

Lincoln University



1985-87 Catalogue and Calendar

On the covers and catalogue pages:

The front and back covers of the 1985-87 Lincoln University Catalogue and Calendar depict a campus scene at the historic college in Chester County, PA, with its harmonious blend of renovated and modern structures. The renovated historic buildings shown (L-R) are: Amos Hall dormitory, Houston Hall dormitory, Vail Memorial Hall administrative building, and Cresson Hall dormitory. The photograph was taken by Jerome Harden, a former student.

Additional photographs contained in the catalogue were taken also by Harden, campus photographer Milton Barbehenn, and others.

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.

To receive an application packet, or more information on the University, write:

LINCOLN UNIVERSITY

A commitment to quality education since 1854.

*of the Commonwealth System
of Higher Education*

Lincoln University
Office of Admissions
Lincoln University, PA 19352

Or call (in Philadelphia) WA 5-9440, or (215) 932-8300.

Lincoln University

**1985-87
Catalogue
&
Calendar**

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Sam W. Pressley, Director

(Special thanks also to Mrs. Sophy H. Cornwell, and Mrs. Janet E. Robinson)



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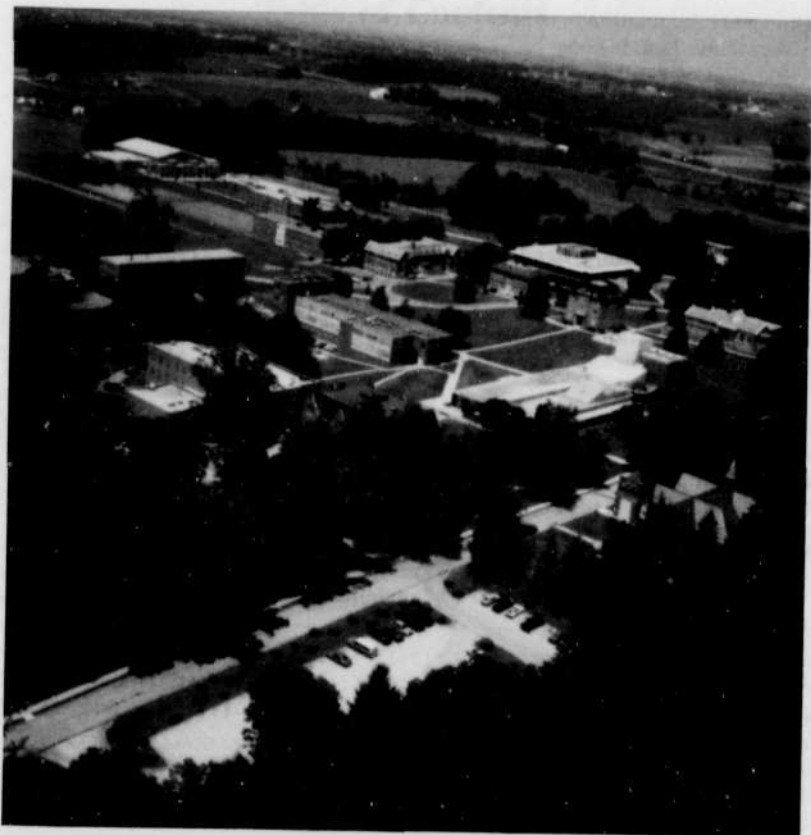
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The Trimester Calendar*

Lincoln University's academic year consists of two 15-week terms, and two six-week summer sessions. The Fall Term begins in late August, the Spring Term early in January, and the Summer Sessions extend from the middle of May through the early part of August.

FALL TERM, 1985

August	18	Sunday	New Students Arrive
August	18-23	Sunday-Friday	New Students Orientation and Testing
August	21	Wednesday	Faculty Conference
August	23	Friday	New Students—Registration
August	25	Sunday	Upperclassmen Arrive
August	26	Monday	Upperclassmen Registration
August	27	Tuesday	Classes Begin—8:00 A.M.
September	2	Monday	Holiday—Labor Day
September	3	Tuesday	Late Registration Fees Begin
September	5	Thursday	University Convocation
September	10	Tuesday	Last Day for Adding Courses
October	14-18	Monday-Friday	Mid-Term Examinations
October	21	Monday	Mid-Term Grades Due
October	26	Saturday	Homecoming
October	28	Monday	Last Day for Dropping Courses
November	18-22	Monday-Friday	Pre-registration for Spring '86 Term Begins
November	27	Wednesday	Thanksgiving Recess Begins 8:00 A.M.
December	2	Monday	Thanksgiving Recess Ends 8:00 A.M.
December	6	Friday	Last Day of Classes
December	9-13	Monday-Friday	Final Exam Period
December	16	Monday	Final Grades Due

SPRING TERM, 1986

January	2	Thursday	New Students Arrive
January	5	Sunday	Upperclassmen Arrive
January	6-7	Monday-Tuesday	Registration
January	8	Wednesday	Classes Begin 8:00 A.M.
January	15	Wednesday	Holiday—Martin Luther King Day
January	22	Wednesday	Last Day for Adding Classes
February	24-28	Monday-Friday	Mid-Term Examinations
March	3	Monday	Mid-Term Grades Due
March	12	Wednesday	Last Day for Dropping Classes
March	27	Thursday	Honors Day Convocation
March	31-April 4	Monday-Friday	Pre-registration for Fall '86
March	28	Friday	Easter Holiday Begins 8:00 A.M.
March	31	Monday	Easter Holiday Ends 8:00 A.M.
April	18	Friday	Last Day of Classes
April	21-25	Monday-Friday	Final Examinations

April 28 Monday
May 4 Sunday

Final Grades Due
Commencement

1st Summer Session, 1986

May 19 Monday
May 20 Tuesday
May 26 Monday
June 21 Saturday
June 27 Friday

Registration for Summer Session I
Classes Begin for Summer Session I
Holiday—Memorial Day
Testing of New Students
End of Summer Session I

2nd Summer Session, 1986

June 30 Monday
July 1 Tuesday
July 4 Friday
July 26 Saturday
August 8 Friday

Registration for Summer Session II
Classes Begin for Summer Session II
Holiday—Independence Day
Business and Testing Day
Last Day of Summer Session II

FALL TERM, 1986

August 17 Sunday
August 17-22 Sunday-Friday
August 20 Wednesday
August 22 Friday
August 24 Sunday
August 25 Monday
August 26 Tuesday
September 1 Monday
September 2 Tuesday
September 4 Thursday
September 9 Tuesday
October 13-17 Monday-Friday
October 20 Monday
October 25 Saturday
October 29 Wednesday
November 17-21 Monday-Friday
November 26 Wednesday
December 1 Monday
December 5 Friday
December 8-12 Monday-Friday
December 15 Monday

New Students Arrive
New Students Orientation and Testing

Faculty Conference
New Students—Registration
Upperclassmen Arrive
Upperclassmen Registration
Classes Begin 8:00 A.M.
Holiday
Late Registration Fee Begins
University Convocation
Last Day for Adding Courses
Mid-Term Examinations

Mid-Term Grades Due
Homecoming
Last Day for Dropping Courses
Pre-registration for Spring '87 Term

Thanksgiving Recess Begins 8:00 A.M.
Thanksgiving Recess Ends 8:00 A.M.
Last Day of Classes
Final Exam Period

Final Grades Due

SPRING TERM, 1987

January 2 Friday
January 4 Sunday
January 5-6 Monday-Tuesday
January 7 Wednesday
January 15 Thursday
January 21 Wednesday
February 23-27 Monday-Friday

New Students Arrive
Upperclassmen Arrive
Registration

Classes Begin 8:00 A.M.
Holiday, Martin Luther King Day
Last Day for Adding Classes
Mid-Term Examinations

March	2	Monday
March	11	Wednesday
March	26	Thursday
March	30-April 3	Monday-Friday
April	16	Thursday
April	17	Friday
April	20	Monday
April	20-24	Monday-Friday
April	27	Monday
May	3	Sunday

Mid-Term Grades Due
 Last Day for Dropping Classes
 Honors Day Convocation
 Pre-registration

Last Day of Classes
 Easter Holiday Begins 8:00 A.M.
 Easter Holiday Ends 8:00 A.M.
 Final Examinations

Final Grades Due
 Commencement

1st Summer Session, 1987

May	18	Monday
May	19	Tuesday
May	25	Monday
June	20	Saturday
June	26	Friday

Registration for Summer Session I
 Classes Begin for Summer Session I
 Holiday—Memorial Day
 Testing New Students
 End of Summer Session I

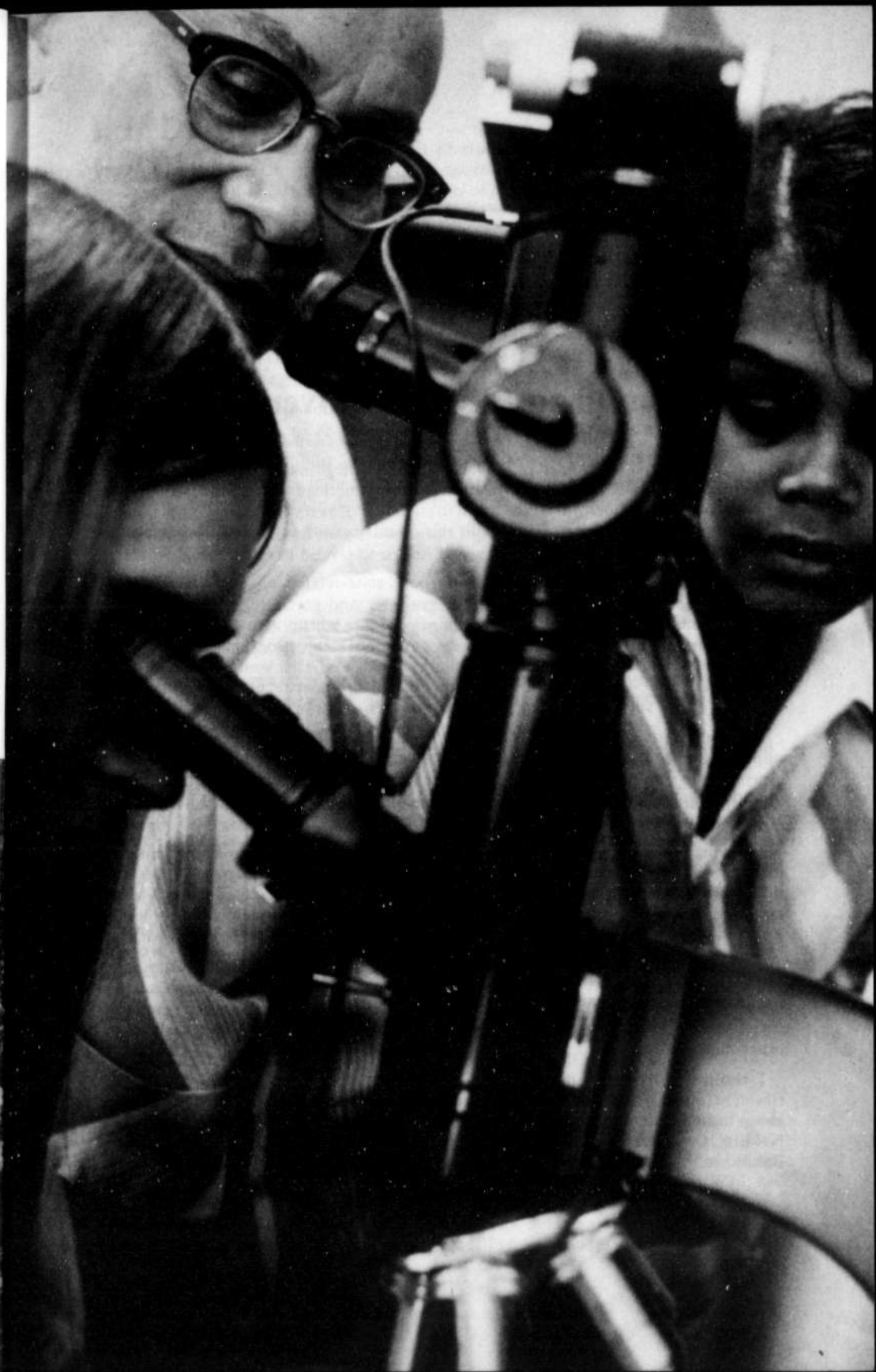
2nd Summer Session, 1987

June	29	Monday
June	30	Tuesday
July	6	Monday
July	25	Saturday
August	7	Friday

Registration for Summer Session II
 Classes Begin for Summer Session II
 Holiday
 Business and Testing Day
 Last Day for Summer Session II

*NOTE: The calendar schedule is tentative. Lincoln reserves the right to make such calendar changes as it deems necessary.





**the 131st
132nd
133rd
university years**

Introduction to Lincoln University

Lincoln University, founded in 1854, is the oldest college in the United States having as its original purpose the higher education of Afro-American youth. Since 1857, it has provided a superior liberal arts education to students "of every clime and complexion." Moreover, few universities of its size in this country enroll as large a percentage of students from other countries.

Lincoln University is a general, multi-purpose, state-related, coeducational institution of higher education, providing undergraduate and graduate study serving the academic, cultural, and vocational needs of students who present a wide-range of academic preparedness 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 graduates 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 qualified applicants in its role as an effective member of the Commonwealth System of Higher Education.

Lincoln University, in addition, embraces the classic concept of a university in that its faculty, students, administration, and trustees recognize the primacy of the institution's three historic purposes: (1) to teach honestly, and without fear of censure, what mankind has painfully and persistently learned about the environment and people; (2) to preserve this knowledge for the future; and (3) to add to this store of knowledge.

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 or her experience will be enriched by association with students of other races and creeds coming from other 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.

Statement of Purpose

Lincoln University's purpose is to offer its students 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 goals of the University 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.
2. To provide enrichment experiences to enable incoming students with superior academic abilities to obtain specialized instruction in specific academic areas.
3. To participate in joint or cooperative ventures with institutions of higher education, business, industry, government and private agencies when the needs of an area indicate the desirability and feasibility of such an approach.
4. To provide a limited number of select high-quality graduate and professional programs that will be responsive to the needs of the population served by the University.
5. To provide an intensive and comprehensive program of developmental supportive services, including counseling, skills development, individual instruction, and motivation reinforcement for lower division, disadvantaged students.
6. To provide associate degree programs to meet unmet educational needs in areas the University serves, and which are consistent with the interests of Lincoln's student population.
7. To provide programs, research and services relating to the development and needs of the local community, the state and the nation.
8. To provide cultural, religious, athletic and social programs that will complement the academic program, contribute to the total development of the student, and enhance the quality of campus life.
9. To provide a management system whereby Lincoln's educational goals can be met as expeditiously and economically as possible.

Because the University believes 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.

Lincoln's Roots

The story of Lincoln University goes back to the early years of the 19th 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 Blacks 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, John Miller Dickey 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 in 1851, he took an active part in the court actions leading to the freeing of a young Black 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 named James Amos, Rev. Dickey undertook to prepare the young man for the ministry.

In October 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.

History of Women Enrollment at Lincoln University

In 1953, Lincoln University amended its charter to permit the granting of degrees to women students. Earlier, women were limited to attending classes.

In 1965, the University's dormitory facilities were open to women students to reside on campus. Previously, women students had to commute to and from the University's campus in southeastern Chester County, PA.

Lincoln University Presidents

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 40 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 then 128-year-history of Lincoln University, Pennsylvania's Governor Milton J.



Dr. Horace Mann Bond

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.

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 Building, which contains the student post office, bookstore, counseling offices, snack bar, and dining hall, was completed in January 1964.

The Ware Center for fine arts was opened in 1966. The Harold F. Grim Science Hall which is used for study and research in the life sciences and psychology, and also houses the computer center, has doubled in size.

The Langston Hughes Memorial Library, opened in 1972, houses over 150,000 volumes and is programmed for 300,000. It receives over 600 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 2,400-seating capacity gymnasium in addition to classrooms, a wrestling room, dance studio, training room facilities and a recreation area, including an eight lane bowling alley.

The University has an endowment with a market value of approximately \$3 million, and its buildings and grounds have a replacement value of more than \$60 million.

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 in selecting candidates for 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.

The Program

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 to 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.....	4
Mathematics: Elementary Algebra	1
Plane Geometry	1
Foreign Language in one language.....	2
History or Civics	1
Science.....	2
Academic electives	2
Other electives	2
	<hr/>
	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 which is 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 certain 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.

Lincoln AeroSpace and Engineering Recruitment Program (LASER)

Established in 1980 by the National Aeronautics and Space Administration, Lincoln, and later the U.S. Navy Department as a joint effort to increase the number of minority students in aerospace and other engineering fields, the LASER program consists of summer and academic year components to prepare students for a dual undergraduate degree: a bachelor of science in engineering at a selected engineering school, and a bachelor of arts in liberal arts at Lincoln.

In the summer program, participating students will take two mathematics and two physics courses for which they will receive credits toward their undergraduate degree.

In addition, students will study basic science, engineering and mathematics, communication and liberal arts courses for two years. Summer internships will be available for students to work at a NASA site with scientists.

After completing two years of study at Lincoln, students will transfer to Drexel University, Pennsylvania State University, the University of Pittsburgh, Lafayette College, or New Jersey Institute of Technology to complete their studies for degrees.

Admission to the program requires acceptable performance on a mathematics placement test. (For additional information on the LASER program, refer also to section on the Honors Program, page 65.)

Foreign Students

Foreign students should submit official copies of secondary school records, including the University of Cambridge General Certificate of Education, or its equivalent, 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.

International (foreign) students are encouraged to pay particular attention to the fee structure which is included in the General Statement pertaining to school expenses.

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 state and Federal grants 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 or she 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 4:00 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 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

Matriculating Students—These are students enrolled at the University and pursuing a degree.

A **non-matriculating student** is one who may be pursuing a degree, but at the exact time of the enrollment may not be in degree track because of some academic interpretation. Also, a person may be enrolled but not interested in a degree but in academic improvement or enlightenment.

A student may move from a non-matriculating status to a matriculating status after a letter of request is submitted to and approved by an official body of the institution.

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 a 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.



Undergraduate Student Status Classification

Lower Division Level

The freshman and sophomore years represent the lower undergraduate division classes. The required earned credits for these divisions are:

Freshmen	0-30 credits
Sophomore	30-60 credits

Sophomore students who have successfully completed the required credit hours and have earned at least a cumulative average of 2.00 will be advanced to upper division level. A student who has not successfully completed freshman physical education and the writing proficiency in English by the end of his or her junior year will be classified as an advanced junior instead of senior.

It is highly recommended that sophomores take and complete the proficiency examination in English and complete their freshman physical education (Courses 101-102) by the end of their second-semester term. The junior and senior years represent the upper undergraduate division classes. The required earned credits for these divisions are:

Junior	60-90 credits
Senior	90-128 credits

Full-time students: During a semester, a minimum of twelve (12) credit hours, after the drop/add deadline, is required for full-time student status. Sixteen (16) credit hours are considered a normal load for a full-time student. Full-time student status is a requirement for receiving financial aid at the University. A student who registers on a full-time basis at the beginning of the semester and then drops below the twelve (12) credit hour minimum during the same semester will compromise his financial aid eligibility during the subsequent semester. The student is completely responsible for consulting with the Financial Aid Office prior to, during, and after any change in status at the University.

Unclassified: Students who are in the process of removing academic deficiencies; students who have transferred to Lincoln and are awaiting the arrival of an official transcript and therefore, cannot be evaluated accurately; students studying at the University, but are *not candidates for a degree*; students who must complete certain high school requirements; a transfer student entering Lincoln with a cumulative grade point average of less than 2.00; a transfer student or an international student from a non-accredited college who is given the opportunity to successfully complete certain course requirements at Lincoln by the end of the first or second semester.

