

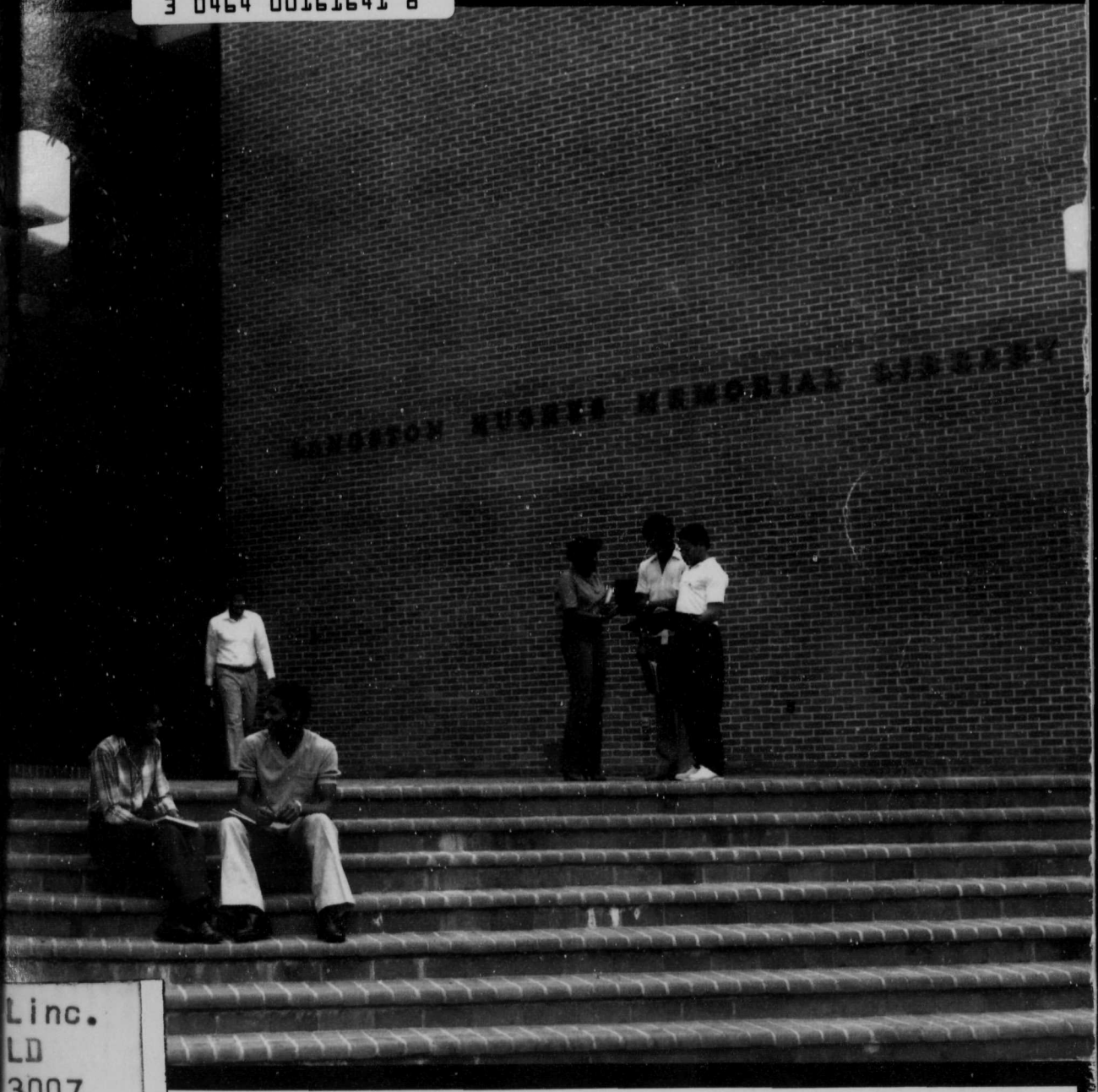
# LINCOLN UNIVERSITY

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## Bulletin 1982-84



**LINCOLN UNIVERSITY**  
Lincoln University, Pa. 19352

**FROM THE PHILADELPHIA AREA ON ROUTE 1**

Take U.S. Route 1 from either the Baltimore Pike or City Line Avenue, continue south until you approach the Kennett Square area and there take the U.S. Route 1 By-Pass.

Take the Route 1 By-Pass heading south (Baltimore) and continue to exit, Route 896. Turn left on Route 896 to U.S. Route 131. Turn right onto U.S. Route 131 and proceed south for approximately 1½ miles to Lincoln University.

**FROM WASHINGTON, D.C. AND BALTIMORE, MARYLAND**

Travel Interstate 95 (John F. Kennedy Turnpike) north. Exit at Route 272, Rising Sun and Northeast, Maryland. Make left turn on Route 272 north and continue across Pennsylvania line to Route 1 (north), pick-up Pa. 131 (Old Baltimore Pike) and follow through Oxford, Pa. to Lincoln University.

**FROM NEW JERSEY**

Travel Interstate Highway 295 or the New Jersey Turnpike-south and cross the Delaware Memorial Bridge. Proceed on Interstate 95 south, heading for Baltimore, Maryland, and turn off at exit number 1N (896 north, University of Delaware). Stay on Rt. 896 for 20 miles into Pennsylvania. Make left turn on Pa. 131 (Old Baltimore Pike) and proceed 1½ miles to Campus.

**FROM HARRISBURG AND POINTS WEST**

Travel the Pennsylvania Turnpike to Exit 22 at Morgantown and proceed south from Morgantown on Route 10 to Oxford then north on U.S. Route 1 for 4 miles to Lincoln University.

Lincoln University of the Commonwealth  
System of Higher Education

# LINCOLN UNIVERSITY

Bulletin 1982/1984



# CALENDAR 1982-1984

## FIRST TERM

### 1982

January 3  
January 5  
January 6  
January 7  
January 15

February 5-6  
February 22-26  
March 1  
March 25  
April 9  
April 13  
April 16  
April 20-23  
April 26  
May 2

### SECOND SEMESTER

Sunday ..... New Students Arrive  
Tuesday ..... Upperclassmen Arrive  
Wednesday ..... Registration 8:30 a.m.-4:30 p.m.  
Thursday ..... Classes Begin 8:00 a.m.  
Friday ..... Last Day for Adding Courses  
University Convocation in Honor of  
Martin Luther King  
Fri.-Sat. .... UGRE Seniors Who Finish Work in April  
Mon.-Fri. .... Mid-Term Examinations  
Monday ..... Mid-Term Grades Due  
Thursday ..... Honors Day Convocation  
Friday ..... Easter Recess Begins — 8:00 a.m.  
Tuesday ..... Easter Recess Ends-8:00 a.m.  
Friday ..... Last Day of Classes  
Tue.-Fri. .... Final Examination Period  
Monday ..... Final Grades Due  
Sunday ..... Commencement

### 1983

January 6  
January 10  
January 11  
January 12  
January 17

January 14  
January 21  
February 28  
April 1  
April 5  
April 7  
April 15  
April 19-22  
April 25  
May 1

### 1982

First Session  
Second Session

### SUMMER SESSIONS (TWO SIX-WEEK)

Monday, May 10 through Friday, June 18, 1982  
Monday, May 24 — Memorial Day Holiday  
Monday, June 21 through Friday, July 30, 1982  
Monday, July 5 — Independence Day Holiday

### 1983

First Session  
Second Session

### 1982

August 22  
August 23-30  
August 25  
August 27  
August 29  
August 30  
August 31  
September 3  
September 6  
September 9  
September 10  
October 18-22  
October 25  
October 28  
October 29  
October 30  
November 24  
November 29  
December 10  
December 14-17  
December 20

### FIRST SEMESTER

Sunday ..... New Students Arrive  
Mon.-Fri. .... New Student Orientation  
Wednesday ..... Faculty Conference  
Friday ..... New Student Registration  
Sunday ..... Upperclassmen Arrive  
Monday ..... Registration  
Tuesday ..... Classes Begin — 128th Year  
Friday ..... Last Day for Late Registration  
Monday ..... Labor Day — Holiday  
Thursday ..... University Convocation  
Friday ..... Last Day for Adding Courses  
Mon.-Fri. .... Mid-Term Examinations  
Monday ..... Mid-Term Grades Due  
Thursday ..... Founders Day Convocation  
Friday ..... Last Day to Drop Courses  
Saturday ..... Homecoming  
Wednesday ..... Thanksgiving Recess Begins — 8:00 a.m.  
Monday ..... Thanksgiving Recess Ends — 8:00 a.m.  
Friday ..... Last Day of Classes  
Tues.-Fri. .... Final Examination Period  
Monday ..... Final Grades Due

### 1984

January 5  
January 9  
January 10  
January 11  
January 13  
January 16  
January 20  
February 27-  
April 12  
April 13  
April 16-19  
April 23  
April 29

### 1984

First Session  
Second Session



**1983****SECOND SEMESTER**

January 6	Thursday	.....	New Students Arrive
January 10	Monday	.....	Upperclassmen Arrive
January 11	Tuesday	.....	Registration
January 12	Wednesday	.....	Classes Begin — 8:00 a.m.
January 17	Monday	.....	University Convocation in Honor of Martin Luther King
January 14	Friday	.....	Last Day for Late Registration
January 21	Friday	.....	Last Day for Adding Courses
February 28 to March 4	Mon.-Fri.	.....	Mid-Term Exams
April 1	Friday	.....	Easter Recess Begins — 8:00 a.m.
April 5	Tuesday	.....	Easter Recess Ends — 8:00 a.m.
April 7	Thursday	.....	Honors Day Convocation
April 15	Friday	.....	Last Day of Classes
April 19-22	Tues.-Fri.	.....	Final Examination Period
April 25	Monday	.....	Final Grades Due
May 1	Sunday	.....	Commencement

**1983****SUMMER SESSIONS (TWO SIX-WEEK)**

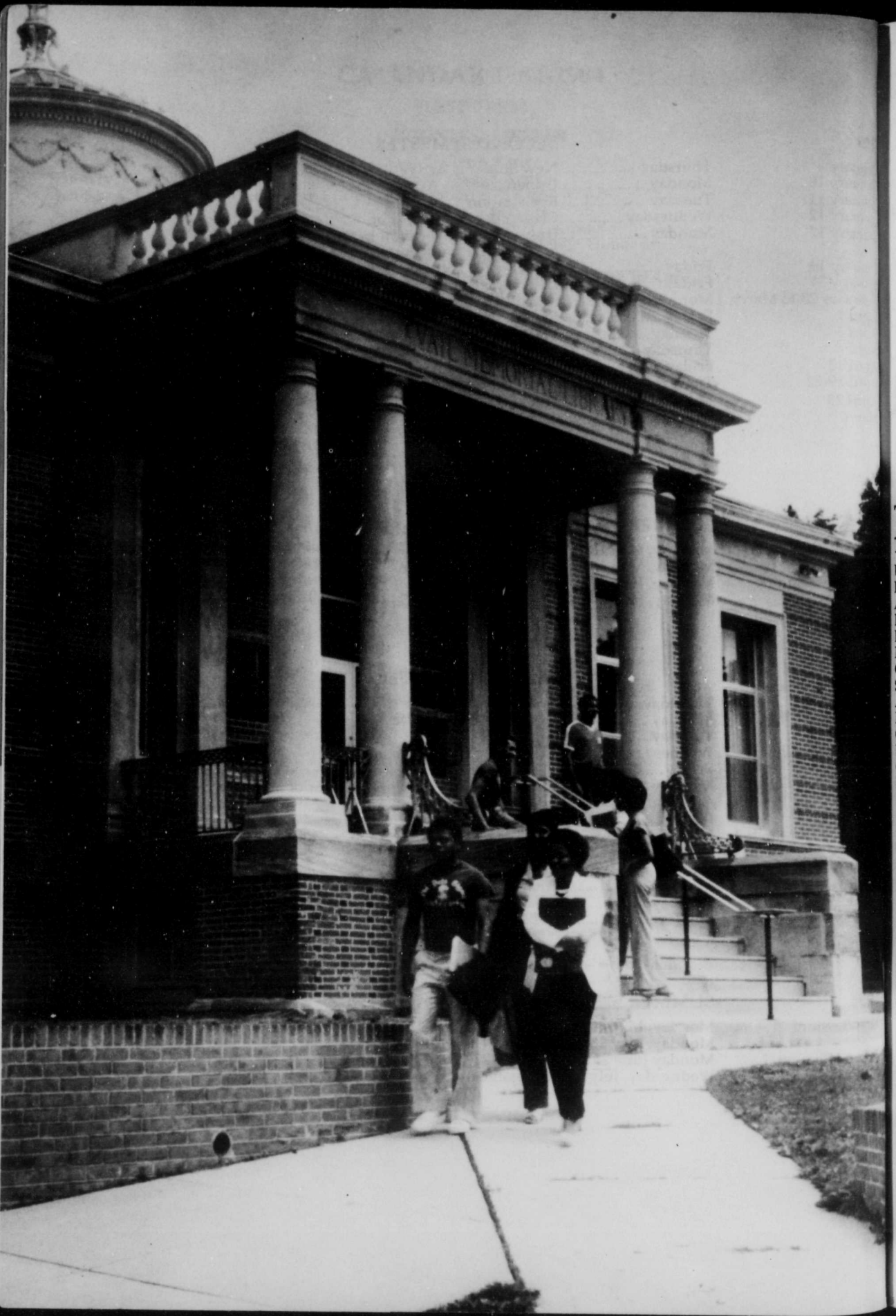
First Session	Monday, May 16 through Friday, June 24, 1983
	Monday, May 30 — Memorial Day Holiday
Second Session	Monday, June 27 through Friday, August 5, 1983
	Monday, July 4 — Independence Day Holiday

**1984****SECOND SEMESTER**

January 5	Thursday	.....	New Students Arrive
January 9	Monday	.....	Upperclassmen Arrive
January 10	Tuesday	.....	Registration
January 11	Wednesday	.....	Classes Begin — 8:00 a.m.
January 13	Friday	.....	Last Day for Late Registration
January 16	Monday	.....	University Convocation in Honor of Martin Luther King
January 20	Friday	.....	Last Day for Adding Courses
February 27-March 2	Mon.-Fri.	.....	Mid-Term Exams
April 12	Thursday	.....	Last Day of Classes
April 13	Friday	.....	Reading Day
April 16-19	Mon.-Thurs.	.....	Final Exam Period
April 23	Monday	.....	Final Grades Due
April 29	Sunday	.....	Commencement

**1984****SUMMER SESSIONS (TWO SIX-WEEK)**

First Session	Monday, May 14 through Friday, June 22, 1984
	Monday, May 28 — Memorial Day Holiday
Second Session	Monday, June 25 through Friday, August 3, 1984
	Wednesday, July 4 — Independence Day Holiday



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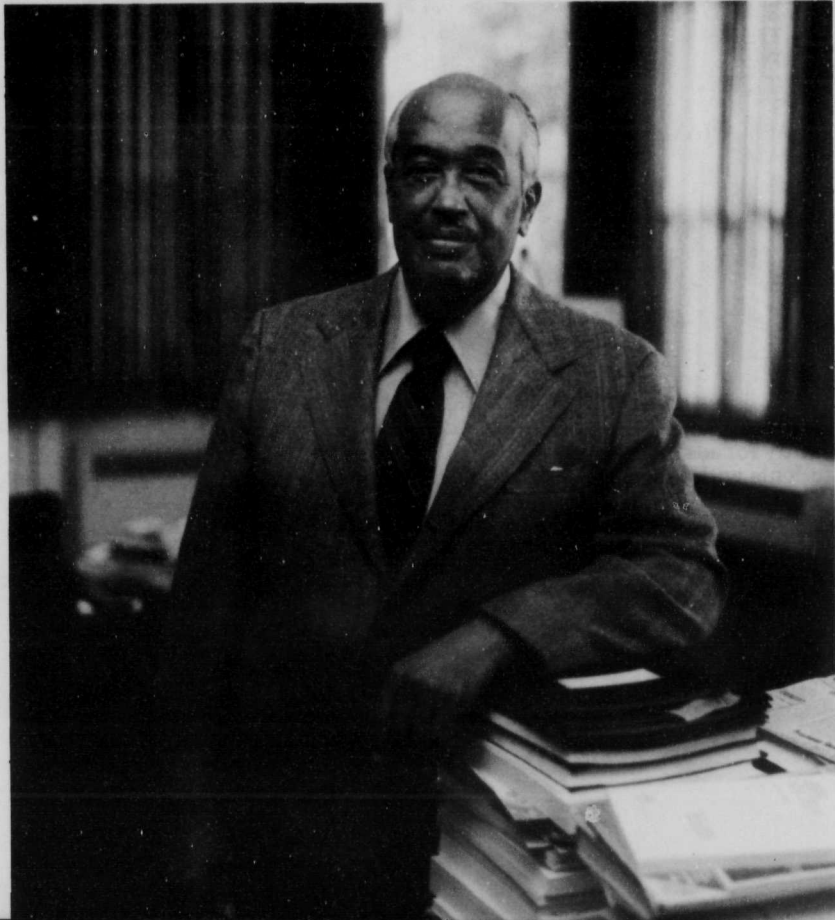
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Lincoln University, in compliance with Title IX of the Education Amendment of 1972 and other Civil Rights laws, offers equal opportunity for admission and employment. Moreover, the programs and activities of the University are offered to all students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



**Intro**

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# Introduction to Lincoln University

Founded in 1854, Lincoln University is the oldest college in the United States having as its original purpose the highest education of Negro youth. Since 1866 it has provided a superior liberal arts education to students "of every clime and complexion." Few universities in this country enroll as large a percentage of students from other countries.

Lincoln University is a nonsectarian, coeducational, multi-purpose, state related four-year college, providing undergraduate and graduate study serving the academic, cultural, and vocational needs of students who present a wide range of academic preparation and definiteness of purpose. Degree programs are offered in the Arts and Sciences, Business, Music and other fields as the demand arises. Although primarily a degree-granting institution, Lincoln will also provide programs for students who desire specialization in fields that may or may not lead to a degree.

The University is proud of its historic function of affording higher educational opportunities to students who have a reasonable chance of success. Lincoln endeavors especially to provide suitable and high quality educational opportunities for all applicants in its role as an effective member of the Commonwealth System of Higher Education.

Lincoln University, in addition, embraces the classical conception of a university in that its faculty, students, administration, and trustees recognize the primacy of the three historic purposes — to teach honestly without fear of censure what man has painfully and persistently learned about his environment and himself, to preserve this knowledge for the future, and to add to this store of knowledge as significantly as the resources permit.

Lincoln endeavors especially to provide suitable and high quality educational opportunities for all qualified applicants in its role as an effective member of the Commonwealth of Pennsylvania System of Higher Education. The University is proud of its function of affording higher educational opportunities to disadvantaged students who have a reasonable chance of success.

The ultimate goal of the University is to equip the student for intellectual and social leadership in the modern and ever-changing world. Lincoln, therefore, embraces the classical concept of a university in that its faculty, students, administration, and trustees recognize the primacy of the three historic purposes: to teach honestly and without fear of censure what man has painfully and persistently learned about his environment and himself, to preserve this knowledge for the future, and to add to this reservoir as significantly as the resources permit.

Those who come to Lincoln will share in a rich heritage and challenging future. The Lincoln student of today has a unique opportunity to equip himself, through a basic training in the liberal arts, for the professions, business, education, government, and social service. His experience will be enriched by association with students of many races and creeds coming from many parts of the world.

Lincoln is surrounded by the rolling farmlands and wooded hilltops of southern Chester County, Pennsylvania. Its campus is conveniently located on U.S. Route 131, about one mile off of U.S. Route 1, 45 miles southwest of Philadelphia, 15 miles west of Newark, Delaware, 25 miles west of Wilmington, Delaware and 55 miles north of Baltimore, Maryland.

## OBJECTIVES

Lincoln University's purpose is to offer a thorough grounding in the liberal arts through a curriculum which, incorporating the heritage of the past, stresses the relevance of all knowledge to the problems of the present. The liberal arts, which encompass the sciences and mathematics, are the recognized preparation for the learned professions, for business and for public service, and best equip the student to play a useful role in an increasingly complex yet unitary world. From this premise and from the aims of the several divisions of study the objectives of the college are derived:

1. To provide quality undergraduate programs in the arts, sciences, education, business and a variety of professional and pre-professional areas leading to the baccalaureate degree, as well as a limited number of non-degree programs and graduate programs.
2. To participate, as appropriate, in joint or cooperative ventures with other institutions of higher education.
3. To provide a broad range of high quality baccalaureate programs at low tuition for qualified students, including ready access to upper division programs for students who successfully complete one or more years of college education at other institutions.
4. To provide an intensive and comprehensive program of remedial supportive services, including counseling, skills development and motivation reinforcement, for lower-division disadvantaged students.
5. To provide associate degree programs essential to serve unmet educational needs in particular geographical areas.
6. To provide programs, research and service relating to the needs of urban areas which have been characterized as having a range of problems including discrimination, poverty, insufficient education, lack of job skills and motivation, delinquency, crime and family problems.

Because we believe that only by freely living and learning together shall we move to greater understanding of man's personal and collective problems. Lincoln will actively seek to enroll students of diverse race, color, and national origin. The faculty and board of trustees of Lincoln University, both of which are broadly interracial, are persuaded that this is among the desirable objectives of a liberal education.

To achieve such diversity and to provide the educational values of learning to live constructively in a pluralistic society, Lincoln University will continue, as it has traditionally done with conspicuous success, to accept students with underprivileged backgrounds and to provide compensatory educational opportunities to the full limit of its resources.

## HISTORY

The story of Lincoln University goes back to the early years of the nineteenth century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson. The maternal grandfather of John Miller Dickey was a Philadelphia marble merchant who made contributions to the education of Negroes in that city as early as 1794; his father was minister of the Oxford Presbyterian Church before Rev. Dickey, after serving as a missionary and preaching to the slaves in Georgia, became pastor of that same church in Oxford, Pennsylvania, in 1832. Sarah Emlen Cresson inherited a long tradition of service and philanthropy through the Society of Friends in Philadelphia.

Rev. Dickey was involved in the American Colonization Society and took an active part in 1851 in the court actions leading to the freeing of a young Negro girl who had been abducted from southern Chester County by slave raiders from Maryland. At the same time, having been unsuccessful in his efforts to gain admission to even the most liberal of schools for a young freeman, James Amos, Rev. Dickey undertook to prepare the young man for the ministry.

In October of 1853 the Presbytery of New Castle approved the plan advanced by Rev. Dickey for the establishment of "an institution to be called Ashmun Institute, for the scientific, classical and theological education of colored youth of the male sex." On April 29, 1854, the new school received its charter from the Commonwealth of Pennsylvania.

On changing the name of the Institute to Lincoln University in 1866, John Miller Dickey proposed to teach on the university level and to enroll students of "every clime and complexion." Law, medical, pedagogical, and theological schools were planned in addition to the College of Liberal Arts. White students were encouraged to enroll; two graduated in the first baccalaureate class of six men in 1868, and the enrollment has continued to be interracial.

A great schoolmaster, Isaac N. Rendall, became principal of Ashmun Institute in 1865 and president of Lincoln University in 1866. Within a decade plans for the law, medical, and pedagogical schools had to be dropped for financial reasons, but the College of Liberal Arts grew in stature and the Theological Seminary continued until 1959 to prepare many Lincoln graduates for the ministry.

Isaac N. Rendall resigned in 1905, after forty years of conducting an institution that graduated leaders as extraordinary as any American college may claim among its alumni. He was succeeded by his nephew, John Ballard Rendall, who served as president from 1905 to his death in 1924. William Hallock Johnson, professor of Greek, served as president from 1926-1936 and was succeeded by Walter Livingstone Wright, 1936-1945. Horace Mann Bond, president from 1945 to 1957, was succeeded first by Dr. A. O.

Grubb, professor of romance languages, and then by Dr. Donald C. Yelton, University librarian, both of whom served as acting presidents. In the summer of 1961 Dr. Marvin Wachman was appointed president of the University. He served for eight and one-half years and was followed by Dr. Bernard Harleston as acting president.

In July 1970, Dr. Herman R. Branson was elected the 10th president of the University and assumed office November 1.

In July, 1972, in what could, perhaps, be one of the most momentous occasions in the 128-year-history of Lincoln University, Pennsylvania's Governor Milton J. Shapp signed into law a bill which gave Lincoln state-related status, placing it on the same basis for state aid as the University of Pittsburgh, Temple University and Pennsylvania State University.

Since the turn of the century the number of Lincoln alumni undertaking graduate study for the various professions — most notably, medicine, dentistry, law, and education — has increased to include more than 50 percent of Lincoln's graduates.

Lincoln University offers instruction in the liberal arts and a Master's Program in Human Services to all who show promise of profiting by it. In reckoning that promise, race is, of course, irrelevant.

Attainment of more than the token integration which has long existed is a corollary of this purpose and a prime goal.

The growing diversity of Lincoln students in color, national origin, and economic and cultural background makes the campus a natural setting for intergroup relations, resulting in a greater sensitivity to human relations and a better understanding of group dynamics.

The University makes every effort to maintain the confidentiality of student records and at the same time comply with the legal aspects of the openness of such records.

## RESOURCES

The campus is part of a tract of 422 acres of farm and woodlands owned by the University. There are 27 main buildings on the campus and 21 faculty residences. Wright Hall, opened in 1960, provides facilities for the latest instruction in physics, chemistry and mathematics. A Student Union was completed in January 1964.

The Ware Center for Fine Arts was opened in 1966 and the Harold F. Grim Science Hall has been doubled in size for study and research in the life sciences.

The Langston Hughes Memorial Library, opened in 1972, houses over 145,300 volumes and is programmed for 300,000. It receives over 800 different periodicals a year and is considered to be one of the finest for a University of Lincoln's size. It also houses facilities for research and study, microfilm reading, audiovisual aids and other contemporary educational resources.

Also completed in 1972 was the Alumni Memorial Gymnasium which contains an Olympic-size swimming pool, a 2400 seat capacity gymnasium in addition to classrooms, a wrestling room, dance studio, training

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eight lane bow

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room facilities and a recreation area, including an eight lane bowling alley.

The University has an endowment of more than \$2,600,000 and the buildings and grounds have a replacement value of more than \$16,000,000.

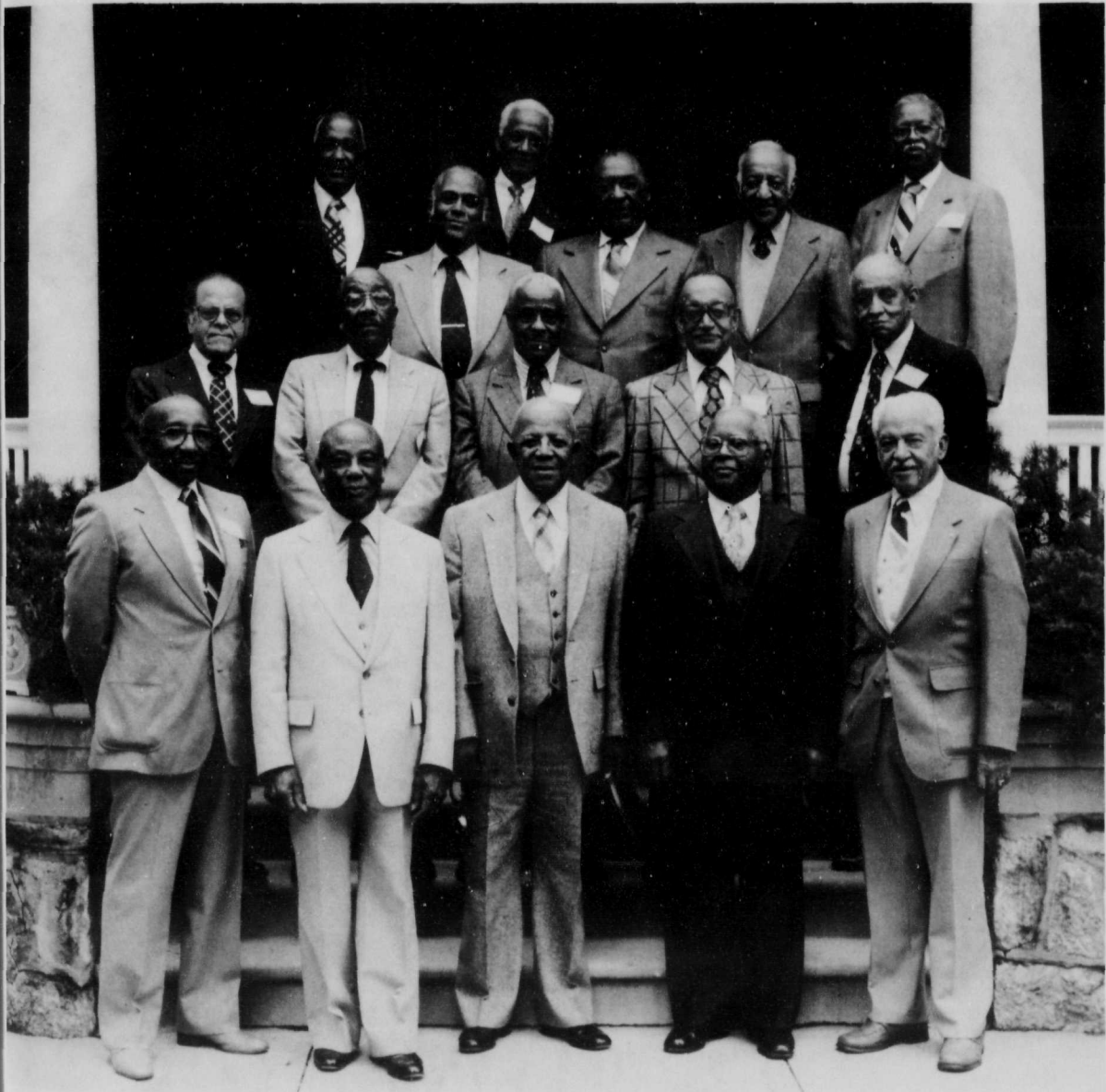
### STUDENT PARTICIPATION

The University community encourages full participation by all campus groups in every area of its activities. Particular emphasis is placed upon student partnership in the development and institution of curricular and cocurricular programs. Students are active members of many governing and decision-making committees including: Board of Trustees, Library Building, Lectures and Recitals, Curriculum, Athletics, Health-Welfare and Discipline, Library, Religious Activities, and Publications.

Lincoln students also participate with the faculty committee on honorary degrees, and representatives from the student body are invited to attend the regular monthly meeting of the faculty. In addition, there is an Administrative Council, consisting of student organization officers, administrators, and faculty representatives which meets once a week for discussions of matters of significance to all members.

### ACCREDITATION

The University is approved by the College and University Council of the State of Pennsylvania, by the American Medical Association and, since December 1, 1922, as a fully accredited four-year senior college by the Middle States Association of Colleges and Secondary Schools.







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# Admissions

The Committee on Admissions seeks to enroll those students who have demonstrated a sincere desire to further their intellectual and social development. Such development should be consistent with a quest for excellence, understanding and a sense of responsibility to themselves, their colleagues and the community.

Admission to Lincoln University is based on the strength of a student's academic record, grades received, all national standardized test results, with particular emphasis on the College Board's Scholastic Aptitude Test, recommendations, cocurricular activities, job experience, demonstrated leadership and contribution to community. No single item of the admission credentials determines whether or not an applicant is admitted.

Applications are welcomed from prospective freshmen any time after the completion of the junior year in secondary school. Lincoln University employs the "rolling admission" system in which there is no official deadline for applications. However, it is strongly recommended that applications be made by March 1 if admission is desired in May or August. Applications should be made by December 1 if January admission is desired.

In recognition of the special nature of the alumni relationship to the University, preference for admission will be given to the sons and daughters of Lincoln University graduates who can be expected to succeed academically.

Those who wish to apply for admission should write the Admissions Office, Lincoln University, Lincoln University, Pennsylvania 19352, for application forms. The application form should be completed by the applicant and returned to the Admissions Office. An application fee of \$10.00 must accompany each application and is not refundable. The Secondary School Transcript, SAT scores, and two recommendations should be sent directly to the Admissions Office by the applicant's school.

Applicants in their senior year of secondary school whose records are complete are notified of admissions decisions shortly after the first term of their twelfth grade, if admission in August is desired. Transfer students whose records are complete are notified of admissions decisions after February 15. It is the applicant's responsibility to see that all the appropriate steps are completed in filing an application for admission.

## ADMISSION BY CERTIFICATE

Each candidate for admission must have completed a minimum of 15 acceptable units in a secondary school accredited as a standard senior high school either by the state authorities or by the regional accrediting bodies, or have a General Education Diploma (GED).

The 15 units of secondary school credits offered for admission should be distributed as follows:

SUBJECTS	UNITS
English.....	3
Mathematics: Elementary Algebra.....	1
Plane Geometry.....	1
Foreign Language in one language.....	2
History or Civics.....	1
Science.....	2
Academic electives.....	3
Other electives.....	2
	—
	15

It is recommended that the elective subjects include an additional unit of a foreign language, of mathematics, and of history or social science, and not more than two of the vocational subjects usually taught in secondary schools. The Committee on Admissions may, at its discretion, accept equivalent preparation.

## ENTRANCE EXAMINATIONS

All candidates for admission are required to take the Scholastic Aptitude Test prepared and administered by the College Entrance Examination Board. It is recommended that the candidates take this test in November, December, January, or March if admission is desired the following August. Information and application forms for the tests should be secured from the College Entrance Examination Board at one of the following addresses (whichever is closer to the candidate's home or school): Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 04710. The candidate is responsible for requesting that his test scores be sent to Lincoln University — either by indicating Lincoln University on his College Board application blank, or, if he failed to do this, by special request to the College Board Office. Our code number is 2367.

Applicants from outside United States territory must submit the results of examinations such as the Test of English as a Foreign Language, and/or the Scholastic Aptitude Tests as well as local examination results.

## ADVANCED PLACEMENT

Students who have completed college level courses in secondary schools and have taken the Advanced Placement Examination administered by the College Entrance Examination Board may have the results forwarded to Lincoln University for evaluation. The chairman of the department concerned evaluates the performance on the test and determines the credit to be allowed for the work.

Lincoln University is a participant in the College Level Examination Program (CLEP).

## ADMISSION UNDER THE EARLY DECISION PLAN

The early decision plan is offered only for candidates who are sure Lincoln University is the university they will attend if admitted and whose credentials are such as to make the probability of admission high. This plan is designed primarily to reduce anxiety for candidates as early as possible in the senior year; it has the additional advantage of reducing unnecessary multiple applications that otherwise would have to be filed, supported by the schools and considered by the college.

The early decision plan requires a candidate to certify that Lincoln University is his first choice; that the candidate will accept an offer of admission if it is extended, provided it includes adequate financial aid if such is needed. The early decision plan permits the candidate to initiate other applications when notified of acceptance and financial aid, if needed, by Lincoln University.

This plan must be initiated by the candidate. A candidate must submit a letter with his application requesting consideration for early decision. Lincoln University will provide for notification of action of any financial aid application at the same time the candidate is notified of action on his application for early decision. Further information is available upon request.

## INTERNATIONAL STUDENTS

International students should submit official copies of secondary school records including the University of Cambridge General Certificate of Education if received, letters of recommendation from the principal of the secondary school attended, and a character recommendation, preferably from a teacher, pastor, or some other professional person who knew the applicant well. Applicants whose native language is not English are required to take the Test of English as a Foreign Language. Applicants whose native language is English are required to take the Scholastic Aptitude Test. Registration forms for T.O.E.F.L. and the S.A.T. can be obtained from the Educational Testing Service at the following addresses: Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 04710. A statement signed by the person who will be responsible for the financial obligations of the applicant to the University is also required.

## ADMISSION WITH ADVANCED STANDING

A student who has taken work at a college of recognized standing may be admitted with such advanced credits as his previous record may warrant, but no student who has been enrolled less than two semesters at Lincoln University will be recommended for a degree. The applicant should request the institution last attended to send to the Registrar a transcript of his academic record. On the basis of this transcript a tentative estimate can be given the candidate as to the prescribed work he must do and the length of time it will take him to earn a degree. At the end of his first semester at Lincoln, he will be given a definite classification with a statement of the exact amount of work he must complete before recommendation for the degree.

Candidates for advanced standing must also furnish a certificate of honorable dismissal from the institution previously attended, a certificate of good moral character from an authorized representative of his college, and a certificate of sound health.

## ADMISSION WITH THE A.A. OR A.S. DEGREE

Lincoln University will give preference to those who hold the Associate of Arts or Associate of Science degrees from regionally accredited junior colleges over those transfers who do not. Applicants with either the A.A. or A.S. degree, who have been enrolled in a liberal arts or transfer program, will be admitted with junior standing. Transfers from new junior colleges not yet accredited will be evaluated on the basis of their academic records. We recommend that junior college students complete their lower division program before transfer.

A wide range of scholarships, grants, and loans are available to applicants with an A.A. or A.S. degree. All other transfer applicants must be enrolled at Lincoln for one semester before scholarships can be awarded, unless unusual circumstances warrant consideration. However, loans, work-study, and B.E.O.G.'s are available pending admission. All applicants should submit a Financial Aid Form by April 1. Awards are granted on an annual basis.

## "PROJECT GOOD NEIGHBOR"

In an effort to render even more service to our community, Lincoln University has conceived a program entitled "Project Good Neighbor" to enroll formerly inadmissible students from our immediate vicinity. High school graduates living in proximity (30 miles) to our campus who have either received somewhat below average grades or SAT scores are being encouraged to reconsider college as a possibility through the auspices of this program.

"Good Neighbor" is coeducational and invites students with academic, commercial, or industrial arts backgrounds to apply. The SAT portions of the CEEB examination for college admission are not required but recommended specimens of English composition and a series of interviews are suggested prior to matriculation. It is necessary that applicants have demonstrated extraordinary motivation to succeed, in the opinions of their high school counselors and other professionals with whom they have contact.

Through a relevant and exciting curriculum developed by our staff particularly for this program, each "Neighbor" will receive, on a daily basis, instruction in homogeneously grouped classes. He will also receive counseling services and the special attention of our Student Affairs staff.

## PERSONAL INTERVIEWS

Although interviews are not required for admission, the University welcomes interviews with prospective students. An interview on campus can be arranged Monday through Friday between the hours of 9:30 a.m. and 4:30 p.m. A request for an interview and campus tour should be addressed to the Office of Admissions in advance of the desired date. Applicants should suggest at least two alternative dates on which it would be convenient for them to visit the campus.

Experience meaningful to session.

It is recommended that you have his transcript sent

## CLASSIFICATION

**Regular Student** who have met the requirements and are registered

**Special (or) Transfer Student** An applicant who transfers from another institution for a degree and has less than three semesters in attendance. Admission to degree program with the degree. Once admitted to degree program for a special student, the grade must be C or higher to qualify for degree courses. (Student must have completed four credit hours with a quality point average of 2.0 or higher.) Considered on Admission

## RE-ADMISSION

A student who was not admitted previously is excluded from admission. Director of Admissions must be notified. Director of Admissions must be notified.

## DEPOSIT

A \$75.00 refundable deposit is required of all new students (specials) matriculating at Lincoln University.

## TESTING

Students who will be required to take other placement tests are notified by the student himself. He is capable of passing them.

## LATE REGISTRATION

Students who register late and are admitted

Experience indicates that campus visits are more meaningful to an applicant when the University is in session.

It is recommended that whenever possible an applicant have his College Board scores and high school transcript sent to the University prior to the visit.

### CLASSIFICATION OF STUDENTS

**Regular Students** — Regular students are those who have met the entrance requirements for candidacy and are registered for degrees.

**Special (or probational or provisional) Students** — An applicant may apply for admission as a special student. A special student is one who is not a candidate for a degree and normally but not necessarily carries less than three courses per semester. A special student in attendance who wishes to be considered for admission to degree candidacy should file formal application with the school's Committee on Admissions. Once admitted, he will receive credit toward the degree for appropriate courses completed while in the special student status, provided that the grades earned are C or higher. All special students are required to qualify for degree candidacy before completing nine courses. (Students are encouraged to make application for admission to degree status after they have completed four courses, provided they have a cumulative quality point average of 2.00.) Students who apply for degree candidacy with more than nine courses will be considered only by special permission of the Committee on Admissions.

### RE-ADMISSION

A student previously registered in the University who was not registered on campus during the immediate preceding semester or withdrew (summer session excluded) must apply for re-admission to the Director of Admissions. If he applies as a degree candidate and was previously registered as a non-degree student, or if he has attended one or more higher institutions during his absence from the University, he must have complete official transcripts sent to the Director of Admissions from each institution attended.

### DEPOSIT

A \$75.00 registration deposit is required of each new student to reserve a space at the University. This deposit is NOT REFUNDABLE but will be credited toward the semester expenses. It is required that all new students (freshmen, transfers, re-admits, and specials) mail the deposit as soon as admission to the University is granted.

### TESTING PROGRAM: NEW STUDENTS

Students entering the University for the first time will be required to take a psychological test and such other placement tests as the faculty may decide. These tests are not included to determine the admission of the student but to indicate the grade of work of which he is capable and the most efficient method of teaching him.

### LATE REGISTRATION

Students presenting satisfactory excuse for tardy registration may pay the late registration fee of \$10.00 and be admitted to the University during a period not

exceeding two weeks after the opening of any semester. The student will be held accountable, however, for the assignments already covered in class.

### SUMMER SCHOOL

The summer semester is unique in that it allows a student to complete one semester of academic work during the summer. The summer semester is divided into two sessions. During each session, a student may take a maximum of eight semester hours.

The summer semester was designed to encourage students to undertake academic study during the summer months. The program welcomes applications from incoming freshmen who wish to get a head start, transfer students, and special and non-matriculating students who want to have credits transferred to their own institutions. It is also advantageous for those individuals who wish to brush up or take courses as a point of interest.

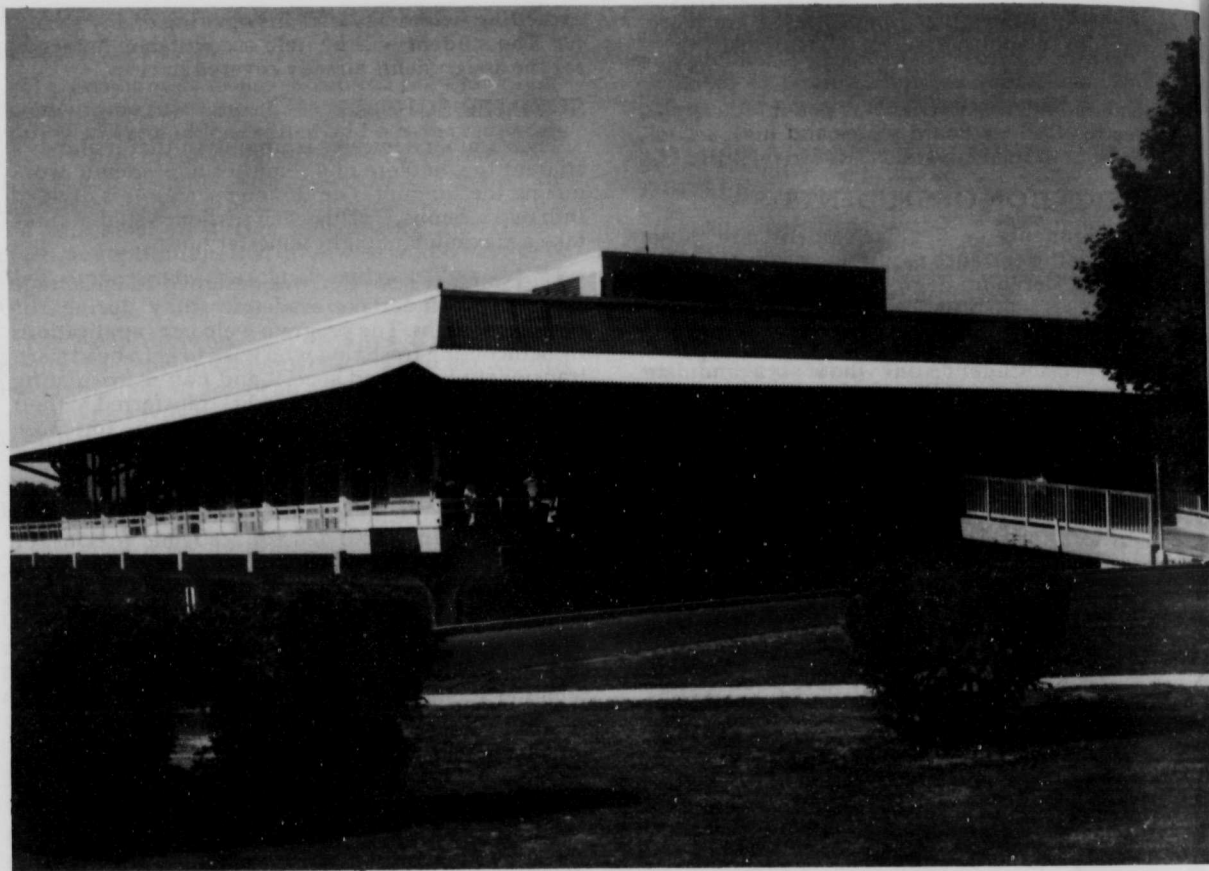
The summer semester also offers those students who have been suspended for academic reasons, or whose cumulative average is not satisfactory, an opportunity to "catch up" and put themselves in good standing for the fall semester.

A broad range of financial aid is available to those students who qualify for admission to the summer semester and demonstrate financial need. Most financial aid awards will consist of a combination of scholarship assistance, loan, and campus employment. Students receiving financial assistance must be making normal progress toward a degree and maintaining a satisfactory academic record.

Students who are enrolled at Lincoln University during the regular semester are eligible to participate in the summer school program for courses. For those students who are not regularly enrolled, application for admission to the summer school must be obtained from and returned to the Office of Admissions. Course offerings for each of the two summer school sessions can also be obtained through the Office of Admissions and/or the Registrar's Office.







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# Expenses

## UNDERGRADUATE PROGRAM

### STANDARD CHARGES FOR PENNSYLVANIA RESIDENTS ACADEMIC YEAR

	1st Trimester	2nd Trimester	Total
Tuition	\$715.00	\$715.00	\$1,430.00
General Fee	10.00	10.00	20.00
Sub-total (applicable to both day and resident students)	725.00	725.00	1,450.00
Room	562.50	562.50	
Board	437.50	437.50	
Total (applicable to resident students only)	\$1,725.00	\$1,725.00	3,450.00

### Summer session (per 6-week session)

Tuition (per credit hour)	\$45.00
General Fee (per course)	4.00
Room and Board (per session)	375.00

### STANDARD CHARGES FOR NON-PENNSYLVANIA RESIDENTS ACADEMIC YEAR

	1st Trimester	2nd Trimester	Total
Tuition	\$965.00	\$965.00	\$1,930.00
General Fee	110.00	110.00	220.00
Sub-total (applicable to both day and resident students)	1,075.00	1,075.00	2,150.00
Room	562.50	562.50	1,125.00
Board	437.50	437.50	875.00
Total (applicable to resident students only)	\$2,075.00	\$2,075.00	\$4,150.00

### Summer Session (per 6-week session)

Tuition (per credit hour)	\$60.00
General Fee (per course)	30.00
Room and Board (per session)	375.00

## GRADUATE PROGRAM

### STANDARD CHARGES FOR PENNSYLVANIA RESIDENTS ACADEMIC YEAR

Tuition	\$1,800.00
General Fee	20.00
Total	\$1,820.00

### Summer Session

Tuition (per credit hour)	\$90.00
General Fee	8.00

### STANDARD CHARGES FOR NON-PENNSYLVANIA RESIDENTS ACADEMIC YEAR

Tuition	\$2,800.00
General Fee	220.00
Total	\$3,020.00

### Summer Session

Tuition (per credit hour)	\$140.00
General Fee	60.00

The University reserves the right to change the charges for room and board at the end of any month in order to meet the actual cost of these services. All charges are subject to change by the Board of Trustees.

