc. for concrete examples of phenomena.

REL 231 Comparative Religious Ethics**3 credits**

This course explores the ethics of the major religions of the world. The intent is to develop the ability to recognize distinctive elements of the moral consciousness that have arisen in each tradition. The course also makes an inquiry into the relation between religious convictions and religious ethics as well as the extent to which these religions might find common ground in specific areas of moral concern, such as human rights, violence, and respect for life.

REL 250 History of Christianity I**3 credits**

The students will be introduced to the rise of Christianity. Biographical material relating to important figures, major themes, defining moments, and ideas will be identified. The theological debates and subsequent schisms will be examined; the growth of Christian institutions, popular piety, sects and heterodox groups will also be examined.

REL 251 History of Christianity**3 credits**

The students will be introduced to the historical and cultural settings in which major developments occurred. The impact of the Reformation on the Church, important figures, major themes, defining moments, and ideas will be identified. Major characteristics of the Eastern Orthodox Church, Protestantism and Roman Catholicism will be examined. The growth of Christian institutions, popular piety, ecumenism, sects and heterodox groups will be discussed.

REL 301 Modern Religious Thought**3 credits**

This is a survey of the major Western religious traditions, from the Nineteenth Century to the present, with special emphasis on science and religion, theology and culture, theology of liberation, and Black theology.

REL 302 Philosophy of Religion**3 credits**

This course is designed to acquaint students with not only the classical but also the current state of the debate in philosophy of religion. The course is intended to familiarize students with philosophical issues in religion both non Western and Western religions presuppose respective basic philosophies, which this course analyzes. Also, the course deals with not only theistic religions but also the entire breadth of religions, covering non theistic, Western, African and Eastern. Other themes include metaphysics, ethics and existence.

REL 303 Religion in American Culture**3 credits**

This course studies of the relation of religion to culture in American life both in its institutional and non institutional forms. Special attention will be given to the religious significance of symbols and myths which have developed in American culture. It will also deal with the role of the major religious traditions: Protestantism, Roman Catholicism, Orthodoxy, and Judaism, in terms of their historical development and contemporary significance.

REL 307 The African American Religion**3 credits**

This course studies of the role that religion has played in the struggle of the Afro American to survive in a hostile environment. Special attention will be given to its folk expression in sermon and song, its leading personalities, its institutionalization, and its function in the civil rights movement of the mid twentieth century.

REL 309 Comparative Religions**3 credits**

This course studies of the relation of religion to culture in American life both in its institutional and non institutional forms. Special attention will be given to the religious significance of symbols and myths which have developed in American culture. It will also deal with the role of the major religious traditions: Protestantism, Roman Catholicism, Orthodoxy, and Judaism, in terms of their historical development and contemporary significance.

REL 310 Martin Luther King, Jr.**3 credits**

This course studies of the life and thought of America's greatest proponent of the "Theology of Social Action," in relation to his religious heritage, socioeconomic milieu, and the Black Afro American revolt of the mid Twentieth Century and 1960s.

REL 314 Topics in Religion**3 credits**

This course studies of the relation of religion to culture in American life both in its institutional and non institutional forms. Special attention will be given to the religious significance of symbols and myths which have developed in American culture. It will also deal with the role of the major religious traditions: Protestantism, Roman Catholicism, Orthodoxy, and Judaism, in terms of their historical development and contemporary significance.

REL 341 Introduction to Theology**3 credits**

This is a course designed to acquaint students with not only the classical but also the current state of systematic theology. The course is intended to familiarize students with theological issues. Also, the course deals with a variety of theology covering Western, African, Asian and Eastern perspectives in theology. Other themes include metaphysics, existence and ontology.

REL 380 Sacred Texts**3 credits**

This is a study of selected scriptures from various religious traditions including such topics as history, doctrinal teachings, ethical systems, methods of organization, worship, devotion, ritual and meditation. The study pays special attention to the meaning of holiness, authority, inspiration and life.

REL 401 Major Religions of the World**3 credits**

This is a study of the historical development and chief writings of such ancient and modern religions as Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam, Christianity, and African Traditional Religion.

REL 402 Seminar in Religion**3 credits**

This course investigates the basic methods used in the study of religion and their application to significant problems in religion. The selection of problems to be studied will vary from year to year. Primarily for Juniors and Seniors majoring in religion, this course is open to other qualified students with the consent of the department.

REL 495 Independent Study**1-4 credits**

Independent Study

Department of Visual Arts – Center of Excellence

Associate Professors:

Jeffrey A. Chapp, M.F.A.

Assistant Professors:

Saadia Lawton, Ph.D. , Director of Visual Arts

The Visual Arts Major encourages discovery through experimentation. Students develop the academic and technical skills, structure and confidence necessary for advanced studies and/or careers in the arts. A choice of curricula in Museum Studies or Studio Arts areas is offered. A unique feature of our program is our collaboration with the Barnes Foundation.

“The Barnes Foundation houses one of the finest collections of French early Modern and Post-impressionist paintings in the world. An extraordinary number of masterpieces by Renoir, Cezanne and Matisse provide a depth of work by these artists unavailable elsewhere. The collection also includes works by Picasso, Seurat, Rousseau, Modigliani, Soutine, Monet, Manet, Degas and others. Art from around the globe is grouped with fine examples of antique furniture, ceramics, hand-wrought iron, and Native American jewelry. The Barnes Foundation is much more than an art collection. It is the vibrant reflection of a life inspired by humanity and creative expression.” (The Barnes Foundation)

During the 1940s, Dr. Horace Mann Bond, the president of Lincoln University, and Dr. Albert C. Barnes, the founder and creator of The Barnes Foundation met. Dr. Bond had a passion for delivering quality higher education to an underserved population, and Dr. Barnes had a passion for advancing the appreciation of art and advancing education to a people who were underserved. A working relationship between Bond and Barnes developed, from which emerged a great idea, utilizing the best of Lincoln University and The Barnes Foundation. Now, after more than fifty-three years, the “deferred dream” has come to fruition, with the two institutions agreeing to offer a B.A. /B.S. Degree Program in studio art and museum studies, offering courses on the main campus of Lincoln University in Lincoln University, Pennsylvania and at The Barnes Foundation in Merion, Pennsylvania.

Art Studios

On the Lincoln University campus, the program is housed in Ware Center for the Fine Arts, a building that was recently renovated, with several top-of-the-line art labs and seminar rooms. They include a Ceramic Studio, 2D/3D Design Studio, Printmaking Studio, Painting/ Drawing Studio, a high-tech lecture room, and a 16-station Mac computer lab running OSX. The International Cultural Center (ICC) gallery and the

University's African Collection serve as premier resources for research and hands-on experiential learning for our students.

Program Features

The Visual Arts major offers two tracks – Studio Arts and Museum Studies. Students are prepared for a wide range of opportunities, including entry-level employment in various departments of museums, galleries and other cultural enterprises, and careers as independent artists or graphic designers. Specialized credit hours in the curricula meet entrance requirements for graduate programs in Museum Studies, Art History, Art Education and Studio Arts.

Common courses include the following:

- *Fundamentals of 2-D Design*
- *Fundamentals of 3-D Design*
- *Introduction to Color and Media*
- *Introduction to Digital Imaging*
- *Art History I*
- *Art History II*
- *Introduction to Museum Studies*
- *Barnes History and Methodology*

All Visual Arts Majors benefit from core coursework that provides a solid foundation in studio design basics, media manipulation, the computer as a tool for art and design, the history of world art, and the scope of museum studies. The curriculum includes lectures, studio courses and out-of-classroom experiences geared toward analyzing diverse art forms, and understanding the role museums play in the preservation of artistic heritage and the presentation of contemporary visual art.

With a faculty advisor, students select a plan of study based on progressive requirements in Museum Studies and Art History courses or a Studio discipline. A Museum Studies direction may encompass interests in exhibition curating, arts administration, research, or communications and publicity. Within Studio Arts a focused concentration, such as painting, printmaking, graphic design or ceramics, is selected. All Visual Arts majors benefit from core coursework that provides a solid foundation in studio basics, media manipulation, the computer as a tool for the artist/designer, the history of world art, and the scope of museum studies. The contributions of African Americans within the broad, global field are emphasized.

Visual Arts Major – Museum Studies (B.A).

Students predominantly interested in working with art and artifacts in museums or galleries and/or research in visual arts areas choose this track with a faculty advisor

who will guide them towards concentrations such as arts administration and promotion, art historical applications, or collections management, supported by coursework. Advisors also help students choose a complementary Minor in another department or coursework from other areas as electives that may further their goals, for example, Education, Communications or Anthropology. Those in the Museum Studies track are encouraged to choose ART electives.

Visual Arts Major – Studio Arts (B. A. or B. S.)

Students predominantly interested in practicing art in any of a variety of applications choose this track with a faculty advisor who will guide them toward an art concentration such as painting, printmaking, ceramics or graphic design, supported by coursework. Advisors also help students choose a complementary Minor in another department or coursework from other areas as electives that may further their goals, for example, Business, Education, or Communications. Those in the Studio Art track are encouraged to choose ARH and MSM electives.

Visual Arts Major Requirements

Admission

The program seeks to recruit students with strong academic skills interested in the museum-related pursuits and those interested in pursuing studio art and design practice. To this end we offer a number of competitive scholarships to high achievers with a high school GPA of 3.00 and an SAT score of 900. Others are admitted in consistence with University guidelines for admission.

Additionally, Visual Arts requests a writing sample/s (essay or term paper, beyond the general application essay) **and** a disk with images or an abbreviated original art/design portfolio. (Writing and art are weighed according to program interests.)

Graduation Requirements

The following are the requirements for the Visual Arts major leading to the Bachelor of Arts or Bachelor of Science degree:

1. Students must pass a Sophomore Review (third semester or equivalent for transfer students) of their art and activities, according to the plan of study and concentration developed with the student's advisor. A Visual Arts Faculty committee of at least two evaluates student work. Students who do not pass the Sophomore Review may be directed to provisional remedies for a follow-up review, or directed to another major at that time.
2. Students must complete all courses required by the university and those required for the Museum Studies or Studio Art curricula, according to specifications in the

University Catalog operative the year the student declares the major. (Provisional exceptions may be made in individual cases going forward; however, students cannot use requirements in a Catalog dated before the year in which they declare the major.)

3. Students must maintain a minimum grade set by the university in all courses in the Major (University Catalog).
4. Students must submit a writing portfolio in accordance with university and department requirements (developed through the course of study).
5. Students must exhibit artwork and/or present a department lecture or project during the senior year (beyond related requirements for upper division Major courses).

Language Requirement

- The **Bachelor of Arts** degree requires **two years (four semesters)** of a foreign language.

Visual Arts Minor

(For non-Visual Arts majors)

Departmental approval is required for students wishing to achieve a documented Visual Arts Minor. Interested students should schedule an appointment with the Coordinator for the Visual Arts Program to develop a plan of study regarding choice of courses and sequencing.

The Visual Arts minor requires (18) credit hours of area offerings:

Four (4) required courses and (2) electives.

Courses required for the minor include:

ART-100 Fundamentals of 2-D Design	
-or-	3
ART-101 Fundamentals of 3-D Design	
ART-102 Introduction to Digital Imaging	
-or-	3
ART-103 Introduction to Color and Media	
ARH 211 History of Art I	
-or-	3
ARH 212 History of Art II	

MSM 210 Introduction to Museum Studies	
-or-	3
MSM 218 Barnes History and Methodology	
Plus two elective Visual Arts courses beyond ARH 200*	6
Total Number of Credits	18 credits

*ARH 200 is suggested to fill a University core Humanities requirement, which will provide a good foundation for a Minor in Visual Art

Visual Arts Program

Studio Core	12 credits
ART-100 Fundamentals of 2-D Design	3
ART-101 Fundamentals of 3-D Design	3
ART-102 Introduction to Digital Imaging	3
ART-103 Introduction to Media and Color	3

Museum Studies Track

Art History Courses	15 credits
ARH 211 Art History I -	3
ARH 212 Art History II -	3
ARH 216 Art Theory and Criticism	3
ARH 275 African American Art History	3
ARH 276 African Art	3

Museum Studies Courses	9 credits
MSM 210 Introduction to Museums & Collections	3
MSM 220 Collections Management and Care	3
MSM 218 Barnes History and Methodology**	3
**Course developed and taught by Barnes Foundation instructor (history and development of the Barnes Collection and aesthetic principles of founder, Dr. Albert Barnes and associates)	

Language Requirement for Museum Studies Track	8 credits
Intermediate Foreign Language 201	4
Intermediate Foreign Language 202	4

Academic Enrichment	6 credits
Study Abroad/Internship/Independent Study	3
ART 409 Senior Seminar	3

Total **50 credits**

Internships consist of site work delineated and reported by site supervisor, along with related writing/reporting assignments given by Dept. Advisor contracted at student registration.

Studio Arts Track

Studio Core **12 credits**

ART-100 Fundamentals of 2-D Design	3
ART-101 Fundamentals of 3-D Design	3
ART-102 Introduction to Digital Imaging	3
ART-103 Introduction to Media and Color	3

Studio Courses and Studio Track **21 credits**

Four (4) 200 Level courses	12
ART-205 Drawing I	
ART-210 Ceramics I	
ART-215 Printmaking I	
ART-220 Print Production: Graphic Arts I	
ART-225 Painting I	

Two (2) 300 Level courses	6
ART-305 Drawing II	
ART-310 Ceramics II	
ART-315 Printmaking II	
ART-320 Web Publication Design: Graphic Arts II	
ART-325 Painting II	

One (1) 400 Level course	3
ART-405 Drawing III	
ART-410 Ceramics III	
ART-415 Printmaking III	
ART-420 Layout and Typography: Graphic Arts III	
ART-425 Painting III	

Art History **9 credits**

ARH-211 Art History I	3
ARH-212 Art History II	3
One of the following courses:	3
ARH-275 African American Art History	
ARH-276 African Art	

Museum Studies**6 credits**

MSM-210 Introduction to Museums

3

MSM-218 Barnes History and Methodology**

3

**Course developed and taught by Barnes Foundation instructor (history and development of the Barnes Collection and aesthetic principles of founder, Dr. Albert Barnes and associates)

Academic Enrichment**3 credits**

ART-409-Senior Seminar

3

Depending on degree goal for Studio Art students, remaining university credits may be geared towards a Minor in another area and/or Free Electives. Some overlap is permitted.

Total Credits**51 credits****Student Learner Outcomes for Visual Arts Majors**

1. Understand/use the vocabulary of various visual art disciplines including technical studio terms and art historical/critical terms.
2. Acquire techniques and skills using a variety of traditional art materials, which have been applied in finished works.
3. Acquire techniques and skills using a variety of new media (electronic/computer), which have been applied in finished works of art, commercial applications and art documentation.
4. Know how to employ the elements of art and principles of organization in 2-D and 3- D compositions.
5. Prepare a professional portfolio including artworks and digital documentation.
6. Develop the skills to critique their own art and that of others substantively in terms of form and meaning.
7. Understand the world's major art styles and periods with emphasis on European and African traditions and African American artists.
8. Understand organizational structure of museums, professional opportunities in the broad field, and related issues, with emphasis on the history and development of the Barnes Foundation.

Visual Arts Course Descriptions

ARH 200 Intro to Art: Past and Present (formerly ART 200) 3 credits

This course, designed to enhance the student's visual literacy, will provide a broad based introduction to the visual arts, including understanding and appreciating art in an historical, stylistic, and cultural context. Students will be introduced to works of art from a variety of cultures and time periods. *Prerequisites: ENG 101*

ARH 211 Art History I 3 credits

A survey of art from earliest examples to the Renaissance. Western and non Western art will be examined. *Prerequisites: ENG 102*

ARH 212 Art History II 3 credits

A survey of art from the Renaissance to present day. Western and non Western art will be examined. *Prerequisites: ENG 102*

ARH 216 Art Theory, Meth and Criticism 3 credits

This course expands the student's ability to ascertain cultural meaning of art styles, forms, and specific works from different perspectives and to articulate critical opinions about them. The development of visual aesthetics, with emphasis on the contributions of major thinkers and the broad philosophical outlooks that have influenced them, is covered. Theoretical approaches to art exhibition and its effects on the messages of art are also explored. Diverse art examples across time and regions will be shown in class in tandem with theoretical discussion addressing the "big" questions about art: can/how can it be defined on collective and specific levels; what has been/should be its function; what propels its creation? Most thinkers of focus have been particularly interested in explaining the phenomenon of periodic or personal "tendencies" in art generally referred to as style. The social contexts in which their ideas emerged are also important to our examination. *Prerequisites: ARH 211 ARH 200*

ARH 276 African Art History 3 credits

This course will introduce the student to the arts of Africa by presenting select information about the many varied cultures of the African Diaspora. The course will examine the role of art in Africa as its creation and use are manifested in the lifestyles, religions, philosophies, and methods of survival of the peoples of the continent. As the arts of Africa are an integral part of these aspects of traditional African society, they are also integrally related to one another. This course will study the interrelationships of as many various forms of art as possible including music, dance, sculpture, masks, textiles, architecture, and literature.

ARH 376 African Amer. Art History**3 credits**

This course will introduce the student to the visual arts created by artists of African descent in the Americas. The focus of the course will be an historical overview of African American art from the colonial period to the present in the United States. African American art in South and Central America, as well as from the Caribbean, will also be included in this overview to provide context. The African influence on the art and culture of the Americas will be explored. In addition, the course will analyze images of people of African descent in historical and contemporary art and popular culture, in relation to their impact on the visual arts. *Prerequisites: ENG 102*

ART 100 Fundamentals of 2 D Design**3 credits**

This course focuses on fundamental design concepts which are shared by all of the two dimensional visual arts. Design problems identify and explore the conceptual, visual, and relational elements of design. The visual elements point, line, shape, value, texture, and color along with their various attributes are examined. These will be combined together using the principles of organization to create a unified composition.

ART 101 Fundamentals of 3 D Design**3 credits**

This course focuses on fundamental design concepts which are shared by the three dimensional visual arts. Through studio problems, students will become familiar with three dimensional design concepts, construction processes, and the manipulation of materials to create structural forms. Students will develop an understanding of the qualities of line, shape, mass, volume, spatial relationships and surface as they apply to the three dimensional form.

ART 102 Introduction to Computer Arts**3 credits**

This introduces students to the basic concepts and techniques of graphic design and visual communications. It helps students understand how to design effective communication materials by learning the aesthetics of design and using the formal visual principles of design. The course will explore the basics of layout and typography and the processes of transmitting ideas and information into well designed communication materials.

ART 103 Introduction to Media & Color**3 credits**

This course introduces students to the materials and techniques of two-dimensional art forms and provides them with a solid understanding of color theory and color mixing of pigment based media. Students will become familiar with the vocabulary of art making materials and techniques and will engage in hands-on exercises that will enhance the learning and understanding of these processes. This course provides foundation for courses in drawing, painting and printmaking.

ART 115 Printmaking I**3 credits**

This course will introduce the student to a variety of relief printing methods with emphasis on monoprinting, and linoleum and wood block printing. Both monochrome and color printing will be explored. Students will also learn to properly edition prints.

ART 150 Sculpture I**3 credits**

This course introduces the student to the basic concepts and techniques of creating sculptural form. Construction methods covered involve both additive and subtractive processes, including carving, modeling, construction, and assemblage. Historical and contemporary examples of sculpture will be examined through lecture, research, and slide presentations.

ART 205 Drawing II**3 credits**

This course will continue the development of the student's perceptual and manual skills, and will introduce the use of color as a drawing element. Figure drawing will also be introduced with studies in anatomy, figure proportions, and portraiture. Drawing as a means of personal expression will be explored.

ART 205 Drawing I (formerly ART 105)**3 credits**

This course will serve as an introduction to the fundamentals of drawing. This will include practice in a variety of drawing media; development of perceptual and manual skills; creating effective compositions; and understanding the use of line, shape, value, and space as elements of drawing.

ART 210 Ceramics II**3 credits**

Ceramics II introduces students to advanced clay forming techniques that include hand building, throwing on the potter's wheel, and working with plaster molds. Surface treatments are explored, including both pre and post firing processes. Students are introduced to the electric firing process and will be expected to load and fire a kiln. Glaze and non glaze processes are covered. *Prerequisites: ART 110*

ART 210 Ceramics I**3 credits**

This course focuses on ceramics as an art form and as a medium for utilitarian craft objects. The student will learn about the history of pottery from ancient times to its present day use by contemporary artists as an expressive medium. Course assignments are based on the vessel/container form.

ART 215 Printmaking II**3 credits**

Students will be challenged technically and conceptually in continued exploration of linoleum and woodblock printing methods. Students will be expected to complete a series of editioned prints. Monoprinting and nontraditional printing methods may also be explored. *Prerequisites: ART 115*

ART 215 Printmaking I**3 credits**

This course will introduce the student to a variety of relief printing methods with emphasis on monoprinting, and linoleum and wood block printing. Both monochrome and color printing will be explored. Students will also learn to properly edition prints.

ART 220 Graphic Arts I**3 credits**

This course develops a beginning level of proficiency with software programs designed to integrate digital type and digital and scanned images into various print and digital forms. It will develop the student's ability to create effective design solutions and to communicate with image and type through an assortment of digital imaging problems. Students will develop an intermediate understanding of digital file formats (tiff, pict, JPEG, gif etc.), color systems (RGB, CMYK) and typography concepts. There will be practical application (hands-on) assignments that will develop the students' digital imaging, image creation and typography usage skills.

Prerequisites: ART 102

ART 225 Painting I**3 credits**

This course will introduce students to painting in acrylics. This will include experimentation with a variety of painting techniques and learning to prepare canvases for painting. Emphasis will be placed on color theory, value structure, and developing effective compositions. Subject matter will include still life, landscape and thematic studies. *Prerequisites: ART 101 ART 205990*

ART 240 Acting Workshop I**3 credits**

This course is designed to introduce the lay student to the art and craft of dramatic acting for the theater. We introduce the student to the necessary discipline of stage generalship which comprises the use of space, voice and movement in the "play area." Attention will also be given to "dramatic development," that is the analysis of the text script, its synthesis, conveyance and its dramatization. In addition to stage acting, some attention will be given to television performance. Students will have the opportunity to experience and explore the process of performing for the camera as opposed to the live audience.

ART 241 Acting Workshop II**3 credits**

This course will review and reinforce the skills and crafts developed in Acting Workshop I. In addition, the students will focus on in depth scene study and character development. *Prerequisites: ART 240*

ART 242 Theater Workshop I**3 credits**

Students will study and practice the arts of the theater including design, diagrams and plans for scenery, costume, lighting, sound, make up, and visual effects. The student will study how these technical aspects offer support and include short scenes, one act plays, and the productions of the Lincoln University Players, as well as guest productions.

ART 243 Theater Workshop II**3 credits**

An extension of the concepts and applications taught in ART 242. *Prerequisites: ART 242*

ART 244 Theater Arts I**3 credits**

This course is designed to introduce the lay student to the idea of theater and performing arts. We will attempt to help the student realize the concepts of these art forms as a viable entity. Attention will be given to the examination of its generative properties as well as its impact on history and our everyday lives. Emphasis will be placed on its particular components, i.e., intent, structure, and device.

ART 245 Theater Arts II**3 credits**

An extension of the concepts and applications taught in ART 244. *Prerequisites: ART 244*

ART 250 Sculpture II**3 credits**

Sculpture II provides an in depth investigation into working with clay, plaster, and wood as a sculptural medium using the forming processes of modeling, carving and casting. Students will create relief and in the round forms through the creation of models and molds. An emphasis will be placed on the expression of content through form.

Prerequisites: ART 150

ART 305 Drawing II**3 credits**

Students will be required to propose and develop a series of drawings in the media of their choice. While using drawing as a tool for image and concept development, emphasis will be placed on the drawing as a completed artwork. Methods of presenting drawings will also be explored. *Prerequisites: ART 205*

ART 310 Ceramics II**3 credits**

Ceramics II is an advanced level course that requires the student to produce a body of work using techniques and processes learned in previous courses. Students will learn how to present their work professionally, and provide written and visual documentation of their technical research and aesthetic investigations. *Prerequisites: ART 210991*

ART 320 Graphic Arts II**3 credits**

This course introduces students to web based media and web page design. Students will create projects that relate to their own creative, aesthetic and conceptual interests which showcase skills in layout of image and type. *Prerequisites: ART 102*

ART 405 Drawing III**3 credits**

Drawing III is an advanced level course that requires the student to produce a body of work using techniques and concepts learned in previous courses. While continuing to use drawing as a tool for image and idea development, emphasis will be placed on the development of the drawing as a completed artwork. Students will learn how to present their work professionally and provide written and visual documentation of their technical, conceptual and aesthetic investigations.

ART 420 Graphic Arts III**3 credits**

Through a variety of print design projects, students will learn about issues and solutions concerning designing for print media including layout, text and image usage, and printing. Students will create projects for print media that relate to their own interests (creative, aesthetic and conceptual) as well as those that satisfy the needs of the client with commercial applications. *Prerequisites: ART 102 ART 220*

ART 490 Senior Seminar**3 credits**

Topics in this course will include contemporary issues in art, career opportunities in art fields and information concerning graduate school choice and application. This course will assist the Studio Arts Major to develop a professional portfolio of their creative works including r233sum233 and photo documentation of art works. Exhibition methodology as well as pragmatic issues concerning an exhibition of art works will be covered. The Senior Thesis and presentation of Senior Exhibition will be completed during this course. This course will be enhanced through guest lecturers and visits to area galleries and museums.

ART 495 Independent Study**1-4 credits**

Faculty supervised research.

MSM 210 Intro to Museums & Collections**3 credits**

This course provides an overview of the inner workings of museums and their contributions to the public by collecting, preserving, and interpreting material culture. Art museums are the focus of the course, but other types such as history, ethnographic and science museums, as well related sites such as zoos and public gardens, will be discussed. Topics covered include: the history of museums as foundation for assessing current challenges in the field, organizational structures, development and marketing, museum education, the role of curators, management and care, exhibition planning and the use of new technologies. Content encompasses insight into related professional opportunities.

MSM 218 Barnes History**3 credits**

"Taught at the Barnes Foundation in Merion, Pennsylvania, this course will survey the aesthetic ideas of Dr. Albert Barnes 1872 1951 and provide insight into the history of the Barnes Foundation and its ongoing development, as well as issues related to museum education and organization structure."

MSM 495 Independent Study**1-4 credits**

Faculty supervised research.

SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES

Dr. Patricia Joseph
Dean

I. DESCRIPTION

The School of Social Sciences and Behavioral Studies provides undergraduate study to students in the following areas: Education; Economics and Business Administration; Sociology and Anthropology; History/Black Studies and Political Science; Health, Physical Education and Recreation; and Psychology. This School is divided into two categories as the name implies. The departments in the Social Science component are Sociology and Anthropology, Political Science, History, and Psychology. The departments in the Behavioral Studies category include Economics and Business Administration, Education, and Health and Physical Education.

The faculty in each Department educates and trains students to become leaders in their respective majors, i.e., Education and Business and Entrepreneurial Studies, Sociology (Social Work, Criminal Justice, and Anthropology), History, Political Science, Psychology, Health and Physical Education. The curriculum for the aforementioned units in the School of Social Sciences and Behavioral Studies is grounded in the liberal arts tradition balanced by field experiences which stress active research and problem solving skills that enhance the student's knowledge base in the real world of Social Science and Behavioral Studies.

II. DEGREE PROGRAMS IN THE SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES

- A. The Department of Business and Entrepreneurial Studies provides students with a solid theoretical and practical foundation in four business disciplines - Accounting, Business Administration, Economics, and Finance and Banking. Students who complete a course of study in any of the major disciplines will be equipped with the knowledge, skills and competencies to transition successfully into, and effectively compete in the private, public and international sectors. Students wishing to pursue graduate studies, enter professional certification programs beyond the bachelor's degree, and who plan to develop and build entrepreneurial enterprises are provided with the tools to fulfill their career aspirations.
- B. The Education Department offers students the opportunity to major in Early Childhood Education, Elementary Education, Special Education and Secondary Education. The Secondary Education major provides a program of study with a concentration of course work in teacher certification to students who major in

- English, Spanish, French, History, Biology, Mathematics, Political Science, Sociology, and Music. Students who major in one of the aforementioned subjects who successfully complete the sequence of eight Education courses including Student Teaching and pass Praxis One and Two will not only earn degrees in their field of study but will gain teacher certification which allows them to teach in the Commonwealth of Pennsylvania and other reciprocal states.
- C. The History and Political Science Department prepares and empowers students grounded in the Liberal Arts tradition to become critical thinkers with a solid historical background. These students often enter law school, do graduate study in History and/or become teachers in both basic and higher education. Students may graduate with a History Liberal Arts major, or with a History Education major.
 - D. The Political Science Department offers a Bachelor of Science Degree and major in Political Science. The purpose of the Department is to prepare students with a solid education in theory, politics and public policy, and international relations. It also provides opportunity for students to earn teacher certification in Social Studies for students who wish to teach in the secondary schools in Pennsylvania. Students who successfully negotiate the political science curriculum gain critical insight into the world of public relations.
 - E. The Health, Physical Education and Recreation Department offer a major in two areas: Health and Physical Education, and Health Science. The Department also offers a Service Unit, which includes Athletics and Intramurals. Presently, the Department responds to the general and specific standards advanced by the Department of Education for their Health and Physical Education Major.
 - F. The Psychology Department touts liberal arts and sciences based on a core curriculum with the commensurate psychology courses. The Psychology majors who graduate are prepared for graduate study in psychology and aligned fields. The curricula offered by the Psychology Department include course work in the following areas: Clinical/Counseling, Bio-Psychosocial Health, Honors, and Organizational. All graduates in the Department are required to conduct research in one of the three aforementioned areas of specialization and to defend their research at a designated time and place before their peers, Psychology faculty, visiting students, staff, and faculty.
 - G. The Sociology and Anthropology Department offers majors in Sociology, Human Services, Criminal Justice and Anthropology. Graduates of these programs pursue career opportunities in a wide range of settings, including business, government, social services, and the justice system. These degree programs are also designed to prepare students for graduate study in such areas as sociology, anthropology, social work, criminal justice, and the law.

If you have an interest in majoring in any of the aforementioned departments, please get in touch with the Department Chairpersons via e-mail or telephone: (484) 365-8000.

Center of Excellence in Business & Entrepreneurial Studies

Professors:

Oswald H. Richards, Ph.D., MBA, MS, Chair/Director

William K. Dadson, Ph.D., MSBA, MIM

Ganga P. Ramdas, Ph.D., MA, MS

Assistant Professors:

Robert A. Allen, MBA

Visiting Assistant Professors:

Emily K. Vu, CFE, CFF, CPA, MBA

Kennie Edwards, MBA, CPA

The Center of Excellence in Business and Entrepreneurial Studies (BES) is a career-oriented department that educates its students for the professions as executives and economic entrepreneurs. Its programs are oriented toward theory and practice by integrating multidisciplinary, transdisciplinary and discipline-specific knowledge in the major business and allied fields in response to public and private sector organizational needs. The Center infuses entrepreneurship and information technologies in its curriculum. It aspires to be at the forefront of idea creation that leads to product development and commercialization through its entrepreneurship program and in the knowledge-based industry through its information technology course infusion. Since the professions demand students who are intrapreneurs, can influence business practices and improve productivity efficiencies and effectiveness, the Center will align with entrepreneurs and organizations to create and incubate entrepreneurial business ventures, consulting practices, and business laboratories. This exposure will provide students with valuable experiential learning, expand their knowledge in a variety of business disciplines, and build critical problem solving, decision-making, project management, marketing and leadership skills. BES's students will gain a competitive edge and be fully prepared to face any challenges they are likely to experience in the globally marketplace.

A Center of Excellence in Business and Entrepreneurial Studies (BES) student must satisfy the course requirements in of the schema below. To graduate with a **Bachelor of Science (BS)** degree, a student must complete a minimum of **120 – 124** credits. A **Bachelor of Arts (BA)** degree candidate must also fulfill the course requirements plus any additional language requirements of the department of Foreign Languages and Literatures. Because of the emphasis on multidisciplinary bodies of knowledge, the Center's students may also pursue additional minors and majors in any discipline that Lincoln University offers. However, the student should consult with his/her academic advisor and/or the Chairperson of the BES before embarking on such an academic journey.

<i>University Core</i>	<i>BES Core</i>	<i>BES Major</i>	<i>BES Minor</i>	<i>Academic Enrichment</i>	<i>Free Electives</i>	<i>Total</i>
45-49	24	24	15	6	6	120-124

Students who graduate from the BES program possess a wide range of pre-professional and integrated academic skills and experiences that prepare them to successfully enter and negotiate the competitive postgraduate job market of increasing change, complexity and ambiguity. The Center also encourages its students to pursue advanced degrees (MA, MBA, MS, and PhD.) and professional certifications, such as the Certified Public Accountant (CPA), Chartered Financial Analyst (CFA), Certified Financial Planner (CFP), Certified Internal Auditor (CIA), Certified Management Accountant (CMA) and others.

BES believes that “Business is the most powerful force for positive change in the world today.” The Center is committed to providing the very best business and interdisciplinary undergraduate education that is available in academia to stimulate and facilitate changes in the global marketplace and expand the boundaries of knowledge.

BES Department Core Requirements

ACC 203 Principles of Accounting I	3
ACC 204 Principles of Accounting II	3
ECO 202 Principles of Microeconomics*	3
FIN 341 Financial Management	3
MAT 120 Calculus for Life Science and Social Science Majors**	3
MGT 306 Quantitative Methods for Management	3
MGT 335 Principles of Management	3
MKT 337 Principles of Marketing	3
Total BES Core	24 credits

*A **BES** student must take **ECO 201 Macroeconomics** in the University’s core.

A **BES student may be required to take **foundation** Mathematics courses (**Mat 099/110/117**) prior to completing **MAT 120**.

BES Academic Enrichment Requirements

BES 459 Senior Seminar	3
Select one (1):	

BES 420 Cooperative Education	3
BES 430 Internship	3
BES 440 Study Abroad	3
BES 495 Research	3
Total Academic Enrichment	6 credits

- Consult with your advisor before embarking on an internship, a cooperative education or study abroad program.
- A BES student who studies abroad can use one of the courses in his/her international study to fulfill the BES 440 course requirement.

BES Required Electives

BUS 310 Business Research Methods	3
BUS 436 Business Communications	3
Total elective credits	6 credits

Accounting Program

University Core specific requirements:

Math: MAT 114 Statistics	4
Social Sciences: ECO-201 Microeconomics	3

BES Core (see above)	24 credits
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Major

ACC 331 Intermediate Accounting I	3
ACC 332 Intermediate Accounting II	3
ACC 333 Managerial Accounting	3
ACC 340 Accounting & Management Info Systems	3
ACC 351 Auditing	3
ACC 431 Advanced Accounting	3
BUS 334 Business Law	3
Select one (1):	3 credits
ACC 338 Federal Income Taxation/Individual	3
ACC 339 Tax Accounting for Business	3
Total Major	24 credits

Academic Enrichment (see above)	6 credits
Electives (see above)	6 credits
Minor	15 credits
Total	75 credits

Finance Program

University Core specific requirements:

Math: MAT 114 Statistics 4

Social Sciences: ECO-201 Microeconomics 3

BES Core (see above) 24 credits

Major

ECO 313 Money and Banking 3

FIN 342 Advanced Financial Management 3

FIN 345 Principles of Investments 3

FIN 347 International Financial Management 3

FIN 447 Risk Management and Insurance 3

FIN 450 Cases in Financial Management 3

FIN 453 Investment Portfolio Management 3

FIN 455 Financial Institutions Management 3

Total Credits 24 credits

Academic Enrichment (see above) 6 credits

Electives (see above) 6 credits

Minor 15 credits

Total 75 credits

Information Technology Program

University Core specific requirements:

Math: MAT 114 Statistics 4

Social Sciences: ECO-201 Microeconomics 3

Computer Science: 6 credits

Information Technology majors must take CSC 158 or CSC 152 and two additional CSC courses of their choice.

Altogether, an Information Technology major will have to complete **three** CSC courses, one in the major and two under this Language/CSC in the University Core requirements.

BES Core (see above) 24 credits

Major

CSC 152 or 158 Introduction to Programming or Programming I 3

INF 208 Enterprise Resource Planning (ERP) 3

INF 330 Information Technology Management 3

INF 345 Supply Chain Management	3
INF 349 E-Commerce/E-Business	3
INF 354 Data Base Management	3
INF 420 Data Modeling, Mining & Warehousing	3
INF 440 Project Management	3
Total Credits	24 credits
Academic Enrichment (see above)	6 credits
Electives (see above)	6 credits
Minor	15 credits
Total	75 credits

Management Program

University Core specific requirements:	
Math: MAT 114 Statistics	4
Social Sciences: ECO-201 Microeconomics	3
BES Core (see above)	24 credits
Major	
BUS 334 Business Law	3
BUS 441 International Business	3
ETP 320 Entrepreneurship: Launching New Ventures	3
FIN 345 Principles of Investments	3
MGT 343 Leadership	3
MGT 435 Organizational Behavior	3
MGT 437 Human Resources Management	3
MGT 439 Production and Operations Management	3
Total Credits	24 credits
Academic Enrichment (see above)	6 credits
Electives (see above)	6 credits
Minor	15 credits
Total	75 credits

Center of Excellence in Business and Entrepreneurial Studies Minors

A BES Student can:

- Minor in **any** of the Center's major disciplines providing the 15 credits requirement is successfully completed for that minor.
- Minor in **any discipline** outside the Center with the consent of his/her advisor and the chairperson.
- The Center permits its students to pursue additional majors and/or minors in business or any other discipline that is offered in any Department or Center

at Lincoln University. However, to be accorded a business degree from the Center, the student must complete the minimum required 120 -124 credit distribution requirements.

BES's academic management recommends:

- Accounting students to take additional courses in Finance and Information Technology
- Finance students to take additional courses in Accounting, Economics or Information Technology
- Management students to take additional courses in Accounting, Finance or Information Technology.
- Regardless of major or minors, students encouraged to take courses in **Entrepreneurship**.

Accounting Minor

ACC 331 Intermediate Accounting I	3
ACC 332 Intermediate Accounting II	3
ACC 333 Managerial Accounting	3
Select two (2) from Accounting or BES major or electives	6
Total Credits	15 credits

Economics Minor

ECO 301 Price Theory	3
ECO 313 Money and Banking	3
ECO 315 Public Finance	3
ECO 336 Managerial Economics	3
ECO 348 International Economics	3
Total Credits	15 credits

Entrepreneurial Studies Minor

ETP 320 Entrepreneurship: Launching New Ventures*	3
ETP 330 Entrepreneurial Finance	3
ETP 340 Intellectual Property Law	3
ETP 400 Enterprise Innovation, Production and Marketing	3
INF 349 E-Commerce/E-Business Technology	3
ETP LAB and four ETP seminars (ETP SEM 1 – ETP SEM4)	5
Total Credits	20 credits

*A **Management** major who elects **Entrepreneurship** as a minor must **substitute ETP 320** by taking another course in any of BES' majors or electives.

Finance Minor

FIN 345 Principles of Investments*	3
FIN 347 International Financial Management	3
FIN 455 Financial Institutions Management	3
Select two (2):	
Any course from the Finance major or BES major or electives	6
Total Credits	15 credits

*A **Management** major who elects **Finance** as a minor must **substitute FIN 345** by taking another course in any of the BES majors or electives.

Information Technology Minor

INF 208 Enterprise Resource Planning (ERP)	3
INF 330 Information Technology Management	3
INF 354 Data Base Management	3
Select two (2):	6 credits
Any course from the Information Technology major or BES majors or electives	
Total Credits	15 credits

Management Minor

BUS 441 International Business	3
MGT 343 Leadership	3
MGT 437 Human Resources Management	3
Select two (2)	6 credits
Any course from the Management major or BES majors or electives	
Total Credits	15 credits

Business and Entrepreneurial Studies Minor for Non-Business Majors

- A non-business student may pursue a minor in Business Management providing the 24 credits requirement is completed.
- A non-business student may pursue a minor in Accounting, Economics, Entrepreneurship, Finance, Information Technology, and Management providing he/she completes ACC 210, ECO 210, FIN 341, MGT 335 and MKT 337.

Business Management Emphasis

ACC 210 Financial Accounting for Non-Business Majors	3
ECO 210 Economics for Non-Business Majors	3
FIN 341 Financial Management I	3
MGT 335 Principles of Management	3
MKT 337 Principles of Marketing	3
Select three (3):	9
Any course from BES major/minor or BES electives	
Total Credits	24 credits

Current CPA Option

In some states, students are required to complete **150** credit hours before they can sit for the CPA examination. Since the Center of Business and Entrepreneurial Studies total undergraduate credit hours requirement is **124**, a CPA student has the following recourse:

1. Complete the additional **26** credit hours at Lincoln during **four** academic **summer** sessions, including the summer following the student's spring graduation. For example, a student entering Lincoln in fall 2006 will take a minimum of 2 courses each in summers 2007, 2008, 2009 and 2010. The 2 credit hour deficit can be scheduled during the regular academic years.
2. Pursue an **MS** degree in Finance/Human Resources Management or an **MBA** degree at the Graduate Center in Philadelphia. (*The MBA is not available at this time.*)
3. Complete the dual five-year **BA/MSA** or **BS/MSA** or **BA/MBA** or **BS/MBA** program. (*These combined undergraduate/graduate degrees are not available at this time.*)
4. Pursue a **double** major in two of the Center's disciplines. The 2 credit hour deficit can be scheduled during the regular academic years.

General Notes for BES students

A BES student who wishes to pursue a double-major must complete the course requirements for each major. In instances where two majors require the same course fulfillment, the student must select a course from another major or BES electives to satisfy the major requirement. (See majors in Management and Finance, for example, where FIN 345 Principles of Investments is a required course.)

On a situational basis, a student may request, and the Center's management may permit, course substitution in any of the majors and/or minors providing there are bona fide reasons. A study-abroad student, for example, may seek substitution for a

course that closely approximates one of the Center's required major/minor courses. Approval must be obtained from his/her advisor and chairperson.

BES Students who plan to pursue double majors and double minors in the BES Center or in non-business disciplines must consult with their advisor and/or the chairperson.

Center of Excellence in Business & Entrepreneurial Studies Electives

ACC 335 International Accounting	3
ACC 375 Forensic Accounting	3
BES SEM Seminar in Bus and Entrepreneurial Stud Innovation	3
ECO 302 Income Theory	3
ECO 317 Urban Economics	3
ECO 340 Environmental Economics	3
ECO 344 Health Economics	3
FIN 390 Capital Markets	3
FIN 360 Principles of Real Estate	3
FIN 400 Financial Statement & Securities Analysis	3
FIN 445 Personal Financial Planning	3
HTM 300 Introduction to Hospitality and Tourism	3
IDS 450 International Development Studies	3
INF 360 Web-based System Design & Development	3
INF 430 Bus. Info Systems Anal., Design & Mod. with SAS/SPSS	3
MGT 441 Service Management	3
MKT 350 Consumer Behavior	3
MKT 370 Marketing Research	3
MKT 420 Pricing Strategies	3
MKT 425 Internet Marketing	3
MKT 430 International Marketing	3
MKT 440 Marketing Strategy	3
RET 300 Introduction to Retail Services	3
TRP 300 Introduction to Transportation Services	3

Business and Entrepreneurial Studies Course Descriptions

ACC 203 Principles of Accounting I

3 credits

This course provides an understanding of the basic concepts of accounting. Students are expected to acquire proficiency in accounting for proprietorships. Topics include recording transactions, preparations of basic financial statements and maintenance of ledger accounts. *Prerequisites: ENG 101*

ACC 204 Principles of Accounting II**3 credits**

This course is intended to present accounting for decision making. Principles of accounting for larger entities such as partnerships and corporations are addressed. Additional topics include cash flow analysis, cost volume profit analysis, analysis of financial statements and elementary cost accounting. *Prerequisites: ACC 203*

ACC 210 Financial Accounting for Non Business Majors**3 credits**

The purpose of this course is to provide an overview of Financial Accounting principles, procedures, classifications and financial statement analysis to Non Business Majors pursuing a minor in Business Management. Topics include the development and analysis of business transactions, and a understanding the components of the income statement and balance sheet. Students will receive a thorough grounding in accounting principles that are normally taught in ACC 203 and ACC 204 and be exposed to financial management concepts.