Part-time: Students registered for less than twelve (12) semester hours during the fall and spring terms.

Probationary Student: Students who have earned less than 2.00 during the previous term, or who have a cumulative grade point average of less than 2.00.

Suspended Student: Students suspended for poor academic performance, but not dropped from the academic roll of the University.

Permanently Dropped: Students dropped permanently from the University roll for academic or disciplinary reasons.

Readmission

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 Dean of Admissions. If he applies as a degree candidate and was previously registered as a nondegree 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 Dean 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 battery of tests including placement tests selected by the faculty and staff. 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 Session

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

The summer session was designed to encourage students to undertake academic study during the summer months. The program welcomes applications from incoming freshmen who wish to accelerate, 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 take courses as a point of interest.

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

Moreover, the summer program, the third part of the University's trimester calendar, is also designed to facilitate students' participation in the Cooperative Education program. Indeed, co-op students who register for the summer semester increase their chance for receiving an undergraduate degree in four years.

A broad range of financial aid is available to those students who qualify for admission to the summer trimester 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 academic year are eligible to participate in the summer program for courses. For those students who are not regularly enrolled, application for admission to the summer session must be obtained from and returned to the Office of Admissions. Course offerings for each of the two summer sessions can also be obtained through the Office of Admissions and/or the Registrar's Office.

Expenses (1985-86 academic year)*

Undergraduate Program

Standard Charges for Pennsylvania Residents' Academic Year

	Fall Trimester	Spring Trimester	Total
Tuition	\$915.00	\$915.00	\$1,830.00
General Fee	50.00	50.00	100.00
Sub-total (applicable to both day and resident students)	965.00	965.00	1,930.00
Room	600.00	600.00	1,200.00
Board	550.00	550.00	1,100.00
Total (applicable to resident students only)	\$2,115.00	\$2,115.00	\$4,230.00

Summer session (6-week session)

Tuition (per credit hour)	\$70.00
General Fee (per credit hour)	4.50
Room and Board (per semester)	\$475.00

Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Trimester	Spring Trimester	Total
Tuition	\$1,315.00	\$1,315.00	\$2,630.00
General Fee	150.00	150.00	300.00
Sub-total (applicable to both day and resident students)	1,465.00	1,465.00	2,930.00
Room	600.00	600.00	1,200.00
Board	550.00	550.00	1,100.00
Total (applicable to resident students only)	\$2,615.00	\$2,615.00	\$5,230.00

Summer session (6-week session)

Tuition (per credit hour)	\$100.00
General Fee (per credit hour)	12.50
Room and Board (per session)	475.00

Graduate Program

Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,100.00	\$1,100.00	\$2,200.00
General Fee	50.00	50.00	100.00
Duplicating Fee	12.50	12.50	25.00
Total	\$1,162.50	\$1,162.50	\$2,325.00

Summer session

Tuition (per credit hour)	\$110.00
General Fee (per credit hour)	4.50

Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,750.00	\$1,750.00	\$3,500.00
General Fee	150.00	150.00	300.00
Duplicating Fee	12.50	12.50	25.00
Total	\$1,912.50	\$1,912.50	\$3,825.00

Summer session

Tuition (per credit hour)	\$175.00
General Fee (per class hour)	12.50

*Note: The University reserves the right to revise tuition, room, board, and other charges without further notice.

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	\$30.00
Matriculation	30.00
Practice Teaching	25.00
Graduation Fee	50.00
Graduate Record Examination	30.00
Laboratory (each)	25.00
Physical Education	10.00 to 25.00
Late Registration	up to 25.00
Music Fee	45.00
Music Practice Fee (non-majors)	10.00
Sickness and Accident Insurance*	109.00
Laundry Fee	7.50

*Subject to Change

Part-time students and full-time students taking more than 18 credits per trimester are charged for tuition at the following rates per semester hour.

	Pennsylvania Resident	Non-Pennsylvania Resident
Semester Hour Charge	\$70.00	\$100.00

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 Dean 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 resident status for tuition payment and understands the guidelines governing resident 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 resident in spite of the fact that her husband cannot meet the requirements of B.
- III. Reclassification of Domicile
 - 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:

- a. For fall trimester, by August 11.
- b. For spring trimester, by December 24.
- c. For first summer session and graduate program, by April 24.
- d. For second summer session, by June 1.

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 written notice of withdrawal has been given to the Office for Student Affairs and the Business Office.

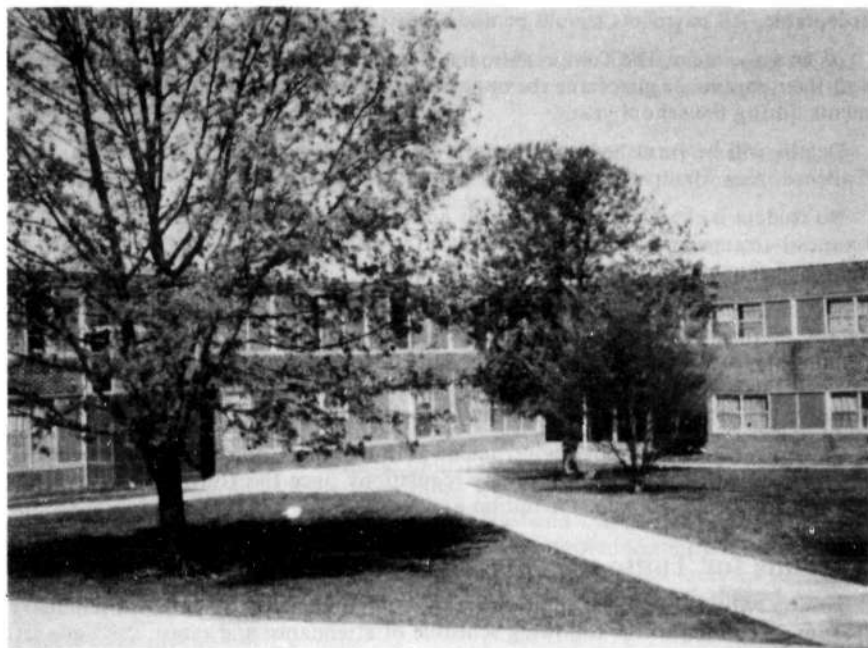
No reduction of charge is permissible except as stated above.

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.



McRary Hall

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 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.

Financial Aid

Lincoln University is committed to making educational opportunities available to all students regardless of their financial circumstances. To this end, we encourage any student who may need financial assistance to meet the educational costs at the University to apply for financial aid.

While the primary responsibility for educational costs lies with students and their parents or guardian(s), Lincoln attempts to meet those costs which cannot be met by students.

To determine the amount of financial aid which can be reasonably expected after family contributions toward students' education, the University requires that students complete either a Financial Aid Form (FAF) and/or a Pennsylvania Higher Education Assistance Agency (PHEAA) Application. The filing deadline is **March 15**. The information furnished will enable the Financial Aid Office to determine students' needs.

In addition to filing the FAF or PHEAA application, a student who has been accepted for admission as a degree candidate must:

1. Be enrolled on at least a half-time basis (6 or more credit hours per semester) or, in the case of a student currently attending the University, be enrolled and making Satisfactory Academic Progress as at least a half time degree student. Satisfactory Academic Progress is measured in terms of cumulative grade point average and credits successfully completed each academic year. (For further information, see the section "satisfactory academic progress policy for Financial Aid" on page 39, or contact the Financial Aid Office.)
2. Request a work-study referral/application and return it to the Student Employment Office, Room 104, Lincoln Hall, if the award letter indicates a work award.
3. Apply for the state grant program in the student's state of legal residence.
4. Have a Financial Aid Transcript from all other colleges or universities previously attended forwarded to Lincoln's Financial Aid Office.
5. Submit any other requested documents that may be needed to evaluate your eligibility for financial aid.

Submitting such information does not automatically entitle a student to receive financial aid; however, a broad range of financial aid is available to those students who qualify and demonstrate need. Through a combination of scholarships, grants-in-aid, loans and work opportunities, a financial aid "package" to assist students of Lincoln University may be offered within the limits of available funds.

The following is a list and description of the financial aid programs offered at the University.

Pell Grants

The Pell Grant Program is the largest Federal student aid program. These grants provide a "foundation" of financial aid to which aid from other Federal and non-Federal sources may be added. Grants, unlike loans, do not have to be repaid.

All students who attend Lincoln University are expected to apply to the Pell Grant Program. Students may apply for a Pell Grant by checking the "yes" block of section G, question 45, on the FAF or section I, question 56, on the PHEAA application. There is no charge for this service and it eliminates filing a separate application for the Pell Grant Program.

For the 1984-85 academic year, for example, the maximum award is \$1,900. The

actual award will depend on your Student Aid Index number, as derived using the federal formula which measures the ability of you and your family to meet your educational expenses.

Supplemental Educational Opportunity Grants (SEOG)

Supplemental Educational Opportunity Grants are provided to a limited number of undergraduate students with financial need. The maximum award per year is currently \$2,000, and is based on the availability of SEOG funds and the amount of other aid you are receiving. These grants do not have to be repaid by the student.

National Direct Student Loans (NDSL)

The NDSL Loan Program is administered by the Financial Aid Office. To be considered for this type of loan, a student must demonstrate financial need. Loan limitations are currently fixed at a ceiling of \$6,000 for undergraduate students; however, loans are further limited to current funding levels.

The interest rate is currently 5% and begins to accrue when repayment commences six months after a student graduates, leaves school or drops below half-time enrollment. Repayment may be extended over a period of 10 years.

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 families or handicapped children are eligible for loan cancellations. Other deferments and cancellations are available under certain conditions.

Guaranteed Student Loan (GSL)

A student may borrow from a bank, savings and loan association, credit unions, etc., under a system of guarantees established by the federal government. Currently, students may borrow a maximum of \$2,500 per academic year for undergraduate studies to an aggregate limit of \$12,500. A graduate student can borrow a maximum of \$5,000 per year. The total aggregate limit is then increased to \$25,000. A 5% origination fee will be deducted from the loan.

These loans are restricted to the cost of education, less any other financial aid you may receive. Since this is considered a need based loan, remember that if your family income is more than \$30,000 in the previous year, you must prove financial need. Such a restriction, may, therefore, limit the amount of your GSL.

The interest rate for new borrowers is currently 8% or 9%. Students who currently have GSLs at 7 or 9 percent, their interest rates will remain the same for additional loans.

Loan repayment begins six months after the student graduates or leaves school.

A student must contact the lender after leaving school to establish a repayments schedule. Generally, the lender must allow at least five years to repay the loan but may extend the repayment period up to 10 years.

The repayment for GSL may also be deferred or reduced under certain circumstances. For details, contact the Office of Financial Aid.

Parent Loan for Undergraduate Students (PLUS)

Parents may borrow up to \$3,000 per year to a total of \$15,000 for each child who is a dependent undergraduate student enrolled during an academic year. PLUS loans provide additional funds for education at an interest rate of 12%.

Repayment must begin within 60 days after the loan is disbursed. While there is no origination fee for the PLUS loan, there may be an insurance charge of not more than 1% per year of the outstanding balance.

Student Employment

College Work-Study Program (CWSP)

This program provides jobs for students who need financial aid based on need. Money earned through on-campus employment is to be used by students to assist in meeting their educational expense. Students are eligible to work until they have earned the amount of the award.

Only registered students cleared through the Student Employment Office (Room 104, Lincoln Hall) will be compensated for work assignment.

Institutional Work-Aid

Additional job opportunities are available to a limited number of students. Recommendations from department chairman or other University staff is required. Only students with special skills will be considered for these positions.

Students' State Incentive Grants (SSIG)

PHEAA Grants

The Commonwealth of Pennsylvania makes grants available to students who demonstrate financial need, are full-time undergraduate students, and are Pennsylvania residents. The awards currently range between \$100 per year to a maximum of \$1,500 per year. The average award is normally \$850 per year. Students must be full-time (12 credits or more per semester) to retain their eligibility and must complete 24 credits during each two semesters of the academic year. Students may receive a PHEAA Grant for a maximum of eight semesters.

Other State Grant Programs

Non-Pennsylvania students are encouraged to contact their State Higher Education Agency for information concerning similar grant programs.

Scholarships (see page 33)

Scholarships (see page 33) ranging in amounts from \$100 to \$1,500 per year are currently available to students, depending upon their need and academic qualifications. Preference is given to those with excellent high school or college academic performance and needy students who show evidence of high motivation and potential leadership abilities.

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 performances in the areas indicated. Other prizes and awards are also presented to deserving students with special ability and talent.

The Humanities

The C. Morris Cain Prize, established by C. Morris Cain, Class of 1912, is awarded annually to that student in the college who has maintained general excellence in English Bible studies.

The Harrison H. Cain Prize, established by Harrison H. Cain, Class of 1915, in memory of his mother, Elizabeth Cain, and his brother, William C. Cain, is awarded annually 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 Daphne I. Damachi Linguistic Award, established by Dr. Ukandi G. Damachi in honor of his wife, Mrs. Daphne I. Damachi, is awarded annually to the graduating senior who has displayed above-average ability in the study of linguistics.

The William Eichelberger Award for Creative Writing, established by The Reverend William L. Eichelberger, Class of 1959, is awarded to the student who has written the best prose piece published in *The Lincolnian*.

The Reverend Edwin L. Ellis Lansdowne Appreciation Award, established by members of the United Methodist Church of Lansdowne, Pennsylvania, honors Reverend Edwin L. Ellis, Class of 1953, for his five years of unique service to the congregation and to the community. The award is made annually to a Lincoln senior student who is committed to a career in the Christian ministry or in social service related thereto.

The H. Alfred Farrell English Department Award, established by Dr. H. Alfred Farrell, Class of 1934, who served the University in both administrative and faculty positions for a period of 33 years, is awarded to the English major, in the junior or senior year, who has made a contribution to the school, the department, and the Tolson English Society.

The Alice Françoise Ugo Mandeng Memorial Prize in Philosophy, established by The Reverend David J. Mandeng, Class of 1955, in memory of his daughter, is awarded annually to a student whose work in philosophy merits lasting honor.

The Clarence E. Mattison Memorial Scholarship, endowed by the family, friends, and classmates of the late Clarence E. Mattison of the Class of 1966, is awarded annually to the junior or senior student who has demonstrated outstanding creative ability and talent in the fields of music and art.

The Timothy C. Meyers, Sr. Scholastic Award, established by Dr. Timothy C. Meyers, Jr., Class of 1959, in memory of his father, Timothy C. Meyers, Sr., Class of 1921, is awarded annually to a sophomore, junior, or senior student from the state of Georgia primarily, or any southern state secondarily, majoring in English or classics.

The William S. Ravenell Memorial Prize, endowed by the family of the late William S. Ravenell, Class of 1923, is awarded annually for academic excellence in the fields of religion or philosophy.

The Benjamin Schwartz Memorial Award, established by Richard A. Schwartz, in

memory of his father, the late Dr. Benjamin Schwartz, professor of classics, is awarded annually to the student who has demonstrated excellence in the study of a foreign language.

The Elizabeth Schwartz Memorial Award, endowed by the family and friends of Mrs. Elizabeth Schwartz, is awarded annually to the student who has best demonstrated creative talent and initiative in any aspect of the fine arts.

The Elizabeth H. Train Memorial Prizes in Oratory, established by the Reverend William F. Finney, D.D., in memory of Elizabeth H. Train, are awarded annually to the best and to the next best speaker in a public oratorical contest for sophomores.

The Natural Sciences

The Norman Edward Gaskins Memorial Prize in Organic Chemistry, endowed in memory of Professor Norman E. Gaskins, Class of 1934, 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 by Dr. Amaza Morris Lockett, in memory of her father, S. Leroy Morris, M.D., Class of 1892, is awarded annually to that member of the senior class who has maintained the highest average in the courses in biology.

The Lyle W. Phillips Award in Physics, endowed by the family and friends of Dr. Lyle W. Phillips, a National Science Foundation official who initiated a science training program for minorities, is awarded annually for distinguished work in physics.

The J. Thomas Stanford Prize in Mathematics, endowed by the estate of John Thomas Stanford, Class of 1891, is awarded annually to the freshman who shows the most promise in the field of mathematics.

The John M. Tutt Award in Mathematics, endowed by former students and friends in memory of John M. Tutt, Class of 1905, is awarded annually to that student who has the highest academic standing in the field of mathematics.

The LaVerte T. Warren Memorial Scholarship Medal, established by the last will and testament of LaVerte T. Warren, Class of 1926, is awarded annually to the student of the graduating class who has demonstrated the highest proficiency in the natural sciences.

The Joseph Leroy Williams Memorial Prize, endowed by Mrs. Carrie W. Williams in memory of her husband, Joseph Leroy Williams, M.D., Class of 1929, 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.

The Social Sciences

The Henry G. Cornwell Award in Psychology, established by Dr. Francis Nagy, and Dr. Henry G. Cornwell, and endowed by the friends of Dr. Henry G. Cornwell, Class of 1933, in commemoration of his teaching career at the University, 1933-1980, is awarded annually to that graduating senior psychology major with the highest grade point average in psychology.

The Laurence Foster Prizes in Sociology, established by the department of sociology and endowed by friends in memory of Dr. Laurence Foster, Class of 1926, professor of sociology, 1937-1969, are awarded to two graduating seniors majoring in sociology, whose cumulative averages are equal to, or higher than, 3.50.

Pennsylvania Institute of Certified Public Accountants Award is presented annually to those students demonstrating the best performance in the field of Business and Economics.

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

Prizes for Scholastic Standing

The Ukandi G. Damachi Award, established by Dr. Ukandi G. Damachi, is awarded annually to the graduating international student who has achieved the highest grade point average among international students.

The Frank A. DeCosta Memorial Award, endowed by the Class of 1931 in memory of their classmate, Dr. Frank A. DeCosta, is awarded annually to that member of the senior class who best combines athletics, scholarship, and leadership.

The Jacques Isler Citation, established by Jacques Isler, Esq., Class of 1930 and endowed by him and his son, Ronald P. Isler, is awarded annually to a member of the graduating class, male or female, who is recommended as the best scholar and athlete of that class.

The Frazier S. Taylor Memorial Prize, established and endowed in memory of Frazier S. Taylor, by his uncle, Silas F. Taylor, Class of 1909, and his father, Balcom S. Taylor, Class of 1925, is awarded annually to that member of the junior class who best combines scholarship and athletic ability.

The Silas F. Taylor Memorial Prize, established and endowed by friends in memory of Silas F. Taylor, Class of 1909, is awarded annually to the member of the graduating class with the highest average who has attended Lincoln University for six or more semesters.

General Prizes

Agway, Inc. Leadership and Scholarship Awards, are presented annually to business and economics majors for their contribution to the program in terms of academic excellence, leadership potential, and other activities on the campus.

The Edward L. Davis Award is presented annually for outstanding service to the Pennsylvania Beta Chapter of the Alpha Chi National Honor Scholarship Society.

The 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.

The Wyatt B. Johnson Prize in Diplomacy, established and endowed by Wyatt B. Johnson, Esq., Class of 1965, is awarded annually to the student who has most distinguished himself in the field of international affairs.

The Richard T. Lockett Memorial Prize, endowed by Dr. Amaza M. Lockett in memory of her husband, Richard T. Lockett, Class of 1918, is awarded annually to that member of the senior class who, during his or her enrollment at the University, has made a significant contribution to the campus and the local community.