### MISCELLANEOUS FEES

Miscellaneous fees, payable in addition to standard charges, are assessed according to classification, course of study, or other particular circumstances of the student.

Orientation and Placement Tests	\$12.00
Matriculation	12.00
Practice Teaching	25.00
Graduation Fee	15.00
Graduate Record Examination	7.50
Laboratory	25.00
Physical Education	8.00 to 20.00
Late Registration	up to 25.00
Late Payment (each monthly occurrence)	3.00
Music Fee	45.00
Music Practice Fee (non-majors)	6.00
Sickness and Accident Insurance	48.00
Laundry Fee	5.00

Part-time students and full-time students taking more than 4½ courses per term are charged for tuition at the following rates per semester hour.

	Non-Pennsylvania Resident	Pennsylvania Resident
Semester Hour Charge	\$45.00	\$60.00

### NON-PENNSYLVANIA STUDENTS

All students who are not domiciled in Pennsylvania are required to pay the tuition listed above for non-Pennsylvanians.

Whenever it shall appear from any information presented as part of the application for admission that the applicant is not domiciled in Pennsylvania, the Director of Admissions, when admission is granted to that applicant, assumes that the one admitted is a non-Pennsylvanian.

It is important that each applicant for admission and each enrolled student know his residence status for tuition payment and understands the guidelines governing residence status.

The guidelines for the determination of the resident status of students are as follows:

- I. A student is classified as a Pennsylvania resident if his legal residence, or domicile, is in that state.
- II. Determination of Pennsylvania Domicile.
  - A. The domicile of an unemancipated minor (a person under 18 years of age) shall be that of his natural or adopting parent, or other person having his legal custody.
  - B. Pennsylvania domicile shall be considered to be established upon the completion of 12 months' continuous residence

within the Commonwealth at the time of registration as a student provided that:

1. Such 12 months' residence is not for the purpose of attendance as a student at any institution of learning in Pennsylvania.
  2. There is no intent on the part of the person to return to another state or country.
  3. The person is a citizen of the United States, or has indicated by formal action his intent to become a citizen, or has been admitted on an immigration visa.
- C. A married woman's domicile should be determined in accordance with B. For the purpose of applying those regulations, a married woman's residence is *prima facie* the same as her husband's. If convincing evidence is presented, then it may be established that a married woman is a Pennsylvania domiciliary in spite of the fact that her husband cannot meet the requirements of B.

### III. Reclassification

- A. If a student shall be admitted and classified as a non-Pennsylvania resident, he may petition the Vice President for Student Affairs for reclassification to resident status.
- B. The petitioner shall present proof of his bona fide domicile (or of his parent, if he is a minor) within the Commonwealth of Pennsylvania.
- C. Any student classified as domiciled in Pennsylvania who changes his domicile while in attendance at Lincoln University shall so notify the institution, and shall be subject to reclassification effective at the beginning of the first semester following the date of change of domicile.

### IV. Classification of Special Categories

A student who is an employee of the United States government or a member of the armed forces of the United States shall be classified as having Pennsylvania domicile if he was domiciled in Pennsylvania directly prior to his entry into government service and if he has maintained a Pennsylvania address as his legal residence continuously since such entry.

### REGULATIONS GOVERNING PAYMENT OF COLLEGE BILLS

Arrangements for paying the bill for tuition, fees, room and board, either through cash-in-full or The Tuition Plan, Inc., for both the undergraduate and graduate programs, are to be completed as follows:

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- a. For first trimester, by August 1st.
- b. For second trimester by December 10th.
- c. For summer session and graduate program by April 24th.
- d. For second summer session by June 1st.

Remittances for school expenses should be in the form of money order, certified check, or cash, and made payable to Lincoln University. Personal checks are not acceptable. All payments should be addressed to the office of the Comptroller.

As an associate of The Tuition Plan, Inc., the University is able to extend to students and their parents or guardians the opportunity of paying college expenses in installments during the school year. Details will be furnished upon request or by contacting the Tuition Plan, Inc., Concord, New Hampshire 03301.

No student is eligible to attend classes or engage in any University activity until all financial arrangements have been completed in accordance with these regulations or approved pursuant to them.

Students are expected to take an active interest in management of the day-to-day details of their school finances even though their parents are, in most instances, responsible for settlement of school bills. The University is able to render more prompt and satisfactory services by dealing with students who share in the concern for a most effective use of funds being invested in their educational future.

Veterans registered under government authorizations must make payments in accordance with the

above University regulations since the University receives no funds from the government for tuition and fees.

### REFUNDS FOR TUITION

Tuition *only* is refundable upon withdrawal of a student, for other than disciplinary reasons, according to the following schedule of attendance and rates:

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%

### REFUNDS FOR BOARD

A proportionate refund or reduction of the charge for board will be made upon withdrawal or absence for a period of six weeks or more, provided that notice of withdrawal has been given to the Office for Student Affairs and the Business Office.

No reduction of charge is permissible except as stated above.

### TRANSCRIPT POLICY

By action of the Board of Trustees, no transcript will be released to any student with an indebtedness to the University. There are no exceptions to this policy.

### ROOM AND BOARD POLICY

The Board of Trustees has adopted the policy that any student living in the dormitory must take meals in the University Dining Hall. There is no exception to this policy.





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# Financial Aid

A broad range of financial aid is available to those students who qualify for admission and demonstrate financial need. Financial assistance is provided through a combination of scholarships, grants-in-aid, loans and work opportunities. The financial aid program is administered by the Financial Aid Officer under the direction of the Financial Aid Committee. The selection of the type of funds that is used to meet the student's need is the responsibility of the Financial Aid Committee.

The services of The College Scholarship Service (CSS) and The Pennsylvania Higher Education Assistance Agency (PHEAA) are used to assist in the determination of financial need. Applicants seeking financial assistance are required to submit a Financial Aid Form (FAF) and/or a Pennsylvania Higher Education Assistance Agency Application (PHEAA Application). The FAF must be sent to the College Scholarship Service, P.O. Box 2859, Princeton, New Jersey 08540 or The College Scholarship Service, Box 380, Berkeley, California 94701. The PHEAA application must be sent to The Pennsylvania Higher Education Assistance Agency, P.O. Box 3157, Harrisburg, Pennsylvania 17105. Whichever form is used, Lincoln University should be designated as one of the recipients of the information. Forms may be obtained from the Guidance Office of Secondary Schools, Lincoln University's Offices of Financial Aid and Admissions, or from CSS and PHEAA, at the above addresses. These forms require at least four weeks' processing time before they are returned to Lincoln by the processing centers.

Candidates for admission should submit an FAF or a PHEAA application by March 15.

Financial aid is awarded on an annual basis and is renewable from year to year as long as the student remains in good standing and meets the renewal requirements. A student is in good standing if he is making normal progress toward a degree and has a satisfactory college record.

Candidates for renewal must also submit a new FAF or a PHEAA application by March 15.

## SCHOLARSHIPS

Scholarships ranging in amounts from \$100.00 to \$1,500.00 per year are available from University funds, along with a variety of funds provided by alumni, corporations, and foundations, depending upon the need and academic qualifications of the student. Preference is given to those with excellent records in accredited high schools, high College Entrance Examination Board test scores and to needy students who give evidence of high motivation and potential leadership.

## PELL GRANTS (FORMERLY B.E.O.G.)

All students who are attending Lincoln on a full-time basis are expected to apply to the Pell Grant Program. Pell Grants are based on a federal formula (applied to all students throughout the country), which measures the ability of you and your family to meet your educational expenses. Students may apply

for a Pell Grant through section #83 of the Financial Aid Form (FAF). A check should be placed in the "yes" block of section #83 to authorize the release of information to the Pell Grant Program. There is no charge for this service and it eliminates filing a separate Pell Grant application as in the past. A Pennsylvanian resident may apply for a Pell Grant through sections F and G of the PHEAA application also.

## NATIONAL DIRECT STUDENT LOANS

This is a program of borrowing in which the student has an obligation to repay his loan. Loan ceilings are \$6,000.00 aggregate for undergraduate students if they qualify academically and based on terms of need. Borrowers who become full-time teachers in elementary or secondary schools which are in a school district of a local education agency, designated as a school with a high enrollment of students from low-income service or handicapped children are eligible for loan cancellations.

## GUARANTEED LOANS AND UNITED STUDENT AID FUNDS, INC.

Under a system of guarantees established by the federal government, dependent students may borrow up to \$2,500.00 per academic year and independent students may borrow up to \$3,000.00 during the same period from participating loan agencies to be repaid after the student ceases or completes his course of study. Aggregate loan limits for undergraduate studies are \$12,500.00 for dependent students and \$15,000.00 for independent students. Applications for these loans must be secured by the students from their local banks. Details concerning these programs are available through Secondary School Guidance Officers or the University Financial Aid Officer.

## PARENT LOAN FOR UNDERGRADUATE STUDENTS (P.L.U.S.)

A program of loans to parents for dependent undergraduate students is established by section 428B of the new law. The maximum amount a parent may borrow for any one student in any academic year is \$3,000.00. The aggregate loan limit for each dependent student is \$15,000.00. Repayment is required to begin within 60 days after disbursement, and there is no in-school federal interest subsidy on these loans. Applications for loans must be secured from parents' local banks. For further details contact the University's Financial Aid Officer.

## STUDENT EMPLOYMENT

Many employment opportunities are available through the University's Work Aid Program and a Work-Study Program, financed in part by the federal government. Students with a satisfactory academic average are eligible for a wide variety of part-time jobs in various departments throughout the campus.

Earnings of a student assigned work to help defray his expenses may be paid in cash or by check monthly upon satisfactory completion of his assigned task. Earnings should be applied to a student's account if it is in arrears.

## VETERANS AND WAR ORPHANS INFORMATION

All students who plan to attend Lincoln under the provisions of a veteran's educational program are urged to apply to the appropriate agency for necessary authorization well in advance of their registration date. The Certificate of Education and Training should be submitted to the Registrar's Office at the time of registration. Veterans enrolling under P.L. 550 or 358 or a veteran's child enrolling under P.L. 634 should be

## Prizes and Awards

The following prizes and awards are presented at the annual Honors Day Convocation, held in the spring of the year, to those students demonstrating outstanding performance in the areas indicated.

### THE HUMANITIES

THE CLASS OF 1899 PRIZE is given to the student majoring in English who has a high average in English and who submits the best essay on some topic.

THE C. MORRIS CAIN PRIZE is given annually to that student in the college who has maintained general excellence in English Bible studies.

THE EDWARD S. SILVERA AWARD FOR CREATIVE WRITING, established in 1964 by John D. Silvera in memory of his brother, is granted annually to the student who has, in the opinion of a faculty committee, published poetry of an excellent quality in *The Lincolnian*.

WILLIAM EICHELBERGER AWARD FOR CREATIVE WRITING is given to the student who has written the best prose piece published in *The Lincolnian*.

THE HARRISON H. CAIN PRIZE (awarded in memory of his mother, Elizabeth Cain, and his brother, William C. Cain) to a member of the junior class who best exemplifies the ideals and characteristics of Lincoln University in both his academic and extracurricular activities, especially in the field of religion and/or music.

THE REVEREND EDWIN L. ELLIS LANDSDOWNE APPRECIATION AWARD, established by members of the United Methodist Church of Landsdowne, Pennsylvania to honor Reverend Edwin L. Ellis, Class of 1953, for his five years of unique service to the congregation and to the community. The award is to be made annually to a Lincoln senior student who is committed to a career in the Christian Ministry or in social service related thereto.

THE CLASS OF 1900 PRIZE is awarded to that student who, in the judgment of the faculty, has acquitted himself most creditably in intercollegiate debates.

THE ELIZABETH H. TRAIN MEMORIAL PRIZES IN ORATORY (given in 1919 by the Rev. William F. Finney, D.D., in memory of Elizabeth H. Train) are awarded to the best and to the next best speaker in a public oratorical contest for sophomores.

THE WALTER FALES MEMORIAL PRIZE IN PHILOSOPHY is given in memory of Walter Fales, professor of philosophy, 1946-1953, to the student whose work in philosophy is of the highest quality.

prepared to pay all expenses in accordance with the University regulations, inasmuch as payments are made directly to the veteran by the Veterans Administration. Recipients of such payments are advised to anticipate a delay of approximately two months before receiving the first payment from the sponsoring agency.

For more information concerning any new programs which may be developed, the applicant should contact the Financial Aid Office.

THE ALICE FRANCOISE NGO MANDENG MEMORIAL PRIZE IN PHILOSOPHY is awarded annually to a student whose work in philosophy merits lasting honor.

THE CLARENCE MATTISON MEMORIAL SCHOLARSHIP (endowed by the family, friends and classmates of the late Clarence Mattison of the Class of 1966). Awarded annually to the junior or senior student who in the judgment of the Art Department and the Music Department has demonstrated outstanding creative ability and talent in these fields.

ELIZABETH SCHWARTZ MEMORIAL AWARD is granted annually, on recommendation from the fine arts department, to the student who has best demonstrated creative talent and initiative in any aspect of the fine arts.

DONALD BENJAMIN BARTON, CLASS SEMINARY 1919, PRIZE — for outstanding work in the philosophy of religion.

THE WILLIAMS S. RAVENELL MEMORIAL PRIZE, endowed in 1973 by the family of the late William S. Ravenell, is awarded annually for academic excellence in the fields of religion or philosophy.

DAPHNE I. DAMACHI LINGUISTICS AWARD, granted annually to the graduating senior who has displayed above-average ability in the study of linguistics, established in 1981 by Mrs. Daphne I. Damachi.

LINCOLNIAN KEYS, awarded annually to those members of the Lincolnian staff demonstrating outstanding ability in journalism.

AWARDS IN SPANISH, FRENCH AND GERMAN, presented to those students who have demonstrated proficiency in linguistic achievement.

LINCOLNIAN PHOTO-JOURNALISM AWARD for outstanding contribution to THE LINCOLNIAN.

THE 1984 E100 CLASS AWARD, presented to the two developmental students (one male and one female) with the greatest degree of overall progress in writing during the current school year. Established in 1980 by the 1984 E100 Class and E100 Coordinator.

THE LINCOLN UNIVERSITY PUBLIC SPEAKING AWARD, established in 1981 and presented to the male and to the female student selected by the teacher and students as the best in oratory.

### NATURAL SCIENCE

THE BRADLEY GOLD MEDAL is awarded to that member of the senior class who has maintained the

highest average in physical sciences

ROSA BRADLEY CHEMISTRY PRIZE is awarded annually to the student who has achieved the highest average in chemistry

THE NORRIS PRIZE IN ORGANIC CHEMISTRY is awarded annually to the student who has achieved the highest average in organic chemistry

THE S. L. LOCKETT PRIZE IN BIOLOGY is awarded annually to the student who has achieved the highest average in biology

THE WILLIAM S. RAVENELL PRIZE IN MEDICAL STUDIES is awarded annually to the student who has achieved the highest average in medical studies

THE JOSEPH M. MORRIS PRIZE IN HISTORY is awarded annually to the student who has achieved the highest average in history

JESSIE B. FINNEY MEMORIAL PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

JOHN M. FINNEY PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

THE LAYTON PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

DR. JAMISON PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

PHYSICS PRIZE is awarded annually to the student who has achieved the highest average in physics

GENERAL PRIZE is awarded annually to the student who has achieved the highest average in general studies

ROBINSON PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

BIOLOGY PRIZE is awarded annually to the student who has achieved the highest average in biology

LYLE W. FINNEY PRIZE is awarded annually to the student who has achieved the highest average in the study of the Lincolnian

highest average standing in selected branches of physical science.

ROSA BRADLEY READ MEMORIAL PRIZE IN CHEMISTRY is awarded to the senior showing the highest proficiency in chemistry.

THE NORMAN EDWARD GASKINS MEMORIAL PRIZE IN ORGANIC CHEMISTRY (endowed in 1955 in memory of Professor Norman E. Gaskins, '34, teacher of organic chemistry, 1937-1955) is awarded annually to that student attaining the highest average in organic chemistry.

THE S. LEROY MORRIS MEMORIAL PRIZE IN BIOLOGY (endowed in 1937 by Mrs. Amaza Morris Lockett, Atlantic City, N.J., in memory of her father, S. Leroy Morris, M.D., of the class of 1892) is given to that member of the senior class who has maintained the highest average in the courses in biology.

THE WILLIAM S. QUINLAND, JR., MEMORIAL PRIZE IN BIOLOGY (given by William S. Quinland, M.D., Nashville, Tennessee, in memory of his son, William S. Quinland, Jr.) is awarded to the pre-medical student of the graduating class who possesses initiative and marked proficiency in biology and who stands second in honors in this subject.

THE JOSEPH LEROY WILLIAMS MEMORIAL PRIZE (endowed by Mrs. Carrie W. Williams in memory of her husband, Joseph Leroy Williams, Lincoln University, '29) is awarded annually to that student in the senior class who has been accepted in a medical school and who has the highest average in chemistry and biology courses.

JESSIE B. PLUMMER MEMORIAL MEDAL, in memorial to Jessie B. Plummer, Class of 1937, was established in 1969 by the Greater Boston Chapter of the Lincoln University Alumni Association and is awarded to that member of the senior class who has earned the highest average in chemistry.

JOHN M. TUTT AWARD IN MATHEMATICS is awarded to that student who has the highest academic standing in the field of mathematics.

THE LAVERTE T. WARREN MEDAL FUND — an endowed fund, the income from which is awarded for a medal and scholarship to the student in the senior class with the highest average in natural science.

DR. JAMES H. BIRNIE MEMORIAL PRIZE for academic achievement, potential leadership and sincere interest in scientific research.

PHYSICS AWARD, presented to a physics or engineering major who excels in freshman physics.

GENERAL CHEMISTRY AWARD given by the American Chemical Society to the student(s) with the highest average in general chemistry.

ROBINSON H. PARSONS AWARD for academic excellence in calculus.

BIOLOGY CLUB TROPHY awarded to that member of the Biology Club in the sophomore or junior class who has the highest cumulative average in biology and who possess profound initiative and interest in biology.

LYLE W. PHILLIPS AWARD, presented for distinguished work in physics.

BIOLOGY CLUB FRESHMAN AWARDS, presented to members of the Biology Club who have the highest cumulative average in zoology and botany, and who possess profound initiative and interest in biology.

WALTER G. MALLORY DEVELOPMENTAL MATH AWARD, granted to the student in Math 100 with the highest average. Established in 1980 by Dr. Walter G. Mallory.

### SOCIAL SCIENCE

THE ROBERT M. LABAREE ESSAY PRIZE IN THE SOCIAL SCIENCES, awarded biennially to a member of the junior or senior class, is the income from \$200 contributed by Dr. Leonard W. Labaree, nephew of the late Professor Robert M. Labaree.

THE HISTORY DEPARTMENT PRIZE is awarded annually to that member of the graduating class whose work in history has shown the most consistent merit during his time as a Lincoln University student.

THE LAURENCE FOSTER SOCIOLOGY PRIZES — given to two graduating seniors majoring in sociology, whose cumulative average equals to, or higher, than 3.50.

PENNSYLVANIA INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS AWARD, presented annually to that student who demonstrates excellence in accounting studies.

VITA Certificates, presented by the Internal Revenue Service to those students who gave outstanding service in the Volunteer Income Tax Assistance Program.

PENNSYLVANIA POWER AND LIGHT PROFESSOR'S SCHOLARSHIP AWARD, presented to those students demonstrating the best performance in the field of Business and Economics.

### PRIZES FOR SCHOLARSHIP STANDING

THE CLASS OF 1915 PRIZE is awarded, on the recommendation of the Faculty Committee on Athletics, to that student of the graduating class of the odd years who has best combined athletic distinction and scholarship standing.

THE CLASS OF 1916 PRIZE is awarded, on the recommendation of the Faculty Committee on Athletics, to that student of the graduating class of the even years who has best combined athletic distinction and scholarship standing.

THE E. K. MARROW MEMORIAL PRIZE (established by Gloria G. Marrow, in memory of her brother, Edmond Kirk Marrow) is awarded annually to the graduate from the state of New Jersey with the highest average.

THE FRAZIER S. TAYLOR MEMORIAL PRIZE (contributed by the father and uncle of the late Frazier S. Taylor) is awarded to that member of the junior class who best combines scholarship and athletic ability.

J. THOMAS STANFORD PRIZE IN MATHEMATICS — awarded to the freshman who shows the most promise in the field of Mathematics.

THE FRANK A. DeCOSTA '31 MEMORIAL AWARD, endowed by the Class of '31, awarded to that member of the senior class who best combines athletics, scholarship and leadership.



**THE SILAS F. TAYLOR MEMORIAL PRIZE** is given to the member of the graduating class with the highest average who has attended Lincoln University for six or more semesters.

**UKANDI G. DAMACHI AWARD**, presented to the graduating international student who has achieved the highest grade point average, established in 1981 by Dr. Ukandi G. Damachi.

### GENERAL PRIZES

**THE WILLIAM H. MADELLA PRIZE** (endowed by Miss F. Louise Madella, Washington, D.C., in memory of her father, William H. Madella, M.D., of the Class of 1876) is given to the graduating student who has made the most general progress and has demonstrated high character, conduct, and scholarship during his career at Lincoln University.

**THE KWAME NKRUMAH MEMORIAL AWARD** — to be given annually to the Afro-American, Afro-Caribbean or African student who best exemplifies leadership, school spirit and class and university participation.

**THE RICHARD T. LOCKETT MEMORIAL PRIZE** (endowed by Mrs. Amaza M. Lockett in memory of her husband, Richard T. Lockett, Lincoln University, '18) is awarded annually to that member of the senior class who during his or her enrollment in the University has made a significant contribution to the campus and the local community.

**NATIONAL LADIES AUXILIARY PRIZE**, awarded annually to two deserving students who are members of both the senior class and the junior class.

**GENERAL ALUMNI ASSOCIATION AWARD** is awarded to a student in the junior class who is outstanding in scholarship, leadership, character and service to Lincoln University.

**EDWARD L. DAVIS AWARD**, presented for outstanding service to the Pennsylvania Beta chapter of the Alpha Chi National Honor Scholarship Society.

**AGWAY, INC. LEADERSHIP AND SCHOLARSHIP AWARDS**, presented to Business and Economics majors for their contribution to the program in terms of academic excellence, leadership potential and other activities on campus.

**T.I.M.E. PROGRAM AWARDS**, presented for academic achievement and contribution to the program.

**CERTIFICATE OF ACHIEVEMENT**, presented annually to that student who has demonstrated outstanding performance on his cooperative job assignment.

**PHILADELPHIA NORTH EASTERNERS AWARD**, presented by regional alumni to an academically and financially deserving student.

**MINNIE RIPPERTON MEMORIAL AWARD**, established in 1981 by the Zeta Phi Beta Sorority, Inc., and presented to a member of the junior class who has shown outstanding performance in the areas of scholarship and service.

### SCHOLARSHIP LISTING

#### PAUL ROBESON SCHOLARSHIP FUND

Friends of Paul Robeson contributed \$10,000 to honor his memory. Income produced by this fund will

be awarded annually to an outstanding, talented senior pursuing graduate studies with a desire to embark on a career in music or drama.

#### HELEN R. AND JULIUS McCLAIN SCHOLARSHIP

Established by colleagues and friends in memory of Helen R. and Julius S. McClain. Mr. McClain, Class of 1922, was a Trustee Emeritus of the University. It was requested that, in lieu of flowers, contributions be made to Lincoln University for the establishment of a scholarship fund in his name. The same request was made at the time of the death of his wife, Helen R. McClain. This fund is to be awarded to a Lincoln student at the discretion of the University.

#### JOSEPH C. WADDY SCHOLARSHIP FUND

Established by colleagues and friends in memory of Judge Joseph C. Waddy, Class of 1935, and Trustee Emeritus of the University. This fund is to be awarded to a Lincoln student at the discretion of the University.

#### PHILADELPHIA NATIONAL BANK

In commemoration of its 175th anniversary, the Philadelphia National Bank created two scholarships and three alternate awards for students entering Lincoln in 1979. Scholarships provide \$1,500 annually for four years. Alternates will receive a one-time award of \$100.

#### BARRINGTON D. PARKER SCHOLARSHIP AWARD

The Barrington D. Parker Scholarship Award was established by Judge Barrington D. Parker, United States District Court for the District of Columbia. Judge Parker was a graduate of Lincoln University, Class of 1936, and was appointed to the Federal Judiciary in 1969. Two awards of \$500 are to be given to outstanding seniors who have been accepted and plan to enter law school or to pursue graduate work in the area of economics, political science, or a related field.

#### BEN HOLMAN SCHOLARSHIP

The Ben Holman Scholarship was established by Benjamin F. Holman, Class of 1952, to be awarded to a worthy minority student in the junior or senior year. The award of \$1,000 is to be made annually with the recipient being selected by the University.

#### DRS. GEORGE E. AND GEORGE D. CANNON SCHOLARSHIP FUND

Established by the Lincoln University Club of New York, Inc. to honor Dr. George E. Cannon, Class of 1893 and Dr. George D. Cannon, Class of 1924. The earnings of this fund are to be awarded to deserving students on the basis of need, high scholastic ability, and who come from all areas of the world; but, preferably of non-Pennsylvania origins.

#### DR. FLOYD C. AND ESTELLE C. MOURNING SCHOLARSHIP

Established by the estate of Dr. Floyd C. Mourning, Class of 1932, and his wife, Estelle C. Mourning. Income on the principal of \$25,000 is awarded in amounts of \$500 to at least three deserving and able students annually.

#### MARTIN LUTHER KING, JR. SCHOLARSHIP

The Martin Luther King Scholarship was established by the members of the Class of 1928. This fund is to be awarded to a student annually on the basis of merit and need.

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# General Information

## COCURRICULAR AND STUDENT ACTIVITIES

The program of Lincoln University includes formally organized and informal student activities. Many such activities are centered in the Student Union under the direction of the Director of Student Activities. General student opinion is expressed through the Student Government Association and this organization sponsors many of the activities on the campus. From the variety of activities, the student is free to participate in those which appeal to his or her own interest.

The Lectures and Recitals Committee brings to the campus a variety of distinguished musical productions and lecturers. Each year the various student and university organizations sponsor a varied program of events with a wide range of appeal.

Students work with the Lectures and Recitals Committee in choosing programs and the various student organizations are also free to bring speakers of interest to the campus. Programs are arranged for the entire student population as well as for special interest groups. Large attendance programs are held in the University's Mary Dod Brown Memorial Chapel. Special interest meetings and events are held in any one of several lecture halls available in Wright Hall, the Student Union, and the fine arts building.

Included in the program of the Student Union is a series of foreign and American films.

THE UNIVERSITY CHORALE is open to all students in the University upon successful auditions held prior to the fall and spring trimesters.

THE UNIVERSITY CHORALE prepares: (1) a Christmas program, (2) a Spring Concert, (3) music for some University convocations, and (4) a repertory for the major tour which takes place in the late spring. Choral members may enroll for credit.

THE UNIVERSITY CONCERT BAND is open to all students in the University upon successful auditions held prior to the Fall and Spring trimesters. The University String Ensemble is open to all students in the University upon successful auditions held prior to the Fall and Spring trimesters. The University Jazz Ensemble is open to all students with the consent of the director.

MUSIC EDUCATORS NATIONAL CONFERENCE STUDENT CHAPTER NO. 646. Sponsored by the Music Department, this organization is open to all interested music students. It aims to acquaint members with current activities and development in the field of music education. Both campus and off-campus meetings are held at which programs augment instructional activity. The organization sponsors an annual High School Choral Festival and a weekly chorus for children of Lincoln University village. Membership in the organization provides membership in the Music Educators National Conference.

MU PHI ALPHA — a musical-social organization

founded at Lincoln University for all students interested in music.

THE VARSITY CLUB, composed of students who have won their "L" in any sport, fosters student morale and encourages good sportsmanship.

THE LINCOLN CHAPTER OF THE ALPHA KAPPA ALPHA HONORARY FRATERNITY IN PHILOSOPHY sponsors discussion of philosophical topics.

THE PENNSYLVANIA BETA CHAPTER OF THE ALPHA CHI NATIONAL HONOR SCHOLARSHIP SOCIETY elects to membership those members of the junior and senior classes who have a cumulative average of 3.30 (B+). All students must be in residence at Lincoln two semesters before being considered for induction. Alpha Chi is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students, and to honor those achieving such distinction. It admits to membership students from all academic disciplines.

THE ALPHA CHAPTER OF THE BETA KAPPA CHI HONORARY SCIENTIFIC SOCIETY elects to membership those students who have met the requirements of the society by completing the equivalent of 64 semester hours of college work, 17 semester hours of which shall be in one of the sciences recognized by this society, with a grade of at least B (3.00). The aims of the society are to encourage and advance scientific education through original investigation, the dissemination of scientific knowledge and the stimulation of high scholarship in pure and applied science.

THE PHI KAPPA EPSILON HONOR SOCIETY has for its purposes the encouragement of high scholarship, the acquisition of knowledge and the ability to undertake accurate research.

The society elects to membership upperclassmen who have a cumulative average of 3.33 (B+) and above for a minimum of three semesters exclusive of their freshman year. The student must submit a research paper or the results of a research project to his major professor and receive the approval of the major professor prior to election. Transfer students must be in residence at Lincoln two semesters before being considered for election.

THE LINCOLN UNIVERSITY PLAYERS generally present two formal productions and at least one informal or workshop performance each year, cooperate in the productions on campus of the Lincoln Community Players, and sponsor other dramatic events on campus. Membership is open to all students who have taken active part in the performance or production of at least two plays. The season generally includes the exchange of productions with dramatic groups in neighboring colleges.

THE THURGOOD MARSHALL LAW SOCIETY was founded on October 2, 1967, the day on which Justice Marshall took his seat on the Supreme Court of the United States. It sponsors lectures and discussions of law as a profession.



**THE TOLSON SOCIETY**, named in honor of the late distinguished poet Melvin Tolson who graduated from the University in 1923, sponsors a variety of activities of literary and humanistic concern, including a regular discussion program.

**STUDENT PUBLICATIONS** include **The Lincolnian**, published twelve times a year as an activity of the class in journalism, and **The Lion**, the senior yearbook.

**CHAPTERS** of the following intercollegiate fraternities and sororities sponsor social, academic, and cultural events on campus: Alpha Phi Alpha Fraternity, Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Omega Psi Phi Fraternity, Phi Beta Sigma Fraternity, and Zeta Phi Beta Sorority. The following service and social organizations also provide activities: Alpha Phi Omega National Service Fraternity, Gamma Sigma Sigma National Service Sorority, Solid Phi Solid, Groove Phi Groove Social Fellowship, Together Pi Brothers, Penthouse Players, and Chi Alpha Phi Fraternity.

**FACILITIES** for cocurricular and student activities include the Student Union, the chapel and little theater, the auditorium, the Ladies Auxiliary Guest House, Ware Center, the gymnasium, and grounds. Included are four handball courts; soccer, intramural football fields; a baseball diamond and softball field; seven tennis courts.

Meeting rooms, lounges, the bookstore, student mailroom, the counseling center, and the snack bar are located in the Student Union Building. The game room and bowling alleys are located in the Alumni Memorial Gymnasium.

## MUSIC IN THE COLLEGE

College students not majoring in music may take work in applied music with credit and are invited to participate in the various musical organizations. For fees in applied music, see the section on Miscellaneous Fees, page 16.

For the college non music majors there are: (1) The University Chorale and the University Instrumental Ensemble, (2) concerts and recitals presented by the Lectures and Recitals Committee and the Department of Music, and (3) lessons in applied music — piano, voice, organ, and band/orchestral instruments.

## RELIGIOUS INSTITUTIONS AND OPPORTUNITIES

The Chaplain of the University 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 is available to all students for advice and counsel. He also serves as the coordinator of religious activities for the University.

The University considers spiritual growth 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 individual spiritual development. The campus supports a number of religious organizations with varying roles, views and beliefs.

**CHAPEL USHER BOARD** is composed of students who serve as marshalls in the weekly Community Worship Service. This group greatly enhances the decorum and orderliness of the service.

**FELLOWSHIP OF CATHOLIC STUDENTS** is composed of students who seek to deepen their spirituality within the Catholic tradition. Discussions, fellowship hours and services of sacred mass are the major activities of this organization.

**GOSPEL ENSEMBLE** consists of students who enjoy singing traditional and contemporary gospel music. The choir is always in great demand both on and off campus.

**ISLAMIC STUDENT ASSOCIATION** is composed of students who are interested in learning more about the Islamic lifestyle. The I.S.A. meets every Wednesday and Friday in the basement of Rendall Hall for study and worship.

**JOHN MILLER DICKEY SERVICE SOCIETY** is composed of students who seek to learn more about the ministry and other religious vocations. It meets once a month for the discussion of religious and social topics.

**MILITANTS FOR CHRIST** is composed of students who meet weekly to express their Christian commitment through evangelism, discussions and worship services.

## THE ATHLETIC AND PHYSICAL EDUCATION PROGRAM

### INTERCOLLEGIATE ATHLETICS

The importance of physical education and physical fitness is recognized in the effort made to provide a varied program designed to meet the needs and to reflect the interest of the students. All full-time students are required to take Freshman Physical Education 101 unless excused by the University Physician.

The objective of the program of intercollegiate athletics is the development of health, sportsmanship, group loyalty, and wholesome living among the greatest possible number of students.

All varsity sports conducted by the University are considered major sports. Any regular student, currently enrolled and carrying a minimum of 12 credit hours of academic work, may participate in varsity sports. To compete in two varsity sports simultaneously, a student must have permission from the Dean and the University Physician.

Participants in intercollegiate athletics are expected to meet the same standards of academic performance, need, and leadership qualities that are required of other students to qualify for financial assistance. Lincoln University belongs to the following conferences: N.C.A.A., E.C.A.C., N.A.I.A., IC4A, A.I.A.W., E.A.I.A.W., and P.A.I.A.W. The varsity intercollegiate sports program includes soccer, cross country, basketball, tennis, and track. The women's program includes volleyball, and basketball.

### INTRAMURAL SPORTS

About one-half of those enrolled at Lincoln choose to be involved in an intramural sports program which

affords opportunity in organization provides recreation in a variety of faculty in a variety of karate, archery, tennis, volleyball, play and tournament individual bas

It is hoped that intramural activities will develop an activity as a le

## STUDENT HEALTH CENTER

The Health Center is located in Cresson Hall. The duty at all times is the Health Center. A psychologist and provides assistance in psychiatric and medical cost to the stu

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affords opportunity to all students for active participation in organized physical activities. The program provides recreational opportunities for students and faculty in a variety of activities including swimming, karate, archery, touch football, table tennis, badminton, volleyball, track, softball and basketball. League play and tournaments organized on both team and individual basis are held in most of the activities.

It is hoped that every student will participate in an intramural activity and that, through participation, he will develop a wholesome attitude toward physical activity as a leisure time pursuit.

## STUDENT HEALTH SERVICE HEALTH CENTER

The Health Center is located on the first floor of Cresson Hall. It is open 24 hours a day with nurses on duty at all times. Part-time physicians are available in the Health Center four days a week and by appointment. A psychiatrist is available at the Health Center and provides evaluation of emotional difficulties and assistance in working out necessary treatment. Psychiatric and medical consultations are furnished at no cost to the student.

The Health Center has in-patient facilities where students with minor medical and surgical problems can be kept overnight. All prescribed medications will be dispensed to the student without charge.

There is a local community hospital (Southern Chester County Medical Center) three miles from Lincoln's campus with emergency, surgical, x-ray, and other diagnostic facilities. Students requiring hospitalization are cared for there. The University maintains a Health Service Van on campus which is available at any time to transport injured students to and from the medical center.

There is a full array of specialists and consultants available in the area and nearby cities including surgeons, gynecologists, urologists, orthopedists, ophthalmologists, dentists, etc.

Students are encouraged to bring all of their health problems to the Health Center. The Health Center records are kept separately from all the University records. Needless to say, communications made in the Health Center are privileged information and *not* available to anyone including other University officials and parents, without the written consent of the student involved.

## STUDENT HEALTH INSURANCE PLAN

All students are encouraged to take part in the Lincoln University Student Health Insurance Plan. However, if parents choose not to have their son/daughter covered under this policy, the University requires that a Health Insurance Notification Form be signed by the parents indicating that they do not want this insurance coverage and stating what type of insurance the student is presently covered under. The notification form is to be returned to the office of the Vice President for Student Affairs. If this notification form is not returned to the University by the time of registration, the student will be billed for the insurance for the academic year.

## MEDICAL HISTORY/HEALTH EVALUATION FORM

As part of the procedure for admission into Lincoln University, every student must submit a Report of Medical History/Health Evaluation form completed by a licensed physician attesting to the student's physical and emotional health. This information is not employed as admission criteria, however, it is required to permit the University to adequately prepare for the physical and emotional needs of its students.

## INTERNATIONAL PROGRAMS

Lincoln University has had an international orientation since its inception in 1854 as Ashmun Institute. The Reverend John Miller Dickey and other leaders in the American Colonization Society had as their original purpose in founding the Institute the training of young missionaries for service in Africa; therefore, three members of the first graduating class of 1859 went to serve in Liberia.

Lincoln University was also one of the first, if not the first, institution of higher education in this country to welcome students from Africa. Among the many distinguished African alumni of Lincoln University are heads of state, foreign ministers and diplomats, clergymen, educators, doctors, lawyers, financiers and industrialists who, in serving the newly emerging nations of Africa, have given Lincoln a unique reputation on that continent.

Lincoln University's long tradition in international affairs continues to be a characteristic feature of the institution. In its efforts to facilitate an increased internationally oriented enrollment, and to further enhance the education of its existing international, interracial, and multiethnic student body, Lincoln University offers a variety of international courses, programs and activities.

Specifically, the following are offered:

### Courses

Lincoln University offers a wide variety of international courses, in addition to those in foreign languages. See the following departments in the Bulletin for specific international curricular offerings:

1. Economics and Business Administration
2. English
3. History
4. Languages and Linguistics
5. Philosophy
6. Political Science
7. Religion
8. Sociology

### Programs for Students

1. African-American Professors Exchange

The program, sponsored by the Phelps-Stokes Fund, brings guest lecturers from an

African university to Lincoln for one semester.\*

## 2. Bilingual Tutors

Hispanics who are encountering difficulty with English are provided tutorial assistance in this community outreach program.\*\*

## 3. Community Cultural Outreach

International students share information about their countries with area schools and organizations in short oral presentation/demonstrations for which they receive travel expenses and a small stipend.\*

## 4. French, German and Spanish Tutors

Program provides tutorial assistance to Lincoln University students who are encountering difficulty with language study.\*\*

## 5. Honors Program with Russian and Chinese

Students of above-average ability pursue an honors program in mathematics and science, along with two years of study in Russian or Chinese.\*\*

## 6. International Curriculum Development Program (ICDP)

Students participate with faculty in working out international curriculum materials.\*

## 7. Junior Year Abroad — French and Spanish

This program aims to provide cross-cultural experiences to students who wish to pursue international careers.\*\*

## 8. Native Assistance Program

This program brings to campus each year one native French or Spanish speaking consultant.\*\*

## Programs for Faculty

### 1. Caribbean-American Exchange Program (CAEP)

One faculty member per year receives a two-week study grant to one of seven Caribbean areas.\*

### 2. Community Cultural Outreach

International faculty share information about their countries with area schools and organizations in short oral presentation/demonstrations for which they receive travel expenses.\*

### 3. International Curriculum Development Program (ICDP)

Faculty develop international curriculum materials and approaches for use in their classes.\*

### 4. West African Heritage Seminar

A maximum of two faculty members receive ten-week study grants to West Africa each summer.\*

\*Institute Programs

\*\*Languages and Linguistics Programs

## Organizations

1. Alpha Mu Gamma (National Foreign Language Honor Society)
2. French Club
3. German Club
4. International Club
5. Language House (Alumni House)
6. Pan African Club
7. Phi Sigma Iota (National Foreign Language Honor Society)
8. Spanish Club

## Activities

1. Convocations
2. Dinners
3. Films
4. Lectures
5. Parties
6. Receptions
7. Seminars
8. Guest Speakers

## Human Resources

Lincoln University has among its student body, staff, faculty and administrators, persons from Bangladesh, China, Ethiopia, France, Germany, Ghana, Hungary, India, Iran, Japan, Kenya, Liberia, Lesotho, Nigeria, Nimibia, Philippine Islands, Sierra Leone, South Africa, Zimbabwe, Bahamas, Barbados, Bermuda, Virgin Islands, Puerto Rico, Haiti and Trinidad. The cultural diversity of this group brings about a greater awareness among the Lincoln family of the cultural diversity in this universe, and the roles those diverse cultures have played in mankind's progress.

## Other

Another aspect of international offerings is the notable library collection of American black and African literature, periodicals and documents of research value.

In addition, Lincoln University houses on its campus one of the largest and most complete museum collections of African art and artifacts to be found on the east coast.

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## SUPPORT SERVICES

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Recently, the University established an Institute for International Affairs, an umbrella or reporting coordinator for selected existing and new activities. The Institute works in conjunction with outside organizations such as the Phelps-Stokes Fund, ICA, and International House of Philadelphia, to name a few, to round out Lincoln's international program.

Through the Institute and its activities, those of the various departments and outside agencies, Lincoln University continues to attract and maintain a diverse student body that it prepares for constructive living in a pluralistic society. Lincoln continues to seek new programs and new opportunities as it provides quality education for all its students.

## SUPPORT PROGRAMS AND SERVICES

### A FRESHMAN STUDIES PROGRAM

The scope of this program is to provide the range and variety of learning experiences required to make all entering students educationally competitive on a college level. It is expected, upon completion of the program, that students will be able to demonstrate mastery of the prerequisites in mathematics, composition, reading, and general knowledge required to perform satisfactorily in the upper level college courses.

#### I. OBJECTIVES

The major objectives of the Freshman Studies program are:

1. To provide a learning environment conducive to the development of the human person, so that each student may realize his own fullest potential as an individual.
2. To provide academic experiences for students who have deficiencies, so they may become educationally responsive and competitive when they reach the upper class levels.
3. To provide adequate and appropriate instruction for regular performing freshmen students so they may build the foundation needed to satisfactorily progress through the college programs.
4. To provide an enrichment program for talented freshmen so they may more fully utilize their highly developed skills.
5. To expose all freshmen students to a core of human knowledge so that they might understand the basic concepts, principles, and ideas that help to shape the educated person.

The five major objectives of the Freshman Studies Program are directed to a resolution of the educational needs of low achieving, average achieving and talented freshmen students. Objective five focuses on providing all freshmen with the informational resources needed to perform satisfactorily in most behavioral sciences, natural sciences and humanities courses.

All freshmen will be tested when they arrive by the appropriate departments in reading, composition,

mathematics, and speech. The results of these tests will be used to diagnose each student's readiness for college work. The diagnostic process will place students in the proper reading, composition, mathematics, and speech courses. It will also assist in selecting potential Honors students.

The Freshman Curriculum consists of three types of courses:

1. **Developmental Courses:** English 100, basic composition; Education 100, literal reading; Education 101, interpretive reading; Education 102, oral communication; Mathematics 090, basic mathematics; Mathematics 095, elementary algebra.

None of these courses are at college level; therefore, none carry credit toward graduation. However, all courses give credit toward financial aid.

2. **University Courses:** The courses are the 100 level courses other than Developmental (see 2.1). A few 200 level courses are open to freshmen. Freshmen whose basic skills in reading, writing and mathematics are at college level will be registered in these courses. All carry graduation credit.
3. **Honors Program:** Honors students will take special Honors seminars. They will also do special advanced work in several of their regular courses. For a complete discussion of the Honors program see page 28.

#### II. FRESHMAN SCHEDULE

Freshmen in their first semester at Lincoln will usually take the following courses:

Education 100 or 101. Students will be placed in these courses on the basis of their score in the reading test, or may not be required to take either, if they score well.

English Composition 100, 101 or 102 as determined by the composition test.

Mathematics 090, 095, 102, 103, or 121 as determined by the mathematics test.

Education 102. Students may test out of the course.

Education 105. Seminar on academic and career planning.

Physical Education 101.

Those freshmen who test out of reading (Ed 100 and 101) and/or speech (Ed 102) will take one or two other courses. These will commonly be chosen from:

- A course in the student's planned major
- A social science course
- A laboratory science course
- A language course

The Freshman Studies Program consists of all courses that freshmen take. The courses are run by the respective departments and descriptions of them are found elsewhere in this Bulletin.

## THE HONORS PROGRAM

A General Honors Program was started in the spring semester of 1980. The program is designed for those students able and willing to undertake more rigorous, sophisticated and demanding academic work. A student successfully completing the program will have General Honors noted on his/her diploma and transcript.

### Admission Requirements and Process

There are three ways in which a student may be admitted into the Honors Program:

#### 1) First semester freshmen

The committee on honors will review the following materials:

- a) S.A.T. scores
- b) High school record and class standing
- c) University placement test scores

#### 2) Second semester freshmen

The committee on honors will, after midterms, request the faculty to submit the names of students who have the ability and motivation to succeed in the program.

No students enrolled in 100 level courses are eligible for the program.

The committee will review the materials listed above in 1, along with midterm grades. After determining that a student is a possible candidate, the committee will then interview the student. The decision of the committee will be contingent on the student's achieving at least a 3.0 average for the trimester.

The director will advise the students. All honors students will participate in the honors seminar during the spring trimester.

#### 3) Sophomores and juniors

Students whose grade point average is 3.0 or above at the end of their second, third or fourth trimester will be invited to apply for the Honors Program. Each will submit an application, which will include an essay. A letter of support from at least one instructor must accompany the application. On the basis of an assessment of the application, the recommendation and the G.P.A., the committee will select students to be interviewed and will make a final determination.

### Retention Policy

In order to remain in the program, students must maintain a 3.0 average and receive at least a B in Honor's Seminar. Students falling below this average will be retained in the program for one semester in order to give them an opportunity to raise their grade point average.

### Academic Requirements

- I. For graduation with honors, students must

have a cumulative G.P.A. of 3.2 by the end of the last semester before graduating.