Prerequisites: ENG 101

ACC 331 Intermediate Accounting I**3 credits**

The topics considered in this course include an in depth analysis of the treatment applicable to each balance sheet account, financial statements and net income concepts, generally acceptable accounting principles, and interpretation of financial statements. *Prerequisites: ACC 204 ECO 201 ECO 202*

ACC 332 Intermediate Accounting II**3 credits**

This course entails a continuation of the study of technical financial accounting and reporting which was initiated in Intermediate Accounting I. Follow up inquiry will be made on the topics of the underlying concepts of financial accounting and on the following subjects: the basic accounting process, basic financial statements, time value of money and current assets. *Prerequisites: ACC 331*

ACC 333 Managerial Accounting**3 credits**

The emphasis is on managerial accounting concepts relevant for decision making. The course will employ accounting information systems strategies and applications for planning, decision making, and control of operational and administrative activities in a variety of management and business environments. Topical coverage cost accounting, variance analysis, budgeting, responsibility accounting and related areas in complementary disciplines. This is an ERP infused course. *Prerequisites: ACC 204*

ACC 335 International Accounting**3 credits**

This course will provide students with an overview and specific presentation of the differences between US accounting standards and other standards. Comparative analysis of accounting principles and practices outside the United States including international financial accounting standards, current problems of international financial reporting, accounting planning and control for international financial operations and multinational companies will be covered. Regional variations and historical evolution

of accounting standards and an understanding of the current and proposed framework for future International standards will be discussed and studied. *Prerequisites: ACC 204*

ACC 338 Federal Income Taxation of Ind

3 credits

This course provides an overview of Federal income taxation, followed by a study of tax theory, tax accounting principles, tax planning and research, involving the applicable laws and regulations. Students will understand the structure of the individual income tax and the solution of individual tax problems. The course will also introduce students to the Federal and State Individual Income Tax returns, including sole proprietorships.

Prerequisites: ACC 204

ACC 339 Tax Accounting for Business

3 credits

This course covers the Federal and State Income Tax laws and regulations for partnerships and corporations. The unique accounting and tax planning problems are analyzed and alternative solutions evaluated from the business taxpayer's advantage.

Prerequisites: ACC 204

ACC 340 Account. & Manag. Info. Syst.

3 credits

This course will introduce students to information technology system that support and are integral to financial and managerial accounting. Topical coverage will include system design, implementation, operation, and system upgrading using commercial accounting software packages that bridge the gap between theory and practice. ERP laboratory exercises will be integrated in class lectures and assignments. *Prerequisites: ACC 204*

ACC 351 Auditing

3 credits

This course introduces students to auditing theory and practice. It covers external and internal auditing, internal controls, and audit reporting practice and concepts.

Prerequisites: ACC 332

ACC 375 Forensic Accounting

3 credits

Forensic Accounting is a rapidly growing area of accounting and is primarily concerned with the detection and prevention of business fraud and related white collar crimes. This course will provide students with the expertise and investigative skills to combine theoretical and applied accounting knowledge to expose criminal behavior that violates generally accepted accounting and financial principles. Case studies of current and past corporate violations and litigations will supplement class lectures. Emphasis will also be placed on helping students develop logical reasoning, problem solving and critical thinking and information technology skills. *Prerequisites: ACC 204*

ACC 431 Advanced Accounting

3 credits

This course delves into aspects of comprehensive advanced accounting problems faced by private enterprises and reviews general accounting theory and current applications in relation to legal, administrative and financial mandates for private concerns. Its topics

include: foreign currency, mergers and consolidations and fund accounting.

Prerequisites: ACC 332

ACC 495 Independent Study

1-4 credits

Independent Study

BES 420 Cooperative Education

3 credits

On and/or Off campus work/assignments performed under the supervision of an instructor within the department of Business and Information Technology in cooperation with internal/external institutional or organizational management.

BES 430 Internship

3 credits

This course gives students the opportunity to receive credits for interning with enterprises in the public and private sector or with departments within the university. A student may also be able to combine his/her study abroad experience with an internship opportunity.

BES 440 Study Abroad

3 credits

Study Abroad

BES 459 Senior Seminar S.M./ B.P.

3 credits

A capstone course that strategically integrates the department's major and minor disciplines within the context of prevailing domestic and international environmental issues that influence and affect enterprise management. This is an interdisciplinary writing emphasis course based upon enterprise research, case study analysis, lecture, site visitations and class discussion. The major strategic forces and ethical issues that affect enterprise efficiency, effectiveness, productivity and socially responsible management are considered and extrapolated from the assigned text and topical readings from print journals and the web are explored at length. Students will conduct research and write papers on several integrative research themes.

BES 495 Independent Study

1-4 credits

Faculty supervised research.

BUS 101 Introduction to Business

3 credits

This course is designed for freshmen students from any major and will introduce a series of basic concepts about the information and operation of business units in the economic, financial, and legal environments within an economy.

BUS 310 Business Research Methods

3 credits

This course deals with further topics in multiple regression analysis. The course also includes applications using a computer package such as SAS or SPSS. Inventory models, linear programming applications in business: graphical methods and the simplex method, transportation and assignment problems, introduction to goal programming

and integer programming, queuing theory: waiting line models, Network models, simulation and Markov analysis will be covered. *Prerequisites: MAT 114 MGT 335*

BUS 334 Business Law

3 credits

This course is an introduction to the body of law that governs business transactions and employment. The course will stress the Uniform Commercial Code as it applies to secure transactions, commercial papers and sales. Employment relationships, employer employee labor relations and discrimination, and independent contractors are examined. This course is open to majors in other departments. *Prerequisites: MGT 335*

BUS 436 Business Communications

3 credits

This course offers an advanced analysis of communication processes, systems, and problems facing large organizations. Topics include analysis and practice in writing, listening, briefings, reports and career interviewing, searching, etc. Special emphasis is on management and supervision controlling, directing, giving orders and instructions, employee performance, and communicating with the boss. *Prerequisites: MGT 335*

BUS 441 International Business

3 credits

This course deals with the overview of current international business patterns, what makes international business different from domestic business, the social systems within countries as they affect the conduct of business from one country to another, the major theories explaining international business transactions and the institutions influencing the activities. *Prerequisites: ECO 201 ECO 202 FIN 341*

BUS 495 Independent Study

1-3 credits

Faculty supervised research

ECO 201 Principles of Macroeconomics

3 credits

This course is an analysis of consumer and producer behavior under alternative market structures, the pricing of productive factors, and issues in resource allocation. *Prerequisites: MAT 099*

ECO 202 Principles of Microeconomics

3 credits

This course serves as an introduction to fundamental economic concepts and analysis, the determinants of the aggregate level of economic activity in a mixed economy, and fiscal and monetary policy. Topics will include inflation, full employment, and the business cycle. *Prerequisites: MAT 110*

ECO 210 Economics for Non Business

3 credits

This course develops the basic principles of micro and macroeconomics through intuitive thinking and everyday examples taken from individual household, firm, and government behavior. The basics of national economic accounting and economic indicators will be covered. Students will deepen their coverage of topics through following printed economic bulletins organized by topics and discussed in individual and

group presentation formats. Financial literature such as the Wall Street Journal, Business Week and other journals will be used to supplement classroom lectures. Students will receive a thorough grounding in micro and macroeconomics normally taught in ECO 201 and ECO 202. *Prerequisites: MAT 099*

ECO 301 Price Theory

3 credits

The theory of consumer and firm behavior, general equilibrium and exchange market structure and performance, factor markets, the theory of distribution of income and inter temporal decisions, the theory of economic policy are covered in this course.

Prerequisites: ECO 201 ECO 202 MAT 120 MGT 335

ECO 302 Income Theory

3 credits

This course covers the theory of income determination, both static and dynamic, integrating the money supply, interest rates, the price level and technological change, with an emphasis on Keynesian economic theory. Macroeconomic policy design and evaluation and some of the basic econometrics models of the U.S. and Canadian economies will be studied. *Prerequisites: ECO 201 ECO 202 MAT 120 MGT 335*

ECO 313 Money and Banking

3 credits

This class is a study of monetary policy and the Federal Reserve system, financial markets and financial intermediaries, the regulation and structure of the commercial banking industry, and international banking. *Prerequisites: MGT 335*

ECO 315 Public Finance

3 credits

This course presents an analysis of various sources of financing government, such as taxation, debt and other non tax revenues, in terms of their incidence and economic effects. An examination of current issues including the role of government in a market economy, functional specialization among the different levels of government, and policies toward poverty are included. This course is open to students from other departments at the junior and senior levels. *Prerequisites: FIN 341*

ECO 317 Urban Economics

3 credits

This course presents an economic analysis of pressing urban problems with a view to gaining an understanding of those problems and developing solutions to them. Urban problems to be examined include poverty, housing, health, transportation, pollution, and crime. This course is open to students from other departments at the junior and senior levels. *Prerequisites: ECO 201 ECO 202 FIN 341 MGT 335*

ECO 336 Managerial Economics

3 credits

Decision making in the modern business firm, demand and cost analysis, inventory problems, investment problems, and deterministic and probabilistic models of managerial operations are analyzed. Applications in transportation and other public utility corporations will be emphasized. *Prerequisites: MAT 120 MGT 335*

ECO 340 Environmental Economics**3 credits**

This course will develop a holistic understanding of the integrated nature of the environment and its interactions through human activities. Environmental risk and value assessment principles will be developed within an interdisciplinary context of the natural and behavioral sciences, involving the economy and social and organization. The basics of market processes and market failure will be analyzed. Solutions to environmental problems that are used in human societies will be compared and contrasted with economic base solutions. Applications will be developed for air, water, global warming, mining, deforestation and forestry problems. *Prerequisites: ECO 201 ECO 202*

ECO 344 Health Economics**3 credits**

This course will give the students an overview of the industry and profiles of various producers of health care services. The organizational structure and cost centers of the health care industry will be explored and modeled. Specifically, economic management principles will be developed covering and demand and supply of health care services. Financial theories and insurance models linked to the production and delivery of health care services will be analyzed and applied to hospitals and ambulatory care. *Prerequisites: ECO 201 ECO 202*

ECO 348 International Economics**3 credits**

This course covers the International Monetary System in world trade and payments and the balance of payments, concepts, definitions and measurement. Theories of balance of payments adjustment under various exchange rate regimes, and capital flows. As well as foreign currency markets and their role in trade financing and investment. International lending and the foreign debt problems of less developed countries are covered. *Prerequisites: ECO 201 ECO 202*

ECO 495 Independent Study**1-4 credits**

Faculty supervised research.

ETP 320 Entrepreneurship**3 credits**

This course provides an overview of entrepreneurship and will teach students how to write a business plan, research a market, and keep accounting records. The legal, financial, organizational planning and human relations aspects of small businesses will be covered. Students will discuss aspects of launching a new venture and explore the use of computers for keeping inventories, payroll, and purchasing. A capstone project will involve the embryonic development of a small commercial and/or consulting venture, which will be expanded in ETP 400. Case studies and guest entrepreneur presentations will supplement class lectures. *Prerequisites: ECO 201 ECO 202 ACC 204*

ETP 330 Entrepreneurial Finance**3 credits**

This course presents a working knowledge of core financial concepts that entrepreneurs need to understand to operate their business enterprises. Rather than a consideration

of the large organization, the focus is on sole proprietorships, partnerships, limited liability companies, and private corporations. Traditional corporate finance topics are covered and expanded to include retirement plan and investment decisions, financial planning, and risk management. Cases studies will supplement class lectures.

Prerequisites: ETP 320 FIN 341

ETP 340 Intellectual Property Law

3 credits

Innovation and the protection of innovative technologies are fundamental to business creativity and success. This course is designed to provide students with an introduction to the body of intellectual property law that governs business transactions. The course will stress understanding of the various forms of protection that are legally available: patents, trademarks, copyrights, and trade stress the suitability of one type of protections opposed to another , and how to make a sound business decision in choosing forms of protection that are appropriate for diversified enterprises.

Prerequisites: BUS 334

ETP 400 Enterprise Innovations, Production and Marketing

3 credits

This objective of this course is to support the creation, development, production, transfer, and marketing of goods and service technologies for use by public and private sector enterprises in diversified industries. The course furthers the groundwork for idea creation by investor entrepreneurs, idea application and commercialization that was established in ETP 320. Students will benefit from appearances from guest entrepreneurs and public/private sector executives who will expose them to the best available innovations, financing, manufacturing and marketing expertise of existing and startup enterprises.

Prerequisites: ETP 320 ETP 330 ETP 340

ETP 401 Entrepreneurship Laboratory

1 credit

This is a living, idea creation experimental laboratory that fosters research, incubation, growth, development and production of entrepreneurial ventures for commercialization. Students will network with seasoned professional entrepreneurs, host organizational enterprises, academic institutions, and venture capital financiers. Joint venture development, interdisciplinary and multidisciplinary collaboration will be cultivated among academic departments

ETP 495 Ind. Study

1-4 credits

Independent Study

ETP SEM1 Seminar Project Mgmt

1 credit

Using Microsoft Project and complementary software applications, students will learn all phases of project management from idea creation, research and development, prototyping and production, to marketing and commercialization.

ETP SEM2 Sem/Wkshp in New Bus Plan Dev

1 credit

This is a tutorial on the components of new business plan development to include strategic planning, operations and financial management, financial forecast and projection models, funding sources, supply chain activities and distribution channels, human capital resources, and promotion and marketing. Students will use business development software to generate their plans.

ETP SEM3 Sem/Wkshp in Business Consult

1 credit

This is a tutorial on consulting concepts, application and practices as generalists or specialists. Key technical and consulting skills such as communication, collaborative teamwork, presentation, interpersonal, innovative idea creation and transformation, and client service and diplomacy will be stressed. Students will intern and/or network with consulting firms and be exposed to seasoned professionals. This seminar/workshop will serve as a catalyst for the development of an entrepreneurial consulting practice in the department of BIT.

ETP SEM4 Sem/Wkshp in Intl Trade/Comm

1 credit

This is a tutorial course that equips students with knowledge about the effects of the promotion of international trade and commerce as engines for domestic and economic growth, investment opportunities, and the stimulation of enterprise innovation in manufacturing and services industries. Accesses to overseas markets, the challenges of exporting and importing, barriers to product and service exports are areas of focus. Students will network with government agencies, trade associations, and organizations engaged in trade and commerce.

FIN 341 Financial Management

3 credits

This course presents an introduction to fundamental concepts in financial management and financial statement analysis. Long term investment and financing decisions, and related financial policy problems, working capital management with an emphasis on cash management are addressed. This is an ERP infused course. *Prerequisites: ACC 204 MAT 114 MGT 335*

FIN 342 Advanced Financial Management

3 credits

This is an advanced financial management course, which is an extension of FIN 341 that integrates previously learned accounting and financial concepts and practices. Emphasis will be placed on the application of the major financial principles that guide sound financial decisions in a modern enterprise. Students will be exposed to financial performance indices and models that are employed in the ongoing management, growth, and control of the enterprise, crises management, turn around strategies, and forecasting. The role of the financial manager in securing sources of short and long term funding, enterprise valuation and capital budgeting, development of financial reporting and strategic planning will be extensively covered. The approach will be a combination of lecture, discussion, case studies, and problem solving with a focus on sound managerial financial decision making. *Prerequisites: FIN 341 MAT 120*

FIN 345 Principles of Investments**3 credits**

This course will cover many of the major areas and issues in the investment banking industry. Particular emphasis will be placed on the dynamics of the stock market in relation to the investment portfolio decisions and the various concomitant factors, which impinge on them, such as interest rates, bond prices, micro and macroeconomic issues, and domestic and global economies. *Prerequisites: FIN 341 MAT 120*

FIN 347 International Financial Mgmt**3 credits**

The course emphasis is on financial decision making and policies of the international corporation. Risks and returns of international investments, corporate strategy and the decision to invest abroad, including joint ventures with national governments and foreign private enterprises are examined. The management of short term capital flows in the multinational firm as well as concepts; definitions and measurements of exposure and risks are analyzed. *Prerequisites: FIN 341*

FIN 360 Principles of Real Estate**3 credits**

This course will introduce students to the numerous investment decisions involved in real estate, such as whether or how to lease, buy, sell or mortgage a property. The analysis and prediction of forces in the market that determine real estate values will be considered. Decisions regarding the timing of property renovation, rehabilitation, and demolition as well as how and when to divest sell, trade, or abandon a property will be considered. *Prerequisites: ECO 201 ACC 203 MGT 335*

FIN 400 Financial Statement & Securities Analysis**3 credits**

This course delivers a comprehensive understanding of how firms communicate through financial statements. Students will learn how financial statement analysis is used as an integral part of the strategic analysis of firms. They will interpret financial statements, analyze cash flows, make judgments about earnings quality and uncover hidden assets and liabilities. Specific application of financial statement analysis for credit risk analysis in financial services institutions will be covered. Students will also use financial statement analysis prospectively to forecast and value firms using cash flow based and accounting based methods. Techniques for fixed income and equity analysis will be a focus of this course. Class lecture and case studies will focus on uncovering how accounting regulations and managerial discretion influence financial statements. *Prerequisites: FIN 341*

FIN 445 Personal Financial Planning**3 credits**

This course introduces the concepts, decision making tools, applications, and the discipline of financial planning and investments as well as the logic and fundamental principles that govern their use. The course will be studied from the standpoint of the process of determining an individual's or family's total financial objectives, selecting the plans and methods that are best suited for the person/family circumstances, implementing those plans, and then periodically reviewing and adjusting those plans in response to prevailing environmental conditions. In this process, a person's or family's

overall financial affairs, investments, savings programs, insurance and annuities, retirement plans, other employee benefits, income tax planning, and so forth, will be considered as an integrated and coordinated package. *Prerequisites: ACC 204 ECO 202*

FIN 447 Risk Management and Insurance

3 credits

This course is designed to expose students to the identification and analysis of all types of risks a public or private organization encounters in its conduction of business and an individual is exposed to in his/her life cycle. The overall assumption is that risks can be managed if they are identified prior to a loss, and insurance is an important available tool for that purpose. Substantial discussion of the myriad of potential losses incurred by businesses and individuals, together with the general risk management process and the alternative risk management tools and methods, including loss control, risk retention, and risk transfer are studied. *Prerequisites: MAT 114 FIN 341*

FIN 450 Cases in Financial Management

3 credits

This course will explore the principles of market value creation in a corporate setting. Ethical values and their effects on the corporate model will be examined. The role of financial regulation and new trends in financial and accounting ethics will be analyzed. Cases will distinguish normative issues versus the principles of economic value, risks, uncertainty, and economic efficiency. Cases will explore the linkage between firm value and capital markets, inter temporal allocation of financial resources in a changing global environment, and the principles of sound financial decision making. *Prerequisites: FIN 341 FIN 345 MAT 120*

FIN 453 Investment & Portfolio Mgmt

3 credits

This course extends the study of investments to include the various theories, models and applications associated with the construction and management of investment portfolios. Sophisticated investment tools and strategies will be analyzed and applied. *Prerequisites: FIN 342 FIN 345 MAT 120*

FIN 455 Financial Institutional Mgmt.

3 credits

This course presents an introduction to fundamental concepts of the management of financial institutions. It deals with the techniques used by financial institutions and market managers to measure and manage risks; long term decisions and related financial policy issues; the impact of technology on regulatory and global environments of financial institutions; asset and liability management with an emphasis on institutional and market efficiency; shareholder wealth maximization and corporate ethics. *Prerequisites: ECO 313 FIN 341*

FIN 495 Independent Study

1-3 credits

Independent Study

IDS 450 Intl Development Studies

3 credits

International development studies is an interdisciplinary and multidisciplinary course that emphasizes conceptual, theoretical, heterodox and applied approaches, perspectives, practices and solutions to concerns in developing countries in Africa, Asia, Caribbean, Eastern Europe, Latin America, the Middle East and the Pacific regions. Students in this broad survey course address urgent global matters from several comparative academic perspectives, examine cutting edge developmental theories and issues, and debate an array of themes in political, social, cultural, economic, environmental, and historical contexts. An evaluation of the success and failure of policy strategies and models that developing countries pursue in an increasingly transformative and interdependent world within the context of domestic and global relationships with industrialized and developed societies is a focus of this course. Students are challenged to rethink normative, conventional wisdoms of development and encouraged to develop innovative and critical understanding of the multiple international developmental paths that countries can pursue. Major themes are health, education, migration, natural resources, gender disparities, transition economies, poverty, human rights, urbanization, democratization, conflicts and inequalities. Students may want to take advantage of the external Opportunities Industrialization Centers International OICI Building Global Bridges program that BIT offers.

Prerequisites: ECO 201 ECO 202

INF 208 Enterprise Resource Planning

3 credits

This course introduces and exposes students to the concept of enterprise resource planning that integrates business processes cross functionally. It teaches students to view organizational management not merely as disparate functional entities, but as an integration of financial, logistics, and human information resources where discrete disciplines and applications are tied together in real time, information management modes. Using industry ERP software applications, students will execute several laboratory exercises that reinforce understanding of the major functionalities and applications of an enterprise system.

INF 299 Special Topics

3 credits

Special Topics

INF 330 Information Technology Mgmt.

3 credits

Information technology IT is concerned with the integration of computer systems and software packages to process and manage information. This is an introductory course that gives students a broad understanding concerning the use of various IT tools to improve organizational productivity and the bottom line. Students will develop a good understanding about computer technology, information systems, database management, systems analysis and design, spreadsheet analysis, design and implementation of systems, and the linkages of these disparate information technologies in support of individual, group and corporate goals. Students will execute group and individual computer assignments and be exposed to ERP software technologies.

INF 345 Supply Chain Management**3 credits**

The study of the physical and information flows in the supply chain to improve an organization's productivity, efficiency and effectiveness is the focus of this course. Global logistics, inventory management, and supplier relationship theories and practice will be developed at a base for supply chain strategy development and implementation. This is an ERP infused course. *Prerequisites: INF 330*

INF 349 E Commerce / E Business**3 credits**

This course will study the disruptive information technologies that under grid and has transformed the production, marketing, sale and distribution of goods, products and services. The forces that drive e commerce, such as competition, globalization, logistics, supply chain management, and the technological revolution will be studied for their impact on consumerism, businesses and "brick and mortar" enterprises. Case Studies will be utilized to understand the nature, implementation, and application of electronic infrastructures and the critical factors that contribute to success in the e commerce marketplace. *Prerequisites: INF 330 MKT 337*

INF 354 Database Management**3 credits**

This course will introduce students to the principles of single and multiple application database systems. In addition, it will develop graphical and logical skills that are used to construct logical models of information handling systems. Topics include data independence and data redundancy, comparative survey of nomenclature, logical and physical views of data, data description languages and the database management system, relational, hierarchal, and network approaches, operations informational systems, security and integrity, data flow diagrams, data dictionaries, analysis response requirements, and immediate access diagrams. *Prerequisites: INF 330*

INF 360 Web Based System Design**3 credits**

The purpose of the course is to give students broad exposure to the available technologies that are used in web based systems design and development. Issues, concepts and strategies that enterprises use to create, design and develop web pages that appeal to consumers and business are studied and applied in theoretical, experiential and simulated environments. Students will evaluate differential web developmental approaches and alternatives that utilize contemporary software design strategies. Exposure to Java, .NET, Linux, Access, Dreamweaver platforms and related web technologies should prepare students to design and implement a variety of small scale B2B, B2C, and C2C, web sites. The capstone project will require two or three teams of students to develop a customized solution for a an enterprise that includes dynamic and elaborate web documents that incorporate images, colors, backgrounds, tables, frame layouts and other components of web design. *Prerequisites: INF 354*

INF 420 Data Mining, Warehousing & Mod**3 credits**

Organizations collect phenomenal amounts of institutional and client data from a variety of sources which they store and warehouse in a multiplicity of formats,

platforms, architectures and databases. This course applies data mining concepts and algorithms, statistical techniques, data analysis, and decision modeling to find and retrieve data, classify data, explore data, generate hypothesis and learn from data. Neural networks, decision trees, fuzzy logic, and linguistic ambiguity technologies are utilized to discover knowledge characteristics and pattern relationships that guide enterprise decision making. Several case studies promote experiential learning as students learn about data mining and modeling by doing data mining and modeling. ERP and related technologies will inform this course. *Prerequisites: INF 208 INF 330 INF 354*

INF 430 B.I.S. Analysis, Design, & Mod

3 credits

This course explores the theoretical, empirical and application concepts of information systems design, development and implementation using object oriented tools, modeling language methodologies, business process analysis and reengineering/management technologies, systems development life cycle, structured methodologies, prototyping, n tier/migratory and web based architectures, and project management tools. Students will study and alternatively select system development application choices that are appropriate to disparate enterprise architectures and be exposed to systems thinking that emphasizes chaos and complexity in the design of business platforms. Students will use SAS and/or SPSS integrated software and will be required to produce and end of semester capstone project. *Prerequisites: INF 420*

INF 440 Project Management

3 credits

Modern enterprises use sophisticated and general purpose tools to manage small and large scale projects. Projects cannot be effectively and efficiently executed without task identification and organization, capital resource assignment, financial resource allocation, planned and actual activity duration outcomes, time management, quality measurement technologies, and post project analyses. Through hands on exercises, case study project execution, simulation experiential exercises, team based project assignments, this course will help students understand the managerial and innovative processes involved in developing, defining, planning, executing and delivering projects. The course will utilize Microsoft Project and complementary project management software applications. *Prerequisites: INF 330*

INF 495 Independent Study

1-4 credits

Faculty supervised research.

MGT 306 Quantitative Methods for Mgmt.

3 credits

This course introduces the concepts and methodologies of decision modeling and structured decision making. Theoretical concepts will be developed and practical hands on applications will be executed using a variety of spreadsheet and statistical software packages. The process of scientific enquiry using observation, testing, sensitivity analysis, and modeling principles will be employed to reinforce understanding of real world decision making process. Selected applications in production management,

economics and finance will be used to illustrate various decision making principles. Algebraic and structured problems will also be incorporated and form the basis of in class and homework project assignments. *Prerequisites: ACC 204 MAT 114 MGT 335*

MGT 335 Principles of Management

3 credits

This course will introduce theories and concepts of management. Organizational structures and processes, and modern management practices in a dynamic economic and social environment are analyzed. *Prerequisites: ECO 201 ECO 202 ACC 203*

MGT 343 Leadership

3 credits

This course will cover the concept and importance of leadership and its power to influence and direct behavior. It will focus on the theories of leadership, types styles, qualities and characteristics of leaders and the environmental factors that influence the leadership process. The difference between leadership and managers will be explored within the context and application of human resources and supervisory relationships. How the roles of leadership and supervisory management converge and diverge will form the basis of theoretical and practical case study analyses. *Prerequisites: MGT 335*

MGT 435 Organizational Behavior

3 credits

This course reviews relationship of individuals and groups with organizational entities and analyzes, in depth, motivation, leadership, technology, and social control in business and nonprofit organizations. *Prerequisites: MGT 335*

MGT 437 Human Resources Management

3 credits

This course will emphasize management of human resources in business and nonprofit organizations. Recruiting, employing, and maintaining the human resource, compensation, evaluation, industrial relations and other personnel problems and activities are covered in depth. This is an ERP infused course. *Prerequisites: MGT 335*

MGT 439 Production & Operations Mgmt

3 credits

This course will introduce critical elements in a modern production and delivery manufacturing environment. Business reengineering, quality management, time based competition, value added process, and global operations will be studied. Systems analysis concepts will be used to develop processes and solve management problems that require optimal resource solutions. Emphasis will be on the identification of the problem structure and the design of processes that generate the supply of goods and services under a given management strategy. Cross functional integration in accounting, finance, marketing, human resource management, purchasing, logistics, and general principles of facilities and job design will be analyzed. Enterprise resource planning ERP software and other applications will be used to integrate the various elements associated with production and operations. This is an ERP infused course.

Prerequisites: INF 208 MGT 306 MGT 335

MGT 441 Service Management**3 credits**

The services sector touches the lives of everyone and has experienced phenomenal economic and operational growth. This is an integrative, multidisciplinary course that encompasses all service industries. It discusses the role of services in the economy, the evolution of the services industry, the characteristics of service operations, competitive service strategic designs, services technology using offline and online drivers, delivery of exceptional services to satisfy customers' perceptions and expectations, performance metrics that emphasize continuous improvement in services delivery, facility location and management, and the utilization of quantitative models to predict services demand. *Prerequisites: MGT 335*

MGT 495 Independent Study**1-4 credits**

Faculty supervised research.

MKT 337 Principles of Marketing**3 credits**

This course surveys marketing objectives, functions, and problems. The emphasis is on management of product development, distribution and promotion. Consumer considerations and social responsibilities are analyzed. *Prerequisites: ECO 201 ECO 202 ACC 204 MGT 335*

MKT 350 Consumer Behavior**3 credits**

This course is an overview of the dynamic elements that constitute consumer behavior. Students will learn that consumer behavior is much more than purchasing products. They will learn how consumer behavior reflects the totality of consumer decision with respect to the acquisition, consumption and disposition of goods and services. Other behavioral science disciplines such as psychology, sociology, anthropology and economics will be explored to provide insight into consumer purchasing criteria and motivation. *Prerequisites: MKT 337*

MKT 370 Marketing Research**3 credits**

This course is designed to further develop the student's understanding of the use of marketing research as a tool for identifying marketing opportunities and developing and implementing marketing strategies. Students will be trained in the basic application of statistical techniques and decision theory concepts in conducting marketing research. The techniques include problem definition, research design, questionnaire construction, sampling, data collection, data analysis, report preparation and presentation. The application of modern marketing research procedures to various marketing problems will be explored. The student will design and analyze marketing research cases based on real world business problems. *Prerequisites: BUS 310*

MKT 420 Pricing Strategies**3 credits**

Pricing Strategy is primarily driven by customer, economic and competitive factors, and has a key impact on the financial performance of an organization. This course explores pricing tactics and practices, pitfalls, theories and strategies. It introduces the concept

of price sensitivity; life cycle pricing, dynamic pricing, price promotions, and segmented pricing that are employed to boost corporate revenue and profitability. Students will examine various analytical, economic and financial tools that are used to establish product and service pricing in a variety of enterprises. *Prerequisites: MKT 337*

MKT 425 Internet Marketing

3 credits

This course examines the impact of the Internet on traditional methods of marketing and the related business functions, which enable and support it. It explores the existing and potential future uses of the Internet for the marketing of goods and services across a range of product categories. It will investigate the utility of the Internet as a tool for business to increase effectiveness, efficiency and competitiveness. It will study the business models currently existing on the Web and develop a framework that can be used to evaluate the Internet's potential value across a range of business types.

Prerequisites: INF 349 MKT 337

MKT 430 International Marketing

3 credits

The course is designed to provide the students with an opportunity to explore the importance and challenges of global marketing. Emphasis will be on the issues, information sources, and cultural sensitivities required to develop an effective international marketing strategy. The strategies include scanning foreign markets for customers and suppliers through primary and secondary research, developing foreign market entry strategies, adaptation of the marketing mix to fit foreign environments as well as the management of international trading activities. Central to the course is a group project involving the development of a marketing plan for a product or service to be marketed in at least two countries. *Prerequisites: MKT 337*

MKT 440 Marketing Strategy

3 credits

This is a capstone marketing course. It is designed to provide an opportunity for students to integrate what they have learned about analytical tools and the broader marketing framework with the aim of creating a competitive strategy. This will emphasize the marketing strategy concept as a management tool for achieving long term goals and maximizing profitability. Focus will also be on management deployment of resources following a unified, comprehensive, and integrated plan.

Prerequisites: MKT 370 MKT 420

MKT 495 Independent Study

1-4 credits

Faculty supervised research.

Department of Education

Associate Professors:

Joanne R DeBoy, Ed.D., Chair

Carol Ann George-Swayze, Ph.D.

Elizabeth Surplus, Ed.D., Reading Specialist

Admasu Tucho, Ed.D., Interim Asst. Chair, Graduate Ed. Programs Coordinator

Assistant Professors

Barbara Butler, Ed.D. Director of Student Teaching

Catherine DeCoursey, Ph.D.

Patricia Lewis-West, Ed.D.

Dipali Puri, Ph.D.

Instructor

Kenneth Parker, M.A., ABD

The Department of Education at Lincoln University prepares students for Pennsylvania State Teacher Certification. The Department has as its primary goal, the preparation of outstanding professional educators in a variety of content areas, who will teach in various educational settings, preschool through secondary. The curriculum offers a sound theoretical grounding in pedagogy and provides opportunities for implementing teaching and learning theories under professional supervisors. Students can pursue programs leading to certification in Early Childhood Education and Secondary Education: Biology, English, French, Health and Physical Education, *History, *Political Science, *Sociology, Mathematics, Music, Spanish and *Social Studies.

Mission Statement

In accordance with the mission of Lincoln University of Pennsylvania and the School of Social Sciences and Behavioral Studies, the Education Department has as its primary goal the preparation of outstanding professional educators to teach in diverse educational settings, in a variety of content areas. The department is approved by the Pennsylvania Department of Education and leads to certification for students completing student teaching and passing Praxis I and II. The department prepares teacher candidates for a technologically driven, ever-expanding changing and dynamic world. Our teacher candidates will use their creative and exploratory skills learned in Lincoln University's classrooms, under the instruction of quality Lincoln faculty.

Admission Criteria

- Earned a cumulative GPA of 3.0 or higher
- Completed 48 credit hours
- Passed EDU 201 with a B or higher

- Passed Praxis I
- Completed 6 credits of English Composition and World Literature
- Completed 6 credits of Math
- Successfully completed all required developmental courses
- Joined and participated in the Education Club

Early Childhood Education: PK- 4

EDU 201 Introduction to Education	3
EDU 202 Educational Psychology	3
EDU 204 Creative Arts	3
EDU 205 Prof Communication/Family Collaboration & Diversity	3
EDU 210 Assessment Measures I	3
EDU 212 Child Development I: Birth – 5 yrs	3
EDU 217 Phila Urban School Seminar	6
EDU 220 Assessment Measures II	3
EDU 221 Literacy Development I: Birth – 5 yrs	3
EDU 222 Child Development II: K-4 th Grade	3

Students must pass Praxis I and have a 3.0 GPA before taking Education courses in the 300 level or higher

EDU 303/4 Differentiated Content Reading Instruction	3
EDU 308 Foundations of Urban Education	3
EDU 310 Literacy Development II: Primary Grades	3
EDU 311 Social Studies Methods	3
EDU 312 Math Foundations I: Preschool Years	3
EDU 313 Literacy and Literature	3
EDU 314 Math Foundations II	3
EDU 315 Science Methods	3

Certification Courses (24 credits)

EDU 203 Ed & Psych of the Except. Child	3
EDU 206 Foundations in Special Education	3
EDU 223 Academic Develop. for Second Lang. Learners (ELL)	3
EDU 401 Student Teaching	12
EDU 420 Seminar for Student Teaching	3
Total Credit Requirements	81 credits

Additional Requirements

Praxis I & II	Required Score
PPST Reading (Paper or Computerized Form)	172
PPST Writing (Paper or Computerized Form)	173
PPST Mathematics (Paper or Computerized Form)	173
Fundamental Subject Content Knowledge (#0511)	150
Early Childhood Education (#0020)	530

Field Experience

All Lincoln University Education Majors are required to successfully complete 190 hours of the following sequence of field/clinical experiences:

1. Observation (20 hrs.) (EDU 203, EDU 205, EDU 212, EDU 223)
2. Exploration (20 hrs.) (EDU 206, EDU 220)
3. Pre-Student Teaching (150 hrs) (EDU 304, EDU 311, EDU 315)
 - a. (EDU 308, EDU 313, EDU 312)
 - b. (EDU 310, EDU 314, EDU 330)
4. Student Teaching (14 weeks) (EDU401/420)

Secondary Education Program

For students earning a first major in the following cognate areas may earn certification at the secondary level:

Biology: 7-12
English Education: 7-12
French Education: 7-12
Health and Physical Education: K-12
Mathematics: 7-12
Music: K-12
Spanish: 7-12
Social Studies/History: 7-12

These majors are defined in their respective academic department as well as the Education Department. Students must meet with an advisor in the content area as well as in the Education Department in order to meet both course requirements. The following is a list of courses designed to meet the Secondary Education teacher preparation program mandated by the Pennsylvania Department of Education.

Complete the requirements for a major in a cognate area (discipline).

Plus complete the Education requirements below:

EDU 201 Introduction to Education	3
EDU 202 Educational Psychology	3
EDU 203 Ed & Psych of the Exceptional Child	3
EDU 205 Communication for Teachers	3
EDU 206 Foundations in Special Education	3
EDU 207 Sophomore Field Experience	1
EDU 208 Educational Technology	3
EDU 223 Academic Development for ELL/ESL	3

Students must pass ALL three sections of Praxis I before taking Education courses in the 300-level or higher

EDU 302 Methods of Teaching Secondary Education	3
EDU 303/4 Differentiated Content Reading Instruction	3
EDU 307 Junior Field Experience	1
EDU 308 Foundations of Urban Education (Recommended)	(3)
EDU 330 Effective Classroom Management Strategies	3
EDU 401 Student Teaching	12
EDU 420 Seminar for Student Teaching (Praxis II)	3
Total Education Requirements	47-50 credits

Field Experiences:

All Lincoln University Secondary Education Majors are required to successfully complete 140 hours of the following sequence of field/clinical experiences:

1. Field Observation (20 hrs.) (EDU 203, EDU 205)
2. Field Exploration (20 hrs.) (EDU 206, EDU 207)
3. Field Exploration Pre-Student Teaching (100 hrs) (EDU 223, EDU 302, EDU 304, EDU 307, (EDU 330, JIP)
4. Student Teaching (14 weeks) (EDU 401/420)

Education Course Descriptions

EDU 097 Reading and Study Skills

4 credits

This course is designed to help students utilize their knowledge of language and their past experiences as aids to the comprehension of college textbooks. Students will be expected to develop flexible purposes for reading, analyzing relationships between ideas, developing test taking and study skills, and increasing their chances for the successful completion of a university curriculum. Credits earned for this course will not count toward graduation.

EDU 098 Critical Reading Skills**3 credits**

The course is designed to develop the student's ability to critically analyze and evaluate what he or she reads as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature purpose for reading and will be trained in the detection and refutation of a wide variety of logical errors in the writing and speech of others.

EDU 102 Oral Communications**3 credits**

The course is designed to improve the student's ability to communicate orally using Standard English. Credits earned for this course will not count toward graduation.

EDU 150 Education & Society**3 credits**

This course includes an overview of the aims, organization and procedures to provide a systematic view of the whole field. Information is provided regarding the opportunities and requirements in education as a profession. The course also includes information pertaining to the philosophy and history of education and contains material designed for the general education of all students and professional orientation for prospective teachers. This is a course often open to all students.

EDU 201 Introduction to Education**3 credits**

This course includes an overview of the aims, organization and procedures to provide a systematic view of the whole field. Information is provided regarding the opportunities and requirements in education as a profession. The course also includes information pertaining to the philosophy and history of education and contains material designed for the general education of all students and professional orientation for prospective teachers. This is a course often open to all students.

EDU 202 Educational Psychology**3 credits**

This course is designed to provide students with a thorough understanding of the human learning process and how learning is affected by personality, language, intelligence and values. The role of the teacher and/or parent in enhancing learning will be explored in detail as well as the effect of learning theories on classroom practice and procedures. The course will also provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results.

Prerequisites: EDU-201

EDU 203 Edu. & Psych. Except. Child**3 credits**

Students will be presented with an overview of the current theories, major issues, and educational services for exceptional children. They will have an opportunity to examine and assess various educational settings. They will also become familiar with various instructional techniques for exceptional children. *Prerequisites: EDU-201*

EDU 204 Creative Arts in Elem. Class.**3 credits**

This course is designed to prepare the pre-service elementary school teacher to be facile with art, music and movement in the elementary classroom setting. Fieldwork placements are provided in this course, which is open to Sophomores, Juniors and Seniors. *Prerequisites: EDU-202*

EDU 205 Prof Comm/Family Collab & Div**3 credits**

This course will provide an opportunity for Education majors to improve the oral language skills they will need in the context of a classroom setting. *Prerequisites: EDU-201*

EDU 206 Foundations in Special Education**3 credits**

Foundations of Special Education introduce students to basic facts and educational strategies for working with mentally retarded, learning disabled, emotionally and physically disabled students and gifted students. A brief history of special education programs will be included. Inclusion strategies and the Americans with Disabilities Act will be discussed. Students will receive an essential introduction and understanding of the purpose and goals of special education programs. *Prerequisites: EDU-203*

EDU 207 Sophomore Field Experience**1 credit**

Students majoring in Education are required to complete a one-credit field experience, which includes twenty hours of on-site observation, participation in non-teaching duties and completion of a unit, which they will teach for the class. Students will meet to discuss the duties, academic assignment they complete and to hand in the final evaluation from their cooperating teacher to the field placement coordinator.

Prerequisites: EDU-201

EDU 208 Educational Technology**3 credits**

This course is designed to provide opportunities for students to learn about current audiovisual technology, media, and methods for instructional or commercial use. Both classroom and hands-on instruction is educational applications of the microcomputer are included. The course will meet two hours a week to introduce topics and/or instructional materials. A laboratory session of at least two hours per week will be required for students to practice and apply what they have learned in class and in the required reading. This course is open to Juniors. *Prerequisites: EDU-201*

EDU 210 Assessment Methods I**3 credits**

Will provide pre-service teachers with skills in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in early childhood educational settings. The pre-service teacher will be given the opportunity to examine strategies that can be used to identify student challenges and address them through assessment that is effectively aligned with curriculum and instruction. The characteristics of a quality early childhood assessment program will be investigated.

Prerequisites: EDU-202

EDU 212 Child Development I: Birth 5yr**3 credits**

The course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition and the relationship between language acquisition and mental development. Attention will also be given to the practical environmental dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided. *Prerequisites: EDU-201 Corequisite courses: EDU-FD1*

EDU 217 Philadelphia Urban Seminar**6 credits**

The program is a partnership between the School District of Philadelphia, and it has been in existence for the last 16 years. The course is structured as a two-week field experience within the School District of Philadelphia for pre-service teachers. The pre-service teachers are actively working within their assigned classroom. Additionally, the course participants conduct a service-learning project within the community during the weekend.

EDU 220 Assessment Measures II**3 credits**

This course is designed to improve the students understanding of tests as they are used in academic settings and to assist the students in improving their scores on standardized tests through increased awareness of test-taking strategies and critical thinking. The sociological, psychological, and educational implications of training students in the various techniques of test taking are emphasized. The course will also emphasize how students' attitude toward test taking affects their ability to achieve a higher score on tests. Students will be provided the opportunity to apply techniques across disciplines using simulated and computer materials. *Prerequisites: EDU-210*

EDU 221 Literacy Dev. I: Birth to 5 Yr**3 credits**

This course is designed to inform and prepare pre-service teachers in an overview that focuses on the vital elements of child language and early literacy development. It will explore literacy development as an active process between children and adults and as a vital part of the social experience of a child. Strategies for early literacy for the diverse and inclusive classroom will be strongly emphasized. This course is a pre-requisite for EDU 310 Methods in Language Arts. It will explore the following topics in theory, research and practice. *Prerequisites: EDU-201*

EDU 222 The Dev Child II Birth to 5Yr**3 credits**

This course is designed to provide students with the theories of child development of school age children. The course will guide students through how a child develops from 4 – 8 years. The intent is to give pre service teachers an understanding of and an appreciation for the kinds of progress a child can make through early childhood education that will support them through the primary grades. The course will focus on

the basic issues in the study of child development theories and practices. Early childhood education contributes to a child's mental, physical, social-emotional and moral development and enhances their continued progress in the educational system. Preservice teachers will develop instructional strategies and techniques necessary for educating the school age child. *Prerequisites: EDU-202*

EDU 223 Acad Dev for Second Lang Learn

3 credits

This course is designed to provide pre-service teachers with the knowledge, skills, attitudes, insights and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information society. *Prerequisites: EDU-202 Corequisite courses: EDU-223*

EDU 300 Cur. Met. & Mat. Early Ch. Ed.

3 credits

Curriculum Methods and Assessments in Early Childhood Education gives an examination of early childhood education methodology with emphasis on the implementation of integrated curriculum which develops young children's ability to construct knowledge regarding language and writing, mathematics, science and inquiry, aesthetic expression and awareness, and social and group dynamics. It also explores the creation and management of learning environments that emphasize play, active manipulation of concrete materials, child choice and decision-making, exploration of the environment, and interaction with others. Several assessment strategies of early childhood students will be emphasized. Students will be required to complete a 20-hour field experience.