William H. Madella Prize, endowed by Miss F. Louise Madella, Washington, D.C., in memory of her father, William H. Madella, M.D., Class of 1896, is awarded annually 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 Renwick Award, established and endowed by the Class of 1952 in honor of Gladys W. and Clarence E. Renwick, is awarded annually to a needy student who has shown the most social and scholastic improvement over a four-year period leading to a bachelor's degree.

Scholarship Funds

The University has scholarship funds of limited amounts, the income of which is awarded to students, based upon need and academic qualifications. The following is a partial listing of these funds.

The 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 origin.

The Frederick and Margaret Fife Scholarship Fund

Established by Mrs. James R. Elliott in memory of her father and mother, Frederick and Margaret Fife, to be awarded annually to a female student completing her junior year and going into her senior year.

The Harold F. Grim Scholarship Fund

Established by the former students of Professor Harold Fetter Grim, who served Lincoln University in various administrative and faculty positions from 1912 through 1961.

The Grimké Scholarship Fund

A combined scholarship fund established by the Estate of Angelina W. Grimké and the last will and testament of Francis J. Grimké, Class of 1870, in the name of Charlotte Forten Grimké and Nancy Weston Grimké.

The Joseph W. Holley Scholarship Fund

Established by the Estate of Joseph W. Holley, Class of 1900, to aid and assist students in religious education and training.

The Martin Luther King, Jr. Scholarship Fund

Established by the Class of 1928 in memory of the Reverend Martin Luther King, Jr., to be awarded to a student annually on the basis of merit and need.

The Myrtilla Miner Scholarship Fund

Established in 1945 in memory of Myrtilla Miner to commemorate her efforts on behalf of the black students of Washington, D.C.

The Dr. Floyd C. and Estelle C. Mourning Scholarship Fund

Stimulated by Wilfred N. Mais, Jr., Esquire, in honor of the Class of 1932, annual scholarships are granted from the Estate of Floyd C. Mourning, M.D., Class of 1932, and named for him and his wife.

The I. Gregory Newton Scholarship Fund

Established by the last will and testament of Amanda E. Stockton Newton and named for her son, Dr. I. Gregory Newton, Class of 1939, who served on the faculty of Lincoln University, to be awarded annually to a worthy junior outstanding in the social sciences.

The Paul Robeson Scholarship Fund

Wayman R. Coston, M.D., who established the fund, and friends of Paul Robeson contributed \$10,000 to honor his memory. Income produced by the fund is awarded annually to an outstanding talented senior pursuing graduate studies in music or drama.

The Samuel Robinson Scholarship Fund

The income from a gift from Mr. Samuel Robinson is paid annually to needy and worthy students who have memorized and recited correctly from memory the answers to the 107 questions in the Westminster Shorter Catechism.

The Leah Stanford Scholarship Fund

Established by the Estate of John Thomas Stanford, Class of 1891, to be awarded at the discretion of the University.

The Smith Pre-medical Scholarship Fund

Established by Warren E. Smith, M.D., Class of 1944, to recruit and support a pre-medical student, selected on the basis of academic potential, need and/or merit.



General Academic Information

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 Purpose of the University (page 11) and in the Requirements for Graduation (page 42).

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 freshmen.

The normal load as a full-time student each semester is 15 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 Registrar. 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 Registrar 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 10 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 instructor 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 Lin-

coln University must first get written approval of their adviser, and/or department chairperson and the Registrar. Such written approval must be on file in the Registrar's Office.

Independent Study

To permit a greater degree of depth and flexibility in the curriculum, students may select courses of independent study. Students who wish to take advantage of the independent study route must obtain a petition for independent study from the Registrar. The student must have the petition completed by the instructor under whose sponsorship the independent study will be pursued. The petition must then be approved by the Registrar. The independent study course will be considered a part of the student's academic load, and must be completed as previously agreed by the student, instructor, and the Registrar.

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 honors 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's role includes advising students regarding elective courses. However, students retain the academic privilege of deciding their own electives.

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 the Registrar, 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 Vice President for Student Affairs. 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 or each semester. The parents(s)/ guardian(s) of students will be notified by the Registrar 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.

Grading System 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)	Pass (0)
A (4.00)	B (3.00)	C (2.00)	D (1.00)	Withdrawal (0)
A- (3.70)	B- (2.70)	C- (1.70)	F (0)	Incomplete (0)

Students electing to take a course, exclusive of their major, and on a pass/fail basis, can do so with the permission of the department chairperson in their major at the beginning of the semester, provided the student is taking at least fifteen (15) credit hours. A student electing to take a course on a pass/fail basis cannot request an actual grade after the deadline for adding a course.

Only sophomores, juniors and seniors with a cumulative grade point average of 2.00 or higher, are eligible for taking a course on a pass/fail basis. Courses taken on a pass/fail basis are restricted to electives exclusively. Courses taken on a pass/fail basis will count towards graduation but will not count in the computation of the cumulative average.

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.

Policy on repeating courses and determining the GPA:

The quality points earned from a failing grade of 'F' can be removed from a student's cumulative grade point average by repeating and passing the course successfully.

The quality points earned from the course which was repeated and passed successfully will be computed into the CGPA. The quality points earned from the failing grade will be removed from the CGPA.

The permanent record and the official transcript will reflect the following notation involving the repeated course:

The grade earned from the **repeated course** will be notated in parenthesis, i.e., (A). The failing grade of 'F' earned in the course initially will not be removed from the student permanent record card or the transcript.

A course that is repeated for the second time and passed successfully does not count as credit toward graduation.

Students are advised not to repeat a course which they have failed for a second time.

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.

The instructor must turn in all final grades to the Registrar's Office and to the appropriate department chairman within forty-eight (48) hours of the final examination. Final senior grades are due in the Registrar's Office five (5) days before the final faculty meeting scheduled for voting on nominees for graduation at the end of the Spring term.

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 should assist the faculty adviser and the student by including a grade in parenthesis which reflects the quality of work completed by the student, e.g., 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. An incomplete (I) grade becomes an automatic failing (F) grade on the records of students who are reviewed for possible probation or suspension status by the Committee on Academic Standing.

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.

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 or she carries 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. All students receiving any form of financial aid or who plan to do so in the future, are required to visit the Financial Aid Office each semester for confirmation that their past or present course load is in agreement with the requirements of making satisfactory academic progress, according to the regulations established by their source of financial aid.

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.

Entering freshmen students placed on the Dean's List for at least seven (7) semesters, and who are certified for graduation after their eighth (8) semester, will have the following University honors placed in the graduation bulletin and on their transcript in accordance with their final cumulative grade point average:

Cum Laude	3.33+
Magna Cum Laude	3.60+
Summa Cum Laude	3.80+

A student must have been registered at the University for at least four (4) semesters prior to graduation in order to be eligible for University honors.

Policy on Satisfactory Academic Progress for Financial Aid*

A student shall be considered to be maintaining "satisfactory academic progress" for the purpose of financial aid upon the successful completion of 12 semester hours per semester during the first two years of enrollment.

Thereafter, the successful completion of 15 credit hours per semester will constitute satisfactory progress. In addition, each student must maintain the minimum cumulative grade point average (see list below) to be considered for financial aid.

Students who fail to maintain the minimum cumulative grade point average will be placed on academic probation for the following semester. Financial aid may be awarded for the probationary semester, provided the student's cumulative grade point average is not below the minimum required for financial aid (as is described below). If, after a probationary semester, the student does not satisfy the minimum required cumulative grade point average, or shows no progress, that student will not be eligible for additional financial assistance.

The student will remain ineligible for financial assistance until the required minimum cumulative grade point average is achieved. At that time the student will be considered to be making satisfactory progress and will be eligible for financial assistance.

The above procedure will be followed except:

1. When a student is academically dismissed from the University according to the academic policies of the particular school or program.

Moreover, a student will be eligible for financial assistance during the first semester of study upon returning to Lincoln in order to re-establish satisfactory academic progress. Upon successful completion of the minimum full-time course load with a minimum required cumulative grade point average for re-admitted students, the student shall be considered eligible for financial assistance for subsequent semesters.

2. A second exception to the above procedure is when a student has been in attendance at Lincoln University for more than five (5) years (10 semesters), unless the course of study normally requires more than 10 semesters of enrollment.

Further, a student is ineligible for financial assistance beyond the fifth year (10 semesters), even if that student is maintaining satisfactory academic progress.

**The policy is under review.*

However, the University may decide to continue providing University-sponsored aid when unusual circumstances exist and the student demonstrates academic promise. Under these circumstances, the determination must be made by the Committees on Admissions and Academic Standing, and the Office of Financial Aid.

Academic Progress/Temporal Confines of the Program

A student who has been given notice that he or she cannot return to the University after his or her tenth (10) semester does have the right to appeal to the Committee on Academic Standing.

A student attending Lincoln University must complete the required full-time academic course load and meet the following minimum cumulative grade point average to be eligible for financial aid.

Credit Hours:	Cum. G.P.A.
1. 0-24	1.70
2. 25-48	1.80
3. 49-78	1.90
4. 79-108	1.95
5. 109 and above	2.00

Regulations on Absences from Class

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

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 Catalogue 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 to the Vice President or Associate Dean for Student Affairs. However, in such cases the student is responsible 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.
- (f) Students representing the University in athletic events or other University-sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations. The Registrar will issue the excused format to the faculty member in charge of the off- or on-campus activity for delivery by the student(s) to their instructors.

Academic Probation and Suspension

The University employs the following procedures with the objective of assisting students in monitoring their academic performance to the degree that probation and suspension can be averted throughout their academic career.

Mid-term grades are evaluated for pinpointing students with excessive academic deficiencies.

Letters are mailed to students and their parents detailing the deficient academic performance at mid-term and the resources available at the University for assisting the student in resolving the academic problem.

The names of students with excessive deficiencies are referred to the University laboratories and the Counseling Center for professional follow-up.

Students who do not maintain a cumulative grade-point average of 2.0 at the end of the term are placed on probation. The Registrar mails an official notice of probation to the student and parent. A student who remains on probation for three consecutive semesters is suspended by letter (with a copy mailed to parent). It will contain the required conditions for appealing for reinstatement. A student can be suspended after one semester if the academic deficiencies or failing grades earned will severely impair the academic progress of the student.

Students who fail as many as three full courses, which are equal to fifty percent of the total credit hours, will be suspended; however, each case will be reviewed by due process through the Committee on Academic Standing. Students will be notified of their suspension and the requirements for reinstatement as soon as possible after grades are received.

Readmission offer 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 an unclassified student.

Students successful in gaining readmission after academic suspension, are required to register for a minimum of twelve (12) semester hours and earn at least a 2.5 average at the end of each subsequent semester. A student readmitted after academic suspension cannot drop below twelve (12) credit hours during the first semester.

A suspended student who takes courses at an external university or who takes courses as an unclassified 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. However, the twice suspended student does have the right to make an appeal to the Committee on Academic Standing.

Committee on Academic Standing

The Committee on Academic Standing is responsible for monitoring the academic progress of the student body. In addition, 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 Registrar, and 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

Policy Statement

1. Students who wish to withdraw from the University must obtain a withdrawal form from the Office of the Vice President for Student Affairs. The form in question must be signed by all the college officers as stipulated. Withdrawal from the University is official after the student has completed an exit interview with the Vice President or Associate Dean for Student Affairs. Students whose withdrawal is approved will receive the grade W. Students who withdraw from the University without following 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 between 120 and 128 semester hours (not including developmental courses Eng. 100, Ed. 100 and Math. 100) with a minimum grade average of 2.00 (C) is required for graduation. Upon the satisfactory completion of between 120 and 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.

Other requirements are:

- I. The satisfactory completion of a proficiency examination in English.
- II. Participation in the Undergraduate Assessment Program for Counseling and Evaluation.
- III. Taking and passing the following appropriate courses.

A. DISTRIBUTIVE COURSES

- i. **Humanities:** Two semesters of English composition, two semesters of world literature, four two-credit courses in music, art, philosophy, and religion.

2. **Social Sciences:** 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:** Freshman Physical Education 101 and 102.
- 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 Governing Student Enrollment at the University

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 Vice President for Student Affairs 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 enrollment 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 Vice President for Student Affairs. 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:

Guidelines

1. Use of Drugs

The use of illegal drugs will not be tolerated at the University. Students are expected not to use or have in their possession any drug which is illegal according to federal or state law. **Students who engage in the use of drugs will be notified that they will not be permitted to reside in the University dormitories.** Continued activity with drugs will result in suspension from the University. (Students involved in such action are, also, liable to civil action.)

2. Alcoholic Beverages

Persons under 21 are prohibited under the law from possessing or using alcoholic beverages on University property. (Alcohol is also not to be consumed openly on campus.) 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 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. Those students who persist and are repeatedly intoxicated on the campus grounds will be subject to disciplinary action by the University.

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 cocurricular and athletic events.

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.

The use of any University facilities in conflict with the above-stated regulations must be cleared through the office of the Vice President or Associate Dean 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 will be expelled immediately and the state police notified.**

5. **Fires and Fire Equipment**

Any person committing arson is subject to expulsion.

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

Students shall not create disturbances involving physical or mental harm to themselves, to other persons and their possessions, 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. Violators will be subject to disciplinary action (and are liable to civil action).

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 Thanksgiving and Christmas 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 the type of accommodation must be made at least three 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 and/or suspension.

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 or her 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 Review Committee will be concerned with the disciplinary actions pertaining to students and advisory resolutions concerning student life and conduct.

II. **Membership**

A. The Juridical Review 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 within 24 hours.
 1. All petitions will be forwarded to the Juridical Review Committee.
 2. All petitions must be answered as to whether or not the Juridical Review 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.
 1. 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 for 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.

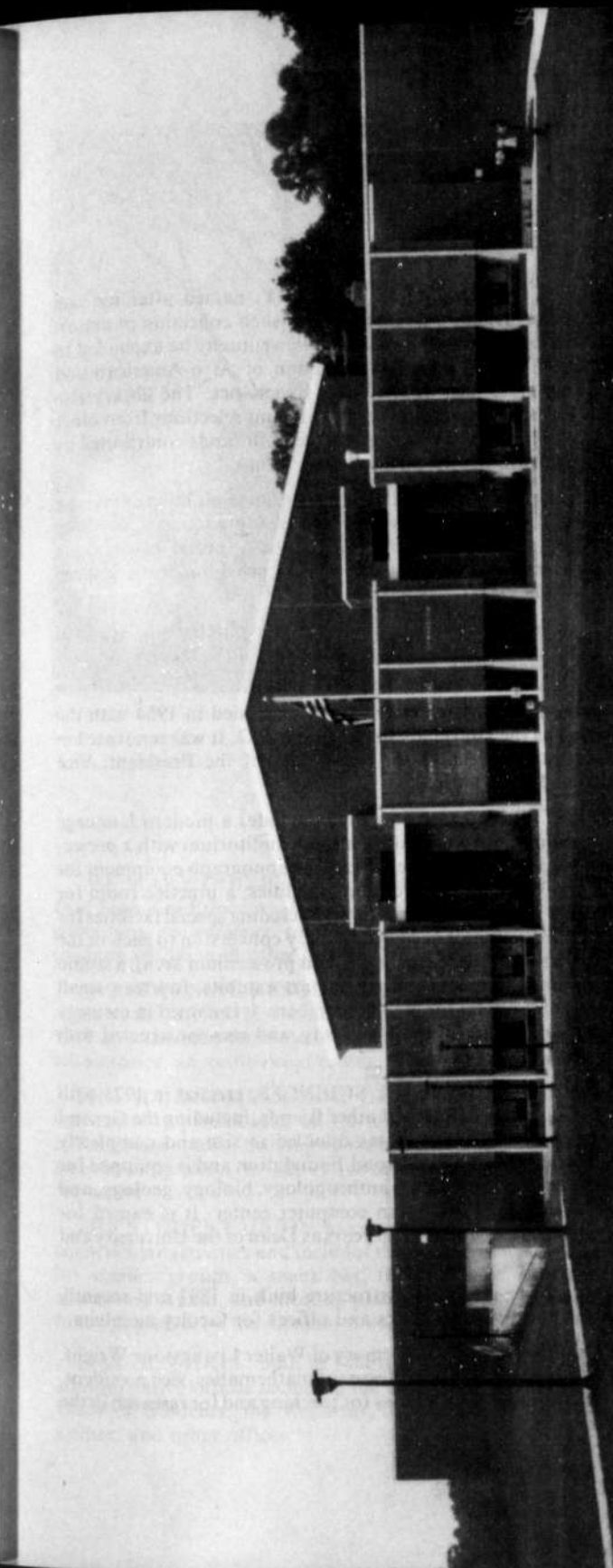
VIII. Removal Procedures

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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The Campus

Buildings

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, houses an open shelf collection of almost 150,000 volumes (including bound periodicals) which will eventually be expanded to more than 300,000 volumes. There is a special collection of Afro-American 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, the alumni association, and friends.

Completed in the fall semester of 1972, 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.

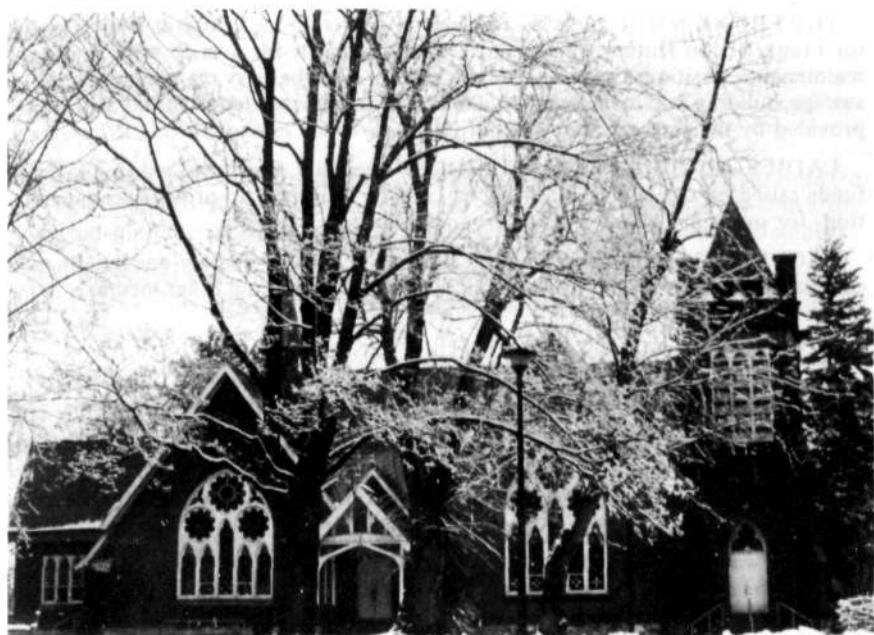
VAIL MEMORIAL HALL, constructed in 1898 and expanded in 1954 with the construction of a wing, served as the University library until 1972. It was renovated in 1973 to serve as the administrative center for the offices of the President, Vice Presidents, Business Office and other offices.

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 classrooms, 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, and 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 Harold Fetter Grim who served successfully for 50 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.



Brown Memorial Chapel

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 2,400-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 1961-62, 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.

THE FRANK N. HILTON MAINTENANCE COMPLEX, built in 1963, is named for Frank Nocho Hilton, who served Lincoln faithfully for over 55 years in various maintenance positions, houses a central heating and auxiliary maintenance shop. A storage building was completed in 1965. The facility was constructed with funds provided by the General State Authority.