- II. Honors Seminars. Students will be required to complete all honors seminars with a B or better. There will be two to three seminars, each counting as a full three-semester-hour course.
- III. A total of 10 honors points in regular classes. The procedure and criteria are as follows:
  - A. The student's instructor will develop an extra program for honors students in his/her class. The student will be required to cover additional material and to complete problems and/or written assignments which require more challenging, critical analyses.
  - B. The instructor will submit the student's materials with his/her recommendation for honors points to the committee on honors. A maximum of two points may be earned in any one class.
  - C. The committee will review the materials and make the final determination as to honors points conferred for the class-work.
  - D. A student may attempt to obtain honors points in a maximum of two courses during any one semester.
  - E. A student may earn a maximum of four honors points in his/her major. At least two points must be earned in each division. Adjustments will be made for students entering in the sophomore year.
- IV. Honors points for special projects.

A series of projects will be completed by the student independently under the guidance of the director and the committee on honors. The student will be required to complete five projects successfully and will be given an honors point for each. Honors projects may include:

  - A. Improving reading efficiency by an amount to be designated as realistic by lab personnel, and improving test taking skills by completing lab exercises successfully.
  - B. Attendance at and critique of a designated number of performances and lectures presented on campus.
  - C. Completion of a field career analysis for two career alternatives.
  - D. Critical Review of classic books.
  - E. National Collegiate Honors Council Conferences of two days or more.
  - F. Library Project. A thorough bibliographic search of the literature on a specific topic.
- V. Completion of departmental honors. Each student will be required to complete departmental honors successfully.

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## CAREER SERVICES CENTER

The Career Services Center, located on the fourth floor of Lincoln Hall, comprises three separate components: Cooperative Education, the Placement Office, and the Occupational Library.

The Cooperative Education Program offers students an opportunity to combine classroom learning with planned, practical work experience. Each student is assigned to an employer on an individual basis with greatest consideration given to his major and career interests. The students' earnings contribute to financing their own education, leading to self-dependence and independence thereby contributing to their self-esteem and confidence.

The Cooperative Education Work Projects consist of a minimum of two off-campus experiences which allow a student to earn academic credit toward the completion of the Baccalaureate Degree requirements:

Freshman Year			Sophomore Year		
1st Tri.	2nd Tri.	3rd Tri.	1st Tri.	2nd Tri.	3rd Tri.
On Campus	On Campus	Optional	On Campus	Off-Campus Exper.	On Campus
Junior Year			Senior Year		
1st Tri.	2nd Tri.	3rd Tri.	1st Tri.	2nd Tri.	3rd Tri.
Off-Campus Exper.	On Campus	On Campus	Optional	—	—

The Placement Office assists students in securing employment by:

- holding workshops on resume writing and interviewing techniques.
- contacting industrial and business companies to recruit on campus.
- arranging interviews with qualified students.
- keeping student files on record and notifying prospective employees when positions become available.

The Occupational Library houses information on career education, cooperative education, graduate schools and placement in a variety of formats: books, career briefs, folders, pamphlets, audiovisual programs and print-outs from a data bank used in conjunction with two computer terminals.

The Career Services Center sponsors two major programs: Graduate School Day in the fall, when graduate school representatives from all parts of the country are on campus to talk with interested students; and in the spring, Careers Day enables students to make contact and discuss employment with private and government agency representatives.

## THE TIME PROGRAM (ACT 101)

The (ACT 101) Time program is one of Lincoln University's supportive service programs that provides counseling and tutorial support in mathematics, reading and writing. The program assists Pennsylvania resident-educationally and economically disadvantaged students who have deficiencies in communicative and quantitative skills. Non-resident students are usually served by the SPEED program.

The counseling program offers extensive academic and personal services under the direction of professional counselors aided by student peer counselors. The Counseling Center seeks to provide students with help in handling emotional difficulties, improving personal relations, strengthening academic abilities, and sharpening intellectual skills.

The Reading/Writing Laboratories, located in the Learning Resource Center, provide support and practice in reading and writing skills to enable students to profit from instruction in the academic subject areas. The Lab is equipped to offer individual instruction in reading comprehension, speed, and study techniques as well as assistance with writing problems ranging from grammar and punctuation to organization of research papers.

The Mathematics Laboratory, also located in the Learning Resource Center, serves students who are having problems with computational skills. The Lab is unique in its set-up and composition and employs many techniques to develop these skills. Group work, peer-tutor instruction, individualized audiovisual instruction, and computer assisted instruction are provided by the staff.

## SPECIAL SERVICES FOR ENRICHING EDUCATIONAL DEVELOPMENT

### (SPEED)

The SPEED Program is a supportive services program, designed to help make the undergraduate experience more meaningful and successful for approximately 300 freshman and sophomore students.

The counseling component of the SPEED Program provides counseling of an academic and personal nature for participating students. Through the use of professional counselors, the program attempts to facilitate the academic and social adjustment to college life.

The tutorial facet of the program provides individual academic assistance — on a short term or continuous basis — upon request. The main thrust of the tutorial program is to enhance the academic development and success of program students, with the assistance of the faculty and peer tutors.

Also the SPEED Program offers vocational and career counseling to individual students, and serves as an advocate for students needing assistance to pursue a program of graduate or professional education.

### UPWARD BOUND

Upward Bound is a pre-college program sponsored by the University for 13 of the past 15 years. The

program is designed to enrich eligible youth in their preparation for college through a rigorous six-week summer residential program.

Extensive counseling, tutoring and monitoring of the participants, in their last three years of secondary education, takes place throughout the school year.

Many Lincoln undergraduates work as tutor/counselors and dormitory assistants, gaining valuable skills in communication, tutoring and human resource development.

Lincoln's faculty makes a valuable contribution to the program participants through a variety of informal presentations as well as formal classroom instruction. Their involvement has made this program a very positive experience for the participants.

Eligible youth are recruited from school districts in Chester County and Philadelphia. Students nearing high school graduation are given comprehensive assistance in filing college and financial aid applications. Every effort is made to insure a successful adjustment to the college experience.

## BUILDINGS

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, houses an open shelf collection of almost 140,000 volumes (including bound periodicals) which will eventually be expanded to more than 300,000 volumes. There is a special collection of Negro and African literature representing all aspects of the black experience. The library also houses a part of the Susan Reynolds Underhill Collection, and selections from other collections of African art and artifacts. It was constructed with funds contributed by the Longwood Foundation, members of the alumni, and friends.

Completed in the fall semester of 1971, the fully air-conditioned building contains a microform room, a multi-purpose room, a listening area, reading lounges, smoking studies, individual and group study rooms, and typing rooms. A special feature is the after-hours study with a separate entrance from the outside, providing a study space for students during the hours the library is closed.

It is the policy of the library to try to supply, either by purchase or through inter-library loan, the books needed by students or members of the faculty for their individual research.

VAIL MEMORIAL HALL, constructed in 1899 and doubled in 1954 by the construction of a wing, served as the University Library until 1972. It was renovated in 1973 to serve as the administrative center for the offices of the President, Vice Presidents, Business Office and other offices.

WARE FINE ARTS CENTER, completed in 1965, includes a modern language laboratory; a library of recordings, tapes and films; a small auditorium with a projection room and large screen television, high-fidelity radio, phonograph equipment for the study of the fine arts and cinema, and recording facilities; a practice room for choral and instrumental music; seminar and class rooms, including special facilities for public speaking and debate; a little theater designed for easy conversion to each of the three main

types of theatrical production (arena, open and proscenium arch); a studio of the fine arts, a combination lobby and gallery for art exhibits, fourteen small practice and listening rooms, offices for faculty members. It is named in memory of Clara and John H. Ware, Jr., friends of the University, and was constructed with funds provided by the General State Authority.

HAROLD F. GRIM HALL FOR THE LIFE SCIENCES, erected in 1925 with funds contributed by the Alumni Association and other friends, including the General Education Board, and Mr. Pierre S. duPont, was doubled in size and completely modernized in 1968 with a grant from the Longwood Foundation and is equipped for study and research in the life sciences, including anthropology, biology, geology, and psychology. The building also houses a modern computer center. It is named for Dr. Harold Fetter Grim who served successfully for fifty years as Dean of the University and professor of biology.

UNIVERSITY HALL is a three-story brick structure built in 1891 and recently reconditioned for lecture and recitation purposes and offices for faculty members.

WRIGHT HALL, built in 1960, is named in memory of Walter Livingstone Wright, who served successively from 1893 to 1945 as professor of mathematics, vice president, and president. It is equipped with modern facilities for teaching and for research in the physical sciences and mathematics.

THE MARY DOD BROWN MEMORIAL CHAPEL, gift of the late Mrs. Susan Dod Brown of Princeton, N.J., is a Gothic structure of dark red brick built in 1892 and containing an audience room for 400 persons, a Fellowship Hall with a seating capacity of 200, and other facilities.

THE LEARNING RESOURCES CENTER, made available by the Federal Works Agency, as part of the Veterans' Educational Facilities program, was completed in 1947 and has been renovated into a facility which houses reading, writing, and math laboratories, an audiovisual center, and art classroom.

THE ALUMNI MEMORIAL GYMNASIUM, completed in 1972, houses a 2400 seat capacity gymnasium, an Olympic-size swimming pool, classrooms, a wrestling room, dance studio, training room facilities and a recreation area, including an eight lane bowling alley. It was constructed with funds provided by the General State Authority.

THE STUDENT UNION was completed in January, 1964. It serves as a center for cocurricular activities and includes the main dining hall for all students, a dining room for smaller groups, a snack bar, the bookstore and student post office, lounges, counseling offices, and meeting places for student activities. It was constructed with funds provided by the General State Authority.

LINCOLN HALL, built in 1866 and completely remodeled in 1961-1962, houses the administrative offices including the offices of the Vice President for Student Affairs, Dean of Students, the Registrar, Admissions, Financial Aid, the Career Service Center, and other offices.

LADIES AUXILIARY GUEST HOUSE was built and furnished in 1954 with funds raised by the Ladies

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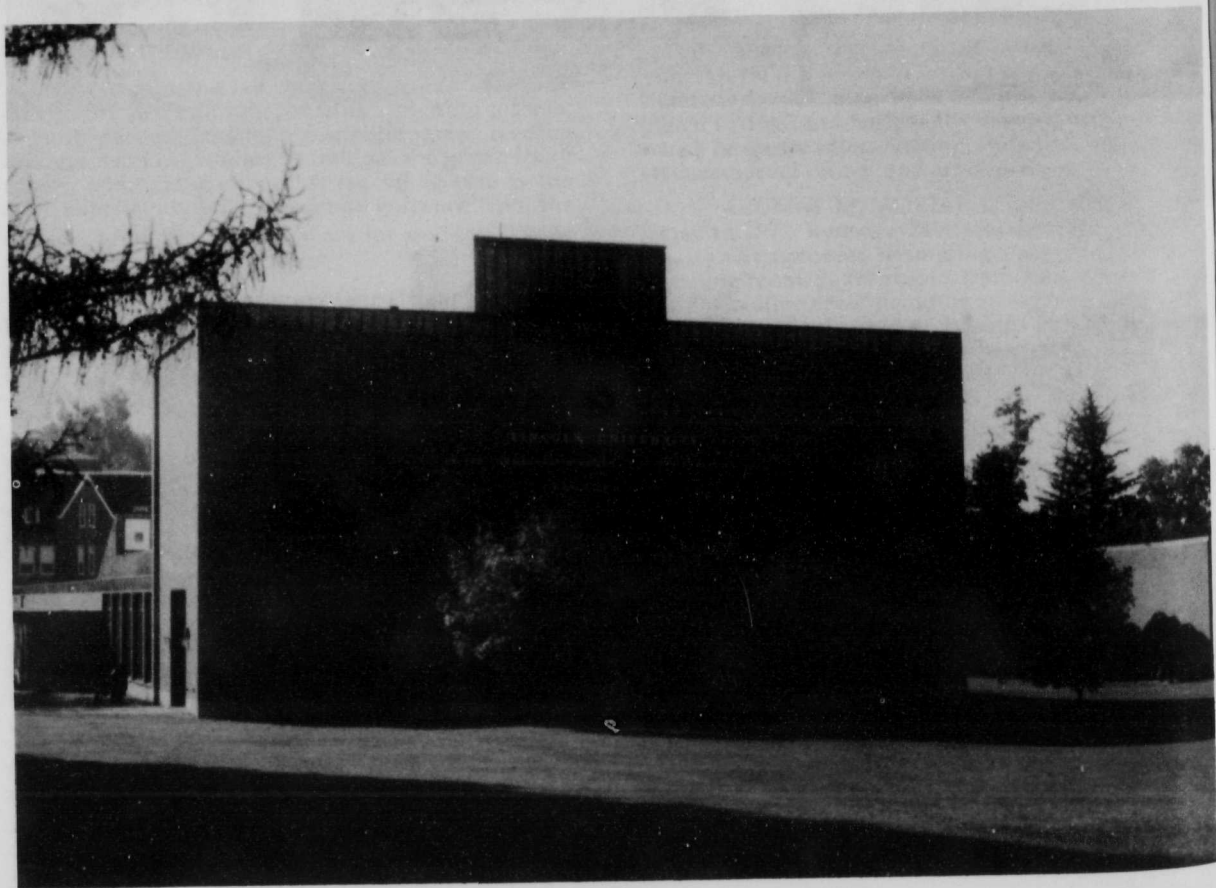


Auxiliary of Lincoln University to provide accommodations for overnight guests and for group activities.

**FACULTY HOMES AND SERVICES FACILITIES** — Twenty-one buildings on campus are used as residences for faculty, administrators, and other members of the University staff.

A new central heating and auxiliary maintenance shop was completed in the spring of 1963 and a storage building in 1965.





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## DORMITORIES

The University buildings used as dormitories accommodate about 1050 students. Each room is provided with the essential articles of furniture such as desks, chairs, tables, and beds. Repairs are made by the University but extraordinary damage is corrected at the expense of those who occupy the rooms.

Each student must bring with him a pillow, three pillowcases, four sheets for single beds, and sufficient blankets and towels, all marked with the full name of the student. Machines for washing and drying clothes are installed in the dormitories; commercial laundry facilities are available in nearby Oxford.

Students who reside in the dormitories must take their meals in the dining hall.

ALUMNI HOUSE, formerly used as a residence for the president of the University, now provides housing facilities for 18 students interested in a concentration in foreign languages.

AMOS HALL was constructed in 1902 and served as the University student center. It was renovated in 1965 and now serves as a dormitory housing 25 students.

CRESSON HALL was built in 1870 with funds secured from the Freedman'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.

HOUSTON HALL was erected in 1881 as a gift of the late H. H. Houston of Philadelphia.

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

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. It now houses 40 students.

MORRIS HALL was built in 1935 with funds contributed by Miss Susan Gorges, members of the alumni, and the General Education Board. It served as a physical education building and social building prior to conversion in 1972 to a dormitory. It accommodates 30 women.

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. It accommodates 126 students.

ASHMUN HALL was built in 1966 with funds provided by The General State Authority. It accommodates 110 students.

LUCY LANEY HALL was built in 1967 with funds provided by The General State Authority. It accommodates 135 women.

FREDERICK DOUGLASS HALL was built in 1968 with funds provided by The General State Authority. It accommodates 129 men.

LORRAINE HANSBERRY HALL was constructed in 1972 with funds provided by The General State Authority. It accommodates 192 women.

## POLICY FOR INTERVISITATION HOURS IN THE RESIDENCE HALLS

Freshmen: 12:00 noon to 9:30 p.m. Sunday-Thursday  
12:00 noon to 2:30 a.m. Friday and Saturday  
Upper-Classmen: 12:00 noon to 11:00 p.m. Sunday-Thursday  
12:00 noon to 2:30 a.m. Friday and Saturday

## HOUSING REGULATIONS

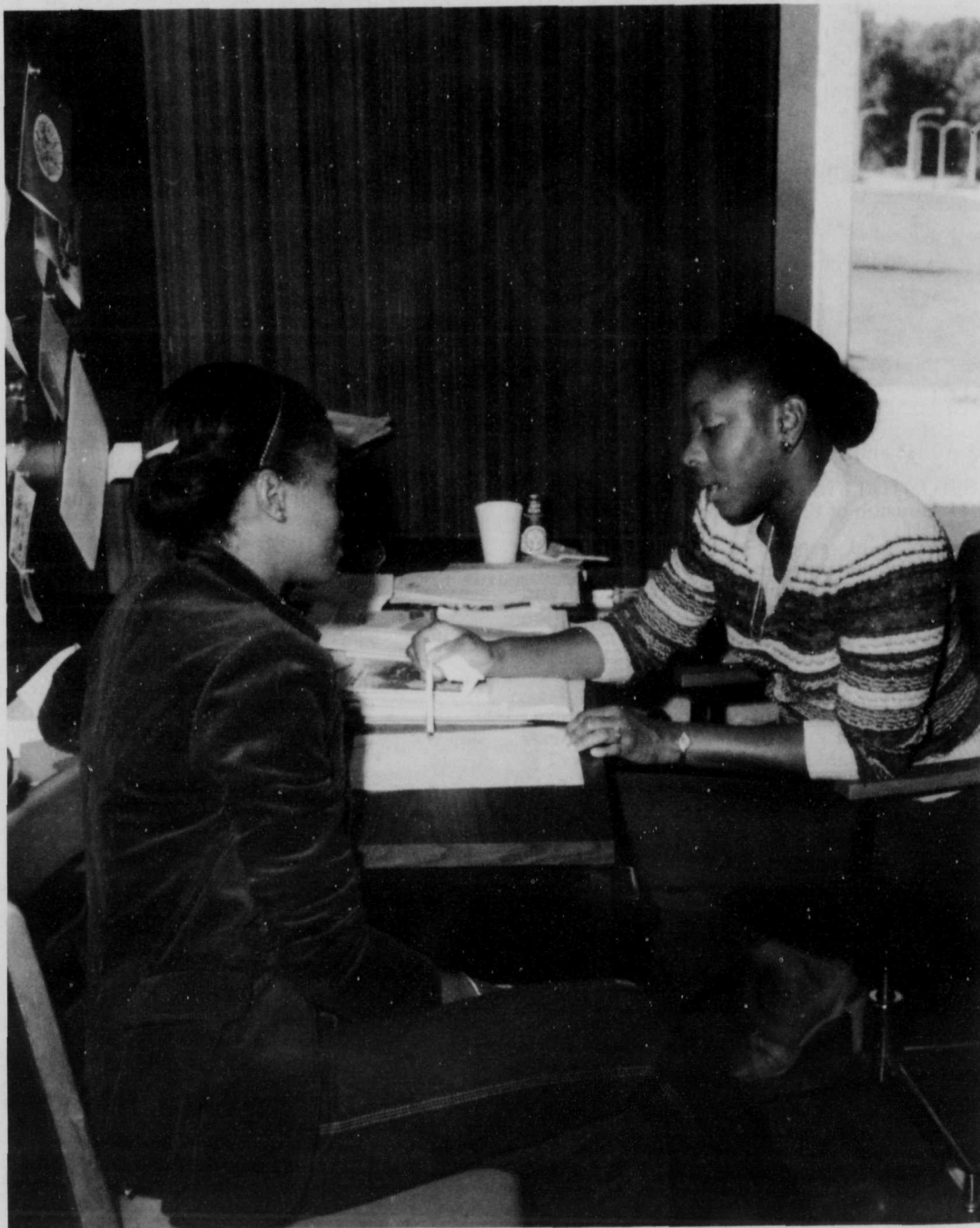
All resident students must acquaint themselves with the following guidelines and sanctions governing intervisitation:

1. All visitors must enter the residence hall by the designated door. All other doors are **emergency exits only**. The use of any other means of entry is considered trespassing and illegal.
2. Residents are held responsible for the conduct of their guests.
3. Failure of a student to register his/her guests or escort them will be automatically referred to the office of the Vice President for Student Affairs for disciplinary action.
4. All students must present and leave a student I.D. Card. No other identification will be accepted for students.
5. For the non-student who is visiting a residence hall, he/she must leave a valid identification card (drivers license, a military I.D., or an employment card) at the desk. The host student must meet his/her guest and have them sign in at the lobby desk, indicating the time of arrival. When leaving the residence hall, the guest will sign out and again indicate the time.
6. Announcements will be made 15 minutes and 5 minutes prior to the end of visitation hours by authorized personnel on duty at the desk.
7. Hall residents have the right to privacy; therefore, if the presence of a guest is an inconvenience to a roommate, the guest must leave the room.

MEMBERS OF THE OPPOSITE SEX, EXCEPT AUTHORIZED COLLEGE PERSONNEL, ARE NOT PERMITTED IN ANY AREAS OF THE RESIDENCE HALL OTHER THAN DURING HOURS PROVIDED FOR BY THE INTERVISITATION POLICY. A STUDENT VIOLATES THIS POLICY WHENEVER HE/SHE IS IN THE COMPANY OF A MEMBER OF THE OPPOSITE SEX, OR IS FOUND WANDERING ALONE IN ANY AREA OF A RESIDENCE HALL AFTER VISITATION HOURS. THIS VIOLATION IS REGARDED AS A SERIOUS MATTER, AND CONSEQUENTLY ANY STUDENT VIOLATING THIS REGULATION WILL BE SUBJECT TO THE FOLLOWING DISCIPLINARY ACTION: SUSPENSION FROM THE UNIVERSITY.

## PERSONAL PROPERTY INSURANCE

The University is not responsible for the theft, damage, or loss of students' personal property, clothes, books, appliances, money, or any other valuables. While every effort will be made to deter and/or recover items lost or stolen, the University encourages each student to either obtain additional property insurance, which is provided through the Housing Office, or make sure they are covered by their parents' homeowner's insurance policy.



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# University Regulations

## ACADEMIC REGULATIONS

### ELECTION OF COURSES

Lincoln seeks to maintain its traditional role in preparing students for service to society at home and abroad by requiring courses in each of the broad fields of human knowledge, by providing an extensive program of cocurricular and student activities, and by requiring the study of a single field of concentration. This philosophy is reflected in the Objectives of the College (page 7) and in the Requirements for Graduation (page 38).

All students should therefore consult their faculty adviser before making a final choice of courses. Freshmen are assigned selected faculty advisers when they enroll. Transfer students are assigned to the chairman of the department in which they expect to major. In general, sophomores keep the same adviser they had as a freshman.

The normal load as a full-time student each semester is 16 semester hours plus physical education where applicable. The minimum load to be registered as a full-time student is 12 semester hours. Students are not permitted to carry more than 17 semester hours without the consent of their adviser and approval of the Dean of Student Services. There is an extra tuition charge for students taking more than 18 semester hours.

Juniors and seniors may enroll in more than 18 semester hours, with permission of the Dean of Student Services and their adviser. One of these courses may be graded on a Pass-Fail basis. The student must indicate in writing at the time of registration his or her desire to enroll on a Pass-Fail basis in this one course and present in writing the instructor's approval for a Pass-Fail grade to the Registrar's Office.

Students must consult with their faculty advisers before dropping a course or changing courses. All such changes must be made in the Office of the Registrar. Students will be permitted to change courses each semester without penalty within ten days after classes are in session.

Students will be permitted to drop courses without penalty of failure at any time up to a calendar week after mid-semester examinations are due by notification of the Registrar, the student's adviser and the instructor. In all such cases of dropping courses, the signature of the faculty adviser and the signature of the instructors must be affixed to the drop-add form obtained by the student from the Office of the Registrar. The course will not be considered dropped until the drop/add form has been returned to the Office of the Registrar.

**Part-time Students:** Students who enroll in fewer than 12 semester hours or drop courses and carry fewer than 12 semester hours for credit in any one semester are considered part-time students, and are subject to loss of financial aid. Students on academic probation may not drop below full-time status.

Transfer students must satisfactorily complete 12 semester hours their first semester in attendance. Transfer students who fail to complete a minimum of 12 semester hours with grade point averages of 2.00 or better will be suspended. No exceptions will be granted to these regulations except upon recommendation of the Committee on Academic Standing. Students transferring to Lincoln University must satisfy its requirements for graduation. At least 15 semester hours in the major field must be taken at Lincoln University and all other University and departmental requirements must be satisfied.

Students pursuing courses elsewhere for the purpose of transferring credit to Lincoln University must first get written approval of their adviser and the Dean of Student Services. Such written approval must be on file in the Registrar's Office.

### INDEPENDENT STUDY

In order to bring a greater degree of depth and flexibility to the curriculum, students may choose to pursue courses of study via independent study. Students who wish to take advantage of the independent study route must obtain a petition for independent study from the office of the Dean of Student Services. The student must have the independent study petition completed by the instructor under whose aegis the independent study will be pursued. The independent study petition must then be approved by the Dean of Student Services. The independent study course will be considered a part of the student's academic load, and must be completed within the temporal confines as agreed upon by the student, instructor, and Dean of Student Services.

### REQUIREMENTS FOR MAJOR AND MINOR STUDIES

1. The specific major and minor requirements are listed preceding the course descriptions for each department.

2. Students must confer with the chairman of the department in which they plan to major or minor not later than their fourth semester in college.

3. Declarations to major or minor in subject matter area must be submitted by the student on cards provided by the Registrar and filed in the Registrar's Office before the student registers for his fifth semester. Transfer students with the equivalent of four semesters of college work must declare their major or minor at the time of entrance.

4. Fulfillment of graduation requirements in a major will rest with the major department. Individual departments control the major and minor areas in terms of specific courses and hours required.

5. At the discretion of the department, a maximum of eight semester hours may be taken in related fields and credited toward the major.

6. Once accepted as a departmental major, a student may remain as a major in that department so long as he continues in college and providing he has a cumulative average of 2.00 (C) or better in his major field. Student candidates may be rejected by a department for scholastic reasons only.

7. In addition to satisfactorily meeting the course requirements for a major and maintaining the average required, a student must satisfy minimal departmental achievement requirements for passing the area and major field tests of the Undergraduate Record Examination Program.

8. A student may change his departmental major or minor with the consent of his adviser and the Office of the Registrar.

9. The department adviser may merely advise students regarding elective courses. The elective privilege of a student must not be abridged.

### HONORS PROGRAM

An honors program, directed by the department in which the student specializes, has been in effect since September 1961. The Curriculum Committee or the honors council will appoint an advisory committee for each student participating in the program.

Students selected for the program must have shown exceptional ability by establishing a 3.00 (B) average or better for a minimum of three semesters at Lincoln. They must maintain a 3.00 (B) average or better and, upon completion of their work, submit in writing to the Curriculum Committee or Council a summary of the work pursued and take an oral examination given by the Council. Upon satisfactory completion of the written summary and oral examination, the student will be recommended to the department for graduation with distinction in his major field. This citation, if approved by the department, will be noted at commencement.

### EXAMINATIONS

Two final examination periods are held each year: one for the fall semester and one for the spring semester. Summer finals are held for each of the two summer sessions. Those absent during these examination periods may, with the permission of the instructor and Dean of Student Services, take special examinations to be given as soon as possible after the stated examination period.

A student may not absent himself from a term examination without a written permit from the Dean and Registrar. Upon presentation of such an excuse a student is allowed to take the examination at a time that is mutually convenient for the student and the instructor. If the student fails to take it at this time, a failing grade will be received for the course. A student who absents himself without procuring an excuse will also be given a failing grade.

Mid-semester examinations are scheduled during the fall and spring semesters to give both the student and instructor an indication of the progress achieved during the first half of each semester. The parent(s)/guardian(s) of students will be notified by the Dean of Student Services in the event that satisfactory progress is not being maintained.

Other examinations are given as planned by the

instructor.

### COMPREHENSIVE EXAMINATIONS

All prospective graduating seniors are required to participate and to pass the Undergraduate Assessment Examination Program for Counseling and Evaluation. Such participation consists of taking the area, aptitude and major field tests where available in this program. Each department shall notify the students of the grade or score necessary for satisfactory completion of this graduation requirement.

### GRADES AND ACADEMIC STANDING

Lincoln began its present grading system in 1967 as follows:

A+	(4.30)	B+	(3.30)	C+	(2.30)	D+	(1.30)
A	(4.00)	B	(3.00)	C	(2.00)	D	(1.00)
A-	(3.70)	B-	(2.70)	C-	(1.70)	F	(0)

Where the A+ (4.30) represents the highest possible grade (outstanding), D (1.00) is the lowest possible passing grade, and F (0) is failure.

Courses offered by the various departments are weighted as follows: 4 for a four semester hour course, 3 for a three semester hour course, 2 for a two semester hour course and 1 for a one semester hour course.

The academic standing of a student is determined by multiplying the numerical grade received in each course by the weight attached to the course and dividing the sums of such products by the total weight. The total number of courses completed will be the sum of the course weights divided by three.

Instructors are expected to turn in all grades at the end of each semester to the Registrar's Office and to the department chairman within 48 hours of the final examination, in the case of seniors, and within 72 hours for all other students.

Instructors shall not record Incomplete grades unless there is verification of illness, death in the family, or some unusual circumstance. In all such cases the instructor must report the reason for the Incomplete grade and the time in which the work is to be completed to the chairman of the department and to the Registrar's Office. Verification of illness and other extenuating circumstances must be in writing and are the responsibility of the student.

Instructors who report Incomplete grades, to assist the faculty adviser and the student, must include a grade in parenthesis which reflects the quality of work completed by the student, i.e. I (D).

Incomplete grades must be made up within one month after the student is next enrolled. After this date, the Registrar is authorized to record this as a failing grade for the course.

In the assigning of grades to students involved in off-campus programs, the grade recorded in the Registrar's office and counted in the student's cumulative average shall be the grade assigned by the supervising member of the Lincoln University faculty. If the Lincoln University faculty member does not participate in assessing or assigning the course grade, the grade of the adjunct instructor shall be recorded as a transfer grade but not counted in the student's cumulative average.

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Students who enroll in fewer than 12 semester hours or drop courses and carry fewer than 12 semester hours for credit in any one semester are considered part-time students. Full-time students who become part-time students may not be eligible for financial aid in subsequent semesters.

A student is considered as full time and in good standing provided that he/she carry at least 12 semester hours of credit for each semester, and has satisfactorily met his financial obligation to the University as certified by the Comptroller.

### DEAN'S LIST

Students with a term average of 3.33 (B+) and above will be honored by having their names placed on the semester Dean's List, provided they carry at least a 15-semester course load.

Students with a term average of 3.00 (B) to 3.32 will be listed as Honorable Mention — Dean's List. Part-time students and full-time students who become part-time are not eligible.

### CLASSIFICATION OF STUDENTS

The freshmen and sophomores constitute the lower division classes; the juniors and seniors the upper division. At the end of the sophomore year the record of all students will be carefully examined. Those who have a cumulative average of 2.00 and who have accrued a sufficient number of semester hours of credit will be advanced to the upper classes.

**Unclassified:** Students who have transferred from other colleges, but whose transfer credits have not yet been evaluated; and students who are pursuing studies at the University, but are not candidates for a degree.

**Part time:** Students who carry fewer than 12 semester hours.

### ACADEMIC PROGRESS/TEMPORAL CONFINES OF THE PROGRAM

Students are considered to be making normal progress when they complete a minimum of 16 hours a semester. Satisfactory progress is predicated upon the completion of a minimum of 12 semester hours per semester. Advancement from the lower freshman level to the upper freshman level, and from the lower sophomore level to the upper sophomore level is based on passing gradients of 16 hours of credit per semester. A student who successfully completes 12 semester hours per semester will be graduated from the University in five years: such progress is to be deemed satisfactory. A student who does not complete the degree program within the five-year time span will not be permitted to return to Lincoln University for degree completion. Such students will, however, be permitted to finish their degree requirements at an external university, provided that the work remaining does not exceed 15 semester hours. In essence, the temporal confines for completion of an undergraduate degree at Lincoln University is five years or a period that is tantamount to ten semesters.

### REGULATIONS FOR THE CONTROL OF ABSENCES

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute to, and something to gain from, attending classes. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore:

1. Students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

2. It is not sufficient for a student to merely pass the examinations which are conducted in a course.

3. Irregular attendance may affect the student's grade, in view of the continuing relationship that exists between classroom participation and total course performance.

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

- (a) Four absences may result in an automatic failure in the course.
- (b) Three tardy arrivals may be counted as one absence.
- (c) Absences will be counted starting with the first class meeting following the last day of official registration each trimester, as per the University Bulletin or University calendar.
- (d) In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes. In such cases, the student is responsible, however, for all work missed during those absences.
- (e) Departments offering courses with less than full-course credit, will develop and submit to the Dean, a class attendance policy in keeping with the above.

### PROBATION AND SUSPENSION

In its efforts to maintain high academic standards, the University will place on probation those students who do not maintain acceptable standards. At the point that a student is placed on probation, he/she will be invited for an interview by the Dean of Student Services. At this interview, students will be apprised of their academic status and will be required to sign an affidavit attesting to their probationary status. Copies of this affidavit will be forwarded to parent(s)/guardian(s), the Financial Aid Office, and the Office of the Registrar. Students are placed on probation and will remain on probation if their cumulative average is not at the 2.0 level and/or they have failed to make satisfactory academic progress by completing 12 semester hours of credit each semester. Students who are on academic probation for two semesters will automatically be suspended. In instances where the academic progress is severely impaired, the student may be suspended at the end of one semester on probation.

Students who fail as many as three full courses in any semester will be suspended for an indefinite period but each case will be reviewed by due process through the Committee on Academic Standing. Students will be notified of their suspensions as soon as possible after final grades are received.

Re-admission after academic suspension shall be considered only upon written application by the student to the Committee on Admissions. This application for re-admission will be considered provided the student has completed 12 semester hours at an accredited external university with grades of C or better or has completed at Lincoln's summer session four courses as a non-matriculated student.

A suspended student who takes courses at an external university or who takes courses as a non-matriculating student at Lincoln University during the summer, will qualify to have the college credits as well as the quality points added to his cumulative average. Under such circumstances, the college credits and the quality points would not exceed 12 semester hours.

For the purpose of determining normal progress for students on probation, all incomplete grades will be considered as being tantamount to failure. A student who has been suspended from Lincoln University for the second time for academic reasons may not return to Lincoln.

### COMMITTEE ON ACADEMIC STANDING

The Committee on Academic Standing is responsible for monitoring the academic progress of the student body. In addition to this, the Committee serves as an arena for handling situations that might require decisions on existing academic policies, and also for handling decisions where exceptions to academic policy may be required. Students who wish to address the Committee for consideration should forward inquiries to the Dean of Student Services, Chairman of the Academic Standing Committee.

In instances where the Academic Standing Committee has taken action on a student with which the student is not in accord, the student may appeal the same. The initial appeal should be made to the Committee. If the decision is such that a student desires a further appeal, such appeals should be made to the Executive Vice President/Provost. In making this decision, the Executive Vice President/Provost will confer with the Committee on Academic Standing. Further appeals rest with the President of the University.

### WITHDRAWAL OF STUDENTS FROM THE UNIVERSITY

#### A CLARIFYING STATEMENT

1. Students who wish to withdraw from the University must obtain a withdrawal form from the Office of the Dean of Student Services and complete the same. The form in question must be signed by all the college officers as stipulated. Withdrawal from the University is official after the student has successfully completed an exit interview

with the Dean of Student Services. Students whose withdrawal is approved will receive the grade W. Students who withdraw from the University without the official procedure will receive F grades.

2. Students who have officially withdrawn forfeit the use of the facilities of the institution, e.g., classrooms, laboratories, dining hall, dormitories, library, gymnasium, student union during this period of withdrawal.
3. Students who are making use of college facilities and attending classes but who are academically or financially ineligible to do so are in violation of university regulations and are subject to disciplinary action.

### REQUIREMENTS FOR GRADUATION

Starting with the entering Freshman Class of 1976, i.e., Class of 1980, completion of 128 semester hours (not including developmental courses Eng. 100, Ed. 100 and Math. 100) with a minimum grade average of 2.00 (C) will be required. Upon the satisfactory completion of 128 semester hours as stated below, the student will be recommended by the faculty to the Board of Trustees for the degree of Bachelor of Arts or Bachelor of Science.

- I. The satisfactory completion of a proficiency examination in English.
- II. Participation in the Undergraduate Assessment Program for Counselling and Evaluation.
- III.

#### A. DISTRIBUTIVE COURSES

1. **Humanities:** Two semesters of English composition, two semesters of world literature, four two-credit courses in music, art, philosophy, and religion.
2. **Social Science:** A minimum of 12 hours in three different disciplines chosen from among the social sciences. An interdisciplinary course may serve as one option in meeting this requirement.
3. **Foreign Language:** Satisfactory completion of the course requirements of each department for the Bachelor of Arts or Bachelor of Science degree. The student shall consult the department chairman in his major regarding this requirement.
4. **Natural Sciences:** A minimum of three full courses in the Division of Natural Science. Two of the three full courses must be in laboratory science, the third must be in mathematics.
5. **Physical Education:** Two terms of physical education activities.

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- B. **MAJOR FIELD:** a major field of study in which 8 to 10 courses have been completed with a grade average of C or better.
- C. **ELECTIVES:** The completion of 9 to 13 elective courses.

Diplomas are issued only at the spring commencement. A student may complete the requirements at the end of any trimester or in summer school.

Students who have attained a cumulative average of 3.70 (A-) and above for their last four terms at Lincoln University shall graduate summa cum laude, magna cum laude 3.35 to 3.69, and those with a cumulative average of 3.00 (B) to 3.34 for their last four terms at Lincoln University shall graduate cum laude.

The Committee on Academic Standing, in cooperation with the Registrar and faculty adviser, shall have the power to determine course requirements for graduation for those students who have not made normal progress, each case to be considered on its own merits.

Students in the graduating class are required to attend the baccalaureate and commencement exercises in acceptable attire as determined by the Committee on Baccalaureate and Commencement. A student who fails to appear at baccalaureate and commencement exercises is assessed a fine unless the student is ill, presents an approved statement in writing, or is in the Armed Forces.

## GENERAL REGULATIONS

Each student who is admitted to Lincoln University enters into a mutual agreement with the University. For this reason each student should thoroughly understand the fundamental concepts which guide the relationship between the student and the University.

As a part of this mutual agreement, the University assumes the responsibility for providing instructors, classrooms, library facilities, living units, 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.

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 if he 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 appropriate administrative officer and the appropriate committee.

Each student, therefore, must assume the responsibility for always behaving in such a way as to reflect creditably upon the University. No student possesses the right to interfere with the achievement of the scholastic goals of his fellow students. To deal lightly with this responsibility is to risk the loss of membership with this 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. All instances of dishonest work, whether in the form of cheating or plagiarism (as defined in a statement prepared by the English Department), will be reported to, and recorded by, the Dean of Student Services. Students guilty of repeated offenses shall be liable to suspension from the University by action of the Committee on Academic Standing.

On this campus, certain standards exist for the advancement of the University community. The standard of conduct for students at Lincoln University includes the following:

## GUIDE TO UNIVERSITY REGULATIONS

### 1. Use of Drugs

Students are expected not to use or have in their possession any drug which is illegal according to federal or state law. Students who, after due process, are found guilty of violation of this regulation are subject to suspension or expulsion. (Students involved in such action are also liable to civil action.)

### 2. Alcoholic Beverages

The possession or use of alcoholic beverages on University property is prohibited by state law to persons under 21.

- a. The University does not prohibit the lawful keeping and the consuming of alcoholic beverages by its adult students (over 21 years of age) when this is done moderately. In no way should this be interpreted to mean that the University encourages the use of alcoholic beverages. Furthermore, the University deplores their abuse and considers intoxication, disorder, or bad manners arising from the use of alcoholic beverages to be particularly serious offenses which will subject the student to University disciplinary action.
- b. The use of alcoholic beverages is forbidden by the University at all academic functions, in classrooms, in laboratories, in the Library, in Ware Center (Little Theater and Projection Room), in the Chapel, and at all co-curricular and athletic events.
- c. The University prohibits students and student organizations of the University from furnishing alcoholic beverages to a minor and from soliciting from a minor funds to be used directly or indirectly for the procurement of alcoholic beverages.
- d. The use of any University facilities in conflict with the above-stated regulations must be cleared through the Office of Student Activities and the Assistant Vice President for Student Affairs.

3. **Gambling**

Gambling is prohibited by state law. Any form of gambling is prohibited on University property. Violators will be subject to disciplinary action (and are liable to civil action).

4. **Firearms**

Firearms and explosives are not allowed on University property and may not be stored in automobiles or elsewhere on the campus of the University. Violators are subject to expulsion.

5. **Fires and Fire Equipment**

- a. Any person committing arson is subject to expulsion.
- b. Ringing "false" fire alarms and misuse of fire equipment are prohibited by state fire laws. Students violating these laws will be subject to expulsion.

6. **Theft**

Students who are found guilty of stealing or illegally possessing either University property or property belonging to other students will be required to return the property or its equivalent value and shall be subject to expulsion. Students making use of property belonging to another person without that person's permission will be subject to suspension. (Students involved in such actions are also liable to civil action.)

7. **Reproduction of Materials**

Students are not permitted to reproduce, copy, tamper with or alter in any way or form, any writing, record, document or identification form used or maintained by Lincoln University. Students who make or cause to be made "false reports" in official statements shall be subject to suspension or expulsion.

8. **Defacing Property**

Permanent defacing of any property on the Lincoln University campus is not permitted. Violators will be subject to disciplinary action.

9. **Smoking**

Smoking is prohibited in all areas as posted, according to the fire insurance code.

10. **Health**

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 by the Admissions Office. The University may require students, at stated times, to take inoculations, vaccinations, examinations, etc. for the protection of health. Failure to comply may result in disciplinary action.

11. **Disorderly Assemblages or Conduct**

- a. Students shall not create disturbances involving physical or mental harm to themselves, to other persons and their possession, or damage to University property. Students shall not assemble in such a manner as to forcibly prevent the free movement of other persons about the campus, or prevent the normal operation of the University.
- b. Students who provoke or participate in fights are subject to suspension or expulsion.

12. **Soliciting**

Students are not permitted to sell goods or serve as salesmen in the residence halls or any place on the campus without the approval of the Office of the Vice President for Student Affairs prior to the sale of goods or service.

13. **Social Events**

All social events should be cleared through the Office of the Director of Student Activities.

14. **Special Regulations**

There are special regulations governing parking, dormitories, Greek letter organizations, and student clubs. Details are printed in the Student Handbook.

15. **Residence Requirements**

All students are required to live and board on campus with the following exceptions:

- a. Students living at home with their parents or legal guardian within a 25-mile radius of the campus.
- b. Students 18 years of age or older who have permission from the Vice President for Student Affairs.
- c. Married students who have established their own family household.
- d. If there is no space available in the residence halls, students who are granted permission to live off campus will be required to move on campus when dormitory spaces become available.

16. **Residence Halls During Vacation Periods**

Residence halls will be closed during vacation periods. Special arrangements must be made by the student with the Office of the Vice President for Student Affairs for University accommodations during such periods. Request for this type of accommodation must be made at least two weeks prior to the vacation period.

17. **Keys**

The unauthorized possession of keys to any University property is forbidden. Violators will be subject to disciplinary action.

conduct

18. Weapons

Switch blades, hunting knives, machetes, bayonets or related type blades or swords are not allowed on University property, and they may not be stored in automobiles or elsewhere on the campus of this University. Violators are subject to expulsion.

19. Student Organizations

All student organizations must be approved by the Health and Welfare Committee and must be officially authorized to carry on programs, recruit members, or to use the name and facilities of the University. The formation or continued existence of a student organization is dependent upon the observance of University regulations by its members and upon making a positive contribution to the objectives of the University.

20. Personal Property

The University cannot be responsible for the personal property of students and is not responsible for accidents or injuries in connection with unauthorized activities.

21. Suspension

The University reserves the right to dismiss or suspend at any time, students whose academic standing, or social behavior is not acceptable, or whose conduct it regards as undesirable. The fees due or already paid to the University will be neither refunded nor remitted in whole or part.

22. Fines

The University reserves the right to impose fines upon students who are in violation of University regulations regarding the Student Union, residence halls, classroom facilities, electrical appliances, etc.

DISCLAIMER

THE UNIVERSITY IS NOT RESPONSIBLE OR LIABLE FOR THEFTS OR DAMAGES WHICH OCCUR ON THE UNIVERSITY CAMPUS OR IN INDIVIDUAL ROOMS. STUDENTS ARE ENCOURAGED TO TAKE ADVANTAGE OF THE THEFT AND DAMAGE INSURANCE POLICY WHICH CAN BE OBTAINED THROUGH THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS.

23. Definition of University Discipline

The definitions for the various types of University discipline are as follows:

**Censure:** An official written reprimand for violation of specified regulations. Any further misconduct will result in the evaluation of his status by the Vice President for Student Affairs.

**Probation:** Indicates to the student that his behavior has not met certain standards expected of students at Lincoln. The student is excluded from participation in privileges

or extracurricular activities as set forth in the notice of probation for a specified period of time. A student on probation is not eligible for financial aid (except University loans) and cannot represent the University as an official delegate, representative, athlete or as a holder of offices or Committee chairmanship on University groups of any kind. Involvement in further misconduct subjects the student to further discipline in the form of suspension, dismissal or expulsion.

**Suspension:** Exclusion from classes, and exclusion from other privileges or activities or from the campus for any specified period of time. At the end of the period the student may apply for consideration for readmission through the Office of the Vice President for Student Affairs. The student may be subject to probationary status upon his return.

**Interim Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice of interim suspension, pending final determination of an alleged violation.

**Interim Action:** Pending final determination of disciplinary cases, the Vice President for Student Affairs may impose interim suspension upon a student or suspension of registration of a student organization when circumstances warrant such action. The Vice President for Student Affairs will inform the student or organization in writing of the reason for the interim action.

**Expulsion:** Permanent termination of student status without possibility of readmission to the University.

**Permission to Withdraw:** May be requested by the student and may be allowed by the Vice President for Student Affairs or the Juridical Review Committee for a student whose behavior appears incompatible with continuance at the University, and when personal problems and needs appear to make this particular action appropriate.

24. Juridical Review Committee

I. Purpose

A. The Juridical Committee will be concerned with the disciplinary actions pertaining to students and advisory resolutions concerning student life and conduct.

II. Membership

A. The Juridical Committee will be composed of four students and three faculty members: no administrators will serve as voting members of the Committee.

1. The student members of the Committee will be appointed by the president of the Student Government Association.

2. The faculty members of the Committee will be elected by the faculty.

- B. The Chairman of the Committee, who will vote only in the case of a tie, will be elected by the members of the Committee.

### III. Qualifications of Committee Membership

- A. Any full-time student of the University may be a member of the Committee.
- B. A student on disciplinary probation at the time of appointment is not eligible to serve on the Committee. A student who is placed on disciplinary probation, or who receives disciplinary action — while serving on the Committee — may not maintain his position.
- C. Personal involvement in any case involving the possibility of disciplinary sanction, will require the temporary disqualification of any members of the Committee so involved.

### IV. Jurisdiction

- A. The campus judicial system permits members of the community to register any complaints against individuals or groups with the Vice President for Student Affairs. Complaints may come from students, faculty, administrators, support staff, or any interested individuals. If the complaint warrants adjudication, the Vice President for Student Affairs will summon the accused and discuss with him the disciplinary procedures and options that may be available. The accused may elect to accept an informal disciplinary arrangement with the Vice President for Student Affairs or may request a hearing before the Juridical Review Committee.