EDU 302 Methods in Secondary Education

3 credits

The methods and techniques of teaching in the school will be examined. Students will be taught methods of classroom management, the use and development of instructional materials, and approaches to guiding the learning experience.

EDU 303 Reading in the Content Area

3 credits

This course will provide a thorough examination of the reading process from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language.

EDU 304 Differential Reading Instruct

3 credits

This course will provide a thorough examination of the reading process and interventions from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language. *Prerequisites: EDU-202*

EDU 305 Educational Technology**3 credits**

This course is designed to provide opportunities for students to learn about current audiovisual technology, media, and methods for instructional or commercial use. Both classroom and hands-on instruction is educational applications of the microcomputer are included. The course will meet two hours a week to introduce topics and/or instructional materials. A laboratory session of at least two hours per week will be required for students to practice and apply what they have learned in class and in the required reading. This course is open to Juniors.

EDU 307 Junior Field Experience**1 credit**

Students majoring in Education are required to complete a one-credit field experience, which includes twenty hours on on-site observation, participation in non-teaching duties and completion of a unit, which they will teach for the class. Students will meet to discuss the duties, the academic assignments they complete and to hand in the final evaluation from their cooperating teacher to the field placement coordinator.

EDU 308 Foundations of Urban Education**3 credits**

This course is designed to provide a framework understanding of urban education. The course will provide a critical analysis of relevant and related issues that impact the urban schools. Students will explore the various factors that confront and challenge urban schools, including financial, social, and political components. In addition, the course will examine the impact of the urban context on students, teachers, parents, and the community.

EDU 310 Literacy Development II**3 credits**

This course is designed to provide students with an opportunity to plan and implement instructional strategies in the Language Arts. Instructional methodologies and activities will be provided from which students can plan and evaluate their lessons. The students will be provided with an opportunity to teach in an elementary classroom in a local school. This is a speaking emphasis course. EDU-310 is taught in conjunction with EDU-312. *Prerequisites: EDU-202 Corequisite courses: EDU-314*

EDU 311 Social Studies Methods**3 credits**

This course is designed to provide students with the natural and social science concepts that are taught in the Early Childhood and Elementary classroom settings as well as the various teaching methodologies for the teaching of these concepts. Students will develop lessons in the content areas and have the opportunity for the evaluation of these lessons.

EDU 312 Math Foundations I**3 credits**

This course is designed to provide students with the teaching methodologies for the mathematical concepts developed in the Early Childhood and Elementary School settings. The foundation for this course content is the theory of children's cognitive

development, which is taught, in lower level Education courses. The course is taught in conjunction with EDU-310. *Corequisite courses: EDU-310*

EDU 313 Literacy and Literature

3 credits

This course is designed to help students develop an understanding and appreciation of the literature for children and adolescents. The course will focus on the theoretical and practical aspects of the study of literature and its various genres. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the Elementary or Secondary school curriculum.

Prerequisites: EDU-201

EDU 314 Math Found II: Primary Grades

3 credits

This course is designed to provide an examination of mathematics instructional strategies in the elementary school. Students will be given opportunities to develop instructional strategies and techniques, appropriate for use in the early childhood and elementary school settings.

Primary mathematics topics to be addressed will include using effective learning trajectories, using a wide range of instructional activities, and using a combination of teaching strategies. An additional focus will include the importance of math learning in the primary grades, all children's potential to learn math, and the teacher's need to understand children's learning development. *Prerequisites: EDU-202 Corequisite courses: EDU-310*

EDU 315 Science Methods

3 credits

This course is designed to provide students with the natural science concepts that are taught in the Early Childhood and Elementary classroom settings as well as the various teaching methodologies for the teaching of these concepts. Students will develop lessons in the content areas and have the opportunity for the evaluation of these lessons. Pre-service teachers will investigate the characteristics of a quality early childhood/elementary science program. Investigations will include building on children's prior experiences, drawing on children's curiosity, encouraging children to pursue their own questions, engaging children in in-depth exploration of a topic, and fostering of inquiry. Materials, methods, and strategies for teaching life, physical, earth and space, and sustainability science will be presented. This course will place emphasis on hands-on approaches, project-based approaches, investigation, experimentation, and knowledgebase enhancement. The course will seek to help re-service teachers to develop an understanding and appreciation of science that will make an impression to help children acquire knowledge, attitudes, and skills essential to science literacy.

Prerequisites: EDU-202

EDU 320 Survival in Testing World

3 credits

This course is designed to improve the students understanding of tests as they are used in academic settings and to assist the students in improving their scores on standardized tests through increased awareness of test-taking strategies and critical thinking. The

sociological, psychological, and educational implications of training students in the various techniques of test taking are emphasized. The course will also emphasize how students' attitude toward test taking affects their ability to achieve a higher score on tests. Students will be provided the opportunity to apply techniques across disciplines using simulated and computer materials.

EDU 325 Curriculum and Assessment Strategies

3 credits

This course will present a variety of teaching strategies and educational materials designed to meet the individual needs of the learning disabled. It will concentrate on academic, language and perceptual motor programs as well as curriculum development for the educational environment. This course also focuses on experiences in testing children, writing prescriptions, and developing educational evaluations. It will include the study of tests used for psychological and educational assessment and the translation and interpretation of those data into remedial plans for different types of handicapped children.

EDU 326 Teaching S.E. in Secondary Education

3 credits

This course will instruct learners in methods for teaching Special Education students mainstreamed at the secondary level (Grades 9-12). This course will teach adaptations for instruction, managing classroom behavior, coordinating the learning environment, using computers and other learning equipment as well as constructing Individual Education Plans for a variety of disabilities. Using faculty and agency team collaboration will be discussed. Use of non-disabled peers to facilitate positive interaction with special education students will also be discussed. Developing the learning strengths of special education students will be emphasized.

EDU 327 Teaching Students with Physical

3 credits

The purpose of this course is to provide special education teachers with information regarding the types, therapies and specially designed interventions to be used in providing an appropriate education for students who have varied neuromuscular conditions. The role of parents, professional therapists and educators in collaborating to diagnose, prescribe and nurture the student will be discussed as will teaching peers to interact appropriately with the student who is disabled.

EDU 328 American Sign Language I

4 credits

This course will provide students with a signing vocabulary of more than 500 words in American Sign Language and will communicate them in sentences, describe events, and tell/understand simple stories. They will gain a sensitive perspective towards the emotional, psychological, and cultural needs of this exceptional population as well as survival language/signing skills that will enable them to communicate the basic needs for the deaf.

EDU 329 American Sign Language II**4 credits**

This course is designed for the participants to become fluent in the use of American Sign Language. The participants will gain a sensitive perspective towards the emotional, psychological, and cultural needs of this exceptional population as well as survival language/signing skills that will enable them to communicate basic needs for the Deaf. Through the class sessions, text, field trips, films, and guest speakers, the students will master the course outcomes. They will have a signing vocabulary of more than 500 words and will communicate in sentences, describe events, and tell/understand simple stories. A 40-hour field experience is required. *Prerequisites: take EDU-328*

EDU 330 Classroom Management**3 credits**

This course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships and academic performance. Attention will be given to aspects of diversity and/or multicultural factors that influence perceptions about classroom management, and to factors that may help facilitate mainstreaming efforts.

EDU 401 Student Teaching**12 credits**

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in cooperating schools, and to supervise and direct an actual teaching experience in such schools. This course is open to Seniors.

EDU 403 Internship in Education**6 credits**

This course is designed for post-baccalaureate students who have had substantial previous teaching experience as a substitute teacher and/or as part or full-time instructor (teacher) in basic education who seek teacher certification. Students enrolled in this course will complete six weeks of student teaching in an accredited elementary and/or secondary school. The student's classroom teaching will be regularly evaluated by the cooperating teachers and the Lincoln University faculty assigned by the Department Chair. To qualify for EDU 403 matriculation, students must be teaching full-time in a basic education (K-12) setting during the EDU 403 experience. The candidate for enrollment in this course must obtain written permission from the Chair of the Department from which he/she seeks teacher certification and the Dean of the School of Social Sciences and Behavioral Studies.

EDU 420 Research Seminar for E.C./E.E.**3 credits**

This course is designed for the purpose of providing students with the opportunity to conduct research in Early Childhood and/or Elementary Education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. This course will also provide an opportunity for students to discuss the student teaching experience in relation to the current research on teaching.

EDU 422 Research Seminar**3 credits**

(Health and Physical Education, Music students desiring teacher certification will also enroll in this course.) This course is designed for the purpose of providing students with the opportunity to conduct research in their area of Education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. This course will also provide an opportunity for students to discuss the student teaching experience in relation to the current research on teaching.

EDU 495 Independent Study**1-4 credits**

Faculty supervised research.

Department of Health, Physical Education and Recreation

Professor:

James L. DeBoy, Ph.D.

Associate Professor:

Cyrus Jones, M.S.

Sally Wagner, Ed.D.

Assistant Professor:

Yvonne R. Hilton, Ed.D., Chair

Carl B. Wilson, M.S.

The Health, Physical Education and Recreation Department (HPER) offer two majors: (1) Health and Physical Education and (2) Health Science. Additionally, HPER provides a basic instruction program (Wellness) that is required for all students.

The Health and Physical Education (HPE) program at Lincoln University prepares students to teach health and physical education in the school system (grades K - 12). For those students wishing to continue their education and pursue graduate work, advising and information are provided by the faculty advisors.

The Health Science (HS) major is designed to prepare students for graduate study in the allied health disciplines. Students selecting the Health Science major in the HPER department understand that this major is a preparatory program and that they must seek a masters degree in their area of interest after graduating with a BS degree from Lincoln University. HPER faculty advisors work closely with these students and assist in the application process to graduate schools.

Health and Physical Education Program

The major in Health and Physical Education at Lincoln University is certified by the Pennsylvania Department of Education for teaching grades K - 12 in both health and physical education. The teaching certificate is granted upon satisfactory completion of the degree program and requirements of the Pennsylvania Bureau of Teacher Preparation and Certification.

You must complete courses in the HPER department and all the requirements in the Department of Education section of this Catalog. **Please see the Department of Education portion of this Catalog.**

University Core Specific Requirements:

Science: BIO 101/161 Human Biology	4
Science: BIO 205/275 Anatomy and Phys. I	4
Social Science: PSY 101 General Psychology	3
Math: MAT 201 Math for Elementary Teachers	3

HPE requirements

HPR 105 Gymnastics	2
HPR 110 Individual Sports	2
HPR 130 Introduction to HPER	3
HPR 160 Personal & Community Health	3
HPR 207 Health Promotion	3
HPR 210 Dual Sports	2
HPR 221 Rhythmic Skills	2
HPR 225 First Aid/CPR/AED	2
HPR 230 Aquatics	2
HPR 307 Physiology of Exercise	3
HPR 308 Kinesiology	3
HPR 310 Team Sports	2
HPR 311 HPE Methods or EDU 302	3
HPR 312 School Health or HPR 275 Disease Prevention	3
HPR 315 Adapted Physical Education	3
EDU 420 Seminar	3

Must pass Exit Area Exam

Total HPE requirements **41 credits**

Education Requirements

Please see the Department of Education portion of this Catalog.

Health Science Program

University Core Specific Requirements:

Science: BIO 101/101L Human Biology	3-4
Science: BIO 102/102L Human Biology	3-4
Math: MAT 110 College Algebra or MAT-106 Math Lib Art	3
Social Science: PSY 101 General Psychology	3
Social Science: SOC 101 Intro to Sociology	3

HS requirements**34-35**

HPR 130 Introduction to HPER	3
HPR 160 Personal and Community Health	3
HPR 140 Medical Terminology	3

HPR 206 Fitness Assessment OR HPR 207 Health Promotion	3
HPR 225 First Aid/CPR/AED OR HPR 280 FA/CPR for Hlth Prof	2-3
HPR 246 Cultural Health OR PSY 306 Multicultural Psych	3
HPR 275 Disease Prevention	3

Must pass BSAT exam prior to taking 300/400 level HPR courses

HPR 350 Nutrition	3
HPR 307 Physiology of Exercise OR HPR 308 Kinesiology	3
HPR 312 OR HPR 314 OR HPR 315	3
HPR 397 Internship Seminar (recommended)	1
HPR 399 Internship	1
HPR 408 Research & Evaluation	3

Other requirements: 17-18 credits

BIO 205/205L Anatomy and Physiology I	4
BIO 206/206L Anatomy and Physiology II	4
CHE 100 Intro to Chemistry OR CHE 120/120L Chem Health Sc	3-4
PSY 206 Lifespan Psychology OR PSY 214 Abnormal Psychology	3
MAT 114 OR PSY 312 OR SOC 306	3

Select four: 12-14 credits

HPR 110 OR HPR 210 OR HPR 310	3
HPR 325 Drugs in Society	3
HPR 402 Administration of HPR	3
HPR 415 Issues and Trends	3
BIO 200 HIV/AIDS	3
PHL 207 Biomedical Ethics	3
CHE 121/122L Chem for Health Sci II	4
PHY 105/105L Physics	4
PSY 203 History and Systems	3
PSY 207 Human Sexuality	3
PSY 306 Multicultural Psychology	3
PSY 321 Psychology of Addictions	3
SOC 205 Marriage and Family	3
SOC 243 Intro to Human Services	3
SOC 310 Human Growth and Development	3

Total 63-67 credits**NOTE: You must pass the Exit Area Exam in order to Graduate****HPER Course Descriptions****HPR 101 Dimensions of Wellness****2 credits**

Health related topics studied in this course include health related fitness, nutrition and weight control, stress management, drug and alcohol abuse, and disease prevention. Opportunities are provided to assess, develop, and implement individualized health related programs.

HPR 102 Lifetime Sports**1 credit**

In this course, knowledge and skill are emphasized in two different lifetime sports e.g., badminton and bowling; swimming and conditioning. A prescribed uniform is issued to all students formally enrolled in HPR 102. This uniform shirt and shorts is distributed from Rivero Hall. The laboratory fee associated with this course covers the uniform cost.

HPR 103 Fitness for Life**1 credit**

Students will be provided the opportunity to improve their health-related fitness: cardiovascular endurance, muscular strength, body composition, and flexibility. Exercise interventions will include: walking, cycling, aerobics, kickboxing, yoga, and strength training. Additionally, students will record and monitor their nutrition for purposes of maintaining an optimal diet. Self-assessment on the aforementioned fitness components will enable students to maintain healthy lifestyles after the course.

HPR 105 Gymnastics: Tumbling & App**2 credits**

This course teaches fundamental tumbling skills with emphasis on the analysis and evaluation of activity mechanics. Practical application of fundamental apparatus: even and uneven parallel bars, high bar, side and pommel horses, and Swedish box. An emphasis is placed upon teaching methods, safety, and evaluation strategies.

HPR 110 Individual Sports**2 credits**

Skills and knowledge needed to teach/deliver: archery, bowling, bicycling, canoeing, golf, track and field, and fitness are covered. Activity analysis will be emphasized.

HPR 125 First Aid and C P R**1 credit**

Instruction and practice will be provided in proper first aid principles, procedures and emergency care including CPR training. Certification will be awarded to those students who meet the National Safety Council NSC requirements.

HPR 130 Intro to Health, Phys Ed & Rec**3 credits**

This course serves as an introduction to the profession of health, physical education and recreation; provides an understanding of the history, principles, scientific basis and current status of each area; acquaints students with professional organizations and literature; reviews career possibilities and the professional preparation necessary for these fields. *Prerequisites: HPR 101*

HPR 140 Medical Terminology**3 credits**

This course is designed to introduce the student to the basic principles of medical terminology. The focus is on the construction of words using prefixes, suffixes and word roots and their application. Proper spelling, pronunciation, usage and comprehension will be emphasized using a body-systems approach. Additional terminology focus areas will include pathology, pharmacology, medical abbreviations and clinical conditions.

HPR 152 Computers for Health Education**3 credits**

This course will introduce students to the potential uses of microcomputers in the field of health education. A broad range of hardware and applications will be covered: personal productivity software database, word processing, graphics and communications, the Internet, health education software health risk appraisals, fitness assessments, stress and dietary analyses, statistical applications SPSS, and legal/ethical issues related to the use of technology in health education. This course is designed to be hands on experience for students who will demonstrate the ability to access and evaluate data using CD ROM databases, computer networks, the Internet, and electronic mail. *Prerequisites: CSC 151*

HPR 160 Personal and Community Health**3 credits**

This class explores the problems and practices involved in the improvement of individual and community health; human sexuality; drugs and man; nature of communicable, chronic, degenerative, and acute diseases; air, water, and noise pollution. *Prerequisites: HPR 101*

HPR 175 Aquatics I (formerly HPR 230 Aquatics)

This course provides aquatic skills training for the beginning/non swimmer. It will focus on swimming skill & lifesaving skill development.

HPR 200 Officiating of Sports**2 credits**

This class covers the principles, techniques, rules and regulations for officiating dual and team sports. Theory and practice with required laboratory sessions in actual officiating.

HPR 202 Leisure and Play**3 credits**

The purpose of this course is to provide a base of information about leisure and play from a historical, behavioral, and philosophical perspective; to clarify personal values concerning leisure; and to expand the student's awareness of leisure as it relates to his/her life and that of others. It is concerned with what recreation is, rather than how it is accomplished or delivered.

HPR 207 Health Promo: Theory& Practice**3 credits**

This course provides an introduction to the fields of health education and health promotions. The relationship of health education/promotion to other disciplines will be examined from pragmatic, philosophical, and historical contexts. Specific attention will focus upon the development of behaviors conducive to well being. Theories of learning with applications to health education will be discussed. Competencies and skills of health educators will also be explored as well as current and future issues affecting the delivery of health promotion services. *Prerequisites: HPR 160 / BIO 102*

HPR 210 Dual Sports**2 credits**

This class covers the skills and knowledge needed to teach/deliver: badminton, tennis, handball, fencing, wrestling, table tennis, billiards, and various table games. Activity analysis will be emphasized.

HPR 221 Basic Rhythmic Skills**2 credits**

This course equips the student with the basic understanding of rhythmic skills and techniques used in schools, rehabilitation and recreational centers. It also intends to meet the needs of the student who desires to learn ethnic dance forms and to teach basic skills.

HPR 225 First Aid / CPR**2 credits**

Instruction and practice will be provided in proper first aid principles, procedures and emergency care including CPR training. Certification will be awarded to those students who meet the AAOS requirements. *Prerequisite: Junior or Senior status; HPR101 (HPR 160 or BIO 102 recommended)*

HPR 230 Aquatics II**2 credits**

This course provides aquatic activities for the intermediate / advanced swimmer. Its focus is skill development with an emphasis on teacher methodology & strategy for the teacher certification at the K-12 level.

HPR 246 Cultural Health (formerly Transcultural Health: Global)**3 credits**

This course is designed to expand students' worldviews and explore cultural diversity among health care clients. Students will examine both the differences and similarities that exist across cultures. Specifically, the Model for Cultural Competency Purnell, 1998 will be used to study ten ethno cultural groups and the 12 domains of culture that influence their health status. The ethnic groups studied will include: African Americans, Amish, Arab Americans, Chinese Americans, Egyptian Americans, Jewish Americans, Mexican Americans, Navajo Indians, Puerto Ricans, and Vietnamese Americans.

Prerequisites: HPR 101 SOC 101

HPR 275 Disease Prevention**3 credits**

This course is designed to help safeguard and increase health of older adults. Topics include: normal expected structural and functional changes; common pathological conditions associated with aging; health assessment methods; nutritional and metabolic issues; activity and therapeutic exercise; sexuality; medications; and health care resources.

Prerequisites: HPR 130 HPR 160 / HPR 130 BIO 101 / HPR 130 BIO 102 / HPR 130 BIO 103 / HPR 130 BIO 104

HPR 280 First Aid / CPR for Health Professionals**3 credits**

This course provides instruction in first aid and emergency care procedures for the health care professional. Students will have the opportunity to learn, practice and

demonstrate proficiency in first aid and emergency care procedures, beyond the level of the lay person. This will include conducting primary and secondary assessments, utilizing universal precautions, performing CPR for the adult, child and infant, and implementing appropriate first aid techniques. Certification will be provided for students who meet the criteria of the ECSI. *Prerequisites: HPR 275*

HPR 305 Phys Ed for Elementary School

3 credits

This course has been designed to enable the student to gain an understanding of the developmental progressions of motor skill acquisition in the preschool and elementary school child; curriculum development; class management; and elementary physical education content. *Prerequisites: HPR 130/EDU 201*

HPR 307 Physiology of Exercise

3 credits

This course examines the functions of the human body and the physiological changes in the human organism due to physical exercise as well as applications to specific problems of the health and physical education program.

Prerequisites: take BIO 206 and MAT 106 or higher, CHE courses recommended

HPR 308 Kinesiology

3 credits

This course presents a study of the principles of human motion. Anatomical and mechanical analysis of everyday and physical education activities are emphasized for the purpose of promoting normal physical development and improvement of performance.

Prerequisites: BIO 205

HPR 310 Team Sports

2 credits

This course teaches the skills and knowledge needed to teach/deliver: field hockey, lacrosse, speedball, soccer, football, softball, volleyball, and basketball. Activity analysis will be emphasized.

HPR 311 Methods Teaching Health & P.E

3 credits

Development of necessary skills and experiences essential for the teaching of health and physical education in elementary and secondary schools as well as principles, methods, curriculum patterns and resources will be addressed. Opportunities for individual teaching experience and observations off campus will be provided. *Prerequisites: HPR 130/HPR 305*

HPR 312 Health Service & Instruction

3 credits

The methods, practice and observation of health education programs, health examinations, follow up procedures, special classes, school feeding and hygiene of the school environment are covered in this course. *Prerequisites: HPR 207*

HPR 314 Athletic Injuries

3 credits

This course covers prevention of injuries in athletic activities, safety procedures, proper care of equipment, support methods and therapeutic modalities, and personal safety.

Laboratory work will include clinical use of sports medicine equipment. *Prerequisites:*
BIO 205 HPR 275

HPR 315 Adapted Physical Education

3 credits

This course presents a multidisciplinary approach of physical education as an integral part of the Individualized Education Plan and Individualized Treatment Plan team. It also addresses psychomotor assessment, developmental teaching, and program implementation. All course materials are applicable to both disabled and non disabled students. Included in the course are units on special populations presenting their needs, interests and implications for physical education and recreation. Students are afforded the opportunity to field test theoretical constructs, including leadership skills via laboratory experiences throughout the course. *Prerequisites: HPR 275*

HPR 320 Modern Dance

2 credits

This course presents a study of contemporary dance techniques and the basics of composition and promotes development of knowledge, skills, and appreciation of modern dance through the presentation of fundamental techniques. The course is designed to familiarize teachers and aspiring therapists with the elements of modern dance activities.

HPR 325 Drugs and Society

3 credits

This course addresses the use and abuse of drugs in our society. Substance abuse and its consequences will be examined from an inter disciplinary approach: psychology, pharmacology, sociology, economics and education. This course will introduce personal and social life skills decision making, communication, and coping skills critical for prevention and intervention efforts. Additional course components include: drug prevention, program development, implementation, and evaluation. Guest speakers from varied academic departments psychology, sociology, biology, economics and political science will be utilized as well as community health practitioners.

Prerequisites: SOC 101 HPR 160 / SOC 101 BIO 102

HPR 328 Community Recreation

3 credits

This course introduces students to community recreation, including the many challenges facing the recreational professional. The course emphasis will be on community recreation in terms of conducting needs assessments, program development rationale, facilitation and implementation of programs, budgeting, advertising and program evaluation. Practical experience in planning and conducting recreation programs will be provided. *Prerequisites: HPR 202/HPR 130*

HPR 350 Introduction to Nutrition

3 credits

This course introduces the basic principles of human nutrition. Topics will include: nature and function of macronutrients and micronutrients; digestion; food advertising, food packaging, and food labeling; optimal nutrition; and energy transformations.

Students will be afforded opportunities to develop and execute personal plans for healthy eating based upon individual self assessments. *Prerequisites: HPR 160/BIO 102*

HPR 397 Internship Seminar

1 credit

This seminar will develop professional and interpersonal competencies necessary for successful internship and career development. Students will develop their personal philosophy in their chosen area of study; identify career and internship goals; critically analyze several potential intern programs based on standards of practice and individual career goals; and develop an awareness and understanding of professional conduct. This course should be taken in the semester prior to the internship. *Prerequisite: Junior or Senior Status; Health Science Major Corequisite courses: HPR 399*

HPR 398 Therapeutic Rec Internship

6 credits

This is a clinical experience in a habilitation/rehabilitation setting under the supervision of a certified therapeutic recreation specialist CTRS. The internship must be for a minimum of 12 weeks of full time 40 hours per week.

HPR 399 Health Science Internship

1 credit

This is a 10 week, 360 hours, off campus clinical experience for HSC students. Most field sites will require completion of First Aid / CPR course.

HPR 402 Admin of Health, P.E., and Rec

3 credits

This course is designed to introduce students to a variety of management practices and concerns relevant to the organization, administration and supervision of health, physical education and recreation programs and services. The course will emphasize administrative roles and responsibilities in an effort to enhance the students' professional awareness and preparation to enter the career world. A case analysis approach will be used to apply concepts and theories to practical situations.

Prerequisites: HPR 207

HPR 406 Fitness Assessment

3 credits

This course focuses on the principles of fitness management as they relate to health screening, fitness testing, health evaluations, nutrition, and exercise prescriptions. A practical approach will be stressed.

HPR 408 Research and Evaluation in Rec

3 credits

This course is an introduction to basic research and evaluation skills. Students will learn to conduct research and to critically analyze research published in recreation and leisure studies. Literature reviews, assessment techniques, descriptive research methods, sampling, data analysis, scales of measurement, survey development and basic statistics will be presented. Students will complete a mini research study.

HPR 415 Issues/Trends in Allied Health

3 credits

Today the definition of wellness involves the interrelationship of many dimensions of health: physical, emotional, mental, social, and spiritual. This holistic approach requires individuals taking more responsibility for their own well being. Our health status is also affected by society, government and the environment. The purpose of this course is to introduce students to a variety of current issues and controversies related to the delivery of healthcare services. As future allied health professionals, students will also learn their roles and responsibilities to ensure the integration of healthcare services.

HPR 495 Independent Study
Independent Study

1-4 credits

Department of History and Political Science

Professors:

Levi A. Nwachuku, Ph.D.

Associate Professors:

Donald Bradt, Ph.D.

Chieke Ihejirika, Ph.D.

D. Zizwe Poe, Ph.D.

Assistant Professors:

Stephen McCullough, Ph.D.

The mission of the History program at Lincoln University is:

1. To examine values, innovations and traditions of human societies.
2. To enable students to know and appreciate various cultural inheritances, and also provide students with basic knowledge of historical and physical geography.
3. To develop students' abilities to utilize historical perspectives to comprehend world events.
4. To develop students' abilities to interpret and evaluate events in history.

History Program

To qualify as a History Major for the Bachelor of Arts or Bachelor of Science Degree, a student must complete at least twelve history courses approved by the History Department. These courses will ordinarily be taken at Lincoln and must include three courses (nine hours) in Western or European History; three courses (nine hours) in United States History; three courses (nine hours) in African-American History; three courses (nine hours) in African History in addition to two semesters of Historical Methods (History 401-402). A student who wishes to receive a Bachelor of Arts in History must complete four semesters of the same foreign language through intermediate level (202). A student who wishes to receive a Bachelor of Science degree in History need not take a foreign language.

Select three (3):

9 credits

HIS 101 Modern European History I
 HIS 102 Modern European History II
 HIS 103 Contemporary World History
 HIS 207-208 History of England
 HIS 215 Historical Geography
 HIS 301-302 Medieval History
 HIS 305 Russian Intellectual History

HIS 315-316 The Third Republic in France

Select three (3):

9 credits

HIS 105 History of United States I
 HIS 106 History of United States II
 HIS 110 Recent United States History
 HIS 309 United States Intellectual History
 HIS 312 Urban History of the United States
 HIS 313 United States Diplomatic History I
 HIS 314 United States Diplomatic History II

Select three (3):

9 credits

HIS 205 History of African-American People I
 HIS 206 History of African-American People II
 HIS 212 History of Black People in the 20th Century

Select three (3):

9 credits

HIS 211 History of Revolutionary Africa
 HIS 307 History of Africa I
 HIS 308 History of Africa II

Required:

6 credits

HIS 401 Historical Methods I
 HIS 402 Historical Methods II

Total

42 credits

Secondary Education Social Studies/History Program

Students may work towards Social Studies certification through the following two programs, which are housed in the History Department. Both programs have a specific purpose. The History Social Studies Secondary Education is a Dual Major in History and Education with required courses in the other Social Science Departments. While this program provides the student with the necessary courses for Secondary Social Studies Teaching Certification for Grade 7- 12, it also provides a strong History background for those interested in Graduate or Law School.

The Social Studies Certification Program provides the basic courses that will give students the opportunity to meet the Pennsylvania Department of Education (PDE) standards or competencies required for one to teach Social Studies at the Secondary level for Grades 7-12. Students will need to take courses in History, Political Science, Sociology, Economics, Psychology, and Education.

Selection One (1):	3 credits
HIS 101 Modern European History I	
HIS 102 Modern European History II	
HIS 103 Contemporary World History	
Other History courses:	27 credits
HIS 105 History of United States I	
HIS 106 History of United States II	
HIS 205 History of African-American People I	
HIS 206 History of African-American People II	
HIS 215 Historical Geography	
HIS 307 History of Africa I	
HIS 308 History of Africa II	
HIS 401 Historical Methods I	
HIS 402 Historical Methods II	
Other required courses:	15 credits
POL 101 American National Government	
ECO 201 Principles of Macroeconomics	
SOC 101 Introduction to Sociology	
SOC 201- General Anthropology	
PSY 101 General Psychology	
Total	45 credits

Students must complete the above **History major requirements and the Secondary Education requirements** listed in the Department of Education section of this Catalog

Social Studies Education Program

Select one (1):	3 credits
HIS 101 Modern European History I	
HIS 103 Contemporary World History	
Other History Courses:	15 credits
HIS 105 History of United States I	
HIS 205 History of African-American People I	
HIS 215 Historical Geography	
HIS 401 Historical Methods I	
HIS 402 Historical Methods II	
Other required courses:	15 credits
POL 101 American National Government	
ECO 201 Principles of Macroeconomics	
SOC 101 Introduction to Sociology	
SOC 201- General Anthropology	
PSY 101 General Psychology	

Total**33 credits**

In addition to the above courses, the student **must take the required courses for Secondary Education** as defined in the section of this catalog for the Department of Education.

History Minor

To qualify as a History Minor, a student must complete at least five courses in History, which shall be distributed over the fields of United States History; Western or European History; African-American and African History. At least two of these courses must be at or above the 300 level.

Black Studies Minor

Required Courses:

15 credits

BLS 101 Introduction to Black Studies
 HIS 212 History of Black People in the 20th century
 HIS 307 or 308 History of Africa I and II
 POL 205 African American Politics
 PSY 208 Black Psychology

Elective: Select one (1):

3 credits

BLS 301 The Black Family
 BLS 405 Special Topics
 ENG 319 Survey of African-American Literature
 ENG 320 Studies in African-American Literature
 ENG 321 Contemporary African Literature
 ENG 322 African Americans in Broadcasting
 POL 304 Comparative African Politics
 REL 307 African American Religions
 REL 310 Dr. Martin Luther King Jr.
 SOC 321 Ethnography of West Africa
 ARH 375 African American Art
 ARH 376 African Art
 BLS 403 Ideologies of Black Liberation
 Other classes at the discretion of the Black Studies Committee

Total**18 credits**

Political Science Program

The Discipline of Politics or Political Science is both ancient and modern at the same time. It is the struggle for power, a phenomenon so vital to society that Aristotle declared: "Politics is the master science upon which all of civilization depends" (3rd C. BCE).

The Mission of the Political Science Program

The mission of the Political Science program is to prepare students for careers and advanced training in politics, law, public administration, and related fields. In that regard, the department provides students with instruction related to both American and international politics and institutions, as well as, the phenomena that affect them. Graduates of the program will be able to apply their knowledge as they become active citizens and leaders. To these ends, the political science department will:

1. Provide broad training across Political Science subfields so as to give the student enough perspective to choose and succeed in graduate and professional schools or career options that best suit him or her.
2. Prepare the student to be competent in analyzing political phenomena both in writing and orally.
3. Prepare the student to conduct empirical research.

Required Courses:

39 credits

POL 101 American National Government (Prerequisite)
 POL 102 Introduction to Political Science
 POL 202 Introduction to Comparative Politics
 POL 204 Introduction to International Relations
 POL 205 African American Politics
 POL 300 Political Theory I
 POL 301 Political Theory II
 POL 303 Comparative Politics
 POL 304 Comparative African Politics
 POL 401 The Supreme Court and Constitutional Law
 POL 480 Intro to Research Methods in Political Science
 POL 482 Senior Seminar
 POL 490 Internship in Political Science **OR**
 POL 313 Introduction to Public Policy

Elective one (1):

3 credits

Political Science Elective

Total

42 credits

Pre-Law Certificate Program

Required:	9 credits
PHL 217 Critical Reasoning	
POL 310 Race and American Law	
ENG 314 Legal Analysis and Writing	
 Select <u>one</u> of the following:	 3 credits
POL 400 Legal Problem Solving and Skills Development	
POL 204 Legal Systems	
SOC 101 Law and Society	
POL 401 Supreme Court and Constitutional Law	
PHL 303 Legal Philosophy	
ECO 334 Business Law	
COM 404 Media Law and Ethics	
Total	12 credits

Other Program Requirements: All pre-Law students are required to join and demonstrate active participation in the University's Thurgood Marshall Society.

Political Science Minor

Required:	
POL 101 American National Government	
POL 102 Introduction to Political Science	
POL 202 Introduction to Comparative Politics	
POL 204 Introduction to International Relations	
POL 300 or 301 Political Theory I and II	
POL 401- the Supreme Court and Constitutional Law	
Total	18 credits

International Relations Minor

Required:	
POL 204 Introduction to International Relations	
POL 202 Introduction to Comparative Politics	
POL 303 Comparative Politics II	
POL 304 Comparative African Politics	
POL 360 International Political Economy	
POL 460 Workshops in International Affairs	
HIS 313 or 314 U.S. Diplomatic History I or II	
Total	21 credits

History and Political Science Course Descriptions

BLS 101 Introduction to Black Studies

3 credits

This is a one semester course that deals with the total Black experience, beginning in Africa and extending to the Americas and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience as well as the historical aspects will be closely examined. The course will be designed to prepare the Black Studies student for all other courses in the program and will do this largely by posing some of the pressing questions which will be considered in Black Studies.

BLS 301 The Black Family

3 credits

This course examines the origins of the Black family in Africa, its structure and function within the total society. It will look at the effects of slavery on the family and will look at the Black family within the white American context. It will analyze current ideologies regarding the role of the husband/father and wife/mother and their viability vis 224 vis the American situation.

BLS 405 Topics in Black Studies

3 credits

This is an independent reading class on special topics of interest to the student in a specific disciplinary area in the humanities or the social sciences. This course is to enable the student to obtain an in depth knowledge of selected dimensions of African American experience. Each student will need to obtain the consent of a faculty member in the most appropriate field to his area of interest.

BLS 495 Independent Study

3 credits

Faculty Supervised research.

HIS 101 Modern European History I

3 credits

This is a basic introduction to the study of history. The first semester covers the development of Europe from the close of the Middle Ages to the revolutions of 1848. The second semester covers the period from 1848 to 1939. Writings of contemporary authors and historians with varying points of view supplement the use of a basic text.

HIS 102 Modern European History II

3 credits

This is a basic introduction to the study of history. The first semester covers the development of Europe from the close of the middle Ages to the revolutions of 1848. The second semester covers the period from 1848 to 1939. Writings of contemporary authors and historians with varying points of view supplement the use of a basic text.

HIS 103 Contemporary World History I

3 credits

This course will examine Twentieth Century Europe from the point of view of the political, economic, cultural, and intellectual forces that have shaped it. From the

course, students should develop an awareness of the factors that have contributed to the molding of contemporary European societies: their governments, their political and cultural institutions, their ideologies, and their attitudes toward the rest of the world.

HIS 104 Contemporary World History II

3 credits

This course will examine Twentieth Century Europe from the point of view of the political, economic, cultural, and intellectual forces that have shaped it. From the course, students should develop an awareness of the factors that have contributed to the molding of contemporary European societies: their governments, their political and cultural institutions, their ideologies, and their attitudes toward the rest of the world.

HIS 105 History of the U.S. I

3 credits

The first semester covers the period from the first explorations to 1876, with emphasis on the following topics: the expansion of Europe in the 16th Century, life in the colonies, the growth of American political institutions, and the sectional conflict. The second semester covers the period from 1877 to present, with particular emphasis upon political and social developments.

HIS 106 History of the U.S. II

3 credits

The first semester covers the period from the first explorations to 1876, with emphasis on the following topics: the expansion of Europe in the 16th Century, life in the colonies, the growth of American political institutions, and the sectional conflict. The second semester covers the period from 1877 to present, with particular emphasis upon political and social developments.

HIS 107 History of East Asia I

3 credits

This course is an elementary survey of the historical development of the major East Asian countries from circa 600 B.C. to modern times. The first semester deals primarily with the formation of the traditional culture and government of East Asia. The second semester concerns the impact of the West on East Asia, starting with the Opium War and ending with the Communist Revolution in China. Special emphasis will be on a comparison of the response of China and Japan to Western ideas and technology.

HIS 108 History of East Asia II

3 credits

This course is an elementary survey of the historical development of the major East Asian countries from circa 600 B.C. to modern times. The first semester deals primarily with the formation of the traditional culture and government of East Asia. The second semester concerns the impact of the West on East Asia, starting with the Opium War and ending with the Communist Revolution in China. Special emphasis will be on a comparison of the response of China and Japan to Western ideas and technology.

HIS 110 History of the U.S. Since 1945

3 credits

This course covers intensively the period of United States history since World War II. It reviews domestic politics and foreign affairs, with some emphasis upon current events.

HIS 204 Latin American History **3 credits**

The course traces the economic and political history of the South and Central American nations since 1800. Emphasis is placed on the relation of Latin America to the interests and policies of the United States.

HIS 205 History of Black People in U.S. I **3 credits**

The first semester of this course covers the period from the African background to the outbreak of the Civil War. It includes early history and the era of slavery and traces the important movements, including protest movements, to the outbreak of the Civil War.

HIS 206 History of Black People in U.S. II **3 credits**

The second semester of this course commences with the end of slavery, then treats Reconstruction, the betrayal of radical Reconstruction and the basic problems which have emerged both in the South and North, with emphasis on the protest movements emerging in the Twentieth Century until World War I.

HIS 207 History of England I **3 credits**

This course traces the growth of English life from Anglo Saxon times to the present, dealing with the major political, constitutional and economic developments of the country. It is designed to meet the needs of pre law students and English literature majors as well as the interests of History Majors. Offered: Alternate years

HIS 208 History of England II **3 credits**

This course traces the growth of English life from Anglo Saxon times to the present, dealing with the major political, constitutional and economic developments of the country. It is designed to meet the needs of pre law students and English literature majors as well as the interests of History Majors. Offered: Alternate years

HIS 211 Revolutionary Africa 20th Cen **3 credits**

This course examines the history of the African revolutionary movements. The study includes revolutionary forces in the following countries: Algeria, the Mau Mau in Kenya; the Portuguese colonies, i.e., Guinea Bissau, Angola and Mozambique, and the struggle for Southern Africa. All the factors that have initiated revolution in these areas such as land and taxes will be analyzed.

HIS 212 Black People in the 20th Century **3 credits**

This course deals with the most recent phase of the history of Black Americans. Up to World War I, the period covered in History 205 206, while attention is paid to the North, major emphasis is on the South. But with the great migration of World War I to the North and the rise of the Northern Black ghettos, the emphasis turns increasingly to the North while the South is by no means neglected. Events of World War II and the postwar era are included.

HIS 215 Historical Geography**3 credits**

This course will focus on historical geographical concepts and will introduce the student to topographic maps, the Grid System, terrain, patterns, and map readings. It will show how geography has shaped and influenced historical evolution. There is no prerequisite.

HIS 301 Medieval History I**3 credits**

The first semester deals with the decline of Rome and the evolution of medieval society, emphasizing the basic characteristics of feudalism and the cultural life of Europe to 1200 A.D. The second semester covers the transition from medieval to modern society with treatment of non European as well as European influences. Offered: Alternate years

HIS 302 Medieval History II**3 credits**

The first semester deals with the decline of Rome and the evolution of medieval society, emphasizing the basic characteristics of feudalism and the cultural life of Europe to 1200 A.D. The second semester covers the transition from medieval to modern society with treatment of non European as well as European influences. Offered: Alternate years

HIS 303 Seminar in History I**3 credits**

A select number of students will pursue particular topics under the direction of the instructor. Emphasis will be placed upon the use of primary sources, and students will be expected to present oral and written reports from a variety of historical fields.

HIS 304 Seminar in History II**3 credits**

A select number of students will pursue particular topics under the direction of the instructor. Emphasis will be placed upon the use of primary sources, and students will be expected to present oral and written reports from a variety of historical fields.

HIS 305 Russian Intellectual History**3 credits**

Nineteenth century Russian thought and literature are repeatedly preoccupied with problems relating to the awakening of Russian national self awareness, the growth of Russian culture and the problem of Russia's national destiny. This course will examine the works of Russian thinkers, essayists and literary artists, analyzed in depth rather than in an eclectic manner. In particular, the course will explore the unique character of Russia's historical experience and improve students' understanding of the emerging "Russian Idea" in contrast to Western European civilization.

HIS 307 History of Africa to 1885**3 credits**

History of the Great Civilizations of Ancient Africa. This course covers all the major kingdoms and civilizations that developed in Africa from the earliest times up to the era of the colonial period. The civilizations to be included in this course are: Ancient Egypt, Kingdoms of Nubia and Axum, Ancient Ghana, Songhay, Mali, the Ancient Kingdom of the Congo, the Great Zimbabwe civilization and the Zulu Kingdom.

HIS 308 History of Africa Since 1885**3 credits**

African responses to European Imperialism. This course examines the concept of European Imperialism and the facts that led to the partition of Africa by European powers in the latter part of the nineteenth century. It also examines the character of colonial rule and its ultimate overthrow in Africa. The course will also examine the post independence period and the various ideological postures of the independent states will be analyzed.

HIS 309 U.S. Intellectual History

3 credits

The main trends in the growth of American thought, from the Puritans in the Seventeenth Century through the naturalism and pragmatism of the late nineteenth century, are treated in this course. Demand will determine availability.

HIS 312 Urban History of the U.S.

3 credits

This course covers the rise and development of the city and of urban life in United States from the earliest beginnings to the present. Demand will determine availability.

HIS 313 Diplomatic History of U.S. I

3 credits

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

HIS 314 Diplomatic History of U.S. II

3 credits

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

HIS 315 Third Republic in France I

3 credits

This course will be concerned with the politics and society of France during the Third Republic. Important historical themes such as industrialization, the gradual democratization of the society, the conflict between church and state and the rise of political parties will be examined. Attention will also be given to the major intellectual currents of the period. Such a course will be of benefit not only to History Majors and Minors, but also to French Language Majors and to Political Science Majors who wish to study in some detail a country other than their own. The course will be limited to Juniors and Seniors. Exceptions to this stipulation may be made by the instructor.

HIS 316 Third Republic in France II

3 credits

This course will be concerned with the politics and society of France during the Third Republic. Important historical themes such as industrialization, the gradual democratization of the society, the conflict between church and state and the rise of political parties will be examined. Attention will also be given to the major intellectual currents of the period. Such a course will be of benefit not only to History Majors and Minors, but also to French Language Majors and to Political Science Majors who wish to study in some detail a country other than their own. The course will be limited to Juniors and Seniors. Exceptions to this stipulation may be made by the instructor.

HIS 390 Topics Amer. Soc. History **3 credits**

HIS 401 Historical Methods I **3 credits**

A required course for history majors. This course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

HIS 402 Historical Methods II **3 credits**

A required course for history majors. This course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems. *Prerequisite HIS 401*

HIS 495 Independent Study **1- 4 credits**

Faculty supervised research.

POL 101 American National Government **3 credits**

This course studies the organization and operation of the national government from the standpoint of constitutional principles, structures and functions, programs and policies.

POL 102 Intro to Political Science **3 credits**

This course is an introduction to the basic elements and principles of democratic and non democratic governments of the world. Selected political ideologies are examined and compared.