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

Urban Education Foundation of Philadelphia

Lincoln University and Cheyney University in 1983 jointly established the Urban Education Foundation of Philadelphia at 46th and Market Streets to offer educational, vocational training, and job development needs inside the Philadelphia area.

The facility, which sits on a 22-acre tract of land and is composed of two vast buildings, was donated to the foundation by Provident Mutual Life Insurance Company of Philadelphia. The company's former headquarters has an estimated value of \$40 million.

Dormitories

The University buildings used as dormitories accommodate approximately 1,000 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 1907 and served as the University student center. It was renovated in 1965 and now serves as a dormitory housing 25 students.

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

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

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

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

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

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

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.

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.

MORRIS HALL was built in 1935 with funds contributed by Miss Susan Gorgas, 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.

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.

Policy for Intervisitation Hours in the Residence Halls

Freshmen: Noon to 9:30 p.m., Sunday-Thursday; Noon to 2:30 a.m., Friday and Saturday.

Upperclassmen: Noon to 11:00 p.m., Sunday-Thursday; 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' homeowners insurance policy.



Student Life

The Office of Student Activities is located in the Student Union Building and has primary responsibility for the development of a cocurricular program consistent with the overall aims and objectives of the University. These programs are educational, cultural and social in nature and are designed to give the Lincoln student exposure to all avenues inside and outside of the academic areas. Among the programs featured are: open forums, symposiums, feature films, film festivals, theater, arts, major concerts, dance, lectures, coffeehouses, entertainment machines, tournaments in pool, table tennis, backgammon and chess.

The office is responsible for scheduling all University activities. All organizations, departments or social groups must have their activity date approved by this office.

Information on the Office of Student Activities is published in the Student Activities Calendar, Student Activities Directory, Student Handbook, and Student Organization Handbook.

For further information, students should contact Lincoln's Office of 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. 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 Ware Center.

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

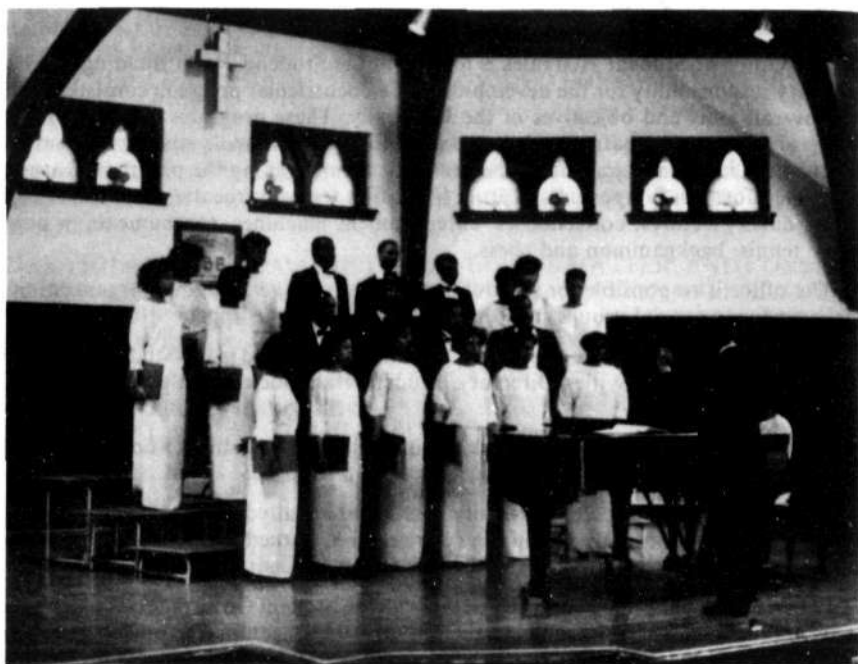
Student Organizations and Clubs

THE UNIVERSITY CHORALE is a choral organization that is open to all students in the University upon acceptable auditions held prior to the fall and spring trimesters. The Chorale prepares music for: (1) an annual Christmas Program; (2) an annual Spring Concert; (3) some University convocations; (4) programs at high schools and churches throughout the year; and (5) a major tour that usually takes place in late spring. Registration for credit is required unless excused by the director.

THE GOSPEL ENSEMBLE is a campus-based choir.

MUSIC EDUCATORS NATIONAL CONFERENCE (STUDENT CHAPTER NO. 646). Members of the organization receive a monthly publication from the Music Educators National Conference.

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 Jazz Ensemble is open to all students with the consent of the director.



The University Chorale under the direction of Dr. Horace R. Carney, Jr.

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.

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 co-educational 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 DANCE COMPANY is a 16-year-old voluntary student organization that performs at public and private functions.

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.



U.S. Supreme Court Justice Thurgood Marshall, '30

THE THURGOOD MARSHALL LAW SOCIETY was founded on October 2, 1967, the day on which Justice Marshall, Class of 1930, 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.

The University also operates a student-run FM radio station, WLIU.

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, Nu Mu Psi Fellowship, Inc., 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 Little Theatre, 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.

Campus Chaplain

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.



Brown Memorial Chapel

Religious Activities

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.

Religious Organizations

CHAPEL USHER BOARD is composed of students who serve as marshals 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.

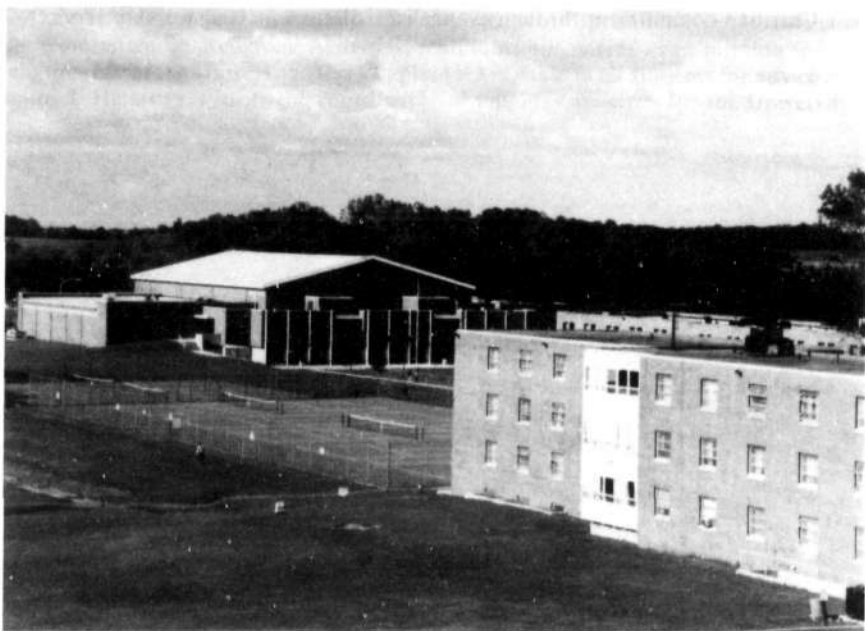
ISLAMIC STUDENT ASSOCIATION is composed of students who are interested in learning more about the Islamic faith. The I.S.A. meets every Wednesday and Friday in the basement of Rendall Hall for study and worship.

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.



Alumni Memorial Gymnasium complex, (above left, and below) and part of the campus grounds and parking area.





pus grounds

The Athletic, Physical Education and Recreation Program

Intercollegiate Athletic Activities

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 and 102 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 Vice President for Student Affairs 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., I.C.A.A.A.A., A.I.A.W., E.A.I.A.W., P.A.I.A.W., and E.P.A.C. The varsity intercollegiate sports program includes soccer, cross country, basketball, tennis, track, swimming and bowling. 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 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, bowling, 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 students will participate in an intramural activity and that, through participation, they will develop a wholesome attitude toward physical activity as a leisure time pursuit.

Support Programs and Services

Freshman Studies Program

The goal of the program is to provide the range and variety of learning experiences required to make all entering students educationally competitive at the college level. At the completion of the program, students will demonstrate mastery of the prerequisites in mathematics, composition, reading, oral communication, and general knowledge required to perform satisfactorily in upper-level college courses.

I. OBJECTIVES

The major objectives of the Freshman Studies Program are:

1. To provide a learning environment that will encourage each student to develop his or her potential to the fullest extent.
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.

All freshmen will be tested by the appropriate departments in reading, composition, mathematics, and speech. The results 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).

At the present, none of the developmental courses carry credit toward graduation. Although the faculty may vote to award graduation credit for these courses, it will nevertheless remain that students who are placed in developmental courses will need more than the normal number of semester hour credits in order to graduate. Developmental courses do count toward eligibility for financial aid.

2. **University Courses:** The courses are the 100 level courses not cited as Developmental (see the above). A few 200 level courses are open to freshmen. All university courses carry graduation credits.
3. **Honors Program:** Honors students will take special Honors seminars. Such students will also perform special advanced work in several of their regular courses. For a complete discussion of the Honors program see page 65.

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 or 102.

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:

- 1) A course in the student's planned major.
- 2) A social science course.
- 3) A laboratory science course.
- 4) A language course.

The Freshmen Studies Program consists of all courses that freshmen take. The courses are given by the respective departments, and their descriptions are found elsewhere in this catalogue.

Lincoln University's Honors Programs

The University's Honors Programs intend to promote analytical rigor, broad interdisciplinary understanding, sensitivity to social issues, esprit de corps among participants, and, in general, academic excellence.

The Honors Programs consist of LASER, HNS, MARC, and General Honors.

LASER (Lincoln AeroSpace and Engineering Recruitment program) (see page 17) is designed for pre-engineering students; **HNS (Honors Program in the Natural and Social Sciences)** emphasizes attention to global social issues and Russian and Chinese languages; **MARC (Minority Access to Research Careers)** encourages students to pursue careers in biomedical research; and **General Honors** is designed to permit the widest range of flexibility for the honors students' choice of a course of study. Normally, only students with an excellent high school record, or a 3.0 GPA at Lincoln are admitted to an Honors Program. Admissions policy, scholarship assistance and requirements of these programs vary, however, and interested students should inquire in the Honors Program office for details and program handbooks.

In order to remain in good standing, the honors student must (1) retain a 3.0 GPA or better (with one semester's grace period allowed); and (2) make reasonable progress toward meeting the other Honors Program graduation requirements. These include: Honors Seminars, extra work requirements, and the honors thesis.

The Honors Seminar includes completing two three-credit Honors Seminars with a "B" or better average in General Honors, completing the equivalent Honors Integrating Seminars in HNS, Interdisciplinary Seminar in MARC, or completing one two-credit Honors Seminar in the LASER Programs.

Students must also fulfill extra work requirements—special projects, or honors components of courses, as specified by their respective program. Finally, students must complete an honors thesis or equivalent research project that has been approved and declared satisfactory by the department in which the student majors.

For approval of changes in his or her program, *the student must petition the Honors Committee*. The Committee makes final determination of whether the student's petition is satisfactory and whether he or she has satisfactorily completed the requirements of the Honors Program in which he or she is a participant. Successful completion of Honors Program requirements is noted on the student's transcript.

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 trimesters of off-campus experiences which allow a student to earn academic credit toward the completion of the baccalaureate degree requirements:

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

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 October, when graduate school representatives from all parts of the country are on

campus to talk with interested students; and in November, Careers Day enables students to make contact and discuss employment with private and government agency representatives.

Counseling Center

Career, education, and personal counseling are available to all students from a staff of six professional counselors and a director in the Counseling Center, located in the lower-level of the Student Union Building. Career counseling is a means of helping students understand themselves in relation to work through occupational-interest-testing, and group or individual discussions.

Educational counseling involves general undergraduate, graduate, and professional school planning as well as guidance in how to succeed as a student. Personal counseling assists with problems shared by most students. These include such issues as roommate problems, personal relationships, management of study-time, stress management, etc. Counselors also help students by referring them to more appropriate resources.

The primary goal of counseling at Lincoln is to facilitate students' adjustment and success at the University. Counseling services are available upon request of the student as well as through referrals from faculty, administration and staff. Counselors also work with small groups of students as part of the Freshman Seminar Course and in the form of workshops on topics of special importance to students.

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.

Whatever a student's concerns and questions might be, the Counseling Center is a good place to start to find the answers.

The Time Program (Act 101)

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

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.

Trio Programs

These supportive programs (Upward Bound and Special Services) have been spon-

sored by Lincoln with financial support from the United States Department of Education for over 18 years. The programs' major objectives are to increase the enrollment of young people from socio-economically disadvantaged backgrounds in institutions of higher education. A second aim is providing the needed supportive services to help such students successfully obtain a college education.

The two programs, described below, have served as vehicles for numerous high school and college youth to complete their educational goals and become productive members of our society.

Special Services Program (SPEED)

The Special Services (SPEED) Program is a supportive services program designed to help make the undergraduate experience more meaningful and successful for over 300 Lincoln students each year.

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. Extensive outreach services are available to all participants through the effective use of peer counselors on the campus.

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 University's faculty and peer-tutors.

In addition, 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.

Moreover, the program provides a broad range of experiences that enrich the cultural background of participating students. Through visiting lecturers, workshops, trips to museums, theatre, trade fairs, and other planned activities, students receive relevant information connected to their studies, social development, and careers.

Eligible participants are served throughout their enrollment at Lincoln.

Upward Bound

Upward Bound is a pre-college program sponsored by the University for high school youths in grades 9 through 12. 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 make a valuable contribution to the program participants through a variety of informal presentations, as well as formal classroom instruction.

Eligible youth are recruited from school districts in Chester and Philadelphia Counties. 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.

Campus Centers and Agencies

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

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

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 participate 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 and returned indicating the name of their present insurance carrier and policy number. **The student will be billed for University insurance for the academic year, if this notification form is not in the office of the Vice President for Student Affairs by the date of registration.**

Medical History and 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. **All students must have a University health form signed by a physician and on file in the Health Center. Those students who fail to comply will be asked to leave the University.**

The Computing Center

The central computing center at Lincoln University serves both administrative and

academic user groups with twin DEC VAX 11/750 computers running VAX/VMS linked to a private branch exchange (PBX).

The academic community is served, using as input devices, terminals of both CRT and printer varieties at two remote terminal sites.

In addition, students also have access to micro-computer laboratories whose hardware are maintained by the Computing Center.

Administrative offices are also served by terminals, some with attached printers.

An integrated data-based administrative applications package, named POISE, is used in all administrative functions. Moreover, another system, the Word-11 processing package, is also used in administrative departments.

For additional information about computing services at the University, contact the Computing Center.

International Programs

Historical Ties to Africa

Since its inception in 1854, as Ashmun Institute, Lincoln University has had an international orientation. 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, the 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, The University offers a variety of international courses, programs and activities, in addition to foreign language courses.

See the following departments in the Catalogue for specific international curricular offerings.

Departmental Courses:

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. **International Student Scholarship Loan Program**
A loan program for international students who are in good academic standing and who are in need of funds to complete their last academic trimester.
2. **Crossroads Africa**
Two students spend a summer in Africa working, studying and traveling.*
3. **Bilingual Tutors**
Hispanics who are encountering difficulty with English are provided tutorial assistance in this community outreach program.**
4. **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.*
5. **French, German, Spanish, Russian and Chinese Tutors**
Program provides tutorial assistance to Lincoln University students who are encountering difficulty with language study.**
6. **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.**
7. **International Curriculum Development Program (ICDP)**
Students participate with faculty in developing international curriculum materials.*
8. **Junior Year Abroad—French and Spanish**
This program aims to provide cross-cultural experiences to students who wish to pursue international careers.**
9. **Native Assistants Program**
This program brings to campus each year one native German, French or Spanish-speaking consultant.**

Programs for Faculty

1. **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.*
2. **International Curriculum Development Program (ICDP)**
Faculty develop international curriculum materials and approaches for use in their classes.*

**Institute Programs*

***Languages and Linguistics Programs*

Foreign Languages Organizations and Clubs

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
9. Russian Club
10. Chinese Club

Activities

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

Lincoln's Diverse Student Body, Faculty and Staff

Lincoln University, during the course of an academic year, may have among its student body, staff, faculty and administrators, persons from such countries as Bangladesh, China, Ethiopia, France, Germany, Ghana, Hungary, India, Iran, Japan, Kenya, Liberia, Lesotho, Nigeria, Namibia, 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.

Institute for International Affairs

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.

The University has established the 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 supplement Lincoln's international program.

Through the Institute and the activities 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.

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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.

Such preparations greatly reduce the disadvantages of overspecialization inherent in a four-year engineering education and provide both a liberal and a professional education at minimum cost.

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

The agreement with Drexel provides for three years of study at Lincoln 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, 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 130.

Preparation for the Study of Law

The University has designated the Political Science Department as the agency which advises and counsels all students, regardless of major, who wish to attend law school. There is no pre-law major but there are courses which will assist the present undergraduate in becoming the future lawyer.

Although law schools do not usually require a pre-law major or curriculum, the study of law itself does draw on a wide range of knowledge from the humanities, social sciences, and natural sciences. It is advisable, then, that the pre-law student take a diversity of courses, acquainting himself with the basic ideas and methods of several different disciplines.

The student will find it beneficial, for example, to know the principles of logical reasoning studied in philosophy, and the methods of fact-gathering employed in the

sciences. Since legal education and practice require much speaking and writing, the student will find mastery of English essential.

Moreover, the student also ought to begin early to cultivate the habits of disciplined study and rigorous thought, habits that will be required for successful completion of a legal education. In general, a sound education in the liberal arts and sciences is an excellent preparation for law school.

The criteria for admission to law schools typically include a satisfactory overall grade point average, satisfactory scores on the Law School Admission Test, and the completion of a four-year baccalaureate degree. Since the interpretation of these criteria vary considerably, the student ought to plan his pre-law study in consultation with the pre-law advisor.

No one academic department has the ideal program of preparation for law. Any major will enhance you if it helps you to develop highly critical analysis, logical reasoning and written and oral expression. Whatever major you choose, the quality of your education should focus on the development of the following skills: a) *comprehension and expression in words*, b) *critical understanding of the human institutions and values with which law deals*, c) *creative power in thinking (quantitative and qualitative)*.

The Political Science and Public Affairs programs at Lincoln University meet all the above criteria.

Preparation for the Study of Medicine

A student who wishes to enter the medical or dental professions may major in any department. However, about 90 percent of all pre-medical, pre-dental students are science majors and the other 10 percent comprise those from many other academic areas.

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 offers 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.

Housed in the Political Science Department, the Public Affairs Program emphasizes the development of administrative and managerial skills needed for the public sector.

By completing selected courses in the political science, business administration and sociology departments, the student is able to satisfy the requirements for the bachelor's degree and develop a solid interdisciplinary concentration in public administration.

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 communicative and quantitative skills.

Preparation for Social Welfare and Human Services Careers

Students interested in Social Work Rehabilitation, and Social Welfare may choose to concentrate in Human Services. This field prepares students for service in the following areas: rehabilitation, gerontology, family service, correctional institutions, child welfare, and a variety of community services.

The Lincoln approach is that students in these fields should be equipped with theoretical as well as practical knowledge. Experience in an agency helps prepare for entrance into the profession. Practical experience is an opportunity to apply theory and knowledge through the critical use of professional methods and techniques which are essential parts of the helping process. The program for those in this concentration is listed under the Sociology and Human Services Department. The curriculum stresses methods of helping, practice in helping, and theoretical education.

Preparation for Teaching

The teacher education programs offered at Lincoln are intended to qualify students for the International I Certificate issued by the Pennsylvania Department of Education. This is the initial certificate issued in Pennsylvania which 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 the following 14 subject areas: Biology, English, Spanish, History, Political Science, Physics-Mathematics, General Science, Physical Education, Mathematics, Sociology, Chemistry, Physics, Music, French.