#### B. Judicial Process Flow Chart

Member of community  
Brings Complaint  
to V.P. for Student Affairs

V.P. for Student Affairs has  
Conference with Student Charged

Informal Arrangement  
with  
V.P. for Student Affairs  
Student Accepts Decision

Hearing Before University  
Juridical Review Committee

Appeal on Grounds of  
Passion or Prejudice to  
President of University

### V. Procedures

- A. Any student who elects to appear before the Juridical Review Committee is bound by its verdict unless he wishes to appeal.
- B. If a student wishes to present a case to the University Juridical Review Committee, he must obtain a petition for a hearing from the office of the Vice President for Student Affairs and return the completed petition to the same office.
  1. All petitions will be forwarded to the Juridical Review Committee.
  2. All petitions must be answered as to whether or not the Juridical Committee will hear the case. The petition will be returned to the student within a reasonable time so indicating the disposition of the Committee.
  3. If the petition is rejected, the reasons for the rejection must be clearly stated by the Juridical Review Committee.
- C. The Committee must hear the case within one school week after the acceptance of the petition unless there are extenuating circumstances making this impossible.
- D. There must always be a quorum present at all meetings, with no significant minority.
- E. The Committee will prepare its own procedure for the hearings which will be conducted by the chairman.
- F. All decisions of punishment to the student shall be waived pending the findings of the Committee, *except* in extraordinary circumstances as determined by the Vice President for Student Affairs.
- G. If a student has been given adequate notice of a hearing and neither he nor his authorized representative appear for the hearing and does not — in the opinion of the Committee — give adequate reasons, the Committee may treat his case in the manner it believes just.
- H. A hearing will be closed to the public upon the request of the student or the Committee.
- I. In cases that require penalties, the University Juridical Review Committee will decide what sanctions are necessary, recommend same to the President and — if approved — have the power to impose them through the office of the Vice President for Student Affairs.



- J. Any Committee member may remove himself from a case if he feels there is — or may be — a conflict of interest.
- K. A transcript of all hearings should be made and maintained.

**VI. Hearing**

- A. The Juridical Review Committee will observe all of the recognized tenets of "due process."
  - 1. The student must receive written notice of the charges levied against him, the supporting evidence against him, and of the time, place and date of the hearing.
  - 2. Notice must be delivered to the student at a time sufficiently in advance of the hearing to allow the student adequate time to prepare his defense.
  - 3. The student charged with an offense will be allowed to present his own witnesses, and may be represented with an adviser — counsel — of his own choice during the disciplinary hearing.
- B. While a case is being adjudicated, under usual circumstances, the student will be allowed to remain on campus and continue attending classes.

**VII. Appeal Process**

- A. A student may appeal the decision of the informal disciplinary arrangement of the Vice President of Student Affairs to the University Juridical Review Committee, or the decision of the University Juridical Review Committee, to the President of the University.
- B. An appeal petition — which may be obtained in the office of the Vice President for Student Affairs —

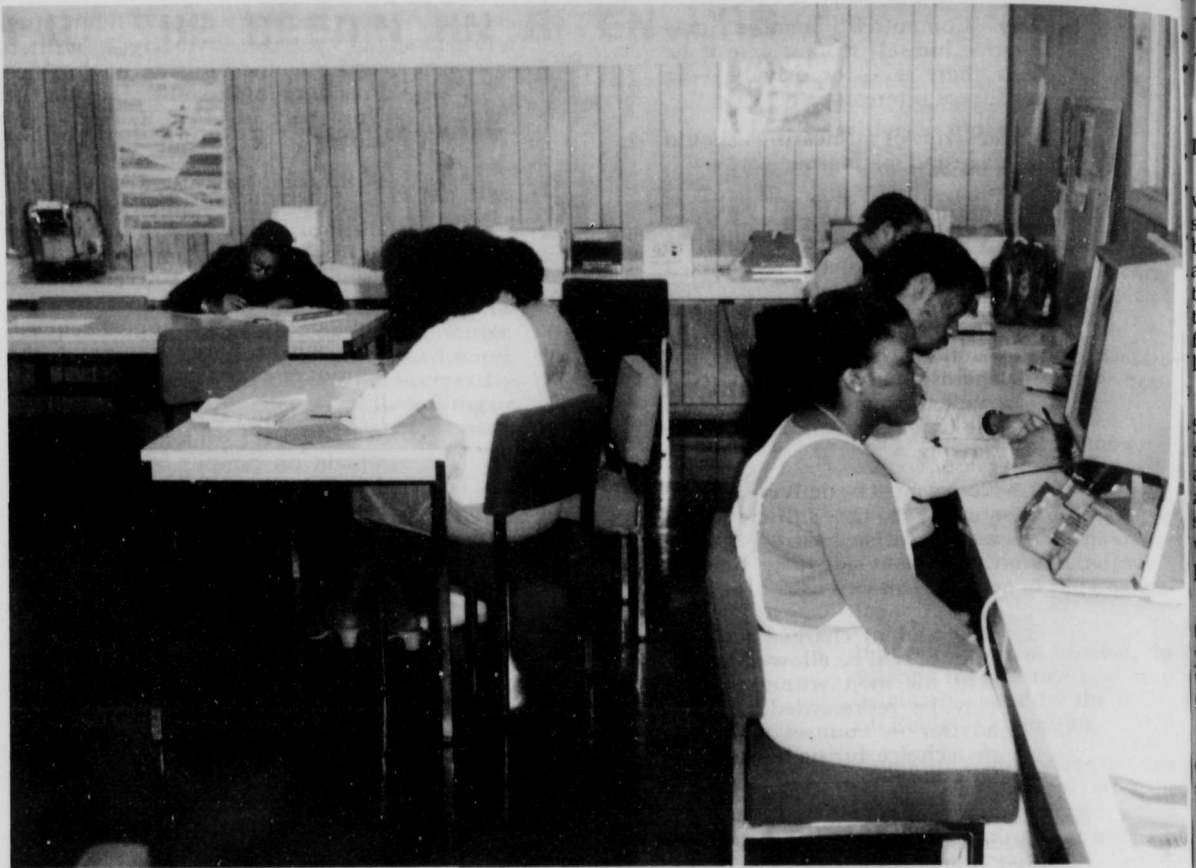
must be filed within 72 hours after the petitioner receives written notice of the decision of the Vice President for Student Affairs or the University Juridical Review Committee.

- C. Within one week after receiving the appeal petition — and the appropriate information from the University Juridical Review Committee — the President of the University will notify, in writing, the petitioner of the validity of his appeal request, and, where necessary, grant the petitioner a personal hearing.
- D. While an appeal is being processed or studied, the student has a right to remain on campus until the final determination of his case — unless his/her continued presence on the campus constitutes a real threat to the health, safety and welfare of the student, the University, or the Lincoln University community.

**VIII. Removal Procedures**

- A. Any member of the Committee may be removed from the Committee for reasons of nonfulfillment of duties essential to the Committee, or for behavior which is not becoming to a member. A full hearing must be held with all parties concerned being present. All voting members of the Committee must be present.
  - 1. Recommendations for removal of a student should be addressed to the President of the Student Government Association; recommendations for removal of a faculty member should be addressed to the Chairman of the Judicial Committee of the Faculty.

Lincoln University makes every effort to maintain the confidentiality of student records and at the same time comply with the legal aspects of the openness of such records.



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# Programs of Study

## PREPARATION FOR ENGINEERING

Lincoln University has entered into agreements with Drexel University, Lafayette College, and Pennsylvania State University to enable students to earn both a bachelor's degree from Lincoln University and an engineering degree from the cooperating institution at the end of five or six years. This greatly reduces the disadvantages of overspecialization inherent in a four-year engineering education and provides both a liberal and a professional education at minimum cost.

In the case of Lafayette College or Pennsylvania State University, the plan provides for three years of study at Lincoln University where liberal arts subjects and pre-engineering courses in mathematics, science and related subjects are taken. The last two years are spent at Lafayette College or Pennsylvania State University where the engineering requirements are completed.

The agreement with Drexel University provides for three years of study at Lincoln University and three years at Drexel, under a cooperative engineering plan whereby the student spends six quarters in school and five quarters working in industry.

Drexel University, in an effort to strengthen the cooperative program in engineering between the two schools, supports three basic program components.

1. An eight-week summer program at Drexel in which several high school graduates entering the pre-engineering program at Lincoln in the fall do intensive work in mathematics and in reading and writing skills.
2. Coaching and guidance for students who have transferred to Drexel after completing the three year pre-engineering program at Lincoln.
3. Scholarship aid for students in the pre-engineering program at Drexel awarded on the basis of financial need and potential ability for a career in engineering.

Under these agreements an engineering degree may be earned in administrative engineering, aerospace engineering, agricultural engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, mechanical engineering or metallurgical engineering. In addition to the engineering degree, Lincoln awards a B.A. degree to each student at the Lincoln commencement just prior to the student's graduation from engineering school.

For specific program requirements see page 69

## PREPARATION FOR THE STUDY OF LAW

The Pre-Law Handbook of the Association of American Law Schools states that law schools seek in their entering students "accomplishments in understanding, the capacity to think for themselves and the

ability to express their thoughts with clarity and force," and they assume that their students have had "that minimum exposure to the deposit of learning and spirit of enquiry we call a liberal education." They do not recommend any law major, or special major for pre-law students, warning that "so-called 'law' courses in undergraduate instruction should be avoided." The reason why no specific major can be recommended is that the quality of these majors would vary from institution to institution, and in some cases an individual might get a very good pre-law preparation from a given professor or professors not teaching in the recommended field. For a genuine liberal education, the teacher can be more important than the subject matter. "The free and spirited consideration of philosophical questions is almost the classic model for legal training. It is significant that most law teachers prefer the 'Socratic' method of instruction." The student must seek advice about teachers as well as about courses.

The report continues, "Of ethics many would be inclined to say that that's what law is all about." In addition to ethics and other philosophy, the report suggests some training in the physical sciences, to promote "fact consciousness", and something in "computer technology, that is becoming each day more important to the understanding and solution of legal and social problems." History is of especial importance, if it is "the history not only of western society but the history of man . . . This suggests also the importance of academic work in international affairs, which may be thought of as a part of history of political science . . ." "The law student will occasionally encounter concepts that are intelligible only in terms of their historical roots . . . Particular historical studies concerning the nature of feudal society or the history of liberalism better prepare the law freshman to grasp these specific points." Accounting is deemed important. In the social sciences, sociology, economics and psychology are mentioned as relevant to information gathering for specific problems, but emphasis is placed on exposure to the methodology of the social sciences, including statistics. Stress is also put upon logic, if this is not merely formal logic, but includes also induction, examination of fallacies and analysis of language. Pre-Law students should develop the love for speaking and writing which can only come from practice, and which is not to be confused with mere verbalism. This love may well be developed in the study of English literature. Latin is considered of no special value to the pre-law student.

## PREPARATION FOR THE STUDY OF MEDICINE

A student who wishes to enter the medical or dental professions may major in any department which he desires. However, about 60 percent of all pre-medical pre-dental students are biology majors, 30 percent are chemistry majors and the other 10 percent comprise those from many areas of interest.

The Council on Medical Education of the American Medical Association lists the following as minimum requirements for admission to medical school:

REQUIRED SUBJECTS	CREDITS
Chemistry.....	12
Physics.....	8
Biology.....	8
English Composition.....	6
English Literature.....	6

Foreign Language.....	6
Mathematics.....	6
Electives.....	20

#### LINCOLN UNIVERSITY EQUIVALENT COURSES

Chemistry.....	101-102, 203-204
Physics.....	101-102, or 103-104
Biology.....	101-102 (For Majors)
English Composition.....	101-102
English ....	207, 208, 212, 214, 302 (any combination of two)

Spanish, French or German.....	101-102, 201-202
Mathematics.....	103-104, 121-122

#### ADDITIONAL RECOMMENDED SUBJECTS

Biology.....	201-202, 301-302
Chemistry.....	303-304
Mathematics.....	121-122
Psychology and Logic.....	201, 103

#### PREPARATION FOR PUBLIC SERVICE

To attract more talented black students to careers in public service, Lincoln University has introduced a program in Public Affairs. This program follows a long tradition at Lincoln of preparing its graduates to assume leadership positions in this country and in countries throughout the world.

The curriculum reflects a consolidation of existing courses from three departments in the Social Science Division: sociology, political science, and economics and business administration. By completing selected courses in these departments primarily, the student is able to satisfy the requirements for the bachelor's degree and develop a solid, interdisciplinary concentration in Public Affairs.

The curriculum stresses the development and application of certain skills necessary for work in public affairs. The courses have been specifically chosen to develop important analytical and quantitative skills:

Principles of Economics —	
Macro	Introduction to Sociology
Public Finance	Social Policy
Principles of Management	Social Research 305 and 306
Recent American History	Urban Economics, Urban
American Government	Politics, or Urban
	Sociology
Public Administration	Advanced Composition
State and Local Government	Senior Seminar
General Psychology	Public Affairs Seminar

#### PREPARATION FOR SOCIAL WELFARE CAREERS

Students interested in preparing for positions in the field of social welfare may choose to concentrate in social work with specialties in: rehabilitation services, child welfare, family welfare, the aged, corrections, or community organization. The Lincoln approach is that students in the field of social welfare should be equipped with theoretical as well as practical knowledge that prepares them for entrance into the social

work professions. Practice in the field of social welfare is an opportunity to exercise social vision and discipline through the critical use of professional methods and techniques, which are part of the helping process.

The program for those in the social welfare concentration includes electives appropriate to each specialty. A minimum of two terms of field placement in an approved agency is required, as well as other beginning field experiences associated with particular courses.

#### PREPARATION FOR TEACHING

The teacher education programs offered at Lincoln are intended to qualify students for the Instructional I. Certificate issued by the Pennsylvania Department of Education. This is the initial certificate issued in Pennsylvania. It enables the holder to teach in public schools within the Commonwealth. The applicant must be a graduate of a college or university which has approved programs. Lincoln has program approval in 12 subject areas. The applicant must have a major in subject field and he/she must complete eight courses in education. Lincoln University also offers a bachelor's and an associate degree in Early Childhood Education.

A student who wishes to qualify for certification should consult the chairman of the Education Department not later than the beginning of his/her sophomore year. This consultation is imperative because requirements vary in the different subject areas.

It is also possible for the student to qualify for teaching in other states by adapting his/her elective in education to include the subjects required. For details of these requirements consult the Department of Education.

#### PREPARATION FOR CAREERS IN MANAGEMENT AND ECONOMICS

The Department of Economics and Business Administration offers degree programs for those students wishing to major in either business administration or economics. The Business Administration Program prepares the student for a career in business, government and elsewhere in the nonprofit sector or for graduate study primarily in business administration (master of business administration, M.B.A.), law and other related fields. The program is designed to give the student a solid understanding of the basic management tools and concepts through a set of required core courses while at the same time offering the student the flexibility to tailor the program to individual needs and interests through the careful choice of electives. At a time when minority graduates are in high demand, Lincoln is providing its graduates with the ability to assume their rightful role in business and government and take part in making managerial decisions in today's complex social and economic setting.

The Economics Program involves the study of economic institutions and systems, and the effect upon them of social change and new economic policies. This is achieved by a series of required core courses and electives. Majors are prepared for graduate study in economics, business administration, law and other related fields, or for careers in teaching, government research, business and labor relations. Career opportunities for minorities in the economics profession are excellent. Today only about 50 to 60 American-born

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blacks hold Ph.D. degrees in economics. Minorities are needed in the economics profession since their input could assist greatly in removing the inequities in the economic system, and resolving the plight of our nation's poor and disadvantaged. The department offers an outstanding economics curriculum. There are 17 advanced economics electives, including two courses in which credit is granted for field work off campus.

Both department programs give the student the opportunity for independent research under faculty supervision. In pursuing their research and regular classroom work, students will find the Lincoln Library system a valuable asset. Library resources include a large collection of the major business and economics periodicals and are supplemented by a cooperative inter-library loan program with nearby colleges and universities.

Lincoln has instituted a Cooperative Education Program which allows students to develop their career interests through full-time employment one term per year while still pursuing their academic coursework in the other two terms. The Placement Office has an excellent recruiting program for permanent employment for graduates. Nearly two hundred major corporations and governmental agencies sent employment representatives to Lincoln last year, with the largest number seeking majors in business administration and economics. Today, economics and business administration is one of the most frequently chosen academic majors at Lincoln University. Several courses in the department have been developed which are of special interest to the minority student and are open to majors in other departments.

The department participates with other governmental, corporate, and educational institutions in developing its program. The department, in conjunction with the Agency for International Development, has a program in which an interested junior economics major can be sent to an African nation to assist in their economic development. The department has been able to establish valuable ties with the Delaware Valley business community through the Cluster Program. Many corporations, together with Temple University, have enriched the Lincoln student's experience in the department through the provision of guest lecturers, equipment, summer jobs, co-op internships, and assistance in developing the department's course program. The department has collaborated with a major Philadelphia bank in developing a banking course of particular interest to minority students. The department regularly offers visiting professorships to outstanding individuals at other colleges, in government and in industry, who are able to bring their expertise to Lincoln and widen the scope of the department's program.

The Department of Economics and Business Administration has been the recipient of several grants from such prestigious institutions as the National Science Foundation, the American Bankers Association, and the General Electric Foundation. Grant funds are being used for a departmental library acquisition program, the establishment of a Quantitative Methods Lab, and many other useful departmental improvements.

Applications from transfer students from other four-year schools or junior and community colleges

are encouraged. Transfer students are given credit for work completed elsewhere under existing departmental and University procedures.

The department sponsors a campus chapter of the Society for the Advancement of Management. Other departmental extracurricular activities are conducted by the Economics and Business Club.

Students interested in secondary education can major in economics and qualify as social science teachers. However, a curriculum certification in business education is not offered.

## GENERAL SCIENCE

This major is intended to serve two possible purposes: preparation for teaching science or mathematics in secondary school, and preparation for careers in fields such as technical sales, production or administration.

Students interested in teaching should note that the general science major contains sufficient courses in science or mathematics to qualify him or her to teach science or mathematics in several states. Students should consult the department of education to determine the specific requirements of the state in which he or she plans to teach.

Students planning to enter technical sales, production or administration should take science requirements plus selected electives in economics or business.

The general science major with concentration in biology, with a year of organic chemistry or a concentration in chemistry with a year of biology, meets the admission requirements of most schools of medicine, dentistry, and veterinary medicine.

Students are required to have a major and minor in sciences. The fields are biology, chemistry, mathematics, and physics. Six courses are required in one major field and must be selected from the courses required of majors. This means a student will complete three years of the program for majors in one of the natural sciences or mathematics. In a second natural science or mathematics, he will complete two years of the program for majors in that field. Only the elementary courses are required in the other two fields. College algebra and trigonometry may serve as the elementary course, only for those students not wishing to use mathematics, chemistry or physics as a major or minor in meeting the above requirements.

A student must have a cumulative average of 2.00 (C) or better for all courses included in this major.

## PREPARATION FOR THE PROFESSIONAL STUDY OF RELIGION AND THEOLOGY

Students who plan to enroll in theological schools for training in the professional ministry are required to have a bachelor's degree from an accredited institution. Majors in English, philosophy, history, religion, or psychology are desirable. Students who wish to prepare for the professional teaching of religion in colleges or seminaries by earning the Ph.D. in religion in a graduate school or in a theological school should major in religion.

## HEALTH AND PHYSICAL EDUCATION

The curriculum in health and physical education is planned to prepare students to become teachers of health and physical education in public schools, grades K-12. The Pennsylvania State Teaching Certificate is granted upon satisfactory completion of the curriculum. Students who major in physical education are expected to become knowledgeable about the significance of human movement. They will have varied experiences which will enable them to develop a core of basic competencies.

Opportunities for practical experiences in the required physical education basic instruction program will be given to all student majors. Every major is expected to participate in the total athletic program, including the training room, intramurals, and intercollegiate activities. Participation in some phase of the athletic program is considered essential to the student's professional preparation. Each student major must pass a standard swimming test and will be required to have community service experience to satisfy the major requirement.

Students planning to major in physical education should enroll in the department when they first enter the University. Majors must begin taking activity courses in their freshman year. Candidates for the undergraduate degree with a major in physical education must have (1) completed successfully a minimum of 32 courses; (2) satisfied all University requirements for graduation; and (3) complied with the physical education requirements for a departmental major, which includes the Education Department's requirement for student teaching; (4) and passed the department's Exit Area Examination.

### RECREATION MAJOR

OPTION I: Recreation Leadership

OPTION II: Therapeutic Recreation

The purpose of the recreation curriculum at Lincoln University is to prepare those students who wish to qualify for positions in the field of recreation and to enable them to provide distinct contributions to community life.

### CURRICULUM

The Recreation Program draws upon various other departments within the University for courses to complement and supplement its offerings for its recreation curriculum.

The curriculum is designed to equip recreation graduates with as many different skills as possible. In addition to theoretical class work, the student is provided the opportunity to acquire competencies in individual, dual, team sports, music, drama, art, dance, sculpture and painting so as to better meet the divergent needs among all populations.

## SPECIAL PROGRAMS

To complement the theoretical course offerings in the recreation curriculum, a series of practical recreation programs have been implemented on the Lincoln campus: a Children's Developmental Clinic (for handicapped adults); a bi-weekly swim program for mentally retarded children; a Gymnastics Workshop for junior high school boys and girls; an annual county-wide Elementary School Track and Field Meet; and an Annual Dance Workshop featuring world-renowned master teachers. All of these special programs involve recreation majors actively involved in each program's planning, teaching, and evaluating.

### MUSIC AND MUSIC EDUCATION

The courses offered in Music Education are designed for the preparation of qualified teachers of music in the public schools. Students who complete this program satisfactorily will, upon recommendation of the Music Department, be certified to teach vocal and instrumental music in kindergarten through twelfth grade in the Commonwealth of Pennsylvania. Reciprocal teaching certification is possible with neighboring states. Each student choosing this curriculum will select an applied music major in voice, piano, organ or orchestral instrument. This is the only degree program in music available at Lincoln.

### MASTER OF HUMAN SERVICES PROGRAM

The Master of Human Services Program was initiated in 1977 in conjunction with Eagleville Hospital and Rehabilitation Center and eight other agencies. The program is geared towards full-time professionals who have both experience and demonstrated skills in the human service field.

### REQUIREMENTS:

To be eligible for the Master's Program, an applicant must be a staff member of a participating agency. Volunteers will be considered in special cases. It is desirable that the applicant have one year of experience with the agency.

A baccalaureate or associate degree is not required for admission. However, applicants without the baccalaureate must have a minimum of three years' work experience in the human services field and requisite academic skills. Applicants with the baccalaureate must have a minimum of one year of work experience.

### ADMISSION PROCEDURES

Prospective students first contact the Screening Committee of their agency, then they submit an application form, a typed biographical essay, and a supervisor's evaluation.

Applicants who are recommended by their agency's screening committee are referred to the Lincoln University Admissions Committee. They must furnish high school and college transcripts. Applicants are tested for writing, reading and basic math skills at Lincoln to qualify for admission.



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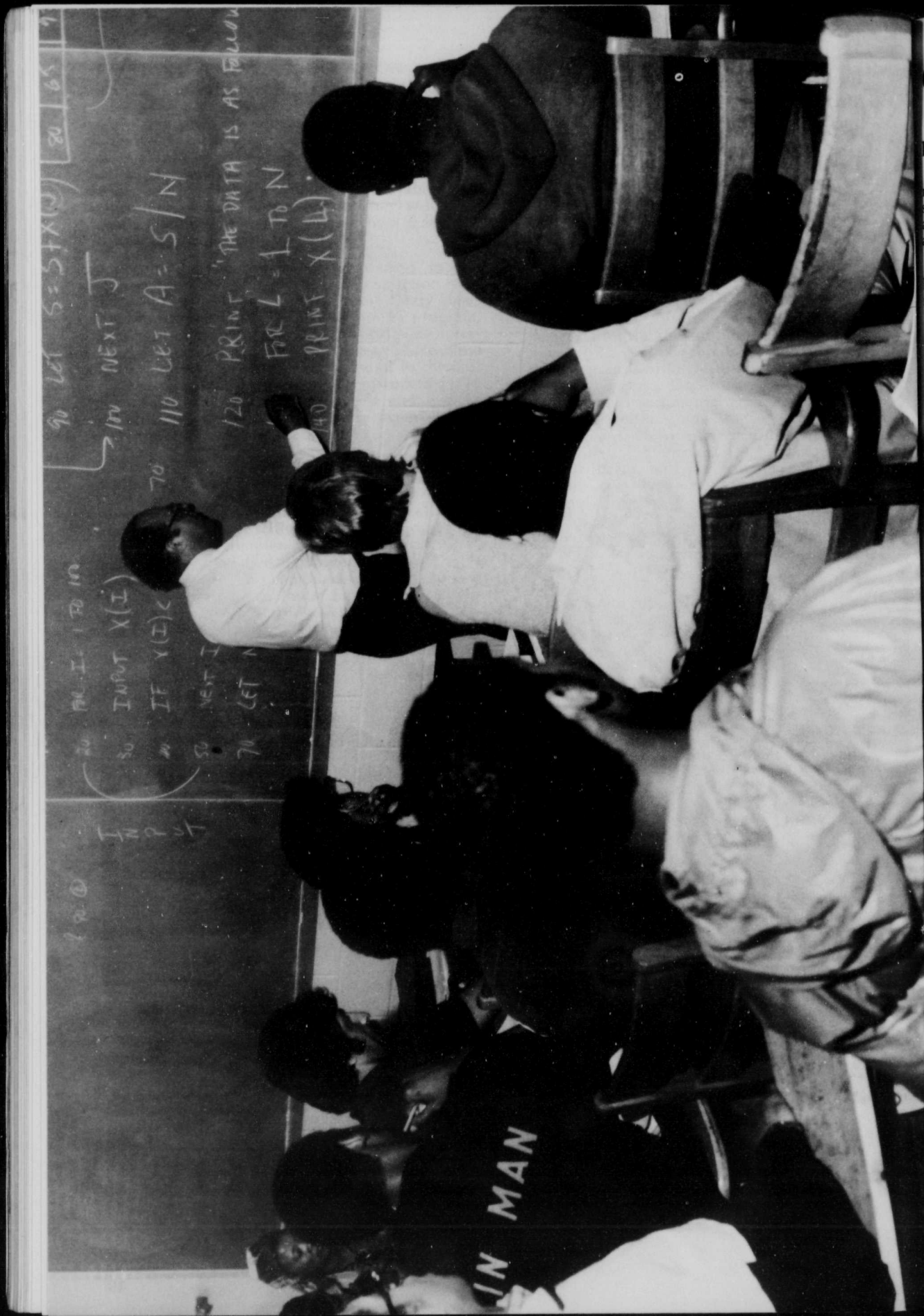
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# Courses of Instruction

## DISCLAIMER STATEMENT

Lincoln University reserves the right to delete, revise or add courses determined by student need. All students are urged to consult with their academic adviser prior to the selection of courses within the academic offerings.

Courses may carry 4-3-2-1 semester hours credit. Except for courses with laboratory, each course will meet one hour for each semester hour of credit.

Courses in the 100 series are intended primarily for freshmen, in the 200 series for sophomores, in the 300 series for juniors, and in the 400 series for seniors. Although considerable latitude will be granted students in the upper classes who wish courses in the 300 or the 400 groups, *students may not elect courses above or below their college level without special permission.* The curriculum is divided into the lower level (freshman and sophomore courses) and the upper level (junior and senior offerings).

Courses designated by one number are semester courses, *odd* numbers are employed for courses given in the first semester, and *even* numbers for courses given the second semester.

**Year courses are designated by an odd number and an even number separated by a hyphen.**

Courses are distributed into three major divisions as follows:

### I. The Humanities

English

Languages and Linguistics

Music

Fine Arts

Philosophy

Religion

### II. The Natural Sciences and Mathematics

Biology

Chemistry

Physics

Mathematics

Pre-Engineering Courses

### III. The Social Sciences

History

Political Science

Sociology/Social Welfare and Human

Services

Black Studies

Education

Psychology

Economics and Business

Physical Education

Recreation

Public Affairs

## DIVISION I.

### THE HUMANITIES

The division of the humanities comprises the courses in English, languages and linguistics, music, art, philosophy, and religion. Certain courses in black studies also relate to the humanities.

The objectives of the humanities division at Lincoln University are:

1. To acquaint the student with the cultural heritage of western civilization as it has expressed itself in literature, the arts, religion, and philosophy; and, in the degree compatible with the aim, to make him aware of the relation of western civilization to the other world civilizations.

2. To instill, through the ordered scrutiny of significant products of the human intellect and imagination, an awareness of the dignity and of the potentialities of man.

3. To sensitize the student in his dealings with the world of nature and with fellow human beings.

4. To equip the students for a mature and critical ordering of human values.

5. To develop the arts of communication, with special and constant emphasis upon precision and coherence of thought and expression.

Students who entered Lincoln prior to 1980-81 may fulfill their literature option, beginning in the fall of 1981, by taking one semester of world literature. Students who entered Lincoln beginning 1980-81 will follow the new humanities curriculum which requires that they take two semesters of world literature.

The new humanities sequence involves four courses as follows:

Introduction to Art

Introduction to Philosophy

Introduction to Music

Introduction to Religion

Each course is two hours credit. They may be taken in any sequence. Students who entered Lincoln prior to 1980-81 may elect any of the previous options which are still available.

## ENGLISH LANGUAGE AND LITERATURE

Chairman, Willis; Faculty, Bellone, H. A. Farrell, M. Farrell, Gabbin, Groff, Hawes, Moser, Savage, K. Van Dover, S. A. Van Dover

**Mission:** The mission of the English Department is to offer instruction in language and literature that will develop communication skills and an awareness of the value of literature. To carry out this purpose the department has the following goals:

### Service:

1. To teach basic communication skills
2. To help students engage in the reading process
3. To encourage an appreciation of literature
4. To teach the methods of research

### Discipline:

1. To prepare students to do advanced work within the discipline
2. To provide students with a background in English that may lead to the pursuit of careers other than those related to literary scholarship
3. To develop an appreciation for literature as a human value

## REQUIREMENTS FOR A LIBERAL ARTS ENGLISH MAJOR

A student desiring to major in English must have the written approval of the department. Completion of 14 semester courses in English, in addition to the humanities requirements, is required. The 14 semester courses include:

- English 211/Survey of English Literature
- English 212/Survey of English Literature
- English 301/Survey of American Literature
- English 302/Survey of American Literature
- English 384/Linguistics
- English 385/Linguistics
- English 411/Senior Seminar
- 1 Major Figure Course
- 1 Genre Course
- 1 Period Course
- 4 English Electives

### LANGUAGE REQUIREMENT:

Four semesters of a language (French, Spanish, or German)

## REQUIREMENTS FOR AN ENGLISH EDUCATION MAJOR

A student desiring to major in English-Education must have the written approval of the department. Completion of 12 semester courses in English, in addition to the humanities requirements, is required.

- The 12 semester courses in English include:
- English 203/Public Speaking
  - English 211/Survey of English Literature
  - English 212/Survey of English Literature
  - English 301/Survey of American Literature
  - English 302/Survey of American Literature

- English 384/Linguistics
- English 385/Linguistics
- English 412/Special Projects
- 1 Major Figure course
- 1 Genre course
- 1 Period course
- 1 Elective

### EDUCATION REQUIREMENTS:

- Ed201/Introduction to Education
- Ed202/Educational Psychology
- Ed203/Educational Psychology for the Exceptional Child
- Ed204/Methods
- Ed301/Tests and Measurements
- Ed303/Developmental Reading
- Ed401/Student Training

### LANGUAGE REQUIREMENT:

Four semesters of a language (French, Spanish, or German)

## REQUIREMENTS FOR AN ENGLISH-JOURNALISM MAJOR

A student desiring to major in English-Journalism must have the written approval of the department. Completion of six courses in English and six courses at Temple University, in addition to the humanities requirements, is required. The 12 semester courses include:

### (at Lincoln University)

- English 203/Public Speaking
- English 211/Survey of English Literature
- English 301 or 302/Survey of American Literature
- English 309/Journalism
- English 319 or 320/Black Literature
- English 411/Special Projects

### (at Temple University)

- Journalism 010/The Communication Arts
- Journalism 055/Society and Mass Communication
- Journalism 150/News Writing I
- Journalism 151/News Writing II
- Journalism 255/News Editing
- Journalism 335 or 300 level course in Radio-Television-Film (RTF)

### LANGUAGE REQUIREMENT:

A minimum of two courses in French, Spanish, German, Chinese or Russian.

### Course Descriptions

100. Remedial English\* (4 credits)  
This course is an intensive writing course that begins at the pre-college level. Students are instructed in grammar, mechanics, sentence structure, paragraph structure, and composition clarity, coherence and unity.
101. English Composition\* (4 credits)  
This course is designed to improve expository writing skills and to develop verbal communication skills. The course involves a review of the principles of grammar and intensive practice in the composition of short essays.
102. English Composition\* (4 credits)  
This course continues intensive work in essay writing and teaches the student the mechanics of composing a research paper.

\*Assignment in English Composition courses is based on placement test results. Admission to these courses is granted by the English Department.

203. Public Speaking (3 credits)  
Fundamentals of speech organization, diction, voice and gesture are emphasized in the course. Special attention is given to composition and delivery in various speech situations.

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, memorandums, and selected types of letters.

207. World Literature, Part I (3 credits)  
This course covers the writings of great men, from Ancient Greece through the renaissance. Writers studied include Homer, Confucius, Aeschylus, Sophocles, Euripides, Plato, Lucretius, Virgil, Dante, Chaucer, Cervantes, and Shakespeare.

208. World Literature, Part II (3 credits)  
This course is a continuation of E207. It covers the renaissance through the twentieth century, focusing on Milton, Swift, Voltaire, Goethe, Wordsworth, Melville, Flaubert, Dostoevsky, Ibsen, Mann, and Joyce.

211. English Literature, Part I (3 credits)  
In an endeavor to provide a strong subject matter foundation in the literature of the English-speaking world, the 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.

212. English Literature, Part II (3 credits)  
The second semester, which continues the effort to provide a strong subject matter foundation in the literature of the English-speaking world, begins with the Romantic movement, moves through the Victorian period, and culminates in the twentieth century.

214. Approaches to Literature (3 credits)  
While this course introduces the major literary genres, poetry, fiction, and drama, it also focuses upon a variety of approaches to literature, such as the sociological, the psychological, and the formalist approaches.

216. The Harlem Renaissance (3 credits)  
The cultural flowering of Harlem (c. 1917-c. 1932) is examined in terms of its material and intellectual products; its works and their makers: 1. Art and artists; 2. Writing and writers; 3. Music and musicians; 4. Ideologies and ideologists. The Harlem Renaissance is approached as a significant manifestation of the Jazz Age in America. A particular course emphasis is the exploration of style in the twenties, with some special attention to the problem of discovering a common denominator of style.

250. Introduction to Cinema (3 credits)  
This course explores visual literacy through a study of film technique and history. Relationships to narrative art and to humanistic tradition are examined.

301. American Literature, Part I (3 credits)  
The survey course in the history of American literature covers, during the first semester, writings from the colonial period to the American renaissance of 1829-1860, with special emphasis on authors such as Edwards, Irving, Cooper, Poe, Emerson, Hawthorne, Melville, and Whitman.

302. American Literature, Part II (3 credits)  
An approach to American literature as an expression of the life and times of successive periods of history is continued in part II, in a study of poetry, fiction, drama, and essays from the age of realism to the present. Special attention is given to authors such as Twain, James, Crane, Pound, Eliot, Frost, Wright, Faulkner, and Hemingway. Attention is paid to the literary perspectives provided by America's minority writers.

304. Chaucer and the Medieval Scene (3 credits)  
The course is focused principally on 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 1980-81 and in alternate years.*

305. Seventeenth Century Literature (3 credits)  
Emphasis is placed upon the major poetry, epic and lyric, and expository prose. Significant religious and political background is emphasized. Principal writers studied are Milton, Donne, Herbert, Jonson, Browne, and Fuller.

*Offered in 1979-80 and in alternate years.*

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, and Goldsmith are emphasized, and consideration is given to Restoration Drama.

*Offered in 1979-80 and in alternate years.*

307. Romantic Literature (3 credits)  
With primary emphasis on the readings of the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, 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 1980-81 and in alternate years.*

308. Victorian Literature (3 credits)  
The essential modernity of Victorian literature is explored through a study of the themes and verse techniques 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 1980-81 and in alternate years.*

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, copyreading, and laying out the paper. Members of the class are staff writers for *The Lincolnian*, the school newspaper.

311. Advanced Composition (3 credits)  
An analytical study of prose style is combined with exercises in writing the four forms of discourse: argumentation, description, exposition and narration.

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.

*(Given at the discretion of the department.)*

315. Dramatic Literature (3 credits)  
An intensive study is made of the golden age of theater, including Greek and Latin drama; the Spanish drama of Cervantes, Lope de Vega, and Calderon; the development of dramatic expression in England from the early religious and folk plays through the Tudor and Jacobean periods; and the baroque theater of France.

319. Black Literature, Part I (3 credits)  
This course is a survey of the development of the writing by black authors from the eighteenth century to the twentieth century. It stresses a discussion of the literary figures and concerns of important periods in the development of the literature. Among the writers studied are Paul L. Dunbar, Charles W. Chesnutt, James Weldon Johnson, Claude McKay, Zora Neale Hurston, Countee Cullen, and Jean Toomer.

320. Black Literature, Part II (3 credits)  
This course highlights major writers of the twentieth century. Among the writers studied are Langston Hughes, Richard Wright, Gwendolyn Brooks, Ralph Ellison, James Baldwin, Ernest Gaines, and Toni Morrison.



384-385. Linguistics (6 credits)

This course is a two-part course which includes a study of the history of the English language, various linguistic systems, and the most recent developments in the study of language. Since the interest in human language is not limited to linguists, the course is directed to students of various disciplines.

401. Shakespeare: Literary Apprenticeship and Development (3 credits)

Shakespeare's development as an artist is studied against the background of Elizabethan life, literature, and theater. To suggest Shakespeare's emergence as the foremost dramatist of his time, emphasis is placed upon representative works of drama and poetry.

402. Shakespeare: The Mature Years (3 credits)

This course is a continuation of E401 and focuses on the major tragedies, as well as the problem plays and the late comedies. Shakespeare's concept of tragedy is compared to ancient and modern theories.

*Offered in 1979-80 and in alternate years.*

403. The British Novel: Defoe to Dickens (3 credits)

This course traces the development of the novel in Great Britain from its beginnings in the eighteenth century to its maturity in the mid-nineteenth century. Among authors read are Defoe, Fielding, Austen, the Bronte sisters, and Dickens.

404. The British Novel: Eliot to Woolf

This course traces the development of the novel in Great Britain from the new directions introduced by George Eliot (Mary Anne Evans) to those introduced by Virginia Woolf. Among writers read are Eliot, Meredith, Hardy, Conrad, Lawrence, Joyce, and Woolf.

*Offered in 1979-80 and in alternate years.*

405. Modern Poetry (3 credits)

Poetry in English from the late nineteenth century to the present is studied. Techniques of versification, form and movement are emphasized; and special attention is given to poetic experimentation, including symbolism and imagism, and to such major figures as Dickinson, Pound, Eliot, Yeats, and Frost.

*Offered in 1978-79 and in alternate years.*

406. Modern Fiction (3 credits)

This course focuses upon a study of the early fiction by those British and American writers who developed innovative literary techniques to express the new conditions of life in the twentieth century. Among writers studied are James Joyce, D. H. Lawrence, Sherwood Anderson, Scott Fitzgerald, Jean Toomer, Ernest Hemingway, Ring Lardner, and William Faulkner.

407. Modern Drama (3 credits)

Early and late plays by Ibsen, Strindberg and Shaw are read as background for an intensive study of major playwrights, from Pirandello to Pinter, conspicuous on the international scene since World War I. Such experimental trends in playwriting as expressionism, impressionism, epic theater, theater of the absurd, and black theater are studied.

*Offered in 1975-76 and in alternate years.*

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.

409. Nineteenth Century American Novel (3 credits)

This course traces the development of the novel in America during the nineteenth century. Course content centers upon the chronological study and critical analysis of representative titles by such major authors as Cooper, Hawthorne, Melville, Twain, Howells, James and Crane.

410. Twentieth Century American Novel (3 credits)

This course traces the development of the novel in America during the twentieth century. Course content centers upon the chronological study and critical analysis of representative titles by such major authors as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and Ellison.

411. Senior Seminar (3 credits)

Each senior English major is required to take this course. The emphasis varies annually, from English to American literature. Each student is required to complete and defend a research project.

412. Special Projects (3 credits)

This course is designed to permit students to do independent study in the area of student teaching, or in a special area in English.

NOTE: Although listed, some courses may not be offered if there is insufficient enrollment. E101 and E102 are prerequisite courses for all upper level English courses (200-400).

## FINE ARTS

*Chairman, Felch; Faculty, Beaver, Ishida.*

These courses are designed to give those with no special training an introduction to the arts; to show how man's creative urge has served him in all cultures and centuries. In addition to lectures and studios, personal conferences, shows, performances, and visits to major art centers will be employed.

Each course is a full course unless otherwise indicated.

201. Introduction to Art (2 credits)

Introduction to Art is part of the required sophomore humanities core curriculum. The course is also open to undergraduates who need credit under the previous "option" system. The course is designed to familiarize students with significant Western painting, sculpture and architecture. Connections to other humanities courses will be stressed.

220. Special Directed Study (3 credits)

Work will be arranged and taught on an individual seminar basis, to meet needs and interests of those with special talents or problems in art-related areas.

230. Studio Sculpture (3 credits)

Introduction to texture and form in clay and mixed media. Direct carving, assemblage, modeling in clay and plaster techniques are included.

231. Studio Painting (3 credits)

Introduction to painting for beginners. Projects involve working in watercolor, acrylic, and mixed media. Students are encouraged to discover personal responses in abstract form from landscape, still life, and live models and to work from observation.

232-233. Ceramics (3 credits)

An introduction to techniques of wheel-thrown and slab-built pottery. Individual instruction. Students move through all stages of pottery production including glaze mixing and application, slip and stain decoration, and stacking and firing kilns.

240-241. Acting Workshop (3 credits)

The student will learn various acting techniques in a workshop atmosphere. Strict attention to body movement is stressed through actorial exercises and through mime and dance. The actor's body is his only tool, therefore, walking and sitting correctly, falling safely, stage fighting and fencing are performed and slap-stick comedy is presented as part of the actor's stock and trade.



242-243. Theatre Workshop (Acting) (3 credits)  
 The student will study and practice the arts of the theatre including design, diagrams and plans for scenery, costumes, lighting, sound, make-up, and visual effects. The student will study how these technical aspects offer support and background for acting and directing projects. Practical workshop projects will include short scenes, one-act plays, and the productions of the Lincoln University Players, as well as guest productions.

244-245. Introduction to Theatre Arts (A Survey of Theatrical Tradition) (3 credits)  
 The history of our Greco-Roman theatrical traditions are traced to their present forms. Alternate traditions are presented including African and American tribal dramas as well as Middle and Far-Eastern theatrical cultures. Close attention is paid to the architecture, acting, writing, music, and technical accomplishments of each era.

409. Senior Seminar (3 credits)  
 Advanced seminar for special work beyond the scope of studio courses.

## LANGUAGES AND LINGUISTICS

### PROGRAM OF STUDY FOR MINORS

*Chairman, Rodgers; Faculty, Hoffer, Lopez, Orsag*

The Department of Languages and Linguistics offers a minor in French, Spanish and German. Requirements for a minor are as follows:

#### French Minor

French 301-302

Two upper division French courses on the 300-400 level

#### Spanish Minor

Spanish 301-302

Two upper division Spanish courses on the 300-400 level

#### German Minor

Two semesters of German 409 (Special Topics) comprising one semester in each of the following areas of study:

(a) Reading in literature

(b) Conversation and composition and successful completion of a comprehensive examination to be administered at the conclusion of the course of study.

Literature in English translation courses are humanities options and may not be used in fulfillment of the major or minor.

The department aims to prepare the student for the study of any language and, more significantly, to become more articulate in his/her own language. Attention is directed: (a) to the structure of language in general and the position of the classical languages in the Indo-European language family; and (b) to readings, lectures, and reports on the cultures and literatures of the languages under study. Languages other than the modern European languages also fall within the purview of the department, such as African languages and self-study languages.

GENERAL objectives of the Department of Languages and Linguistics are the following:

1. To develop the ability to understand, speak, read and write the target language with reasonable facility.

2. To increase awareness of the structure of language through the study of the target language.

3. To acquire an enlightened insight into the nature of language as communication, and into language as a product of a national culture.

4. To understand and appreciate the history, philosophy, geography, economy, as well as the art, music and literature of the peoples who speak the target language.

5. To develop a relative view of culture and civilization by studying the influences of the target culture on the Western world, and by noting the adaptations which the target culture has undergone in its contacts with other civilizations.

6. To develop the ability to discern the uniqueness of the culture of the United States, as well as the common features which it shares with other cultures.

7. To develop a desirable attitude towards a wide range of interests in foreign peoples both at home and abroad.

8. To develop an increased awareness of the problems and concerns of the Third World through knowledge of a language used by those peoples.

9. To prepare students for careers in foreign languages, and to provide widened career opportunities through the knowledge of foreign languages.

10. To develop an awareness of civic responsibility and provide the possibility for greater involvement in civic activities through knowledge of foreign language and culture.

## LANGUAGE PLACEMENT EXAMS AND REQUIREMENTS

In order to place students properly in the sequence of courses, the department requires a placement exam of all students who have had previous study of a language which they plan to continue at Lincoln. Students desiring to satisfy the language requirement by testing above the 202 level are also invited to take the exams.

The placement exam score indicates at what point a student should begin his language study at Lincoln. The student is to take all courses in the sequence from that point up to the completion of 202. 101 is a prerequisite for 102, 102 is prerequisite for 201, and 201 is a prerequisite for 202. Prerequisites may be satisfied either by appropriate placement exam scores or by course work. In no case will students be permitted to skip prerequisites. Example: going directly from 102 to 202 without taking 201 (the prerequisite for 202) is possible only if the student achieves a placement exam score that indicates that he should be placed in 202.

The Placement Exam is given twice a year during the first week of each semester.

## Course Descriptions

### Latin

Majors in classics will take eight courses beyond the elementary year. History 201-202 (Ancient Civilization) must be taken by majors. Students preparing to teach or enter upon graduate study in classics must take the 400 level seminar courses.

*Each course is three credits unless otherwise indicated.*

101-102. Elementary Latin (3 credits)  
The mastery of forms, vocabulary, and syntax; principles of language study; Latin derivatives in English. Early in the second semester students will translate selections from Caesar.

*Given on demand.*

201-202. Intermediate Latin (3 credits)  
In the first semester a rapid review of the grammar will be followed by selected readings in prose, poetry, and inscriptional material from the entire range of Latin literature. The second semester will be devoted to Virgil.

*Given on demand. Prerequisite: 101-102 or the equivalent.*

### Swahili

Swahili is an African language spoken by over 40 million Africans in East, Central and Southern Africa. The following courses are offered:

101-102. Elementary Swahili (4 credits)  
First year Swahili. Basic oral-aural comprehension. Five hours per week, combination of class hours and language laboratory.