POL 200 Politics in the World Systems **3 credits**

This course traces the history of the evolution of the world system, its basic properties and characteristics, and the dynamics of the relationships between the advanced industrialized countries of Africa, Asia, and Latin America. The non western perspective is explored, and emphasis is placed on geography and current international issues.

Prerequisites: POL 101

POL 201 State and Local Government **3 credits**

This course studies the organization, powers, functions and methods of formal government at the state and local levels. *Prerequisites: EDU 097 ENG 098 361*

POL 202 Intro to Comparative Politics **3 credits**

This course examines the nature of the various institutions, structures, processes, and issues involved in the politics and society of developed countries and regions such as Japan, South Korea, Canada, the United States and Western Europe. *Prerequisites: POL 101*

POL 204 Intro International Relations **3 credits**

This course studies the relationships among nation states, the operation of international organizations, international law, and transnational forces. *Prerequisites: POL 101*

POL 205 African American Politics**3 credits**

This course studies the political history of African Americans. Techniques of political mobilization and organization are analyzed through the study of mass movements, political parties, and establish interest groups. *Prerequisites: POL 101*

POL 206 The Legal System**3 credits**

This course introduces the student to the American legal system and process. Criminal, civil, and juvenile systems will be studied and compared. *Prerequisites: POL 101*

POL 300 Political Theory I**3 credits**

The purpose of this course is: 1 to familiarize the student with the seminal literature and concepts of Western political philosophy; 2 to understand the continuity and innovation which characterize the Western tradition as well as its relevance to contemporary political problems; 3 to raise the consciousness of the student regarding the complexity of political realities and political thinking; and 4 to help the student to think more critically about his or her personal identity within politics. The course is organized around the study of classical political philosophy and covers the works of political thinkers from Plato to Machiavelli. *Prerequisites: POL 101*

POL 301 Political Theory II**3 credits**

Whereas the first part of Political Theory was devoted to the study of classical political philosophy, the second part will focus explicitly on the nature and evolution of modern political theory. Political philosophers and theorists discussed in this course include, among others, Hobbes, Locke, Rousseau, Hegel, and Marx. The following themes will provide the analytical foundation of the course: political obligation, freedom, liberty, equality, alienation, democracy, socialism, and the relationship between society and the individual. *Prerequisites: POL 101*

POL 302 Political Power& Social Change**3 credits**

This course examines and analyzes the interrelationships among the many aspects of social reality, political, economic, sociological and cultural and the dynamics of social change. Organized within the framework of an interdisciplinary contextualization of the social scientific thinking and studies in detail with such topics as political ideology, political, power structures, social class, and political participation. The American system serves as the central focus of empirical investigation. *Prerequisites: POL 101*

POL 303 Comparative Politics**3 credits**

This course will expose the students to an analysis of communist political systems, and political change and development in developing regions such as Africa, Latin American, south Asia, and Eastern Europe. *Prerequisites: POL 101*

POL 304 Comparative African Politics**3 credits**

This course covers the comparative politics of selected states in East, West, and Southern Africa. Institutions and political processes are analyzed with attention to emerging relations among African states, the political economics of different African countries and their integration into the world system. *Prerequisites: POL 101*

POL 305 African Political Economy

3 credits

This course will engage in a critical evaluation of various paradigms, which seek to explain the African condition in the new global economy. Students will participate in rigorous discussion and debate of the complex and often controversial concepts and issues. *Prerequisites: POL 101*

POL 306 Latin American & Car. Politics

3 credits

This course studies the political evolution of Latin America and the Caribbean; factors conditioning governmental organizations and policies; and case studies of selected states. *Prerequisites: POL 101*

POL 307 American Foreign Policy

3 credits

This course studies the dynamics of American foreign policy since 1945 and coverage of that policy in key geographic areas around the world. The course also examines the goals, challenges, and problems facing American foreign policy in the post cold war era. *Prerequisites: POL 101*

POL 309 Asian Politics

3 credits

This course covers the comparative politics and political institutions of selected Asian states. *Prerequisites: POL 101*

POL 310 Race and American Law

3 credits

This course will peel back the symbolic veneer of a blind goddess dispensing justice under immutable principles of law. Race will be the independent variable providing the lens through which we will view America's legal institutions and the practices compelled by these institutions. *Prerequisites: POL 101*

POL 311 Public Administration

3 credits

Public Administration is the study of the formulation and implementation of public policy. It includes the principles and practice of administration in government and public service organizations. Modern theories of public administration and public policy are applied to the study of bureaucracies, public budgeting, and management. *Prerequisites: POL 101*

POL 313 Introduction to Public Policy

3 credits

The course introduces the student to the field of Public Policy. It begins with the analysis of the politics of public policy. Such an analysis examines the actors, institutions, processes, values and policy programs of government and politics. *Prerequisites: POL 101*

POL 314 Urban Politics**3 credits**

Urban Politics is the study of political behavior in the urban environment. The political cultures and political structures of various cities are analyzed with a view to determining how decisions and actions are made to deal with urban crises, and with the routing problem of delivering essential services. The impact of social and economic forces on the delivery of essential services is assessed. *Prerequisites: POL 101*

POL 316 Foreign Policy Making**3 credits**

This course will describe, analyze, and evaluate the procedures for making foreign policy. Students will study how foreign policy making differs from domestic policy making and how the two are intertwined and interrelated. Focus will be directed to the dilemmas the United States faces as a democracy conducting foreign policy. *Prerequisites: POL 101*

POL 360 Intl Political Economy**3 credits**

This course will provide students with a theoretical and empirical understanding of the general dynamics and the institutional features of the global political economy. Critical issues, such as the relative decline of the U.S., the role of Japan and China in the world economy, European economic integration, international capital flows, economic development in developing regions, trade, transnational corporations, international debt, and restructuring will be discussed in depth. *Prerequisites: POL 101*

POL 400 Legal Problem Solving & Development**3 credits**

This course consists of lectures, classroom student exercises, and regular tests in areas related to the American legal system. Concepts such as stare desist and judicial review, as well as the role of precedent and the principle of judicial abstention will be reviewed and evaluated. Each class will begin with a quiz using an LSAT type question, which will be discussed by the class before the end of the hour. *Prerequisites: POL 101*

POL 401 Supreme Ct& Constitutional Law**3 credits**

This course reviews the role of the Supreme Court in the American political system through analysis of leading cases. Special emphasis is placed on First Amendment freedoms, Due Process of Law, and Civil Rights. *Prerequisites: POL 101*

POL 405 Selected Topics**3 credits**

This is a seminar course that will explore selected topics in contemporary politics in depth. It may be taken more than once for credit. The topic is announced in advance. Prerequisite: Permission of the Instructor. *Prerequisites: POL 101*

POL 430 Intl Conflict, Cooperation**3 credits**

This course is designed to draw student attention to the many existing conflicts and problems that exist in the contemporary global system and to discuss the "costs" created by such conflicts between groups and nations which can be reduced or even eliminated by peaceful resolutions. *Prerequisites: POL 101*

POL 434 The U.N. and Global Security **3 credits**

This course is designed to provide students with a comprehensive account of the United Nations' activities and responsibilities in the general area of global security. The readings and class discussions will expose students to the historical and the contemporary global security activities of the United Nations, and therefore to the different meanings of global security. *Prerequisites: POL 101*

POL 439 The Modern World System **3 credits**

This course aims to provide a comprehensive overview and treatment of the origins and the evolution of the modern world system. The course is concerned with examining and analyzing the structure, the mechanisms, and the dynamics of the formation and the expansion of the world capitalist economy, as well as with the actual standardization of time and space within the capitalist economy and the processes of social change.

Prerequisites: POL 101

POL 445 Political Economy of Development **3 credits**

This course explores theories and strategies of development for the Third World in a comparative international relations context. Students in the course are exposed to the major theoretical perspectives in development, including modernization, Marxism, dependency, and world systems, and will have the opportunity to examine the political economy, development strategies and policies, in selected areas Southeast/East Asia region, Latin America and the Caribbean, sub Saharan Africa and the Middle East.

Prerequisites: POL 101

POL 454 North South Relations **3 credits**

This course examines in depth, both from a theoretical and empirical perspective, the political economy of the North South interaction from the time of colonialism to the present. Topics include the dynamics of imperialism, dependency, and underdevelopment, and the economic and political mechanisms that serve to perpetuate the ordinate/subordinate relationship between advanced industrialized and peripheral countries. *Prerequisites: POL 101*

POL 460 Workshop in Intl Affairs **3 credits**

This course enhances the knowledge of foreign policy analysis, international negotiations and decision making through analysis of selected case studies covering different areas of the world and different aspects of international affairs and the use of simulation games. *Prerequisites: POL 101*

POL 461 Sem on Amer Political Institut **3 credits**

Prerequisites: POL 101

POL 463 P.E. & Changing Global Order **3 credits**

This course will examine and analyze the global transformations that have taken place in the late Twentieth Century from the perspective of critical political economy. Through theoretical formulations and empirical analysis, it will challenge the "new world order" perspective. The course will take a close look on regional variation Africa, Latin America, South Asia, China, Russia, Europe and the US , and will make evident that globalization of production and finance is producing devastating and contradictory effects throughout the world.

Prerequisites: POL 101

POL 480 Intro Research Methods

3 credits

This course provides an overview of the basic research methods used in political science. Various approaches to research design, data analysis, and hypothesis testing will be covered during the course. *Prerequisites: POL 101*

POL 482 Senior Seminar

3 credits

All majors in the department are required to write a senior research paper under the direction of a faculty member. Topics must be related to one or more of the different areas in the field of political science. *Prerequisites: POL 480*

POL 490 Political Science Internship

3 credits

POL 495 Independent Study

2-6 credits

Faculty supervised research.

SOS 151 African American Experience

3 credits

This multidisciplinary course is designed to give students an overview of the tremendous body of knowledge about the African American Experience. It is intended that the course should provide a significant reorientation of perspectives on American history. Beyond this, the course aims at 1 exposing the students intellectually to the academic importance of studies in African American Experience, 2 exposing students to the academic materials in the different areas of the experiences of African Americans in the United States, 3 providing students with a theoretical framework for further research in the field of African American studies, and 4 giving students an understanding of the contributions of African Americans to the overall development of the United States.

Department of Psychology

Assistant Professor

Denise M. Gaither-Hardy, M.A., Chair

Professor

Kevin E. Favor, Ph.D.,

Penelope J. Kinsey, Ph.D.,

Associate Professor

Lennell Dade, Ph.D.

Departmental Mission Statement

The Department of Psychology's goal of producing students who have a working knowledge of the breadth of the field of psychology is achieved incrementally. The incremental nature of student development centers upon emphasizing scientific, clinical, practical, and cultural approaches psychology. The department's emphasis is placed upon the post-baccalaureate pursuit of graduate school admittance and completion, while endeavoring to enhance options that include diverse professional and vocational careers. The Department has designed a curriculum that focuses upon identifiable areas of concentration that are highly marketable.

Degree Programs

The Psychology Department touts liberal arts and sciences based on a core curriculum with the commensurate psychology courses. The Psychology majors who graduate are prepared for graduate study in psychology and aligned fields. The curricula offered by the Psychology Department include course work in the following areas: Clinical/Counseling, Organizational, and Bio-Psychosocial Health. All graduates in the Department are required to conduct research in one of the three aforementioned areas of specialization and to defend their research at a designated time and place before their peers, Psychology faculty, visiting students, staff, and faculty.

Psychology: Clinical Counseling Program

The Department is committed to providing the best foundation possible to aid these students in meeting that objective and ensuring the safety of consumers. We seek to remain abreast of theories, research, strategies, technologies, and ethical considerations that emerge within the discipline and to pass this knowledge on to our student charges. Of particular interest, to department members, is encouraging our students to respect the research enterprise necessary for safeguarding the communities of persons whose racial and ethnic identities deviate and are different from those upon which the practicing discipline of psychology was built upon. Learning the limits and applicability of psychometric instruments, diagnostics, and cultural responsiveness lays a foundation for our students to creatively address the needs of those with whom they share a lived experience and hopes for the future

Clinical/Counseling Track

University Core specific requirement:

Math:

Select one (1):	3-4 credits
MAT 111 Pre-Calculus	3
MAT 117 Finite Math	3
MAT 120 Calculus for Soc Science Majors	4
MAT 121 Calculus I	4

Major Core Courses - Complete all classes

PSY 203 History and Systems	3
PSY 213 Pre-Professional	2
PSY 301 Social Psychology	3
PSY 312 Statistics I	4
PSY 313 Statistics II	4
PSY 319 Research Design and Analysis	4
PSY 403 Senior Seminar I	4
PSY 404 Senior Seminar II	4
Total Major Core	28 credits

Foundation Courses

Select three (3)

PSY 206 Lifespan Developmental Psychology	3
PSY 214 Abnormal Psychology	3
PSY 311 Psychology of Learning	3
PSY 315 Theories of Personality	3
PSY 318 Cognitive Psychology	3
PSY 406 Psychobiology	4
Total Foundation	9-11 credits

Specialty Courses

Select 2 classes (Psychology) and 1 class (Outside Psychology)

PSY 317 Psychotherapy	3
PSY 316 Psychological Assessment	3
PSY 321 Psychology of Addictions	3
PSY 409 Biostatistics	4
SOC 307 Method I: Individual and Family	3
SOC 327 Child Welfare Services	3
SOC 348 Juvenile Delinquency	3
POL 430 International Conflict, Cooperation and Strategy	3
Total Specialty	9-10 credits

Diversity**Select 1 class (Psychology) and 1 class (Outside Psychology)**

PSY 207 Human Sexuality	3
PSY 208 Black Psychology	3
PSY 209 Multicultural Psychology	3
SOC 201 General Anthropology	3
Total Diversity	6 credits

Total Major Requirements**52- 55 credits**

Organizational Psychology Program

The Psychology Department has sought to fill the critical need of producing men and women who may work effectively within the varied arenas devoted to the scientific improvement of the work environment and to managing and aiding employees' abilities to excel within stable and changing environments. Part of the mission is to provide an intellectually stimulating curriculum of study that reflected the changing national emphasis toward a global economy driven by technologically astute, information and management sophisticated, cadres of professionals. These cadres of college trained persons are to be prepared to further their education through graduate training. While undergraduates, they are to be developed in the areas of the scientific understanding and application of human behavior development relative to a culturally diverse and global marketplace. Our undergraduates who elect to immediately enter the marketplace will be well equipped to lend their knowledge of organizational theory and their skill sets in communication, organizational functioning, organizational change and leadership development in ethically aligned ways.

Organizational Psychology Track

University Core specific requirement:**Math:**

Select one (1):	3-4 credits
MAT 111 Pre-Calculus	3
MAT 117 Finite Math	3
MAT 120 Calculus for Soc Science Majors	4
MAT 121 Calculus I	4

Major Core Courses- Complete all classes

PSY 203 History and Systems	3
PSY 213 Pre-Professional	2
PSY 301 Social Psychology	3
PSY 312 Statistics I	4

PSY 313 Statistics II	4
PSY 319 Research Design and Analysis	4
PSY 403 Senior Seminar I	4
PSY 404 Senior Seminar II	4
Total Major Core	28 credits

Foundation Courses- Complete all classes

PSY 302 Group Dynamics	3
PSY 303 Organizational Psychology	3
PSY 304 Personnel Psychology	3
Total Foundation	9 credits

Specialty Courses –option 1 (Business Emphasis)

Select three (3):

MKT 337 Principles of Marketing	3
MGT 335 Principles of Management	3
MGT 343 Leadership	3
MGT 437 Human Resource Management	3
MGT 439 Productions & Operations Management	3
BUS 436 Business Communications	3
Total Specialty	9 credits

Specialty Courses –option 2 (Sports Emphasis)

Select three (3)

HPR 207 Health Promotion	3
HPR 307 Physiology of Exercise	3
HPR 310 Team Sports	3
HPR 308 Kinesiology	3
HPR 325 Drugs and Society	3
Total Specialty	9 credits

Specialty Courses –option 3 (Health Emphasis)

Select three (3):

PSY 320 Race, Ethnicity and Health	3
PSY 340 Health Psychology	3
HPR 160 Personal and Community Health	3
BIO 200 HIV/AIDS	3
BIO 304 Developmental Biology	3
Total Specialty	9 credits

Specialty Courses –option 4 (Communications Emphasis)

Select three (3):

Total Specialty	9 credits
COM 200 Intro to Mass Communication	3
COM 202 News Writing	3

COM 201 Mass Media and Society	3
COM 302 Public Relations Principles & Practices	3
COM 402 Principles of Advertising and Marketing	3
Total Specialty	9 credits

Diversity

Select 1 class in Psychology and 1 class outside Psychology

PSY 207 Human Sexuality	3
PSY 208 Black Psychology	3
PSY 209 Multicultural Psychology	3
SOC 201 General Anthropology	3
Total Diversity	6 credits

Ethics

Select one (1)

PHL 207 Biomedical Ethics	3
PHL 208 Business Ethics	3
PHL 209 Media Ethics	3
PHL 215 Ethics	3
Total Ethics	3 credits
Total Major	52 credits

Psychology: Bio-Psychosocial Health Program

The fast paced growth within the technologically driven Bio-Psychosocial Health professions requires a firm undergraduate foundation. Such a foundation is reasoned to hinge upon students' abilities to engage in research, apply theory, and evaluate means for addressing the emerging issues for achieving, sustaining, and promoting optimum health conditions for those with minimal social capital, as well as those whose access to health is unfettered. The Psychology Department of Lincoln University is committed to preparing students who are aware, capable, and motivated to secure the health status of persons from diverse backgrounds. We prepare students to proceed onward to careers in settings desirous of persons who actively, ethically, and cooperatively engage in health research, evaluation, promotion, advocacy, and provision. As is the case with our other programs, we have positioned ourselves to direct our students on to graduate and professional training opportunities beyond Lincoln University.

Psychobiology Track

University Core specific requirement:

Math:

Select one (1):	3-4 credits
MAT 111 Pre-Calculus	3
MAT 117 Finite Math	3
MAT 120 Calculus for Soc Science Majors	4

MAT 121 Calculus I	4
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Major Core Courses

PSY 203 History and Systems	3
PSY 213 Pre-Professional	2
PSY 301 Social Psychology	3
PSY 312 Statistics I	4
PSY 313 Statistics II	4
PSY 319 Research Design and Analysis	4
PSY 403 Senior Seminar I	4
PSY 404 Senior Seminar II	4

Total Major Core	28 credits
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Foundation courses

Select three (3):

PSY 318 Cognitive Psychology	3
PSY 320 Race, Ethnicity and Health	3
PSY 340 Health Psychology	3
PSY 406 Psychobiology	3
PSY 409 Biostatistics	3
SOC 244 Social Policy	3

Total Foundation	9 credits
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Specialty

Psychobiology Track – Recommended minor in Biology or Chemistry

20 credits Biology or 24 credits Chemistry	20-24 credits
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Diversity

Select one (1)

PSY 208 Black Psychology	3
PSY 209 Multicultural Psychology	3
PHL 212 African Philosophy	3
PHL 211 African American Philosophy	3
SOC 201 General Anthropology	3

Total Diversity	3 credits
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Ethics

Select one (1)

PHL 207 Biomedical Ethics	3
PHL 208 Business Ethics	3
PHL 209 Media Ethics	3
PHL 215 Ethics	3

Total Ethics	3 credits
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Total Major	63-67 credits
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Psychology Minor

The Psychology minor is designed to provide students from other disciplines with a practical basis for understanding human emotions, cognition and behavior. The Psychology minor requires a total of 15 credit hours.

Psychology 101 and 203 are required for all minors in the Department.

Three (3) Departmental courses (excluding PSY 213/Pre-Professional Psychology)

Psychology: Program Evaluation Minor

For Psychology Majors and others seeking to minor in program evaluation there are 13 credit hours of courses required within the Psychology Department:

PSY 301 Social Psychology	3
PSY 412 Introduction to Program Evaluation	3
PSY 413 Advanced topics in Program Evaluation	4
PSY 208 Black Psychology	3
Total Psychology	13 credits
Non-departmental course work	6 credits
Total Minor	19 credits

There are six additional credit hours to be taken inside or outside of the Department that need to focus upon a single area of application pertinent to programming – Education (e.g., EDU 203 The Education and Psychology of the Exceptional Child and Education 202 Educational Psychology) Political Science, or Sociology.

Department of Psychology's Writing Assessment Plan

The following courses have traditionally served as providing evidence of our major's writing proficiency; all psychology majors are required to submit a least two (2) papers from the four classes presented

PSY 203	History & Systems
PSY 301	Social Psychology
PSY 308	Applied Social Psychology
PSY 319	Research Design & Analysis

The department secretary will collect these products from each student and maintain them as portfolios of their writing ability. These two writing samples are indications of the degree to which students are able to conceptualize, organize and present research within the guidelines of the American Psychological Association (APA).

Portfolio Contents:

A portfolio is assessable if it contains:

- At least two writing samples, to which students are able to conceptualize, organize and present research within the guidelines of the American Psychological Association (APA) from one of the four classes below.

PSY 203	History & Systems
PSY 301	Social Psychology
PSY 308	Applied Social Psychology
PSY 319	Research Design & Analysis

- Any writing assignments submitted by the student. (Students are encouraged to submit to the Department Secretary copies of any paper from any 200 level (or higher) Psychology Department course that they feel reflect their true writing proficiency. The Secretary will file the papers in the portfolio, and they will be included in the Review.)

If the papers are found to be less than what is expected of a college student, then the student will be directed to either the writing laboratory at Lincoln or sent to the PREP program offered by the English department. The writing portfolios of our students will be retained for a period of three years within the Department. These portfolios will be retained in electronic and hard copy format.

Psychology National Honor Society

Psi Chi, the National Honor Society in Psychology, established a chapter at Lincoln University in 1981. Minimum requirements for nomination are an overall GPA of 3.0, a Psychology Department GPA of 3.0 and twelve (12) credit hours in Psychology.

Summer Internship Opportunities

The department continues to be successful in student competition for summer internships through the National Institute of Health/National Institute for Drug Abuse / Behavior / Biomedicine / Clinical Summer Internship Programs.

Graduate School Admission

Over the last few years, seniors graduating from the Psychology Department at Lincoln have gone on to graduate school at a number of universities, i.e. Columbia University - New York, Temple University - Pennsylvania, Rutgers University - New Jersey, Howard University – District of Columbia, Florida A&M, and the University of Virginia.

Computer Lab

The department is equipped with its own PC lab solely for use by Psychology students. The PCs are loaded with the latest software for statistical analysis.

Psychology Course Descriptions

PSY 101 General Psychology

3 credits

A study of the basic subject matter of psychology and its approaches to gathering information. This course also explores the ways in which psychological knowledge can be applied to improving the quality of life for individuals, communities, and societies.

Prerequisites: EDU 097

PSY 203 History and Systems Psychology

3 credits

This course is an exploration of the basic issues in psychology within the context of a historic perspective and critical analysis of the major schools of thought in psychology. It serves to prepare students for advanced research courses in the Department i.e., Psychobiology, Research Design & Analysis, Senior Seminar, and Independent Research.

Prerequisites: PSY 101

PSY 206 Lifespan Dev Psychology

3 credits

This course is a study of the cognitive, emotional, social and physiological development of humans from infancy to adolescence. It provides an understanding of the research findings related to child and adolescent development and to the concepts, methodologies, and basic terminology utilized to study psychological development.

PSY 207 Human Sexuality

3 credits

This course is an examination of the factors related to the development of human sexual behavior, generally observed patterns of human sexuality, and current methods of research.

PSY 208 Black Psychology

3 credits

This course is an examination of the behavior, attitudes, life styles, and cultural heritage of Black Americans. It course provides students with past and current theory and research on the psychology of Blacks, and is organized around the premise that there is a distinctive, coherent Black American perspective that is evident in the behavior, attitudes, feelings, life styles, and expressive patterns of Black Americans.

PSY 209 Multicultural Psychology

3 credits

This course is a University Seminar II Course in which the student is introduced to the theories, research and applications that bear on the unique experiences or 147world views148 of African, Asian, Latino, and Native American people from a perspective which is guided by the needs of members of these groups. This ethnicity centered approach explores the study of the various psychologies represented by the respective groups. The course examines some of the theoretical, methodological, and empirical studies of reference for the future counselor. *Prerequisites: PSY 103, PSY 203*

PSY 213 Pre Professional Seminar**2 credits**

This course has a three fold purpose in that it serves to introduce the student to survey research and descriptive statistics; have students explore the various career options in psychology; and convey to students pertinent information with respect to departmental programmatic initiatives related to post graduate preparation i.e. internships, GRE

PSY 214 Abnormal Psychology**3 credits**

This course provides a comprehensive survey of the factors related to the development of abnormal behavior, the generally recognized patterns of abnormal behavior, and current practices with regard to assessment, treatment, and prevention of abnormal behavior. *Prerequisites: PSY 101*

PSY 301 Social Psychology**3 credits**

This course provides an examination of how a person or group can influence the behavior of an individual. Topics include intrapersonal processes the self, social cognition, attributions, attitudes, and attraction and interpersonal processes helping behavior, conflict, social influence, group processes and the environment.

Prerequisites: PSY 103, PSY 203

PSY 302 Group Dynamics**3 credits**

This course is an investigation of the interactions that occur within a group and will explore the way each person's behavior is influenced by and influences others in a group and how the structure of the group was developed, and how decisions are arrived at in a group situation. *Prerequisites: PSY 103, PSY 203*

PSY 303 Organizational Psychology**3 credits**

This course describes the application of psychological theory and research to the study of industrial, business, profit and nonprofit service, military and governmental organizations and emphasizes the interaction of individual perceptions, group dynamics, and organizational climates and strategies in maximizing the satisfaction and effectiveness of each component within and between complex organizations.

Prerequisites: PSY 103/PSY 203

PSY 304 Personnel Psychology**3 credits**

A survey of the processes and philosophies of obtaining personnel, developing their abilities, and preserving the health of the work force. The course covers the major activities of the personnel manager or human resources manager. This course covers the impact of the EEO guidelines for personnel management in the areas of recruitment, selection, promotion, training, and performance appraisal. *Prerequisites: PSY 103 PSY 302/PSY 203 PSY 302/PSY 203 PSY 303/PSY 103 PSY 303*

PSY 307 Developmental Psychology II**3 credits**

This course is a study of the cognitive, emotional, social and neurological development of humans from young adulthood through old age. It provides an understanding of the

research findings related to adulthood and old age and to the concepts, methodologies, and basic terminology utilized to study psychological development.

Prerequisites: PSY 103/PSY 203

PSY 308 Applied Social Psychology

3 credits

This course is a study of the cognitive, emotional and neurological development of humans from young adulthood through old age. It provides an understanding of the research findings related to adulthood and old age and to the concepts, methodologies, and basic terminology utilized to study psychological development. *Prerequisites: PSY 203 PSY 206*

PSY 309 Development Psychology

3 credits

This course is a study of biological, psychological and social development of humans from birth to death. It provides an understanding of the various theories and research findings related to development across the life span and to concepts, methodologies, and basic terminology utilized to study psychological development. *Prerequisites: PSY 101*

PSY 311 Psychology of Learning

4 credits

This course familiarizes the student with psychological theories that deal with human learning and behavior. Students also shall be exposed to studies pertaining to animal learning in that such studies are inextricably linked with the development of theories of human learning. The learning theories will be presented in such a way as to aid the student in distinguishing the major classifications of schools of thought. Emphasis will be placed on the application and evaluation of the theories. New approaches that challenge long standing assumptions are to be discussed. *Prerequisites: PSY 103/PSY 203*

PSY 312 Statistics I

4 credits

This is a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. Topics include frequency distribution, central tendency, variability, z scores, correlation, regression, probability, and distribution of sample means. An emphasis on computer assisted techniques for conducting psychosocial and bio behavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS UNIX, SPSS PC+, and SPSS for Windows. *Prerequisites: MAT 106 or Higher*

PSY 313 Statistics II**4 credits**

This course provides a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. It includes hypothesis testing, t statistics, multiple comparisons, analysis of variance, chi square, and other nonparametric tests, with an emphasis on computer assisted techniques for conducting psychosocial and bio behavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS UNIX, SPSS PC+, and SPSS for Windows.

Prerequisites: PSY 312 Corequisite courses: PSY 313L

PSY 315 Theories of Personality**3 credits**

This course provides a comprehensive study of the theories and major research issues in the study of personality. *Prerequisites: PSY 103/PSY 203*

PSY 316 Psychological Assessment**3 credits**

This course provides a comprehensive introduction to the major concepts involved in the assessment of personality, the various methods used in personality assessment, professional issues related to the assessment of personality, and the current status of personality assessment. *Prerequisites: PSY 103/PSY 203*

PSY 317 Psychotherapy**3 credits**

This course provides a comprehensive introduction to the theoretical models that guide the work of psychotherapists, the major factors involved in the practice of psychotherapy, and the important research issues related to the practice of psychotherapy. *Prerequisites: PSY 316*

PSY 318 Cognitive Psychology**3 credits**

This course is an examination of human mental processes and how these processes control behavior. This course provides students with theory, concepts, and methodologies used to understand the mind, and it demonstrates how cognition can be applied to life experiences and problems. *Prerequisites: PSY 103/PSY 203*

PSY 319 Research Design & Analysis**4 credits**

This course is an exploration of the analysis and quantitative methods in psychology. It introduces students to modern interpretations and uses of the classical psychophysical methods and to experimental design and the use of statistical methods to ensure the validity and reliability of various methods. *Corequisite courses: PSY 312*

PSY 320 Race, Ethnicity and Health**3 credits**

This course explores the role of race in relationship to minority health outcomes in the US. Topics include the role of race in health seeking behavior, inequality in access to health care and health care delivery patterns and the role of race as a social risk factor in a race conscious society. There are conceptual and measurement issues related to race and ethnicity in health and public health disparities research and practice.

Prerequisites: PSY 103/PSY 203

PSY 321 Psychology of Addictions**3 credits**

This course is intended to explore the critical issues related to substance abuse; the impact of substance abuse upon society and human behavior. This course will also explore one's own attitudes toward drugs, addiction and the addicted. Addiction theory, treatment methods, prevention efforts and governmental policy issues are discussed. *Prerequisites: PSY 103/PSY 203*

PSY 340 Health Psychology**3 credits**

This course provides an introduction to the field of Health Psychology. The course emphasizes theoretical, conceptual, and methodological perspectives in the psychology of health, prevention, stress, and coping with illness. The course also highlights research methods and applied issues in health psychology such as social, biological bases of health and disease, measurement assessment, intervention and health promotion, the health care system, and ethics and professional issues in health psychology.

Prerequisites: PSY 103/PSY 203

PSY 403 Senior Seminar I**4 credits**

This course provides the student with the opportunity to develop an original proposal of the research topic to be conducted in Senior Seminar II 41W. The student is expected to use procedures based on the scientific method for a developing a research topic, b developing a research design, c preparing and submitting a written research proposal at the end of the semester, and presenting an oral report to the Psychology faculty.

Prerequisites: PSY 103/PSY 203 Corequisite courses: PSY 319

PSY 404 Senior Seminar II**4 credits**

This course provides the student with the opportunity to conduct an original investigation of a research topic proposed in Senior Seminar I. The student is expected to use procedures based on the scientific method for a collecting data, b analyzing data statistically, c preparing a written report, and d presenting the report orally to the Psychology faculty. *Prerequisites: PSY 403*

PSY 406 Psychobiology**4 credits**

This course is a study of the relationship between psychological processes and physiological activity. It reviews neurological and biochemical bases of behavior with emphasis upon the synergistic functions of the nervous system, sense organs, and glandular system.

Prerequisites: PSY 103/PSY 203

PSY 409 Bio Statistical Analysis, H.S.**4 credits**

This course provides the student with an introduction to the basic concepts and methods of statistics as applied to diverse problems in health and especially public health. Students will learn the use of several widely used health statistical packages, such as BMDP, SAS, EPI INFOR and SPSS. Methods for exploring, organizing and

presetting data are demonstrated. Fundamentals of probability, including probability distribution and conditional probability with applications to 2 x 2 tables are introduced. The foundations of statistical inference including concepts of population, sample, parameters and estimates are presented.

Prerequisites: PSY 103/PSY 203

PSY 412 Introduction to Program Evaluation

3 credits

This Course is specifically designed to introduce the student to the field of program evaluation with an emphasis upon cultural responsiveness. This course covers the need, utility, and application of culturally responsive program evaluation in public and private workplaces. In this course, students are required to apply their knowledge of at least one phase of program evaluation i.e., formative, process, or summative thus demonstrating their understanding of evaluative methods of assessing a community based program. Students will be able to apply the standards set forth by the American Evaluation Association. *Prerequisites: PSY 307*

PSY 413 Advanced Topics in Program Development and Evaluation

3 credits

This advance course is designed to have the student a working understanding of program evaluation theory and issues that underscore the intersection of historical, sociopolitical, and cultural factors that shape the delivery and value ascribed to such social initiatives. The student is exposed to program evaluation theories that advance the goals of social justice by attempting to accommodate and reconcile the aforementioned factors. Programs that have been developed to facilitate resolution of educational and health concerns are the primary focus of this course. *Prerequisites: PSY 412*

PSY 495 Independent Study

1-4 credits

Faculty supervised research.

Department of Sociology and Anthropology

Professors:

Emmanuel Babatunde, Ph.D. Chair

Anthony DiFilippo, Ph.D.

Robert E. Millette, Ph.D.

Zoran Milovanovich, Ph.D.

The Department of Sociology and Anthropology makes it possible for students to graduate from Lincoln University confident in their ability to help shape a more humane world by putting their disciplinary knowledge to work in the fields such as human services, law, business, government, and community development, or by pursuing graduate studies. The programs housed in the department are all designed to provide students with a solid understanding of social processes, social institutions, and the linkages between the individual and the larger society. The department offers majors in Sociology, Anthropology, Human Services, and Criminal Justice. Students may elect to pursue either a Bachelor of Arts degree, which is recommended for students considering postgraduate, professional or academic study, or a Bachelor of Science degree, which is generally career-oriented.

Departmental Honors

Students majoring in the Department are eligible for the *departmental honors program* if they have attained Junior status, have a cumulative G.P.A. of at least 3.3, and have completed three departmental courses with a grade of B+ or better.

The requirements for graduating with **Departmental Honors** are:

- Complete an Independent Research/Study project (SOC-495) on an advanced topic in his/her major under the supervision of a departmental faculty member.
- Have an overall cumulative G.P.A. of 3.3 or better
- Have an G.P.A. of 3.3 or better in his/her major
- Earn a Bachelor of Arts degree (Intermediate II (202) of any foreign language)
- Earn a B+ or better in the following courses:
 - SOC - 305 Research Methods
 - SOC - 306 Social Statistics
 - SOC - 410 Senior Seminar
- Earn a B+ or better in the following course:
 - Sociology Majors: SOC 318 - Sociological Theory
 - Criminal Justice Majors: SOC 315 - Courts and Corrections
 - Human Services Majors: SOC 310 - Human Growth and Development

Foreign Language Requirements/University Core Curriculum

All Departmental Majors must take **2 consecutive semesters of a foreign language**, which will fulfill the language requirement of the University Core Curriculum.

Anthropology Program

The Anthropology major is designed to give students a comprehensive understanding of the cultural behavior, social organization, biological characteristics and the origin of humankind. The study of Anthropology introduces students to the discipline and provides them with a sound foundation in relevant concepts and approaches. Students will acquire knowledge related to diverse societies as well as about the concepts of anthropological theory. They will also develop their abilities to critically analyze and evaluate anthropological research. Courses such as General Anthropology, Ethnography of West Africa, Cultural Anthropology, and Anthropology of Religion provide the foundations for study and research.

University Core specific	8 credits
2 consecutive semester of a foreign language	
Major	
SOC 101 - Introduction to Sociology	3
SOC 201- General Anthropology	3
SOC 205 - Marriage and Family	3
SOC 208 - Political Anthropology of African Societies	3
SOC 303 - Cultural Anthropology	3
SOC 305 - Research Methods	3
SOC 321 - Ethnography of West Africa	3
SOC 354 - Anthropology of Religion	3
SOC 410 – Senior Seminar	3
Three departmental electives	9 credits
Total	36 credits

Criminal Justice Program

The Criminal Justice Major is designed to provide students with substantial knowledge of how the criminal justice system works on the local, state, and federal level. There is also a focus on understanding of the changing nature of interactions between criminal justice institutions and the people in these environments. Students will gain an awareness of the impact of different social forces on the types and rates of criminal conduct. The career choices for criminal justice majors are diverse and can include work in corrections, probation, the court system, and in a wide range of law enforcement agencies. Majoring in criminal justice also provides excellent preparation for students interested in pursuing graduate work in the fields of law, public and criminal justice system administration, political science and social work.

University Core specific	8 credits
2 consecutive semester of a foreign language	
Major	
SOC 101- Introduction to Sociology	3
SOC 203- Introduction to Criminal Justice	3
SOC 207 - Criminal Law I	3
SOC 305 - Research Methods	3
SOC 306 - Social Statistics	3
 SOC 314 - Criminological Theory (Formerly referred to as Crime and Delinquency)	 3
SOC 315- Court and Corrections	3
SOC 320 - Introduction to Law Enforcement	3
PSY 101 - General Psychology	3
Select one (1):	3 credits
PSY 301 - Social Psychology	
PSY 314 - Abnormal Psychology	
Select one (1):	3 credits
POL 201 - State and Local Government	
POL 101 - American Government	
3 departmental electives	9 credits
SOC 410 – Senior Seminar	3
Total	45 credits

Human Services Program

The Human Services major is designed to provide course work and practical experience for students interested in social work related careers. In addition to the core curriculum, students will participate in learning opportunities that facilitate critical thinking and analysis of various social issues and problems faced by individuals and groups living in a diverse society. Students will gain an understanding and examine the impact of politics, government, and the legislative processes on society. The required field placement internship provides opportunities for students to engage in the organized and practical experience of helping others. Students will complete internships in various social service areas such as community outreach, counseling, prevention, child welfare, and criminal justice.

University Core specific	8 credits
2 consecutive semester of a foreign language	
Major	
SOC 101 Introduction to Sociology (satisfies University core)	3

Select one (1):	3 credits
SOC 201 General Anthropology	
SOC 209 Institutional Racism	
Select one (1):	3 credits
SOC 244 Social Policy	
SOC 308 Methods II Groups and Community	
Take all:	21 credits
SOC 243 Introduction to Human Services	3
SOC 305 Research Methods	3
SOC 306 Social Statistics	3
SOC 307 Methods I: Individual and Family	3
SOC 310 Human Growth and Development	3
SOC 318 Sociological Theory	3
PSY 101 General Psychology (satisfies University core)	3
Select one (1):	3 credits
HPR 160 Personal and Community Health	
HPR 325 Drugs and Society	
Select one (1):	3 credits
PHL 111 Everyday Ethics	
PHL 215 – Ethics	
PHL 216 Contemporary Moral Problems	
Or any ethics course with departmental approval	
2 departmental electives	6 credits
SOC 341 – Field Placement w/Lab	3
Total	48 credits

Sociology Program

The Sociology major is designed to provide a broad intellectual and sociological background. The program provides students with both theoretical and methodological tools as well as substantive insights to assist them in understanding social life, social organization, and social action. Because of the concentration's focus on developing analytic skills, Sociology at Lincoln is an excellent preparation for many fields that involve social policy analysis, including law, business management, education, government and social service.

University Core specific	8 credits
2 consecutive semester of a foreign language	

Major

SOC 101 Introduction to Sociology	3
SOC 201 General Anthropology	3
SOC 243 Introduction to Human Services	3
SOC 305 Research Methods	3
SOC 306 Social Statistics	3
SOC 318 Sociological Theory	3
Select one (1):	3 credits
SOC 205 Marriage and Family or	
SOC 311 American Community Sociological Theory	
Four departmental electives	12 credits
Total	33 credits

Anthropology Minor

SOC 101 Intro to Sociology (satisfies University core)	3
SOC 201 General Anthropology	3
SOC 205 Marriage and Family	3
SOC 303 Cultural Anthropology	3
Sociology Elective	3
Total	15 credits

Sociology Minor

SOC 101 Intro to Sociology (satisfies University core)	3
SOC 201 General Anthropology	3
Three Sociology Electives	9
Total	15 credits

Criminal Justice Minor

SOC 101 Intro to Sociology (satisfies University core)	3
SOC 203 Intro to Criminal Justice	3
SOC 207 Criminal Law I	3
SOC 315 Court and Corrections	3
Sociology Elective	3
Total	15 credits

Human Services Minor

SOC 101 Intro to Sociology (satisfies University core)	3
SOC 243 Intro to Human Services	3
3 Sociology Electives	9
Total	15 credits

Sociology and Anthropology Course Descriptions

FYE 101 First Year Experience

3 credits

These courses are designed to address the many challenges an incoming student may face: social and academic skills development, the Lincoln tradition, the meaning of liberal arts, attending lectures, recitals, and convocations offered throughout the semester as basis for class discussions, library research/computer literacy, writing, speaking, and critical thinking. This course will be taken in the freshman year and monitored by an Advisory Committee based in the Sociology Department.

SOC 101 Introduction to Sociology

3 credits

This course is an introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.

SOC 201 General Anthropology

3 credits

This course is an introduction to the science of man and his works in the light of the findings of physical anthropology, cultural anthropology, archaeology, and linguistics.

Prerequisites: SOC 101

SOC 202 Social Psych of Group Behavior

3 credits

This course studies the major theoretical and methodological contributions of social psychology. The course will focus on developing the student's ability to choose among those in order to gain practical research experience. *Prerequisites: SOC 101*

SOC 203 Intro to Criminal Justice Sys.

3 credits

This course provides a general introduction to criminal justice. The emphasis will be placed on the history of the criminal justice system and the interrelation of the three components of the system: law enforcement, the courts, and corrections. Students will examine crime trends and contemporary crime issues as they relate to American minorities. *Prerequisites: SOC 101*

SOC 204 Human Geography

3 credits

This course will define the field of geography, its major subdivisions and basic concepts, and will consider the role of the human species as a major factor. Students will explore the complex nature of the relationship among physical geography, climate, ecology, human biology, and culture. *Prerequisites: SOC 101*

SOC 205 Marriage and the Family

3 credits

This course has a special emphasis on the Black family and explores the myths related to the behavior and functioning of the Black family. Students will study the family as a social institution, including the parent child relationship and its influence on child growth and personality development, mate selection, marital adjustment, parenthood,

family disorganization, and the investigation of alternative family forms. *Prerequisites: SOC 101*

SOC 207 Criminal Law I

3 credits

This course examines the basic concepts, legal and sociological issues in substantive criminal law, the theories underlying criminal law; and the problems of the imposition and execution of punishments. Participants will focus on a specific problem area such as criminal liability and legal requirements for criminal defenses. Special emphasis is placed on such crimes as murder, manslaughter, burglary, rape, robbery, larceny, theft, assault and battery, and victimless crimes. *Prerequisites: SOC 203*

SOC 208 Pol. Anthro. African Society

3 credits

This course explores the methods and strategies of crisis management in different societies in contemporary Africa. It begins with the study of pre colonial political institutions such as bands, acephalous societies, and centralized kingdoms. It looks at how colonialism has tried to restructure pre colonial institutions for its own purposes. It concludes with a discussion of the human and environmental cost of modernization. *Prerequisites: SOC 101*

SOC 209 Institutional Racism

3 credits

This course will require participating students to embark on an investigation of social institutions and the manner in which groups are victimized and deprived of products and services of these institutions in systematic fashion. Analysis of institutional practices which result in this penalization will be a major subject area. *Prerequisites: SOC 101*

SOC 212 Social Deviance

3 credits

This course examines the nature, definitions, and functions of deviant behavior; and the importance of the concept of deviance in regulating human behavior in organized society. It places special emphasis on the major theoretical approaches to the causes of deviance. Discussion is centered on general characteristics of deviance and deviant individuals and social and individual factors producing deviance. Specific etiological and therapeutic aspects of crime, delinquency, addictive behavior, mental illness, suicide, and sexual deviance all serve as important topics. *Prerequisites: SOC 101*

SOC 215 Class, Status & Social Mobility

3 credits

This course studies the investigation of social differentiation, the influence of this differentiation upon behavior, and the study of social mobility patterns and the effects of this mobility. *Prerequisites: SOC 101*

SOC 243 Introduction to Human Services

3 credits

This course provides an introduction to a variety of human services and professions including health, mental health, corrections, rehabilitation, gerontology, and social welfare. A historical survey of human services is provided along with an overview of

theoretical perspectives. The basic methods associated with the delivery of human services will also be addressed. *Prerequisites: SOC 101*

SOC 244 Social Policy

3 credits

This course will cover the origin of social policy and the elements that influence its development. The historical, political, social and economic forces that effect policy will be addressed. The focus will be on current social policies as they are embodied in social welfare and human service programs. *Prerequisites: SOC 101*

SOC 301 Law and Society

3 credits

This course is a study of everyday legal problems in the areas of criminal, consumer, family, housing, and individual rights law. The course will enable students to analyze, evaluate and, in appropriate situations, resolve legal disputes. *Prerequisites: SOC 101*

SOC 303 Cultural Anthropology

3 credits

This course provides an introduction to the worldwide ethnographic literature: a study of the whole culture of selected societies through standard monographs.