The applicant must also have a major in a subject field and he/she must complete the following eight courses in education: Introduction to Education, Educational Psychology, The Education and Psychology of the Exceptional Child, Educational Media, Tests and Measurements, General Methods in Education, Reading Instruction, Student Teaching. Lincoln also offers a bachelor and an associate degree in Early Childhood Education. In addition, the University offers a Reading Specialist Certificate Program.

A student who wishes to qualify for certification should consult the chairperson of the Education Department not later than the beginning of his or 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 or her electives in education to include the subjects required. For details of these requirements, consult the Department of Education.

Preparation for Careers in Management, Accounting and Economics

The Department of Economics and Business Administration at Lincoln offers degree programs in business administration, accounting, and economics. The business administration program is designed to give the student an understanding of the basic management tools and concepts through a set of required core courses.

In addition, through the careful choice of electives, the student is provided with sufficient flexibility to tailor studies to individual needs and interest. The accounting program is designed to expose the student to concepts and skills necessary for entry-level positions in the field. Furthermore, the required course work in this program satisfies minimum educational requirements for many jurisdictions should the student choose to seek professional certification as a certified public accountant.

In the economics program, the focus is on economic institutions and systems and the effect upon them by social change and new economic policies. Majors are encouraged to consider graduate study to be fully prepared for the significant decision-making positions available in the economics profession.

In pursuing research and regular classroom work, students will find the Lincoln library a valuable asset. Library resources include a representative collection of major periodicals and a cooperative inter-library loan program with nearby colleges and universities. Each department program also allows students to develop career interests through full-time employment in connection with the cooperative education program.

In addition, the Placement Office has an excellent recruiting program for permanent employment for graduates. It is not unusual for over 100 major corporations and government agencies to send employment representatives to Lincoln. Most of these recruiters seek majors from the Department of Economics and Business Administration.

Valuable opportunities have been provided to outstanding Lincoln students also through the department's collaboration with such organizations as the Agency for International Development, and the Cluster Program. Many corporations, in cooperation with colleges such as Temple University and Penn State University, have enriched the Lincoln student's experience through the provision of guest lecturers, equipment, summer jobs, co-op internships, and scholarships.

Grant funds have been provided by such companies as Peat, Marwick and Mitchell, the General Electric Foundation, the Pennsylvania Power and Light Company and other prestigious donors. Finally, the Department continues to receive enthusiastic support from Lincoln alumni who often return to the campus to meet with undergraduates.

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 and which meet departmental and University standards and procedures.

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 University's 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 a 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 biology, chemistry, mathematics, or 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. By taking 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 for 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, Physical Education, and Recreation

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 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.

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 classwork, the student is provided the opportunity to acquire competencies in individual team sports, music, drama, art, dance, sculpture and painting so as to better meet the divergent needs among all populations.

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 Recreational Developmental Clinic (for the disabled); an annual Wheelchair Field Day; Golf Long Ball Contest; Golf Hitting Contests; 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 will involve recreation majors actively participating in each program's planning, teaching, and evaluating.

Music and Music Education

Students who do not wish to follow a program centered around Music Education may: (1) follow a program leading to a Music Minor or (2) pursue a program centered around performance and other special topics in the production and study of classical and popular music. This program will lead to a B.A. in Music. Students planning to major in music should enroll in the department when they first enter the University. Majors begin study in their first semester (See the Curriculum Patterns in music on page 105).

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 23).

For the 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.

Students in general may also make use of the various books, periodicals, films, records and cassette tapes housed in the Music Department's library in Ware Center.



Master of Human Services Program

The Master of Human Services Program is designed for full-time professionals who have a successful record of work experience in a human services field and the necessary academic capability to enter and complete the program.

REQUIREMENTS

To be eligible for admission into the Master's Program, an applicant (1) must be currently employed in human services work (volunteers are accepted in special cases); (2) must have a Baccalaureate degree plus at least one year of successful experience, or three years of such experience for applicants who have less than a Baccalaureate degree; and (3) must pass the admissions examination at an acceptable level.

Admission Procedures

Prospective students should contact the Master's office for application information and procedures.

Academic Departments

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).

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 Language and Literature

Languages and Linguistics

Music

Fine Arts

Philosophy

Religion

II. The Natural and Mathematical Sciences

Biology

Chemistry

Physics

Mathematical Sciences

Pre-Engineering

III. The Social Sciences

History

Black Studies

Political Science

Public Affairs

Sociology and Human Services

Education

Psychology

Economics and Business Administration

Health, Physical Education, Recreation, and Athletics

Master's Program

Master of Human Services Program



Division I.

The Humanities

The Humanities Division offers courses in English, languages and linguistics, music, art, philosophy, and religion.

The objectives of the Humanities Division at Lincoln University are:

1. To acquaint students 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 them 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 students in their dealings with the world of nature and with fellow human beings.
4. To equip 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.

The Humanities Core Curriculum consists of the following courses and is required of all students:

- English Composition 101 (4 credits)
- English Composition 102 (4 credits)
- English 207: World Lit. (3 credits)
- English 208: World Lit. (3 credits)
- Fine Arts 201: Intro. to Art (2 credits)
- Music 200: Intro. to Music (2 credits)
- Religion 201: Intro. to Religion (2 credits)
- Philosophy 101: Intro. to Philosophy (2 credits)

Courses of Instruction

English Language and Literature

Professor: Gladys J. Willis, Ph.D., *Chairperson*

Associate Professors: JoAnne V. Gabbin, Ph.D.
Brenda F. Savage, Ed.D.

Assistant Professors: Howard D. Banner, Ph.D.
Julius E. Bellone, M.A.
Richard E. Hawes, M.A.
J. Kenneth Van Dover, Ph.D.

Instructors: Annabelle W. Linneman, Ed.D.
Marie A. Nigro, M.A.
Stanley J. Rostkowski, M.A.
Sarala A. Van Dover, M.A.

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 perform 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 (Liberal Arts) must have the written approval of the department. Completion of 14 semester courses in English, in addition to the humanities requirements, is also required. The 14 semester courses include:

- | | |
|--------------|------------------------------|
| English 211. | Survey of English Literature |
| English 212. | Survey of English Literature |
| English 214. | Literary Criticism |
| English 301. | American Literature |
| English 302. | American Literature |
| English 384. | Linguistics |
| English 385. | Linguistics |
| English 411. | Senior Seminar |
- 1 Major Figure Course
1 Genre Course
1 Period Course
3 English Electives

LANGUAGE REQUIREMENT: Four semesters of a language (French, Spanish, German, Russian, or Chinese).

Requirements for an English-Education Major

A student desiring to major in English-Education must have the written approval of the department. Moreover, students must take 12 semester courses in English and fulfill the humanities requirements. The 12 semester courses include:

English 203.	Public Speaking
English 211.	Survey of English Literature
English 212.	Survey of English Literature
English 214.	Literary Criticism
English 301.	American Literature
English 302.	American Literature
English 384.	Linguistics
English 385.	Linguistics
English 412.	Special Projects
1 Major Figure course	
1 Genre course	
1 Period course	
1 Elective	

Note: English majors must maintain at least a C average in each required major course.

Education Requirements:

Ed 201.	Introduction to Education
Ed 202.	Educational Psychology
Ed 203.	Educational Psychology for the Exceptional Child
Ed 205.	Educational Media
Ed 301.	Tests and Measurements
Ed 302.	Methods
Ed 303.	Reading Instruction
Ed 401.	Student Teaching

LANGUAGE REQUIREMENT: Four semesters of a language (French, Spanish, German, Russian or Chinese).

Requirements for an English-Journalism Major

A student desiring to major in English-Journalism must have the written approval of the department. Completion of 12 courses in English at Lincoln and eight courses at Temple University, in addition to the humanities requirements, is also required. The 14 semester courses include:

(at Lincoln University)

English 203.	Public Speaking
English 211 or 212.	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

1 Genre Course
1 Period Course
1 Author Course
3 Electives

(at Temple University)

Journalism 055. Society and Mass Communication
Journalism 150. Newswriting I
Journalism 151. Newswriting II
Journalism 255. News Editing
Journalism 335 or 300 level course in Radio-Television-Film (RTF)
Journalism 382. Law and Ethics

LANGUAGE REQUIREMENT:

A minimum of two (elective) 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)

This course emphasizes the fundamentals of speech organization, diction, voice and gesture. 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.

205. **Technical Writing** (3 credits)

Concentration is on the written communication of scientific and/or job-related information. It includes various kinds of writing that technical and professional people are asked to utilize in industry, business, and governmental agencies.

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. Attention is also given to African and Greek myths.

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, Joyce and Third World writers.

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, this survey course in the history of English literature covers, during the first semester, the beginnings of English literature and traces the development of the literature through the Seventeenth Century.

212. English Literature, Part II (3 credits)

The second semester, which continues the effort to provide a strong subject foundation in the literature of the English-speaking world, begins with the Eighteenth Century and culminates in the Twentieth Century.

214. Literary Criticism. (3 credits)

While this course introduces the major literary genres, poetry, fiction, and drama, it also focuses upon a variety of critical approaches to literature, such as the sociological, the psychological, and the formalist approaches. Emphasis is also placed upon the history of criticism.

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 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)

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

Offered in 1985-86 and in alternate years.

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

Offered in 1985-86 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 1985-86 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 1985-86 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 1986-87 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.

313. Literature for Children and Adolescents
The course is designed to help students develop an understanding and appreciation of the literature for children and adolescents. The course will focus on the theoretical and practical aspects of the study of literature and its various genres. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the elementary or secondary school curriculum. Open to sophomores, juniors and seniors.

Offered 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 Calderón; 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 1985-86 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 Brontë sisters, and Dickens.

404. The British Novel: Eliot to Woolf

(3 credits)

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 1985-86 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.

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.

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, especially English education and journalism majors, 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).

Languages and Linguistics

Program of Study for Minors

Professor: Joseph J. Rodgers, Jr., Ph.D., *Chairman*

Associate Professor: Shirley A. Orsag, Ph.D.

Assistant Professor: Julia Brun-Zejmis, Ph.D.

Instructor: Mahlon H. Washington, M.A.

Lecturers: John M. Lopez, M.Ph.
Chin-Mei Ma, B.A.

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 a 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 into 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.

Offered 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.

Offered 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.
Offered 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.
Prerequisite: None.
102. **Elementary French** (4 credits)
The course is the sequel to French 101. The course continues the audio-lingual approach, with increased importance given 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 reading of 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.

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 at their own convenience in the Language Lab. 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, 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 sopho-

more 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. In selecting a topic to be studied, students consult with the instructor assigned to the course.

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

Chinese

101. Elementary Mandarin Chinese (4 credits)

An introduction to Mandarin—the course begins with a concentrated study of Mandarin phonetics and the Gwoyue Romatzyh tonal-spelling system of romanization. Chinese characters are also introduced, along with simple vocabulary items for daily use, liberally supplemented with sentence pattern drills and exercises; essentials of grammar.

The lecture is 5 hours; additional hours are required for drill and laboratory.

102. Elementary Mandarin Chinese (4 credits)

This course is a sequel to Chinese 101. Simplified characters and the Pinyin system of romanization are introduced. Other romanization systems are also briefly presented. The lecture is 5 hours; additional hours are required for drill and laboratory.

Prerequisite: Mandarin 101 or placement by examination.

201. Intermediate Mandarin Chinese (4 credits)

While continuing the audio-lingual approach, this course also emphasizes the reading of Chinese character texts (both standard and simplified characters). The course concentrates on consolidating the foundations which students have begun to build in the first-year courses (i.e., pronunciation, grammar, character writing, and further work on sentence structure and vocabulary). The lecture is 4 hours; additional hours are required for drill and laboratory.

Prerequisite: Mandarin 102 or placement by examination.

202. Intermediate Mandarin Chinese (4 credits)

In this course, students will shift to reading authentic Chinese in the form of modern essays, short stories and newspaper articles. The course will be conducted primarily in Chinese. An effort will be made to bring students to a common standard by dividing the class according to special needs. By the end of the course, students will be able to speak with some fluency on conversational topics, to write short compositions and to read newspapers and articles by modern authors with the aid of a dictionary. The lecture is 4 hours; additional hours are required for drill and laboratory.

Prerequisite: Mandarin 201 or placement by examination.

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.

301. Advanced Russian Composition and Conversation (3 credits)

The aim of the course is to develop the student's ability to express himself or herself easily and correctly in speaking and writing. Difficult elements of grammar, syntax and composition with extensive oral and written work. The lecture is 3 hours.

Prerequisite: Russian 202.

302. Advanced Russian Composition and Conversation (3 credits)

The course is a sequel to Russian 301.

Prerequisite: Russian 301.

303. Russian Culture and Civilization (3 credits)

The course consists of three meetings per week. This course intends to explore the unique character of the Russian cultural and historical experience and improve students' understanding of the similarities and differences between the Russian tradition and Western civilization. The course will be conducted primarily in Russian.

Prerequisite: Russian 302.

304. Russian Reading and Translation (3 credits)

The course consists of three meetings per week. It will include an introduction to the theory and practice of techniques of translation and technical writing. Intensive reading of Russian texts including excerpts from newspapers, technical journals as well as political and cultural history.

Prerequisites: Russian 302.

305. Russian Word Formation (3 credits)

The course consists of three meetings per week. It will include an intensive analysis of Russian language structure with special emphasis on the historical development of the Russian language.

Prerequisite: Russian 302.

407. Masterpieces of Russian Literature (3 credits)

The course consists of two class meetings per week. This course is devoted to the reading and discussion of shorter prose works and poetry representative of literary development in Russia and the Soviet Union. Original Russian texts will provide the basis for all classroom work which will generally be conducted in Russian. Russian majors will be required to write their papers in Russian.

Prerequisite: Russian 302.

408. Masterpieces of Russian Literature

The course is a sequel to Russian 407.

Prerequisite: Russian 302.

409. Special Topics (variable credits 1-4)

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

Requirements for a Minor in Russian:

- 1) Russian 301-302.
- 2) Two upper division Russian courses on the 300-400 level.

Requirements for a Major in Russian:

- 1) Six courses above the intermediate level.
- 2) Recommended intensive summer programs in the U.S. and the Soviet Union.

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.

Oral Proficiency Exam in Spanish

Toward the end of the fourth semester, students will be required to demonstrate their 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 at their own convenience in the Language Laboratory. The course offers the foundations of Spanish using the audio-lingual approach.

Prerequisite: None.

102. **Elementary Spanish** (4 credits)
This 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 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)
This course is the sequel to Spanish 201.

Prerequisite: Spanish 201 or placement by examination.

203. **Advanced Communication (Level II of Programmatic Spanish)** (3 credits)
This course, based on the Foreign Service Institute plan, is patterned to develop excellence in listening, speaking, writing and reading with emphasis on all four skills.

204. **Advanced Communication—Level 2—(Sequel to, and continuation of Spanish 203)** (3 credits)

205. **Spanish for Social Agents** (3 credits)
This course is designed to break the language barrier between the ever-growing Spanish-speaking population and those who serve it. The course will provide a practical approach to Spanish with particular emphasis on the specialized vocabulary demanded by various human services vocations such as hospital personnel, law enforcement agents, social welfare workers, and teachers.

206. **Spanish for Social Agents—(Sequel to, and continuation of Spanish 205)** (3 credits)

207. **Conversational Skills in Spanish** (3 credits)
A systematic and thorough review of grammar as well as the development of conventional skills in understanding and speaking.

208. **Conversational Skills in Spanish—(Sequel to, and continuation of Spanish 207)** (3 credits)

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)

This 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 American Poetry and Drama (3 credits)

The course consists of two class meetings per week. It will study the poetry and drama of 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.

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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.

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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.

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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.

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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 a subject of sociological, educational, psychological, and even political concern for nearly fifty years.

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 of bilingual teachers in the content areas of social sciences, math, the natural sciences, music, fine arts, English, foreign languages, and physical education.

3 credits)
Spanish
Spanish

Procedures for Recommendation of Candidates for Certification in Bilingual Education

Candidates seeking certification in bilingual-bicultural education must have:

- 3 credits)
Spanish
Spanish
- 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.

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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 Registrar, Chairman of the student's major department, Chairman of the Education Department, and the Department of Languages and Linguistics. The Education Department Chairman will forward these applications to the Department of Education, Harrisburg, Pa.

Requirements:

- 1) Students will complete all general education requirements, as at present.
- 2) Students complete all requirements for their 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 the 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 toward 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 in these programs.

These overseas programs usually offer a total of up to 18 college credits per semester and are highly recommended for qualified juniors in all disciplines. A total immersion

language experience is required of all Spanish, French, Russian, 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, staffed by highly-skilled linguists, is designed to prepare students for teaching in public and private schools; to complement a liberal education by developing competence in understanding, speaking, reading and writing; prepare students for graduate school; and to 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, Russian and Chinese Clubs offer students the opportunity to practice their languages outside 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. There is also a German assistant-in-residence.

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, who possess proficiency in the language.

Music

Associate Professors: Horace R. Carney, Jr., Ph.D., *Chairman*
Robert W. Emery, M.A.

Assistant Professors: John Young, M.M.
James P. Capolupo, D.M.A.

Instructors: Louise Parker, B.M.
Judith Lowe, B.M.

The purposes of the Music Department are: (1) to acquaint the general college student with the fertile area of the art of music; (2) to enrich the general cultural life of the University community through concerts and recitals; (3) to develop an understanding of the art of music for the music major and minor; and (4) to prepare students completing the prescribed program(s) of study for teacher certification in the state of Pennsylvania, and further study in graduate or other professionally-related careers in music.

Entrance Requirements

In order to determine the current state of a student's proficiency and musical background, an audition and music theory tests will be held during the Orientation Period. Prospective music education majors presenting areas of applied music other than piano and voice for entrance into the department must also audition in piano and voice, since both areas are required of all majors.

Appointments for auditions and other music tests 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, if accepted by the department on probation, must plan: (1) to make up such work in the summer and/or (2) to continue study beyond the normal four year period.

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

Curriculum for Majors and Minors

Majors

Courses in the music major program are designed to equip the student with the fundamental skills for excellent performance and high scholastic achievement. The curriculum leads to a B.S. Degree in Music Education and Teacher Certification in the state of Pennsylvania.

Minors

The music minor program is designed to give the student a comprehensive introduction to the music field in performance, history and theory. Interested students must satisfactorily complete 20 hours in the prescribed music areas.