201-202. Intermediate Swahili (4 credits)  
Advanced Swahili. Preparation for oral examinations of U.S. State Department level of 2+. Five hours per week combination of class hours and language laboratory.  
*Prerequisite: Swahili 101-102.*

301-302. Advanced Swahili (3 credits)  
Advanced comprehension and fluency. Reading of contemporary materials from East Africa.  
*Prerequisite: Swahili 201-202.*

### Linguistics

384. Introduction to Linguistics (3 credits)  
A study of current linguistic theory; a survey of the principal language families of the world, ancient and contemporary.  
*Each spring semester.*

385. Introduction to Linguistics  
Sequel to 384.

251. Independent Language Study (3-4 credits)

### French Language and Literature

Requirements for a major in French: six courses above the intermediate level. Majors who plan to seek certification for teaching in the Commonwealth of Pennsylvania are required to take the following courses:

*French 301-302, 303, 305 or Linguistics 384, 306 Modern Language, French 407-408. Education 201, 202, 203, 205, 301, 302, 303, 401. Liberal Arts majors take French 301-302, 303, 305, or Linguistics 384, and French 407-408.*

101. Elementary French (4 credits)  
The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Lab at their own convenience. The course offers the foundations of French using the audio-lingual approach.  
*Prerequisites: None.*

102. Elementary French (4 credits)  
The course is the sequel to French 101. The course continues the audio-lingual approach, with increased importance to reading French texts.  
*Prerequisite: French 101 or placement by examination.*

201. Intermediate French (4 credits)  
The course consists of four class meetings per week. It offers a rapid review of basic French grammar and includes a series of laboratory exercises. Its main objective, however, is the development of skill in reading, writing, speaking, and understanding French with relative facility. The student is required to devote a minimum of one hour per week of laboratory practice in the language lab on a library basis.  
*Prerequisite: French 102 or placement by examination.*

202. Intermediate French (4 credits)  
The course is a sequel to French 201.  
*Prerequisite: French 201 or placement by examination.*

301. Advanced French Composition and Conversation (3 credits)  
The aim of the course is to develop the student's ability to express himself easily and correctly in speaking and in writing. Difficult elements of grammar, syntax and composition with extensive oral and written work.  
*Prerequisite: French 202 or placement by examination.*

302. Advanced French: Composition and Conversation (3 credits)  
The course is a sequel to French 301.  
*Prerequisite: French 301 and/or approval of the instructor.*

303. Civilization and 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.  
*Prerequisite: French 202.*

304. French Civilization and Culture in the Third World and the Americas (3 credits)  
The course is the sequel to French 303. It will study the influence of France in the former French colonies in North and Sub-Saharan Africa, South-East Asia, Canada, Louisiana and the Caribbean. The course will be conducted in collaboration with the departments of history and political science.  
*Prerequisite: French 202.*

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.  
*Prerequisite: French 302.*

322. French Literature in English Translation (3 credits)  
This course is specifically designed to meet the sophomore humanities requirement. Essentially, it will be a study of French masterpieces that are available in English translation; it will also include the translations 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.

401. French Poetry (Directed Study) (3 credits)  
The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on French poetry. An extended essay in French will be required.  
*Prerequisite: French 302.*

402. The Novel in France (3 credits)  
The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on the French novel. An extended essay in French will be required.  
*Prerequisite: French 302.*

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403. French Drama (Directed Study) (3 credits)  
The course will be organized on a flexible basis. In consultation with a French instructor of his or her choice, the student will be guided in the readings on French drama. An extended essay in French will be required.  
*Prerequisite: French 302.*

405. African and Antillean Poetry and Drama of French Expression (3 credits)  
The course consists of two class meetings per week. It will include 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.  
*Prerequisite: French 202*

406. African and Antillean Prose of French Expression (3 credits)  
The course consists of two class meetings per week. It will include a study of selected novels and essays of black writers from Africa 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 discussions will be in English. French majors will be required to write their papers in French.  
*Prerequisite: French 202.*

407. Survey of French Literature (3 credits)  
The course consists of two class meetings per week. It will include a study of French literature from the Middle Ages through the eighteenth century.  
*Prerequisite: French 302.*

408. Survey of French Literature (3 credits)  
The course consists of two class meetings per week. It will include a study of French literature of the nineteenth and twentieth centuries.  
*Prerequisite: French 302.*

409. Special Topics (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.

### German Language and Literature

101. Elementary German (4 credits)  
The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Lab at their own convenience. The course offers the foundations of German using the modified audio-lingual method.  
*Prerequisite: None.*

102. Elementary German (4 credits)  
The course is the sequel to German 101.  
*Prerequisite: German 101 or placement by examination.*

201. Intermediate German (3 credits)  
The course consists of four class meetings per week. It offers a review of German grammar, and includes a series of reading exercises. Great emphasis is given to the reading of materials in German.  
*Prerequisite: German 102 or placement by examination*

202. Intermediate German (3 credits)  
The course is the sequel to German 201.  
*Prerequisite: German 201 or placement by examination.*

321. German Literature in English Translation (3 credits)  
This course is a humanities sophomore option offered in the fall semester and will include significant works by major German authors from Goethe to the present. It will include a survey of the major trends in German literature with comparison with similar trends in the literatures of other countries, where applicable. Although the literature of earlier periods

of German history will be dealt with, major emphasis will be placed on works by twentieth-century and contemporary authors.

*First Semester Only*

409. Special Topics (3 credits)  
Students concentrate on an area or problem of general interest. Students will consult with the instructor in charge in order to choose an area.

### Modern Language

202. Diction in French, German and Italian (3 credits)  
The course consists of three meetings per week. Designed particularly to enable music majors to meet their foreign language requirement, this course will include the study of phonetics and its application to song and opera. The course will be conducted in collaboration with the music department.  
*Prerequisite: French, German or Spanish 102*

301-302. Introduction to Literature (3 credits)  
The course consists of four class meetings per week. Its primary objective is to give the student a solid foundation in the art and techniques of literary analysis as applied to the various genres of the literature of specialization. In the first semester, short selections from literary works will be examined; during the second semester complete works will be analyzed.  
*Prerequisite: French or Spanish 202*

305. Comparative Romance Phonology (3 credits)  
The course consists of three meetings per week. It will include the systematic study of the sound structure of French and Spanish, including contrasts with the sounds of English. Exercises and analysis and transcription will be done. This course serves as a replacement for French 305 or Spanish 305.  
*Prerequisite: French or Spanish 202.*

306. Teaching of Modern Languages (3 credits)  
The course consists of two meetings per week. It will present the theories, methods, and techniques of teaching modern languages and will consider the contributions of linguistics and psychology to language learning. Included will be instruction on the use of the Language Laboratory and other audiovisual teaching equipment and materials; the preparation and presentation of pattern practice; and observation of modern language classes on campus and in nearby schools.  
*Prerequisite: French or Spanish 305.*

324. Modern Language: Contemporary Literature and Problems of Modern Society (3 credits)  
The course is intended as part of the sequence of "Literature in Translation" courses offered by the Department of Languages and Linguistics as its complement of sophomore humanities options. A treatment of representative and contemporary works selected from each of the five major Western languages, English, French, German, Spanish and Russian, it will be offered as the interdisciplinary component of the sequence. Works will be selected and discussed according to their relevance to contemporary social, political and psychological problems. Consideration of primary literary works will be supplemented by readings in modern and contemporary philosophy, history and psychology. Authors whose works will be read in whole or in part include: English and American; Pinter, Delaney, Roth, Vonnegut, Gelber, Killens; French; Camus, Genet, Beckett, Ionesco; German, Grass, Boll; Spanish: Borges; Russian: Solzhenitsyn.

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.

451-452. Study Abroad (credits vary according to length of stay abroad and courses completed.)

## Russian

101. Elementary Russian (4 credits)  
Hearing comprehension and oral practice: the printed and written alphabet and pronunciation; essentials of grammar. Lecture, 5 hours; additional hours for drill and laboratory.

102. Elementary Russian (4 credits)  
Grammar and oral drills; reading of adapted prose texts by Russian classical writers; practice in written expression. Lecture, 5 hours; additional hours for drill and laboratory.  
*Prerequisite: Russian 101 or placement by examination.*

201. Intermediate Russian (4 credits)  
Grammar review; reading of short stories and plays of standard authors; conversation and composition. Lecture, 4 hours; additional hours for drill and laboratory.  
*Prerequisite: Russian 102 or placement by examination.*

202. Intermediate Russian (4 credits)  
Continuation of Russian 201. Reading of standard prose works; vocabulary building; analysis of structural patterns; practice in oral expression and composition. Lecture, 4 hours; additional hours for drill and laboratory.  
*Prerequisite: Russian 201 or placement by examination.*

## Spanish Language and Literature

Requirements for a major in Spanish: six courses above the intermediate level, as prescribed in the Curriculum Outline. Majors who plan to seek certification for teaching in the Commonwealth of Pennsylvania are required to take the following courses:

*Spanish 301-302, 303, 305 or Linguistics 306, 384 Modern Language, 407-408; Education 201, 202, 203, 205, 301, 302, 303, 401*

*Each course is a full course unless otherwise indicated. Liberal Arts majors take Spanish 301-302, 303, 304, 305 or Linguistics 384, and Spanish 407-408.*

## ASSOCIATE OF APPLIED SCIENCE DEGREE (SPANISH)

The department offers a two-year degree in Spanish stressing practical grammar and vocabulary for those involved in daily work with the Spanish-speaking. Requirements for the degree: Spanish 101, 102, 103, 203, 204, 205, 206, 207 and 208.

In addition to meeting general education course requirements and the specific departmental ones, students must demonstrate ability to use Spanish in a work-related situation. Competency will be patterned on the Foreign Service Institute Plan.

101. Elementary Spanish (4 credits)  
The course consists of five class meetings per week. In addition, students are required to do independent practice in the Language Laboratory at their own convenience. The course offers the foundations of Spanish using the audio-lingual approach.  
*Prerequisite: None.*

102. Elementary Spanish (4 credits)  
The course is the sequel to Spanish 101.  
*Prerequisite: Spanish 101 or placement by examination.*

103. Communication and Conversation (3 credits)  
Designed to assist in the development of competency in Spanish for those involved in the daily work with the Spanish-speaking.

201. Intermediate Spanish (4 credits)  
The course consists of four class meetings per week. It offers a rapid review of basic Spanish grammar and includes a series of laboratory exercises. Its main objective, however,

is the development of skill in reading, writing, speaking, and understanding Spanish with relative facility. A minimum of one hour per week practice in the language lab on a library basis is required.

*Prerequisite: Spanish 102 or placement by examination.*

202. Intermediate Spanish (4 credits)  
The course is the sequel to Spanish 201.  
*Prerequisite: Spanish 201 or placement by examination.*

301. Advanced Spanish: Composition and Conversation (3 credits)  
The aim of the course is to develop the student's ability to express himself easily and correctly in speaking and in writing. Difficult elements of grammar, syntax and composition with extensive oral and written work.  
*Prerequisite: Spanish 202 and/or approval of the instructor, or placement by examination.*

302. Advanced Spanish: Composition and Conversation (3 credits)  
The course is a sequel to Spanish 301.  
*Prerequisite: Spanish 301 and/or approval of the instructor, or placement by examination.*

303. Spanish Civilization (3 credits)  
The course consists of three class meetings per week. It 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.  
*Prerequisite: Spanish 202.*

304. Hispanic Civilization and Culture in the Americas (3 credits)  
The course is the sequel to Spanish 303. It will study the adaptations of Spanish civilization and culture in Latin America and the Caribbean. The course will be conducted in collaboration with the departments of history and political science.  
*Prerequisite: Spanish 202.*

305. Spanish Phonology (3 credits)  
The course consists of three meetings per week. It will include the systematic study of the sound structure of modern Spanish. Exercises in analysis and transcription will be done.  
*Prerequisite: Spanish 302.*

321. Spanish Literature in English Translation (3 credits)  
This course is specifically designed to meet the sophomore humanities requirement. Essentially it will be a study of 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 interpretive essays on works studied in the course.  
*Classes will meet four hours per week. First semester.*

401. Spanish Poetry (Directed Study) (3 credits)  
The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings on Spanish poetry. An extended essay in Spanish will be required.  
*Prerequisite: Spanish 302.*

402. The Spanish Novel (Directed Study) (3 credits)  
The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings on the Spanish novel. An extended essay in Spanish will be required.  
*Prerequisite: Spanish 302.*

403. Spanish Drama (Directed Study) (3 credits)  
The course will be organized on a flexible basis. In consultation with a Spanish instructor of his or her choice, the student will be guided in the readings of Spanish drama. An extended essay in Spanish will be required.  
*Prerequisite: Spanish 302.*

405. Latin America Poetry and Drama (3 credits)  
 The course consists of two class meetings per week. It will study the poetry and drama in Latin America from the romantic period up to the present.  
*Prerequisite: Spanish 302.*

406. Latin American Prose (3 credits)  
 The course consists of two class meetings per week. It will study the novel, short story and essay in Latin America from the romantic period up to the present.  
*Prerequisite: Spanish 302.*

407. Survey of Spanish Literature (3 credits)  
 The course consists of two class meetings per week. It will include a study of Spanish literature from the Middle Ages up to the *Siglo de Oro*.  
*Prerequisite: Spanish 302.*

408. Survey of Spanish Literature (3 credits)  
 The course consists of two class meetings per week. It will include a study of Spanish literature from the *Siglo de Oro* up to the generation of 1898.  
*Prerequisite: Spanish 302.*

409. Special Topics (3 credits)  
 Students concentrate on an area or problem of individual interest. Students consult with the instructor assigned the course in selecting a topic to be studied.

**COMPREHENSIVE BILINGUAL-BICULTURAL TEACHER TRAINING AND CERTIFICATION PROGRAM (SPANISH)**

The proper treatment of students whose home language differs from the language of the school has been for nearly fifty years a subject of sociological, educational, psychological, and even political concern. While the problem has world-wide ramifications, only recently has the question of what language to use in teaching minority children in a bilingual culture become an issue in the United States. Following the lead of such countries as the Philippines and South Africa which have conducted the pioneering research in the field, the United States now challenges the assumption that schools need to offer only one curriculum in one language — English — to serve one group of children — Anglos.

To meet the current and growing demand for qualified bilingual teachers in the United States, Lincoln University has adopted a training and comprehensive certification program for bilingual teachers in the content areas of social sciences, math, the natural sciences, music, fine arts, English, foreign languages, and physical education.

**PRECEDURES FOR RECOMMENDATION OF CANDIDATES FOR CERTIFICATION IN BILINGUAL EDUCATION**

Candidates seeking certification in bilingual-bicultural education must have:

- 1) Completed the University required distributional courses
- 2) Declared a major
- 3) Fulfilled all requirements of the major
- 4) Completed the "Core Courses" of the Bilingual-Bicultural Program and met the

language proficiency and the requirement of student teaching in the bilingual-bicultural setting.

The Candidate must have an overall cumulative average of 2.0 (C) or better.

A confidential folder will be kept on each candidate and a checklist of requirements will indicate when a student has completed the program. Upon completion of all requirements, candidates will be recommended for certification by the Dean, Chairman of the student's major department, Chairmen of the Education Department, and the Department of Languages and Linguistics. The Education Department Chairman will forward these applications to Department of Education, Harrisburg, Pa.

**Requirements:**

- 1) Students will complete all general education requirements, as at present.
- 2) Students complete all requirements for his or her chosen major, as is currently done.
- 3) Students meet the requirements for teacher certification, including practice teaching, in Pennsylvania, as is commonly done.
- 4) In addition, students must show sufficiently high evidence of proficiency in Spanish and knowledge of Hispanic cultures to teach his or her content area in a bilingual classroom situation (to be determined by oral and written exams of proficiency in Spanish and Hispanic cultures administered by the Department of Languages and Linguistics). The Department of Education and the Department of Languages and Linguistics will also observe candidates in bilingual student teaching situations to insure that state guidelines for certification of bilingual teachers are also met.

Upon completion of the program, the student will be able to teach his or her discipline in English and/or Spanish in grades K-12 in Pennsylvania.

Required Courses: In addition to general education courses, those required to fulfill the major, and education courses required to meet certification guidelines, the students should also take the following courses:

Spanish 301, Spanish 302, Spanish 303, Education 303, Spanish 409. Advanced Oral and Written Spanish for Teaching in the Content Area and Education 401: Student teaching (in bilingual classroom).

Additional Spanish or French under advisement until proficiency is certified by the Department of Languages and Linguistics. Residence in a Hispanic or Francophone community, domestic or foreign, required and arranged by the department.

Bilingual Education candidates must also take Education 201, 202, 203 and 301 in the sequence indicated under Modern Language Education

Major Curriculum and complete a major or minor in a content area other than languages.

### Language Laboratory:

A 36 position language laboratory is located in Ware Center and facilitates instruction. Its use is required in elementary language and in conversation courses.

### Study Abroad:

The department recognizes the unique value of study abroad and therefore encourages its students to consider a number of opportunities for international studies which do not interrupt their affiliation with the University. Students may study abroad at a foreign university for part or all of the academic year while maintaining affiliation with the University and without interrupting normal progress towards their degree. Total cost, including transportation, tuition, and room and board is approximately the same as, though sometimes less than, that on the Lincoln University campus for the year. A student receiving financial assistance may request continuation of his scholarship or financial aid while studying on these programs.

These overseas programs usually offer a total of up to 18 college credits per and are highly recommended for qualified juniors in all disciplines. A total immersion language experience is required of all Spanish French and Bilingual Education candidates. The type and duration of the experience vary according to the language proficiency of the student and his or her background.

### Honors and Awards:

Majors in the department may qualify for departmental honors at graduation. This citation is noted at commencement. Consult the department chairman concerning details. Prizes are also awarded during the Annual Awards Day to the outstanding student in each level language course. Exceptional language students may also qualify for membership in Alpha Mu Gamma National Foreign Language Honor Society and also Phi Sigma Iota Foreign Language National Honor Society.

### Job Opportunities:

A limited number of jobs are available in the department. Students man the language laboratory, serve as tutors for others experiencing difficulty with languages, and work as clerical office assistants. The department also attempts to acquaint students with career opportunities for language majors as well as for students with some language background. Resource persons and alumni are invited to campus at various times for this purpose. The department also has a sizeable language-oriented career library.

Our language program is staffed by highly skilled linguists and is designed to prepare students for teaching in public and private schools; complement a liberal education by developing competence in understanding, speaking, reading and writing; prepare students for graduate school; and enable them to enter private business, tourism, federal government and foreign service jobs, translation and interpretation, and other areas that require knowledge of a foreign language.

### Language Clubs:

French, Spanish, and German Clubs offer students the opportunity to practice their languages outside of the classroom. These groups also sponsor cultural and social events, attend plays, lectures, international balls, and invite interesting diplomats and speakers to the campus.

### Language House:

Alumni House is the official Lincoln University language dormitory which houses 16 co-eds majoring or minoring in French or Spanish. Each year, at least one native speaker of French and one of Spanish are invited to live in the house.

### Tutorial Program and Individualized Instruction:

Students encountering difficulty in any of the languages offered are invited to avail themselves of the excellent tutorial programs maintained by the department. They are taught in individualized situations by their peers, or other students with proficiency in the language.

## MUSIC

*Chairman, Suthern; Faculty, Emery, Parker, Young*

The purposes of the department of music are (1) to acquaint the general college student with the fertile area of the art of music, (2) to attempt the development of a sense of understanding of the art of music, (3) to contribute, through concerts and recitals, to the general cultural life of the community, and (4) students completing this program will be certified to teach in the state of Pennsylvania. The outline of courses can be found on this page.

### ENTRANCE REQUIREMENTS

Prospective music majors must first meet the general entrance requirements of the college. Prior music study is expected. **POTENTIAL MUSIC MAJORS MUST BE AUDITIONED IN PERSON OR VIA TAPED PERFORMANCE AS SOON AS POSSIBLE** after acceptance into Lincoln has been received. All students must present a proficiency in some area of applied music — performance in voice, piano, organ or an orchestral instrument. In order to determine the current state of proficiency, a second audition will be held during the Orientation Period. Appointments for auditions may be made through the Music Department office, Room 122, Ware Center.

Auditioning students must bring their own music, preferably sung or played by memory. A student with some significant deficiencies should plan (1) to make up such work in the summer and/or (2) to work beyond the normal four-year period. Music education majors presenting areas of applied music other than piano and voice for entrance must also audition in piano and voice, since both of these areas are required of all music majors. Students not completing this requirement in any area of applied music will be held in this category until the requirements are completed. This remedial work will be done without credit.

Before the end of the sophomore year, departmental approval must be secured in order to continue in the

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major. Forms for this approval may be obtained from the departmental office.

## GENERAL DEPARTMENT REGULATIONS

1. a. No student in the Music Department may perform publicly on or off campus without the permission of the instructor involved and the chairman of the department. Permission to perform must be secured on forms available in the department office.
- b. Music majors as well as other students in the Department of Music will be expected to participate in public performance according to the level of attained proficiency.
- c. Every piano or organ major must do a required amount of accompanying in public or at lessons or recitals.
2. Every music major must be a member of a vocal or instrumental performing ensemble.
3. Music majors must attend all concerts presented on the campus.
4. Missed lessons must be made up. Absences from scheduled lessons will result in a failing grade for the semester.
5. The Music Department will not recognize a grade less than C in required courses.

## NOTE ON APPLIED MUSIC

Students of voice must select piano as a minor unless exempted by a proficiency examination. Every student earning a degree in this program must be able to perform acceptably either as a singer or on at least one instrument of the orchestra, the piano or organ.

For the major applied subject, these requirements can be met only through the medium of private instruction. In the secondary applied music subject, the requirement may be met in class lessons.

Training in the studio is supplemented by experience in performance at frequent student recitals held throughout the junior and senior years.

## Course Descriptions

Mus. 101-102. Ear Training and Sight Singing I & II (2 credits each)

Parallels Theory I and II.

Mus. 103-104. Choral Music

Fundamentals of choral technique and a sizeable repertoire of choral music are learned by practical work. Course open only to members of the University Chorale.

Mus. 105-106. Elementary Theory I & II (2 credits each)

Instruction in harmonization of melodies, both written and keyboard. Simple rhythms, tonal — relationships — melodic and harmonic — including scales, intervals, triads and their inversions, non-harmonic tones, simple analysis and form, and original work in the elementary forms.

*Prerequisite: The ability to read music and simple pianistic ability.*

Mus. 200 Introduction to Music (2 credits)

One of the sophomore humanities requirements, but open to all undergraduates for credit. Enrollment preference will

be given those for whom it is a required course. 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. Offered in fall and spring semesters.

Mus. 203-204. Musical Literature and Styles I & II (2 credits each)

Required of music majors and open to others interested with consent of the instructor. Musical Literature I, Music History of the Medieval, Renaissance and Baroque periods. Musical Literature II — History of the classic period.

Mus. 205-206. Advanced Theory III & IV (2 credits each)

Essentials of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions: problems in elementary counterpoint; keyboard harmony, dictation; sight-singing.

Mus. 219-220. Conducting (3 credits each)

The basic techniques in the art of conducting both choral and instrumental music. Course experience included a survey of choral and instrumental music for the prospective teacher.

Mus. 303-304. Musical Literature and Styles III & IV (2 credits each)

Musical Literature III — History of Romanticism in Music. Musical IV — History of Post-Romantic music.

Mus. 323. Jazz in American Culture (3 credits)

Introduction to the origins, development and present trends in this distinctly American art form.

Mus. 325. The Negro in American Music (3 credits)

A survey of the contributions of the Negro in all American music.

Mus. 333-334. Concert Band (½ credit each)

Meets twice weekly. Instrumental music majors are expected to participate. Underclassmen and women are invited to participate. Some band instruments are available on loan from the Music Department to those participating in the program.

Mus. 403-404. Musical Literature and Styles V & VI (2 credits each)

Musical Literature V is a study of the contemporary trends in music, with emphasis on the European scene. Musical Literature VI is a study of the contemporary trends of music with emphasis on the American scene and Black composers.

Mus. 405. Counterpoint — Theory V (2 credits)

The development of contrapuntal writing technique in two, three and more voices.

*Prerequisite: Mus. 201-202.*

Mus. 423-424. Methods of Teaching Elementary and Secondary Music (3 credits each)

Methods of teaching elementary music is an examination of the role of music in the lives of children with special consideration of emerging trends in curriculum design, materials and instructional procedures. Methods of teaching secondary music is primarily concerned with those skills, knowledges, techniques, materials and outstanding music programs in the secondary schools (including general music, vocal and instrumental).

Mus. 415. Methods of Teaching Stringed Instruments (1 credit)

Mus. 425. Methods of Teaching Brass Instruments (1 credit)

Mus. 430-431. Student Teaching, Practicum, and Direction of Teaching Activities (12 credits)

Observation and participation in teaching vocal and instrumental music in grades K-12. Undertaken in conjunc-

tion with qualified cooperating teachers. Professional conferences and visitations are an integral part of the experience.

Mus. 435. Methods of Teaching Reed Instruments. (1 credit)

Mus. 445. Methods of Teaching Percussion Instruments. (1 credit)

## APPLIED MUSIC

The consent of the instructor is necessary.

Mus. 107-108, 207-208, 307-308, 407-408 (¼ credit each)  
Private instruction in piano as a major performance area.

Mus. 113-114, 213-214, 313-314, 413-414 (¼ credit each)  
Class piano instruction for all students for whom piano is not a major performing area.

Mus. 117-118, 217-218, 317-318, 417-418 (¼ credit each)  
Private instruction in band/orchestral instruments as a major performance area.

Mus. 111-112, 211-212, 311-312, 411-412 (¼ credit each)  
Private instruction in organ as a major performance area.

Mus. 109-110, 209-210, 309-310, 409-410 (¼ credit each)  
Private instruction in voice as a major performance area.

Mus. 115-116, 215-216, 315-316, 415-416 (¼ credit each)  
Class vocal instruction for all students for whom Voice is not a major performing area.

## PHILOSOPHY

Chairman, Hurwitz; Faculty, Flint.

Instruction in the philosophy department tends more to the development of philosophical abilities in the student than to the learning of facts in the history of philosophy or the distinguishing of various philosophical positions. Nonetheless, the approach is both historical and by topics. The student is taught to think in terms of all the philosophical disciplines, and to coordinate his thinking to find his own viewpoint.

The major prepares students for graduate study in several areas, namely, law, religion and philosophy. Eight courses are required for the major: two semesters of logic, two of history of philosophy, one in twentieth century, one in ethics, one in oriental and one in the philosophy of science. The student is expected to take one course in philosophy each semester after declaring his major and a seminar, when offered. If additional courses are needed, he will be given Independent Studies.

There are also several minors. The minor requires five courses and can be taken in a variety of areas, including Gandhi Studies, Pre-Law, Science Emphasis (natural or social sciences), History of Philosophy, or Religion.

101. Introduction to Philosophy (3 credits)  
A general introduction to philosophy organized around the development of wisdom through the coordination of solutions in the areas of metaphysics, logic, theory of knowledge, and such valued fields as Ethics and Political Philosophy. Philosophy of Religion is also treated.

103. Logic of Language and Induction (3 credits)  
This course treats the less formal parts of logic. The distinction between inductive and deductive procedures is covered, but the emphasis is upon inductive. Fallacies, definitions, and the analysis of the import of different sorts of sentences and arguments is emphasized.

104. Formal Logic (3 credits)  
This course covers such topics as formal logic, including the syllogism, propositional calculus, predicate calculus, and deductive systems.

105. Ethics (3 credits)  
The purpose of this course is to provide a sound basis for moral choices through application of decision techniques in ethics. The approach is grounded in the metaphysical and logical problems of ethics.

201. Greek Philosophy (3 credits)  
This course covers Greek and Roman philosophy from the Pre-Socratics to Plotinus, giving a survey of the thinking of Socrates, of Platonism, Aristotelianism, Epicureanism, Stoicism, Neo-Platonism and Skepticism.

202. Modern Philosophy (3 credits)  
This begins with a survey of Medieval Philosophy and the New Science. It then treats the development of Modern Philosophy to Kant.

203. Legal and Political Philosophy (3 credits)  
Examines the nature of law, the purpose of government, legal and social justice, limits of authority, civil disobedience, revolution, affirmative action, and reverse discrimination.

204. Twentieth Century Philosophy (3 credits)  
A study of selected philosophical movements, philosophers, and problems of Western philosophy in the twentieth century. Focus on the development of analytical philosophy, including the study of Russell, Moore, Ryle, Wittgenstein, and Austin, or the development of continental philosophy such as in the works of Husserl, Sartre, Heidegger.

205. Oriental Philosophy (3 credits)  
Oriental Philosophy survey's African and Eastern Philosophy, with emphasis upon the goal of life and the methods of attaining it. This includes a study of yoga, tantra and zen, covering such areas as India, Tibet, China and Japan, with emphasis upon Hinduism, Buddhism and the classical Chinese traditions.

206. Philosophy of Art and Art Criticism (3 credits)  
Selected topics such as the nature of art and beauty; their functions in society, aesthetic perception, analysis of theories of art, e.g., Formalism, Expressionism, Marxism, criteria for art criticism. Concrete studies of poetry, music, painting, sculpture, film, dance, etc.

303. Philosophy of Natural Science (3 credits)  
Philosophical problems of natural science such as the nature of explanation, prediction, theory construction, and laws. Study of the growth of scientific knowledge; the nature of scientific revolutions and change. Concrete examples from the history of science.

304. Philosophy of Social Science (3 credits)  
Philosophical problems of social science such as the nature of explanation, prediction, theory construction, and laws. Study of problems of value-ladenness of social science; freedom and determinism; meaning and social science; alternative methods of study of social phenomena. Concrete examples from psychology, sociology, political science, history, and economics.

307. Seminar in a Major Philosopher (3 credits)  
Any philosopher may be taken as a topic, including Mahatma Gandhi.

401. Philosophy Seminar (3 credits)  
Any topic may be covered, according to needs of the majors.

## RELIGION

Chairman, Murray; Faculty, West

The requirement for a major in religion in the Bachelor of Arts program is the completion of eight courses in religion and two years of a modern foreign

language. The majors in Religion and 402. A research project, a comprehensive examination, or a major substitute no

101. The Religion of the Christian era and political philosophy

102. The Beginning of a study is made contemporary and community emphasis on the

103. Introduction of an introduction several approaches be introduced drawing on Islam, Buddhism

201. Introduction of an introduction on contemporary basic beliefs, Buddhism, Judaism to enable the human ex

202. Religion of The ethics of Niebuhr and critical reference theological e

302. Modern A survey of the nineteenth on science a liberation, an

303. Religion of A study of life both in Special attention symbols and culture. It w traditions: P and Judaism contemporary

307. The Religion of A study of of the Afro-Special attention sermon and alization, an mid-twentieth

310. Martin Luther A study of his religious revolt of the

401. Major of such ancient and Confucian

402. Seminar An investigation of religion an

language. The following courses are required for majors in Religion: 101, 102, 103, 202, 302, 303, 401, and 402. A major is required to complete a major research project in Religion 402 or to pass a comprehensive examination in the major field. In exceptional cases a major may, with the consent of the department, substitute not more than two courses in related fields.

101. The 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. Attention is given to the influence of social and political history on Hebrew religion and ethics.

102. The Beginning of Christianity (3 credits)  
Against the historical background of the New Testament, a study is made of the life and teachings of Jesus and their contemporary significance, and of the religious experience and community life of first century Christians, with special emphasis on the life and thought of Paul.

103. Introduction to Religious Phenomena (3 credits)  
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.

201. Introduction to Religion (2 credits)  
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.

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.

302. Modern Religious Thought (3 credits)  
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.

303. Religion in American Culture (3 credits)  
A study of the relation of religion to culture in American life both in its institutional and noninstitutional 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.

307. The Religion of the Afro-American (3 credits)  
A study 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.

310. Martin Luther King, Jr. (3 credits)  
A study of the life and thought of America's greatest proponent of the "Theology of Social Action," in relation to his religious heritage, socio-economic milieu, and the Negro revolt of the mid-twentieth century.

401. Major Religions of the World (3 credits)  
A study of the historical development and chief writings of such ancient and modern religions as Hinduism, Buddhism, and Confucianism, Taoism, Shintoism, and Islam.

402. Seminar in Religion (3 credits)  
An investigation of 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, but open to other qualified students with the consent of the department.*

## DIVISION II. THE NATURAL SCIENCES

The division of natural sciences includes the departments of biology, chemistry, physics, and mathematics. This division also offers courses in pre-engineering under the cooperative programs established with Drexel University, Lafayette College, and Pennsylvania State University.

The courses in the various departments of this division are designed primarily to give professional training to students who elect to major in one of the natural sciences or mathematics, or to prepare for a subsequent study of engineering or for post-graduate work in mathematics, the sciences, or in the medical professions. Courses in this division also provide the more limited scientific training required by students majoring in the humanities or in the social or life sciences. Those seeking a cultural understanding of any of the natural sciences may, with the permission of the instructor, omit the laboratory work of the elementary courses. Completion of two laboratory courses are, however, required for graduation.

### DIVISIONAL COURSE

#### 101-102. Physical Science

A year's course presenting physics and chemistry together for the students with little or no prior experience in them and for the non-science major wishing a general understanding of the methods of science. Special emphasis is placed on the scientific basis of man's interaction with his environment. The discovery approach to learning will be emphasized in the laboratory. Topics covered will include: matter and its properties, waves and particles, atomic theory and structure, energy, and astronomy.

*Three hours discussion and one laboratory period a week.*

#### 111. Environmental Science

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. Although not a laboratory course, field trips, lecture demonstrations, description detection methods of some pollutants, film and other visual aids will be used. A term paper will be required.

## BIOLOGY

*Chairman, Harrison; Faculty, DeCaro, Farny, Houser*

A major in biology is designed to prepare students for graduate study, the health professions, industrial positions and secondary school teaching. The minimum requirements are: one year or six semester hours of mathematics (103, 104; 121, 122 are recommended), two years or 16 semester hours of chemistry (101, 102 and 203, 204), one year or eight semester hours of physics (101, 102 or 103, 104), four years or 32 semester hours of Biology (101, 102, two of the following: 201, 202 or 212; 301, 302 and eight semester hours selected from 308, 401, 402, 408, 411, 412). For the Bachelor of Arts degree a student must take two years of a modern language of his choice and satisfy the University's general education requirements. For the Bachelor of Science degree, the student must satisfy all science requirements, as listed above, but may take but one

year of a foreign language, plus an additional **major required course** in the Science Division, plus a course in computer science or no additional courses in the division but two courses in computer science.

General Science majors with a concentration in biology, must take the first six courses in biology, 24 semester hours, plus the other regular science, and language requirements.

**101-102. General Biology (3 credits)**

A general course designed to explore the life processes of organisms (both plants and animals) beginning with the cell as the fundamental unit of structure and function. It is considered either as a terminal course to satisfy the laboratory course requirement for the non-science major or as the beginning course for the biology major. Four hours lecture, one two-hour laboratory period, one-hour recitation period per week and a biweekly examination period. (lab 1 credit)

**201. Comparative Anatomy of Vertebrates (4 credits)**

The gross structure of vertebrates is presented with special reference to the dogfish, Necturus, and cat. Two hours lecture and two two-hour laboratory periods per week. This course may be preceded or followed by 202 — Developmental Biology.

*Prerequisites: Biology 101, 102 or equivalent.*

**202. Developmental Biology (4 credits)**

The comparative study of the reproduction, growth and development of vertebrates, including differentiation of the various types of cells and tissues that occur. Three hours lecture and three hours of laboratory per week.

*Prerequisites: Biology 101, 102 or equivalent.*

**205. Anatomy and Physiology (4 credits)**

This is a course designed and offered for non-science majors. It covers the morphology and functions of the tissues, organs and organ systems of man. The laboratory includes the dissection of the cat and the conduction of a selected group of physiological experiments. Three hours lecture and three hours of laboratory per week.

*Prerequisite: Biology 101-102. Some chemistry would be helpful but is not absolutely essential.*

**212. General Ecology (4 credits)**

This course is designed for both the major and non-major. 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 discussed. A three-hour laboratory session or field trip will supplement three hours of lecture per week.

*Prerequisites: General Biology 101 and 102.*

**301. Genetics (4 credits)**

An introduction to heredity including Mendelian and non-Mendelian, cytogenetics, population and molecular genetics. Two hours lecture and two two-hour laboratory periods per week.

*Prerequisites: Biology 201-202; Mathematics 104 or equivalent; Pre- or Corequisite: Chemistry 203*

**302. Vertebrate Physiology (4 credits)**

An introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. Two hours lecture, two two-hour laboratory periods per week.

*Prerequisites: Biology 201-202; Co- or Prerequisite: Chemistry 204.*

**303. Parasitology (4 credits)**

A course devoted to the consideration of mammalian parasites found in the protozoan, helminth and arthropod groups. Careful consideration is given to the life history, control and treatment for the members of the above groups. Two hours lecture and two laboratory periods.

*Prerequisite: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand).*

**305. Biological Techniques (4 credits)**

A course, mainly histological, but including some of the techniques for parasitology, protozoology and blood work. Two hours lecture and two laboratory periods. Should be followed by 308 — Histology.

*Prerequisites: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand).*

**308. Histology (4 credits)**

A course in normal mammalian histology. Two hours lecture and two laboratory periods.

*Prerequisites: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand).*

**401. Microbiology I (4 credits)**

Introduction to microorganisms with special emphasis on bacteria, bacterial cytology, nutrition, metabolism, immunology and genetics. Laboratory work includes systematic study of bacteria, quantitative methods and control of microbial populations. Two hours lecture and two laboratory periods.

*Prerequisites: Chemistry 203-204 and advanced standing in biology.*

**402. Microbiology II (4 credits)**

Consideration of pathogenic microorganisms, 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: Biology 401. (Offered on demand).*

**408. Cell Biology (4 credits)**

A lecture in modern concepts in cellular and subcellular morphology and function. Two hours lecture and two laboratory periods.

*Prerequisites: Chemistry 203, 204, Physics 101, 102, Biology 101, 102 or equivalent.*

**411-412. Special Problems in Biology (2 credits)**

Advanced topics in biology will be discussed in seminars. Alternatively honor candidates may conduct independent research projects. *Either semester may be taken alone (1/2 or 1 credit, depending on amount of work done.)*

*Open to seniors only.*

**GENERAL SCIENCE:**

Major emphasis either in biology, chemistry, mathematics or physics (5 credits). Minor emphasis in biology, chemistry, mathematics or physics (4 credits).

**CHEMISTRY**

*Chairman, SubbaRao; Faculty, Johnson, Rudd, Smucker*

A professional B.A. major in chemistry consists of the satisfactory completion of the following courses: General Chemistry 101-2; Quantitative Analysis 201; Physical Chemistry I, 202; Physical Chemistry II, 301; and Physical Chemistry III, 302; Organic Chemistry 203-4; Instrumental Analysis 402; General Physics 103-4; Calculus I & II, 121-2; Calculus III & IV, 221-2; Computer Programming 205. One advanced course in chemistry, physics, mathematics, or biology is also required. All chemistry majors must take seminar and/or Chemical Literature their last four semesters at Lincoln. Differential Equations, Mathematics 306 and Linear Algebra 321 are desirable. Professional majors should complete German 202, or, with special permission of the department, French 202. The Lincoln Chemistry Department is accredited by the American Chemical Society. Those students meeting the above requirements will be accredited by the Society, and can be recommended to graduate schools, or to research positions in industry or government.

A minimum major in Chemistry consists of satisfactory completion of Chemistry 101-2, 201, 202, 203-4, 301, 402, Physics 103-4, Mathematics 121-2 and 221. Seminar and/or Chemical Literature is required the last four semesters. Any language may be taken. All students interested in biomedical studies, high-school teaching, management training in technical industries, technical sales, or other professions requiring numbers of courses in fields other than chemistry, may take a minimum major.

B.S. degree requirements are: four courses in English composition/humanities through the 202 course level; three courses in two different areas of the social sciences; eight courses in chemistry as prescribed for majors under the B.A. degree; two courses biology; five courses in mathematics, including calculus III, computer language, and statistics; two courses in physics; one-half course in physical education; and courses of electives. There is no language requirement.

Students will not generally be accepted as majors with an average less than 2.00 in two full years of chemistry.

The department reserves the right to waive any departmental requirements. This includes the prerequisites for the chemistry course, but does not include the general university requirements.

Each course is a full course unless otherwise indicated.

#### 101-102. General Chemistry (4 credits)

The course is required for all science division majors. It is prerequisite to all other chemistry courses. The basic principles of chemistry are presented and illustrated with descriptive material. Emphasis is placed on the structure of matter, including atoms and molecules, the laws of gases, stoichiometry, solution chemistry including acid-base, oxidation-reduction, solubility, complex ions, and chemical equilibria. A portion of second semester laboratory is devoted to qualitative analysis. Four hours lecture, one hour recitation, and one three-hour laboratory per week.

*Prerequisites: Mathematics 101.*

#### 201. Quantitative Analysis (4 credits)

This course is required for all chemistry majors and is a prerequisite to physical chemistry. The subject matter consists of aqueous ionic equilibria and elementary chemical thermodynamics. The laboratory experiments involve quantitative analytical determinations that are gravimetric, volumetric, and simple instrumental. Five hours lecture and six hours laboratory.

*Prerequisites: Chemistry 102, Physics 103, Calculus I. The two latter courses may be taken with Chemistry 201.*

#### 202. Physical Chemistry I (4 credits)

The material discussed includes gases, thermodynamics, solutions, chemical kinetics, and electrochemistry. Completion of Calculus I and General Physics I is required. Four hours lecture and six hours laboratory.

*Prerequisites: Chemistry 201, Physics 104, Calculus II. The latter two courses may be taken with Chemistry 202, or with the permission of the department.*

#### 203-204. Organic Chemistry (4 credits)

The chemistry of aliphatic and aromatic compounds is integrated and studied according to similar functional groups. Emphasis is placed upon mechanisms of reactions and correlation of structure with chemical properties. The laboratory includes separation, purification and synthesis of organic compounds. Four hours lecture, four hours laboratory per week and one hour problem solving.

*Prerequisite: Chemistry 101-102.*

#### 301. Physical Chemistry II (4 credits)

The material discussed includes atomic structure, the chemical bond, molecular structure, the solid and liquid states, chemistry of surfaces, radiation and photochemistry. Four hours lecture and six hours laboratory.

*Prerequisites: Chemistry 202. Calculus III may be taken with Chemistry 301, or with the permission of the department.*

#### 302. Physical Chemistry III (3 credits)

The wave-mechanical basis of atomic structure is discussed. Quantum mechanical laws are applied to problems of bonding. Physical methods of determining molecular structure are considered. Completion of Calculus I, II, III, and IV, and general physics is prerequisite. Four hours lecture per week and occasional laboratory.

#### 303-304. Biochemistry (4 credits each)

A year course with a laboratory which will examine the subject at the cellular level. It will meet the needs of students in pre-medicine, health professions, biology and chemistry. The course may be offered at times without laboratory. Four hours lecture.

*Prerequisite: Organic Chemistry 203-204.*

#### 310-311. 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. *Credit: 1/4 course each semester.*

#### 313. Chemical Literature (2 credits)

The 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 will teach the effective use of literature. Required of first semester junior chemistry majors, if given. Two hours lecture. *Credit: 1/2 course.*

#### 402. Instrumental Analysis (4 credits)

A study of the principles and practices of modern instrumental analytical methods. Topics include: visible, ultraviolet, and infrared spectroscopy, electroanalytical methods, gas chromatography, and nuclear magnetic resonance spectroscopy. Physical Chemistry 301 and 302 are required, but permission may be granted by the instructor for a student without 302 to enroll. Three hours lecture and six hours laboratory.

#### 403. Inorganic Chemistry (3 credits)

Principles developed in Physical Chemistry I, II, and III will be applied to inorganic systems. Valence theory and complex ion chemistry will be emphasized. The student will be required to learn descriptive material independently. Four hours lecture and laboratory as arranged. The course will be offered alternate years if demand is sufficient.

*Prerequisites: Chemistry 202, 301.*

#### 405-406. Chemical Research (4 credits)

Independent laboratory and library work by the student, directed by a member of the department. Will require about eight hours a week of work. Ordinarily restricted to junior and senior chemistry majors with permission from the department chairman.

#### 407. Advanced Organic Chemistry (3 credits)

Organic reactions and mechanisms will be discussed according to reaction type. Selected topics from physical or organic, heterocyclic and acid-base chemistry will be discussed. This course is designed to supplement the first year of organic chemistry for those students planning to enter graduate school in chemistry or medicine. The laboratory will involve the planning and the execution of a multi-step organic synthesis. Three hours lecture and laboratory, as needed. The course will be offered alternate years if demand is sufficient.

*Prerequisite: Chemistry 203-204.*

## GENERAL SCIENCE:

Major emphasis either in biology, chemistry, mathematics or physics (5 credits). Minor emphasis in biology, chemistry, mathematics or physics (4 credits).

## MATHEMATICAL SCIENCES

Chairman, Frankowsky; Faculty, Amick, Brown, Cornwell, Murray, Nagase, Pierce

The courses in the department are designed primarily to fulfill the needs of a major in the areas of mathematics, mathematics education, Actuarial Science and computer science. The B.A. degree is offered in mathematics and the B.S. is offered in the other three areas. A two-year associate degree is offered only in computer science.

Students considering a major in the mathematical sciences should consult with the department chairman as early as possible, preferably during their freshman year. Detailed schedules of the various programs, including electives and suggestions for choices of electives are available in the department. Math 121 and 122 are required of all students prior to final consideration as a major in the department.

The major must be declared by the end of the sophomore year. This is done by formal application to the department through forms available from the Registrar.

Courses in the department must be pursued in sequence. Under no circumstances will a student be admitted to any course unless its prerequisites have been attained.

All students gain entry to their first course in mathematics by department placement. For this purpose, all entering students must write the departmental placement test.

Courses numbered with (5) as a middle digit are courses in computer science. These courses may be pursued independently of the mathematics courses, but in sequence. Some have mathematics prerequisites. All students must study Math 151 — Introduction to Computing with BASIC as the first computer language course. Two computer languages must be studied prior to acceptance as a major in the computer science program.

### Course Descriptions

#### 090. College Arithmetic (3 Credits)

A study of the fundamental operations of addition, subtraction, multiplication and division of whole numbers, fractions and decimals. An understanding of the essential fundamental operations is developed prior to the introduction of short-cut methods. In addition, selected basic topics such as percent, measurement, bar graphs and line graphs will also be introduced. Entry to the course is by departmental assignment only. Credit is allowed but the course does not satisfy the general education requirements.

#### 095. Basic Algebra (3 Credits)

A course designed to develop arithmetic skills, using integers, while developing basic algebraic skills. The goal of the course is to prepare students for Mathematics 102 and entry to the course is by departmental assignment only. The course will not satisfy the university's general education requirement. It is intended only for students whose high school background is insufficient for Mathematics 102.

#### 101. Business Arithmetic (3 Credits)

A course designed to provide students with mathematical skills and concepts essential in the pursuit of a successful business career. Topics include: percent, decimals, fractions, equations, discounts, depreciation, simple and compound interest, annuities, amortization, stocks and bonds.