Prerequisites: SOC 101 SOC 201

SOC 305 Research Methods

3 credits

This course teaches basic research methods in sociology, including survey and case techniques, participant observation, and preparation of research reports.

Prerequisites: SOC 101

SOC 306 Social Statistics

3 credits

This course emphasizes application, both in terms of statistical projects and analysis of classical sociological contributions. *Prerequisites: SOC 101*

SOC 307 Methods I: Ind & Family

3 credits

This course covers methods of intervention for working with individuals as well as families. Methods of interviewing, individual and family casework, crisis intervention, and long range planning will all be covered. *Prerequisites: SOC 101*

SOC 308 Methods II: Group & Community

3 credits

This course is a study in the methods of intervention for working with groups and community organizations. The roles of advocate and enabler will be explored, as well as the supporting and initiating frames of reference in the overall content of the worker as a change agent. *Prerequisites: SOC 101*

SOC 310 Human Growth and Development

3 credits

This course is a study of human physical, mental, social, emotional and moral growth from the prenatal period to later adult years. The emphasis will be on life span development focusing on areas that students will need to be aware of as human service practitioners. *Prerequisites: SOC 243*

SOC 311 The American Community**3 credits**

This course is a study of the spatial aspects and social processes of community development and community organization as influenced by historical, ecological, sociological, political and economic factors. Special emphasis will be placed on the current conditions in Black communities. Such areas as housing, health, education, transportation and citizen participation will be examined. *Prerequisites: SOC 101*

SOC 314 Criminological Theory**3 credits**

This course teaches the characteristics, causes, and correction of crime and delinquency, including discussion of various theories of deviant behavior and social disorganization. *Prerequisites: SOC 203*

SOC 315 Court & Corrections**3 credits**

This course is a study of the American court system at both the state and federal levels. The course examines roles of professional and nonprofessional courtroom actors, pretrial activities, stages of criminal trial, and sentencing. Judicial organizations as well as the history and development of courts will be studied. *Prerequisites: SOC 203*

SOC 318 Sociological Theory**3 credits**

This course is an introduction to the history of sociological theory from the French Revolution to the present, with emphasis on application to contemporary theoretical problems. *Prerequisites: SOC 101*

SOC 319 Urban Sociology**3 credits**

This course is an introduction to the study of urban society and the urbanization process, with emphasis on the Western world. The characteristics of the city, its ecology, institutions, and problems will be covered. *Prerequisites: SOC 101*

SOC 320 Intro to Law Enforcement**3 credits**

The course will provide an overview of law enforcement policy, police operations, agencies, and police professionalism and ethics. *Prerequisites: SOC 203*

SOC 321 Ethnography of West Africa**3 credits**

The course deals with the subject of fieldwork defined recently as "a form of enquiry in which one immerses oneself personally in the ongoing social activities of some individual or group for the purposes of research" Wolcott, 1995:12. It also examines the techniques, theories, and concepts relevant to sound cross cultural ethnographic work. It will attempt to study the traditional notions of the specialized area of doing fieldwork such as the "emic" and the "etic" approaches, "participant observation 148,148 interactive and non interactive methods" as well as the various levels of interpretative analysis. *Prerequisites: SOC 101*

SOC 322 Forensic Science**3 credits**

This course examines scientific aspects of the criminal investigation. The major emphasis is placed upon the collection, analysis, preservation, and processing of physical evidence. Some of the topics to be covered include the crime scene search, fingerprints, blood analysis and DNA identification, firearms, hair, fibers, paint and questioned documents. *Prerequisites: SOC 101*

SOC 323 Criminal Justice Admin**3 credits**

This course is an examination of principles of management, organization, and administration as applied to law enforcement personnel. *Prerequisites: SOC 101 SOC 203*

SOC 325 Social Gerontology**3 credits**

This course studies the role of the aged in our society, the provision of services and assistance to the aged, the rise of senior citizen power as seen in health and housing and social program development by federal, state and local governmental and private organizations. As well, the problems of the aged and methods of approaches to meeting the problems of aging in our society will be studied. *Prerequisites: SOC 101*

SOC 327 Child Welfare Services**3 credits**

This course will be concerned with the human growth and development of the child in our society. It will be concerned with the delivery and administration of social services for children. The position of the Federal government and that of the states will be explored as to the protection of and care for children in our society. *Prerequisites: SOC 101*

SOC 334 Social Movements & Change**3 credits**

This course is an examination of the strategies of action of movements as well as the examination of their characteristics, membership and structure. The relationship of the social system and its changes to the social movements will be examined. *Prerequisites: SOC 101*

SOC 336 Population**3 credits**

Calculation and interpretation of birth, death and migration rates, relation of demographic trends to other aspects of social change, recent trends in fertility, mortality, migration and their relation to social factors and the problems of population estimation and of population policy will be covered in this course. *Prerequisites: SOC 101*

SOC 339 Med. Info for Rehab Profession**3 credits**

This course is designed to develop basic knowledge pertaining to medical aspects of disabling conditions. Relevant terminology, the structure of medicine in the United States, and the rehabilitation process will be addressed. In addition, the roles of various

medical professions will be examined. A full range of medical, psychological, social, and spiritual treatment interventions and methodologies will be studied. *Prerequisites: SOC 101*

SOC 341 Field Placement

6 credits

This course requires the placement of the student in a social agency or community project under supervision. It is an internship in which the theoretical aspects of working with people are put into practice. Assignments will be adjusted to fit the student and to facilitate growth in direct practice skills. A field instruction seminar is also involved for one meeting a week on campus. *Prerequisites: SOC 101 SOC 307/SOC 101 SOC 308*

SOC 344 Complex Organization

3 credits

This course is a study of more formal organizations including the functions and dysfunctions of bureaucracy, trends in management, and individual group reactions to organizational life. *Prerequisites: SOC 101*

SOC 345 Criminal Investigation

3 credits

This course is a study of the elements and process of an investigation; a survey of scientific crime detection methods; identification and preservation of evidence and report writing. Topics to be covered include concepts and strategies of private security investigation. *Prerequisites: SOC 101*

SOC 346 Community Based Corrections

3 credits

The concept of correction without incarceration; an examination of program alternatives to criminal justice processing, jail detention, and incarceration; programs for juveniles; problems and needs of female offenders and drug and alcohol offenders are dealt with in this course. *Prerequisites: SOC 101*

SOC 347 Human Rights Issues in C.J.

3 credits

This course examines the idea of human rights, its political and legal universality, and historical evolution. Major emphasis is on the concept of human rights and legal mechanisms developed to protect them within the criminal justice system. The course addresses critical human rights issues through different stages of the criminal justice process, criminal investigation, trial, sentencing, punishment, seeks to determine if constitution, statutes and judicial decisions establish a foundation for the policy which balances conflicting interests of the law. The interest of the citizens to protect their human rights and the interest of the state to control criminal conduct will be studied. *Prerequisites: SOC 101 SOC 203*

SOC 348 Juvenile Delinquency

3 credits

This course is an examination of the nature and scope of delinquency; the characteristics of the juvenile offender; prevention, control, and treatment programs. *Prerequisites: SOC 101*

SOC 349 Introduction to Victimology**3 credits**

This course is a study of the victims of street crimes. The focus will be on the victim offender relationship, victim types, and conflicts between victims and the criminal justice system. *Prerequisites: SOC 101*

SOC 350 Comparative Law Enforcement**3 credits**

This course is a study and comparison of law enforcement systems, practices, and ideologies outside of the United States with an emphasis on strategies of crime control. *Prerequisites: SOC 101 SOC 203 SOC 320*

SOC 351 Comparative Criminal Justice**3 credits**

This course examines and compares the legal and criminal justice systems of different nations. It focuses on historical, political and social factors, and explains their influence on legal institutions and systems of justice. The course discusses points of divergence between other societies and the United States in perceived causes of crime and differing approaches to rehabilitation and crime prevention. Countries representing Europe, Africa, Asia and Latin America are included. *Prerequisites: SOC 101*

SOC 352 Criminal Law II**3 credits**

This course introduces students to the rules and procedures that govern the pretrial processing of criminal suspects and the conduct of criminal trials. While being primarily focused on principles of American criminal procedure, the course also examines character proceedings in different criminal justice systems worldwide. Discussion includes a number of issues relevant to the constitutional safeguards, as well as the cases reflecting current trends in criminal procedure. *Prerequisites: SOC 101*

SOC 353 Criminal Evidence**3 credits**

This course provides students the opportunity to develop their understanding of the manner in which legal issues and disputes are resolved by trial. The class focuses on the manner in which the trial system works and the reasoning behind the rules governing its operation, including rules of evidence: the mechanics of the adversary system, relevancy, reliability, and rules of exclusion based on policy considerations other than relevancy and reliability. Topics and activities include such learning tools as videotapes, mock trials, observation of actual court trials, lectures, take home assignments, and exams. *Prerequisites: SOC 101 SOC 203 SOC 352*

SOC 354 Anthropology of Religion**3 credits**

This course employs the rules of the sociological method to explore religion. It identifies the characteristics of the sacred and its function in explaining the inexplicable. On the one hand, effort is made to distinguish the sacred from the profane and, on the other, magic from religion. It concludes with an exploration of the controversy surrounding the difference between religion and spirituality. *Prerequisites: SOC 101*

SOC 390 Special Topics**3 credits**

SOC 410 Senior Seminar**3 credits**

This is a senior seminar devoted to the intensive study of topics in the areas of sociology, anthropology and human services. The topics to be covered will vary from year to year in accordance with the interests and concerns of students currently enrolled. This course is normally taken in students' Senior year. *Prerequisites: SOC 101 SOC 305 SOC 306*

SOC 495 Independent Study**1-4 credits**

Independent Study

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

Dr. John O. Chikwem
Dean

The School of Natural Sciences and Mathematics includes the departments of Biology, Chemistry, Physics, Mathematics/Computer Sciences. A dean heads the School and each department has a chairperson. The departments offer undergraduate studies leading to the B.A. /B.S. degree and pre-professional programs. The pre-professional programs include: the Pre-engineering Program, the Pre-medicine Program and the Environmental Science Program. The overall goal of the School of Natural Sciences and Mathematics/Computer Science is to prepare its graduates for possible admission into graduate school, Professional School or industry.

General Science Program

The General Sciences degree program is an interdisciplinary degree track leading to Bachelor's degree in General Science. It is designed for students who may not require the focus of a single science curriculum. The degree is designed to provide a broad education and to teach the fundamentals of science. The flexibility in the choice of courses allows students to obtain a degree that meets their career goals. Students can concentrate on biological sciences or chemistry as they prepare for admission to medical school, or other professional school in the health industry. Students can also prepare for graduate school, or work in fields in the pharmaceutical industry, clinical or laboratory setting, public health or environmental sciences, federal, state and local government, in the military.

Program Goals

1. To prepare students to conduct and communicate original scientific investigations.
2. To graduate students who have a solid grounding in many areas of science including biology with significant exposure to chemistry, physics, mathematics and computer science.
3. To prepare and graduate students who enter graduate school or professional school.
4. To prepare students for the world of work in a variety of settings.

General Science Learning Outcomes

- Students are able to apply the scientific method and complete an independent research project.

- Students are able to effectively communicate scientific concepts through written, spoken and visual means.
- Possess working knowledge of the principles of chemistry, biology, mathematics and physics.
- Apply critical analysis and quantitative problem-solving skills to a variety of contexts.
- Demonstrate reasoning skill and ability to engage in scientific problem solving.

To complete the General Science degree, a student must complete each of the following:

General Science core requirements:

BIO-103 and BIO-104 – General Biology I and II for Majors	8
CHE-103 and CHE-104 – General Chemistry I and II	8
PHY-103 and 104 – Introduction to Physics I and II OR	8
PHY-105 and 106 – General Physics I and II	
Mathematics and Computer Science: Any two of the following: 6-8	
MAT-110, MAT-111, CSC-151, CSC-152	
Total General Science core requirements	30-32 credits

Major Emphasis Area

The student must complete a major emphasis area in one of the departments; this will be an additional four courses in the chosen department beyond the two courses listed in General Science core requirements for that department.

Select an Emphasis area: (4 courses beyond core) 12-16 credits

Biology
Chemistry
Computer Science
Mathematics
Physics

Capstone Experience 3-4 credits

The student must complete the capstone experience required by the department which the student is using for the major emphasis area.

Total Major Emphasis Area 15-20 credits

Minor Emphasis Area

The student must complete a minor emphasis area in one of the departments, excluding the major emphasis area department; this will be an additional two courses in the chosen department beyond the General Science core requirements for that department.

Biology
Chemistry
Computer Science

Mathematics

Physics

Total Minor Emphasis

6-8 credits

Total General Science Requirements

66-80 credits

Standards

For the major emphasis area, the cumulative GPA must be 2.00 or above. Only one C- grade is allowed; all other grades must be above C-.

For the minor emphasis area, the cumulative GPA must be 2.00 or above. Only one C- grade is allowed; all other grades must be above C-.

Department of Biology

Professors:

John O. Chikwem, Ph.D.

David F. Royer, Ph.D.

Susan S. Safford, Ph.D.

Associate Professors:

Anna K. Hull, Ph.D.

Karen A. Baskerville, Ph.D., Chairperson

Assistant Professors:

James Gallagher, Ph.D.

Lecturers:

Dianne York, M.S.

Nancy Smith, M.S.

Mission

The mission of the Department of Biology is to provide a challenging and supportive educational experience for our students so that each student can achieve his or her educational goals. Our Biology curriculum is sufficiently diverse to prepare our students for the broad variety of postgraduate opportunities that exist in biology; it is unified so that each student experiences all the relevant areas of biology, and it is current and reflective of the new information and methodology in the field. The Biology major provides a strong grounding in biology, chemistry, physics and mathematics, and then allows flexibility in the selection of electives. Recommendations for electives are offered for students interested in pursuing interests in medicine, specialized graduate study, the many careers in the allied health professions, and the teaching of biology in secondary schools. The Environmental Science curriculum is sufficiently diverse to prepare our students for the broad variety of postgraduate opportunities that exist in this field. The Environmental Science major also provides hands-on research experience which will better prepare students for employment and graduate studies.

The department offers B.S. and B.A. degrees in Biology and a B.S. degree in Environmental Science (Biology Track). Minors are offered in Biology and Environmental Issues.

Biology Major Program Goals

1. To prepare students to conduct and communicate original scientific investigations.
2. To provide a curriculum that cultivates the students' knowledge base of the foundational areas of biology at the molecular, cellular, organismal and ecosystem levels of organization.

3. To prepare and graduate students who enter graduate school or professional school or who obtain employment in biology-related fields.

Biology Major Learner Outcomes

1. Students are able to apply the scientific method and complete an independent research project.
2. Students are able to communicate effectively biological concepts through written, spoken and visual means.
3. Students are able to explain the processes that lead to evolutionary change and are able to recognize biological structures and functions as products of evolutionary change.
4. Students are able to connect nutrient cycling and energy flow at multiple levels of biological organization.
5. Students are able to correlate structure and function at multiple levels of biological organization.
6. Students are able to describe how genetic information is stored, expressed and transmitted from one generation to the next.

Biology Program

In addition to the University's core requirements, the following courses are required for the B.S. degree in Biology:

University Core Specific requirements:

Natural Science: Select one (1):

4

PHY 103 Intro to Physics I

PHY 105 General Physics I

Natural Science Select one (1):

4

PHY 104 Intro to Physics II

PHY 106 General Physics II

Math: Select one (1): satisfies University Core

4

MAT 121 Calculus

MAT 120 Calculus for Social Science Majors

MAT 114 Statistics

3

(or a comparable statistics class approved by the department)

Biology Major

BIO 103 General Biology I for Biology Majors

4

BIO 104 General Biology II for Biology Majors

4

BIO 209 Plant and Animal Systems

4

BIO 208 Genetics	4
Five Electives	18-20 credits
(Three must include labs) chosen from among the following:	
General Microbiology, Vertebrate Physiology, Developmental Biology, Histology, Immunology, Comparative Anatomy of Vertebrates, Cell Biology, Molecular Biology, Botany, Invertebrate Zoology, Biological Techniques, Neuroscience, General Ecology, Microbial Ecology, Endocrinology, Cancer Biology, Pharmacology, Conservation Biology and Biochemistry I.	
Total Biology	34-36 credits
Chemistry Requirements	
CHE 103 General Chemistry I	4
CHE 104 General Chemistry II	4
CHE 203 Organic Chemistry I	4
CHE 204 Organic Chemistry II	4
Total Chemistry	16 credits
Total	50-52 credits

Biology Minor

BIO 103 General Biology I for Biology Majors	4
BIO 104 General Biology II for Biology Majors	4
BIO 209 Plant and Animal systems	4
BIO 208 Genetics	4
Two upper level electives in Biology	6-8
Total	22-24 credits

Environmental Science Program (Biology Track)

The B.S. degree in Environmental Science is designed to prepare students for graduate study and/or employment in the Environmental Science field. The courses that comprise the major will expose the student to all the major sub-disciplines in Biology and their application in the field of Environmental Science. In addition, the student can choose electives based on his or her particular interests. There are two tracks in this degree program, one in Biology and one in Chemistry; the requirements for the Biology track are described below.

Program Goals

1. To prepare students to conduct and communicate original scientific investigations.

2. To graduate students who (a) have a solid grounding in environmental science and biology with significant exposure to chemistry, physics, mathematics and statistics, and (b) and can make the connections with the social sciences that are critical in understanding and resolving environmental issues.
3. To prepare and graduate students who enter graduate school or who obtain employment in the environmental field.

Program Student Learning Outcomes (SLOs)

- Students are able to apply the scientific method and complete an independent research project.
- Students are able to effectively communicate scientific concepts through written, spoken and visual means.
- Students are able to synthesize information and apply their knowledge to develop solutions for environmental problems.
- Students are able to make connections between organism needs and environmental resources.
- Students are able to explain global physical processes and how these processes lead to changes that cause evolutionary adaptation in populations.
- Students are able to connect nutrient cycling and energy flow from the individual organism level to the ecosystem level.
- Students are able to describe ecosystem structure and correlate structure with function for all levels of the ecosystem.

University Core Specific requirements:

Natural Science: Select one group (1):

8

PHY 103 Intro to Physics I
PHY 104 Intro to Physics II

PHY 105 General Physics I
PHY 106 General Physics II

Major courses:

BIO 103 General Biology I for Biology Majors	4
BIO 104 General Biology II for Biology Majors	4
GSC 111 Environmental Science	4
BIO 305 Biological Techniques	4
BIO 309 Botany	4
BIO 310 Invertebrate Zoology	4
BIO 312 General Ecology	4
BIO 316 Microbial Ecology	4
BIO 401 General Microbiology	4

Two Electives

6 – 8

Electives chosen from: Endocrinology, Conservation Biology, Quantitative Analysis or Environmental Ethics.

Total **42-44 credits**

Chemistry Requirements

CHE 103 General Chemistry I 4

CHE 104 General Chemistry II 4

Total Chemistry **8**

Math Requirements: **4**

MAT 121 Calculus **or**

MAT 120 Calculus for Social Science Majors

MAT 114 Statistics **3**

(or a comparable statistics class approved by the department)

Total Math **7**

Total Requirements **57-59 credits**

Environmental Issues Minor

The following courses are required for the Minor in Environmental Issues:

Minor Requirements

GSC 111 Environmental Science 4

BIO 312 General Ecology 4

SOC 201 General Anthropology 3

PHL 304 Environmental Philosophy 3

BIO 318 Environmental Policy 3

Select one (1): **3**

SOC 303 Cultural Anthropology

PSY 320 Race, Ethnicity and Health

Total **20 credits**

Biology Course Descriptions

BIO 101 Human Biology / BIO 101L

3 credits/1 credit

Human Biology is designed for non science majors. This course will introduce students to basic human biology focusing on human organ systems, reproduction, evolution, and the interrelationship between humans and the environment. The accompanying laboratory exercises will permit the student to not only understand the organization of organs and systems within the body but also learn how certain organ systems work.

Prerequisites: EDU 097/EDU 098 Corequisite courses: BIO 101L

BIO 102 Human Health and Disease / BIO 102L**3 credits/1 credit**

This course is a continuation of BIO 101; it continues with the coverage of human systems including their normal function and the disorders that can affect them. The laboratory exercises supplement the lecture material. *Prerequisites: take EDU 097*
Corequisite courses: BIO 102L

BIO 103 General Biology I for Bio Maj / BIO 103L Gen Biology I Lab**4 credits**

This course, in combination with BIO 104, is designed to provide a foundation for continued study in Biology. This course covers basic chemistry, cell structure and function, mitosis and meiosis, basic genetics, and molecular biology. The lab exercises are designed to complement the lecture material. *Prerequisite: EDU 100, EDU 097*
Corequisite courses: BIO 103L

BIO 104 General Biology II for Bio Maj /BIO 104L Gen Biology II Lab**4 credits**

This course is a continuation of BIO 103; it covers evolution, biological diversity, vertebrate systems and ecology. The lab exercises are designed to complement the lecture material. *Prerequisites: BIO 103* *Corequisite courses: BIO 104L*

BIO 105 Introductory Biology**4 credits**

Introductory Biology is a course designed for those planning to pursue a nursing degree. In Introductory Biology, the student will be introduced to the basics of biology including the scope of biological study, chemical concepts as they apply to biology, energy and metabolism, the structure and function of the cell meiosis, genetics, transcription, translation, evolution, population genetics and ecology. *Prerequisites: EDU 097*

BIO 200 HIV/AIDS**3 credits**

This is a one semester course that introduces the basic scientific information available on HIV/AIDS since 1981. The course will emphasize strategies for prevention and control for the individual, family, and community. Specifically, the course will highlight the special features of HIV infection that have enabled it to become a pandemic, awareness and behavior issues, HIV tests and treatment as well as preventive counseling. Skills for handling sensitive issues as well as the involvement of students in HIV related activities will be fully explored. Reasons for the disproportionate rise of HIV/AIDS in certain ethnic groups will be fully discussed. *Prerequisites: ENG 101 BIO 101/ENG 101 BIO 102/ENG 102 CHE 101*

BIO 203 Ethnobotany/Pharmacognosy**4 credits**

This course is designed for both the science and non science major. A multidisciplinary approach is used to expose the student to the medicinal, social, secular and industrial use of plants by native peoples. Focus is placed on compounds derived from higher plants. The laboratory portion of the course will cover the growth of these plants and the extraction processes to isolate compounds of interest.

BIO 205 Anatomy and Physiology I / BIO 205L Anat & Phys I Lab **4 credits**

This is a course designed and offered for students in the pre nursing program and certain majors in the Department of HPR. It covers the morphology of the tissues, organs and organ systems of humans. The laboratory portion of the course focuses on mammalian dissection. *Prerequisites: BIO 101 BIO 102/BIO 101 BIO 209/BIO 101 HPR 160/BIO 103 Corequisite courses: BIO 205L*

BIO 206 Anatomy and Physiology II / BIO 206L Anat & Phys II Lab **4 credits**

This course is a continuation of Biology 205 that focuses on the functions of human tissues, organs and organ systems. The laboratory exercises focus on the normal and abnormal functioning of human systems. *Prerequisites: BIO 101 BIO 102 Corequisite courses: BIO 206L*

BIO 207 General Microbiology / BIO 207L General Microbiology Lab **4 credits**

This course introduces students to the importance and applications of microbiology in food production, industry, environment, and human, veterinary and plant health. The mechanisms of pathogenicity of harmful organisms as well as methods of control will be explored. Students will be introduced to methods of cultivating microbes including nutritional and environmental needs of some common microbes. Identification of common microbes by macroscopy, microscopy, morphology, biochemical reactions and serology will also be explored. *Prerequisites: BIO 103 BIO 104*

BIO 208 Genetics / BIO 208L Genetics Lab **4 credits**

This is an introduction to heredity that includes Mendelian and non Mendelian inheritance, cytogenetics, population and molecular genetics. The laboratory exercises use a variety of animal, plant and microbe models to demonstrate the principles of inheritance.

Prerequisites: BIO 104 Corequisite courses: BIO 208L

BIO 209 Plant Animal Systems / BIO 209L Plant Animal System Lab **4 credits**

This course introduces the student to both plant and animal systems. During the first one-third of the semester, details of plant growth and development, transport of water and nutrients, plant nutrition and reproduction are examined. The last two-thirds of the semester are devoted to animal systems. Anatomy and physiology of selected vertebrate systems are examined. The focus is on homeostasis, the integration of the systems and how they are influenced by the environment. *Prerequisites: BIO 103 Corequisite courses: BIO 209L*

BIO 301 Endocrinology **3 credits**

The students in this course will be introduced to the basics of endocrinology including the names and locations of endocrine organs, the types of hormones, their molecular structures and modes of actions. The hormonal regulation of a few specific physiological processes will be explored in depth. Students will be required to read and critique three

primary papers in endocrinology. Their understanding of these papers will be assessed through analysis questions accompanying the papers and essay questions on exams.

Prerequisites: BIO 209 CHE 104

BIO 302 Vertebrate Physiology / BIO 302L Vert Physiology Lab **4 credits**

This is an introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. A comparative approach is used in covering the major groups of vertebrates. The laboratory exercises use a variety of animal models to study normal and abnormal physiology. *Prerequisites: BIO 209 CHE 104 Corequisite courses: BIO 302L*

BIO 303 Parasitology **4 credits**

This course is devoted to the consideration of mammalian parasites found in the protozoan, helminth and arthropod groups. Emphasis is placed on the life history, control and treatment of the members of the above groups. *Prerequisites: BIO 103 BIO 104*

BIO 304 Developmental Biology / BIO 304L Developmental Biology Lab **3 credits**

This is a comparative study of the reproduction, growth, and development of vertebrates including differentiation of the various types of cells and tissues. The course also covers the control of developmental processes and abnormalities of development. *Corequisite courses: BIO 304L*

BIO 305 Biological Techniques **4 credits**

This course is designed to give the student hands on experience with a variety of common biological laboratory techniques. The focus of the course may vary from semester to semester. *Prerequisites: BIO 103*

BIO 307 Biology of Aging **4 credits**

This course evaluates the normal and pathological changes that occur in humans from the aging process. Most of the commonly recognized diseases and pathologies associated with the aging process will be addressed from cellular dysfunctions to tissue and organ changes. This course is given from a general biology perspective and may be taken by non science majors. *Prerequisites: BIO 101 BIO 102/BIO 103 BIO 104*

BIO 308 Histology / BIO 308L Histology Lab **4 credits**

This course covers the structural aspects of tissues and organs with emphasis on mammalian systems. Substantial time is spent on examining the arrangement and interactions of cells in tissues and organs. The laboratory portion of the course includes microscopic examination of tissue and organ sections as well as the methods of making sections for microscopic study. *Prerequisites: BIO 104 Corequisite courses: BIO 308L*

BIO 309 Botany / BIO 309L Botany Lab**4 credits**

This is a writing emphasis course that emphasizes the importance of plants in the ecosystem and takes an in-depth look at plant morphology, physiology and development. It also covers the evolution of plants with a focus on vascular plants. In lab, the plant body and physiological processes are explored, with an emphasis on the integration of structure and function. Field trips will be conducted to survey the local flora. *Prerequisites: BIO 103 BIO 104/BIO 103 GSC 111 Corequisite courses: BIO 309L*

BIO 310 Invertebrate Zoology / BIO 310L Invertebrate Zoology Lab**4 credits**

This course covers the major invertebrate phyla with respect to phylogenetic relationships, evolutionary history, anatomy, physiology, and ecology. The laboratory portion of the course includes field work, microscopic examination, dissection, and selected physiological and ecological experiments. *Prerequisites: BIO 209 Corequisite courses: BIO 310L*

BIO 311 Conservation Biology**3 credits**

This course covers the preservation of biotic diversity. Topics covered include ecosystem structure and function, the extent of biotic diversity, the natural history of diversity on this planet, past and current extinctions, human impact on diversity, and methods to preserve diversity. *Prerequisites: BIO 104/GSC 111*

BIO 312 General Ecology / BIO 312L General Ecology Lab**4 credits**

This course is designed for both majors and non science majors. It introduces the student to basic concepts of ecosystem and community structure, energy transformations, nutrient cycles, population dynamics, animal behavior, and pollution. Current topics of ecological importance are covered. *Prerequisites: BIO 104/GSC 111 Corequisite courses: BIO 312L*

BIO 313 History of Biology**3 credits**

This course is offered to students in any major to enhance their understanding of the historical, political, and social forces that have affected the development of biology. This course will focus on the contributions of ancient civilizations to the development of modern biology and medicine; how selected major ideas in biology advanced the discipline; and some important contributions by women of all races, men of color, and people from developing countries. *Prerequisites: BIO 101 BIO 102/BIO 103 BIO 104*

BIO 316 Microbial Ecology / BIO 316L Microbial Ecology Lab**4 credits**

This course covers the relationships that exist between microorganisms and their physical and biotic environments. The course examines the ways in which microorganisms interact with each other, and with plant and animal populations. It also covers the physiological ecology of these organisms, their roles in biogeochemical cycling, and biotechnological aspects of microbial ecology. *Prerequisites: BIO 104/GSC 111 Corequisite courses: BIO 316L*

BIO 317 Prin. of Med. Pharmacology**3 credits**

Principles of Medical Pharmacology will cover the concepts of pharmacological sciences as they relate to biochemistry, cell biology, and drug therapy. In general, Pharmacology is the study of how drugs act in biological systems to affect their function. It is the study of how the body reacts to drugs. This field is usually referred to as the marriage between chemistry and biology. At the end of this course, you should be familiar with the principles behind drug action and development, dose-response relationships, pharmacodynamics, and pharmacokinetics. *Prerequisites* 103 BIO 104 CHE 203 CHE 204

BIO 318 Environmental Policy**4 credits**

Analysis of the development and implementation of federal governmental policies, regulatory requirements, and pollution regulations in various environmental media (air, water, hazardous waste, solid waste and environmental justice/equity) in the United States, which guides the use, control and management of natural resources.

Prerequisites: BIO 103 BIO 104

BIO 319 Cancer Biology**3 credits**

This course will educate students on various genetic and molecular changes normal cells undergo during transformation into malignant cancer cells. These modifications include unregulated cell proliferation, evasion of cell death, and metastasis. This course will describe factors that contribute to cancer development and discuss cancer prevention and currently available therapeutic treatments.

Prerequisites: BIO 208

BIO 320 Junior Seminar I**1 credit**

This is the first of a four course research sequence designed to give students hands on research experience. In this course, the student works with a faculty advisor to choose a research area; the student then prepares an extensive research paper on the topic chosen.

Prerequisites: BIO 103 BIO 104

BIO 321 Junior Seminar II**1 credit**

In this second course of the research sequence, the student chooses a research topic and prepares a research proposal using a format similar to that for proposals submitted to federal agencies. *Prerequisites:* BIO 103 BIO 104

BIO 401 Microbiology / BIO 401L Microbiology Lab**4 credits**

This course introduces students to the importance and applications of microbiology in food production, industry, environment, and human, veterinary and plant health. The mechanisms of pathogenicity of harmful organisms as well as methods of control will be explored. Students will be introduced to methods of cultivating microbes including nutritional and environmental needs of some common microbes. Identification of common microbes by macroscopy, microscopy, morphology, biochemical reactions and

serology will also be explored. *Prerequisites: BIO 104 CHE 104 Corequisite courses: BIO 401L*

BIO 402 Immunology/ BIO 402L Immunology Lab

4 credits

This course considers pathogenic organisms, immune mechanisms, the pathogenic state, and serology. Laboratory exercises include the cultivation, isolation, and physiology of a representative number of forms, and immunological and serological exercises. *Prerequisites: BIO 208 BIO 209 CHE 104 Corequisite courses: BIO 402L*

BIO 403 Pathobiology: Mechanisms of Disease

4 credits

This course presents the basic concepts of pathobiology. It provides students with a clear concept of the structural and functional changes caused by disease in tissues and organs. The first part of the course covers general diseases that affect the body as a whole. The second part covers individual organ systems and their diseases.

Prerequisites: BIO 103 BIO 104

BIO 405 Comparative Anatomy of Vertebrates/ BIO 405L Comp Vert. Anatomy Lab

4 credits

The gross structure of vertebrates is presented in this course as an evolutionary progression from the primitive jawless fishes through the birds and mammals. Special emphasis is placed on the dogfish shark, Necturus and cat which are dissected in the lab portion of the course. *Prerequisites: BIO 209 Corequisite courses: BIO 405L*

BIO 406 Cell Biology / BIO 406L Cell Biology Lab

4 credits

This course covers all aspects of cellular and subcellular morphology and physiology. Emphasis is placed on organelle structure and function, metabolic pathways, regulation, and cellular reproduction. The laboratory portion of the course emphasizes modern techniques of examining cell structure and function. *Prerequisites: BIO 208 Corequisite courses: BIO 406L*

BIO 407 Molecular Biology/ BIO 407L Molecular Biology Lab

4 credits

This course is designed to introduce the student to the concepts of DNA structure and function, molecular methods, and inheritance at the molecular level. Students will learn the vocabulary, methods and concepts using a problem solving approach. *Prerequisites: BIO 208 Corequisite courses: BIO 407L*

BIO 409 Genetic Engineering

4 credits

Genetic engineering has emerged as a major field in the biological sciences; it exploits versatile metabolic machinery or components of living organisms to produce valuable gene products and metabolites. Students learn various techniques used in genetic engineering and the principles behind these techniques. *Prerequisites: BIO 103 BIO 104*

BIO 412 Neuroscience

4 credits

This Neuroscience course is a comprehensive introduction to the mammalian nervous system, focusing on the structure and function of the human brain. Anatomical, cellular,

chemical, physiological, and molecular aspects of neuroscience will be discussed. Topics that will be covered include: neurons and glia, neuroanatomy, action potentials, synaptic transmission, neurotransmitters, sensory systems vision, hearing, and touch, motor systems, behavioral responses, development, learning and memory, aging, mental illness, neurodegenerative diseases, and genomics. An inquiry based approach will be taken to facilitate student learning of the material. A laboratory course BIO 472 will complement the lecture course. *Prerequisites: BIO 209 CHE 104 Corequisite courses: BIO 412L*

BIO 412L Neuroscience Laboratory

0 credit

This course consists of hands on laboratory exercises designed to engage students in common techniques used in neuroscience research. Sheep brain dissections will be done to explore the anatomy of the brain, enabling students to understand better the circuitry of the brain. Students will learn histological techniques as well. Neurophysiological experiments will be done to study brain function and behavior. Gene expression methods will be done to expose students to molecular neuroscience. Student projects will be a major part of this course. For student projects, students will design their own experiments, collect data, and present their findings. This course is the laboratory component of BIO 412 Neuroscience. *Corequisite courses: BIO 412*

BIO 413 Biology Research I

2 credits

Independent research supervised by a faculty member. The student will also meet with in a class setting with other research students to discuss journal articles and other science-related topics and to present and write about their research findings.

BIO 414 Biology Research II

2 credits

Independent research supervised by a faculty member. The student will also meet with in a class setting with other research students to discuss journal articles and other science-related topics and to present and write about their research findings.

BIO 420 Senior Seminar I

1 credit

During this third course in the research sequence, the student will perform the research planned during Biology 321 under the supervision of a faculty member.

BIO 421 Senior Seminar II

1 credit

In this final course of the research sequence, the student will prepare a paper reporting on the research result, make an oral presentation to the class, and present a poster at a departmental or school poster competition. *Prerequisites: BIO 103 BIO 104*

BIO 495 Independent Study

1-4 credits

Faculty supervised research.

Department of Chemistry

Professors:

Robert Langley, Ph.D.

K. Ramachandra Bhat, Ph.D

Associate Professor:

Derrick Swinton, Ph.D., Chair

Amar S. Tung, Ph.D.

Assistant Professor:

Takeyce Whittingham-Fields, Ph.D.

The Department of Chemistry offers undergraduate study leading to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree in Chemistry and Biochemistry & Molecular Biology, and pre-professional studies in chemical engineering, medicine, dentistry, pharmacy, allied health, and environmental science. The department provides training for students interested in pursuing careers in materials science, nanotechnology, forensic science and biotechnology. The B.A. degree is certified by the American chemical Society.

The interests of our faculty include the traditional sub-disciplines of Analytical, Physical, Inorganic, Organic and Biochemistry. The department is well-equipped for teaching and research. The majority of our graduates pursue graduate or professional studies. A significant number of chemistry graduates hold important positions in government, academia and industry.

Chemistry Program

For the B.S. degree in Chemistry from Lincoln University, a student must complete the University core (as stated), the Chemistry major requirements, the math sequence through Calculus II, and the Cooperative Internship/Study Abroad requirements. Each student must have a minimum of 120 credits for graduation. For Accreditation by the American Chemical Society (ACS), students must take all of the B.S. requirements, the minor in mathematics sequence, plus Physical Chemistry III (CHE-302) and Advanced Inorganic (CHE-403).

University Core specific requirement

PHY 105 General Physics I	4
PHY 106 General Physics II	4

Major Courses

CHE 103 General Chemistry I	4
CHE 104 General Chemistry II	4
CHE 201 Quantitative Analysis	4
CHE 202 Physical Chemistry I	4

CHE 203 Organic Chemistry I	4
CHE 204 Organic Chemistry II	4
CHE 205 Inorganic Chemistry	4
CHE 301 Physical Chemistry II	4
CHE 303 Biochemistry I	4
CHE 402 Instrumental Analysis	4
Total Major	40 credits

Chemistry Electives

CHE 302 Physical Chemistry III	3
CHE 304 Biochemistry II	4
CHE 403 Advanced Inorganic Chemistry	3
Total	10 credits

Minor in Mathematics (recommended since Math through MAT-122 is required)

MAT 111 Pre-Calculus	3
MAT 114 Elementary Statistics	3
MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 221 Calculus III	4
MAT 222 Differential Equations	3
MAT 214 Linear Algebra	3
Total Math	24 credits

Cooperative Education/Internship/Study Abroad

	4 credits
CHE 311 Research Seminar II	1
CHE 313 Scientific Literature Survey	2

Electives

BIO 103 General Biology I	4
BIO 104 General Biology II	4

Biochemistry and Molecular Biology Program

Major Requirements

BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 208 Genetics	4
BIO 406 Cell Biology	4

BIO 407 Molecular Biology	4
CHE 103 General Chemistry I	4
CHE 104 General Chemistry II	4
CHE 203 Organic Chemistry I	4
CHE 204 Organic Chemistry II	4
CHE 201 Quantitative Analysis	4
CHE 303 Biochemistry I	4
CHE 304 Biochemistry II	4
Total	48 credits

Other Program requirements

MAT 122 Math Calculus II	4
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Other electives select 3-4 courses: 12 credits

BIO 401 Microbiology	4
BIO 402 Immunology	4
BIO 304 Developmental Biology	4
BIO 412 Neuroscience	4
BIO 413 Research in Biology I	2
BIO 414 Research in Biology II	2
CHE 207 Inorganic Chemistry	4
CHE 301 Physical Chemistry II	4
CHE 402 Instrumental Analysis	4
CHE 495 Independent Study	4

Academic Enrichment 5 credits

CHE 310 Research Seminar	1
CHE 202 Physical Chemistry I	4

Chemistry Course Descriptions

CHE 101 Introductory Chemistry

3 credits

This course is designed for students who plan to enter one of the health sciences such as nursing, mortuary science, etc., but who do not need a full year in general chemistry. It also meets the core curriculum requirement for a laboratory science. It does not meet the requirements for a science major. The material includes chemical measurement, matter and energy, atoms, molecules and chemical bonding, periodic properties of elements, stoichiometry, gases, liquids and solids, solutions, reaction rates and chemical equilibria, acids and bases, oxidation reduction, nuclear chemistry, and an overview of organic and biological chemistry. Four hours lecture and one three hour laboratory per week are required. *Prerequisites: EDU 097*

CHE 103 General Chemistry I / CHE 103L Gen. Chemistry I Lab 3 credits / 1 credit

This course is required for all science division majors. It is a prerequisite to all other chemistry courses. The material includes the tools of chemistry; atoms and elements; compounds and molecules; reactions in aqueous solution; atomic structure; electron configurations and periodicity; chemical bonding; orbital hybridization; molecular orbitals and metallic bonding. Four hours lecture, one hour recitation, and one three hour laboratory per week are required. Prerequisites: MAT 099 or higher *Corequisite courses: CHE 103L, MAT 110*

CHE 104 General Chemistry II/CHE 104L Gen. Chemistry II Lab 3 credits/1 credit

This course is required for all science division majors. It is a prerequisite to all upper level chemistry courses. The material includes the behavior of gases and solutions; chemical kinetics; chemical equilibria; chemistry of acids and bases; precipitation reactions; entropy and free energy; electron transfer reactions; and thermochemistry. Four hours lecture, one hour recitation, and one three hour laboratory per week are required.

Prerequisites: CHE 103 Corequisite courses: CHE 104L, MAT 111

CHE 120 Che. for Health Science / CHE 120L Che Lab for Health Sciences 3 credits/1 credit

CHE 120 is an introductory course, which is designed exclusively for Health Sciences (and required) for Pre-Nursing majors. It is a one-semester course that will discuss fundamental principles of General Chemistry basic to the understanding of the health related sciences. Principles of atomic structure, periodicity, chemical bonding, molecular structure, stoichiometry, states of matter, thermodynamics, acids and bases, concentration units, kinetics, equilibria, nuclear chemistry, and electrochemistry will be discussed. Additionally, fundamentals of organic nomenclature and a survey of the physical, chemical and biological properties of the main organic functional groups will be covered. One year of high school chemistry is recommended; high school algebra or concurrent registration in MAT-110 or a higher-level mathematics course is required.

Corequisite courses: CHE 120L

CHE 121 Chem for Health Science II / CHE 121L Che Lab for Health Sci II 3 credits/1 credit

CHE 121 is a continuation of CHE 120 and an introductory course, which is required for Nursing Majors and serves as an elective for Health Sciences Majors. It is a one-semester course that will discuss fundamental principles of General Chemistry basic to the understanding of the health related sciences. The course will cover, in depth, concepts covered in CHE 120, which include the following: Principles of atomic structure, periodicity, chemical bonding, molecular structure, stoichiometry, states of matter, thermodynamics, acids and bases, concentration units, kinetics, equilibria, nuclear chemistry, and electrochemistry. The concepts will be covered in the context and application of Organic and Biological Chemistry. In addition, the fundamentals of organic nomenclature and a survey of the physical, chemical and biological properties of the main organic functional groups will be covered. Additionally, fundamental Organic Chemistry reaction mechanisms will be discussed. Finally, fundamental Biochemistry

concepts such as protein structure/function, DNA/RNA structure/function, and basic biological pathways will be covered. *Prerequisites: CHE 120 Corequisite courses: CHE 121L*

CHE 201 Quantitative Analysis / CHE 201L

3 credits / 1 credit

The material in this course includes: Statistical analysis of data; gravimetric analysis; acid base equilibria; acid base, precipitation and complexometric titrations; spectrophotometric analyses; and fundamentals of electrochemistry. Four hours of lecture and six hours of laboratory per week are required. *Prerequisites: CHE 104 MAT 111 Corequisite courses: CHE 201L*

CHE 203 Organic Chemistry I / CHE 203L

3 credits / 1 credit

This course covers the properties, nomenclature, reactions and syntheses of alkenes, alkenes, alkynes, arenes, alkyl halides, alcohols and ethers. Major reaction types include electrophilic addition, radical addition and substitution, nucleophilic substitution, elimination, acid base and stereochemical reactions. The laboratory involves the separation, purification and synthesis of organic compounds using microscale apparatus. Four hours lecture, one hour recitation, and one three hour laboratory per week are required.