Theory	8 hours	(MUS 101-102, 105-106)
History	6 hours	(Two elected courses)
Applied	4 hours	(Voice, Piano, Instrument)
Ensemble	2 hours	(Choral and/or Instrumental)
Total	20 hours	

FRESHMAN YEAR

EDUCATION 105 Freshman Seminar I			
ENGLISH 101	4	ENGLISH 102	4
PHYSICAL EDUCATION 101	1	PHYSICAL EDUCATION 102	1
NATURAL SCIENCE 101	3	NATURAL SCIENCE 102	3
LAB 101	1	LAB 102	1
MUSIC THEORY 105	2	MUSIC THEORY 106	2
EAR TRAINING & SIGHTSINGING	2	EAR TRAINING & SIGHTSINGING	2
APPLIED MUSIC (Major Instr.)	1	APPLIED MUSIC (Major Instr.)	1
*APPLIED MUSIC (Minor Instr.)	1 or 2	*APPLIED MUSIC (Minor Instr.)	1 or 2
ENSEMBLE	1	ENSEMBLE	1
	Hrs.: 17 or 18		Hrs.: 16 or 17

SOPHOMORE YEAR

ENGLISH 207 World Literature	3	ENGLISH 208 World Literature	3
EDUCATION 201 Intro. to Educ.	3	EDUCATION 202 Ed. Psych.	3
HUMANITIES (Art, Rel., Phil.)	2	HUMANITIES (Art., Rel., Phil.)	2
MUSIC THEORY 205	2	MUSIC THEORY 206	2
EARTRAINING & SIGHTSINGING	2	EARTRAINING & SIGHTSINGING	2
INSTRUMENTAL METHODS Strings, Bass, Reeds, Perc.		INSTRUMENTAL METHODS Strings, Brass, Reeds, Perc.	1
APPLIED MUSIC (Major Instr.)	1	APPLIED MUSIC (Major Instr.)	1
*APPLIED MUSIC (Minor Instr.)	1 or 2	APPLIED MUSIC (Minor Instr.)	1 or 2
ENSEMBLE	1	ENSEMBLE	1
Hrs.: 15 or 16		Hrs.: 16 or 17	

JUNIOR YEAR

EDUCATION 203 Ed. of Except. Child	3	EDUCATION 301 Tests & Meas.	3
MATHEMATICS 102 or higher	3	EDUCATION 303 Teaching Reading	3
SOCIAL SCIENCE ELECTIVE	3	MUSIC METHODS (Secondary)	3
MUSIC LITERATURE I (203)	3	HUMANITIES	2
INSTRUMENTAL METHODS Strings, Brass, Reeds, Perc.	1	MUSIC LITERATURE II (204)	3
APPLIED MUSIC (Major Instr.)	1	INSTRUMENTAL METHODS Strings, Bass, Reeds, Perc.	1
**APPLIED MUSIC (Minor Instr.)	1 or 2	APPLIED MUSIC (Major Instr.)	1
ENSEMBLE	1	**APPLIED MUSIC (Minor Instr.)	1 or 2
COUNTERPOINT 405	2	ENSEMBLE	1
Hrs.: 18 or 19		Hrs.: 18 or 19	

SENIOR YEAR

EDUCATION 305 Ed. Media	3	EDUCATION 401	15
SOCIAL SCIENCE ELECTIVE	3	(Student Teaching)	
MUSIC LITERATURE III (303)	3		
MUSIC METHODS (Elementary)	3	APPLIED MUSIC (Major Instr.)	1
APPLIED MUSIC (Maj. Instr.) Recital	1	ENSEMBLE	1
ENSEMBLE	1	CONDUCTING (Practicum)	2
CONDUCTING	2		
Hrs.: 16		Hrs.: 19	

*Students whose major applied area is an instrument must take piano and voice each semester until minimum requirements are met.

**Students may test out of Applied Music on the minor instrument(s). Those students who have not reached the minimum standards on these instruments must continue to take the applied courses until the standards are reached.

Course Descriptions

- Mus. 101-102. **Ear Training and Sight Singing I & II and Parallels Theory I and II** (2 credits each)
- Mus. 103-104. **Choral Music** (1 credit)
 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 and study of scales, intervals, triads and their inversions, non-harmonic tones, dominant-sevenths. Modulation. Melodic and harmonic study. Simple analysis of form with some original composition in elementary structures.
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 to 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. 201-202. **Ear Training and Sight Singing and Parallels Theory III and IV** (2 credits each)
- Mus. 203. **Music Literature and Styles I** (3 credits)
 Required of all music majors and open to others interested with consent of the instructor. The study of music history and literature of the Medieval and Renaissance Periods.
- Mus. 204. **Music Literature and Styles II** (3 credits)
 The study of music history and literature of the Baroque and Classical Periods.
- Mus. 205-206. **Advanced Theory III & IV** (2 credits each)
 Study of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions; problems in elementary counterpoint; keyboard harmony.
- Mus. 219-220. **Conducting** (2 credits each)
 The basic techniques in the art of conducting both choral and instrumental music. Course experience includes a survey of choral and instrumental music for the prospective teacher.
- Mus. 303. **Music Literature and Styles III** (3 credits)
 The study of music history and literature of the Romantic, Post-Romantic and Contemporary Periods. (European and American scenes, including Black composers.)
- 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 Afro-American in American Music** (3 credits)
 A survey of the contributions of Afro-Americans in American music.
- Mus. 333-334. **Concert Band** (1 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. 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 (15 credits)

Observation and participation in teaching vocal and instrumental music in grades K-12. Undertaken in conjunction 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 (1 credit each)
Private instruction in piano as a major performance area.

Mus. 113-114, 213-214, 313-314, 413-414 (1 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 (1 credit each)
Private instruction in band/orchestral instruments as a major performance area.

Mus. 111-112, 211-212, 311-312, 411-412 (1 credit each)
Private instruction in organ as a major performance area.

Mus. 109-110, 209-210, 309-310, 409-410 (1 credit each)
Private instruction in voice as a major performance area.

Mus. 115-116, 215-216, 315-316, 415-416 (1 credit each)
Class vocal instruction for all students for whom voice is not a major performing area.

Fine Arts

Assistant Professor: Bernard J. Felch, M.A., *Chairman*

Instructor: Traute Ishida

Lecturers: Jim C. Beaver, M.Ed.
Rozwill D. S. Young, B.A.

Course Descriptions

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 will develop visual concepts through composition and personal response to color, line and texture.

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 acting 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-in-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 translations 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.

Philosophy

Professor: Gerald Q. Hurwitz, Ph.D., *Chairman*

Associate Professor: Dana R. Flint, Ph.D.

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 or her 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, one in the philosophy of science, and two seminars. In addition, students are expected to take one course in philosophy each semester after declaring their major and a seminar, when offered. If additional courses are needed, students will be given Independent Studies.

A major is required to submit a paper on the history of philosophy, and another on

his own philosophical viewpoint. The former is performed concurrently with taking history of philosophy courses; the latter, in seminar 401.

There are also several minors. The minor requires five courses and can be taken in a variety of areas, including Gandhi Studies, pre-Law, the philosophy of science, history of philosophy, religion or logic.

Course Descriptions

101. Introduction to Philosophy (2 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.

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 surveys 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.

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.

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

Instructor: John H. West, III, M.Div.

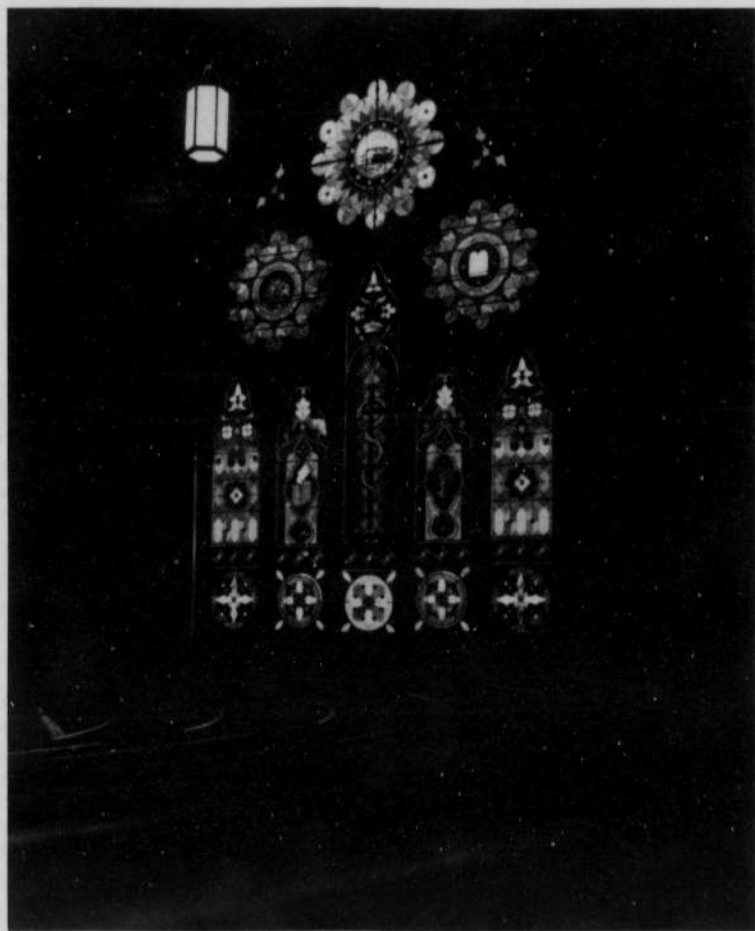
Course Descriptions

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.

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 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.



102. The Life and Teachings of Jesus (3 credits)

An introduction to the life and teachings of Jesus. The course includes a study of the background of the life of Jesus, and an analysis of his teaching methods and the content of his message.

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 Black (Afro-American) revolt of the mid-twentieth century and 1960s.

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 (including computer science). This division also offers courses in pre-engineering under the cooperative programs established with Drexel University, Lafayette College, Pennsylvania State University and New Jersey Institute of Technology.

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 is, 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 the two fields 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.

The course requires 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

Professors: Joseph L. Harrison, Ph.D., *Chairman*
Enoch D. Houser, Ph.D.

Associate Professors: Thomas F. DeCaro, Ph.D.
Doris O. Farny, Ph.D.

Assistant Professor: David F. Royer, Ph.D.

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 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.

Course Descriptions

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.

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: Biology 101-102 or equivalent.

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 hour 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. Two hours of lecture and two hours of laboratory per week are required.

Prerequisite: 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 (2 or 4 credits, depending on amount of work performed).*

Open to juniors and seniors.

General Science

Major emphasis either in biology, chemistry, mathematics or physics (5 credits).
Minor emphasis in biology, chemistry, mathematics or physics (4 credits).

Chemistry

Professors: Saligrama C. SubbaRao, Ph.D., *Chairman*
DeForest P. Rudd, Ph.D.

Associate Professor: Leland D. Smucker, Ph.D.

Assistant Professor: James A. King, Ph.D.

Achievement of a B.A. degree in chemistry certified by the American Chemical Society (ACS) requires the satisfactory completion of the following courses: General Chemistry 101-102; Quantitative Analysis 201; Physical Chemistry I, 202; Physical Chemistry II, 301; and Physical Chemistry III, 302; Organic Chemistry 203-204; Instrumental Analysis 402; Inorganic Chemistry 205; and Advanced Inorganic Chemistry 403.

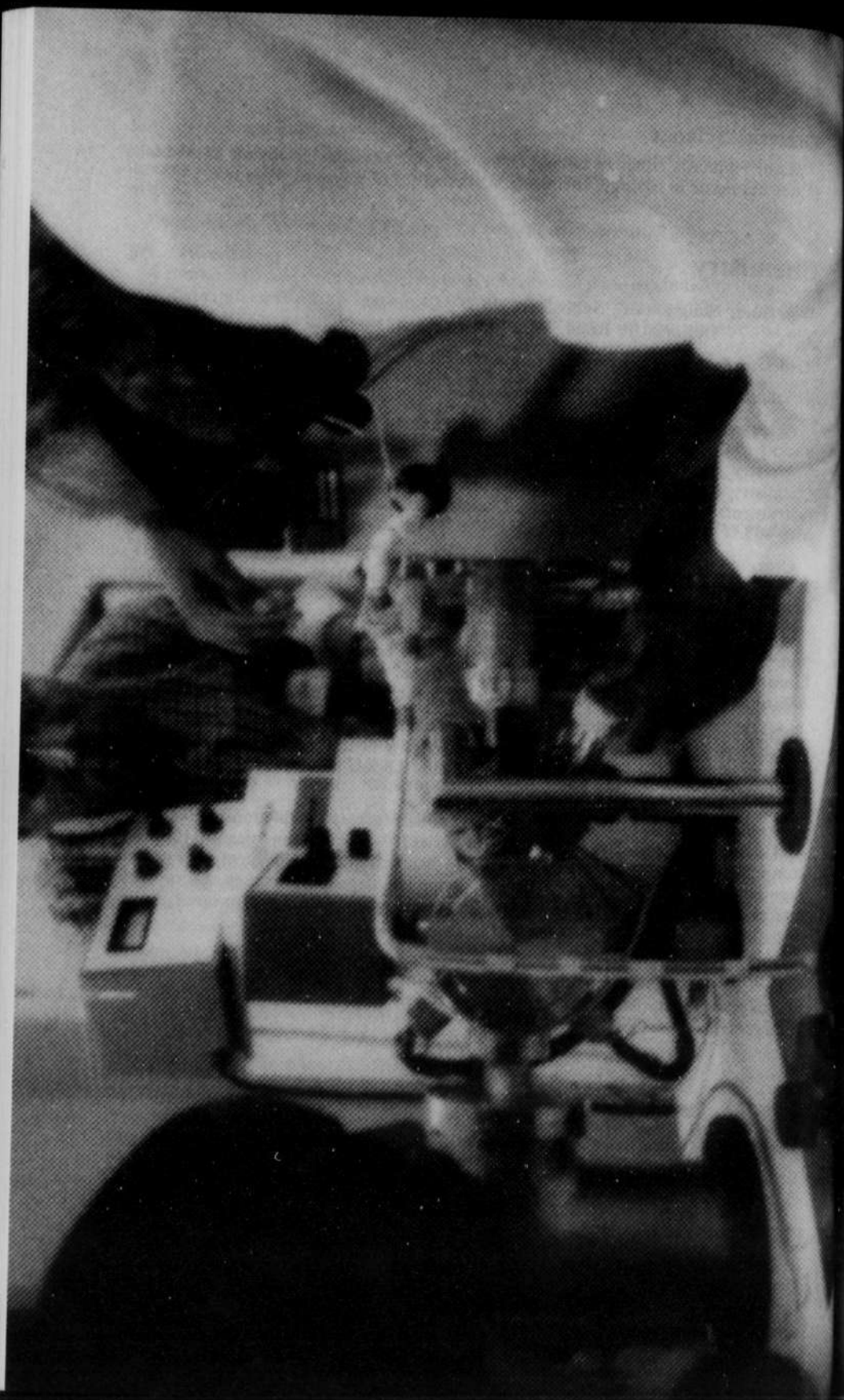
Other course requirements are Calculus I and II, 121-122; Calculus III and IV, 221-222; Computer Programming 205; General Physics 103-104. One advanced course in physics, mathematics, or biology is also required.

All chemistry majors must take seminar and/or Chemical Literature in their last four semesters at Lincoln. Courses in Differential Equations, Mathematics 306 and Linear Algebra 321 are also desirable. Professional majors should complete German 202, or with special permission of the department, French 202 or Russian 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 101-102, 201, 202, 203-204, 205, 301, 402, Physics 103-104, Mathematics 101-102 and a computer language (Math 151, 154 or 255.) Seminar and/or Chemical Literature is required in the last four semesters. Any foreign language may be taken. All students interested in biomedical studies, high school teaching, technical sales, or other professions may take a minimum major.

B.S. degree requirements are: Nine courses in chemistry as prescribed for majors under the B.A. degree; mathematics up to and including calculus III, computer language, and statistics; two courses in physics. There is no foreign language requirement.



Preparation for Medical Technology

Lincoln has a program in Medical Technology—a professional program at the bachelor's level. The program requires three (3) years study at Lincoln and one (1) year of clinical study. At the conclusions of the four-(4) year program the student will receive a B.S. degree in Medical Technology. The course outline is presented below. The student may also enter the clinical year after four (4) years at Lincoln, and may qualify for a B.S. or B.A. in chemistry or biology before the clinical year.

All courses listed below must be completed prior to entry into the clinical year.

Chemistry 101-102, 201, 203-204, 205, 303, 402.

Biology 101-102, 205, 401, 402.

Mathematics 103-104 or 121-122, 114.

Physics 101-102 or 103-104.

English 101-102, 207-208.

Philosophy 101.

Religion 201.

Art 201.

Music 200.

Four courses in three different areas of the social sciences are also required.

Lincoln currently has contracts for the clinical year with two hospitals: Bryn Mawr Hospital in Bryn Mawr, PA. and Harrisburg Hospital, Harrisburg, PA. Other contracts may also be signed. Students can apply to, and may be accepted by, non-contracting hospitals. Students will receive 32 semester hours credit toward a B.S. for the year of clinical work at a hospital.

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.

Course Descriptions

101-102. General Chemistry (8 credits)

The course is required for all science division majors. It is a 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.

Prerequisite: Mathematics 103.

201. Quantitative Analysis (4 credits)

Theory and principles of quantitative analytical chemistry including chemical equilibria, pH, data analysis and oxidation-reduction. Emphasis is on the laboratory which includes gravimetric, volumetric, spectrometric, chromatographic and other methods of analysis. Four hours lecture and six hours laboratory.

Prerequisites: Chemistry 102, Calculus I. The latter course 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 103, Calculus II. The latter two courses may be taken with Chemistry 202.

203-204. Organic Chemistry (8 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, synthesis and qualitative analysis of organic compounds. Four hours lecture, four hours laboratory per week and one hour problem solving.

Prerequisite: Chemistry 101-102.

205. Inorganic Chemistry (3 credits)

Fundamental concepts of modern inorganic chemistry, encompassing a study of atomic structure, chemical bonding, classification of the elements, coordination complexes and stereoisomerism, and reactions in aqueous and non-aqueous media.

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

Prerequisite: Chemistry 202. Calculus III may be taken with Chemistry 301.

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 (8 credits)

Biomolecules, bioenergetics and metabolism are examined 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, four hours laboratory.

Prerequisite: Organic Chemistry 203-204.

310-311. Seminar (2 credits)

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.

313. Scientific 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.

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, nuclear magnetic resonance spectroscopy, atomic absorption and mass spectrometry. Three hours lecture and six hours laboratory.

Prerequisites: Physical Chemistry 202, 301 and Organic Chemistry 203-204.

403. Advanced 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. The course will be offered alternate years if demand is sufficient.

Prerequisites: Chemistry 202, 301.

405-406. **Chemical Research** (8 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.

Physics

Professor: Willie Williams, Ph.D., Chairman

Associate Professor: Lynn Ernest Roberts, Ph.D.

*Assistant Professors: Stanley S. Tsai, M.M.E.
Wilhelmina Jenkins, M.S.*

Instructors: Sunil Mehta, M.S.

Lecturer: Irving Heard, M.S.

Physics is a discipline which lies at the heart of modern science, engineering and technology, while exerting considerable influence on philosophical and psychological thought. A 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 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, 203, 204, 209, 210, 301, 302, 311, 312, 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, 203, 204, 209, 210, 301, 302, 311, 312, 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 or more courses in the science division numbered 300 or higher. Major courses taken outside of the department require prior departmental 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.)

Course Descriptions

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.

203. Introduction to 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.

204. Introduction to Modern Physics. (4 credits)

The failure of the classical theories of physics and the twentieth century developments which replaced them. Includes special relativity, and quantum theory. Three hours lecture and one laboratory period.

Prerequisites: Physics 103-104 and 203 concurrently, Mathematics 121.

205-206. 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. Credits: 2 hours each semester.

207-208. Electronics (3 credits)

Theory and application of active electronic devices and circuits, including semiconductor 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.

209-210. 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. Lagrangian and Hamiltonian dynamics.

Prerequisites: Physics, 103, 104; Mathematics 221-222. Prerequisites, or to be taken concurrently: Mathematics 221-222.

301-302. **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.

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. **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.

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.

Prerequisites: Physics 103-104. Concurrently Mathematics 221-222.

313-314. **Research** (1-6 credits)
Independent laboratory and library work by the student directed by a member of the department. The course will require about 3 hours a week of work for each hour of credit. Restricted to junior and senior majors with permission from the department head.

Prerequisites: Physics 209-210; 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. **Quantum Mechanics** (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.