#### 102. Intermediate Algebra (3 Credits)

A course designed to develop algebraic skills, using real numbers, while developing problem solving skills. Topics include: algebra of sets, rational and irrational numbers, equations in one and two variables and graphing equations. The goal of the course is to fulfill the university's general education requirement, and is for students whose high school background is insufficient for Mathematics 103.

#### 103. College Algebra (3 Credits)

Functions and graphs; quadratic equations and systems of quadratic equations; ratio, proportion and variation; progressions; binomial theorem; elementary theory of equations, combinations, probability; determinants.

#### 104. Pre-Calculus (3 Credits)

Designed for the student who intends to study calculus. Topics to be covered will include: functions; rational and nonrational functions; techniques of graphing functions; exponential and logarithmic functions; circular and trigonometric functions; conic sections; sequences and series; mathematical induction.

*Prerequisite: Mathematics 103*

#### 107. Finite Mathematics (3 Credits)

A course 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 particular discipline. Among the topics studied will be: elementary matrix algebra; linear programming; basic probability and statistics; elementary concepts of calculus.

*Prerequisite: Mathematics 103*

#### 114. Elementary Statistics I (3 Credits)

Designed for students who need an elementary knowledge of statistics. The basic ideas of descriptive and inductive statistical methods are considered, including frequency distributions, descriptive measures, probability and sampling, prediction and correlation, index numbers and time series. This course is not open to majors.

*Prerequisite: Mathematics 103*

#### 115. Elementary Statistics II (3 Credits)

Estimation, hypothesis testing, 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-based statistical packages MINITAB and SPSS.

#### 121-122. Elementary Calculus (3 Credits)

First semester: The straight line; functions; limits; continuity; derivative of the algebraic functions with applications to velocity and rates; extrema; curve plotting; differentials; Rolle's theorem; law of the mean; the indefinite integral; plane analytic geometry. Second semester: The definite integral; applications of integration to area, volume, moment of inertia and work; differentiation and integration of trigonometric, inverse, exponential and logarithmic functions; transformation of the plane; length of a curve; area of surfaces.

#### 151. Introduction to Computing with BASIC (3 Credits)

A course in computer programming with emphasis given to the BASIC language. The course will guide the student in creating strategies for problem solving on a digital computer.

#### 154. FORTRAN (3 Credits)

An introduction to the fundamental techniques of programming in the FORTRAN language. Students will write, test and debug a wide variety of problems drawn from several disciplines.

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207. Introduction to Probability (3 Credits)  
The algebra of sets; probability in finite sample spaces; random variables and probability functions including the mean, variance, and joint probability functions; binomial distribution and some applications.
211. College Geometry (3 Credits)  
Advanced topics in Euclidean geometry; basic topics in non-Euclidean geometry. (Designed for prospective high school teachers of mathematics).
213. Discrete Mathematical Structures (3 Credits)  
An elementary introduction to discrete mathematical structures of computer science. Sets, logic, Boolean algebra, graphs, trees, semigroups, groups and examples of automata.
214. Computational Linear Algebra (3 Credits)  
An introductory linear algebra course with emphasis on its computational aspects. Computer manipulation of vectors, matrices and determinants with applications (including systems of equations). This is a prerequisite for Numerical Analysis.
215. Computer Graphics (3 Credits)  
Mathematical techniques, especially principles of geometry and transformations are indigenuous to most computer graphics applications. This course studies the mathematics theory underlying computer graphics techniques. The theory includes rotation, translations, perspective, curve and surface description. A study is made of existing techniques for representing points, lines, curves and surfaces with a digital computer.
- 221-222. Intermediate Calculus (3 Credits)  
First semester: Methods of integration; application of integration to physics — moments, centroids, theorems of Pappus, hydrostatic pressure, work; hyperbolic functions; polar coordinates; parametric equations; vectors in two dimensional spaces. Second semester: Three dimensional vector analysis; quadric surfaces; partial differentiation, multiple integration and their applications; infinite series.
253. CS-1 — Information Processing (3 Credits)  
A survey of electronic data processing and of computer hardware and software systems in use today. The course will explore the concept of a data processing system, explain how data is coded for computer processing and describe the various media on which data can be recorded. System and program flowcharting, structured charts and pseudocode are introduced to facilitate program development. Computer files and data base are explored and expanded to include the management information concept. Advanced concepts of the BASIC language are used to input, retrieve and manipulate files.
254. CS-2 — Data Structures and File Organization (3 Credits)  
Algorithm construction is the heart of the course. Basic control structures of sequence, selection and repetition are introduced. Data structures including strings, stacks, records, linked lists, trees, recursive programming and graphs are studied. Files — sequential and random, with emphasis on retrieving a given record are presented. Methods discussed include hashing and indexed sequential access methods for primary key retrieval as well as multi-lists and inverted files for secondary key retrieval. The PASCAL language will be presented and used throughout this course.
255. COBOL I (3 Credits)  
Fundamentals of computer programming in COBOL language. Topics include: COBOL divisions and basic statements for arithmetic, logic, branching, looping, control break, report writer and table processing. The language is presented in the context of structured programming concepts. Many examples are studied and students write several programs that highlight the way the rules of COBOL apply.
256. COBOL II (3 Credits)  
Advanced COBOL programming and concepts. Topics include table processing, sequential file merging and updat-

- ing, indexed sequential file organization, sort, VSAM methods and JOB control.
302. Numerical Methods For Computing (3 Credits)  
Modern computational algorithms for the numerical solution of a variety of applied mathematics problems are treated. Topics include: numerical solution of polynomial and transcendental equations; acceleration of convergence; Lagrangian interpolation and least square approximation methods; numerical differentiation and integration.
303. Introduction to Mathematics Statistics (3 Credits)  
Distributions of random variables; conditional probability and stochastic independence; special distributions including the t and the F distributions; moment generating techniques; limiting distributions and the central limit theorem.
306. Introduction to Linear Algebra (3 Credits)  
Vector spaces — subspaces, basis, dimension, isomororphism; linear transformations; matrices — matrix operation, rank equivalence relations, characteristics, functions of matrices; metric concepts.
315. Abstract Algebra (3 Credits)  
Set theory; functions and mappings; permutations; theory of groups, rings and ideals, homomorphism, integral domains, equivalence classes, residue classes.
321. Differential Equations (3 Credits)  
An elementary course in differential equations with applications to geometry and physics.
332. Problem Seminar in Mathematics (3 Credits)  
A survey of problems and applications. A junior-senior level course. Usually offered during the summer.
353. CS-3 — Computer Organization and Assembler Language (3 Credits)  
This course studies the fundamental ideas of computer architecture and structure; both hardware and software, and the utilization of these concepts in the production of programs for data acquisitions and data manipulation. The very fundamental building blocks of computers are described showing how simple registers and arithmetic units can be constructed, interconnected and controlled by a program. The attributes and operations of a macro assembler are discussed in some detail. The interaction between algorithms, computer architecture and computer programs is made by drawing upon sample algorithms and programs from the area of scientific data processing. The role of assemblers, editors, linking loaders and other software as aids in the efficient production of modular codes is stressed.
354. CS-4 — Data Base Organization (3 Credits)  
The course is designed to introduce students to the principles of single and multiple application data base systems, and to 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 data base management system; relational, hierarchal and network approaches; operational vs. informational systems; relational data bases; security and integrity; data flow diagrams; data dictionaries; analysis response requirements; immediate access diagrams.
- 356-357. Micro-Processing Techniques I and II (3 Credits)  
A general course in the developmental structures and applications of micro-processing systems. Programming techniques for the operation of both 16 bit and 8 bit micro-processors are developed. Techniques for communicating information, both with the system itself and interfacing with other devices are studied. Switches, keyboards, displays, and analog conversion systems are described and their use explained. Graphic displays are treated in depth. Aspects of speech storage and synthesis are studied.
- 403-404. Advanced Calculus (3 Credits)  
A rigorous development of the fundamentals of analysis. First semester: sets, sequences, functions, limits, mean value

theorems, definite integral, Taylor's theorem, improper integrals, set functions, infinite series, uniform convergence, power series. Second semester: improper integrals with parameter; gamma functions; transformations; curves and arc length; extremal problems; integrals over curves and surfaces; Green, Gauss and Stokes theorems.

407. Introduction to Complex Variables (3 Credits)  
Algebra of complex numbers; analytic functions, limits, continuity, derivative, Cauchy — Reimann conditions; elementary functions — exponential, trigonometric, hyperbolic, logarithmic; integration — contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, Liouville's theorem.  
*Offered only on demand.*

411. Elementary Topology (3 Credits)  
A beginning course in topology. Topics to be studied will be 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.  
*Offered only on demand*

## PHYSICS

Chairman, Williams; Faculty, Broomall, Paszek, Tsai

Physics is a discipline which lies at the heart of modern science, engineering and technology, as well as exerting considerable influence on philosophical and psychological thought. A central, or core, group of basic subjects at the appropriate level provides a solid foundation in the fundamental laws of nature and in the most useful mathematical techniques, which 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. By taking concurrent courses in the education department at Lincoln, a student may go directly into secondary teaching upon graduation.

The physics major at Lincoln University is supported by a highly qualified faculty and modern, well-equipped facilities, including introductory and advanced laboratories analog and digital computers, an astronomical observatory, and extensive equipment in radiation physics. 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) provide training in the elements of physics for secondary school science teachers; (3) give a thorough background in general physics for the science major, whatever his speciality; (4) prepare the physics major with a firm, effective foundation for professional advancement, graduate study and a successful career as a research scientist.

The Physics Department offers an option of two degrees: B.A. and B.S. A minimum of 40 and 48 credits respectively are required for these degree programs.

For a B.A. in physics the following courses are required: Physics 103, 104, 201, 202, 309, 310, 409, 410

and 20 other elective courses in physics. Candidates who choose the B.A. degree must take two years of a foreign language.

For a B.S. in physics the following courses are required: Physics 103, 104, 201, 202, 309, 310, 409, 410 and four other elective courses in physics. Candidates who choose the B.S. degree are not required to complete a foreign language but must complete at least two more courses in the science division numbered 300 or higher. Major courses taken outside of the department requires prior department approval.

In addition each physics major must complete Math 121, 122, 221, 222, 321; Chemistry 101, 102 and Computer Science 154. (If possible Mathematics 121-122 should be taken in the freshman year.)

Each course is a full course unless otherwise indicated.

101-102. Introduction to Physics (4 Credits)  
Elective for all students to fulfill the laboratory science requirement. Mechanics, heat, sound, electricity and magnetism, optics and modern physics. Three hours lecture, one hour recitation and one laboratory period per week.  
*Prerequisite or to be taken concurrently: Mathematics 103 or the equivalent.*

103-104 General Physics (4 Credits)  
Calculus based introductory physics for mathematics, science and pre-engineering majors. Mechanics, heat, sound, electricity and magnetism, optics and modern physics. Three hours lecture, one hour recitation and one laboratory period per week.  
*Prerequisite or to be taken concurrently: Mathematics 121-122.*

201-202. Electricity and Magnetism (4 Credits)  
D.C. and A.C. circuits, potentials, electric and magnetic fields, electric and magnetic characteristics of materials and Maxwell's equations. Electrical measurements. Three lecture hours and one laboratory period.  
*Prerequisite: Physics 103-104. Concurrently: Mathematics 121-122 or the equivalent.*

301. Optics (4 Credits)  
A study of geometrical and physical optics, including wave theory of light, interference and diffraction, optical measurements. Three lecture hours and one laboratory period.  
*Prerequisites: Mathematics 121-122; Physics 103-104.*

303. Elementary Astronomy (4 Credits)  
A lab science course in descriptive astronomy illustrated by slides and by use of the telescope. The observatory program will include studies of the moon, planets and nearby stars. Three lecture hours and one laboratory period.

305-306. Seminar (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. Required of junior and senior Physics majors. Credit 2 hours each semester.

307-308. Electronics (3 Credits)  
Theory and application of active electronic devices and circuits, including semi-conductor devices, amplifiers and digital logic. Laboratory work includes the construction and calibration of various electronic devices. Three lecture hours and one laboratory period.  
*Prerequisites Mathematics 103-104; Physics 101-102, 103-104.*

309-310. Mechanics (3 Credits)  
Translational and rotational formulations of Newton's laws with applications to equilibrium and non-equilibrium problems, conservative, non-conservative forces, conservation laws, rotational coordinate systems, rigid-body motion.

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Lagrangian and Hamiltonian dynamics.  
*Prerequisites: Physics 103, 104; Mathematics 221-222. Prerequisites or to be taken concurrently: Mathematics 221-222.*

311-312. Thermodynamics (3 Credits)  
Temperature, equations of state, the first and second laws of thermodynamics and some consequences, thermodynamic potential functions. Additional topics including kinetic theory, thermodynamic applications.

*Prerequisite: Physics 103, 104. Concurrently Mathematics 221-222.*

405-406. Theoretical Physics (4 Credits)  
Vector analysis with applications to fluid dynamics and electricity and magnetism; the differential equations of Legendre, Bessel, Hermite, and Laguerre with applications to wave motion, heat conduction, and the quantum-mechanical harmonic oscillator and hydrogen atom; Fourier series and integrals: elements of complex variable and potential theory; integral equations.

*Offered on demand only: Prerequisites: Mathematics 221-222; Physics 103-104.*

407-408. Electromagnetic Theory (4 Credits)  
Electric and magnetic fields, scalar and vector potentials, applications of Maxwell's equations to the solution of boundary-value problems in electric and electromagnetic fields, electromagnetic waves, relativistic theory.

*Offered on demand only. Prerequisites: Mathematics 221-222; Physics 309-310, 201-202.*

409-410. Atomic and Nuclear Physics (4 Credits)  
Relativity; wave mechanics, theoretical and experimental applications to atomic, nuclear, solid-state and radiation physics. Three hours lecture and one laboratory period.

*Prerequisites: Mathematics 221-222; Physics 309-310.*

411-412. Special Topics in Physics (Two Semesters)  
Consists of independent study to be supervised by a faculty member of the department. The nature of the work undertaken is to be decided by the student and the supervisor. The student may study extensively some topic in the literature of physics or concentrate on a research project. The investigation may be experimental, theoretical or both. Open to honor students and to students of high standing with the permission of the department chairman. Credit hours and schedule are arranged according to the varying content of the course.

## GENERAL SCIENCE:

Major emphasis either in biology, chemistry, mathematics or physics (5 credits). Minor emphasis in biology, chemistry, mathematics or physics (4 credits).

## PRE-ENGINEERING

*Tsai*

For the three-year program in pre-engineering the following courses are required: Physics 103, 104, 201, 202, 309, 310, 311, 312; Mathematics 121, 122, 221, 222; Pre-engineering 102 and 103; Chemistry 101, 102. If possible Mathematics 121, 122 should be taken in the freshman year.

102. Engineering Drawing (4 Credits)  
Orthographic projections, auxiliary views, sections, standard dimensioning including limits, tolerances and allowances, isometric drawing, descriptive geometry dealing with point, line and area. Required of pre-engineering students.

103. Introduction to Engineering (4 Credits)  
A semester course providing an introduction to engineering concepts; the development of skills and orderly methods of solving problems, emphasizing the engineering methods of analysis; measurement and error analysis; and introduction to advanced problem-solving instruments. Required of

all pre-engineering freshmen. Three hours lecture and three hours laboratory/field trips.

305-306. Seminar (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 development project each year. Meetings are scheduled for two hours, once a week. Required of sophomore and junior pre-engineering majors. Credit 2 hours each semester.

## GENERAL SCIENCE:

Major emphasis either in biology, chemistry, mathematics or physics (5 credits). Minor emphasis in biology, chemistry, mathematics or physics (4 credits).

## DIVISION III.

### THE SOCIAL SCIENCES

Courses in black studies, education, economics and business administration, history, physical education and recreation, political science, public affairs, psychology and sociology are included in the division of the social sciences.

The social sciences division aims to equip students with an understanding of the civilization in which we live and with an understanding of the historical background of that civilization. Each student is required to take a minimum of 12 hours in three different disciplines chosen from among the social sciences.

The social sciences division also offers teacher certification in social studies. Students desirous of a career in teaching should consult the Department of Education.

Some social science departments have non-social science requirements for majors. Students planning to major in any social science discipline should review courses of instruction offered by each department. Furthermore, they should consult with the various departments in planning their curriculum.

Students majoring within this division frequently enter one of the professions, such as law, teaching, or the ministry. In recent years many students have prepared for vocations in public life, especially for federal, state, or local civil service careers or administrative careers at home and abroad. However, the first object of the division is not occupational training as such, but to help students understand the economic, political, racial, and social aspects of society. Social science courses attempt to relate these influences to national life and beyond that to the world scene. The division adheres to the philosophy of a basic liberal arts education.

## ECONOMICS AND BUSINESS ADMINISTRATION

*Chairman, Doscher; Faculty, Gabbin, Marbell, Ugoji, Thomas*

All department majors in economics, business administration or in accounting are required to take 16 department courses for graduation. Seven of the 16 are required core courses for all department majors: Principles of Economics — Macro, Principles of Economics

— Micro, Elementary Accounting I and II, Quantitative Methods I and II, and Senior Seminar.

Prior to taking any elementary course in the department, students must have successfully completed English Composition 101 and 102 and Math 103 (College Algebra). Prior to taking additional courses in the department, students need to demonstrate additional mathematical and computer competencies. Students can acquire those competencies by successfully completing Math 151, Introduction to Computing with BASIC, Math 107, Finite Math, and Math 114, Elementary Statistics, or comparable courses. Required prerequisites are listed with each course described, following this section. Exceptions to prerequisites must be approved in writing by the department chairman.

Students desiring a major in one of the designated major areas must add the following courses to the seven in the core:

**Economics:** Price Theory, Income Theory, Public Finance, two selected topics, and four Economics electives.

**Accounting:** Intermediate Accounting I and II, Cost Accounting, Tax Accounting, Auditing, Advanced Accounting, Business Law, Management and Corporate Finance

**Business Administration:** Business Law, Management, Marketing, Corporate Finance, Business Communications, and four department electives.

The elective aspects of each program (except in Accounting) intend for the student to be able to concentrate some degree of specialization into personal needs and desires. Economics students may concentrate in International Trade, Urban Economics, or some general theoretical concepts. Business Administration students may desire additional preparation in human behavior, personnel administration, financial, or some more general approach to business organizations.

Primary consideration is given to the strengthening of our students' basic abilities in communications and in analytical thought processes. With strength in those areas students are prepared for entry into satisfying career paths or graduate studies. They will be able to demonstrate competencies in their major with a well-founded background.

Students are encouraged to broaden their basic major competencies with studies in the humanities, social sciences, and foreign languages. Two years of a foreign language are required for a Bachelor of Arts degree. For a Bachelor of Science degree, students may substitute advanced English, mathematics, computer science, and logic courses for the language requirement. Additionally, students are encouraged to participate in a cooperative work experience.

The department offers courses of interest to students majoring in other departments, especially those in other social science fields. For social science requirements of the University such courses as Principles of Economics-Macro, Public Finance, Government and Business, Business Law, History of Economic Thought and Comparative Economic Systems are recommended. Several courses have been developed

which are of special interest to the minority students such as, Economics of Black Community Development, Urban Economics, Welfare Economics, Organizational Behavior, and Selected Topics courses which frequently deal with minority problems.

### REQUIRED COURSES FOR MAJORS ECONOMICS, ACCOUNTING, AND BUSINESS ADMINISTRATION

#### IN ADDITION TO UNIVERSITY REQUIREMENTS, ALL DEPARTMENT MAJORS MUST COMPLETE THIS CORE:

EC 201 Macro- economics	EC 306 Quantitative Methods I
EC 202 Micro- economics	EC 307 Quantitative Methods II
EC 203 Elementary Accounting I	EC 459 Senior Seminar
EC 204 Elementary Accounting II	

#### ECONOMICS MAJORS MUST ADD:

EC 301 Price Theory	EC 411 Selected Topics
EC 302 Income Theory	EC 412 Selected Topics
EC 315 Public Finance	ADD: Four Economics Electives

#### ACCOUNTING MAJORS MUST ADD:

EC 331 Intermediate Accounting I	EC 338 Tax Accounting
EC 332 Intermediate Accounting II	EC 341 Corporate Finance
EC 333 Cost Accounting	EC 351 Auditing
EC 334 Business Law	EC 431 Advanced Accounting
EC 335 Management	

#### BUSINESS ADMINISTRATION MAJORS MUST ADD:

EC 334 Business Law	EC 436 Business Communications
EC 335 Management	Add: Four Departmental electives
EC 337 Marketing	
EC 341 Corporate Finance	

#### ADDED NOTES:

Entering majors, beginning fall 1981, must maintain a major field grade point average of at least 2.3 and complete other university requirements.

Students pursuing a Bachelor of Arts Degree (B.A.) must complete four semesters of a single foreign language; Bachelor of Science (B.S.) candidates are permitted to substitute four advanced English skill, Mathematics, Logic and/or Advanced Computer Science courses for the foreign language. Students are urged to study in at least one foreign language.

The department offers two minor fields in Business Administration and Economics. These minor fields are open to all Lincoln University students, irrespective of their majors. A student who selects one of the minor fields will not only improve his knowledge and appreciation of the field, but he will also better his chances for employment. In addition, a minor in economics fulfills the minimum requirements for entry into graduate studies in economics while a minor in Business Administration will give a student a headstart who may decide to take a Master of Business Administration.

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Requirements for the minor fields are as follows:

### BUSINESS ADMINISTRATION.

A student will fulfill a minor in Business Administration, by completing with at least a C+ average, the following courses:

Economics 201 and 202	Principles of Economics
Economics 203 and 204	(Macro and Micro)
Economics 335	Accounting I and II
Any one elective	Principles of Management

### ECONOMICS.

A student will fulfill a minor in economics, by completing with at least a C+ average, the following courses:

Economics 201 and 202	Principles of Economics
Economics 203 and 204	(Macro and Micro)
Economics 302	Accounting I and II
Economics 301	National Income Analysis Price Theory

### Course Descriptions

#### Primary Core:

201 Principles of Economics-Macro (3 Credits)

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.

*Prerequisite: Mathematics 103.*

202 Principles of Economics-Micro (3 Credits)

An analysis of consumer and producer behavior under alternative market structures, the pricing of productive factors and issues in resource allocation.

*Prerequisite: Economics 201*

203 Elementary Accounting I (3 Credits)

Provides a general knowledge of accounting and prepares the student for more advanced work in the subject. Course content consists of the basic concepts and procedures of accounting theory and practice.

*Prerequisite: Mathematics 103*

204 Elementary Accounting II (3 Credits)

A continuation of Elementary Accounting I, including the application of accounting principles to partnerships, corporations and manufacturing firms. Also included is the use of accounting as an aid to management.

*Prerequisite: Economics 203*

#### Other Courses:

301 Price Theory (3 Credits)

The theory of household and firm behavior, market structure and performance, the theory of distribution of product, general equilibrium analysis, and the problems of monopoly and oligopoly.

*Prerequisites: Economics 202 and Mathematics 107*

302 Income Theory (3 Credits)

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. Some of the basic econometric models of the U.S. economy will be studied.

*Prerequisites: Economics 201 and Mathematics 107*

303 Mathematical Economics (3 Credits)

The course is designed to give students the ability to read contemporary economic literature. The tools that will be taught and used are calculus, differential equations and

linear and matrix algebra. Emphasis will be placed on economic theory.

*Prerequisites: Economics 301-302 and Mathematics 121-120*

306 Quantitative Methods I (3 Credits)

An introduction to some basic mathematical models of economics and management science, the elementary concepts of probability theory, measures of central tendency and dispersion, random variables, and theoretical probability distributions.

*Prerequisites: Economics 201 and Mathematics 107 and 153*

307 Quantitative Methods II (3 Credits)

The application of statistical theory to the problems confronting economists and managers. Topics will include sampling and estimation, hypothesis testing, analysis of variance and regression and correlation analysis.

*Prerequisite: Economics 306*

311 American Economic Development (3 Credits)

Natural resources, labor, capital, and technology in the United States, their growth and effect on income distribution over time, the special problems of cyclical instability, the interrelated development of the economy, the problems of the present-day economy and their origins. This course is open to juniors and seniors in other departments.

*Prerequisite: Economics 201 or by special permission of the instructor*

313 Money and Banking (3 Credits)

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 finance.

*Prerequisite: Economics 201*

314 History of Economic Thought (3 Credits)

The course will trace the history of economic thought from Aristotle to Marshall. Contributions of the contemporaries of Marshall will be explored. Major emphasis will be placed on the writing of Adam Smith, David Ricardo and Karl Marx.

*Prerequisite: Economics 201*

315 Public Finance (3 Credits)

An analysis of various sources of financing government, such as taxation, debt and other nontax 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. This course is open to juniors and seniors in other departments.

*Prerequisite: Economics 201 or by special permission of the instructor*

316 The Economics of Black Community Development (3 Credits)

The critical problem of rapid technological change and rigid product prices in American growth and development and their effect on the well-being of the labor force, with particular reference to the black community. Special attention will be given to the problem of shifting to labor-using capital expansion in order to expand employment and raise real income in the black sector. This course is open to juniors and seniors in other departments.

*Prerequisite: Economics 201 or by special permission of the instructor.*

317 Urban Economics (3 Credits)

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 juniors and seniors in other departments.

*Prerequisite: Economics 201 or by special permission of the instructor*

318 Government and Business (3 Credits)

Government efforts to devise methods to control the agricultural and business sectors of the economy when the

market mechanism fails to work in an optimal fashion. Open to juniors and seniors in other departments.

*Prerequisite: Economics 201*

**321 Comparative Economic Systems (3 Credits)**

An analytical study of economic problems in different economic systems. The economic ideology of capitalism, Marxism and socialism. Comparison of several capitalist and socialist countries. Discussion of such topics as the role of the price system, investment decisions and economic growth. Open to juniors and senior majors in other departments.

*Prerequisite: Economics 201*

**323 Problems of Growth in Newly Developing Countries (3 Credits)**

Theories of economic growth with special reference to the problems of newly developing countries, including those related to population expansion, manpower constraints, domestic and foreign sources of finance, and appropriate balance between the agricultural and industrial sectors

*Prerequisite: Economics 202*

**326 Theory of International Trade (3 Credits)**

Trade among nations and related commercial policy problems; customs unions and preference areas; gold, dollars and the world financial systems.

*Prerequisite: Economics 202*

**331-332 Intermediate Accounting (3 Credits)**

Among the topics considered are an analysis of the treatment and applicable to each balance sheet account, financial statements and net income concepts, generally acceptable accounting principles, and interpretation of financial statements. 331 is a prerequisite to 332; however, 331 may be taken alone.

*Prerequisite: Economics 204*

**333 Cost Accounting (3 Credits)**

The procedures utilized by manufacturing firms for determining production costs of their products. Topics include: job-order and process costing, planning and controlling costs and allocation of overhead costs.

*Prerequisite: Economics 204*

**334 Business Law (3 Credits)**

An introduction to the body of law that governs business transactions. The course will stress the uniform commercial code as it applies to secure transactions, commercial papers and sales. This course is open to majors in other departments.

*Prerequisite: None*

**335 Principles of Management (3 Credits)**

This course will introduce the theory of organizational behavior and administration and integrate the several functional disciplines of management through case studies.

*Prerequisites: Economics 201, 202, 203*

**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.

*Prerequisites: Economics 204 and 307*

**337 Marketing (3 Credits)**

A general survey of marketing objectives, functions, and problems. Emphasis is on management of product development, distribution and promotion. Consumer considerations and social responsibilities are analyzed.

*Prerequisite: Economics 335.*

**338. Tax Accounting — Individuals (3 Credits)**

Prepares students for understanding of personal tax problems and preparation of Federal and State Individual Income Tax returns including sole proprietorships. Reviews applicable laws and regulations.

*Prerequisite: Economics 204.*

**339. Tax Accounting — Business (3 Credits)**

This course covers the Federal and State Income Tax laws and regulations for partnerships and corporations. The

unique accounting and tax return problems are analyzed and presented.

*Prerequisite: Economics 338.*

**341. Corporate Finance (3 Credits)**

An analysis of various methods for financing private corporate and business enterprises including analyses of investment decisions and related financial policy problems.

*Prerequisite: Economics 204, Math 107.*

**347. World Trade and Financial Systems (3 Credits)**

The theory of international trade and finance and its application to current problems such as balance of payments and international monetary reform.

*Prerequisite: Economics 202.*

**348. International Finance (3 Credits)**

Problems of private enterprise, governments in promoting trade, investment in industrialized and newly developing countries, the role of this activity in promoting growth and raising living standards, with special emphasis on the United States and the countries of Africa.

*Prerequisites: Economics 202 and 204*

**351. Auditing (3 Credits)**

Introduces students to auditing theory and practice. Covers external and internal auditing, internal controls, and audit reporting practice and concepts.

*Prerequisite: Economics 332 and 334.*

**401 Welfare Economics (3 Credits)**

A study of the theory behind economic welfare, and its application to the United States and other economies. A systematic statement of concepts — Pareto optimality, voting paradox, compensation criteria, criteria of welfare — and their use in evaluating welfare standards under various systems. A study of the shortcomings in these systems and possible solutions to them will be made. This course may be of interest to majors in other departments.

*Prerequisite: Economics 201 or by permission of instructor*

**411-412 Selected Topics on the American Economy (3 Credits)**

This sequence of courses will treat in considerable depth one or more problems dealing with the American economy such as labor economics, labor relations, and regional economics.

*Prerequisite: Economics 201*

**431. Advanced Accounting (3 Credits)**

Delves into aspects of comprehensive advanced accounting problems faced by private enterprises. Reviews general accounting theory and current applications in relation to legal, administrative and financial mandates for private concerns.

*Prerequisite: Economics 307, 332, 333, 334, 338, 339, 341.*

**435. Organizational Behavior (3 Credits)**

Reviews relationship of individuals and groups with organizational entities. Analyzes, in depth, motivation, leadership, technology, and social control in business and nonprofit organizations.

*Prerequisite: Economics 335.*

**436. Business Communications (3 Credits)**

This course offers an advanced analysis of communication processes, systems, and problems facing large organizations. Includes analysis and practice in writing, listening, briefings, reporting and career interviewing, searching, resume preparation, etc.

*Prerequisites: Economics 335.*

**437. Personnel Administration (3 Credits)**

Management of the human resource 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.

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accounting.

451-452 Field  
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441-442. Selected Topics in Business (3 Credits)

This sequence of courses will deal in considerable depth with one or more problems of the business world such as the special problems of the small business concern in America, problems of risk and insurance, investments, management accounting.

451-452 Field Work in Economics (3 Credits)

Credit will be given for work done on or off campus under the supervision of an instructor within the department. Permission to work in the areas of economics or business will be granted by the department chairman.

Prerequisite: Economics 307.

459 Senior Seminar (3 Credits)

This course affords students an opportunity to study a major problem of their own choosing under the guidance of a faculty member. Students will present their findings in the form of a major research paper. Other assignments will be made. This course is for all department seniors in their last year and will normally be offered in the fall term.

### EDUCATION

Chairman, Thomas; Faculty, A. Applegate, M. Applegate, DeKonty, Modla

The department offers a program in teacher preparation to fulfill a need that is in keeping with the liberal arts tradition; it has done so for many years and thus feels a strong sense of responsibility to continue this service. The teacher certification program is not set apart from but is intergraded in the larger university curriculum. By offering this program we are able to meet the specific professional needs of those liberal arts students who wish to prepare for the teaching profession.

We believe that students preparing to be teachers need the same general education foundation as those preparing for any other field of endeavor. The students preparing for teaching careers must first fulfill the college core requirements, major in a subject area, and obtain a minimum of eight professional education courses, including a course of student teaching. Student teaching is regarded as a culminating educational activity which implements the theories and principles emphasized in our professional course. Students may qualify for teaching certificates in Physics, Physics and Mathematics, French, Spanish, Biology, Chemistry, English, General Science, Mathematics, Music, Social Studies (History, Political Science, Sociology), and Health and Physical Education.

Students must meet the following prerequisites before they will be admitted into the Teacher Certification Program:

1. Declare their desire to student teach by the end of the first trimester of their sophomore year.
2. Be approved for admission into the Teacher Education Program by the Education Department.
3. Attain standing as a first trimester sophomore.
4. Maintain an overall grade point average of at least 2.0.
5. Be approved by the faculty of their major department.

The Education courses required for certification are:

- ED 201 Introduction to Education
- ED 202 Educational Psychology
- ED 203 The Education and Psychology of the Exceptional Child
- ED 205 Educational Media (2 Credits)
- ED 301 Tests and Measurements
- ED 302 General Methods in Education
- ED 303 Reading Instruction
- ED 401 Student Teaching

Each course is three credit hours unless otherwise designated.

In addition to a teaching certification program, the Education Department has both a **four-year Bachelor of Science Degree Program** and a **two-year Associate Degree Program in Early Childhood Education**.

### BACHELOR OF SCIENCE DEGREE: FOUR-YEAR EARLY CHILDHOOD PROGRAM

The four-year program leads to a Bachelor of Science degree in Early Childhood Education. The program is designed to provide future teachers with practical application of the theories and philosophies that have guided and directed educational instruction. The program prepares students to teach nursery and pre-school children. In addition, students are certified to teach from kindergarten to the third grade in the elementary school setting.

The required Education courses include:

- ED 110 Introduction to Early Childhood Education
- ED 201 Introduction to Education
- ED 202 Educational Psychology
- ED 203 The Education and Psychology of the Exceptional Child
- ED 212 The Pre-School Child
- ED 301 Tests and Measurements
- ED 303 Introduction to Reading
- ED 310 Creative Learning Activities
- ED 312 Creative Learning for Early Childhood Education
- ED 420 Practicum in Early Childhood Education (12 hours)

### ASSOCIATE DEGREE: TWO-YEAR EARLY CHILDHOOD PROGRAM

The two-year program leads to an Associate of Applied Science degree in Early Childhood Education. The program is designed to provide students with basic theories and philosophies that have guided and directed educational trends. In addition, students are given the opportunity to work with preschool children in local day care centers. The program prepares students to work in day care centers, to serve as aides in public schools or to enter a four-year program leading to teaching certification in Elementary Education.

The required education courses for the A.A.S. degree in Early Childhood Education include:

- ED 110 Introduction to Early Childhood Education
- ED 210 The Pre-School Child
- ED 310 Creative Learning Activities
- ED 312 Creative Learning in Early Childhood

ED 420 Education  
Practicum in Early Childhood  
Education (4 hours)

## READING SPECIALIST CERTIFICATION

The department also offers a sequence of graduate courses leading to Pennsylvania State Reading Specialist Certification. Candidates for the program must hold a bachelor's degree and have at least one year of successful teaching experience. Candidates must file an application with the Education office (forms are available upon request) and submit official transcripts of undergraduate and graduate course work. In addition, applicants must submit scores from the Graduate Record Examination Aptitude Tests and the Watson-Glaser Critical Thinking Test (administered by appointment at the Education Department office). Two letters of recommendation should accompany the application. Certain courses are open to teachers who are not seeking certification but who wish to increase their knowledge of the field of reading. Inquiries should be directed to the department chairman.

The sequence of courses included in the Reading Specialist Certification Program is designed to provide teachers with a firm theoretical grasp of the reading process as well as principles of learning and instruction. The translation of this theoretical foundation into practice will be stressed at all times with the aim of enabling teachers to deal effectively with the entire spectrum of reading difficulties encountered in the normal school setting. Successful candidates will be expected to demonstrate an appreciation for the complex causation of reading disabilities, proficiency in the diagnosis of reading difficulties and needs, and the ability to use diagnostic information to establish appropriate programs of instruction both for individuals and groups. Students will be expected to master inductive teaching as a means of fostering thinking abilities and task analysis as a means of enabling children to attain a level of independence in word recognition and comprehension skills. The Reading Specialist Program is intended to enable teachers to utilize any programs or materials to meet the instructional needs of their students, particularly the need for success in reading.

### Course Descriptions

The program consists of an 18-semester-hour sequence, including the courses listed and described below.

ED 601 Theoretical Foundations of Reading Instruction (3 Credits)

This course will focus on the nature of reading as a communication process which is affected by such factors as language development, perception, cognition, socialization, emotional development and physiological development. Principles of teaching and learning will be traced through the literature in the field and applied to instructional procedures in reading, particularly the Directed Reading Activity.

ED 603 Reading Disabilities (3 Credits)

This course is designed to familiarize teachers with the nature of reading disabilities and the use of diagnostic information as a means of prescribing instructional procedures. Students will become familiar with numerous individual and group assessment techniques. Emphasis will be placed upon interpretation of test results and daily ongoing diagnosis as the most effective sources of information on which to base instructional programs.

ED 605 Task Analysis: Word Recognition and Comprehension Skills (3 Credits)

This course will involve intensive work in the technique of task analysis as a means of designing instructional strategies and insuring student success in learning. The task analysis approach will be used to develop in teachers a firm grasp of the nature of word recognition and comprehension skills as well as an awareness of the prerequisite skills a child must have already mastered in order to successfully learn and apply a new skill.

ED 607 Advanced Diagnosis: Practicum (3 Credits)

This course will focus on the administration and interpretation of individual and group Informal Reading Inventories as a means of diagnosing reading disability. In addition, students will be supervised in the administration and interpretation of a battery of tests, including instruments designed to measure intelligence, learning aptitude, associative learning, reading readiness, perception, visual and auditory acuity, and spelling. Students will gain experience in interviewing techniques as well as in integrating the results of personality inventories with case history data to arrive at a comprehensive view of the child's current functioning.

ED 609-610 Practicum in Reading Instruction (6 Credits)

This course is designed to provide practical experience in diagnostic teaching, planning instructional procedures for individuals and groups, and implementing the theoretical principles developed in the previous sequence of courses. Students will receive intensive supervision and training in the Directed Reading Activity as an instructional strategy to develop competence in reading. Students will also receive intensive training and practice in Language Experience techniques with content area materials. Students will be trained in the construction of independent learning aids and activities designed to reinforce skills which they have developed during instructional activities.

### Freshman Level:

ED 100. Developmental Reading and Study Skills (4 Credits)

This course is designed to help students to 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, analyze relationships between ideas, develop test-taking and study skills, and increase their chances for the successful completion of a university curriculum.

ED 101. Critical Reading Skills (3 Credits)

This course is designed to develop the student's ability to critically analyze and evaluate what he reads as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature purposes 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.

ED 102. Oral Communication (4 Credits)

The course is designed to improve the students' ability to orally communicate using standard English.

ED 105. Freshman Seminar on Career Education (1 Credit)

This course is designed to expose students to information about the tools and skills needed to select an academic major and to engage in career life planning. Students will be assisted in identifying their strengths and needs and will be given guidance in how to consider these strengths and needs in the planning of a four-year program. Students will also research jobs of interest and practice specific career planning skills in and out of class.

### Professional Courses:

The prerequisites for these courses are Education 100 and English 100.

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**ED 110. An Introduction to Early Childhood Education (3 Credits)**

This course is designed to provide an introduction to the history, theory, and methodology of Early Childhood Education. The course will provide the necessary background to evaluate pre-school curricula and practices. Emphasis will be placed upon the relationship of the theoretical concepts to activities that develop readiness skills which prepare the child for future academic success. Open to freshmen, sophomores, juniors and seniors.

**ED 201 Introduction to Education (3 Credits)**

An overview of the aims, organization and procedures of education to provide a systematic view of the whole field. Information regarding the opportunities and requirements in education as a profession. General education for all students and professional orientation for prospective teachers. This course helps to fulfill the social studies requirement. Open to freshmen, sophomores, juniors and seniors.

**ED 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. Open to freshmen, sophomores, juniors and seniors.

**ED 203 The Education and Psychology of the Exceptional Child (3 Credits)**

This course is designed to present students with an overview of the current theories, major issues, and educational services for exceptional children. Students will have an opportunity to examine and assess various educational settings. They will also become familiar with various instructional techniques for exceptional children. Open to sophomores, juniors and seniors.

**ED 205 Educational Media (2 Credits)**

This course is designed to provide opportunities for students to learn about the current audiovisual technology, media, and methods for instructional or commercial use. This 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. Open to freshmen, sophomores, juniors and seniors.

**ED 212 The Pre-School Child (3 Credits)**

This course is designed to help students develop an understanding of the behavior of the pre-school child. The course 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 pre-school child. Opportunities for observation of pre-school children will be provided. Open to freshmen, sophomores, juniors and seniors.

**ED 301 Tests and Measurements (3 Credits)**

This course is designed to provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results. Students will be given the opportunity to analyze representative standardized tests in education and to develop their own test-taking and test construction skills. Open to sophomores, juniors and seniors.

**ED 302 General Methods of Teaching (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. Open to sophomores, juniors and seniors.

**ED 303 Introduction to Reading Instruction (3 Credits)**

This course is designed to 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. Open to sophomores, juniors and seniors.

**\*ED 304 Diagnosis and Correction of Reading Disabilities (3 Credits)**

This course will provide a thorough grounding in the nature and sources of reading disabilities, including physiological, psychological, cognitive, perceptual and linguistic factors as they relate to the reading process. Students will evaluate a wide variety of commercially made tests in reading and related areas, and evaluate the diagnostic information these can provide. Students will also learn to administer informal reading tests, evaluate the results and use this information to design a plan of instruction. Open to sophomores, juniors and seniors.

*\* An elective all prospective teachers are encouraged to take.*

**ED 310 Creative Learning Experience I (3 Credits)**

This course is designed to provide students with an overview of theories related to emotional, social and physical development. Emphasis is placed upon the practical application of learning theories and activities designed to aid in children's development. The students will be provided with an opportunity to devise educational activities that can be used for pre-school curriculum. Open to sophomores, juniors and seniors.

**ED 312 Creative Learning Experience II (3 Credits)**

This course is designed to increase the student's awareness of the learning process and the various levels of thinking which will enable the pre-school child to be successful in the academic setting. Students will also be provided with an opportunity to evaluate commercially prepared materials in light of theoretical aspects of the learning-thinking process. In addition, students will be provided with opportunities to develop teacher-made materials designed to implement theory. Open to sophomores, juniors and seniors.

**ED 401 Student Teaching (15 Credits)**

This 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. Open to seniors.

**\*ED 420 Practicum in Early Childhood Education (12 Credits)**

This course is designed to provide students with first-hand experiences in implementing instructional strategies in a pre-school setting. The students will be required to observe child behaviors and plan and implement instructional procedures based on the diagnostic information obtained during observation. Open to sophomores, juniors and seniors.

*\* 12 hours credit is given to students matriculating in B.S. program. 4 hours credit is given to students matriculating in Associate Degree program.*

**ED 422 Independent Study in Early Childhood Education (3 Credits)**

This course is designed for students desiring further exposure to current research in pre-school education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. Open to sophomores, juniors and seniors.

## HEALTH, PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

*Chairman, Gardner; Faculty, Crittenden, DeBoy, Grumbine, C. Jones, M. Jones, Weagley, White*

Students at Lincoln University are encouraged to participate in recreational activities throughout their four years of study. The physical education basic instruction program is intended to equip students with skills in physical activities, and to stimulate an interest in wholesome recreational activities which may be carried on during and after the college years. All students are required to take Physical Education 101-102 during their freshman year; each student must achieve a reasonable degree of proficiency in swimming. Students physically unable to participate in the regular classes will be assigned to a special section, and activities will be prescribed by the University Physician. Veterans' basic training in the armed services cannot be substituted for the physical education requirement for graduation.

A prescribed uniform is required of all those enrolled in physical education activity courses. This uniform may be secured in the campus bookstore. Swimming trunks for men and swimming suits for women are also available in the campus bookstore.

In addition to the required program in physical education, the department offers a major in health and physical education (Pennsylvania Teaching Certificate, K-12), and a major in recreation with two options (recreation leadership and therapeutic recreation). It also offers a two-year degree program (A.A.S.) in recreation leadership. (A prescribed uniform is required for all majors.)

Voluntary programs in intramural sports and in intercollegiate athletics for both men and women are also offered.

## REQUIREMENTS FOR THE PHYSICAL EDUCATION MAJOR:

### I. UNIVERSITY REQUIREMENTS

- 4 courses — Humanities
- 3 courses — Social Sciences (3 separate disciplines)
- 3 courses — Natural Science (mathematics), (2-Laboratory Sciences)
- ½ course — Physical Education (Freshman 101-102)

### II. PROFESSIONAL PHYSICAL EDUCATION COURSE REQUIREMENTS

- A. Activity Courses (2 credits): 103-104, 209-210, 219, 221, 230, 301-302, 319, 320. (The student has the option of taking one of the rhythmic courses 221, 319, or 320.)
- B. Theory Courses (3 credits): 205, 206, 208, 213-214, 301, 303, 307, 308, 311, 312, 314, 315, 402, 405.

### III. EDUCATION REQUIREMENTS: 201, 202, 204, 301, 302, 303, 401

### IV. NATURAL SCIENCE REQUIREMENTS: General Biology 101, Mathematics 101 or 103, Anatomy and Physiology 205.

## REQUIREMENTS FOR THE RECREATION MAJOR

### Option I — Recreation Leadership

- I. UNIVERSITY REQUIREMENTS: see catalog, p. 38
- II. PROFESSIONAL COURSE REQUIREMENTS
  - A. Activity Courses (2 credits): 209-210, 230, 301-302
  - B. Theory Courses (3 credits): 204, 205 or 206, 208, 303, 305, 307, 308, 311, 400, 401, 402, 408
- III. NATURAL SCIENCE REQUIREMENTS: General Biology 101, Mathematics 101 or 103, Anatomy and Physiology 205
- IV. SOCIAL SCIENCE REQUIREMENTS: Sociology 101, 241 or 243; Psychology 201, 202, 301, 304.
- V. COOPERATIVE EDUCATION: I and II strongly recommended or 500 hours of field work experience in recreation.

### Option II: Therapeutic Recreation

- I. UNIVERSITY REQUIREMENTS: see catalog, p. 38
- II. PROFESSIONAL COURSE REQUIREMENTS:
  - A. Activity Courses (2 credits): 230, 209-210, 301-302
  - B. Theory Courses (3 credits): 204, 205 or 206, 208, 233, 303, 304, 305, 307, 308, 311, 322, 400, 401, 402, 408
- III. NATURAL SCIENCE REQUIREMENTS: General Biology 101, Mathematics 101 or 103, Anatomy and Physiology 205.
- IV. SOCIAL SCIENCE REQUIREMENTS: Psychology 201, 202, 301, 304; Sociology 101, 241 or 243, 343; Education 301.
- V. COOPERATIVE EDUCATION: I and II strongly recommended or 500 hours of field work experience in recreation.

## Course Descriptions

(Each course is a full course unless otherwise indicated)

- 101-102. Freshman Physical Education (1 credit each semester)  
First semester is devoted to beginning swimming and the Standard First Aid Course leading to the first aid certificate. Second semester is devoted to additional life-time sports skills — badminton, bowling, and concepts of physical education.

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103. Basic Gymnastics I (2 credits)  
A study and practical application of fundamental tumbling skills associated with gymnastics. The class work is based on a sound progression from individual to group skills with emphasis being placed on the learning of basic skills with a understanding of the mechanics involved with the activity. Teaching methods and techniques will also be emphasized.