Prerequisites: CHE 104 Corequisite courses: CHE 203L

CHE 204 Organic Chemistry II / CHE 204L

3 credits/1 credit

This course covers the remaining major functional group compounds including carbonyl compounds, carboxylic acids and acid derivatives, amines, phenols and an introduction to the major biochemical groups. Spectroscopic methods infrared, ultraviolet, mass and nuclear magnetic resonance are studied and used in the laboratory for qualitative analysis. Four hours lecture, one hour recitation, and one three hour laboratory per week are required. *Prerequisites: CHE 203 Corequisite courses: CHE 204L*

CHE 205 Inorganic Chemistry / CHE 205L Inorganic Chem Lab

3 credits/1 credit

This course involves the study of chemical nomenclature, chemical reactions of the elements, acid base theory and reactions. Other material covered includes an introduction to inorganic chemistry; building a network of ideas to make sense of the periodic table; hydrogen and hydrides; oxygen, aqueous solutions; acid base character of oxides and hydroxides, alkali metals; alkaline earth metals; groups 3A and 4A elements; group 5A: the pnictogens; sulfur selenium, tellurium and polonium; the halogens; and group 8A: the noble gases. Four hours lecture, and one three hour laboratory per week are required.

Prerequisites: CHE 104 Corequisite courses: CHE 205L

CHE 300 Physical Chemistry I / CHE 300 L Phys. Chem. I Lab

3 credits/1 credit

The material in this course includes: Gases; the first, second and third laws of thermodynamics; chemical equilibria; phases and solutions; phase equilibria; composite reaction mechanisms; and kinetics of elementary reactions. Four hours lecture and six

hours laboratory per week are required. *Prerequisites: CHE 201 MAT 122 PHY 106*
Corequisite courses: CHE 300L

CHE 301 Physical Chemistry II / CHE 301L Physical Chemistry II Lab **3 credits/ 1 credit**

The material covered in this course includes Electrochemistry, surface chemistry, colloids, transport properties, quantum mechanics and atomic structure, chemical bond, chemical spectroscopy, molecular statistics, the solid state and the liquid state. Four hours of lecture and six hours of laboratory per week are required.

Prerequisites: CHE 300 Corequisite courses: CHE 301L

CHE 302 Physical Chemistry III **3 credits**

The material covered includes advanced topics in physical chemistry relevant to material science. *Prerequisites: CHE 301 Corequisite courses: CHE 301L*

CHE 303 Biochemistry I /CHE 303L Biochemistry Lab I **3 credits/1 credit**

Biochemistry I covers fundamental aspects of protein isolation, characterization, structure and function, biocatalysis, biomembranes, lipids and metabolic pathways of glycolysis, TCA cycle, and oxidative phosphorylation. Four hours lecture and three hours laboratory per week are required. *Prerequisites: CHE 204 Corequisite courses: CHE 303L*

CHE 304 Biochemistry II / CHE 304L Biochemistry II Lab **3 credits/1 credit**

Biochemistry II is a systematic continuation of Biochemistry I and covers photosynthesis, chemistry of nucleic acids, DNA structure, DNA replication, repair transcription, translation and gene regulation, including recombinant DNA techniques, monoclonal antibodies, and gene manipulation. Four hours of lecture and three hours of laboratory* per week are required. Note: Biochemistry I and II may be offered without laboratory.

Prerequisites: CHE 303 Corequisite courses: CHE 304L

CHE 310 Research Seminar I **1 credit**

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special chemical problem or on a topic of current interest. Meetings are scheduled for two hours, once a week. Required of Junior and Senior Chemistry Majors.

CHE 311 Seminar **1 credit**

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special chemical problem or on a topic of current interest. Meetings are scheduled for two hours, once a week. Required of Junior and Senior Chemistry Majors.

CHE 313 Scientific Literature **2 credits**

This course will acquaint the student with the nature and use of the library, emphasizing the chemical literature. The course will elaborate on the role of chemical literature in the development of chemistry, and the use of literature in research. Assignments teach

the effective use of literature in research. Required of first semester junior chemistry majors, if given. Two hours lecture per week are required. *Prerequisites: CHE 104*

CHE 402 Instrumental Analysis/ CHE 402L Instrumental Analysis Lab **3 credits/1 credit**

This course studies the principles and practices of modern instrumental analytical methods. Topics include visible, ultraviolet, and infrared spectroscopy; electroanalytical methods; gas and liquid chromatography; nuclear magnetic resonance spectroscopy; atomic absorption and emission spectroscopy; and mass spectrometry. Four hours lecture and six hours laboratory per week are required. *Prerequisites: CHE 301*
Corequisite courses: CHE 402

CHE 403 Advanced Inorganic Chemistry

3 credits

This course builds upon the material covered in Inorganic Chemistry and Physical Chemistry II. The following topics are covered: coordination chemistry structures, isomers, bonding, electronic spectra, organometallic chemistry, reaction mechanisms ligand substitution, stereochemical change, organometallic systems, oxidation/reduction, inorganic photochemistry, and bioinorganic systems. Offered: Spring *Prerequisites: CHE 301 MAT 121*

CHE 495 Independent Study Research

1-4 credits

Independent research or study projects supervised by Faculty.

Department of Mathematics and Computer Science

Professors:

Goro Nagase, Ph.D.

Associate Professors:

Tong T. Banh, Ph.D.

Laurellen L. Treisner, Ph.D.

Jawahar Pathak, Ph. D.

Assistant Professors:

Ali Barimani, M.S.

Moses Haimbodi, Ph.D., Chair

Reginald Myrick, M.A.

Ranjan Naik, Ph. D.

Claude Tameze, Ph.D.

The mission of the Department of Mathematics and Computer Science is to provide students with the tools needed for life-long learning so that Lincoln's graduates can fully participate in the technological global society of the Twenty-first Century. Our specific goal is to unlock the doors to mathematical excellence and fulfillment for all students and to raise the level of participation in technical fields of under-represented groups, especially African Americans and women.

The Department of Mathematics and Computer Science is designed to fulfill the needs of students majoring in any of the Natural Sciences, Social Sciences, or Humanities. Majors within the department include the B.S. in Mathematics (with a chosen emphasis) or Computer Science. A Professional Education Program for PA Certification in Secondary Math is also available. Minors in Mathematics and Computer Science are also offered.

Mathematics Program

University Core specific requirements Computer Science:

CSC 158 Computer Programming I	3
CSC 159 Computer Programming II	3

Mathematics Major Core Courses (Required for all Mathematics Emphasis)

MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 214 Linear Algebra	3
MAT 220 Set Theory and Logic	3
MAT 221 Calculus III	4
MAT 341 Math. Statistics I	3

MAT 421 Analysis I	3
Math Core	24 credits

General Mathematics Emphasis

Major Core Courses (see above) plus	24
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MAT 222 Differential Equations	3
MAT 325 Modern Algebra I	3
Four additional Math Electives at 300-400 levels	12 credits

Academic Enrichment Requirement	
Select one (1):	3 credits
MAT 475 Seminar I	3
MAT 495 Independent Research	3
MAT 498 Internship	3
Total	45 credits

Actuarial Science Emphasis

Major Core Courses (see above) plus	24
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Other Requirements:	
MAT 222 Differential Equations	3
MAT 313 Numerical Methods	3
MAT 342 Math Statistics II	3
ECO 201 Macroeconomics	3
ECO 202 Microeconomics	3
ACC 203 Accounting I	3
Total	18 credits

Academic Enrichment Requirement	
Select one (1):	3
MAT 475 Seminar I	3
MAT 495 Independent Research	3
MAT 498 Internship	3
Total	45 credits

Mathematics Education Emphasis

The Professional Education Program for Certification in Secondary Mathematics has additional requirements (Praxis I and II, 3.0 GPA and EDU 420/422 Student Teaching).

Please see the Department of Education section of this Catalog for additional requirements.

Major Core Courses (see above) plus	24
MAT 211 College Geometry	3
MAT 310 Methods of Teaching Math.	3
MAT 325 Modern Algebra I	3
EDU 201 Introduction to Education	3
EDU 202 Educational Psychology	3
EDU 203 The Education and Psychology of the Exceptional Child	3
EDU 302 Secondary Educ. Methods	3
EDU 303 Reading in the Content Area	3
EDU 330 Effective Classroom Management Strategies	3

Academic Enrichment Requirement	3-6 credits
EDU 207 Sophomore Field Experience	1
EDU 307 Junior Field Experience	1
EDU Internship	
Total	60-63 credits

Applied Mathematics Emphasis

Major Core Courses (see above) plus	24
MAT 212 Mathematical Modeling	3
MAT 222 Differential Equations	3
MAT 313 Numerical Methods	3
MAT 342 Math Statistics II	3
CSC 455 Math and Statistical Software	3
Total Major	15 credits

Select three (3):***	9 credits
CSC 254 Data Structure	3
CSC 451 Computer Simulations	3
CSC 452 Computer Graphics	3
PHY 211 Mechanics	3
PHY 271 Methods of Mathematical Physics	3
PHY 311 Analytical Mechanics	3
PHY 371 Computational Physics	3
MAT 422 Analysis II	3
MAT 423 Complex Variable I	3
Academic Enrichment Requirement	3 credits
Select one (1):	
MAT 475 Seminar I	3
MAT 495 Independent Research	3

MAT 498 Internship	3
Total	51 credits

Other Requirements:

All majors are required to fulfill the general university core requirements and approved electives totaling a minimum of **120 hours** of credits for graduation with a minimum cumulative G.P.A. of 2.0.

A cumulative departmental average of 2.0 must be earned and a grade of at least C- required in all Departmental courses, with no more than 2 C- grades in Mathematics courses.

Note:

* The ECO/ACC courses listed under the Minor Emphasis section of the Actuarial Concentration are required for that program (Actuarial). An official Department Minor in Economics or Computer Science is recommended (additional courses needed).

** Other 300 and 400 level classes may be approved by advisement if deemed appropriate for the Applied Math concentration.

Computer Science Program

Application Emphasis

Computer Science Major Core Courses

CSC 158 Computer Programming I	3
CSC 159 Computer Programming II	3
CSC 254 Data Structures	3
CSC 353 Computer Organization and Assembly	3
CSC 354 Data Base Management	3
CSC 356 Visual Programming	3
CSC 453 Compiler Construction	3
CSC 454 Software Engineering	3
CSC 151 Computer Applications	3
CSC 201 Web Programming	3
CSC 202 Introduction Computer Animation	3
Two 300 or higher level CSC Electives*	6 credits

Other required courses

MAT 120 Calculus for Social Sciences	4
MAT 213 Discrete Math	3
ART 102* Introduction Computer/ Digital Art	3
ECO 201 or 202 Macro/ Microeconomics	3
Total	13 credits

Academic Enrichment Requirement **3 credits**

Select one (1):

CSC 299 Computer Science Internship**	3
CSC 498 or 499 Topics in Computer Science I or II	3
Total Requirements	55 credits

Mathematics Emphasis

Computer Science Major Core Courses

CSC 158 Computer Programming I	3
CSC 159 Computer Programming II	3
CSC 254 Data Structures	3
CSC 353 Computer Organization and Assembly	3
CSC 354 Data Base Management	3
CSC 356 Visual Programming	3
CSC 453 Compiler Construction	3
CSC 454 Software Engineering	3

One 200 level CSC Elective	3
Two 300 or higher level CSC Electives	6

General Math Minor is required for Math Concentration

MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 221 Calculus III	4
MAT 213 Discrete Math	3

Select one (1):

MAT 214 Linear Algebra	3
MAT 222 Differential Equations	3
MAT 313 Numerical Methods	3
MAT 341 Mathematical Statistics I	3
MAT 342 Mathematical Statistics II	3

Academic Enrichment Requirement **3 credits**

Select one (1):

CSC 299 Computer Science Internship**	3
CSC 498 or 499 Topics in Computer Science I or II	3

Total Requirements 54 credits

Other Requirements:

All Computer Science majors are required to fulfill the general University Core Curriculum Requirements (39-41 Credits) and approved electives totaling a minimum of **120** credits for graduation with a minimum cumulative G.P.A. of 2.0.

A cumulative departmental G.P.A of 2.0 must be earned and a grade of at least C- is required in all CSC courses (with the exception of CSC-299), with no more than 2 C- grades in Computer Science courses.

* The Math/ CSC Department may approve other application-emphasized computer classes if deemed appropriate for the CSC Applications Concentration.

** The grades for CSC 299 are Pass/Fail format.

Mathematics Minor

MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 221 Calculus III	4

Select two (2): **6 credits**

MAT 214 Linear Algebra	3
MAT 220 or MAT 213 Set Theory and Logic or Discrete Math	3
MAT 222 Differential Equations	3
MAT 313 Numerical Methods	3
MAT 341 Math. Statistics I	3
MAT 342 Math. Statistics II	3

Total Minor **18 credits**

Mathematics Education Minor Emphasis

CSC 151 Computer Applications	3
MAT 117 or MAT 111 Finite Mathematics or Pre-Calculus	3
MAT 120 or MAT 121 Calculus for Social Sciences or Calculus I	4
MAT 211 College Geometry	3
MAT 213 Discrete Math	3
MAT 310 Methods of Teaching Mathematics	3
Total Minor	19 credits

Computer Science Minor

CSC 158 Programming I	3
CSC 159 Programming II	3
CSC 254 Data Structures	3
CSC 353 Computer Organization and Assembly	3
CSC 354 Data Base Management	3
MAT 213 Discrete Mathematics	3
Total Minor	18 credits

Computational Science Emphasis

This minor is intended for Mathematics, Biology, Physics, Chemistry or Psychology majors.

CSC 158 Programming I	3
CSC 159 Programming II	3
CSC 254 Data Structures	3
MAT 121 Calculus I or MAT 120 Calculus for Social Sciences	4
MAT 212 Mathematical Modeling	3

Select one (1): **3 credits**

CSC 451 Math and Stat. Software
CSC 455 or Computer Simulations

One approved Computational Science course from another Department

In lieu of such a course, students may take

CSC 354 Database Management System 3

Total Minor **22 credits**

Mathematics and Computer Science Course Descriptions

MAT 098 Algebra I **3 credits**

This course is designed to study the basic concepts of arithmetic and algebra, the real numbers, first degree equations of one variable, inequalities, exponents, polynomials, factoring, algebraic fractions, coordinate geometry and linear systems, rational exponents and radicals, quadratic equations.

MAT 099 Algebra & Applications **3 credits**

This course consists of selected topics that include factoring polynomials and rational expression, roots and radicals, quadratic equations and inequalities.

Prerequisites: MAT 098

MAT 106 Math for Liberal Arts **3 credits**

This course is an introduction to non technical applications of mathematics in the modern world and is designed to cultivate an appreciation of the significance of mathematics in daily life and to develop student's mathematical reasoning. Subjects include Quantitative Information in Everyday Life, Financial Management, Statistics and Probability. *Prerequisites: MAT 098*

MAT 110 College Algebra **3 credits**

This course contains algebraic techniques, functions, and graphs which are essential in order to understand and use higher level mathematics. Topics include linear and quadratic equations and inequalities, function notation, combinations, translations and graphs of common functions. *Prerequisites: MAT 099.*

MAT 111 Pre Calculus

3 credits

This course is an introduction to advanced algebraic techniques, functions and graphs which are essential in order to understand and use higher level mathematics in courses beginning with calculus. Topics include conic sections, rational, exponential, logarithmic, and trigonometric functions. *Prerequisites: MAT 110.*

MAT 114 Elementary Statistics I

3 credits

This course is designed for students who need an elementary knowledge of statistics. The basic ideas of descriptive statistical methods are considered, including frequency distribution, measures of location and variation. It also includes permutation, combination and rules of probability, together with well known probability distributions such as binomial, poisson, geometric, hyper geometric and multinomial.

Prerequisites: MAT-110 or higher

MAT 115 Elementary Statistics II

3 credits

This course is a continuation of MAT 141. Among the topics covered are estimation, hypothesis testing, and design of experiments, chi square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches. Emphasis will be placed on interpretation and use of the computer software packages.

Prerequisites: MAT 114

MAT 117 Finite Mathematics

3 credits

This course is designed for students in the Social Sciences, The goal of the course is to give the student a working knowledge of the areas of mathematics that are most applicable to his or her particular discipline. Among the topics studied will be elementary matrix algebra, linear programming, logarithms, progressions, and the mathematics of finance. *Prerequisites: MAT 110*

MAT 120 Calculus Soc / Sci Majors

4 credits

This course studies differential and integral calculus with a focus on its applications to business and economics. Topics to be covered are increments and rates, limits, the derivative, rules of differentiation, logarithmic differentiation, methods of integration, and applications of the definite integral to business and economics.

Prerequisites: MAT 111

MAT 121 Calculus I

4 credits

This is the first course in the calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include: the straight line, functions, plane analytic geometry, limits, continuity, derivatives of

algebraic and trigonometric functions, with applications to velocity, rates, extreme curve plotting and optimization, differentials, Rolle's theorem, mean value theorem, and integration. *Prerequisites: MAT 111*

MAT 122 Calculus II

4 credits

This is the second semester course in the calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include the applications of integration of algebraic and trigonometric functions, differentiation and integration of logarithmic and exponential functions, integration techniques, length of a curve, areas of surfaces, inverse trigonometric and hyperbolic functions, improper integrals, L'Hopital's rule, and infinite series.

Prerequisites: MAT 121

MAT 201 Math for Elem. Teachers I

3 credits

This course is designed for Elementary Education majors and covers a spectrum of fundamental mathematical concepts most applicable for teaching at the elementary level. Topics include problem solving, sets, numeration systems, functions, whole number operations, number theory, and fractions and decimals. *Prerequisites: MAT 098*

MAT 202 Math for Elem. Teachers II

3 credits

This course is designed for Elementary Education majors and covers a spectrum of fundamental mathematical concepts most applicable for teaching at the elementary level. Topics include extensions to integers and the real number system, ratio and percent, statistics and probability, geometry and measurement. *Prerequisites: MAT 201*

MAT 211 College Geometry

3 credits

This course is designed for prospective high school teachers of mathematics. After a quick review of introductory topics in Euclidean geometry, the course will cover advanced topics in Euclidean geometry, and basic topics in non Euclidean geometry.

Prerequisites: MAT 121

MAT 212 Mathematical Modeling

3 credits

This course is an introduction to the development and study of mathematical models. It is designed in such a way that students from other disciplines will find it useful as a summary of modern mathematical methods, and mathematics majors will benefit from applications of mathematics to real life problems. Undergraduate students from the Natural and Social Sciences will find most of the material accessible because the prerequisite is basic calculus. *Prerequisites: MAT 120/MAT 121*

MAT 213 Discrete Mathematics

3 credits

This course is designed as an elementary introduction to the discrete mathematical structures of computer science. Topics include sets, logic, Boolean algebra, combinatorics, graphs, trees, semigroups, groups, and examples of automata.

Prerequisites: MAT 117 or higher

MAT 214 Linear Algebra**3 credits**

The following topics will be covered in this course: vector spaces, subspaces, bases, dimension, linear dependence and independence, linear transformations, matrices, matrix operations, rank equivalence relations, eigenvalues, eigenvectors. *Prerequisites: MAT 122*

MAT 220 Set Theory and Logic**3 credits**

This course consists of the study of sets and equivalence classes, Boolean algebra, the role of axiomatics in the structure of mathematics, basic principles of logic involving rules of modus ponens, reduction and absurdum, propositional calculus, first order logic and the nature of mathematical proof. *Prerequisites: MAT 121*

MAT 221 Calculus III**4 credits**

This course is a continuation of MAT 122 including three dimensional Analytic Geometry, Partial derivatives, multiple integrals, Vector Calculus, and their applications. *Prerequisites: MAT 122*

MAT 222 Differential Equations**3 credits**

Topics include solution methods and applications of first order differential equations, solution of higher order differential equations using the characteristic equation, the undetermined coefficients and variation of parameters methods, existence and uniqueness theorems for initial value problems, Laplace transforms, systems of linear differential equations.

Prerequisites: MAT 122 Corequisite courses: MAT 221

MAT 240 Combinatorics**3 credits**

Combinatorics is frequently described as the mathematics of "counting without counting." It has a wide variety of applications in computer science, communications, transportation, genetics, experimental design, scheduling, and so on. This course is designed to introduce the student to the tools of Combinatorics from an applied point of view.

Prerequisites: MAT 099 MAT 110

MAT 310 Methods of Teaching Mathematics**3 credits**

This course is a study of strategies, techniques, materials, technology, and current research used in the teaching of mathematical concepts to high school students. Students will review the traditional and contemporary standards involved in teaching mathematics at the secondary school level; develop an awareness of the professional resources, materials, technology and information available for teachers; prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by taking part in individual tutoring, observation at a high school, and/or presenting lessons at the appropriate level.

MAT 313 Numerical Methods**3 credits**

Modern computational algorithms for the numerical solution of a variety of applied mathematics problems are considered. Topics include numerical solution of polynomial and transcendental equations, acceleration of convergence, Lagrangian interpolation and least squares approximation, numerical differentiation and integration.

Prerequisites: MAT 122 CSC 158

MAT 325 Modern Algebra I**3 credits**

The following topics will be covered in these courses: set theory, functions and mappings, permutations, theory of groups, rings and ideals, homomorphisms, integral domains, equivalence classes, residue classes, fields, modules. *Prerequisites: MAT 220 MAT 221*

MAT 326 Modern Algebra II**3 credits**

The following topics will be covered in these courses: set theory, functions and mappings, permutations, theory of groups, rings and ideals, homomorphisms, integral domains, equivalence classes, residue classes, fields, modules. *Prerequisites: MAT 220 MAT 221*

MAT 341 Mathematical Statistics I**3 credits**

This is a first course in a yearlong sequence designed for Mathematics majors. The topics include the algebra of sets, probability in finite sample spaces, random variables and probability functions, including the mean, variance, and joint probability functions, the binomial distribution, and applications. *Corequisite courses: MAT 221*

MAT 342 Mathematical Statistics II**3 credits**

This is the second course in a yearlong sequence designed for Mathematics majors. The topics include distribution of random variables, conditional probability and stochastic independence, special distributions including the t and F distributions, moment generating techniques, limiting distributions, and the central limit theorem.

Prerequisites: MAT 341

MAT 400 Topics in Mathematics I**3 credits**

This course will focus on involving students in current topics or current research interests in Mathematics

MAT 401 Topics in Mathematics II**3 credits**

This course will focus on involving students in current topics or current research interests in Mathematics

MAT 421 Analysis I**3 credits**

This is the first semester in the one year sequence that is designed as a rigorous development of the fundamentals of analysis for mathematics majors. The following topics will be covered in this course: sets, sequences, limits, mean value theorems,

definite integral, Taylor's theorem, improper integrals, set functions, infinite sets, uniform convergence, and power series. *Prerequisites: MAT 220 MAT 221*

MAT 422 Analysis II

3 credits

This is the second semester course in the one year sequence that is designed as a rigorous development of the fundamentals of analysis for Mathematics majors. The following topics will be covered in this course: improper integrals with parameters, gamma functions, transformations, curves and arc length, external problems, integrals over curves and surfaces, Green, Gauss, and Stokes theorems. *Prerequisites: MAT 421*

MAT 423 Intro Complex Variables I

3 credits

The following topics will be covered in these courses: algebra of complex numbers; analytic functions; limits, continuity, derivative, Cauchy Reimann conditions; elementary functions, exponential, trigonometric, hyperbolic, and logarithmic; integration, contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, and Liouville's theorem, series, harmonic functions, mappings by elementary functions, conformal mappings, and analytic continuation. *Prerequisites: MAT 220 MAT 221*

MAT 424 Intro Complex Variables II

3 credits

The following topics will be covered in these courses: algebra of complex numbers; analytic functions; limits, continuity, derivative, Cauchy Reimann conditions; elementary functions, exponential, trigonometric, hyperbolic, and logarithmic; integration, contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, and Liouville's theorem, series, harmonic functions, mappings by elementary functions, conformal mappings, and analytic continuation. *Prerequisites: MAT 220 MAT 221*

MAT 427 Introductory Topology

3 credits

This course is designed as a beginning course in Topology. The following topics will be covered: infinite, countable, and uncountable sets, real number system, general topological spaces, metric spaces, arcs and curves, the axiom of choice, Zorn's lemma and the well ordering theorem. *Prerequisites: MAT 220, MAT 221*

MAT 475 Seminar I

3 credits

This is a one year course of selected topics, papers, projects and research in mathematics, requiring a written report and an oral presentation.

MAT 476 Seminar II

3 credits

This is a one year course of selected topics, papers, projects and research in mathematics, requiring a written report and an oral presentation.

MAT 495 Independent Study

1-4 credits

Faulty supervised research

MAT 499 Mathematics Internship

1-4 credits

CSC 151 Computer Applications**3 credits**

This course provides a hands-on introduction to the use of computer software in the areas of word processing, spreadsheets, and database management, presentation, and programming. The software used will be MS-Word, MS-Excel, MS-Access, and MS-Power point. *Prerequisites: MAT 098 or higher*

CSC 152 Intro to Programming**3 credits**

This introductory programming course is designed for non-computer science majors. This course introduces the student to principles of computer programming via a visual programming language. The students will learn to create graphical user interface forms and apply visual programming to problem solving. Topics will include basic control statements. Event-driven programming will be an integral part of the course. *Prerequisites: MAT 098 or higher*

CSC 154 FORTRAN**3 credits**

This course introduces the student to principles of computer programming via the FORTRAN programming language. The students will write, test, and debug a wide variety of programs to solve problems drawn from several disciplines. *Prerequisites: MAT 098 or higher*

CSC 158 Computer Program I**3 credits**

This course is the first course in a year-long sequence required for Computer Science majors. It introduces the student to principles of computer programming via a structured programming language. The students will write, test, and debug a wide variety of problems drawn from several disciplines. The course will also address program design and program style. *Prerequisites: MAT 110.*

CSC 159 Computer Programming II**3 credits**

This course is a continuation of CSC 158. The students will use a structured programming language in problem solving. This course examines advanced features of programming languages. Topics include file processing, and object oriented and event-driven programming. And a preparation for CSC 254, this course will also include an introduction to data structures such as queues and stacks. *Prerequisites: CSC 158.*

CSC 201 Web Programming**3 credits**

This course is an introduction to web design with an emphasis on the scripting languages. Both server-side and client-side scripting will be studied. HTML programming is an integral part of the course. Topics include database processing for the web using SQL language and Internet security. *Prerequisites: CSC 158.*

CSC 202 Computer Animation**3 credits**

This course is a study of the art and science of computer animation. Both programming and utilization of animation software will be covered with an emphasis on the latter. The topics include NURBS and Polygon modeling, rendering techniques, motion path, and introductory applications of mathematics and algorithms in computer gaming. *Prerequisites: CSC 159.*

CSC 254 Data Structures**3 credits**

This course will focus on algorithms, analysis, and the use of basic and advanced data structures. Among the specific data structures covered are strings, stacks, records, linked lists, trees and graphs. Recursion will also be covered. Sequential and random files, hashing and indexed sequential access methods for files will be discussed. Finally, some standard computer science algorithms (sorting and searching) will be discussed. *Prerequisites: CSC 159.*

CSC 255 COBOL**3 credits**

This course will introduce the student to the fundamentals of COBOL programming. Specific topics include COBOL divisions, basic statements for arithmetic, logic branching, looping, control break, report writer and table processing. *Prerequisites: CSC 158.*

CSC 299 Computer Science Internship**1-3 credits****CSC 353 Computer Organization and Assembly Language****3 credits**

This course is intended as a first introduction to the ideas of computer architecture-both hardware and software. Assembly language programming is the central theme of the course. The attributes and operations of a macro assembler are discussed in some detail. *Prerequisites: CSC 254.*

CSC 354 Database Management**3 credits**

This course will introduce students to the principles of single and multiple application of data base systems. In addition, it will develop graphical and logical skills that are used to construct logical models of information handling systems. Topics include data independence and data redundancy, comparative survey of nomenclature, logical and physical views of data, data description languages and the database management system, relational, hierarchal, and network approaches, operations informational

systems, security and integrity, data flow diagrams, data dictionaries, analysis response requirements, and immediate access diagrams. *Prerequisites: CSC 254.*

CSC 355 Operating Systems

3 credits

An operating system is a program that acts as the link between the computer and its users. A well written operating system makes it easy and fun to use a computer. This course will introduce the student to the principles and concepts of operating systems design, discuss major issues of importance in the design, and show how different widely used operating systems have implemented the design ideas. In short, this course will teach what operating systems does, how it may do it, and why there are different approaches. *Prerequisites: CSC 254.*

CSC 356 Visual Programming

3 credits

This course is an examination of a variety of software systems including those covered in Personal Computing (CSC 151), graphics packages plus programming. Both usage and design will be emphasized. *Prerequisites: CSC 159.*

CSC 357 Computer Architecture

3 credits

This course is intended to explore the interface between a computer's hardware and its software. The interface is often called computer architecture. Starting from the basic ideas of assembly language programming, this course will give the students an idea of where the software stops and the hardware begins, and what things can be done efficiently in hardware and how. *Prerequisites: CSC 353.*

CSC 358 Artificial Intelligence

3 credits

This course is intended to explore the ideas and developments in Artificial Intelligence. Applications of the LISP programming language in pattern recognition, game playing, image analysis, and problem solving will be covered. Also included among the topics are semantic sets, theorem proving, natural language analysis and learning systems. *Prerequisites: CSC 254.*

CSC 450 Topics in Computer Science

3 credits

This course will focus on involving students in independent projects dealing with current topics of current research interest in Computer Science. Students will be required to conduct a literature survey, carry out independent investigations projects, prepare a report, and defend their work in an oral presentation.

CSC 451 Computer Simulations

3 credits

This course demonstrates to the student how computers may be used to represent selected characteristics of real world systems by utilizing mathematical models. The

simulation projects will be done using a simulation software package and a structured programming language. Statistical analyses are carried out. *Prerequisites: CSC 254.*

CSC 452 Computer Graphics

3 credits

This course develops and applies the mathematical theory of computer graphics. The theory includes rotation, translation, perspective projection, and curve and surface description. The course will use a structured programming language. In addition, it will use available commercial graphic packages. *Prerequisites: CSC 254 MAT 122 MAT 213.*

CSC 453 Compiler Construction

3 credits

This course is intended to explore the principal ideas and techniques of compiler construction. Topics include lexical analyzers, parsers, error detection, code generation, symbol tables, and formal languages. *Prerequisites: CSC 254.*

CSC 454 Software Engineering

3 credits

This course will introduce the student to the principles and techniques involved in the generation of production quality software items. The emphasis will be on the specification, organization, implementation, testing and documentation of software products. *Prerequisites: CSC 254.*

CSC 455 Mathematical and Statistical Software

3 credits

This course will introduce the student to the currently available mathematical and statistical software on personal computers in particular, and mainframes in general. Hands-on activities with software items will form a major part of the course. The student will be trained not only to use the software items, but also interpret the results meaningfully as related to specific applications situations. The course is designed primarily for students interested in scientific and statistical computing and analysis. Report writing will be required on all projects. *Prerequisites: CSC 159 MAT 117.*

CSC 456 Operations Research

3 credits

Operations Research is a very important area of study which tracks its roots to business applications. It combines the three broad disciplines of Mathematics, Computer Science, and Business Applications. This course will formally develop the ideas of developing, analyzing, and validating mathematical models for decision problems, and their systematic solution. The course will involve programming and mathematical analysis. *Prerequisites: MAT 212.*

CSC 457 Computer Networks**3 credits**

This course is an introduction to local area and long haul computer communication networks, analysis, design and implementation of network protocols. *Prerequisites: CSC 159.*

CSC 498 Topics in Computer Science**3 credits**

This course will focus on involving students in independent projects dealing with current topics of current research interest in Computer Science. Students will be required to conduct a literature survey, carry out independent investigations projects, prepare a report, and defend their work in an oral presentation. *Prerequisite: Senior Status*

CSC 499 Topics in Computer Science II**3 credits**

This course will focus on involving students in independent projects dealing with current topics of current research interest in Computer Science. Students will be required to conduct a literature survey, carry out independent investigations projects, prepare a report, and defend their work in an oral presentation. *Prerequisite: Senior Status*

Department of Physics

Professors:

Mazharul Huq, Ph.D.

Lynn Ernest Roberts, Ph.D., Chair

Associate Professor:

Stanley Tsai, M.M.E.

Assistant Professor:

Helen Major, Ph.D.

Physics is a discipline which lies at the heart of modern science, engineering and technology, while exerting considerable influence on philosophical and psychological thought. A core group of subjects at the appropriate level provides a solid foundation in the fundamental laws of nature and in the most useful mathematical techniques. These are the basic tools of all of the natural sciences. Completion of a bachelor's degree as a Physics Major prepares the student for graduate work in physics, for further study in other fields (astrophysics, biophysics, chemical physics, oceanography, law, engineering and environmental sciences, geophysics or medicine), or for employment in government and industry.

The Physics Major at Lincoln is supported by highly qualified faculty and modern, well equipped facilities, including introductory and advanced laboratories, a computer laboratory, and an astronomical observatory. The faculty is dedicated to the use of the best traditional and innovative programs to assist the student in achieving his or her career goals.

The course offerings in physics are designed to: (1) provide general insight into the nature and history of the science of physics for the general student; (2) give a thorough background in general physics for the science major, whatever his or her specialty; and (3) prepare the Physics Major with a firm, effective foundation for professional advancement, graduate study and a successful career as a research scientist.

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University Core Specific requirements

MAT 111 Pre-Calculus*	3
CHE 103 General Chemistry I	4
CHE 104 General Chemistry II	4
PHY 371 Computational Physics	3
and a course in computer programming	3

Freshman Courses

PHY 105 -General Physics I*	3
PHY 106 General Physics II *	3
PHY 1L7 Freshman Physics Lab I	1
PHY 1L8 Freshman Physics Lab II	1
PHY 171 Problem Solving Skills in Physics	1

Physics Freshman Courses **9 credits**

Physics Core

PHY 211 -Mechanics	3
PHY 221 -Waves and Optics	3
PHY 251 -Modern Physics	3
PHY 271 -Mathematical Methods in Physics	3
PHY 291 -Sophomore Physics Lab	3
PHY 331 -Thermal Physics	3
PHY 341 -Electromagnetism	3
PHY 391 -Junior Physics Lab	3

Physics Core Courses **24 credits**

Upper Level**Minimum of 13 credits including:**

PHY 311 Analytical Mechanics	3
PHY 342 Electromagnetic Theory	3
PHY 451 Quantum Mechanics I	4

Physics Upper Level Courses** **minimum of 13 credits**

Total **46 credits**

Math Minor Requirements

MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 214 Linear Algebra	3
MAT 221 Calculus III	4
MAT 222 Differential Equations	3

Total Math Minor **18 credits**

Academic Enrichment recommended*** **3– 6 credits**

One or two courses selected from:

PHY 491 Advanced Physics Lab	3
PHY 492 Senior Research	3
PHY 493 Selected Topics in Physics	3

*** Electives and academic enrichment courses should be chosen so that the grand total is between 120 and 124

* May be replaced by PHY 103 and PHY104 with permission from Department

** Students placed in MAT 121 should take minimum of 16 credits

Dual Degree Program in Engineering

Currently, Lincoln University has two dual degree programs. These programs are “3 + 2” degree programs. The Lincoln University student spends three years at Lincoln University and two years at the partner institution. One Program is a partnership with Drexel University.

More recently, Lincoln University and Morgan State Universities have partnered to establish a Dual Degree Program in Engineering as of March 1, 2007. Morgan State will offer degrees to students admitted to their program in the following majors: Civil Engineering, Electrical Engineering, and Industrial Engineering.

Lincoln University students who are interested and qualified have the opportunity to obtain a Bachelor of Science degree in Engineering from Drexel University or Morgan State University in addition to receiving a Bachelor’s degree in Physics from Lincoln University (“3 + 2 Program” or “the Dual Degree Program”).

Prerequisites for Admissions to the program

In order to be admitted into the Dual Degree Program, students at Lincoln University must have the following:

- Completed a minimum of 75 credit hours at Lincoln University
- The full, three-term Calculus sequence (MAT121, 122 and 221)
- Differential Equations MAT 222;
- Linear Algebra (MAT 214);
- General Physics I and II (Physics 105, 106 with labs);
- Electronics (Physics 343);
- PHY 331 Thermodynamics; CHM 103 and 104 General Chemistry I and II;
- One semester of freshman Biology (optional);
- One semester of Computer Programming (recommended; C++/Java);
- Pre-Engineering courses (PEN 211, 212, 341, 391);

Other Program Requirements:

Contact the Department of Physics Chair for additional information.

University Core Specific requirements

MAT 111 Pre-Calculus*	3
CHE 103 General Chemistry I	4
CHE 104 General Chemistry II	4
PHY 371 Computational Physics	3
and a course in computer programming	3

Freshman Courses

PHY 105 -General Physics I*	3
PHY 106 General Physics II *	3
PHY 1L7 Freshman Physics Lab I	1
PHY 1L8 Freshman Physics Lab II	1
PHY 171 Problem Solving Skills in Physics**	1

Physics Freshman Courses **9 credits**

** May be substituted by PEN 101 Introduction to Engineering – 3

Physics Core

PHY 211 Mechanics***	3
PHY 221 Waves and Optics	3
PHY 251 Modern Physics	3
PHY 271 Mathematical Methods in Physics	3
PHY 291 Sophomore Physics Lab	3
PHY 331 Thermal Physics	3
PHY 341 Electromagnetism	3
PHY 391 Junior Physics Lab	3
Physics Core Courses	24 credits

Total **33 credits**

*** May be substituted by PEN 212 Dynamics – 3

Math Minor Requirements

MAT 121 Calculus I	4
MAT 122 Calculus II	4
MAT 214 Linear Algebra	3
MAT 221 Calculus III	4
MAT 222 Differential Equations	3

Total Math Minor **18 credits**

Physics Minor

A minor in Physics may be earned by taking at least 20 credits from the following Physics courses:

Freshman Courses

PHY 105 -General Physics I*	3
PHY 106 General Physics II *	3

PHY 1L7 Freshman Physics Lab I	1
PHY 1L8 Freshman Physics Lab II	1
Physics Freshman Courses	8 credits
PHY-291 Sophomore Lab	3
At least 3 other Physics Core:	
PHY 211 Mechanics	3
PHY 221 Waves and Optics	3
PHY 251 Modern Physics	3
PHY 271 Mathematical Methods in Physics	3
PHY 331 Thermal Physics	3
PHY 341 Electromagnetism	3
PHY 391 Junior Physics Lab	3
Physics Core Courses	9 credits
Total Physics Minor	20 credits

Physics Course Descriptions

GSC 101 Physical Science I

3 credits

These courses cover mechanics, motion, conservation laws, heat, wave motion, electricity and magnetism, light, atomic and nuclear physics, elements of chemistry, geology and astronomy. Special emphasis is placed on solving formulas and using graphs. Students with superior mathematical ability should take PHY 101 102 or PHY 103 104. Credit is not allowed for GSC 101 102 and for PHY 101 102 or PHY 103 104.

Corequisite courses: GSC 101L

GSC 102 Physical Science II

3 credits

These courses cover mechanics, motion, conservation laws, heat, wave motion, electricity and magnetism, light, atomic and nuclear physics, elements of chemistry, geology and astronomy. Special emphasis is placed on solving formulas and using graphs. Students with superior mathematical ability should take PHY 101 102 or PHY 103 104. Credit is not allowed for GSC 101 102 and for PHY 101 102 or PHY 103 104.

Corequisite courses: GSC 102L

GSC 111 Environmental Science

3 credits

This is an introductory course on the environment. The structure and function of ecosystems; energy sources, supply, and transportation; the structure of matter; the lithosphere, atmosphere, hydrosphere and problems of pollution therein are covered.

Prerequisites: EDU 097

GSC 401 Seminar in Environmental Issue**2 credits**

This course is a seminar course that functions as the final course in the minor in Environmental Issues. A number of environmental issues chose by the instructors and the students will be examined and discusses from scientific, social, ethical, economic, and political perspectives. Students will be required to make oral presentations, prepare research papers, and participate in discussions. Outside speakers will be invited to participate.

PHY 101 Elementary Physics**4 credits**

This introductory course designed for non science majors covers selected topics from mechanics, heat, optics, electromagnetism and modern physics at a very elementary level. Only knowledge of algebra is required to follow the course. A laboratory component may be integrated with the course.

PHY 103 Introduction to Physics I**3 credits**

This two semester course is an elective course for science and mathematics majors. Mechanics, heat, sound, electricity and magnetism, optics, and modern physics are covered without requiring knowledge of calculus. Three hours of lecture and one hour of recitation per week are required. Students must be enrolled in PHY 161 162, Physics Laboratory. Students who have had or are taking calculus should enroll in PHY 103 104. Credit is not allowed for more than one of the three courses: PHY101 102, PHY 103 104, or GSC 101 102. *Corequisite courses: MAT 111, PHY 105L*

PHY 104 Introduction to Physics II**3 credits**

This two semester course is an elective course for science and mathematics majors. Mechanics, heat, sound, electricity and magnetism, optics, and modern physics are covered without requiring knowledge of calculus. Three hours of lecture and one hour of recitation per week are required. Students must be enrolled in PHY 161 162, Physics Laboratory. Students who have had or are taking calculus should enroll in PHY 103 104. Credit is not allowed for more than one of the three courses: PHY101 102, PHY 103 104, or GSC 101 102. *Corequisite courses: MAT 111, PHY 106L*

PHY 105 General Physics I / PHY 105L Freshman Phy Lab**3 credits/1 credit**

This two semester course covers mechanics, heat, sound, electricity and magnetism, optics and modern physics using calculus. Three hours of lecture and one hour of recitation each week are required. Students must be enrolled in PHY 161 162, Physics Laboratory. Credit is not allowed for more than one of the three courses: PHY 101 102, PHY 103 104, or GSC 101 102. *Corequisite courses: MAT 121, PHY 105L*

PHY 106 General Physics II / PHY 105L Freshman Phy Lab I**3 credits/1 credit**

This two semester course covers mechanics, heat, sound, electricity and magnetism, optics and modern physics using calculus. Three hours of lecture and one hour of recitation each week are required. Students must be enrolled in PHY 161 162, Physics

Laboratory. Credit is not allowed for more than one of the three courses: PHY 101 102, PHY 103 104, or GSC 101 102. *Corequisite courses: PHY 106L, MAT 121*

PHY 171 Problem Solving Skills Physics

1 credit

This course is designed to sharpen and make up for deficiencies in problem solving skills in Physics. Elementary examples will be treated from various areas of Physics.

PHY 181 Elementary Astronomy / PHY 181L Elementary Astronomy Lab

3 credits/1 credit

This is a one semester elective course fulfilling the university laboratory science requirement; the lectures are supplemented by use of slides, the Internet and the telescope. The observatory program will include studies of the moon, planets, and nearby stars. Three hours of lecture and one to three hours of laboratory are required.

Corequisite courses: PHY 181L

PHY 191 Environmental Physics

3 credits

Selected topics in physics effecting our environment: heat engines and environmental pollution, greenhouse effect, nuclear power and radioactivity, effect of pollution on global climate, acts of terrorism that can effect our environment. Integrated lectures, labs and field works.

PHY 203 Introduction to Optics

4 credits

This one semester course studies geometrical and physical optics, wave theory of light, interference, diffraction, and optical measurements. Three lecture hours and one laboratory period per week are required. *Prerequisites: MAT 121 MAT 122 PHY 103 PHY 104*

PHY 204 Introduction to Modern Physics

4 credits

This one semester course examines the failure of the classical theories of physics and the twentieth century developments which replaced them including relativity and quantum theory. Three hours of lecture and one laboratory period per week are required.

Prerequisites: MAT 121 MAT 122 PHY 103 PHY 104

PHY 205 Seminar I

2 credits

Physics majors must take this two semester seminar in their junior or senior years. Participants must present at least one written and one oral report each semester on a topic on current interest. Participants must also complete one research or development project each year. Two hours per week are scheduled with the staff.

PHY 206 Seminar II

2 credits

Physics majors must take this two semester seminar in their junior or senior years. Participants must present at least one written and one oral report each semester on a topic on current interest. Participants must also complete one research or development project each year. Two hours per week are scheduled with the staff.