413-414. Research

(1-6 credits)

Independent laboratory and library work by the student directed by a member of the department. The course will require about 3 hours a week of work for each hour of credit. Restricted to junior and senior majors with permission from the department head.

Prerequisites: Physics 311-312 and Mathematics 321.

Mathematical Sciences

Professors: James W. Frankowsky, M.S., *Chairman*
Goro Nagase, Ph.D.

Assistant Professors: H. Louise Amick, M.A.
Donald L. Pierce, M.S.

Instructors: Adel Barimani, M.S. (part-time)
Russell P. Daniel, M.S. (part-time)
John E. Rumbold, B.S. (part-time)

Lecturers: Joyce T. Brown, B.A. (part-time)
David DiZio, C.S.
Adrienne D. Gallagher, A.B. (part-time)
Paul E. Murray, B.A. (part-time)
Marjorie L. Pedrotti, B.A.
Cheryl B. Rolph, B.A.

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 take 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 153—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.

A minimum grade of C- is required to move from one sequential course to the next in the department.

Tutoring

The Mathematics Laboratory is located in the Learning Resources Center and offers individual and group tutoring in mathematics courses from the remedial level through elementary calculus. It is staffed by both professional and student tutors. It is open Monday through Friday, from 9:00 a.m. to 4:00 p.m.

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 requirement.

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 course is for students whose high school background is insufficient for Mathematics 103.

103. College Algebra (3 credits)

Review of basic algebra; equations and inequalities; functions and their graphs; polynomial exponential and logarithmic functions; system of equations and inequalities; matrices and determinants.

104. Pre-Calculus (3 credits)

Designed for the student who intends to study calculus. Topics to be covered will include: functions; nonrational functions; techniques of graphing functions; exponential and logarithmic functions; 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.

121-122. Calculus I and Calculus II (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. Personal Computing (3 credits)

This course examines in detail three major areas used by personal computers. These applications include word processing, spread sheet forecasting, and data base management. Students will prepare documents, create and update a data base and link information between the word processing and data base. Typical spread sheet functions and commands will be studied to create a flexible forecasting tool.

153. 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 treating 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.
158. **Pascal** (3 credits)
A course in structured programming using Standard Pascal. The course addresses fundamental language concepts, program design and program style.
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 Math 302, Numerical Methods for Computing.
215. **Computer Graphics** (3 credits)
Mathematical techniques, especially principles of geometry and transformations are indigenous 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. **Calculus III and IV** (3 credits each)
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; quadratic 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.

Prerequisite: Pascal 158.

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 updating, indexed sequential file organization, sort, VSAM methods and JOB control.

302. Numerical Methods for Computing (3 credits)

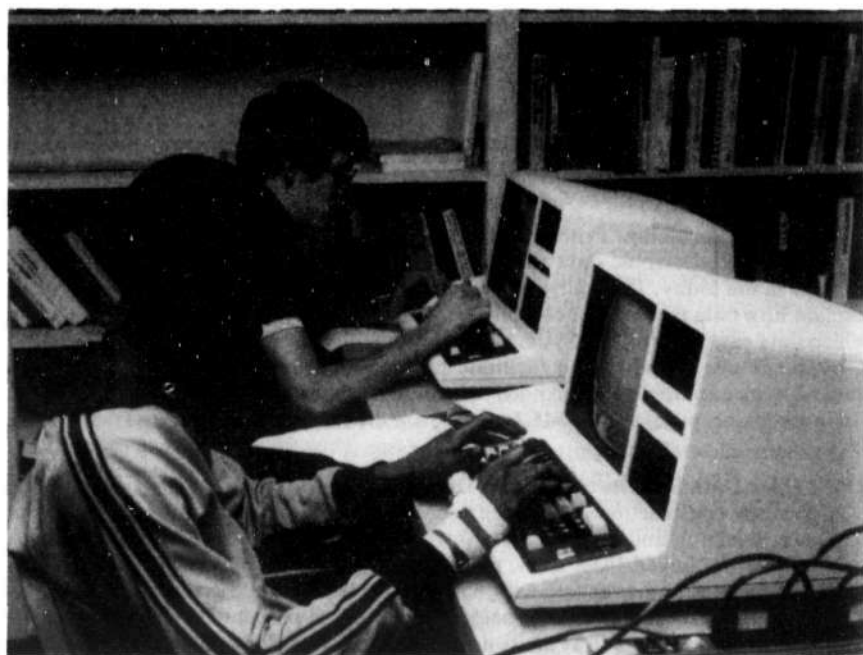
Modern computational algorithms for the numerical solution of a variety of applied mathematics problems are treated. Topics include: numerical solution of polynomial and transcendental equations; acceleration of convergence; Lagrangian interpolation and least square approximation methods; numerical differentiation and integration.

303. Introduction to Mathematical 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, isomorphism; linear transformations; matrices—matrix operation, rank equivalence relations, characteristic, functions of matrices; metric concepts.



315. **Abstract Algebra** (3 credits)
Set theory; functions and mapping; 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.

Pre-Engineering*

Assistant Professor: Stanley S. Tsai, M.M.E.

For the three-year program in pre-engineering the following courses are required: Physics 103, 104, 203, 204, 301, 302, 311, 312; Mathematics 121, 122, 221, 222; Pre-engineering 102, 103, 209 and 210; 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.

209-210. Statics and Dynamics (3 credits)

Principles of mechanics; vector treatment of force systems; friction, kinematics and kinetics of particles and rigid bodies; force-acceleration, work-energy, impulse-momentum methods; engineering applications.

Prerequisites: Physics 103-104 and Mathematics 103 and 104.

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.

307-308. Applied Electronics (4 credits)

Applications of active electronic devices and circuits. Laboratory work includes the construction and calibration of various electronic devices.

Prerequisites: Physics 103-104 and Mathematics 103 and 104.

***Program is operated by Physics Department.**

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.



History

Professor: Richard C. Winchester, Ph.D., *Chairman*

Assistant Professors: Clara L. Brock, Ph.D.
Jane Bond-Howard, Ph.D.

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.

Course Descriptions

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, Part II (3 credits)

The second semester of this course commences with the end of slavery, then treats Reconstruction, the betrayal of radical Reconstruction and the basic problems which have emerged both in the South and North, with emphasis on the protest movements emerging in the twentieth century until World War I.

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)

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 World War II and the 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 Congo, the Great Zimbabwe civilization and the Zulu Kingdom.

308. History of Africa Since 1885 (3 credits)

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 naturalism and pragmatism of the late nineteenth century, are treated in this course.

Demand will determine availability.

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.

315-316. The Third Republic in France (3 credits)

This course will be concerned with the politics and society of France during the Third Republic. Important historical themes such as industrialization, the gradual democratization of the society, the conflict between church and state and the rise of political parties will be examined. Attention will also be given to the major intellectual currents of the period.

Such a course will be of benefit not only to history majors and minors, but also to French language majors and to political science majors who wish to study in some detail a country other than their own.

The course will be limited to juniors and seniors. Exceptions to this stipulation may be made by the instructor.

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 the 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

Assistant Professor: Clara L. Brock, Ph.D.

Courses in Black Studies are offered under the auspices of the History Department. All students at Lincoln University are encouraged to take such courses as they deem appropriate in order to give themselves a fuller understanding of the historical, political, social, cultural and economic aspects of Black people 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 Americas and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience as well as the historical aspects will be closely examined.

The course will be designed to prepare the Black Studies 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-à-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 examine closely 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-à-vis both content and methodology.

401. Racism

(3 credits)

The course opens with the earliest known contacts of European explorers and traders with Africa; it also examines 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. 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

Professor: Alexine L. Atherton, Ph.D.

Assistant Professors: Deborah A. Sanders, Ph.D., *Chairperson*
Eric S. King, M.A.

Instructor: Sibusiso Nkomo, Ph.D.

The Political Science major is designed for students who wish to pursue graduate work in political science or to enter law school. The major includes the appropriate curriculum for Pre-Law and a concentration in International Relations. The Political Science Department prepares students to pursue careers in higher education, the legal profession, state and local government, urban planning, the federal bureaucracy, and journalism. In addition, the Political Science Department houses the Public Affairs Program.

Political Science Departmental Requirements

		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

In addition to Political Science requirements, students must satisfy one of the following related options:

1. 101-102 of one foreign language (Qualifies a student for a B.A.)*
2. 1 Semester Advanced English Composition
2 Semesters of Statistics
1 Semester of Basic Computer Language
3. 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 admission.

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, 101. (Offered each 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 levels.

Prerequisites: English 100, Education 100, 101. (Offered every fall semester.)

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. (Offered every spring semester.)

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 (offered on demand).

300. Man and the State I (3 credits)

The purpose of this course is: 1) to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which 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 (offered every other fall semester).

301. Man and the State II (3 credits)

The purpose of this course is: 1) to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which 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 (offered every other spring semester).

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 (offered every other fall semester).

303. Comparative Political Process 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 (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 (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.

Prerequisites: Political Science 101, 202, or permission of the instructor (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 (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 (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 (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.

Prerequisites: Political Science 101, 202, or permission of the instructor (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.

(Offered each 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.

(Offered on demand).

313. Introduction to Public Policy

The course introduces the student to the field of Public Policy. It begins with the analysis of the politics of public policy. Such an analysis examines the actors, institutions, processes, values and policy programs of government and politics.

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.

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 will assess the prospects of a general theory of legislative behavior.

Prerequisite: Political Science 202 or permission of the instructor (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 (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.

Prerequisite: Political Science 202 (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.

Prerequisite: Permission of the instructor (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.

(Offered each spring semester.)

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.

(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 credit.

(Can be taken more than one trimester.)

Public Affairs Program

Assistant Professor: Deborah A. Sanders, Ph.D., *Chairperson*

The Public Affairs program at Lincoln is an innovative interdisciplinary approach reflecting a consolidation of courses. 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.

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.

Public Affairs Program Requirements

PS 101.	Elements of Government
PS 201.	State and Local Government
PS 202.	American National Government
PS 311.	Public Administration
PS 312.	Public Personnel Administration
PS 313.	Introduction to Public Policy
PS 314.	Urban Politics
EC 201.	Principles of Economics
EC 315.	Public Finance
EC 335.	Principles of Management
HIS 110.	Recent American History
PSY 210, 212.	Computing in Psychology Behavioral Research Methods
HUM 311.	Advanced Composition

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 or her knowledge and appreciation of major public policy issues, but will also enhance his or 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:

Business/Economics 201.	Principles of Economics
Political Science 203.	American Government
Political Science 201.	State and Local Government
Political Science 309.	Public Administration
Business/Economics 315.	Public Finance
Business/Economics 335.	Concepts of Management

Sociology and Human Services

Associate Professor: Robert E. Millette, Ph.D., *Chairman*

Assistant Professors: Lucky L. Baber, Ph.D.
Anthony J. DiFilippo, Ph.D.
Harold J. Nichols, Ph.D.

Instructors: Maureen Cummings, B.A.
Doreen M. Epps-Poole, J.D.

This department offers curricula leading to a B.A. degree with a concentration in Sociology 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 (33 semester hours).
2. Required Sociology: 101, 201, 215, 243, 305, 306, 307 or 308, 318, 341, or 318, 342, 410 (all courses are 3 credits each).
3. The remaining courses may be selected from the following electives in sociology: 202, 205, 209, 212, 311, 314, 315, 319, 334, 336, 342/342L (6 credits), 344, 403, 405 (all courses except 342/342L are 3 credits each).
4. Any student desiring to take field work must take one Methods course prior to the field work practicum.

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; and (3) Practicum: 341 and 342.



Alternative specialized concentration 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 concentration) to be included among electives courses:

1. Two years of a foreign language (or equivalent, which may be established by a placement examination).
2. Advanced English Composition.

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.

C. B.S. with a major concentration in Human Services.

1. Major (33 semester hours).*
2. Required departmental courses: 101, 201, 241, or 243.
3. Required Human Services Sequence Core: 244, 305, 306, 307, 308, 318, 341/L, 342/L, 405, and 410.
4. Required Rehabilitation Sequence Core: 354, 305, 306, 307, 308, 340, 341/L, 342/L, 300 or 339 or 343.
5. Recommended electives can be taken broadly from all the departmental offerings. The following courses are of special interest to Human Services/Rehabilitation majors: 205, 209, 212, 315, 325, 327, 339, 401.

D. Minor (16 semester hours):

1. Required Human Services: 101, 243 (both courses 3 credits each).
2. Electives: 10 semester hours of directed electives in Human Services.

One or more specialized concentration 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. Rehabilitation Training: 241, 343, 339, 443 and three additional courses in the rehabilitation focus.
4. Ethnic Community Service: 209 and 311 with Spanish or French 301-302. Advanced composition and conversation as general requirements electives.

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 115.
2. Advanced English Composition.

**The completion of the Human Services/ Rehabilitation Sequence may require more than 33 credit hours.*

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 Soc. 410 and Political Science 103 and 307. (Other requirements are determined by the Education Department.)

A grade of at least C- in each course is required for either the major or minor. At least a C- average is required for the two semesters of research 305-306. A cumulative average of at least a 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 better.

The Sociology and Human Services Department introduces students to both the theoretical and practical view of the world. In short, the things that most people take for granted become the topics that the department investigates. It encourages students to use the department's two mini-computers in their research projects. It employs both the qualitative and the quantitative approach.

Secondly, the department encourages the students in the department to apply their theoretical knowledge to understanding the social problems of our world. It also provides co-op opportunities for many of its students. This experience exposes students to the real world of work and also gives them an opportunity to develop professional contacts. Several of the department's graduates are employed by the agency where they received their co-op training.

Most of the department's graduates have completed graduate and professional schools. Graduates are employed as lawyers, college professors, school teachers, case workers, social workers, school administrators, corrections officers, parole officers, etc.

The faculty bring a wide-range of academic and professional training to the department. Faculty are also concerned with the academic and personal development of each student.

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.

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 counsel persons with the most severely handicapped physical conditions, providing them with insight into the special problems of adjustment and training and helping them to live a meaningful life. 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.

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 economic factors. Special emphasis will be placed on the current conditions in black communities. Such areas as housing, health, education, transportation and citizen participation will be examined.

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.

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 relation 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 from 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 Services majors.

343. Social-Psychological Aspects of Disability (3 credits)

The problems of adjustment to disabling conditions. Includes the study of somatopsychological 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 provision 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 quasi-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 to 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 the 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.

Required Departmental Courses:

1. Soc. 101—Introduction to Sociology.
2. Soc. 201—General Anthropology.
3. Soc. 241 or 243—Introduction to Human Services or Rehabilitation.

Required Human Services Sequence Core:

1. Soc. 244 and 305—Social Policy and Social Welfare.
2. Soc. 306—Social Research.
- 3 & 4 Soc. 307 and 308—Intervention Methods I, II.
5. Soc. 318—Sociological Theory.
6. & 7. Soc. 341L and 342L—Field Work and Lab.
8. Soc. 405—Planning and Evaluation.
9. Soc. 410—Senior Seminar.

Required Rehabilitation Sequence Core:

1. Soc. 354—Rehabilitation Services Processes.
2. Soc 305 and 306—Social Research.
3. Soc 307 and 308—Intervention Methods I, II.
4. Soc. 340—Assessing Human Potential.
5. 341L and 342L—Field Work and Lab.
6. Soc. 300, 339, or 343—Disabled or aspects of Disability.

Recommended electives can be taken broadly from all the departmental offerings. The following courses are of special interest to Human Services/Rehabilitation majors.

- Soc. 205.—Marriage and the Family.
- Soc. 209.—Institutional Racism.
- Soc. 212.—Social Deviance and Control.
- Soc. 315.—Prevention and Treatment of Crime.
- Soc. 325.—Gerontology.
- Soc. 327.—Child Welfare Services.
- Soc. 339.—Medical Information for Rehabilitation.
- Soc. 401.—Administration of Welfare.

Completion of the Human Services/Rehabilitation major sequences requires more than the minimum of 32½ hours.

Education

Professor: Judith A. W. Thomas, Ed.D., *Chairperson*

Associate Professor: Anthony J. Appelgate, Ph.D.

Assistant Professors: Sandra J. Hoffman, Ph.D.
Annette T. Rabin, Ed.D.

Instructors: JoAnne R. DeBoy, M.Ed.
Emma J. Clark, M.Ed.

Lecturer: Bruce M. Benson, M.A.

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 integrated 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 courses. 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 2.5 or above.
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 301. Tests and Measurements.
- ED 302. General Methods in Education.
- ED 303. Reading Instruction.
- ED 305. Educational Media (2 Credits).
- ED 401. Student-Teaching (15 Credits).

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 preschool 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 Preschool Child.
- ED 301. Tests and Measurements.

- ED 303. Introduction to Reading.
- ED 305. Educational Media.
- ED 310. Creative Learning Experiences I.
- ED 312. Creative Learning Experiences II.
- ED 313. Literature for Children and Adolescents.
- ED 401. Student Teaching (15 Credits).

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 Preschool Child.
- ED 310. Creative Learning Activities.
- ED 312. Creative Learning in Early Childhood Education.
- ED 420. 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.

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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 Courses

ED 100. Developmental Reading and Study Skills (4 credits)

This course is designed to help students utilize their knowledge of language and their past experiences as aids to the comprehension of college textbooks. Students will be expected to develop flexible purposes for reading, 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 communicate orally 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.

ED 110. An Introduction to Early Childhood Education (3 credits)

The 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 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)

This course includes an overview of the aims, organization and procedures of education to provide a systematic view of the whole field. Information is provided regarding the opportunities and requirements in education as a profession. The course includes general education for all students and professional orientation for prospective teachers. This course helps to fulfill the social studies requirement.

Open to all students.

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 all students.

ED 203. The Education and Psychology of the Exceptional Child (3 credits)

Students will be presented with an overview of the current theories, major issues, and educational services for exceptional children. They will have an opportunity to examine and assess various educational settings. They will also become familiar with various instructional techniques for exceptional children.

Open to sophomores, juniors and seniors.

ED 212. The Preschool Child (3 credits)

The course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition and the relationship between language acquisition and mental develop-

ment. Attention will also be given to the practical environmental dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided.

Open to all students.

ED 301. Tests and Measurements (3 credits)

Designed to provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results, the course will give students 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 will provide a thorough examination of the reading process from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language.

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 305. 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. It 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 all students.

ED 310. Creative Learning Experiences I (3 credits)

This course is designed to provide students with an opportunity to plan and implement instructional strategies in the Language Arts and Social Studies areas. Instructional methodologies and activities will be provided from which students can plan and evaluate their lessons. The students will be provided with an opportunity to teach in a K-3rd grade setting at a local school.

ED 312 Creative Learning Experiences II (3 credits)

The course is a follow-up of ED 310 with emphasis upon methods of teaching science and math. Again the students will be provided an opportunity to teach in the classroom setting in one of the local schools.

ED 313. Literature for Children and Adolescents (3 credits)

This course is designed to help students develop an understanding and appreciation of the literature for children and adolescents. The course will focus on the theoretical and practical aspects of the study of literature and its various genres. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the elementary or secondary school curriculum.

Open to sophomores, juniors and seniors.

ED 401. Student Teaching (15 credits)

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in cooperating schools, and to supervise and direct an actual teaching experience in such schools.

Open to seniors.

***ED 420. Practicum in Early Childhood Education** (12 credits)

Students will receive first-hand experiences in implementing instructional strategies in a preschool 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 the 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)

The course is designed for students desiring further exposure to current research in preschool 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.

Psychology

Professor: William E. Gardner, Jr., Ph.D.