104. Basic Gymnastics II (2 credits)  
A study and practical application of fundamental apparatus, including the parallel bars, horizontal bar, side horse, and trampoline, associated with gymnastics class work, is based on a sound progression with each piece of equipment. Emphasis will be placed upon teaching methods and techniques.

204. Recreation Skills in Music, Drama, and Art (3 credits)  
This course is designed to provide the student with an understanding of the importance of music, drama, and art becoming a part of the total recreation program. The student will learn and practice those skills necessary for the therapeutic use of these modalities in such programs. He will also learn to use materials from these modalities in a recreational way.

205. Personal and Community Health (3 credits)  
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.

206. Behavioral Aspects of Health Science (3 credits)  
Presents a values clarification approach to health education. The content areas of sexuality, drugs, family living, nutrition, safety; aging and death, mental health, and environmental health will be explored. Special emphasis will be given to attitudes and behavioral changes necessary to help students make positive decisions concerning health problems.

208. Leadership in Community Recreation (3 credits)  
Methods of conducting recreational programs for rural and urban communities designed to meet specific needs and interest. Emphasis on organizing and planning appropriate activities.

209-210. Physical Education Activities I and II (2 credits each)  
During the first semester, instruction and practice in touch football, archery, and volleyball. The second semester covers lectures and practice in track and field, softball, and movement exploration. Students will be given an opportunity to develop methods and skills necessary to teach these activities.

213-214. Officiating of Athletic Sports (2 credits each)  
The principles, techniques, rules and regulations for officiating in football, soccer, basketball, and volleyball are studied. During the second semester, the principles, techniques, rules and regulations for officiating wrestling, track and field, and baseball/softball are presented. Theory and practice with required laboratory sessions in actual officiating.

215. Basketball (2 credits)  
An in-depth study of principles, techniques and philosophies to aid the prospective basketball coach and teacher of physical education. Lectures and practical work with the University basketball team, intramural, and J.V. teams are included.

216. Track and Field (2 credits)  
Techniques and methods of coaching. Theories of conditioning. Evaluation of facilities and equipment. Laboratory experiences in officiating. Theory and practice.

217. Football and Soccer (2 credits)  
Schedule making, team management, scouting, officiating, theory of game play, the application of scientific principles, and techniques of specific coaching situations and their

importance in individual improvements and successful achievements. Theory and practice.

218. Baseball (2 credits)

Team play and strategy will be given emphasis from offensive and defensive view points. Application of rules, officiating, and theory. Additional areas to be discussed and participated in by the student will include the role of coach, practices, and conditioning procedures, equipment evaluation, mental and physical aspects of the game, and baseball tactics. Theory and practice.

219. Wrestling and Weight Training (2 credits)

Fundamentals of wrestling and weight training. Teaching techniques in the basic fundamentals of wrestling conditioning principles. Instruction in weight training as it is related to physical education.

221. Basic Rhythmic Skills (2 credits)

This course equips the student with the basic understanding of 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 the basic skills.

230. Aquatics (2 credits)

Aquatic activities for physical education majors. Development of personal skills in swimming for lifesaving with emphasis on teaching methods and techniques.  
*Not open for beginners.*

231-232. Bowling (1 credit each)

Development of skills and knowledge that will enable one to use bowling as a leisure time activity.

233. Adapted Aquatics, Sports, and Games. (3 credits)

Techniques of adapting swimming, bowling, archery, and team sports to the needs of the disabled.

241-242. Badminton and Tennis (1 credit each)

Develops ability to play the game of badminton and tennis to a level of personal satisfaction. Strokes, strategy, and rules are analyzed on an individualized basis. Instant video replay will be used to analyze individual performance.

251-252. Weight Training and Conditioning (1 credit each)

Develops knowledge and skill needed to train with weights for sport, hobby, or physical fitness. Guidance in planning individualized weight programs for conditioning.

281-282. Fencing (1 credit)

Instruction and practice in the basic fundamental techniques of fencing.

301-302. Physical Education Activities III and IV (2 credits each)

Analysis and fundamentals of basketball, bowling, fencing, and field hockey. The second semester is devoted to fundamentals of badminton, tennis, and golf. Emphasis is on teaching methods and techniques.

303. Philosophy and Principles of Physical Education and Recreation (3 credits)

Development of the philosophy of physical education. Discussion of facts and principles serving as the basis for this philosophy. Interpretation and application of historical and philosophical bases of physical education.  
*Prerequisites: Upper classman or consent of instructor.*

304. Principles of Therapeutic Recreation (3 credits)

An introduction to the utilization of recreational programs in the therapeutic recreation environment. This would include an investigation of hospitals, nursing homes, detention centers, and other specialized programs utilizing activities for therapeutic programs.

305. Physical Education for the Elementary School Child (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 pre-school and elementary school child.

307. Physiology of Exercise (3 credits)

The functions of the human body and the physiological changes in the human organism due to physical exercise. Applications to specific problems of the health and physical education program.

*Prerequisites: Biology 205 or consent of instructor.*

308. Kinesiology (3 credits)

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: Biology 205 or consent of the instructor.*

311. Methods of Teaching Physical Education (3 credits)

Development of necessary skills and experiences essential for the teaching of physical education in elementary and secondary schools. Principles, methods, and resources involved in teaching physical education, curriculum patterns, individual teaching experience within the group.

*Prerequisite: PE 303.*

312. Health Service and Instruction (3 credits)

Methods, practice and observation of health education programs, health examinations, follow-up procedures, special classes, school feeding and hygiene of the school environment.

314. Athletic Injuries (3 credits)

Care and prevention of injuries in athletic activities, safety procedures, proper care of equipment, support methods and therapeutic modalities, first aid and personal safety. Laboratory work will include clinical use of physiotherapy equipment.

*Prerequisites: Biology 205 or consent of the instructor.*

315. Adapted Physical Education (3 credits)

This course will deal with developmental activities suited to the capacities and interest of students with disabilities that restrict them from participation in the total physical education program.

*Prerequisites: Biology 205, Physical Education 307, 308, or the consent of the instructor.*

319. Dance — Afro and Caribbean (2 credits)

This course is designed to develop appreciation, knowledge of the history and values of Afro and Caribbean dances, and the acquisition of variety of skills related to them. Students will be given an opportunity to develop methods and skills necessary to teach these activities.

320. Dance — Modern (2 credits)

A study of contemporary dance techniques and the basics of composition. Development of knowledge, skills, and appreciation of modern dance through the presentation of fundamental techniques. This course is designed to prepare teachers in elements of modern dance activities that are employed in public schools programs and hospitals.

322. Movement Therapy: Theory and Techniques (3 credits)

This course is an overview of the concepts, history, and skills in the use of body movement as a therapeutic technique. The process where dance movement becomes a psycho-dynamic modality will be explored in both didactic and experimental material.

400. Field Work Seminar in Recreation (Special Populations) (2 credits)

Provides an opportunity for the student to broaden his experience in community recreation. An overview of human motor development, mental retardation, cerebral palsy, emotional disability, aging, and corrections. Students will plan, direct and evaluate individualized prescriptive recreation programs for these special populations.

*Prerequisites: PE 303 or the consent of the instructor.*

401. Camping and Outdoor Education (2 credits)

This course deals with problems and trends in camping, programming, administration, camping education, and games of low organization.

402. Organization, Administration and Supervision of Health, Physical Education, and Recreation (3 credits)

Procedures in teaching, organization, administration and supervision of physical education in relation to the whole school program. Organization of pupils, selection and organization of activities, planning of time and space, utilization and care of equipment, procedures for effective administration.

*Prerequisites: PE 303 or consent of instructor.*

405. Methods and Techniques of Coaching (3 credits)

Theory of and practice in the coaching of sports. Fundamental techniques and tactics of individual and team play.

408. Senior Symposium in Recreation (3 credits)

The student will be given an opportunity to choose a topic or area of his/her own interest to research. A written seminar paper is required.

*Prerequisites: PE 400 or consent of instructor.*

### RECREATION LEADERSHIP (A.A.S. DEGREE)

The two-year undergraduate major in recreation leadership is designed to prepare students for immediate employment in positions of recreation leadership at the job entry level in public, private, and voluntary recreation agencies. Students will acquire a foundation of understandings and skills in general education and introductory professional courses.

Requirements for graduation are:

1. Completion of a minimum of 62 semester credits with a minimum grade point average of 2.00 (C).
2. Satisfactory completion of the University requirements:
  - a. English 101-102
  - b. Math 101(Students testing into developmental courses — English 100, Math 100, Education 100 — must plan for one or two summer sessions or an additional semester)
3. Satisfactory completion of a minimum of 250 clock hours in field work/practicum/clinics.
4. Satisfactory completion of the following department courses:

101-102	Freshman Physical Education
204	Recreation Skills in Music, Drama, and Art
205	Personal and Community Health
206	Behavioral Aspects of Health Science
208	Leadership in Community Recreation
209-210	Physical Education Activities I and II
213-214	Officiating of Athletic Sports
221	Basic Rhythmic Skills
233	Adapted Aquatics, Sports, and Games
301-302	Physical Education Activities III and IV
305	Physical Education for the Elementary School Child
400	Field Work Seminar in Recreation

## HISTORY

Chairman, V

A history semester course Department 401 and nine subject areas

History methods 402 teaching in their under senior year.

101-102. Mo This is a basic semester covering the Middle Ages semester covering contemporary view supplied

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(Special Populations)  
Camping and Outdoor Education

401

## HISTORY

Chairman, Winchester; Faculty, Brock, Jones

A history major must complete at least 10 one-semester courses taught by members of the History Department. These must include Historical Methods 401 and nine other courses with a distribution of subject areas approved by the department.

History majors are expected to complete Historical Methods 402 — unless their schedules require student teaching in their senior year, or unless they complete their undergraduate courses by December of their senior year.

101-102. Modern European History (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.

104. Twentieth Century History (3 credits)  
This course gives broad world coverage of events of the century and stresses the background of current affairs, starting with the origins of World War I and continuing to the present.

105-106. History of the United States (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 the present, with particular emphasis upon political and social developments.

107-108. History of East Asia (3 credits)  
This course is an elementary survey of the historical development of the major East Asian countries from c. 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.  
*Given on demand.*

110. History of United States Since 1945 (3 credits)  
This course covers intensively the period of United States history since World War II. It covers domestic politics and foreign affairs, with some emphasis upon current events.

201-202. Ancient Civilization (3 credits)  
The first semester deals with the development of organized societies with particular emphasis upon Egypt, Babylonia, Persia and Greece. The second semester covers the rise and fall of the Roman state.  
*Given on demand.*

203. The Colonial History of the Americas (3 credits)  
This course studies the colonial history of North and South America from the age of exploration and discovery to the struggle for independence.  
*Given on demand.*

205. History of Black People in the United States (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.

206. History of Black People in the United States (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.

207-208. History of England (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 in alternate years.*

211. History of Revolutionary Africa in the 20th Century (3 credits)

The African Revolution: This course will examine the history of the African revolutionary movements. The study will include 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.

212. History of Black People in the Twentieth 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 the World War II and post-war era are included.

301-302. Medieval History (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 in alternate years.*

303-304. Seminar in History (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.

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 Kongo, the Great Zimbabwe civilization and the Zulu Kingdom.

308. History of Africa Since 1885 (3 credits)

History: African Responses to European Imperialism. This course examines the concept of European Imperialism and the factors 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.

309. United States Intellectual History (3 credits)

The main trends in the growth of American thought, from the Puritans in the seventeenth century through the natural-

ism and pragmatism of the late nineteenth century, are treated in this course.

*Given on demand.*

**312. Urban History of United States (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.

**313-314. Diplomatic History of the United States (3 credits)**

This course traces the major developments in foreign policy and diplomacy from the time of the American revolution to the present.

**401-402. Historical Methods (3 credits)**

A required course for history majors. The course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

*Prerequisites: a minimum of four courses in history.*

**HISTORY COURSE REQUIREMENTS FOR SOCIAL STUDIES TEACHER CERTIFICATION CANDIDATES.**

- Hist 101-102 Modern European History
- Hist 105-106 History of United States
- Hist 205-206 History of Black People
- Hist 401 Historical Methods
- Eco 201 Introduction to Economics — a course in Geography
- Soc 201 Anthropology
- Soc 101 Sociology
- Pol Sci 317 Legislative Behavior
- A course in Non-Western History
- Four elective history courses

**BLACK STUDIES**

*Brock*

Historically, Black Studies constituted a department and a possible area of major concentration at Lincoln University. At this point in time, because of the decline in enrollment of students majoring in this area, the selected courses in Black Studies are offered under the auspices of the History Department, thereby no longer making a major concentration possible in the area of Black Studies. It is encouraged that all students at Lincoln University take courses as they deem appropriate in order to give themselves a fuller understanding of the historical, political, social, cultural and economic aspects of the black person in America. Black Studies courses can be used to satisfy social science requirements or may be used as electives.

The following Black Studies courses are available:

**201-202. The Black Experience: An Introduction to Black Studies (3 credits)**

A two-semester course which will deal with the total black experience, beginning in Africa and extending to the Americans and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience will be closely examined as well as the historical. The course will be designed to prepare the black studies major for all other courses in the department and will do this largely by posing some of the pressing questions which will be considered in black studies. Guest lecturers will be used as well as any audiovisual aids deemed helpful by the instructor.

**301. The Black Family (3 credits)**

The course will examine 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 a vis the American situation.

**302. The Black Community (3 credits)**

This course will look at the social, political and economic factors contributing to the development and perpetuation of the so-called ghetto and particular emphasis will be placed on the current conditions in black communities. Special emphasis will be given to the various agencies and institutions operating within black communities, such as anti-poverty programs, departments of welfare, settlement houses, etc. The student will be encouraged to closely examine both the philosophy and programs of these institutions in order to determine their efficacy and how they relate to the power structures within communities, and what possible alternatives can be created. The concepts of power and community will be studied.

**304. Mass Media and the Black Community (3 credits)**

This will be a critical examination of the black experience with mass media including both a look at the evolution of the black press as well as the dilemma of the black with the American white press. Radio and television and the movie industry will also be considered.

**314. Racism and American Law (3 credits)**

This course will be designed to examine the relationship between racism and American law. It will address itself to the question of the extent to which American racism has been reflected in the country's legal system and the ways in which the legal order has abetted racism, as well as to the more general question of the power of the law as an agent of social change.

**315. Research Methods and Design (3 credits)**

The design and techniques of effective research, with particular emphasis on the problems of research in the black community. Existing studies will be analyzed and criticized vis a vis both content and methodology.

**401. Racism (3 credits)**

This course would begin with the earliest known contacts of European explorers and traders with Africa; it would examine the initial relationship between Africa and Europe and the attitudes held by each toward the other. The differences and similarities between the two civilizations will be examined as they relate to the development and dissemination of the 'inferiority' myth about Africans and the Social Darwinism doctrine will be examined. The course will analyze the social, psychological, economic and cultural implications of racism as well as its role in the total American structure.

**POLITICAL SCIENCE**

*Chairman, King; Faculty, Atherton, Sanders*

The political science major is designed for students desiring to pursue graduate work in political science. It is one of the numerous majors appropriate for students desiring to enter law school.

**REQUIREMENTS FOR GRADUATION STUDENTS ENTERING PRIOR TO FALL 1980**

**REQUIRED COURSES:**

- P.S. 101 Elements
- 202(103)\* American Government
- 300 and 301 Man and the State

302(207)\*  
304(204)\*  
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311(309)\*  
204(313)\*

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P.S. 101  
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P.S. 202  
P.S. 300  
P.S. 301  
P.S. 302  
P.S. 303  
P.S. 304

P.S. 305  
Political Sci

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- 302(207)\* Comparative Political Processes\*\*
- 304(204)\* International Politics\*\*\*

One of the following:

- 201 State and Local Government
- 310(305)\* American Political Parties
- 311(309)\* Public Administration
- 204(313)\* The Legal System
- 314 Urban Politics
- 317 Legislative Behavior
- 401 American Constitutional Law

Three additional Political Science courses. One or two courses from other departments may, with permission of the chairman, be substituted for political science courses.

Students desiring a B.A. degree are required to complete the second year of a modern language.

\*Numbers in parentheses are the numbers used prior to Fall 1980.  
 \*\*Another comparative course may be substituted  
 \*\*\*Another international course may be substituted

### STUDENTS ENTERING FALL 1980 AND AFTER

	Hours
P.S. 101 Elements of Government	3
P.S. 201 American Government	3
P.S. 202 State and Local Government	3
P.S. 300 Man and State I	3
P.S. 301 Man and State II	3
P.S. 302 Comparative Politics I	3
P.S. 303 Comparative Politics II	3
P.S. 304 International Politics	3
or	
P.S. 305 American Foreign Policy	3
Political Science electives	12
	36

### REQUIREMENTS IN OTHER DEPARTMENTS

#### RELATED OPTIONS

The student is to opt for one of the following groups of courses:

- I. 101-102 of one foreign language (Qualifies a student for a B.A.)\*
- II. 1 Semester Advanced English Composition  
2 Semesters of Statistics  
1 Semester of Basic Computer Language
- III. 2 Semesters of one Foreign Language  
2 Semesters of Statistics
- IV. (For Pre-Law Students)

Four of the Following:

Logic, Ethics, Advanced Composition, Public Speaking, Statistics, Basic Computer Language.

\*Students will be placed in the appropriate language course at the time of admissions.

### POLITICAL SCIENCE TEACHING CERTIFICATION REQUIREMENTS

- Pol. Sci. 101 Elements of Government
- Pol. Sci. 201 State and Local Government
- Pol. Sci. 202 American Government
- Pol. Sci. 204 Legal System
- Pol. Sci. 300-301 Man and State I and II
- Pol. Sci. 302 Comparative Political Processes I
- Pol. Sci. 304 International Politics
- Pol. Sci. 317 Legislative Behavior
- Hist. 105 History of United States
- Hist. 305 History of Africa or 307 History of Russia
- Hist. 401 Historical Methods
- Eco. 201 Introduction to Economics
- Soc. 101 Introduction to Sociology
- Soc. 201 General Anthropology

#### Course Descriptions

101. Elements of Government (3 credits)  
 An introduction to the basic elements and principles of democratic and non-democratic governments of the world. Selected political ideologies are examined and compared.  
*Prerequisites: English 100, Education 100 and 101. (to be offered every trimester)*

201. State and Local Government (3 credits)  
 A study of the organization, powers, functions and business methods of formal government at the state and local agencies.  
*Prerequisites: English 100, Education 100, 101. (to be offered every fall trimester)*

202. American National Government (3 credits)  
 The organization and operation of the national government from the standpoint of constitutional principles, structure and functions, programs and policies. Required for all majors.  
*Prerequisites: English 100, Education 100 and 101. (to be offered every spring trimester)*

203. Black Politics (3 credits)  
 Black Politics is the study of the political behavior of black Americans. Techniques of political mobilization and organization are analyzed through the study of mass movements, political parties, and established interest groups.  
*Prerequisite: Political Science 202 or permission of the instructor.*

204. The Legal System (3 credits)  
 An introduction to the functions, structure and operations of the components of the legal system: police, courts, corrections, probation and parole; the interrelationship of the legal system and political system.  
*Prerequisite: Political Science 202, or permission of the instructor. (to be offered on demand)*

300. Man and the State I (3 credits)  
 The purpose of this course is to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which characterizes 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.  
*Prerequisites: Political Science 101 and three additional courses after 101, or permission of the instructor. Required of all majors. (to be offered every other fall trimester)*

301. Man and the State II (3 credits)  
 The purpose of this course is to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which characterizes 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.

*Prerequisites: Political Science 101 and three additional courses after 101, or permission of the instructor. Required of all majors. (to be offered every other spring trimester)*

302. Comparative Political Processes I (3 credits)

The development of a system's model of political systems, incorporating political culture and socialization, the role of interest groups and political parties, government institutions.

*Prerequisite: Political Science 101. Required of all majors. (to be offered every other fall semester)*

303. Comparative Political Processes II (3 credits)

The application of the system's model described in Political Science 302 to selected Western and non-Western democratic and non-democratic systems.

*Prerequisite: Political Science 302. Required of all majors. (to be offered every other spring semester)*

304. International Politics (3 credits)

The political relationships among nations and special emphasis on historical and contemporary concepts and practices.

*Prerequisite: Political Science 101, or permission of the instructor. (to be offered once a year)*

305. American Foreign Policy (3 credits)

American foreign policies since 1945, with emphasis on, first, the major domestic and foreign determinants of these policies; and second, analysis of the major problems of contemporary American policies.

*Prerequisite: Political Science 101, 202, or permission of the instructor. (to be offered on demand)*

306. Comparative African Politics (3 credits)

The comparative politics of selected states in east and west Africa; Guinea, Ivory Coast, Nigeria, Ghana, Liberia, Ethiopia, Tanzania, and Somalia. Institutions and political processes are analyzed with attention to emerging relations among African states.

*Prerequisite: Political Science 302, or permission of the instructor. (to be offered on demand)*

307. Latin American and Caribbean Politics and Government (3 credits)

The political evolution of Latin American and the Caribbean; factors conditioning governmental organizations and policies; case studies of selected states.

*Prerequisites: Political Science 302 or permission of the instructor. (to be offered on demand)*

309. Asian Politics and Government (3 credits)

The comparative politics and political institutions of selected communist and non-communist Asian states.

*Prerequisite: Political Science 302 or permission of the instructor. (to be offered on demand)*

310. American Political Parties (3 credits)

Structure and role of political parties and pressure groups as instruments of decision making at the national, state and local levels.

*Prerequisite: Political Science 101, 202, or permission of the instructor. (to be offered on demand)*

311. Public Administration and Public Policy (3 credits)

Public Administration and Public Policy 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.

*(to be offered every fall semester)*

312. Public Personnel Administration (3 credits)

Public Personnel Administration is the study of the principles of personnel management. It includes the structure of a

personnel system and personnel organization. Special attention is given to employee organization and collective negotiation and bargaining. Staffing is analyzed through the study of manpower planning and recruitment. These features are applied to the modern public service through the study of the merit system in the U.S. government and the central personnel agency.

*(to be offered on demand)*

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.

*Prerequisite: Political Science 201 or permission of the instructor. (to be offered every year)*

317. Legislative Process (3 credits)

This course will examine the formal rules and informal relationships which characterize the legislative policy-making process. This process will be examined at the state and federal levels and we will assess the prospects of a general theory of legislative behavior.

*Prerequisite: Political Science 202 or permission of the instructor. (to be offered on demand)*

401. American Constitutional Law (3 credits)

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.

*Prerequisite: Political Science 202. (to be offered on demand)*

403. Independent Study (2 or 3 credits)

The student must receive permission from the chairman to undertake independent study. His program will be worked out with and supervised by one of the members of the department.

404. The American Presidency (3 credits)

A study of the constitutional origins and legal development of the American Presidency. Emphasis is placed on the role of the President as party leader, chief of state, commander-in-chief, molder and executor of public policy, and chief administrator of the federal bureaucracy.

*Prerequisites: Political Science 202. (to be offered on demand)*

405. Selected Topics (2 or 3 credits)

A seminar course which will explore various topics in depth. May be taken more than once for credit. Topic to be announced in advance.

*Prerequisites: Permission of the instructor. (To be offered on demand.)*

410. Seminar (Public Affairs) (2 or 3 credits)

The Public Affairs Seminar encompasses public relations, public administration, and public policy. Organization theory and development are applied to American bureaucracies. Bureaucratic behavior is analyzed. Public Policy is analyzed, from the process of policy implementation. The seminar is open to students of all disciplines, as well as students of Public Affairs. The seminar is interdisciplinary and will utilize professors from other disciplines. There will be one professor in charge of the course.

*(to be offered every spring trimester)*

411. Seminar (Political Science) (2 or 3 credits)

This seminar will expose the students to an analysis of approaches to the study of political phenomena and to statistical analysis and quantitative methods.

*(to be offered on demand)*

900. Cooperative Education (3 credits)

Students desiring to Co-op must sign up with the Career Services Center. Upon successful completion of a minimum 15-week work assignment, satisfactory reports and evaluation by the employer, the student will receive academic

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**PUBLIC  
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## PUBLIC AFFAIRS CONCENTRATION

Chairman, Sanders

### INTERDISCIPLINARY APPROACH

The Public Affairs program at Lincoln is an innovative interdisciplinary approach reflecting a consolidation of courses now offered in the social sciences, humanities, and natural sciences. The program aims to acquaint the student with public policy issues and problems as viewed from several different perspectives: primarily, the sociological, political, and economic. This approach benefits both students and faculty by providing a catalyst for dialogue and exchange among three major departments in the Social Science Division. Students and faculty associated with the Public Affairs program are also involved in a variety of activities including seminars, workshops, field trips, conferences, and research projects that materially strengthen the quality of education offered. Thus, while the student draws upon course offerings and expertise in various departments to develop the concentration in Public Affairs, he is also able to satisfy the requirements for the baccalaureate degree in liberal arts.

### B.A. DEGREE REQUIREMENTS

In order to satisfy the requirements for the B.A. degree, students must take two years of a foreign language and satisfy all other university requirements.

### B.S. DEGREE REQUIREMENTS

For students electing not to take a foreign language, they may then satisfy the requirements for the B.S. degree by substituting the following courses for the four semesters of language.

### REQUIRED COURSES:

Mathematics 205 — Introduction to Programming and Computing  
Philosophy 103 — General Logic

Students may then select any two of the following courses:

Philosophy 105 — Ethics  
Political Science 101 — Elements of Government  
Humanities 203 — Public Speaking  
Mathematics 103 — College Algebra  
History 205 or 206 — History of Black People in the United States  
History 212 — History of Black People in the 20th Century

### MINOR IN PUBLIC AFFAIRS

The Public Affairs minor is open to all students irrespective of their major fields of study. The student who elects the Public Affairs minor will not only broaden his /her knowledge and appreciation of major public policy issues but will also enhance his /her chances for employment in the government and other organizations in the public sector. A student

will fulfill the requirements for a minor in Public Affairs by completing, with at least a C average, the following courses:

Sociology 101 — Introduction to Sociology  
Business/Economics 201 — Principles of Economics  
Political Science 103 — American Government  
Political Science 201 — State and Local Government  
Political Science 309 — Public Administration  
Business/Economics 315 — Public Finance

### Course Descriptions

Business/Economics 201 Principles of Economics-Macro. (3 credits)

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.

Business/Economics 315. Public Finance (3 credits)

An analysis of various sources of financing government, such as taxation, debt and other non-tax revenue, 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. This course is open to juniors and seniors in other departments.

Business/Economics 335. Principles of Management (3 credits)

This course will introduce the theory of organizational behavior and administration and integrate the several functional disciplines of management through case studies.

History 110. Recent American History (3 credits)

This course surveys the history of the United States from 1945 to the present. It covers the major domestic and diplomatic events of the era and seeks to analyze cause and effect. Special emphasis will be given to the background of contemporary issues.

(Open to all students — no prerequisite.)

Political Science 103. American Government (3 credits)

The organization and operation of the national government from the standpoint of constitutional principles, structure and functions, programs and policies.

Political Science 309. Public Administration (3 credits)

The organization and operation of administrative agencies at the national, state and local levels, principles and practices of administrative structure; relations with legislative and judicial agencies.

Political Science 201. State and Local Government (3 credits)

Extension of American Federalism; political processes of state and local areas, citizen participation in government process — understanding of political and governmental concepts — contributions which states have made to the function of federal system; effects of sociological changes on political process — urbanization.

Psychology 201. General Psychology (3 credits)

An introductory study of general psychology designed to prepare for more advanced work in the subject.

Sociology 101. Introduction to Sociology (3 credits)

An introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.

Sociology 244. Social Policy (3 credits)

The origin of social programs, their philosophy, how they become policy, and how they are carried out will be covered. The focus will be on current social policies as they are embodied in current programs, tracing the dynamics of their development.

Sociology 305-306. Social Research (3 credits)  
Basic research methods in social science including survey and case techniques, participant-observation, and preparation of research reports. The second semester emphasizes application, both in terms of projects and analysis of classical sociological contributions.

Business/Economics 317. Urban Economics (3 credits)  
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. The course is open to juniors and seniors in other departments.

OR Political Science 314. Urban Politics (3 credits)  
The purpose of this course is to study in depth the political groups that make decisions in the city and their responses to urban problems. Special emphasis will be given to comparative urban problems of U.S. cities and their relationships to state, federal and other local governments.

OR Sociology 319. Urban Sociology (3 credits)  
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.

Humanities 311. Advanced Composition (3 credits)  
An analytical study of prose style in combined with exercises in writing the four forms of discourse to develop clarity, precision, and originality in composition.

## PSYCHOLOGY

Chairman, Gardner; Faculty, Duncan, Durkin, Kinsey

The courses in psychology are designed to offer (1) a broad understanding of the principles of human behavior; (2) training of the pre-professional student in techniques of human relations as applied in the major professional and vocational fields; and (3) a well-rounded orientation in systematic, experimental, and clinical psychology for students planning graduate study in this field.

Nine core psychology courses are required for the major. Psychology majors must also take additional courses in psychology as electives. Such courses as Personality, Clinical Psychology, Abnormal Psychology, Social Psychology, Group Dynamics, and Developmental Psychology have a strong career orientation toward the fields of Human Services, Counseling and Special Education, and although not required, are highly recommended to those students planning careers in these and related fields. The concepts and methods learned in these courses can provide the basis for the original research projects that are required to be developed and carried out in the senior seminars.

The department also encourages majors to select electives from related social science disciplines, such as Sociology, Political Science, Business Administration, Recreational Therapy, and Education, as well as Biology and Physics from the Natural Sciences, and Art, Music, Literature, and Philosophy from the Humanities.

Majors will be recommended for graduation after satisfying the following requirements:

1. Completing the required courses with an overall 2.00 average in the major.

2. Making a score of 400 or better on the Undergraduate Assessment and Evaluation Program Field Test in Psychology.
3. Passing the foreign and computing language courses and competency tests.

These requirements will apply to all psychology majors beginning in the Fall 1979 trimester.

Departmental course requirements for the baccalaureate degree are as follows:

### A. Bachelor of Arts

1. Core Psychology Courses: 201, 203, 205, 206, 311, 402, 403, 404, 410.
2. Psychology Elective Courses (At least three): 301, 302, 304, 305, 306, 307, 312, 401, 411.
3. Foreign Language Courses (2 years): French 101-102, 201-202; or German 101-102, 201-202; or Spanish 101-102, 201-202.
4. Computing Courses: Math 153-154.

### B. Bachelor of Science

1. Core Psychology Courses: 201, 203, 205, 206, 311, 402, 403, 404, 410.
2. Psychology Elective Courses (At least three): 301, 302, 304, 305, 306, 307, 312, 401, 411.
3. Foreign Language: French 101-102, or German 101-102, or Spanish 101-102.
4. Computing Courses: Math 153-154.

The core psychology courses are listed in two sequences. Sequence A is open *only* to those freshmen who are not enrolled in 100 level (Developmental) courses and who either intend to major in psychology or elect to take psychology as one of the Social Science distributional courses. Freshmen enrolled in 100 courses *must* enter sequence B which begins in the sophomore year.

## PSYCHOLOGY MINOR

The psychology minor is designed to provide students with practical applications for understanding human emotions and behavior. The department chairman should be contacted for further information.

### Course Descriptions

The following courses are currently offered in the department:

201. General Psychology (3 credits)  
An introductory study of general psychology designed to prepare for more advanced work in the subject.

202. Applied Psychology (3 credits)  
A survey of how psychological principles and methods are applied in a wide range of professional and occupational settings, including counseling, education, health services, industry, law government, military service, and space technology.

Prerequisite: None



203. Advanced General Psychology (3 credits)  
An intensive exploration of selected problem areas in psychology with emphasis upon the theoretical and methodological solutions that have been proposed.  
*Prerequisite: Psychology 201.*

205. Experimental Psychology (4 credits)  
An introduction to laboratory methods in experimental psychology.  
*Psychology 201 prerequisite.*

206. Experimental Psychology (4 credits)  
A continuation of 205 with the design, performance, and report of an original psychological experiment required.  
*Prerequisites: Psychology 201 and 205.*

301. Social Psychology (3 credits)  
An intensive study of the principles of psychology in group relationships.  
*Prerequisites: None*

302. Group Dynamics (4 credits)  
An intensive analysis of psychological interactions in small groups.  
*Prerequisite: None*

304. Abnormal Psychology (3 credits)  
A study of distortions of behavior resulting from disturbances and disorders in the mental and emotional aspects of human personality.  
*Prerequisite: None*

305. Personality (3 credits)  
An examination of the theory and techniques pertaining to the clinical assessment of behavior.  
*Prerequisite: Psychology 201*

306. Clinical Psychology (3 credits)  
An examination of the theory and practice of psychotherapy.  
*Prerequisite: Psychology 201*

307. Developmental Psychology (3 credits)  
A study of human development throughout the life span.  
*Prerequisite: Psychology 201*

311. The Psychology of Learning: Empirical Foundations (4 credits)  
Survey and analysis of the learning process as it occurs in classical and instrumental conditioning, problem solving, concept formation, and perceptual organization (with laboratory experiments).  
*Prerequisite: Psychology 201-203*

312. The Psychology of Learning: Theoretical Considerations (3 credits)  
An intensive examination and evaluation of the major theories of learning including the reinforcement theories of Thorndike, Hull, Spence, Guthrie, and Skinner, and the cognitive theories of Tolman, Lewin, Brunswik, and others.  
*Prerequisites: Psychology 201-203; 311.*

401. Contemporary Schools of Psychology (3 credits)  
A survey of points of view in a selected sampling of schools of psychology.  
*Prerequisite: Psychology 201.*

402. Statistical Methods (3 credits)  
An introduction to descriptive statistics and computational procedures involved in deriving measures of central tendency, variability, and correlation.  
*Prerequisite: None*

403-404. Psychology Seminar (6 credits)  
The first trimester requires an intensive laboratory investigation and preparation of solutions to aspects of a problem in psychology. The second trimester consists of the independent investigation of human behavior in a field setting and preparation of solutions to limited aspects of problems.  
*Prerequisite: Psychology 205-206*

410. Advanced Statistical Methods (3 credits)  
A continuation of 402 including statistical inference, non-parametric methods, and an introduction to the analysis of variance.  
*Prerequisite: Psychology 402*

411. Independent Study (3 credits)  
Specific projects arranged through consultation between a student and a member of the department. The course will normally involve the completion of a major research project or the development and assessment of a field project to be submitted to the department for evaluation.  
*No more than two such courses can be taken by a student.*  
*Prerequisite: Psychology 205-206, 402, 410*

## SOCIOLOGY, ANTHROPOLOGY, AND HUMAN SERVICES

*Chairman, Baber; Faculty, Gunn, Johnson, Nichols, Sbarbaro, Simpson, Singleton*

This department offers curricula leading to a B.A. degree with a concentration in Sociology and Anthropology, and to a B.S. degree with a concentration in Human Services, as well as to minors in these several areas. In addition, a B.S. in Sociology is offered students seeking teacher certification in social studies.

Departmental requirements for the baccalaureate degree are as follows:

### A. B.A. with major concentration in Sociology:

1. Major (32 semester hours)
2. Required Sociology: 101, 201, 305, 306, 318, 410 (all courses are 3 credits each)
3. The remaining courses may be selected from the following electives: 202, 205, 209, 212, 215, 243, 311, 314, 315, 319, 334, 336, 341/341L (6 credits); 342/342L (6 credits); 344; 403; 405 (all courses except 341/341L and 342/342L are 3 credits each)

### B. Minor (16 semester hours)

1. Required Sociology: 101, 201, 243 (all courses are 3 credits each)
2. Electives: 7 semester hours of directed electives in Sociology.

In addition, major candidates for the B.A. degree who so desire may elect, in consultation with their departmental advisor, two further courses in the department, to qualify for a specialized concentration such as (1) Criminology 314 and 315; (2) Applied Sociology (two of the following: 307, 308, 404); (3) Practicum 341 and 342; or (4) Ethnic Relations 303 and 209 or 321-2. Note that students who have taken 209 as a primary departmental elective, and who elect the specialty in Ethnic Relations must take 321-2.

Alternative specialized concentrations of an interdisciplinary nature may be worked out individually by majors in consultation with their departmental advisor.

Supplementing Lincoln University's general "Requirements for Graduation," the department requires the following courses of major candidates for the B.A.

degree (Sociology or Anthropology concentrations) to be included among elective courses:

1. Two years of a foreign language (or equivalent, which may be established by a placement examination);
  2. Advanced English Composition.
- C. B.A. with a major concentration in Anthropology.
1. Major (32 semester hours)
  2. Required Anthropology: 101, 201, 303, 304, 305, 306, 410 (all courses are 3 credits each)
  3. The remaining courses may be selected from the following electives: 204, 209, 321, 322, 341/341L (6 credits); 342/342L (6 credits); 403 (all courses except 341/341L and 342/342L are 3 credits each)
- D. Minor (16 semester hours)
1. Required Anthropology: 101, 201 (both courses are 3 credits each)
  2. Electives: 10 semester hours of directed electives in Anthropology.

Foreign language: At least two years of a foreign language. Spanish, German, or French, specially recommended: consult with anthropology advisor. (See also note on electives, below)

Elective Courses: For a student with a concentration in anthropology, selection of electives should be carefully considered among the following: a third year in a foreign language, a second foreign language (including Swahili), Biology 202, 205, and 212, Fine Arts 230, 232, and 233, Mathematics 153 and 154, Music 101, 102, 105, and 106, Philosophy 101 and 105, and courses listed under Social Science.

In addition, it is recommended that B.A. candidates intending to proceed to graduate school should take Math 114, if possible, prior to Soc. 305-306.

- E. B.S. with a major concentration in Human Services.
1. Major (32 semester hours)
  2. Required Human Services: 101, 201, 243, 305, 306, 341/341L (6 credits); 342/342L (6 credits) (all courses except 341/341L and 342/342L are 3 credits each)
  3. The remaining courses may be selected from the following electives: 202, 205, 241, 244, 300, 307, 308, 311, 314, 315, 318, 325, 327, 339, 340, 343, 354, 401, 403, 405, 410, 443, (all courses are 3 credits each)
- F. Minor (16 semester hours)
1. Required Human Services: 101, 243 (both courses are 3 credits each)
  2. Electives: 10 semester hours of directed electives in Human Services.

One or more specialized concentrations may be elected further from the following:

1. Social Work 401, with two courses selected from the following: 205, 311, 325, 327, 354, 404
2. Corrections 212, 314, 315;
3. Ethnic Community Service 209, 303, 311; with Spanish or French 301-302. Advanced composition and conversation, as general requirements electives).
4. Rehabilitation Training 241, 343, 339, 443 and three additional courses in the rehabilitation focus.

Supplementing Lincoln University's general "Requirements for Graduation," the department requires the following courses of majors with a Human Services concentration to be included among the general requirements electives.

1. One year of a foreign language (or equivalent, which may be established by a placement examination) or Math. 114 and 205.
2. Advanced English Composition.

B.S. in Sociology, toward teacher certification in social studies: Sociology 101, 201, 204, 243, 305-306, 318, 343, and one elective in the department; along with Economics 201, History 105 or 106, one semester of non-Western history, and 410, and Political Science 103 and 307. (Other requirements are determined by the Education Department.)

A grade of C- in each course is required for either the major or the minor. A C- average is required for the two semesters of research 305-306. A cumulative average of C is required for all courses taken within the department. Before receiving formal approval as a major or minor (normally in a student's fourth semester), a student must have completed Soc. 101 and 201 with a grade of C- or above.

The department aims to prepare students to pursue graduate studies, while at the same time stressing the need for awareness of the applications of knowledge, in particular, the program in Human Services is designed to prepare students also for professional careers in all human services settings, including social work and rehabilitation services, and for employment in entry-level positions in those areas. Employment opportunities in a variety of federal, state and local social agencies, as well as in commercial/industrial firms, are open to all graduates who have majored in the department. Employment opportunities for each of the major concentrations should be discussed with the departmental staff.

Revisions are made from time to time in course offerings and requirements, so that it is essential for students to consult frequently with their departmental advisor.

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## Course Descriptions

101. Introduction to Sociology (3 credits)  
An introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.  
*Prerequisite to all other courses in the department.*
201. General Anthropology (3 credits)  
An introduction to the science of man and his works in the light of the findings of physical anthropology, cultural anthropology, archaeology, and linguistics.
202. The Social Psychology of Group Behavior (3 credits)  
The study of 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.
204. Human Geography (3 credits)  
A definition of the field of geography and its major subdivisions, with a survey of basic concepts, is followed by extended consideration of the role of the human species as a major factor exploring the complex nature of the relationship among physical geography/climate/ecology, human biology, and culture.  
*Prerequisite: Sociology 201.*
205. Marriage and the Family. (3 credits)  
Special emphasis on the black family, exploring the myths related to the behavior and functioning of the black family as well as studying 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.
209. Institutional Racism (3 credits)  
The 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. Groups to be included for discussion as victims will include, but are not limited to, blacks, women, poor whites, others.
212. Social Deviance and Social Control (3 credits)  
Theories of deviance causation and their relevance to analysis of particular types of deviation such as suicide, mental illness, addictions, sexual deviance, etc. Investigation of the relationships between the deviant behavior and the social reactions to such behavior.
215. Class, Status and Social Mobility (3 credits)  
The investigation of societal social differentiation, the influence of this differentiation upon behavior, and the study of social mobility patterns and the effects of this mobility.
241. Foundations of Rehabilitation (3 credits)  
The history of social and rehabilitation services, including principles, philosophy, and legal basis of programs. Emphasis will be placed on the relationship of these programs and services to the ethnic-minority community.
243. Introduction to Human Services (3 credits)  
A survey of the history of social services from the English Poor Laws to the present. An introduction to a variety of helping services: rehabilitation, corrections, health, gerontology, and other related social welfare services, plus a survey of basic methods for approaching the delivery of services.
244. Social Policy (3 credits)  
The origin of social programs, their philosophy, how they become policy, and how they are carried out will be covered. The focus will be on current social policies as they are embodied in current programs, tracing the dynamics of their development.
300. Services to the Severely Disabled (3 credits)  
This course is intended to help prepare the student for work with the severe cases of disability to give insight into the special problems of adjustment, training and living a meaningful life by persons with the most severely handicapped physical conditions. The student will become knowledgeable about the classification systems applied to the handicapped, the basic treatment methods and the present and future trends in service.
303. Cultural Anthropology (3 credits)  
An introduction to world-wide ethnographic literature; a study of the whole culture of selected societies through standard monographs.  
*Prerequisite: Sociology 201.*
304. Prehistory (3 credits)  
An introduction to archaeological theory and method, followed by a survey of the prehistoric development of man and world culture in the light of archaeological evidence and current theory.  
*Prerequisite: Sociology 201.*
- 305-306. Social Research (3 credits)  
Basic research methods in sociology (305), including survey and case techniques, participant-observation, and preparation of research reports. The second semester (306) emphasizes application, both in terms of statistical projects and analysis of classical sociological contributions.
307. Methods I: Individual and Family (3 credits)  
Methods of intervention for working with people as individuals and as families. Methods of interviewing, individual and family case work, crisis intervention, and long range planning will all be covered.
308. Methods II: Group and Community (3 credits)  
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.
311. The American Community (3 credits)  
A study of the spatial aspects and social processes of community development and community organization as influenced by historical, ecological, sociological, political and economical 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.
314. Crime and Delinquency (3 credits)  
Characteristics, causes, and correction of crime and delinquency, including discussion of various theories of deviant behavior and social disorganization.
315. Prevention and Treatment of Crime and Delinquency (3 credits)  
The study of developments in the field of corrections, crime prevention, control, and penology, with emphasis on practical application in the form of field work and training.
318. Sociological Theory (3 credits)  
An introduction to the history of sociological theory from the French Revolution to the present, with emphasis on application to contemporary theoretical problems.
319. Urban Sociology (3 credits)  
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.
321. Ethnology of West Africa (3 credits)  
A survey of the traditional institutions and cultures (including the languages) of the peoples of the Guinea coast, the western and central Sudan and the Congo (Zaire) Basin.  
*Prerequisite: Sociology 201.*

322. Ethnology of Eastern Africa (3 credits)

The peoples and cultures of the eastern Sudan, the East Horn (Ethiopia and Somaliland), and Greater East Africa (the East Coast and Hinterland, South and Southwest Africa).

Prerequisite: Sociology 321.

NOTE: In the immediate future, and until further notice, the above two courses (321 and 322) will be offered as joint mini-courses in a single semester, and designated 321-2.

325. Social Gerontology (3 credits)

The role of the aged in our society. The provisioning of services and assistance to the aged. The rise of senior citizen power as seen in health, housing and social program development by federal, state and local governmental and private organizations. Problems of the aged and methods of approaches to meeting the problems of aging in our society.

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 state's will be explored as to the protection of and care for children in our society.

334. Social Movements and Social Change (3 credits)

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.

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 relations to social factors. Problems of population estimation and of population policy.

339. Medical Information for Rehabilitation Professionals (3 credits)

This course is designed to develop basic knowledge for the entry level rehabilitation student concerning medical aspects of disabling conditions. Specifically, students would learn basic medical terminology, the structure of medicine in the United States and the rehabilitation counselor's role in that structure, general medical and specialty examinations including their use and interpretation, and medical aspects of various disabilities and disorders. To be taught on a holistic perspective.

340. Assessing Human Potential (3 credits)

The course is an introduction to a wide array of methods of determining the ability and aptitude of vocationally or physically handicapped persons. This course is intended to develop in students the ability to critically assess the handicapped individual's readiness to set and carry out useful lifetime goals.

By permission of instructor.

341/341L-342/342L. Field Placement (6 credits)

Placement in a social agency or community project under supervision. 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.

Prerequisite: Sociology 307 or 308 for Human Service majors.

343. Social-Psychological Aspects of Disability (3 credits)

The problems of adjustment to disabling conditions. Includes the study of somatopsychological and sociopsychological factors on illness and disability.

344. Complex Organizations (3 credits)

The study of more formal organizations including the functions and dysfunctions of bureaucracy, trends in management, and individual and group reactions to organizational life.

354. Rehabilitation Services Processes (3 credits)

Study of rehabilitation agencies, referral processes, criteria for evaluation, and the use of resources in case management clients toward vocational and personal-social adjustments.

401. Administration of Public Welfare (3 credits)

The provisioning of public tax supported welfare services and their administration will be investigated. The development of standards and policy in the execution of federal and state legislation and the public's interpretation of eligibility and selection of qualified recipients, patients or beneficiaries will receive special emphasis.

403. Independent Study (3 credits)

Specific projects arranged through consultation between a student and a member of the faculty. No more than two such courses can be taken by a student.

405. Social Program Planning Evaluation (3 credits)

The study of the methodology and techniques of program analysis. The investigation of the quasis-experimental methods employed in evaluative research. Attention will be given to systems approaches and to other techniques of problem definition, data collection and analysis. Case studies will be utilized.

410. Advanced Topics in Sociology, Anthropology and Human Services (3 credits)

A senior seminar devoted to the intensive study of topics in the areas of sociology, anthropology and human services. 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.

Offered each fall and spring semester.