PHY 207 Electronics**3 credits**

This two semester course covers the theory and application of active electronic devices and circuits including semiconductor devices, amplifiers, and digital logic. Laboratory work includes the construction and calibration of electronic devices. Three lecture hours and one laboratory period each week are required. *Prerequisites: PHY 103 PHY 104 MAT 221*

PHY 208 Electronics**3 credits**

This two semester course covers the theory and application of active electronic devices and circuits including semiconductor devices, amplifiers, and digital logic. Laboratory work includes the construction and calibration of electronic devices. Three lecture hours and one laboratory period each week are required. *Prerequisites: PHY 103 PHY 104 MAT 221*

PHY 209 Mechanics I**3 credits**

This two semester course examines translational and rotational formulations of Newton's laws with application to equilibrium and non equilibrium problems, conservative and non conservative forces, conservation laws, coordinate systems, and rigid body motion. Lagrangian and Hamiltonian dynamics are included. Three lecture hours are required.

Prerequisites: PHY 103 PHY 104 Corequisite courses: MAT 221

PHY 210 Mechanics II**3 credits**

This two semester course examines translational and rotational formulations of Newton's laws with application to equilibrium and non equilibrium problems, conservative and non conservative forces, conservation laws, coordinate systems, and rigid body motion. Lagrangian and Hamiltonian dynamics are included. Three lecture hours are required.

Prerequisites: PHY 103 PHY 104 Corequisite courses: MAT 221

PHY 211 Mechanics**3 credits**

This course introduces Newtonian mechanics with applications to particles in motion, motion of rigid bodies, central force problems, oscillations and collisions between particles.

Prerequisites: PHY 103/PHY 105 Corequisite courses: MAT 122

PHY 221 Wave and Optics**3 credits**

This course covers fundamentals of waves including reflection, refraction, interference, diffraction and polarization of waves with special emphasis on optics. Special emphasis is placed on optics. Lenses and mirrors are discussed.

Prerequisites: PHY 103/PHY 105 Corequisite courses: MAT 122

PHY 251 Modern Physics**3 credits**

This course examines the failure of the classical theories of physics and the twentieth-century developments which replaced them including relativity and quantum theory.

Prerequisites: PHY 103 PHY 104/PHY 105 PHY 106 Corequisite courses: MAT 122

PHY 271 Math Methods of Physics

3 credits

Vector algebra, simple and partial differential equations, special functions with special emphasis on applications to physics problems.

Prerequisites: PHY 103 PHY 104/PHY 105 PHY 106 Corequisite courses: MAT 122

PHY 291 Soph Physics Lab

3 credits

Selected experiments in physics covering mechanics, heat & thermodynamics, electromagnetism and modern physics. *Pre-requisite PHY1L7 and PHY1L8; Co-requisite PHY221, PHY251*

PHY 301 Electricity and Magnetism I

3 credits

This two semester course examines electric and magnetic fields, DC and AC circuits, electric and magnetic properties of materials, Maxwell's equation, and electrical measurements. Three lecture hours are required. *Prerequisites: PHY 103 PHY 104*

Corequisite courses: MAT 221

PHY 302 Electricity and Magnetism II

3 credits

This two semester course examines electric and magnetic fields, DC and AC circuits, electric and magnetic properties of materials, Maxwell's equation, and electrical measurements. Three lecture hours are required. *Prerequisites: PHY 103 PHY 104*

Corequisite courses: MAT 221

PHY 305 Seminar I

2 credits

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special problem or on a topic of current interest. In addition, participants will complete one research or development project each year. Meetings are scheduled for two hours once a week.

PHY 306 Seminar II

2 credits

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special problem or on a topic of current interest. In addition, participants will complete one research or development project each year. Meetings are scheduled for two hours once a week.

PHY 309 Physical Measurement I

3 credits

This two semester course is organized around a selection of experiments which involve factual surveys and a quantitative evaluation of the physical phenomena. The physical theory is discussed including methods of experimental analysis. Electronics, solid state devices, and microcomputers are used. *Prerequisites: PHY 103 PHY 104 PHY 203 PHY 204*

PHY 310 Physical Measurement II **3 credits**

This two semester course is organized around a selection of experiments which involve factual surveys and a quantitative evaluation of the physical phenomena. The physical theory is discussed including methods of experimental analysis. Electronics, solid state devices, and microcomputers are used. *Prerequisites: PHY 103 PHY 104 PHY 203 PHY 204*

PHY 311 Analytical Mechanics **3 credits**

This course introduces students to Lagrangian and Hamiltonian mechanics.
Prerequisites: PHY 211

PHY 312 Thermodynamics II **3 credits**

This two semester course covers temperature, equations of state, and the first and second laws of thermodynamics, state functions, entropy, kinetic theory, and applications. Three lecture hours per week are required.

PHY 331 Thermal Physics **3 credits**

This two semester course examines electric and magnetic fields, DC and AC circuits, electric and magnetic properties of materials, Maxwell's equation, and electrical measurements. Three lecture hours are required. *Prerequisites: PHY 103/PHY 105*
Corequisite courses: MAT 221

PHY 341 Electromagnetism **3 credits**

Laws of electric and magnetic fields, electric circuits, Maxwell's equations.
Prerequisites: PHY 104/PHY 106 *Corequisite courses: MAT 222*

PHY 342 Electromagnetic Theory **3 credits**

Maxwell's equations, electromagnetic radiation, propagation in free space and wave guides, magnetic properties of matter.
Prerequisites: PHY 341

PHY 343 Electronics **3 credits**

Introduction to analog and digital electronics with emphasis on semi conductors and their applications. *Prerequisites: PHY 341*

PHY 391 Junior Physics Lab **3 credits**

Selected experiments with emphasis on electronics, atomic and nuclear physics.
Prerequisites: PHY 291

PHY 407 Electromagnetic Theory I **4 credits**

This two semester course studies electric and magnetic fields, scalar and vector potentials, the solution of boundary value problems using Maxwell's equation, electromagnetic waves, and relativistic theory. Four hours of lecture per week are

required. Offered on demand only. *Prerequisites: PHY 301 PHY 302 PHY 309 PHY 310 MAT 221 MAT 222494*

PHY 408 Electromagnetic Theory II

4 credits

This two semester course studies electric and magnetic fields, scalar and vector potentials, the solution of boundary value problems using Maxwell's equation, electromagnetic waves, and relativistic theory. Four hours of lecture per week are required. Offered on demand only. *Prerequisites: PHY 301 PHY 302 PHY 309 PHY 310 MAT 221 MAT 222494*

PHY 409 Quantum Mechanics I

4 credits

This two semester course covers the basic principals of quantum mechanics with applications in atomic, nuclear, solid state, and radiation physics. Four hours of lecture are required *Prerequisites: PHY 209 PHY 210 MAT 221*

PHY 410 Quantum Mechanics II

4 credits

This two semester course covers the basic principals of quantum mechanics with applications in atomic, nuclear, solid state, and radiation physics. Four hours of lecture are required *Prerequisites: PHY 209 PHY 210 MAT 221*

PHY 431 Statistical Mechanics

3 credits

Integrated treatment of thermodynamics and statistical mechanics, entropy, elementary probability theory, partition function, free energy, phase equilibrium, ideal quantum gases. *Prerequisites: PHY 331*

PHY 451 Quantum Mechanics I

4 credits

This course covers basic principles of quantum mechanics with applications to one dimensional problems, harmonic oscillator, hydrogen-like atoms and introduction to atomic spectra.

Prerequisites: PHY 251

PHY 452 Quantum Mechanics II

4 credits

This course covers more advanced topics in quantum mechanics including, angular momentum, spin, scattering theory and relativistic quantum mechanics.

Prerequisites: PHY 451

PHY 491 Advanced Physics Lab

3 credits

This course covers some selected advanced physics experiments performed as projects.

Prerequisites: PHY 391

PHY 492 Senior Research

3 credits

Research performed by students under faculty supervision. *Prerequisites: PHY 391*

PHY 493 Selected Topics in Physics

3 credits

This course covers selected topics from contemporary Physics selected by faculty.

Prerequisites: PHY 342

PHY 495 Senior Research

1-4 credits

Independent research or study projects supervised by a member of the faculty.

GRADUATE PROGRAMS

Lincoln University's Graduate Programs include the Master of Education (with concentrations in Elementary Education/K-6, Early Childhood Education/N-3, the Master of Science in Reading (MSR), the Master of Science in Administration (MSA), (with concentrations in Finance and Human Resources Management), and the Master of Human Services (MHS). Programs for persons seeking only certification from the Pennsylvania Department of Education are available and offered under program-specific guidelines.

Graduate programs are offered at Lincoln University's Graduate Center for Graduate and Continuing Education, located at 3020 Market Street in Philadelphia – one block from the 30th Street Train Station. Classes are scheduled on weekday evenings and on Saturdays.

Administration

Cheryl Renée Gooch, Ph.D.
Dean

Program Directors

James Wadley, Ph. D., Chair
Master of Human Services Program
Virginia Smith, Ph.D., Chair
BHS-FLEX Program
Joanne Deboy, Ed. D., Chair
Department of Education
Oswald Richards, Ph.D., Chair
Department of Business and Entrepreneurial Studies

Department of Education - Graduate Programs

Associate Professors:

Joanne R. DeBoy, Ed. D. , Chair of Education Department

Admasu E. Tucho, Ed. D., Interim Assistant Chair and Graduate Education Programs Coordinator

Elizabeth Surplus, Ed. D.

Mission Statement

In accordance with the mission of Lincoln University of Pennsylvania and the School of Social Sciences and Behavioral Studies, the Education Department has as its primary goal the preparation of outstanding professional educators and school administrators who will teach or serve in diverse educational settings. The education certification programs are approved by the Pennsylvania Department of Education and lead to certification for students completing required course work, field experiences, and tests. The department prepares teacher and educational leadership candidates for a technologically driven, ever-expanding, changing and dynamic world.

Programs

Master of Education (M.Ed.) in:

Early Childhood Education & Teacher Certification, PK-4

Elementary Education & Teacher Certification*

Educational Leadership and Principal Certification

Master of Science in Reading & Reading Specialist Certification

*The Elementary Education and Teacher Certification program was eliminated for new students as of Fall 2010 due to PDE restructuring of teacher certification. Students now must meet the requirements listed in the Master of Education in Early Childhood Education PK-4 program description.

Early Childhood Education (M. Ed.)

Admission Requirements

Candidates must:

1. Possess an undergraduate degree from an accredited college or university
2. Provide official transcripts of undergraduate and graduate course work.

3. Show evidence of a minimum 3.0 cumulative GPA on a scale of 4.0 in undergraduate course work --**or**-- a minimum 3.0 cumulative GPA on a scale of 4.0 for a minimum of 12 graduate-level credits *for Lincoln University course work*.
4. Provide evidence of passing Praxis I.
5. Submit a completed Graduate Program application with a \$50.00 nonrefundable application fee (money order only).
6. Provide an updated resume/CV.
7. Submit a 300-500 word essay explaining future goals based on the selected graduate program.
8. Provide three (3) letters of recommendation.

* Candidates may transfer up to six (6) credit hours of graduate level coursework from other accredited institutions with the approval of the academic advisor and/or the Chair of the Education Department. Required field experience courses, and EDU 725 Thesis Seminar I, **EDU 726 Thesis Seminar II (Thesis Project)**, or **EDU 727 Thesis Seminar II (Comprehensive Examination)** cannot be substituted by transferred courses.

Course Requirements

EDU 601 Theoretical Foundations of Reading Instruction*	3
EDU 604 Educational Assess & Data Driven Decision Making*	3
EDU 606 Foundations of Education*	3
EDU 607 Literature & Literacy*	3
EDU 612 Child Development I: Typical & Atypical, B-5*	3
EDU 614 Child Development II: Typical & Atypical, Grades 1-4*	3
EDU 616 Cultural & Linguistic Diversity: Instructional Strategies*	3
EDU 622 Differentiated Literacy Instr & Interv for Incl Class*	3
EDU 623 Methods: Science & Social Studies for PK-4*	3
EDU 625 Methods: Elementary School Mathematics for PK-4*	3
EDU 725 Thesis Seminar I (Thesis Proposal)	3
EDU 726 Thesis Seminar II (Thesis Project) or	
EDU 727 Thesis Seminar II (Comprehensive Examination Prep.)	3
Total	36

* Required for those seeking teacher certification. In addition, candidates will take the student teaching course.

EDU501 *Student Teaching or	12
EDU503 **Student Teaching	6

* This course is for someone who does not have his/her own classroom but is assigned to teach with a certified classroom teacher. It is a 12 credit hour course.

** This course is for someone who is an intern or someone with an emergency certificate who is teaching full time when signing for this course. It is a 6 credit hour course.

Field Experience requirements for Teacher Certification in Early Childhood Education PreK-4

Participants in teacher certification programs will experience four stages of Field Experience:

Stage 1: Observation (10 hours)

Students are observers in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts. Observations should occur in a range of school and early learning settings (e.g., urban, suburban, rural; high- and low-performing schools) so that students have a broad experience and learn as much as possible about pre-K through 4th grade education learners and pre-K through 4th grade education philosophy.

Stage 2: Exploration (10 hours)

This is an experience in which the candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

Stage 3: Pre-student Teaching* (80 hours)

This is the beginning of student teaching in which candidates teach small groups of students in schools and early learning settings. This field experience is a combination of individual tutorials, small group instruction, and whole class instruction at the selected grade level over the course of the semester. Students work with materials they have prepared and created for classroom instruction.

The minimum time required for Field Experience Stage 1 & 2 is 20 hours.

The minimum time required for Field Experience Stage 3 is 80 hours

The minimum number of Field Experience Stages 1-3 is 100 hours

One placement will be in a B-PK setting.

One placement will be in a K-1 setting.

One placement will be in a grade 2-4 setting.

Stage 4: Student Teaching*

There is a minimum of 12 weeks full-time student teaching required.

At least one experience during field experience Stage 3 (Pre-student Teaching) or Stage 4 (Student Teaching) will include students with special needs in inclusive settings.

At least one placement during Stage 3 or 4 will be in a public school setting or a PK program sponsored by a school district.

Exit Criteria

To be eligible for the Degree of Master of Education with a concentration in Early Childhood Education PreK-4, the candidate must:

1. Complete all required course work.
2. Maintain a minimum 3.0 GPA on a 4.0 scale.
3. Complete the required course work within a five-year time frame.
4. Either write and successfully defend the thesis project, or successfully pass the comprehensive examination.

Educational Leadership (M. Ed.)

Admission Requirements

Candidates must:

1. Possess an undergraduate degree from an accredited college or university.
2. Provide official transcripts of all undergraduate and graduate work completed showing an overall GPA of at least 3.0.
3. Possess Pennsylvania's Instructional I teaching certification.
4. Be a full-time employee in a public or private school when applying for admission.
5. Submit a completed Graduate Program application.
6. Provide three (3) letters of recommendation from instructors and immediate supervisors.
7. Submit a \$50.00 nonrefundable application fee (no personal checks accepted).
8. Submit a 300-500 word essay explaining future goals based on the selected graduate program.
9. Provide an updated résumé.

* Candidates may transfer up to six (6) credit hours of graduate level coursework from other accredited institutions with the approval of the academic advisor and/or the Chair of the Education Department.

Course Requirements (36 credit hours)

Required Administrative Courses (27 credit hours)

EDU 631 Human Resource Management in Education	3
EDU 634 School Law	3
EDU 636 K-12 School Administration and Assessment	3

EDU 638 Curriculum Design & Instructional Improvement	3
EDU 642 Supervision and Instruction in K-12 Schools	3
EDU 647 School Finance and Fiscal Affairs	3
EDU 656 The Principalship	3
EDU 657 Instructional Leadership	3
EDU 658 School & Community Relations	3
Total	27
Required Capstone (6 credit hours)	
EDU 661 Research Methods in Education	3
EDU 662 M.Ed. EL Thesis Project, or	
EDU 663 M.Ed. EL Comprehensive Examination Prep.	3
Total	6
Required Field Experience (6 credit hours)	
EDU 659 K-12 Principal Internship I	3
EDU 660 K-12 Principal Internship II	3
Total	6

Exit Criteria

To be eligible for the Degree of Master of Education in Educational Leadership, the candidate must:

1. Complete a minimum of 39 credit hours
2. Complete all required coursework.
3. Maintain a minimum **3.0** GPA on a **4.0** scale.
4. Fulfill the academic requirements for the Pennsylvania K-12 Principal Certificate.
5. Complete the required course work within a five-year time frame.
6. Write a thesis and successfully pass the oral examination, or successfully pass the comprehensive examination.

Principal Certification

Lincoln University's Principal Certification Program is designed to prepare individuals who will serve as principals or assistant principals for K-12 schools.

Entrance Criteria/Admission Requirements

Candidates who hold an undergraduate degree and are seeking a principal certificate must meet the following requirements for admission:*

1. Possess an undergraduate or graduate degree from an accredited college or university
2. Provide official transcripts of all undergraduate and graduate work completed showing an overall GPA of at least 3.0

3. Possess Pennsylvania's Instructional I teaching certification
4. Have a minimum of 5 years of classroom teaching experience in one's area of certification in a public or private school in order to be eligible for principal certification
5. Be a full-time employee of a public or private school when applying for admission.
6. Submit a completed Graduate Program application
7. Provide three (3) letters of recommendation from instructors and immediate supervisors
8. Submit a \$50.00 nonrefundable application fee (no personal checks accepted)
9. Submit a 300-500 word essay explaining future goals based on the selected graduate program

Required Administrative Courses

EDU 631 Human Resource Management in Education	3
EDU 636 K-12 School Administration and Assessment	3
EDU 634 School Law	3
EDU 656 The Principalship	3
EDU 657 Instructional Leadership	3
EDU 634 School Law	3
EDU 638 Curriculum Design and Instructional Improvement	3
EDU 658 School & Community Relations	3
EDU 647 School Finance and Fiscal Affairs	3
Total	24

Field Experience (6 credits) *

EDU 659 K-12 Principal Internship I	3
EDU 660 K-12 Principal Internship II	3
Total	6

Field Experiences:

*The Pennsylvania Department of Education (PDE) Standards for Principal Certification require 360 hours of participation in administrative field-based experiences. The 360 hours of field experience is the minimum number of required hours and culminates in the EDU 659: Internship I (Elementary) and EDU 660: Internship II (Secondary) courses which are to be taken consecutively. To meet the year long field experience, interns are required to register for these internship courses in the Fall and Spring semesters and complete the summer component during the First and Second Summer Sessions that immediately follows their Spring semester. Field experiences are completed in a given school setting and practiced under the supervision of a qualified School Principal or Administrator working in collaboration with Lincoln University's supervisory faculty. All candidates completing the internship requirement must receive a satisfactory rating from their immediate on-the-job supervisor or administrator evaluating their performance during the field experience.

Exit Criteria

To be eligible for the Degree of Master of Education in Educational Leadership, the candidate must:

1. Complete a minimum of 39 credit hours
2. Complete all required coursework.
3. Maintain a minimum 3.0 GPA on a 4.0 scale.
4. Fulfill the academic requirements for the Pennsylvania K-12 Principal Certificate.
5. Complete the required course work within a five-year time frame.
6. Write a thesis and successfully pass the oral examination, or successfully pass the comprehensive examination.

Master of Science in Reading (MSR) and Reading Specialist Certification

Participants in the Master of Science in Reading (MSR) program may earn Reading Specialist Certification, which provides a K-12 teaching certificate. The requirements for this certification are successful completion of the first six courses listed for the MSR, participation in 100 hours of supervised internship experience*, and passing the Praxis II test (Subject Assessment test) which measures a student's content knowledge. The Specialty Area Test is for the Reading Specialist (0300).

Admission Requirements

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. A state-issued teaching certificate (an Intern Certificate does not qualify)
4. Completed Graduate Program application with \$50.00 non-refundable application fee
5. Updated resume/CV
6. Three (3) letters of recommendation
7. A 300-500 word essay discussing a contemporary literacy issue or initiative Issue/initiative must be precisely described pros and cons should be discussed. Candidate's professional opinion should be included in the final paragraph.

Course Requirements (30 credit Hours)

EDU 601 Theoretical Foundations of Reading Instruction*	3
EDU 605 Reading in the Content Area*	3
EDU 607 Literature & Literacy*	3
EDU 609 Planning & Organizing Reading Programs*	3
EDU 603 Reading & Language Disabilities*	3
EDU 610 Practicum: Remedial, Corrective, & Develop Reading*	3
EDU 611 Integrating Language Arts Across the Curriculum	3

EDU 615 Adult Reading	3
EDU 725 Thesis Seminar I (Thesis Proposal)	3
EDU 726 Thesis Seminar II (Thesis Project), or	
EDU 727 Thesis Seminar II (Reading Comp Examination Prep)	3
Total	30

* Core courses and also courses required for those seeking Reading Specialist Certification

Exit Requirements for the Master of Science in Reading (MSR) Program

Eligibility for Master of Science in Reading is based on:

1. Successful completion of all required courses
2. A minimum cumulative grade point average of **3.0** on a **4.0** scale.
3. Completion of all course work within a five-year time frame.
4. Either write and successfully defend the thesis project, or successfully pass the Reading Comprehensive Examination

Graduate Education Course Descriptions

EDU 501 Student Teaching

12 credits

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in cooperating schools, and to supervise and direct an actual teaching experience in such schools. This course is offered to candidates who are not full-time classroom teachers when signing for this course. Since substitute teachers are not full-time teachers, they fall into this category. Lincoln University's Office of Student Teaching will make the necessary arrangements with the local school districts to have student teaching candidates assigned to classrooms that already have certified teachers who serve as cooperating teachers or mentors. Student teaching candidates will be placed in pre-kindergarten, kindergarten, elementary and intermediate school classrooms according to their area of specialization where they spend the next 14 weeks as classroom teachers closely monitored by the cooperating teachers and a graduate faculty member from Lincoln University. A certified and experienced classroom teacher commonly known as a cooperating teacher must be present in the class with the student teacher when the student teacher performs his or her teaching duties. The university faculty assigned to teach the EDU 501 will hold post-site visitation meetings with student teachers to discuss the strengths and weaknesses observed during the visit. Such visitations must take place 4 to 6 times for a minimum of 30 minutes each visit during the semester. The university professor will remain at the site to the end of the session to meet with the student teacher and the cooperating teacher to discuss the classroom observation.

EDU 503 Student Teaching**6 credits**

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in the school where they regularly teach, and to supervise and direct an actual teaching experience in their own classrooms. Non-certified full-time classroom teachers who run their own classrooms without the company of certified teachers may sign for this course. In other words, interns or student teachers who possess an emergency certificate may sign for this course. In this case, instead of a cooperating teacher, a mentor will be assigned by the school administration to monitor the student teachers' overall classroom performance. The mentor could be an experienced and certified teacher from the next classroom or from the school where he or she makes frequent visits to the student teacher's classroom for evaluation. The university professor assigned to teach EDU 503 will make at least 4 visitations of 20 minutes each during the semester and hold post-observation meetings with the student teacher to discuss the observed strengths and weaknesses as well as meeting with the mentor and student teacher together or separately as needed. The student teachers will perform the teaching duties at the sites that can accommodate them according to their areas of concentration. For example, Early Childhood Education majors will be assigned to teach in a school setting that accommodates children in preschool through third grade and Elementary Education program majors will perform their teaching duties in grades Kindergarten through 6th grades or sometimes grade 8.

EDU 599 Praxis I Training**0 credits**

This course is designed for The Praxis I General Knowledge Assessment, which includes Reading, Writing, and Mathematics. This training is offered in the fall and spring semesters. The training lasts for 10 to 12 weeks meeting for two hours once a week. In addition to the classroom instruction, students will have access to PLATO software to practice for the test. The training will help candidates understand the nature of PRAXIS exams, prepare them for the exams, and help them develop a "Praxis State of Mind." Students learn to read test questions critically, prepare targeted study plans, and get tips that will improve their chances of passing.

EDU 599.22 Praxis II Training**0 credits**

This course is designed for those seeking teaching certification either in Early Childhood Education or Elementary Education. The course is offered during the fall and spring semesters for 12 weeks each semester meeting for 2 hours per-week. The course will review PRAXIS II test setup, content area, and scoring practices. Students will learn strategies for successful test taking, writing essays, lesson plans, and other areas that are essential for PRAXIS II test.

EDU 600 Contemporary Issues in Education**3 credits**

This course is designed to provide students with an understanding of contemporary issues in education from a philosophical, political, economical, and social perspective. Current reforms and their implications for the improvement for education on the local, state and federal levels will be examined. Students will investigate and evaluate reform issues as they relate to the restructuring of American schools.

EDU 601 Theoretical Foundations of Reading Instruction 3 credits

This course is designed to provide teachers with a basic understanding of the reading process. Emphasis will be placed on the significant research which establishes the theoretical foundation for reading instruction. Classroom discussion will include an analysis of the research and its practical application in the classroom. This course includes a field experience component of 5 hours.

EDU 602 Human Growth and Development 3 credits

This course provides a broad overview of the field of human development. It covers the entire range of human life from conception through death. Specifically, students will be introduced to the lifespan that encompasses the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, adolescence, early and middle adulthood, and later adulthood. Within these periods, discussions will focus upon physical, cognitive, and social-personal development. Theories, research and applications will examine both the traditional areas of the discipline as well as more recent innovations.

EDU 603 Reading and Language Disabilities 3 credits

This course is designed to provide a thorough understanding of reading and language disabilities, and the use of diagnostic information as a means for prescribing instructional procedures. Students will be able to interpret psychological, cognitive, sociological and physiological factors, which have an effect on the reading process. Case studies will be developed for identifying and analyzing reading/language disabilities and for recommended instructional interventions. This course includes a field experience component of 20 hours.

EDU 604 Educational Assessment and Evaluation 3 credits

This is an introductory course designed to provide students with an understanding of the role of assessment and evaluation as utilized in educational settings. Emphasis will be placed on assessment of students, teachers, instructional practices, and schools. Opportunities for reviewing and interpreting evaluation tools and data will be provided. The social, political, and cultural perspectives of assessment and changing paradigms will be among the topics investigated. This course includes a field experience component of 15 hours.

EDU 605 Content Reading in the Middle and Secondary School 3 credits

This course is designed to develop students' understandings of appropriate pedagogy for integrating reading, writing, and study strategies into content area instruction. Emphasis will be placed on blending theoretical perspectives with practical applications. This course includes a field experience component of 10 hours.

EDU 607 Literature & Literacy 3 credits

This course will offer an exploration of literature of children and adolescents and the development of literacy through literature. The course will focus on theoretical and practical aspects of the study of literature. Students will be given opportunities to

develop instructional strategies and techniques necessary for the integration of literature into the K-12 school curriculum. This course includes a field experience component of 5 hours.

EDU 609 Planning and Organizing Reading Programs 3 credits

This course is designed to provide opportunities for students to acquire knowledge of principles, methods, and guidelines for organizing reading programs, which effectively meet the needs of individual learners. Emphasis is given to various innovative organizational practices used in developmental, corrective, and remedial programs today as well as the role of the reading specialist in developing exemplary programs. This course includes a field experience component of 10 hours.

EDU 610 Practicum: Remedial, Corrective And Developmental Reading 3 credits

This course is designed to develop graduate students' practical facilities that will provide effective instruction for students who are experiencing severe to moderate difficulties in reading/language, and for students in regular developmental programs. The central focus of the course will be in-the-field experiences in which each graduate student will work weekly with a student whom s/he diagnoses, and will conduct a developmental lesson with a group of students. This will be combined with case staffing at the University, which will consist of problem solving and developing strategies for use with a range of reading/language strengths and needs. The course will provide a venue for applying learning from the full range of courses taken in the Lincoln University Graduate Reading Program. This course includes a field experience component of 50 hours.

EDU 611 Integrating the Reading/Language Arts Curriculum 3 credits

This course is designed for the Master of Science graduate student/teacher. The course surveys critical issues of theory and practice related to the integration of reading and language arts. The class will draw on the varied perspectives from the research literature and from personal experiences as learners and teachers. Students will examine their own assumptions about learning and language in order to generate questions for observation, discussion and research.

EDU 613 Research Seminar in Reading 3 credits

This course is designed to facilitate the development of the Master's Thesis. It will enable students to read and react critically to research in the field of reading/writing. Students will analyze educational research as they investigate their original research. Emphasis will be placed on the analysis of data and conclusions. A master's thesis is the final requirement.

EDU 615 Adult Reading 3 credits

This course is designed to acquaint students with theory and practice related to adult literacy. It will explore adult learning theory, the socio-cultural situation of adult literacy, and programs designed to meet the expressed needs of the adult learner. Specifically, the course will familiarize MSR candidates with the operation of programs traditionally called "functional," with intergenerational literacy programs in the schools,

with GED preparation classes, and with developmental reading courses at the two- and four-year college level.

EDU 617 Advanced Topics in Reading

3 credits

This course is designed to facilitate advanced exploration of topics related to reading and research in reading, viewing them in the broader context of school operation and reform. In addition, students will be guided in the initial stages of development of their research for their master's thesis.

EDU 618 Infant and Child Development

3 credits

This course will use an open integrated approach to early childhood education, with comments based upon research and theory as well as the most current position papers in the field. The course is comprehensive in nature, covering theories of development as well as stages of development and explaining infant and toddler behavior as the child develops its physical, social, emotional, cognitive and creative selves. The primary focus of the course is "Birth to twelve months"; the second focus is age twelve months through three years.

EDU 619 Early Childhood: The Preschool Child

3 credits

This course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition, and the relationship between language acquisition and mental development. Attention will also be given to the practical environmental dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided.

EDU 620 Special Topics in Early Childhood Education

3 credits

This course is designed to provide learners with research-based lessons on the history of Early Childhood Education programs in the U.S., teaching young children in inclusive classrooms, ethical and philosophical issues affecting Early Childhood program management, and legal issues and court decisions affecting Early Childhood Education. In addition to the assignments as required on the course syllabus, candidates will have the opportunity to visit at least one local early childhood program setting and produce a research report on the social, political, legal, fiscal, and ethical factors affecting the program's management.

EDU 621 Creative Arts in the Elementary Classroom

3 credits

This course will acquaint students with the basic philosophy concerning art, music, and movement in the elementary classroom and the principles of creative teaching as they relate to these areas. Students will be introduced to various media and art techniques and the function of music and movement in the regular classroom. The creative arts will be presented as vehicles for inclusion: for revealing the cultural heritages of all of the world's peoples and for experiencing curricula in ways which provide access to those of diverse learning styles and backgrounds.

EDU 623 Methods in Science and Social Studies

3 credits

This course is designed to provide a practical, functional approach to the design and integration of the content areas of social studies and science in the elementary school. Major emphases include: (1) knowledge of basic social studies and science concepts and

processes, (2) systematic instructional design of lessons and units, (3) questioning, thinking and problem-solving, (4) inclusion of literature in the study of science and social studies, (5) teaching/learning strategies, and (6) evaluation techniques.

EDU 625 Methods: Elementary School Mathematics

3 credits

This course is designed to provide an examination of mathematics instruction in the elementary school. Students will be given opportunities to develop instructional strategies and techniques and will use them in an elementary school classroom. This course is one of the final methods before student teaching. It is important, therefore, that students demonstrate mastery of the theory and skills through class work, tests, assignments and fieldwork. In order to student teach, the student will need a "B" or better grade in this and other education courses.

EDU 627 Special Topics in Elementary Education

3 credits

This course is designed to explore current topics related to teaching in the elementary schools with a view toward classroom and educational reform. It also explores the curriculum at elementary and middle school levels, including the role of the classroom teacher in curriculum development, dynamics of curriculum change and school

improvement, factors that influence curriculum decisions, and alternative and innovative ways to approach problems and entertain solutions for improving teaching and learning.

EDU 666 Middle School Child

3 credits

This course provides an in-depth study of the physical, cognitive, emotional, and social growth of the adolescent. It reviews the implications that the adolescent developmental stages have on student success in the middle school environment and strategies for increasing the effectiveness of teaching and learning in middle school classrooms. Students will gain an understanding and familiarity with the current educational trends and issues affecting middle school education today.

EDU 701 Research Methodology

3 credits

This course is designed to introduce the student to education research methods. Emphasis will be placed on the processes of research and evaluation used by educational researchers to examine areas of human behavior, to identify educational needs of targeted populations, to develop and assess education intervention procedures and programs and to recommend areas for policy focus. The students will examine the role of the researcher; the relationship between theory and data; conceptualization of research questions, hypotheses, research designs, methodological issues in education; sampling; specification and measurement of outcomes; evaluation of program elements and entire programs; methods of educational research; and the practical limitations and ethical issues related to research. Overall, the course will provide the student with introductory skills required for contributing to knowledge in education and human services and becoming better educational and behavioral scientists and critical consumers of research.

EDU 725 Thesis Preparation**3 credits**

This course is a required course for all who pursue Master of Education (M.Ed.) and Master of Science in Reading (MSR) degrees. This course enables students to choose a research topic and then formulate an educational research proposal. All graduate students enrolled in Master of Education (M.Ed.) and Master of Science in Reading (MSR) programs at Lincoln University of Pennsylvania who successfully complete at least three fourths of the required coursework in their respective fields of study with a minimum 3.0 GPA are required to sign for this course. Upon the successful completion of the research proposal, M.Ed. and MSR candidates will have an option of either taking a comprehensive exam or continue with the Thesis project.

EDU 726 Thesis Seminar II**3 credits**

This course is designed for students who pursue the thesis writing. Candidates are expected produce a scientific research report and successfully defend before the thesis committee. EDU 725 is a prerequisite for this course. Only candidates who completed EDU 725 with a minimum of C grade may sign for this course.

EDU 726 Comprehensive Exam Preparation**3 credits**

This course is designed for those interested in taking the comprehensive examination. Questions for the M.Ed. comprehensive examination are drawn from the M.Ed. core and content area courses. Questions for the MSR comprehensive examination are drawn from the MSR required courses. EDU 725 is a prerequisite for this course. Only candidates who completed EDU 725 with a minimum of C grade may sign for this course.

EDU 732 Foundations of Education**3 credits**

This course reviews information on the philosophical, historical, social, cultural, political and economic foundations of education. Students will analyze professional aspects of education, i.e., collective bargaining, strikes, professional organizations. Additionally, the course examines and evaluates curricular innovations in education. Students will critique contemporary issues of American education and apply their knowledge of the American educational system to developing and writing a plan to meet the learning needs for the next decade. This course includes a field experience component of 10 hours.

EDU 734 School Law**3 credits**

Formerly MSA 734, this course is designed to provide the students with basic knowledge of the law directly affecting public and non-public education in the United States. The material will cover principles of law applied to the problems of education. The students will be required to analyze and synthesize judicial interpretations of constitution, statutes, rules and regulations, and the common law in an objective manner. Moreover, the students will be challenged to concern themselves not only with what school law is but also with what it should be.

EDU 736 Elementary and Secondary School Administration 3 credits

Formerly MSA 736, this course is designed to equip current and future elementary and secondary principals with the processes, concepts, and competencies required to change complex organizational environments. The goal is to prepare effective leaders who can shape and direct effective schools. Emphasis will be given to the various dimensions of the leadership role in schools and to problem-solving and decision-making processes.

EDU 738 Curriculum Design and Instructional Improvement 3 credits

Formerly, MSA 738, this course is designed to provide teachers, supervisors, and school administrators with the realistic concepts of curriculum and instruction as used in schools. The course examines the major educational curricular philosophies, both historical and current, and their implications for the development of curriculum in a classroom; managing a curriculum in a school or local school setting; curriculum policy-making; and the development of curriculum plans and materials. The course provides opportunity to design instructional units across the various disciplines.

EDU 740 Special Topics in Administration 3 credits

Formerly MSA 740, this course is offered for advanced Masters' candidates in the Education strand of the Master of Science in Administration Degree. The course is designed to facilitate advanced exploration of topics related to administration in the school community viewing them in the broader context school operation and school reform. Students will be guided in the stages of development of their master's thesis, which will be organized in the traditional five-chapter format. This course will run in tandem with MSA 701 (Research). Students will use MSA 701 to identify the problem and begin data collection.

EDU 742 Supervision and Instruction in the Elem and Second School 3 credits

Formerly MSA 742, this course is designed to acquaint students with supervision for instructional improvement. Students will examine the assumptions and goals, which have guided supervision of teachers throughout different movements, develop knowledge of the interpersonal characteristics and functions required of a supervisor, and reflect upon the supervisor's role in creating positive educational change.

EDU 747 Management of School Fiscal Affairs 3 credits

Formerly MSA 747, this course is designed to address the importance of education to the U.S. economy, to American society, and to individual citizens. This course examines how school finance formulas and structures work. It also examines the school finance in relation to state and local governmental fiscal policies affecting education fiscal decision-making. The course is expected to deepen the student's understanding of how funding mechanisms for schools work. It also helps aspiring school administrators

EDU 756 Principalship 3 credits

Formerly MSA 756, this course will explore the Principalship using specific points of view such as reflective proactive practice or instructional leadership. Students will be

provided with a clear organizational framework for school leadership. This course will enable principals to repeatedly adapt themselves to new and unique setting with public school environments. They will explore strategies for providing systematic ways in which the novice can structure professional social-interaction perspectives with special emphasis on work group development, ongoing instructional leadership, diagnostic methods, and the reflective approach to becoming a principle.

EDU 757 Instructional Leadership

3 credits

Formerly MSA 757, this course is designed to help prospective principals and supervisors increase their knowledge and skills in the primary area of curriculum instruction. The course presents concepts and research findings that when understood can improve the student's problem solving and leadership effectiveness. Emphasis is placed on the student's problem solving and leadership effectiveness. Emphasis is placed on the development skills associated within instruction, pedagogy and evaluation. The various modes of strategic planning for instruction, feedback and assessment are covered. The problems of change will be discussed along with how to run an effective school. School-based management, applications of total quality management, and structuring staff evaluation and supervision will also be discussed.

EDU 758 School Community Relations

3 credits

Formerly MSA 758, this course will explore innovative approaches to school and community relations. It will examine strategies for increasing effective interactions between diverse segments of public school communities. Focus will be placed on the development of school governance systems, which are sensitive and responsive to the needs of the community. Students will examine the role of the school administrator as a community organizer, liaison to the business community, communicator with various public and educational leaders in the community.

EDU 759 and EDU 760 Elementary & Secondary Principals Internship I & II 3 credits each

Formerly MSA 759 and 760, These courses are offered in a sequential order where students will enroll and complete EDU 759 and then EDU 760 the following semester for a total of 6 credit hours. The purpose of this internship is to provide elementary and secondary principle candidates two semesters of experiential learning activities. Prove them with on-the-job methods and practices of successful school leadership. Candidates will be able to demonstrate integrated experiential, empirical and theoretical knowledge of school administration and leadership.

Master of Science in Administration Program

Professor:

Oswald H. Richards, Ph.D., MBA, MS, Director

William K. Dadson, Ph.D., MSBA, MIM

Ganga P. Ramdas, Ph.D., MA, MS

Assistant Professor:

Robert A. Allen, MBA

Harry D. Washington Jr., MS

Mission

The mission of the Master of Science in Administration Program (MSA) is to deliver a rigorous multidisciplinary program in finance and human resources management that prepares students for career advancement, career transition, the pursuit of advance certification, and post-graduate studies in their vocational or other discipline. MSA students are equipped with knowledge, skills and competencies to discover, construct and reconstruct knowledge that influences organizational practices and change. Instruction is delivered in state-of-the-art classrooms by academically and professionally qualified professors with clinical experience in their fields.

Admission Criteria

To be considered for admission to the Master of Science in Finance and/or Human Resources Management programs, a matriculating student must hold a bachelor's degree, in any discipline, from an accredited four-year undergraduate college or university and have a previous record of academic and/or professional accomplishments that clearly demonstrate the ability to complete a graduate degree. Successful admission is determined on the basis of a careful evaluation of the applicant's letters of recommendation, statement of professional goals, undergraduate/graduate transcripts, grade point average (GPA) and a personal interview.

A cumulative undergraduate grade point average of 2.7 on a 4.0 scale or 3.0 for completed graduate level course work in the majors of Finance and/or Human Resources Management or complementary disciplines is required. An applicant with an undergraduate GPA that is less than 2.7 may be provisionally accepted if the candidate can demonstrate strong evidence of his/her ability to complete the designated program with a GPA of 3.0 or better. A provisionally-accepted student will be regularly monitored to ensure he/she maintains a 3.0 GPA in the major.

Although the Graduate Record Examination (GRE) and/or Miller Analogies Test (MAT) are not routine requirements, Lincoln University reserves the right to require either or both of these tests if they are considered essential to the admission decision-making process.

A non-matriculating student must submit a copy of a bachelor's or a master's degree from an accredited, four-year institution and an official academic undergraduate or graduate transcript. A non-matriculating student may then take a total of nine (9) credits in either the finance and /or Human Resource Management tracks. To continue beyond this point, the student must apply for formal admission and acceptance into the graduate program as a Finance and/or Human Resources Management major.

Summary of Admission Requirements

1. Copy of bachelor's degree from an accredited four-year undergraduate institution with a GPA of 2.70 or better.
2. Résumé of work experience and/or college experience and professional accomplishments.
3. An optional Graduate Record Examination (GRE) and/or Miller Analogies Test.
4. A required 500-word essay describing past academic/career achievements, future career goals, and interest in Finance and/or Human Resources Management.
5. Three letters of recommendation from professional and academic sources.
6. An official academic undergraduate transcript.
7. An official academic transcript of previously taken and successfully completed graduate courses with a GPA of 3.0 or better.
8. Interview with MSA Director and Graduate Admissions Director.

General Information

The current MSA program has both two- and three-year tracks for students who will be specializing in the Finance and Human Resources Management concentrations. The two-year track is typically assigned to students whose undergraduate business degree transcripts clearly reflect successful completion of the presented or equivalent foundation courses with a minimally acceptable B average. If a student without a business undergraduate degree has successfully completed the MSA foundation or equivalent courses in their undergraduate program, he/she may be permitted entrance into the two-year track.

The three-year track is assigned to students who need course remediation, and whose non-business or business undergraduate degrees reflect deficiencies in the core and foundation MSA subjects. These students must successfully complete the MSA foundation courses prior to formal admittance into the Finance and Human Resources Management majors.

The MSA curriculum is administered at Lincoln's 3020 Market Street, Philadelphia, Graduate Center. Classes are held on Saturdays from 8:30 AM to 6:30 PM and may be offered during the week (M - F) from 5:00 PM – 8:00 PM or on Sunday at designated times. Each academic spring and fall semester is currently 15 weeks in duration but may change to accommodate the unique and/or technological needs of our student population. The university currently offers a 6 weeks summer session during the months of May and June. While a student can enter the MSA program in the spring or summer semesters, students are

encouraged to register in the fall semester to take advantage of the orderly, sequential course progression to successful completion and ultimate graduation.

Graduation Requirements and Academic Progress

1. A total of 39 – 43 credit hours are required to complete the MSA degree for a student who possesses an undergraduate business degree that includes the foundation courses.
2. A total of 39 – 61 credit hours are required for a student whose transcripts evince a deficiency in the completion of several of the required foundation courses. A student who has completed the undergraduate foundation course(s) with a B- or below may be asked to repeat the course at the MSA graduate foundation level.
3. A total of 57 – 61 credit hours are required to complete the MSA degree for a student who does not possess an undergraduate business degree and whose transcript shows a deficiency in all of the required foundation courses.
4. Students who are admitted into the traditional/regular *2-year* MSA program must complete all degree requirements, including the Integrated Capstone Research Project course (MSA 800), within *5 years* of formal entrance, or from the semester the first course is taken. Students, who enter the *3-year* non-traditional MSA program that requires the completion of graduate level foundation courses, must complete all degree requirements, including the Integrated Capstone Research Project course, within *6 years* of formal entrance, or from the semester the first course is taken.
5. An MSA student must maintain a cumulative GPA of 3.0 (B) on a 4.0 scale during his/her entire academic program at Lincoln University. If a student's GPA falls below 3.0 during any semester, he/she will be counseled and admonished to bring his/her GPA up to the acceptable 3.0 threshold in the next two semesters. A failure in compliance will result in a student's dismissal from the MSA program. Furthermore, a student *will not* be permitted to receive a "C" grade in more than two (2) MSA courses. And a "C" grade is *not* permitted in MSAC 800, the *Integrated Capstone Research Project (ICRP)* course.
6. A candidate for the MSA degree must successfully complete and orally defend the *ICRP* course. Once the student has entered *ICRP* status, an "R" grade will be recorded on his/her transcript every semester until the student successfully defends the terminal project. A final grade of A, A-, B+ or B is then recorded on his/her transcript. Students must register every semester and pay a continuous registration fee until all degree requirements are fulfilled.

The current MSA Program has two majors: Finance and Human Resource Management. The course breakdown is as follows:

Foundation Courses	up to 18 Credits
<i>For non-business majors and students requiring some course remediation</i>	
Core Courses – both majors	24 Credits
Seminars – both majors	4 Credits

Finance Major	15 Credits
Human Resources Management Major	15 Credits

Foundation Courses for Three Year Admits

Students must take all courses, unless they are granted an exemption or waiver due to satisfactory demonstration of academic competence and/or completion of the foundation courses at the undergraduate or graduate level.

MSA 600 Business Mathematics	3
MSA 610 Business Statistics	3
MSA 620 Financial Accounting	3
MSA 630 Economics for Managers	3
MSA 640 Business Management	3
MSA 650 Marketing Management	3
Total Credits	18

Core Courses for Finance & Human Resources Management Majors

Students must take all courses, unless an exemption or waiver is granted due to previously completed graduate work and/or the acceptance of transfer graduate credits from accredited institutions.

MSA 700 Business Research Methods	3
MSA 710 Management Information Systems	3
MSA 720 Human Resources Management	3
MSA 730 Organizational Behavior	3
MSA 740 Corporate Finance	3
MSA 750 Strategic Marketing Management	3
MSA 790 Strategic Management	3
MSA 800 Integrated Capstone Research Project	3
Total Credits	24

Master of Science in Administration Seminars

To be offered periodically in the spring, summer and/or fall session. These seminars are required for ALL MSA students in the Finance and Human Resources Management majors.

MSA 792 Seminar in Global Financial Management	1
MSA 794 Seminar in Global Human Resources Management	1
MSA 796 Seminar in Public Policy and Management	1
MSA 798 Seminar in Business, Professional and Org Ethics	1
Total Credits	4

The seminars will address global and domestic issues in the contemporary and competitive environment of finance, management and public policy. The impact of policy issues (economic, environmental, global, legislative, political and technological) upon an organization's ability to execute its financial and management strategies, within the context of ethical issues, will be identified, studied and applied. Where appropriate, cases and empirical studies from business and industry, trade journals and government literature will be used as supplementary pedagogical tools.

These seminars will be adaptive and updated regularly to reflect emerging trends in the public and private sectors.

MSA Integrated Capstone Research Project

The capstone course, MSA 800, is an independent research project that critically integrates the theoretical concepts of the program with the occupational, career and post-graduate interests of the student. The research project gives students the opportunity to identify an issue or problem that merits in-depth investigation. The investigation involves identification of a topic, application of a business research design model, undertaking a literature review, quantitative and qualitative collection of historical, current and/or extant data, data analysis and an action-oriented 75 – 100 page report of research findings and recommendations. Capstone models the format and structure of a graduate thesis.

A Department of Business and Entrepreneurial Studies faculty member will supervise students with an interest in his/her area of specialization from research proposal development to research project completion and oral defense.

Master of Science in Administration: Finance

Finance is a high-level discipline that is fundamental to the operation of a modern global economy. The macro-level industries that dominate this discipline are commercial and investment banking, brokerage, insurance and their complements and derivatives. The program exposes students to a rigorous, multidisciplinary portfolio of fundamental and applied courses in accounting, economics, finance, investments, management and statistics. These courses are integrated, and in combination produce a “well-rounded” student who is capable of assuming leadership and managerial positions in the public and private sectors. Finance graduates are further equipped with the foundational knowledge to pursue post-graduate doctoral studies and/or professional certification, such as Certified Financial Analyst (CFA), Certified Financial Planner (CFP), and others.

Students must complete MSA 744, MSA 752, MSA 778 and two additional courses from the electives, unless a waiver or exemption is granted due to previously completed graduate work and/or the acceptance of graduate transfer credits from accredited institution(s).

Foundation Courses: see above	0-18
Core Courses: see above	24
Seminars: see above	4
MSA 744 Advanced Corporate Finance	3
MSA 752 Financial Institutions and Markets	3
MSA 778 Securities Analysis and Investment Management	3
Major Credit Requirements	9
 Finance Electives. Select 2 Courses*	
MSA 754 Financial Engineering	3
MSA 756 International Finance and Economics	3
MSA 758 Derivatives	3
MSA 776 Public Finance and Political Economy	3
MSA 780 Entrepreneurship and Venture Capitalism	3
MSA 782 Mergers, Acquisitions and Divestitures	3
MSA 784 Behavioral Finance	3
Total Elective Credit Requirements	6

*Finance and Human Resources Management students can optionally select electives from either of the disciplines according to career and/or academic interests.

Master of Science in Administration: Human Resources Management

Human Resource departments exist to help people and organizations reach and execute their strategic goals and objectives. Since the major constituent of organizations is people, Human Resource departments face many challenges arising from the demands of the employees, the organization, society, global and domestic competition and government regulations. This major focuses on strategic human resources management that is concerned with all of the firm's employees, not just operational personnel. It involves setting goals and determining action plans that enhance corporate strategy. It views the human resource function as a more integral part of all corporate activities, such as accounting, finance, marketing and sales, production/manufacturing, research and operations. The strategic management approach recognizes that all managers are human resource managers. Human Resources Management graduates are equipped with critical problem-solving, decision-making, quantitative, research and organizational analyses tools to influence the strategic financial, operational and human capital direction of the organization. Students are encouraged to pursue advanced HRM certifications and affiliation with professional organizations in their discipline.

Students must complete MSA 760, 762, 764 and two additional courses from the electives, unless a waiver or exemption is granted due to previously completed graduate work and/or the acceptance of graduate transfer credits from accredited institution(s).

Foundation Courses: see above	0-18
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Core Courses: see above	24
Seminars: see above	4
MSA 760 Employee and Labor Relations	3
MSA 762 Compensation, Benefits and Pension Planning	3
MSA 764 Organizational Staffing	3
Major Credit Requirements	9
Human Resources Management Electives: Select 2	
MSA 722 International Human Resources Management	3
MSA 742 International Business Management	3
MSA 766 Labor Economics	3
MSA 768 Supply Chain Management	3
MSA 770 Public Policy and Administration	3
MSA 772 Legal, Ethical and Regulatory Environment of Business	3
MSA 774 Leadership	3
Total Elective Credit Requirements	6

Master of Human Services (MHS) Business Management Minor

Students must complete ALL courses unless, in the judgment of the admissions committee and academic advisor, an applicant can demonstrate satisfactory completion of any of the following courses at the undergraduate or graduate level with a B grade or better. A course waiver or exemption may be granted.

MSA 600 Business Mathematics	3
MSA 610 Business Statistics	3
MSA 620 Financial Accounting	3
MSA 630 Economics for Managers	3
MSA 635 Financial Management	3
MSA 690 Seminar in Human Resources Management	1
Total Credits	16

The Business Management minor is specifically designed for MHS students who wish to gain exposure to a subset of business disciplines to efficiently and effectively execute their executive and strategic responsibilities as managers, leaders and entrepreneurs in their chosen profession or enterprise. An MHS student or graduate who wants to pursue an MSA degree in either the Finance or Human Resources Management track must complete the MSA core and major courses for the appropriate discipline.

Courses will either be integrated with the MHS courses during the academic year or offered during the Summer I and/or Summer II sessions.

Dual Degree Program (MSA: Finance and MSA: HRM)

The target population for the dual degree program is as follows:

- A **new student** who has been formally accepted into the MSA program may request enrollment in the MSA dual degree program.
- A **current student** may request admission into the MSA dual degree program upon completion of the **first year** of his/her program.

MSA: Finance and MSA: Human Resources Management

Credits earned in the **MSA Finance** major will be applied toward the **MSA/HRM** degree. The following **additional courses** will be required to complete the **MSA/HRM** degree:

MSA 760 Employee and Labor Relations	3
MSA 762 Compensation Benefits and Pension Planning	3
MSA 764 Organizational Staffing	3
MSA *** Human Resources Management Elective	3
MSA *** Human Resources Management Elective	3
MSA 800 Integrated Capstone Research Project	3
Total Credits	18

MSA: Human Resources Management and MSA: Finance

Credits earned in the **MSA: HRM** major will be applied toward the **MSA: Finance** degree. The following **additional courses** will be required to complete the **MSA: Finance** degree:

MSA 744 Advance Corporate Finance	3
MSA 752 Financial Institutions and Markets	3
MSA 778 Securities Analysis and Investment Management	3
MSA *** Finance Elective	3
MSA *** Finance Elective	3
MSA 800 Integrated Capstone Research Project	3
Total Credits	18

- Each dual degree can be earned in as little as **two additional** semesters **beyond** the generic two-year or three-year tracks.

Note: Currently, each degree (**MSA: HRM** and **MSA: Finance**) requires the completion of a **singular** Integrated Capstone Research Project (ICRP). However, for **dual** degree candidates, it is recommended that the student complete **ONE**, rather than two, ICRP. The ICRP will **integrate** the disciplines of Finance and Human Resources Management.

MSA Course Descriptions

MAT 621 and 622 Real Analysis I and II

3 credits each

These in a e the theory of Lebesgue Measure and integration, Banach and Hilbert spaces, product measures and product integration.

Prerequisite: MAT 221 and MAT 301 or MAT 325

MAT 623 and 624 Complex Variables I and II

3 credits each

These courses cover the theory and applications of functions of a complex variable, topics include analytic functions, contour integration, harmonic functions, conformal mappings, analytic continuation and Reimann surfaces.

Prerequisite: MAT 221 and MAT 301 or MAT 325.

MAT 625 and 626 Abstract Algebra I and II

3 credits each

These courses cover basic theory of groups, fields, rings and modules. Advanced topics include Sylow theorems, Galois Theory and category theory.

Prerequisite: MAT 311 and MAT 301 or equivalent

MAT 627 Topology

3 credits

This course is a study of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces.

Prerequisite: MAT 221 and MAT 301 or equivalent

MAT-629 Foundations of Mathematics

3 credits

These courses are a study of basic concepts and ideas in the philosophy and the foundations of the mathematical sciences, with topics varying with the needs of the students.

Prerequisite: MAT 221 and MAT 301 or equivalent.

MAT 631 Theory of Sets

3 credits

This is a compact course including topics such as descriptive theory of sets and functions, Cartesian products, relations, counting, transfinite arithmetic, well ordered sets, cardinal numbers, equivalence of the Axiom of choice, well-ordering theorem, and Zorn's lemma.

Prerequisite: MAT 301 or equivalent.

MAT 641 and 642 Applied Mathematics I and II

3 credits each

This course is a study of various techniques of applied mathematics including Green's function, string vibration, integral and differential operators in Hilbert space, spectral analysis and the Laplace transform.

Prerequisite: MAT 222 and MAT 301.

MAT 675 and 676 Thesis Seminar I and II

3 credits each

These courses are a study of a research topic leading to a graduate Master's thesis.

MSA 701 Research Methodology

3 credits

This course is designed to introduce the student to social research methods. Emphasis will be placed on the processes of research and evaluation used by the social scientist/educator to

examine areas of human behavior, to identify educational needs of targeted populations, to develop and assess education intervention procedures and programs and to recommend areas for policy focus. The students will examine the role of the researcher; the relationship between theory and data; conceptualization of research questions, hypotheses, research designs, methodological issues in social research; sampling; specification and measurement of outcomes; evaluation of program elements and entire programs; methods of social science and behavioral research; and the practical limitations and ethical issues related to research. Overall, the course will provide the student with introductory skills required for contributing to knowledge in education and human services, becoming better social and behavioral scientists and critical consumers of research.

MSA 704 Management Information Systems

3 credits

This course will provide students with knowledge of the technology available to build systems and will show how that technology is used to create a systems architecture that meets the information processing needs of a business. It will also explain the systems analysis and design process and explain how the designer and the user interact to develop a successful system.

MSA 708 Organizational Behavior

3 credits

This course provides an experiential understanding of behavioral science theories, concepts and research findings that are directed towards effectively influencing human behavior within the organization for the purpose of implementing organizational development and change strategies. It will examine the behavior of individuals within groups, organizations and complex systems, professional ethics, management of diversity, conflict, globalization, leadership, power, motivation, communications and team building.

MSA 710 Human Resource Management

3 credits

The purpose of this course is to teach students the basic concepts of management. The emphasis will be on human resource management in the highly competitive global environment. We will address current issues in management and discuss case studies. The current legal and political environment will be the background for studying governmental influences on organizations.

MSA 740 Special Topics in Human Resource Management

3 credits

This course is designed to facilitate advanced exploration of topics related to administration in the school community viewing them in the broader context of school operation and school reform.

MSA 744 Executive Accounting and Finance

3 credits

This course is designed to provide the students with an understanding of the fundamental concepts and techniques in accounting and finance that can be used to extract usable information for financial decision making. The overall goal is to develop students' practical skills in analyzing and interpreting financial data, basic budgeting concepts, financial planning and control and evaluating long term investment opportunities necessary for maximizing corporate or organizational value.

MSA 746 Strategic Management**3 credits**

This course will teach students the concepts and techniques of strategic management, i.e. developing a vision and a mission, setting objectives, crafting a strategy, strategy implementation and execution, and finally evaluating performance, reviewing the situation and initiating corrective adjustments. We will discuss why strategic management is an ongoing process, who are the strategy managers, and the benefits of a “strategic approach” to managing.

MSA750 Financial Management I**3 credits**

This course is designed to introduce the student to a broad range of financial management concepts. Students will learn the analytical skills necessary to make good financial decisions. The emphasis is on decision-making. Interrelated concepts from investment financial and banking are introduced. This course familiarizes the students with the latest thinking in corporate finance.

MSA 751 Financial Management II**3 credits**

This course offers managers in all types of organizations who rely heavily on managerial information the tools for decision-making, planning, and control. The goal of this course is to acquaint students of management with the fundamentals of managerial accounting. The emphasis throughout the course is on using accounting information in managing an organization. This course includes frequent descriptions of the actual managerial practices of real-world organizations.

MSA 752 Strategic Marketing I**3 credits**

This course offers an introduction to the concept, language and tools foundational to the process of strategic thinking. Integration of the traditional disciplines of marketing, economics and strategic planning will be facilitated through a dynamic, real world marketing computer simulation. Important to this study is environmental, political, and socioeconomic factors and the contribution each make to the process of strategic decision-making in an increasingly global marketplace.

MSA 753 Strategic Marketing II**3 credits**

This course offers an introduction to the concepts, language and tools foundational to the process of strategic thinking. Integration of the traditional disciplines of marketing, economics and strategic planning will be facilitated through a dynamic, real world marketing computer simulation.

MSA 761 Employee and Labor Relations**3 credits**

This course examines employee relationships with management in both a union and non-union environment. It addresses issues such as policy formulation, complaint systems, employee rights, methodology of performance appraisals, employee morale and motivation and factors affecting employee health, safety, and security. It includes coverage of laws and regulations regarding labor-management relationships, administration of labor contracts, mediation and arbitration processes, collective bargaining, strategies of negotiation, unfair labor practices, and the management of organization-union relations.

MSA 762 Compensation Analysis and Benefits Planning**3 credits**

This course examines the legal and regulatory factors affecting compensation and benefit administration. It reviews compensation philosophies, economic factors affecting pay plans as well as the type and characteristics of specific compensation and benefit programs.

MSA 763 Organizational Staffing**3 credits**

This course examines legal, regulatory and organizational factors affecting staff selections and development. It includes all applicable federal laws and practices as well as employee orientation, selection, recruitment, promotion, training and career development.

Bachelor of Human Services (BHS-FLEX) Program

BHS-FLEX Program Description

The FLEX (Furthering the Lincoln Experience) Bachelor of Human Services (BHS) Program at Lincoln University offers an accelerated degree for adult learners who work in the human services field. This program prepares students for professional work in the human services and/or continued work at the graduate level in Lincoln University's Master of Human Services Program. The Program's adult-centered approach maintains high academic standards, while offering a personal academic plan-of-study for each student.

In keeping with the definition, mission and goals of the Human Services major for the Bachelor of Science degree at Lincoln University, the FLEX Program is career-oriented. It is designed to accommodate students that are currently employed in the field of human services and are interested in furthering their careers. The combination of a rigorous undergraduate course of study and supervised practicum will afford the students the opportunity to directly apply their learning and thereby enhance their professionalism.

Curriculum

The proved and tested undergraduate major in human services at Lincoln University serves as the foundation for the FLEX Program. All required core courses and major requirements have been incorporated, with minor modifications, to accommodate the mature student with related-work experience. Applicants should refer to the Human Services major requirements outlined in the Sociology department section of the catalog.

Student Learner Outcomes

Students completing this program will be able to:

- Apply effective human service skills, as well as the values and ethics necessary for working with individuals, groups, and communities to bring about social change;
- Apply theory to professional practice by engaging in service intervention modalities in a human services setting;
- Apply theories of management, research planning and evaluation as relevant tools in the field of human services;
- Apply knowledge of specific skills and techniques in their requisite agencies which are necessary to serve client populations; and
- Apply knowledge and techniques of cultural competence in the human services setting.

Admissions Criteria and Procedures

Prospective students must

- Be employed in the field of human services with at least five years of work experience in the field.
- Complete the FLEX Application
- Complete and pass admissions testing
- Provide official transcripts with any transfer credits
- Provide two professional letters of reference
- A letter from his/her current supervisor verifying employment in the human services field
- Possibly participate in an interview

A panel of admissions staff and faculty will review the application, admissions tests and interview results to determine an applicant's appropriateness for admission. The final acceptance letter will be generated upon review of these criteria for eligibility. Should the review support a rejection for admission, the applicant will be counseled face-to-face to discuss areas that require improvement. A written evaluation will be provided outlining the proper course of action for the applicant. An opportunity to resubmit an application for reconsideration will be offered to the applicant if deemed appropriate based upon implementation of the necessary course of action as outlined.

Transfer Credits and Prior Learning Credits

Credits earned from previous academic studies, life-learning experiences, and professional experience will allow the student to apply for advanced standing toward the undergraduate degree. Consequently, the FLEX Program serves as an accelerated bachelor's degree program. Students who transfer more than 60 approved credit hours from another institution must meet the residency requirement of at least two semesters (30 credit hours) inclusive of a summer session.

Students will meet the requirements of the Lincoln University core curriculum and the human services major by taking Lincoln University courses, passing College Level Examination Program (CLEP) tests, and preparing professional portfolios and presentations documenting prior learning using The Council for Adult and Experiential Learning (CAEL) standards. Students may also transfer courses that are documented by official academic transcripts with a grade of C or better. To meet graduation requirements, students will need to successfully satisfy coursework inclusive of core courses, major courses, and electives. Each student enrolled in the FLEX/BHS Program will receive individual academic counseling upon acceptance and enrollment in the program.

Program Logistics

The courses are offered at Lincoln University's Graduate Center located at 3020 Market Street. Classes meet on Sunday and on occasion some evenings during the week. Students attend classes every other week, while working online on the weeks that they are not in class. Students work in class and with a professional staff person to prepare for assessment for prior learning.

BHS Course Descriptions

See Department of Sociology and Anthropology

Master of Human Services

Professors:

Szabi Ishtai-Zee, Ph.D.

Linda J. Stine, Ph.D.

Associate Professors:

Virginia J. Smith, Ph.D.

James C. Wadley, Ph.D. (Director)

Assistant Professors:

Malcolm Bonner, Ph.D.

Vivian D. Price, Ph.D.

Visiting Professor:

Frank Worts, MSW

The Lincoln University Master of Human Services Program is designed for full-time professionals who have a record of successful work experience in a human service field and the academic capability to enter and complete the course of studies leading to the Master of Human Services degree. The ability of an applicant to complete the course of study is determined through rigorous testing and an extensive review of his or her academic skills and professional experience. Thus, persons with demonstrated skills and knowledge may gain admission to the MHS Program even if they do not hold baccalaureate degrees.

The MHS graduates have proven that the Program successfully develops the analytical and professional skills required for managerial and leadership positions in human services agencies of all types. The Program's high level of academic rigor has been proven by the many MHS graduates, both with and without baccalaureate degrees, who have subsequently earned doctoral degrees at major research universities.

Students who enroll in the Program do not need to leave their jobs or relocate in order to complete the Program. In fact, they must be employed on a full-time basis in a human service agency as a condition of eligibility for the Program, since a significant part of their learning takes place in practice application projects which they conduct in their agency.

The Program is competency-based, requiring students to apply relevant academic theory to problems encountered in agency practice. Students attend academic classes on Saturdays. In addition, a Theory and Practice Seminar is held one evening each week. The Program requires 54 hours of academic credit, a cumulative grade point average of 3.00 (B) or better, takes two years (four 15-week semesters and a mandatory 8-week summer semester) to complete and leads to a Master of Human Services (MHS) degree.

Students interested in licensure in professional counseling in Pennsylvania and several other states have the option of adding 6 credit hours to graduate with a 60-credit Master of Human Services degree with a Concentration in Counseling. These students can elect to register for an additional fall semester, with a December graduation.

The MHS Program is a performance-based approach to education that organizes skills and theories into five basic competency units: Competency Unit I/Self-Directed Learning, Competency Unit II/Helping-Relationships, Competency Unit III/Groups, Competency Unit IV/Creating Change I, and Competency Unit V/Creating Change II (see Curriculum Matrices). The subject matter of each competency is studied from the viewpoint of five dimensions: Values (Ethics), Self and Others (Psychology), Systems (Sociology), Skills (Communication/Research), and Integration and Practice Application. The classes held in Philadelphia at Lincoln's Graduate Center on Saturdays address the first four of these, while the fifth dimension is addressed one evening during the week in the Theory and Practice Integration Seminar. These weeknight seminars are located where students cluster geographically, usually at a human services agency or local university site. The purpose of the Theory and Practice Integration Seminar is to integrate the student's work activities in the agency with the theoretical material presented in the Saturday coursework.

For each competency unit the student is required to complete a field project or practice application project. The field project demonstrates the understanding of theory, organization of ideas, the appropriate application of new concepts to practice, and the explanation of new steps to be taken.

In the last year of the Program, students choose either a micro track (counseling and other direct services) or a macro track (administration and planning). Also in the last year, students complete a capstone change project, make an oral presentation on this project, and produce a peer review article for submission to one of the many human services related journals.

The Lincoln University MHS Program is one of the few graduate programs which require each student to obtain a preceptor (mentor) to work with him/her throughout the Program. The nature of the MHS Program, the needs of the students, and the part that agencies play in the student's education make the role of the preceptor an indispensable one.

Admissions Requirements

Individuals holding the baccalaureate degree must have a minimum of one year of paid human services experience. Applicants who do not hold a baccalaureate degree must have at least five years of progressively more responsible paid work experience in the human services to qualify for admission to the MHS Program. The high school diploma or the General Educational Diploma (GED) is required if the applicant has not earned the baccalaureate degree. The applicant must also be currently employed as a staff member of a human services agency in order to be eligible for admission to the MHS Program. Students must remain employed full-time in a human services position throughout their graduate studies.

Admissions Procedures

A prospective student must submit a completed resume and application form with essay; forward an official academic transcript based on the completion of the high school diploma, the GED, or the bachelor's degree; submit the preceptor information form; forward the supervisor's evaluation form; submit three letters of recommendation; and pay an application/testing fee. The applicant then takes the admissions test. Applicants must complete and pass all admissions examinations. The tests are administered by Lincoln University personnel. (An interview may be required to complete the admissions process.)

Academic Preparation

Prior to beginning the MHS Program, applicants may be required to sharpen their academic skills by participating in one of three levels of training in writing and critical thinking in the Pre-Master's Program. The Pre-Master's Program also provides instruction in word processing and Internet literacy skills. All Pre-Master's students are required to have computer access.

MHS Program

Core Requirements:

Competency Unit I

HUS 711 Professional Ethics	3
HUS 712 Theories of Personality and Human Development	3
HUS 713 Introduction to Applied Sociology & General Systems Theory	3
HUS 715 Theory and Practice Integration: Field Seminar I	3

Competency Unit II

HUS 722 Theories of Counseling	3
HUS 723 Social Deviance, Relevant Social Policy, Social Pathology, and Sociological Interventions	3
HUS 724 Interviewing Skills (One-on-One Counseling)	3
HUS 725 Theory and Practice Integration: Field Seminar II	3

Competency Unit III

HUS 731 Group Dynamics, Ethical Issues and Systems Analysis of Group Interaction	3
HUS 732 Integration and Application: Group Analysis and Social Research	3

Total Core requirements	30 credits
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MHS Program: Micro Track (Counseling/Direct Services)

Core requirements: see above	30
Competency IV	12
HUS 741 The Psychology and Ethics of Change in Social Service Agencies	3
HUS 744 Research I: Skills in Problem Solving, Research Methods, and Program Planning and Evaluation	3
HUS 745 Theory and Practice Integration: Field Seminar IV	3
Electives select one (1):	
HUS 627 Methods of Working with the Elderly	3
HUS 648 Theories and Treatment of Addiction	3
HUS 651 The Criminal Justice System	3
HUS 662 Therapeutic Counseling and Human Service Delivery: Application of Clinical Assessment and Testing	3
HUS 747 Sexuality Counseling and Consultation in Human Services	3
Competency V	12
HUS 751 Ethics and Psychology of Social Intervention	3
HUS 754 Research II: Professional Peer Review Publications	3
HUS 755 Theory and Practice Integration: Field Seminar V	3
Electives select one (1):	
HUS 617 Theories and Processing of Aging	3
HUS 537 The Frail Elderly	3
HUS 657 Family Counseling and Care Giving Challenges	3
HUS 682 Counseling for Career Development	3
HUS 757 Counseling Adolescents for the Human Service Professional	3
Total degree requirements	54 credits

MHS Program: Macro Track (Administrative)

Core requirements: see above	30
Competency IV	12
HUS 743 Social Systems Intervention, Marketing, Managerial Planning and Outcome Assessment	3
HUS 744 Research I: Skills in Problem Solving, Research Methods, and Program Planning and Evaluation	3
HUS 745 Theory and Practice Integration: Field Seminar IV	3
HUS 649 Tools and Models for Human Service Managers	3

Electives select one (1):

MSA 600 Business Mathematics	3
MSA 650 Marketing Management	3
MSA 720 Human Resources Management	3

Competency V 12

HUS 753 Social Systems Innovation and Change at the Organizational, Community and Societal Levels	3
HUS 754 Research II: Professional Peer Review Publications	3
HUS 755 Theory and Practice Integration: Field Seminar V	3

Electives select one (1):

HUS 658 Social Welfare Problems and Policy	3
HUS 659 Planning and Effecting Community Change	3
MSA 610 Business Statistics	3
MSA 630 Economics for Managers	3

Total degree requirements 54 credits

MHS Program: Counseling Concentration

Core requirements: see above 30

Core Courses for Competency Units IV/V (Micro): see above 18

Required Courses for Counseling Concentration: listed below 12

HUS 662 Therapeutic Counseling and Human Service Delivery: Application of Clinical Assessment and Testing	3
HUS 672 Principles of Psychopathology and Diagnosis	3
HUS 682 Counseling for Career Development	3
HUS 692 Counseling Internship	3

Total with Concentration 60 credits

Pre-Master's Program

Level I

HUS 501 Basic Writing in the Human Services	4
HUS 502 Basic Critical Thinking Skills for the Human Services Practitioner	2
HUS 511 Advanced Writing in the Human Services	4
HUS 512 Advanced Critical Thinking Skills for the Human Service Practitioner	2

Level II

HUS 521 Communication Applications in the Human Services	2
HUS 522 Critical Thinking in the Social Sciences	2
HUS 523 Technical Applications in Human Services Communication	4

Level III

HUS 531 Advanced Communication Applications in the Human Services	2
HUS 533 Advanced Technical Applications in Human Services Communication	4

MHS Course Descriptions

HUS 501 Basic Writing in the Human Services**4 credits**

This course provides practice in the fundamentals of effective writing. Working in a computer laboratory, students will strengthen their grammar and organizational skills, with emphasis placed on mastering the conventions of standard written English and editing for clarity and correctness.

HUS 502 Basic Critical Thinking Skills for the Human Service Practitioner**2 credits**

This basic course introduces the interrelated processes involved in critical thinking, such as asking the right questions, identifying and challenging assumptions, formulating hypotheses, and exploring alternative ways of viewing and solving problems. Students will demonstrate understanding of these processes through short oral and written assignments.

HUS 511 Advanced Writing In Human Services**4 credits**

Building on the foundation of HUS 501, this course introduces students to increasingly more sophisticated writing situations. Working in a computer laboratory, students will discuss, analyze and practice a variety of advanced academic and job-related writing tasks, with emphasis on refining grammar skills and developing a professional writing style.

HUS 512 Advanced Critical Thinking Skills for the Human Service Practitioner**2 credits**

Building on the foundation of HUS 502, this course will help students refine their critical thinking skills through reading and analyzing social science texts. Emphasis will be placed on the production of clearly written, carefully reasoned, and well supported arguments.

HUS 521 Communication Applications in Human Services**2 credits**

This course presents an exploration of the fundamentals of effective communication in academic and human service environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

HUS 522 Critical Thinking in the Social Sciences**2 credits**

This course gives instruction in recognizing and experiencing the cognitive tasks essential to professional development. Using reading selections from psychology, sociology and ethics, students will work through the steps of Bloom's taxonomy: knowing, comprehending, applying, analyzing, synthesizing, and evaluating data.

HUS 523 Technical Applications in Human Service Communication 4 credits

This class provides computer-assisted and teacher-directed writing practice. In a laboratory setting, students will review and refine their grammar and organizational skills, while learning word processing and multi-media applications as tools for producing effective professional writing.

HUS 531 Advanced Communication Applications in Human Services 2 credits

This eight week course presents an exploration of the fundamentals of effective communication in academic and human service environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

HUS 533 Technical Applications in Human Service Communication 4 credits

This eight week course provides computer-assisted and teacher-directed writing practice. In a laboratory setting, students will review and refine their grammar and organizational skills, while learning word processing and multi-media applications as tools for producing effective professional writing.

HUS 600 Gerontological Seminar 3 credits

The purposes of these seminars are to guide students in the analysis of critical issues in aging. These issues will be presented from a social system orientation. Special emphasis will be placed on the implication of these issues for minority elderly.

HUS 617 Theories and Processes of Aging 3 credits

This course will assist students in understanding the aged population through presentation of theories and research on the aged and the aging processes. Special attention will be given to African-American, Hispanic, Asian and Native American population and the rural elderly.

HUS 627 Methods in Working with the Elderly 3 credits

This course will develop and define problem-solving skills which address unique needs and conditions of the aged. Attention will be given to the nature of practice in a variety of service delivery systems.

HUS 637 The Frail Elderly 3 credits

The purpose of this course is to guide students in the analysis, application and assessment of research from the behavior science to enhance their understanding of the needs of the frail elderly. Special emphasis will be placed on frail, low income, minority elders and family caregivers.

HUS 647 Cross-Cultural Perspectives to Aging 3 credits

This course will help students develop skills to assess and describe demographic characteristics of the aged with specific focus on African-American, Hispanic, Asian, and Native American elderly.

HUS 648 Intervention and Treatment of Addiction**3 credits**

This course provides an understanding of the multiple factors that contribute to addictions and examines the cycles of addiction, personality and patterns of interaction. It includes the historic and generational influences on alcohol and drug abuse/dependence including adult children of alcoholics, enabling, and the family disease concept; the influences of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and 12 step philosophies in alcohol/drug treatment; and the uniqueness of treatment with special populations including sexual orientation, cultural dimensions, adolescents, women and the elderly. This course will examine contemporary drug issues relevant to the use and abuse of drugs. In addition, theoretical, and legal aspects of drug use will be presented. It will enable the students to become familiar with the general concepts and principles of drug and alcohol use, abuse and treatment modalities.

HUS 649 Tools and Models for Human Service Managers**3 credits**

It is only through effective and efficient management practices that human service agencies can achieve a broad humanistic vision. This course will provide students with a variety of management tools models and perspectives essential for creating and maintaining efficient practices and effective strategies within human services organizations.

HUS 651 Criminal Justice System**3 credits**

This course is an application of organizational and administrative theories to the Criminal Justice system. The four major orientations of administration include managerial, political, psychological and sociological. The interlocking systems operating within the criminal and juvenile justice systems will be explored.

HUS 657 Family Counseling and Care giving Challenges**3 credits**

The first part of this course will give a cross-cultural & socio-historical review of families, while emphasizing the current status, including changes in marriage and family patterns. As well, paradigms for care giving across life stages will be explored. The second part will focus on interventions to promote family health and common approaches to family therapy. Timely topics such as marriage, family violence, AIDS, changing roles of women, impact on families of substance abuse or mental illness will be addressed.

HUS 658 Social Welfare Problems and Policies**3 credits**

This course provides foundation-level graduate human service students with an introduction to social welfare problems and policies. It is essential that human service workers at all practice levels understand the nature of social problems and the external influences that are fundamental to the creation and establishment of social welfare policies in the United States. Given human service's emphasis on the person-in-the-environment, practitioners must understand the development of social policies through which various social systems and society as a whole attempt to manage, control, minimize, and eliminate social problems and their effects. Professional human service workers also have professional responsibilities for the development and implementation of welfare policies and programs that are created in response to social problems. Human service workers must be capable of analyzing and influencing the development of social welfare policy.

HUS 659 Planning and Effecting Community Change**3 credits**

This course examines participatory planning as a systematic process for creating community change. It critically analyzes the sociopolitical context and core concepts of “planning for change,” major models and methods of practice, and practical tools for engaging community members, assessing community strengths and needs, setting goals and making action plans, building support and collaborative partnerships for implementation, and evaluation as a participatory community-based approach. Emphasis is placed on working with oppressed groups in racially segregated and economically disinvested areas.

HUS 662 Therapeutic Counseling and Human Service Delivery Applications of Clinical Description**3 credits**

This course will examine a variety of assessment and testing methods, advanced interviewing procedures, and observational techniques associated with the formulation of diagnostic impressions and treatment plans in human service settings. Emphasis will be given to multi-modal and eclectic appraisals of cognitive, affective, social, vocational, interests/aptitude, achievement, intellectual and personality aspects of functioning. The course will also present frameworks and models for the development of assessment practices. Attention will be given to the function and origin of assessment and testing instruments and principles underlying counseling and clinical practice in various human services settings. Additionally, concepts identifying appropriate paradigms for diagnostic inferences will be covered. Guidelines for conducting the assessment process in an ethical and considerate manner will be presented. Much attention will be given to the implications of clinical assessment and testing for diagnosis, clinical decision making and treatment planning. The techniques, tools, instruments and models incorporated into the course content will be elucidated in a pragmatic manner to be utilized by counselors, clinicians and human service practitioners who might not necessarily administer psychological tests, but will, nevertheless, be responsible for making clinical judgments and interventions based upon an understanding of test results.

HUS 672 Principles of Psychopathology and Diagnosis**3 credits**

This course serves as an advanced practicum for students who have prior counseling experience and/or have completed a helping relationship practicum. This course provides a comprehensive review of current models and principles pertinent to the identification, description, and delineation of mental disorders. Concepts and terminology from the DSM-IV will be detailed and applied to an on-going clinical helping relationship. Special emphasis will be placed upon the reasoning, judgments, and extrapolations that underlie the process of clinical diagnosis and appropriate treatment planning.

HUS 682 Counseling for Career Development**3 credits**

This course examines the role of the counselor in adult career development. The course is designed to teach theoretical frameworks and counseling skills for the career counseling process. The course includes an overview of theories of career development, as well as individual and programmed techniques for assessment, decision-making, and career search,

advancement, and change. Students will apply course material to their own career development and to counseling specific clients in human service settings.

HUS 692 Counseling Internship

3 credits

This course is designed to provide oversight and academic supervision for internship placement in a mental health/counseling agency setting. The student is expected to provide a variety of counseling services in a community human services agency under the site supervision of a licensed counselor or other qualified professional. Course work will focus on case supervision and discussion of counseling theories and skills to complement the internship experience.

HUS 711 Professional Ethics

3 credits

The course focuses on the theoretical and historical background of ethics for human services with the primary attention given to philosophical traditions. Approaches to values are distinguished, e.g., philosophical, psychological and interdisciplinary.

HUS 712 Psychology of Life Span Human Development

3 credits

Psychology of Life Span Human Development focuses upon psychological development throughout life span. Emphasis is placed on developmental theories and concepts focused on psychosocial, cognitive, emotional interpersonal, and moral aspects of growth and change. Students will be provided the opportunity for assessment of their own developmental process, self-needs and strengths. Theories will be applied to students' personal and professional experiences.

HUS 713 Introduction to Applied Sociology and General Systems Theory

3 credits

The systems that humans use in personal/interpersonal functioning are identified and surveyed by use of General Systems Theory (GST). Emphasis is placed on General Systems Theory concepts as tools to examine both the interfaces of self and environmental systems along with other sociological theories and processes.

HUS 715 Theory and Practice Integration: Field Seminar I

3 credits

In this seminar, students use theory and experience to develop a professional orientation to human services. Previous and current professional experiences and skills are understood in the context of agency mission and functioning, professional roles and organizational structure, and professional ethics and standards. Students are introduced to the concept of professional mentoring through the establishment of a Preceptor relationship. This seminar brings together the theory and applied concepts of the program. Students meet in small groups at a central field location to review theory from classes in ethics, systems, psychology and skills, integrate this learning, and apply it to personal and professional experiences, following APA guidelines as appropriate. This course emphasizes career development in human services through the understanding of career-building activities and the documentation of professional skills and experiences. Students apply career development concepts through the creation of a two-part Practice Application project.

HUS 722 Theories of Counseling**3 credits**

The course focuses on theoretical perspectives of helping in a wide variety of human interaction situations. Theories of counseling will be examined and their application to other professional helping relationships will be discussed. Variables related to establishing and maintaining a helping relationship will be examined, e.g., assessment/intervention, rapport building, cultural competence and skill building. The stages of a helping relationship will be explored in class by role-plays, student simulation (case consultation), and problem solving formats. Emphasis is on understanding helping from the perspective of interpersonal dynamics and the components of behavior change.

HUS 723 Social Deviance, Relevant Social Policy, Social Pathology, & Sociological Interventions**3 credits**

This course will analyze some of the “dysfunctional” aspects of human systems on both the Micro and Macro levels, and how their structures, values, attitudes, processes, etc., impact upon or are affected by human service helping systems. The social problems to be scrutinized will include: Family Based Social Problems; Economic and Political Problems; Social Inequality (social stratification, poverty, race and ethnicity, sex and sexism, age and ageism), and Deviant Behavior (crime and the criminal justice system, mental disorders, substance abuse, etc.). These problems will primarily be considered from a social organization or “systems perspective” (Structural-Functionalism) although the perspective of Social Pathology, Symbolic Interactionism, Labeling, and Deviance will also be addressed. Course emphasis will focus on the interrelatedness of human service organizations as amelioration systems, which attempt to apply problem-solving strategies.

HUS 724 Interviewing Skills (One-on- one counseling)**3 credits**

This course is designed to provide students with opportunities to develop the knowledge, values and skills necessary for effective assistance to individual and client systems. Communication is a major component of human service practice, which is accomplished through the transmission, reception and interpretation of verbal, non-verbal, and written messages. Understanding and use of communication skills are essential for effective practice. This course integrates and supports learning through lecture, skills demonstration, discussions and case analysis. Students will develop skills in problem solving, effective communication and documentation.

HUS 725 Theory and Practice Integration: Field Seminar II**3 credits**

The course will provide students with the opportunity to integrate concepts learned in dimension classes with experiences encountered in the students’ occupational environments. Problem solving in human service will be stressed. Students will develop a helping relationship with an individual, such as supervisor-supervisee, student-teacher, and others, and demonstrate mastery of appropriate helping relationship skills, theories and concepts in a written project report documenting the achievement of the project’s helping objectives.

HUS 731 Group Dynamics, Ethical Issues and Systems Analysis of Group Interaction

3 credits

The course focuses on theories of group dynamics with respect to styles of leadership and/or facilitation of group context and process, and conflict resolution. Behavior in face-to-face groups is examined along the dimensions of task accomplishment, relationships among group members, and issues of cultural diversity. Ethical questions for groups and the formation of group norms as a values clarification process are considered. The difference between beliefs, attitudes and values will be delineated. Issues of institutional racism, sexism, classism, ageism, ethnocentrism, and homophobia will be examined for their impact upon norm formation. Group dynamics will be explored in a cultural context with the emphasis on valuing diversity and managing conflict. Conceptual tools from systems theory, communications sciences, cultural anthropology, and sociology will be employed to identify and explicit various behavioral patterns within different group settings. Emphasis will be placed upon intra-group and inter-group dynamics, intra-cultural and intercultural communications, as well as linkages between groups and larger social systems.

HUS 732 Integration and Application: Group Analysis and Social Research

3 credits

This course will introduce students to basic human service and social science research, focusing on problem definition, literature review and assessment of needs. It will emphasize group processes and dynamics, and serve as a workshop in which students practice group skills to be applied to their professional activities as well as to an external group project in which students will function either as a group facilitator or field researcher through participant observation.

HUS 741 The Psychology and Ethics of Change in Social Service Agencies

3 credits

This course examines the nature of prejudice and institutional “isms” with the focus on community work. The course reviews Workforce 2020 and presents model for understanding cross-cultural and learning to manage conflicts. Theories of motivation and behavioral change strategies for program development will be analyzed.

HUS 743 Social Systems Intervention, Marketing, Managerial Planning and Outcome Assessment

3 credits

This course will examine various aspects of organizational management and the extension of managerial intelligence to the organization’s surrounding community and other salient social systems in the larger macro environment. Concepts and tools will be drawn from systems theory, cybernetics, game theory, communication theory, marketing management, political science, public administration, and organizational outcome assessment.

HUS 744 Research I: Skills in Problem Solving, Research Methods and Program Planning and Evaluation

3 credits

This first course in the final skills sequence focuses upon the descriptive analysis of data and presentation of findings. This course is a continuation of skills in Social Research & Problem Solving Skills I. Research findings will be analyzed, findings presented, and conclusions will be drawn. Additionally, recommendations for future study will be explored. Limitations to

methodology will be documented along with implication of these limitations. Students will be introduced to research based social program planning and grantsmanship strategies. Students will also further explore applied research through the introduction of evaluation research theory.

HUS 745 Theory and Practice Integration: Field Seminar IV **3 credits**

This Field Seminar provides the forum for the planning, development and discussion of a change project as well as the refinement of a professional literature review.

HUS 751 Ethics and Psychology of Social Intervention **3 credits**

This course will focus on the multi-cultural dimension of social change, individual historical aspects of change, the import of power arrangements conflict resolution processes and shifting roles of a professional change agent, strategies and tactics for the implementation and institutionalization of program development will be explored.

HUS 753 Social Systems Innovation and Change at the Organizational, Community and Societal levels **3 credits**

This course will focus on the various aspects and implications of planned change, innovation, capacity building, and the analysis of future trends. Change and innovation will be fully explored both within human service organizations and larger social systems. Material from political science, systems theory, organizational development, public administration, social marketing, and public policy will be presented.

HUS 754 Research II: Professional Peer Review Publications **3 credits**

The Skills seminar is designed to introduce the student to professional writing in the field of human services through production of peer review journal article based on research-based observation processes conducted during the previous two competency units, or based on the change project initiated by the student. These observational processes and change projects include literature review, data collection and analysis, and/or project planning, implementation, and evaluation.

HUS 755 Theory and Practice Integration: Field Seminar V **3 credits**

This Field Seminar provides the forum for the development and practice of professional public speaking and presentation skills. Students make formal presentations of professional change projects which they have implemented.

THE FACULTY AND ADMINISTRATION OF LINCOLN UNIVERSITY

The Faculty

Allen, Robert, Assistant Professor, Business and Information Technology
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ALMA MATER

By A. Dennee Bibb, '11

Dear Lincoln, Dear Lincoln
To thee we'll e'er be true.
The golden hours we spent beneath
The dear old Orange and Blue
Will live for e'er in memory,
As guiding stars through life;
For thee, our Alma Mater dear,
We will rise in our might.

For we love ev'ry inch of thy sacred soil,
Ev'ry tree on thy campus green;
And for thee with out might
We will ever toil
That thou mightest be supreme.
We'll raise thy standard to thy sky,
Midst glory and honor to fly.
And constant and true
We will live for thee anew,
Our dear old Orange and Blue.
Hail! Hail! Lincoln.

MASCOT: LION
COLORS: ORANGE AND BLUE
MOTTO: "If the son shall make you free, ye shall be free indeed."

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