443. Occupational Information and Practicum in Job Development and Placement (4 credits)

The Occupational Information and Practicum in Job Development and Placement course will identify occupational information that counselors need, where to find it and how to use it. Further, it will explore job development, employer relations, job analysis and job engineering with respect to varied handicapping conditions, regional labor market trends, job opportunities in a given community, job seeking skills, techniques of selling clients, and other technical information to increase counselor's knowledge relating to placement.

**SOCIOLOGY COURSE REQUIREMENTS FOR SOCIAL STUDIES TEACHER CERTIFICATION CANDIDATES.**

Soc 101	Introduction of Sociology
Soc 201	General Anthropology
Soc 243	Introduction to Human Services
Soc 244	Social Policy
Soc 305-306	Social Research
Soc 410	Advanced Topics in Sociology and Social Welfare
Hist 105-106	History of United States
PolSci 103	American Government
	Non-Western History
Eco 201	Introduction to Economics
Geo 201	Geography
PolSci 317	Legislative Behavior
Hist 401	Historical Methods

**LINCOLN UNIVERSITY MASTER OF HUMAN SERVICES PROGRAM**

Director, Pinckney; Faculty, Bancroft, Ishtai-Zee, Krupp, Stine, Sutton; Part Time, A. Applegate, M. Applegate, Bastas, Coleman, Flint, Madl, Mauge, McNeil, Patrick, Ramashala, Ridley, Trotman, Wojick

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**STER  
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Lincoln University, Eagleville Hospital and Rehabilitation Center, and eight other human service agencies, jointly developed and launched a Master of Human Services Program in 1977.

The Masters Program was begun with assistance from the Fund for the improvement of Post Secondary Education and the National Institute for Drug Abuse. The program has adapted an educational model developed by the College of Human Services in New York. It is directed toward full time workers who have both experience and demonstrated skills in the human service field.

**CURRICULUM**

The Master of Human Services Program uses an educational approach that organizes skills and theories into seven basic competencies. These competencies have been identified by outstanding human services practioners as generic to the field and as essential for the development of a professional career. They are broadly interdisciplinary and are constantly tested against practice.

Each competency is conceptualized metaphorically as a crystal combining the five dimensions of purpose, values, self and others, systems, and skills. During the classes held on Saturdays at Lincoln, seminars address four of these dimensions, while purpose is addressed one evening during the week in a field integration seminar. These field seminars cluster students geographically, are held at agency sites and investigate the interrelatedness of work activities and theoretical material presented in the Saturday seminars.

For each competency a student is required to complete a "Constructive Action." The purpose of this project is to allow the student an opportunity to apply skills and knowledge derived from the program to client-centered tasks. The Constructive Action requires a contract in which the proposed task, methods, plan of action, and evaluation procedures are defined and justified. The final report and analysis assesses the project and is reviewed by the field integration instructor and the student's agency preceptor. The project is evaluated on the basis of the student's demonstrated understanding of theory, the analytic organization of ideas, the appropriate application of new concepts to practice, and the exploration of new steps to be taken.

**DEGREE REQUIREMENTS**

1. Complete the program's required 54 credits.
2. Complete all Constructive Action field projects with a grade of C or better. Receive B or better on final written project and oral defense.
3. Maintain the following averages in progressing through the program:  
B- at the end of the first full term  
B at the end of every succeeding term

**Course Descriptions**

HS 501. Ethics for Human Services (2 credits)  
This course provides a study of the historical and contemporary theories of morality, the methods of moral reasoning

and decision making, the connections of ethical values and doctrines of human nature, human development, character, culture, and society. There is also a discussion of the role of ethical values in human services. The student will be expected to clarify and reflect on his own ethical values.

HS 502. Psychology for Human Services (2 credits)  
This seminar stimulates student/professionals to readiness and provides them the opportunity to know and to be able to apply psychological theories, facts and generalizations in the process of clarifying and affecting their efforts toward becoming effective learners and fulfilling professional potential. Emphasis is placed upon the study and application of basic data about the nature and needs of the self and the groups (others).

HS 503. Sociology for Human Services (2 credits)  
This introductory course provides students with a working knowledge of the general systems approach, social systems theory, and applied social science methodologies that are relevant to the human service enterprise. A variety of pragmatic tools and activities will be employed to promote student skill building in planning, decision making, goal setting, and other methods of practice and analysis.

HS 504. Human Services Skills I (2 credits)  
Students will identify and develop written communication skills in expository, persuasive and critical writing. Basic mechanics of scholarly research will be introduced.

HS 505. Theory and Practice Integration (2 credits)  
Through small discussion groups at a central location in the field and the preparation of weekly activity logs, students will clarify theory presented in Saturday classes, apply theory to work-related events, and prepare the Competency Unit I Constructive Action project. Emphasis is on exploration of self as a life-long learner and professional.

HS 506. Field Work and Constructive Action (2 credits)  
This is a dual project consisting of a professional portfolio and a learning plan. To develop a portfolio, the student will prepare an autobiographical work history, a critical analysis of range and extent of present human service skills, and a supporting documentation section. In the Learning Plan, the student formulates objectives for future learning and strategies for attaining it and outlines the proposed field projects to be completed in the remaining competencies.

HS 511. Social Group Values (2 credits)  
This course provides a study of the application of ethical principles to social issues — such as sexual integrity, discrimination — which are encountered in human services and society, the value component of theories of teaching and group dynamics. Attention is paid to the analysis of cases involving ethical dimensions.

HS 512. Social Psychology (2 credits)  
This seminar focuses on issues concerning individual participation and development in group situations. The relationship between the individual (self) and the group (others), the conflicts between the individual and the group goals, and roles played within the group, will be addressed. Social-psychological theories and models of group dynamics are discussed. Analysis (with emphasis on practical application of group concepts and techniques), development and practice are also studied. Finally, students will be introduced to the teaching process by exploring a basic teaching model which processes instructional objectives, teaching behavior, instructional procedures and performance assessment.

HS 513. Social/Ethnic Group Relations (2 credits)  
This course will provide students with conceptual models and analytical frameworks for the study of group dynamics, intergroup relations, and large group phenomena. Both internal, subsystem phenomena and external forces that impinge upon the group from the socio-cultural, political, and economic environment will be studied. Power, conflict, social ideology, social norms, social status, leadership, and authority are among the dimensions to be examined.  
In this course, sociological, political, cybernetic, and organizational implications of education, training, and staff

development will be set forth. The concepts of professionalism, elitism, demand characteristics, cultural bias, and ethnocentrism will be explored. The wider implications of adult education, continuing education, and staff development will be discussed.

**HS 514. Skills Lab (2 credits)**

Seminar will enable student/professionals to acquire skills in identifying, diagnosing and proposing solutions to common problems of group processes relevant to decision-making. Classes will include case study and role playing.

Students will study educational models and strategies for planning and implementing learning programs, with emphasis on acquisition of conceptual tools for designing education and training programs in human service agencies. Preparation of teaching goals and objectives, learning plans and fundamentals of oral and written presentations will be discussed.

**HS 515. Theory and Practice Integration (2 credits)**

The field seminar has the purpose of pulling together and concretizing the values, self and others, systems and skills dimensions in the Group and Teaching Competency Units.

**HS 516. Field Work and Constructive Action (2 credits)**

The student will carry out a group/teaching project and integrate seminar learnings in reporting on the project.

**HS 521. Ethical issues and Community Development (1 credit)**

Development of a code of professional ethics for counseling, with a focus on the application of general ethical principles to the human service role. Examination of the value component of counseling theories.

**HS 522. Community Psychology (1 credit)**

This course introduces student/professionals to a variety of contemporary approaches to counseling, and assists students in integrating various theoretical and practical concepts into a personalized theory of counseling.

**HS 523. Micro and Macro Systems Analysis (1 credit)**

In this course, legal, political, legislative, and cultural aspects of counseling as an agency-based service modality will be surveyed and discussed. Stress will be laid on social policy and the social consequences of counseling as a socio-cultural and a socio-historical phenomenon. Relevant critical perspectives will be employed to examine racism, sexism, stigma, and other processes as they relate to counseling.

**HS 524. Research Skills I (1 credit)**

Students will be introduced to basic content and method of current counseling approaches. They will be expected to analyze and evaluate current research and be able to apply this knowledge to their individual C.A. projects.

**HS 525. Theory and Practice Integration (1 credit)**

The field seminar has the purpose of pulling together the values, self and others, systems, and skills dimensions in the Counseling Competency Unit.

**HS 526. Field Work and Constructive Action (1 credit)**

The student will carry out a counseling project and integrate seminar learnings in reporting on the project.

**HS 531. Professionalism (2 credits)**

Examines the values associated with human services to communities, including the examination of community, individual, and agency needs; the principles of fair distribution of services, etc.

Examines methods of handling of value conflicts, policies regarding hiring and treatment of employees; ethical values inherent in management and supervision practices.

**HS 532. Organizational Dynamics (2 credits)**

In this seminar emphasis is placed on styles of leadership, utilizing human resources, human relations approaches, values conflicts and dilemmas, and the manager as activist. Student/professionals are afforded an opportunity to exam-

ine their own beliefs, styles, and choices as managers or potential managers and to assess the implications of these.

**HS 533. Management Systems (2 credits)**

This course will elucidate a variety of analytical and functional tools which can be applied to program planning and program implementation activities both within the community and at the agency-community interface. Locality development, social planning, social action, and other dimensions of social intervention at the community level will be articulated. Simulations will be used to augment the didactic classroom activities.

This course will emphasize administrative aspects of organizational analysis, strategic planning, management systems, social policy, and political economy. The significance of marketing strategies, analysis of governmental regulations, planning systems, trend forecasting, futurology, and collaboration will be set forth.

**HS 534. Supervisory Skills (2 credits)**

This course will expose students to principles and techniques for conducting community based research. Students will learn how to collect and analyze data and carry out a needs assessment project around an identified community problem.

This course will introduce students to practical management skills and techniques. Students will become familiar with management by objectives, zero based budgeting, and other management procedures.

**HS 535. Field Integration (2 credits)**

The field seminar has the purpose of pulling together the values, self and others, systems and skills dimensions in the Community Liaison Competency Unit and the Management Competency Unit.

**HS 536. Constructive Action and Field (2 credits)**

The student will carry out a community liaison and a management project and integrate seminar learnings in reporting on the projects.

**HS 601. Human Values and Change (2 credits)**

Examines the social and moral dimensions of social change; the role of human services within larger social and political systems; methods of resolution of inter-system value conflicts.

**HS 602. Psychology of Change (2 credits)**

This seminar serves to assist students in integrating the concepts and strategies acquired in the preceding competency units, and to apply these concepts toward effecting change over a short or long range period of time.

**HS 603. Systems Change (2 credits)**

This course will entail a transdisciplinary study of change agency and social intervention of the community, organizational, and interorganizational levels. Innovation, diffusion, facilitation, re-education, organizational development, and persuasion are among the strategies and frameworks to be considered. Force field analysis, the sociology of knowledge, and dialectical reasoning will be presented as perspectives for understanding resistance to change. Finally, insights will be drawn from project management, organizational analyses, conflict management, and other pragmatic approaches.

**HS 604. Research and Thesis Preparation (2 credits)**

This course will teach students skills for carrying out action research and program evaluation research projects. There will also be an emphasis on the preparation of research manuscripts.

**HS 605. Theory and Practice Integration (2 credits)**

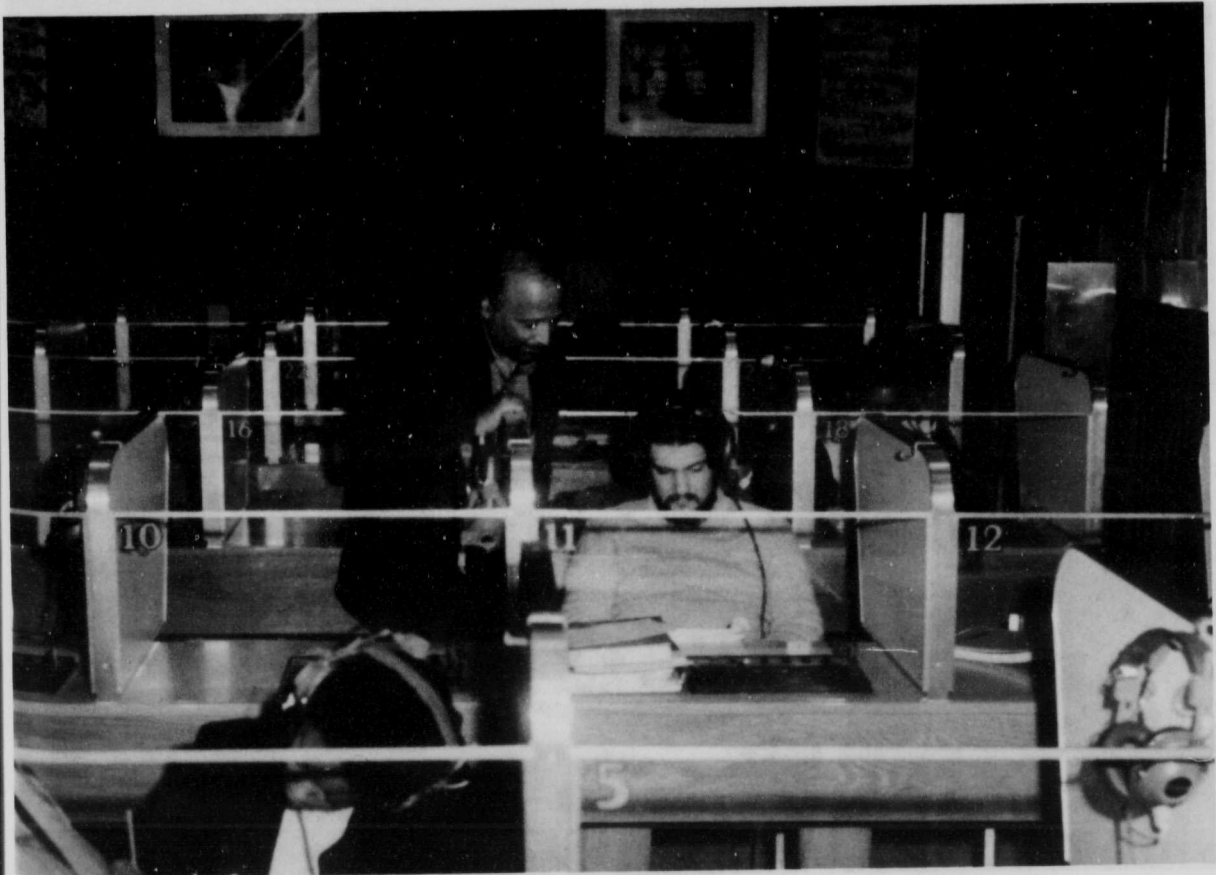
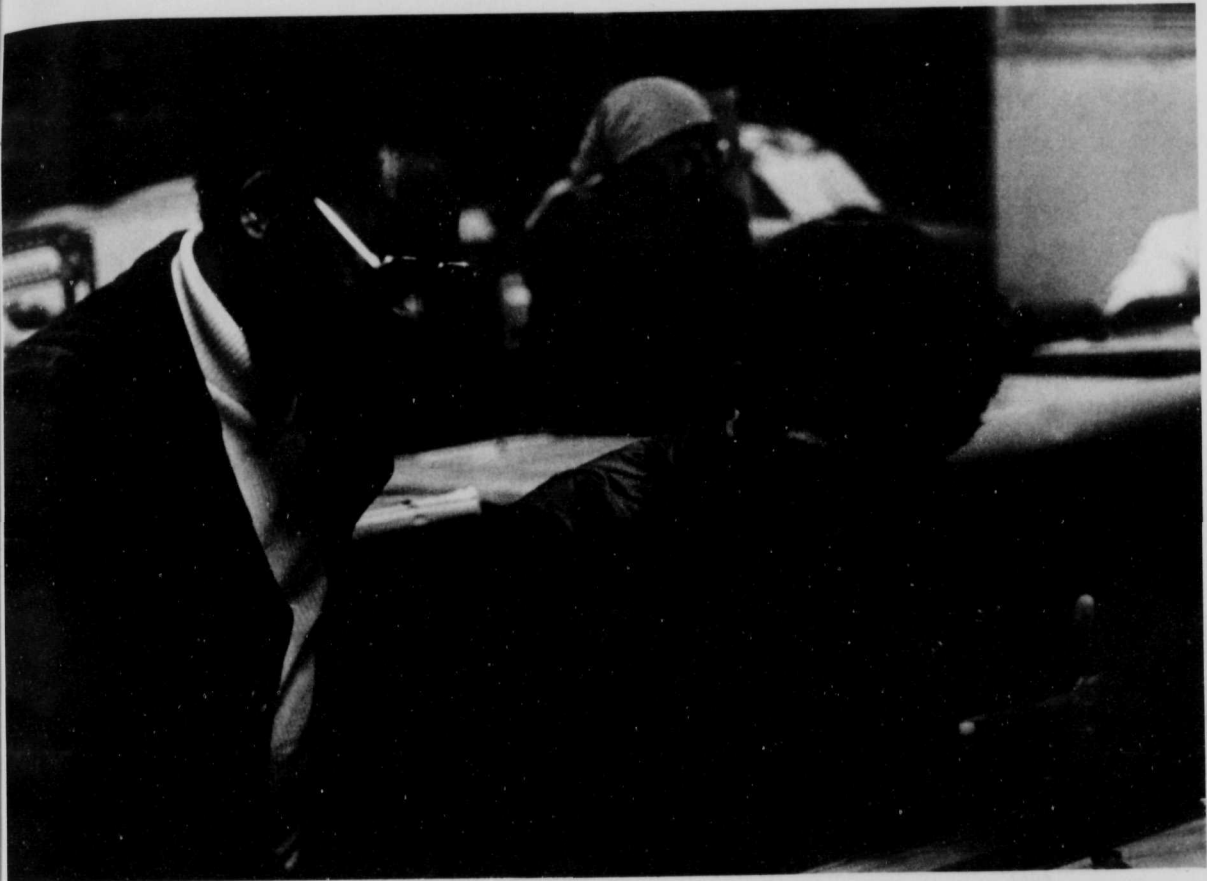
The field seminar has the purpose of pulling together the values, self and others, systems, and skills dimensions in the Social Change Competency Unit.

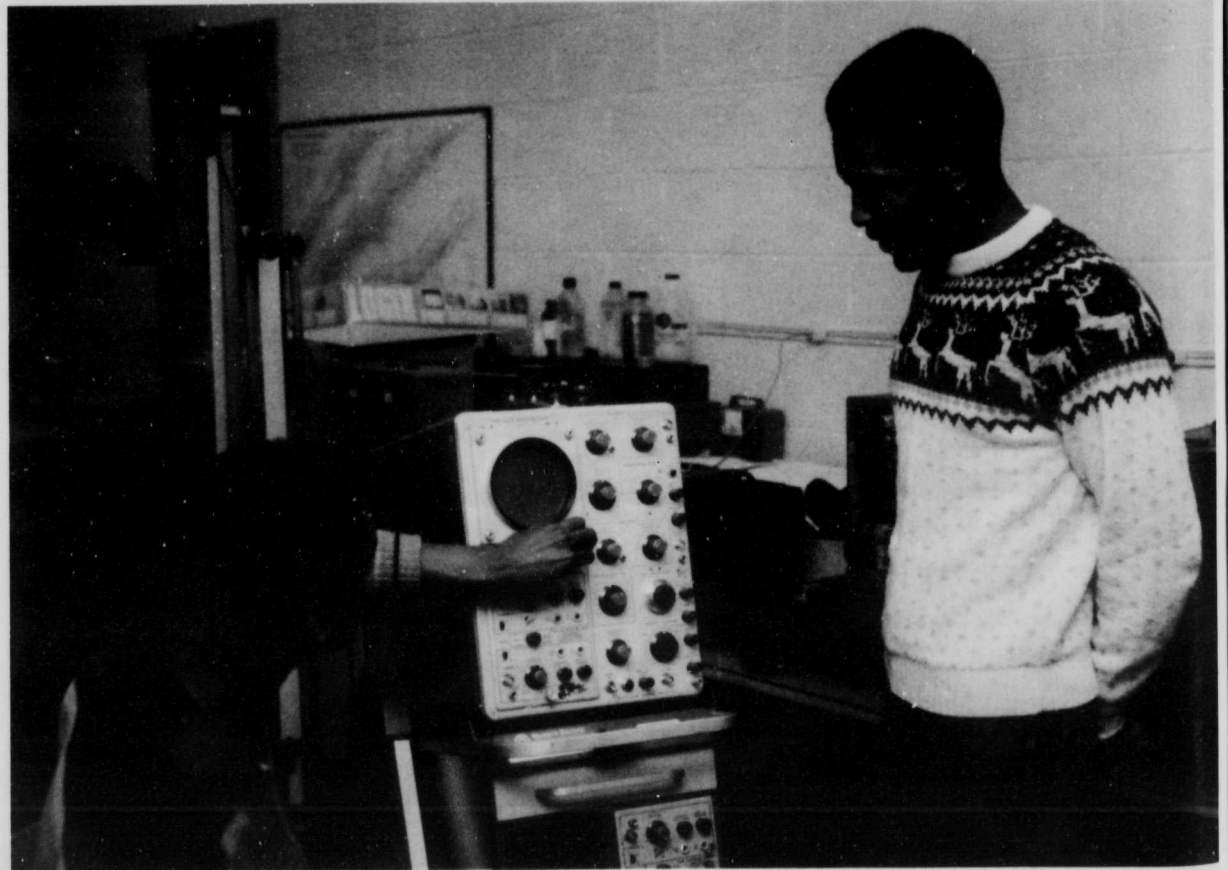
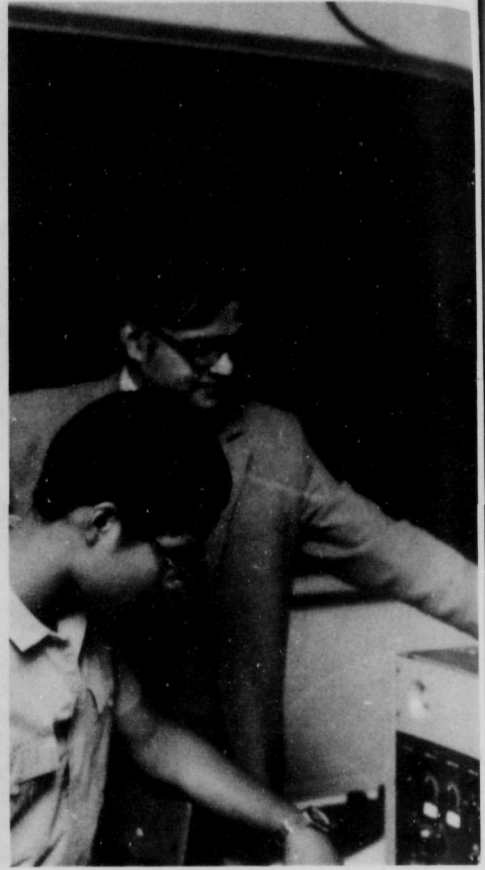
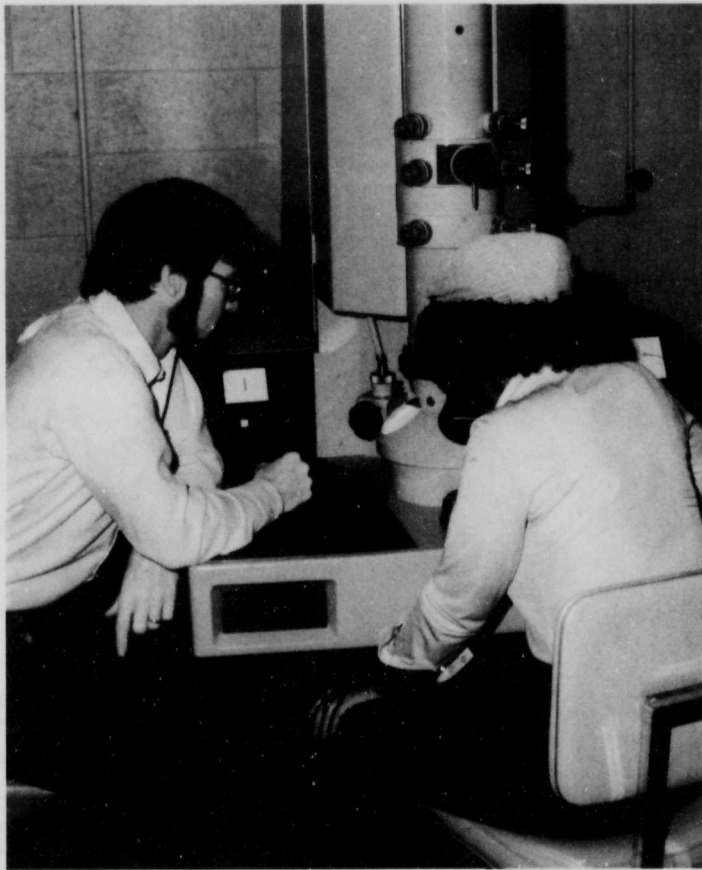
**HS 606. Constructive Action and Field Work (2 credits)**

The student will carry out a social change project and integrate seminar learnings in reporting on the project. To meet the requirements for graduation, students must orally defend this project.



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Year of First  
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Elected Directly by the Board

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# Facul

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## EMERITI

WILLIAM RA  
1969)  
B.S., Middlebu  
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HENRY GILB  
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JAMES BON  
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LOUIS S. PU  
B.A., Yale U  
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Assistant Pr  
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Sc.D., Virginia State College,  
University of Cincinnati, Lincoln  
University (Pa.)  
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LL.D., Western Michigan University  
University President

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WILLIAM RAYMOND COLE (1923-  
1969)  
B.S., Middlebury College  
M.S., University of Pennsylvania  
Professor of Physics, Emeritus (1969)

HENRY GILBERT CORNWELL (1933-  
1980)  
B.A., Lincoln University  
Ph.D., University of Pennsylvania  
Chairman, Department of Psychology  
(1968-1980)  
Professor of Psychology, Emeritus  
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DONALD McKAY DAVIES (1950-1969)  
B.A., Wheaton College  
M.S., University of Minnesota  
Th.B., Th.D., Princeton University  
Professor of Religion, Emeritus (1969)

PHILIP S. FONER (1967-1979)  
B.A., College of the City of New York  
M.A., Ph.D., Columbia University  
Professor of History, Emeritus (1979)

HAROLD FETTER GRIM (1912-1961)  
B.A., Lafayette College  
M.S., University of Chicago  
D.Sc., Lincoln University  
Professor of Biology, Emeritus (1961)

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1979)  
B.A., Lincoln University  
M.S., Pennsylvania State University  
Ph.D., University of Pennsylvania  
Dean of the College (1956-1979)  
Professor of Chemistry, Emeritus (1979)  
Registrar (1968-1979)

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Dean of Students (1949-1967)  
Professor of Education, Emeritus (1975)

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B.A., Yale University  
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## FACULTY

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Languages;  
Language Laboratory Clerk, SDIP  
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A.B., Lincoln University  
M.S.W., University of Pennsylvania  
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LILLIAN D. McKETHAN (1979-  
B.S., Temple University  
M.Ed., Temple University  
Instructor in Education; Reading  
Specialist;  
Director of Student Teaching (1980-

ROSEMARY MADL (1979-  
R.N., St. Joseph's Hospital  
B.S.N., Duquesne University  
M.Ed., University of Pittsburgh  
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NARTEY MARBELL (1980-  
B.A., Manchester College  
M.B.A., Indiana University  
Instructor in Business and Economics

CONRAD E. MAUGÈ (1979-  
B.S., St. John's University  
M.S., University of Miami  
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PEARL J. MULLETT (1973-  
B.S., Fisk University  
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Professor of Education; Director, Career  
Services Center, SDIP Program  
(1976-

ANDREW E. MURRAY (1949-  
B.A., University of Colorado  
Th.B., Th.D., Princeton Theological  
Seminary  
Abigail A. Geisinger Professor of  
Religion (1959);  
Chairman, Department of Religion  
(1959-

PAUL E. MURRAY (1979-  
B.A., Cheyney State College  
Lecturer in Mathematics (1980-;  
Mathematics Specialist, SDIP Program  
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GORO NAGASE (1971-  
B.S., University of Tokyo  
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(1978-

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B.A., Geneva College  
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B.M., Curtis Institute of Music  
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B.A., State University of New York at  
Binghamton  
Certification in Computer Technology,  
University of Delaware  
Administrative Systems Programmer

HERSCHEL L. BAILEY (1970-  
B.A., Lincoln University  
Coordinator of Special Services;  
Director, SPEED Program (1975-

H. MILTON BARBEHENN (1968-  
B.S., University of Denver  
M.S., West Chester State  
Technical Supervisor, Media Center

ROBERT B. BARKER (1975-  
B.A., Duke University  
M.B.A., M.Ed., University of Delaware  
Director, Personnel & Business Services

JANE B. BAUGHMAN (1949-  
Executive Secretary to the Vice-  
President for Fiscal Affairs &  
Treasurer (1975-

L. ELAINE BELL (1980-  
B.S., Claflin College  
Resident Director & Counselor

STEPHANIE T. BOLDEN (1981-  
B.S., Delaware State College  
M.Ed., Boston College  
Director of Student Activities

JOANN E. BROWN (1978-  
B.S., West Chester State College  
Part-time Professional Tutor, Reading/  
Writing Laboratory, TIME Program

PHYLLIS R. BRUNSON (1980-  
B.S., Lincoln University  
M.A., Washington University  
Admissions Counselor (1981-

LOUISE V. BURROUGHS (1981-  
B.A., Pembroke College  
M.Ed., Springfield College  
Ed.D., University of Massachusetts  
Coordinator of Counseling and  
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MELVYN L. BURROUGHS (1981-  
B.S., Knoxville College  
M.Ed., Springfield College  
Assistant Dean of Residential Life  
Housing

KENNETH W. CHANDLER (1977-  
B.S., Guilford College  
Financial Aid Counselor (1980-

HELEN W. COLLISON (1980-  
B.S., University of Pennsylvania  
M.S., State University of New York at  
Buffalo  
Systems Programmer

WAYMAN R. COSTON (1968-  
B.A., Lincoln University  
M.D., Meharry Medical College  
Consulting Physician

ALICE R. CULLEN (1948-  
Administrative Assistant, Admissions  
Office (1979-

DARRELL C. DAVIS (1979-  
B.S., California State Polytechnic  
University  
M.S., Western Illinois University  
Director of Admissions

AUDREY DEAN (1979-  
B.A., Temple University  
Director of Public Information

SONDRA E. DRAPER (1966-1970)  
(1978-1979) (1980-  
B.A., Lincoln University  
M.Ed., Temple University  
Assistant in Special Collections,  
Langston Hughes Memorial Library

ELLA M. FORBES (1978-  
Inter-library Loans Librarian &  
Reference Assistant, Langston  
Hughes Memorial Library

GRACE J. FRANKOWSKY (1949-1953)  
(1954-  
Executive Secretary to the President  
(1975-

TERESA O. GREEN (1977-  
B.A., University of Delaware  
M.A., University of Delaware  
Manager of Information Resources,  
SDIP Program

BERNARD M. GROSS (1973) (1978-  
B.S., Temple University  
M.Ed., Ed.D., Temple University  
Dean of Student Services and Registrar

EDWARD M. HAAS (1981-  
B.S., Edinboro State College  
M.S., Duquesne University  
Part-time Laboratory Assistant in  
Biochemistry,  
MISIP Program; Professional Tutor,  
SPEED Program

DONALD E. HAMILTON (1979-  
B.A., Lincoln University  
M.Div., Drew University  
Director of Alumni Relations

LARRY D. HICKS (1979-  
B.S., University of Wisconsin  
M.Ed., University of Wisconsin-River  
Falls  
Resident Director & Counselor (1980-

DIANE D. HIGHTOWER (1980-  
B.A., University of Pennsylvania  
Administrative Assistant, Master of  
Human Services Program (1981)

ETHELENE HILL (1978) (1979-1980)  
(1981-  
B.S., Huntington College  
Part-time Laboratory Assistant in  
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Specialist, SDIP Program

KENNETH HILL (1975-  
B.A., State University of New York at  
Oswego  
M.S., State University of New York at  
Albany  
Counselor, SPEED Program

CYNTHIA HORGAN (1980-  
B.A., Immaculata College  
Professional Tutor, Reading/Writing  
Laboratory, TIME Program

SHEILA L. SAWYER-HUDSON (1972-  
1977) (1980-  
B.A., Lincoln University  
M.A., Harvard University  
Part-time Study Center Supervisor,  
Upward Bound Program (1981-

DONALD E. HURFORD (1978-  
B.A., Boston University  
M.Ed., Bridgewater State College  
Ed.D., Temple University  
Instructional Developer, Instructional  
Media Center, SDIP Program

RALPH R. JOHNSON (1975-1977)  
(1980-  
B.A., Howard University  
M.Ed., Kent State University  
Resident Director & Counselor

MELVIN L. JONES (1978-  
B.A., Florida A.&M. University  
Director of Athletics; Basketball Coach  
and Tennis Coach

URA M. JONES (1978-  
B.S., Florida A. & M. University  
University Counselor, SDIP Program

CLARENCE L. KINNEY (1969-  
B.S., West Virginia State College  
Comptroller and Bursar (1973-

CLIFTON F. KNIGHT (1979-  
B.S., Virginia State College  
M.Ed., Virginia State College  
Director of Financial Aid

GAIL E. LATHAM (1980-  
B.S., University of Connecticut  
M.L.S., Villanova University  
Occupational Librarian, Career Services  
Center

LEONARD K. LOCKLEY (1980-  
B.S., Lincoln University  
Ed.D., University of Massachusetts  
Vice President for Student Affairs

ALISA L. LOPER (1980) (1981-  
B.S., Millersville State College  
Part-time Study Center Supervisor,  
Upward Bound Program

JOAN A. MAYO (1979-  
B.A., University of Pittsburgh at  
Johnstown  
Counselor, Upward Bound Program

PATRICIA D. MINUS (1981-  
B.A., Lincoln University  
Part-time Tutor/Counselor, Upward  
Bound Program

ROURKE A. MOORE (1980-  
B.S., Delaware State College  
M.Ed., Atlanta University  
University Counselor, TIME Program

SANDRA E. MOORE (1981-  
Resident Counselor

DONALD L. MULLETT (1963-  
B.A., Lincoln University  
M.B.A., New York University  
Ph.D., University of Delaware  
Vice President for Fiscal Affairs &  
Treasurer  
Lincoln University Board of Trustees  
(1973-

LOUISE C. NICHOLS (1975-1980)  
(1981-  
B.S., D.C. Teachers' College  
M.A., Howard University  
Reading Specialist, TIME Program  
(On Leave)

WILLIAM S. OSBORNE (1959-  
E.E., Drexel Institute of Technology  
Assistant Vice-President for Facilities  
(1977-

FRANCES E. PAUL (1980-1981)  
B.A., Lincoln University  
Resident Director & Counselor (1981-

ARCHIE PERRY (1974-  
B.A., Lincoln University  
M.Ed., Pennsylvania State University  
Counselor, SPEED Program

ROBERT A. RAY (1979-  
B.A., Lincoln University  
Admissions Counselor/Recruiting  
Officer

MILDRED S. REYNOLDS (1975-  
R.N., St. Joseph's Hospital School of  
Nursing  
University Nurse

ANDRISTINE J. ROBINSON (1975-  
B.A., Lincoln University  
M.A., West Virginia College of  
Graduate Studies  
Associate Dean of Students (1980-

STEVE A. ROBINSON (1981-  
A.A., Ferrum College  
B.S., Radford University  
Resident Counselor

CHERYL B. RUNNELS (1980-  
B.A., University of Delaware  
Part-time Mathematics Specialist, SDIP  
Program

NANCY K. SALLEY (1980-  
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Part-time Professional Writing  
Specialist, TIME Program

CHARLES H. SHAW (1974-1977) (1978-  
Part-time Study Center Supervisor,  
Upward Bound Program (1981-

CAROLYN L. SIMPSON (1978-  
B.S., Ohio State University  
Assistant Project Director, TIME  
Program

RICHARDEAN SMALLS (1980-  
B.A., Lincoln University  
Ed.M., Temple University  
Part-time Study Center Supervisor,  
Upward Bound Program

WARREN E. SMITH (1968-  
B.A., Lincoln University  
M.D., Hahnemann Medical College  
Consulting Psychiatrist

NATHAN SOUTH (1979-  
B.A., Lincoln University  
Assistant Accountant

GRACE R. SPRATT (1956-  
Office Manager, Business Office (1974-

JEFFERY STEPHEN (1981-  
B.A., Indiana University  
M.S., Shippensburg State College  
Field Study Coordinator, Master of  
Human Services Program

J. PAUL STEPHENS (1979-  
B.A., Lincoln University  
M.A., Temple University  
Program Coordinator, SDIP Program

ZACHARY K. TAYLOR (1980-  
Part-time Tutor/Counselor, Upward  
Bound Program

JAMES L. THOMAS (1979-  
Recreation Area Manager

DENISE WALDEN (1979-  
B.A., Lincoln University  
M.S.Ed., Duquesne University  
Assistant Director, Upward Bound  
Program

GARRY L. WHITE (1979-  
Junior Varsity & Assistant Varsity  
Basketball Coach

MARGARET M. WHITE (1979-  
B.S., Mary Washington College  
Certification as School Librarian  
University of Delaware  
Assistant Cataloger

PAUL F. WHITE (1978-  
B.A., Ohio State University  
M.S., Florida State University  
Coordinator of Placement, Careers  
Services Center

LEONA I. WILLIAMS (1976-  
B.S., Southern University  
Junior Accountant, Business Office

ELSIE M. WINCHESTER (1937-  
Assistant Registrar (1974-

EARLE D. WINDERMAN (1962-  
B.A., Union College  
Ed.D., Nova University  
Vice President for Development;  
Secretary, Board of Trustees (1973-

BERNARD R. WOODSON, JR. (1978-  
B.S., Virginia State College  
M.S., Howard University  
Ph.D., Michigan State University  
Executive Vice President & Provost

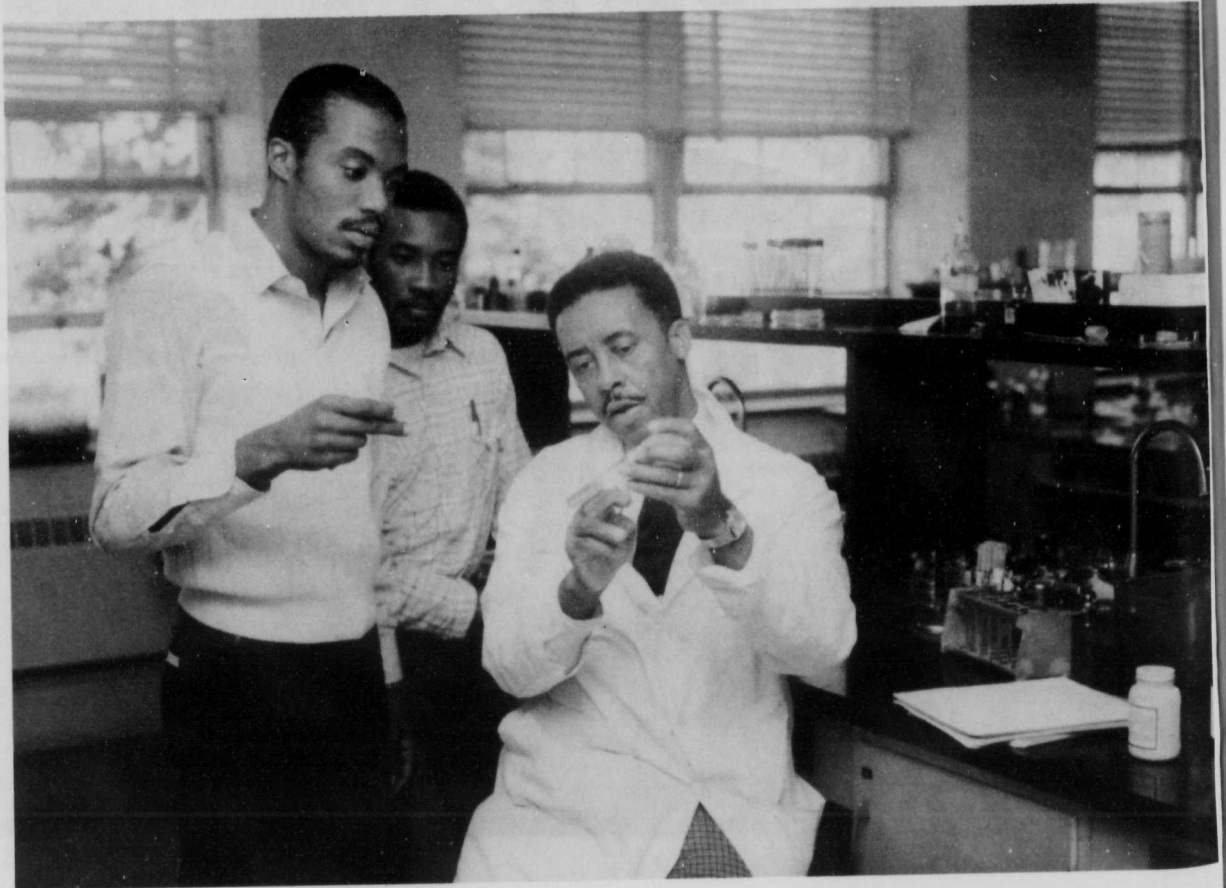
MARGO L. YOUNG (1981-  
B.A., Ohio State University  
M.H.S., Lincoln University  
Field Study Coordinator, Master of  
Human Services Program

*Abbreviations for current program listings:*  
CAUSE — Comprehensive Assistance  
Undergraduate Education  
MISIP — Minority Institutions Science  
Improvement Program  
SDIP — Strengthening Developing Institutions  
Program  
SPEED — Special Program for Enriching  
Educational Development  
TIME — Talent Improvement Motivation  
Experience











### Alma Mater

Dear Lincoln, Dear Lincoln  
To thee we'll e'er be true!  
The golden hours we've 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'll rise in our might.

For we love every inch of thy sacred soil  
Every tree on thy campus green;  
And for thee with our might  
We will ever toil  
That thou mightest be supreme.

We'll raise thy standard to the sky  
Midst glory and honor to fly;  
And constant and true.  
We will live for thee anew.  
Our Dear Orange and Blue  
Hail! Hail! Lincoln!

A. Dennie Bibb, '13

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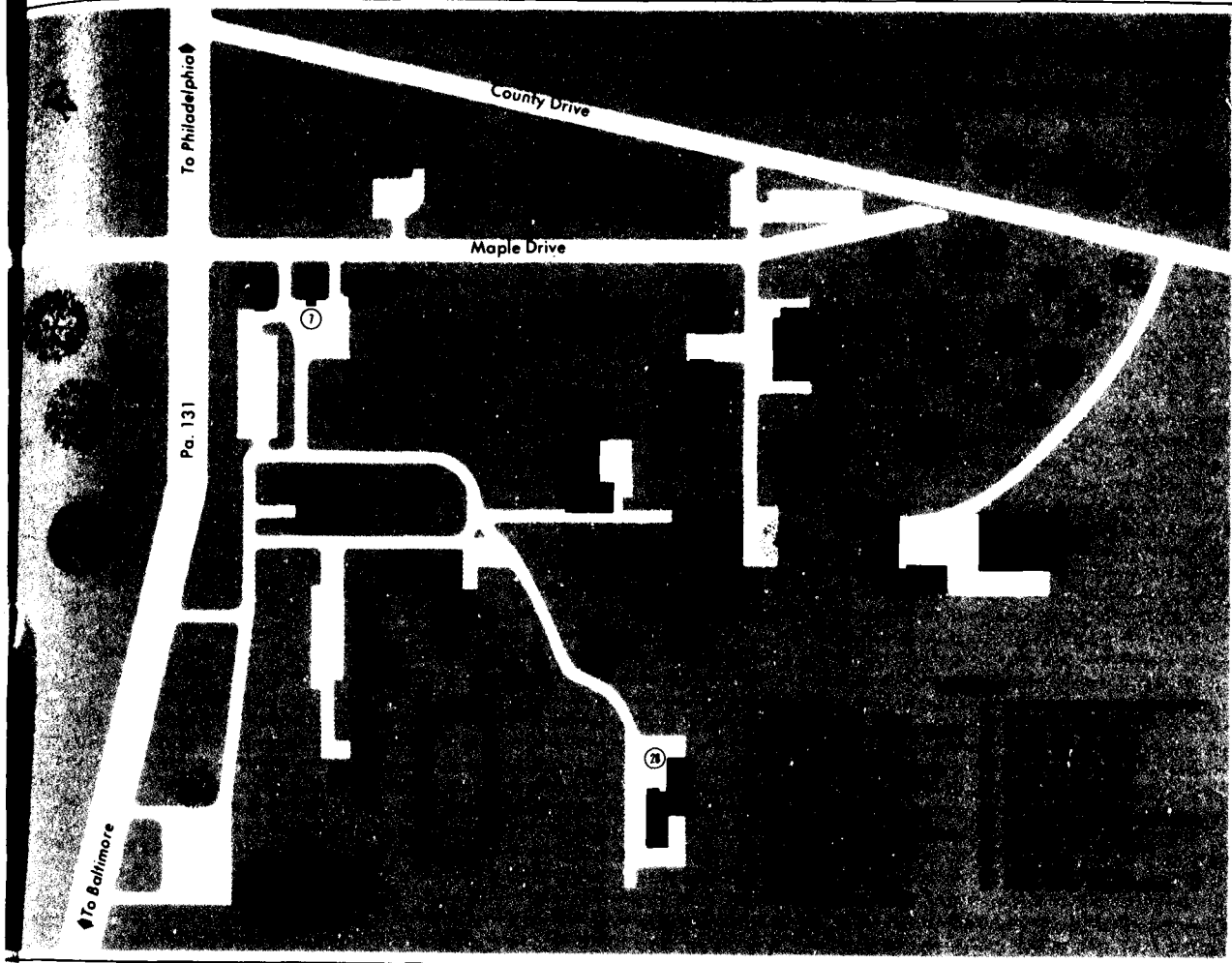
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 Communications should be addressed to the appropriate administrative officer

**ACADEMIC STANDING OF STUDENTS**

Dean of Student Services and Registrar

**ADMISSIONS**

Office of Admissions

**ALUMNI RELATIONS**

Director of Alumni Relations

**FACULTY AND CURRICULUM**

Executive Vice President and Provost

**FINANCIAL AID STUDENT EMPLOYMENT**

Director of Financial Aid

**FINANCIAL ARRANGEMENTS AND PAYMENTS OF BILLS**

Comptroller

**GENERAL INFORMATION**

Office of Public Information

**PERSONAL AND SOCIAL LIFE OF STUDENTS**

Vice President for Student Affairs

**PLACEMENT OF GRADUATES**

Coordinator of Placement

**REQUESTS FOR TRANSCRIPTS**

Registrar

The Post Office address is Lincoln University, Pennsylvania 19352.  
 The Office telephone number is 932-8300 (Area Code 215).

Visitors to the campus are welcome. Those desiring accommodations should contact the Associate Dean of Students in advance. Meals and lodging may be obtained at nominal cost.

The offices are open Monday through Friday 8:30 a.m.-12:00 p.m. and 1:00 p.m.-5:00 p.m. Applicants for admission are urged to write for an appointment.



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