Associate Professor: Charles C. Duncan, Ph.D., *Chairman*

Assistant Professor: Penelope J. Kinsey, Ph.D.

Instructor: Denise M. Gaither, M.A.

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.

Psychology Major

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.

Departmental course requirements for the baccalaureate degree are as follows:

A. Bachelor of Arts

1. Core Psychology Courses 101, 102, 103, 205, 206, 210, 212, 311, 403.
2. Psychology Elective Courses (At least three): 301, 302, 304, 305, 306, 307, 308, 310, 311, 312, 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.

B. Bachelor of Science

1. Core Psychology Courses: 101, 102, 103, 205, 206, 210, 212, 311, 403.
2. Psychology Elective Courses (At least three): 301, 302, 304, 305, 306, 307, 308, 310, 311, 312, 411.
3. Foreign Language: French 101-102, or German 101-102, or Spanish 101-102.
4. Computing Courses: Math 153.

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:

101. **General Psychology** (3 credits)
An introductory study of general psychology designed to prepare for more advanced work in the subject.
102. **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.

103. 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 101.

205. Experimental Psychology (4 credits)

An introduction to laboratory methods in experimental psychology.

Prerequisites: Psych 101 and 103.

206. Bio-Psychology (4 credits)

Studies the relationship between psychological processes and physiological activity. Reviews neurological and bio-chemical bases of behavior with emphasis upon the synergistic functions of the nervous system, sense organs and glandular system.

Prerequisites: Psych 101 and 103; Bio 101-102.

210. Behavioral Research and Analysis (3 credits)

A comprehensive application of basic statistical methods within the context of behavioral research and experimental design. With this course, the student is prepared to conduct a simple research study (including the planning, conducting, and reporting of attributional and/or behavior analysis).

Prerequisite: Psych 101.

212. Computer Applications in Psychology (4 credits)

The use of computer applications in psychological experimentation and analysis. Emphasizes computer-assisted techniques for conducting psychosocial and biobehavioral investigations, including data analysis by use of languages such as Minitab, Cosap, SPSSI, etc.

Prerequisites: Psych 101 and 210.

301. Social Psychology (3 credits)

An intensive study of the principles of psychology in group relationships.

Prerequisite: 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: Psych 101.

306. Psychological Appraisal (3 credits)

An examination of the theory and practice of psychotherapy.

Prerequisite: Psych 101.

307. **Developmental Psychology** (3 credits)

A study of human development throughout the life span.

Prerequisite: Psych 101.

308. **Organizational Psychology** (3 credits)

Describes the application of psychological theory and research to the study of industrial, business, profit and non-profit service, military and governmental organizations. Emphasizes the interaction of individual perceptions, group dynamics and organizational climates and strategies to maximize the satisfaction and effectiveness of each component within and between complex organizations.

Prerequisite: Psych 101.

310. **Personnel Psychology** (3 credits)

A survey of the processes and philosophies of obtaining personnel; developing their abilities and preserving the health of the work force. The course covers the major activities of the personnel manager or human resources manager. This course covers the impact of the EEO guidelines for personnel management in the areas of recruitment, selection, promotion, training, and performance appraisal.

Prerequisite: Psych 101.

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).

Prerequisites: Psych 101 and 103.

312. **Animal Behavior** (4 credits)

A study of the behavior of animals from an evolutionary perspective. The basic mechanisms of perception, learning and development and such complex behaviors as aggressions, habitat selection, and territoriality, and mating are examined.

Prerequisites: Psych 101 and 103; Bio 101-102; Psych 205, 206 and 311.

403. **Psychology Seminar** (3 credits)

A trimester program devoted to individual research or field experience in an area of interest to the students and faculty. Students will submit a major paper or thesis of their work which will be orally defended before a committee of department faculty and invited guest.

406. **Personal Affectivity in Career Search, Survival, and Development** (3 credits)

This elective course is designed to examine and to teach the social psychological skills needed to find a job, keep the job, and finally, to be promoted from the job to positions of greater responsibility and financial remuneration.

Prerequisite: None.

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.

Prerequisites: Psych 205, 206, 210 and 212.

Economics and Business Administration

Associate Professor: Alexander L. Gabbin, MBA

Assistant Professors: Ganga P. Ramdas, M.A., *Chairman*
Nartey Marbell, MBA
Stanley Doscher, M.S.

Lecturers: John A. Burks, MBA
Haile L. Alford (part-time), J.D.

All department majors in economics, business administration, or accounting are required to take 24 semester hours of common core courses and an additional 21 semester hours of major field courses.*

Students entering Lincoln in the fall of 1981 must maintain a major field grade point average of at least 2.3 for the 45 hours in the department. For students entering Lincoln after April, 1983, the minimum major field grade point average is 2.5 for the 45 semester hours required.

Prior to registering for any 200 level course in the department, majors must have successfully completed English Composition 102 and Math 102, or comparable courses. Each major must complete a total of 120 semester hours to graduate, of which no more than eight semester hours may be cooperative education or internship credits.

Required Courses for Economics, Accounting, and Business Administration Majors

In addition to university requirements, all department majors must complete the following core:

EC 201. Macro-economics.	EC 206. Quantitative Methods I.
EC 202. Micro-economics.	EC 207. Quantitative Methods II.
EC 203. Elementary Accounting I.	EC 459. Senior Seminar.
EC 204. Elementary Accounting II.	EC 335. Management.

Economics majors must also take:

EC 301. Price Theory.	EC 314. History of Economic Thought.
EC 302. Income Theory.	EC 341. Corporate Finance.
EC 315. Public Finance.	Plus an Economic Elective.
EC 313. Money & Banking.	

Accounting majors must also take:

EC 331. Intermediate Accounting I.	EC 338. Tax Accounting.
EC 332. Intermediate Accounting II.	EC 351. Auditing.
EC 333. Cost Accounting.	Plus an Accounting Elective.
EC 334. Business Law.	

Business Administration majors must also take:

EC 334. Business Law.	EC 436. Business Communications.
EC 337. Marketing.	Plus three Business Electives.
EC 341. Corporate Finance.	

**The department also offers a major in finance. For course requirements and prerequisites, contact the department.*

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.

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, 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.

Requirements for the minor fields are as follows:

Business Administration

A student will fulfill a minor in Business Administration, by completing the following courses with at least a C+ average.

Economics 201 and 202.
Economics 203 and 204.
Economics 335.
Any one elective.

Principles of Economics
(Macro and Micro)
Accounting I and II
Principles of Management

Economics

A student will fulfill a minor in economics, by completing the following courses with at least a C+ average.

Economics 201 and 202.
Economics 203 and 204.
Economics 302.
Economics 301.

Principles of Economics
(Macro and Micro)
Accounting I and II
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 120-121.

306. **Quantitative Methods I** (3 credits)

An introduction to model formation, model solution and probability. The probability of single events. The probability of joint events. Probability distributions (discrete and continuous)—the Binomial, the Poisson and the Normal distributions, respectively.

Prerequisites: Economics 201, Statistics 114 and Math 153.

307. **Quantitative Methods II** (3 credits)

An introduction to concepts essential to the solution of simple decision problems under certainty and uncertainty. Concepts essential to the management of stock (inventory) situations. Construction of index numbers for business and economics. Time series forecasting and forecasting using regression methods.

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 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 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 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.

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 junior 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 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 207.

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, or special permission of instructor.

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.

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 204.

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 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 332.

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.

Prerequisite: 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.

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. Cooperative Education (4 credits)

Credit will be given for work performed on or off campus under the supervision of an instructor within the department. Permission to work in the areas of economics or business must be granted by the department chairperson.

Prerequisites: Economics 202 and 204.

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 include quantitative methods, computer applications, analysis of contemporary economics and business problems.

This course is for all department seniors in their last year and will normally be offered in the fall term.

- Prerequisites:* (i) *Economics 201, 202.*
(ii) *Accounting I, II (203, 204).*
(iii) *Quantitative Methods I (306).*
(iv) *Management (335).*
(v) *Any two required courses in the student's major (300 level and above).*

Health, Physical Education, Recreation, and Athletics

Professor: Robert N. Gardner, M.Ed., *Chairman*

Associate Professor: Jean A. White, Ed.D.

Assistant Professors: Barbara J. Crittenden, M.S.T.
James L. DeBoy, M.S.
Cyrus D. Jones, M.S.

Instructors: James S. Weagley, M.S.
Sandrel A. Jones-Webster, M.S.

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 and caps 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)
- 2 courses—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, 211, 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 catalogue, p. 42-43)

II. Professional Course Requirements:

- A. Required (6): **Select 2:** Art 240, Art 230, Art 231, Art 233, Art 205.
Select 4: HPR 209, HPR 210, HPR 301, HPR 302, HPR 221, HPR 223, HPR 244, HPR 230.
- B. Required (14): HPR 202, HPR 204, HPR 205, HPR 206, HPR 208, HPR 211, HPR 238, HPR 303, HPR 305, HPR 311, HPR 400, HPR 401, HPR 402, HPR 408.
- Select 1:** HPR 307, HPR 308, HPR 314.

C. Internship

III. Natural Science Requirements: Bio 101, 191, 205; Math 102.

IV. Required (5): Soc 101, Psych 201. **Select 2:** Soc 212, Soc 311, Soc 314, Soc 315, Soc 325, Soc 339. **Select 1:** Ed 110, Ed 202, Ed 203, Ed 211.

Option II: Therapeutic Recreation

I. University Requirements (see catalogue, p. 42-43)

II. Professional Course Requirements:

- A. Activity Courses: **Select 3:** 209, 210, 301, 302, 221, 223, 224, 230.
- B. Theory Courses: Required (14): HPR 202, HPR 204, HPR 208, HPR 211, HPR 233, HPR 234, HPR 303, HPR 304, HPR 315, HPR 322, HPR 400, HPR 402, HPR 408.
- Select 1:** HPR 205, HPR 206.
Select 1: HPR 307, HPR 308, HPR 314.

C. Internship

III. Social Science Requirements:

- Required: Psych 201 and Soc. 101.
Select 1: ED. 110, 202, 203, or 212.

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 and CPR certificate. Second semester is devoted to additional life-time sports skills—badminton and bowling.

103. **Basic Gymnastics I** (2 credits)

A study and practical application of fundamental tumbling skills associated with gymnastics. The classwork is based on a sound progression from individual to group skills with emphasis being placed on the learning of basic skills with an 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.

201. **Introduction to Health, Physical Education and Recreation** (3 credits)

This course serves as an introduction to the profession of health, physical education and recreation; provides an understanding of the history, principles, scientific basis and current status of each area; acquaints students with professional organizations and literature; reviews career possibilities and the professional preparation necessary in these fields.

202. **Leisure and Play in Contemporary Society** (3 credits)

The purpose of this course is to provide a base of information about leisure and play from a historical, behavioral, and philosophical perspective; to clarify personal values concerning leisure; and to expand the student's awareness of leisure as it relates to his life and that of others. It is concerned with what recreation is, rather than how it is accomplished or delivered.

Prerequisite: Junior or senior or permission of the instructor.

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. **Introduction to Community Recreation** (3 credits)

This course is designed to provide a broad introduction to recreation and to provide an overview of essential components of recreation that will form a solid foundation for a variety of careers. Course emphasis is on the historical perspective; the impact and implication of increased leisure for modern living; facilities, playgrounds, and community centers in our modern society.

209-210. **Physical Education Activities I and II** (2 credits each)

During the first semester, instruction and practice in archery, volleyball, bowling and golf. The second semester covers lectures and practice in track and field, softball, and organized games. Students will be given an opportunity to develop methods and skills necessary to teach these activities.

211. Recreation Programming (3 credits)

Investigates the techniques, methods, and principles used in the planning process for the delivery of recreation and leisure services. Programming concepts, administration, strategies, evaluation, and philosophical foundation for programming will be presented.

Prerequisite: HPER 208 or consent of instructor.

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.

223-224. Physical Education Activities V and VI (2 credits each)

During the first semester, instruction and practice in field hockey, speed-ball and lacrosse. The second semester is devoted to recreational games, water sports, and badminton. Emphasis is on teaching methods and techniques.

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 to 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, Games and Sports (3 credits)

The first half of this course will introduce the students to eighteen (18) different handicapping conditions and their implications for planning, leading, analyzing, evaluating thirteen (13) adapted games and sports. Opportunity to teach a game/sport to a disabled group is provided.

The second half of the course is devoted to adapted aquatics. This component will enable the student to successfully plan, conduct, analyze and evaluate an adapted aquatics program for five (5) special populations.

Prerequisite: P.E. 101; may be taken concurrently.

234. Recreation Leadership (3 credits)

An analysis of the theory, techniques, and methods of group and community leadership. This course will prepare the student to apply group dynamics principles to recreation service environments.

Prerequisite: Psychology 201.

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 to 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, fencing, and tennis. Second semester is devoted to touch football, wrestling, and weight training. 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.

Prerequisite: Upperclassman 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: Biology 205 or consent of the instructor.

315. Adapted Physical Education & Recreation (3 credits each)

A multidisciplinary approach of physical education and recreation as an integral part of the Individualized Education Plan and Individualized Habilitation Plan team. This course addresses itself to psychomotor assessment, developmental teaching, and program implementation. All materials are applicable to both normal and handicapped students. Included are units on special populations—presenting their needs, interests and implications for physical education and recreation. The student is afforded the opportunity to field test theoretical constructs, including leadership skills, via laboratory experiences throughout the course.

Prerequisite: Biology 205.

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 the 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. The course is designed to prepare teachers, who are employed in public school programs and hospitals, in elements of modern dance activities.

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) (3 credits)

This course provides an opportunity for the student to broaden his experience in community recreation. An overview of human motor development, motor learning, mental retardation, cerebral palsy, social-emotional disability, aging, learning disabilities and corrections will be presented. The implications for recreation with these special populations will be discussed. Students will plan, direct, and evaluate individualized prescriptive recreation programs for these special populations.

Prerequisite: Recreation majors with senior standing.

401. Camping and Outdoor Education (3 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 (Research & Evaluation) (3 credits)

This course will examine the current literature, methodology and research for recreation and leisure. A conceptualization of goals and rationale for ongoing recreation programs and methods of defining behavioral and program objectives will be provided. The student will be given the opportunity to select a topic area of his or her interest to research. Literature reviews, descriptive research methods, sampling, data analysis, scaling techniques and basic statistics will be presented. Computer usage will be introduced. Treatment plans and activity analysis will also be covered.

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 understanding 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 departmental courses:
 - 101-102. Freshman Physical Education.

- 202. Leisure and Play in Contemporary Society.
- 204. Recreation Skills in Music, Drama and Art.
- 205. Personal and Community Health.
- 206. Behavioral Aspects of Health Science.
- 208. Introduction to Leadership in Community Recreation.
- 209-210. Physical Education Activities I and II.
- 211. Recreation Programming.
- 213-214. Officiating of Athletic Sports.
- 221. Basic Rhythmic Sports.
- 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 (Special populations).
- 401. Camping and Outdoor Education.

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Lincoln University Master of Human Services Program

Professor: Robert F. DeHaan, Ph.D., *Director*

Associate Professors: Dana R. Flint, Ph.D.

Assistant Professors: Nancy Bancroft, Ph.D.
Norwood J. Coleman, M.S.
Szabi Ishtai-zee, Ph.D.
Steven Krupp, Ph.D.
Earle McNeill, Ed.D.
Mapule F. Ramashala, Ed.D.
Linda J. Stine, Ph.D.
John L. Thomas, M.Ed.

Instructors: Efthimia Bastas, Ph.D.
Clifford Bell, M.S.W.
Roberta T. DeHaan, M.A.
Dennis Goldstein, B.S.
Fred Johnson, M.A.
Rosemary T. Madl, M.Ed.
James Maxey, Ph.D.
Sherman W. Patrick, M.P.H.
Violet Plantz, M.S.W.
Ramona J. Pettiford, M.Ed.
Myra D. Smith, M.S.W.

Field Coordinators: John Feler, M.Ed.
Tito T. Tiberi, M.H.S.
James Wood, M.H.S.

Director of Field and

Recruitment Activities: Jernice Lea, M.A.

Lincoln University, Eagleville Hospital and Rehabilitation Center, and eight other human services agencies, jointly developed and launched a Master of Human Services Program in 1977.

The Master's 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 services field.

Curriculum

The Master of Human Services Program uses an educational approach that organizes skills and theories into five basic competencies. These competencies have been identified by outstanding human services practitioners 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 combines the four dimensions of values, self and others, systems, and skills which are addressed in classes held on Saturdays at Lincoln. Integration and construction are 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 classes.

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.

The Master of Human Services Program is designed for full-time professionals who have a successful record of work experience in a human services field and the necessary academic capability to enter and complete the program.

Requirements:

To be eligible for admission into the Master's Program an applicant must: (1) be currently employed in human services work (volunteers are accepted in special cases), (2) have a Baccalaureate degree plus at least one year of successful experience, or three years of such experience for applicants who have less than a Baccalaureate degree, and (3) pass the admission examination at an acceptable level.

Admission Procedures

Prospective students should call the Master's Office for application information and procedures.

Course Descriptions

HS 511. Values: Ethics for Human Services (2 credits)

The course focuses on the theoretical and historical background for ethics for human services with primary attention given to philosophical traditions. Approaches to values are distinguished, such as philosophical, psychological and interdisciplinary.

HS 512. Psychology for Human Services (2 credits)

Psychology for human services focuses upon general psychological theories as they relate to the field of human services. Emphasis placed upon the study, integration and application of concepts pertaining to the nature and needs of the self and others in such areas as learning, motivation, development, interpersonal relationships, assessment of self-needs and strengths.

HS 513. Sociology for Human Services (2 credits)

The systems that humans use in personal and interpersonal functioning are identified and surveyed by use of General Systems Theory (GST). Emphasis is placed on General Systems Theory concepts as tools and upon their usefulness in examining both the interface of self and other systems using GST of other sociological theories and processes.

HS 514. Communications Skills for the Human Services Practitioner (2 credits)

This course focuses on the writing process and writing skill development through student participation in peer teaching groups, lecture/discussions, and a variety of writing exercises. Students will identify, analyze and practice the basic writing skills necessary for graduate work and the human services profession. Students will also be introduced to the philosophy and terminology of social research.

HS 515. Theory and Practice Integration Seminar (2 credits)

Students will meet in small groups at a central field location to review theory from Saturday classes, integrate this learning, and apply it to personal and professional experience. The student will also work on a Construction Action Project.

HS 516. Constructive Action (2 credits)

As a Constructive Action project for this competency, the student will develop a portfolio which includes a work history, assessment of human services skills, and documentation of skills and experiences cited. The student will also complete a learning plan, based on this portfolio outlining student's proposed field projects for the remainder of the graduate program.

HS 521. Professional Ethics (2 credits)

The course focuses on values in the social and economic context of helping relations with clients, obligations to clients, and obligations to the profession. It also examines codes of ethics for human services.

HS 522. Theories of Helping (2 credits)

The course focuses on theoretical perspectives of helping while expanding the definition of helping relative to a wide variety of human interaction situations. Counseling and teaching as preferred modes of helping will be discussed. Variables related to helping will be examined. The emphasis is on understanding the act of helping from the perspective of self and others.

HS 523. Helping Systems and Helping Relationships (2 credits)

This seminar will focus on the systems (groups) from primary to social groups and how their value structures, processes, values and functions impact upon, and are impacted upon by human services helping systems. Special groups and selected unresolved issues relating to culture, race, ethnic groups, social stratification, religion, education and sex will be discussed. These issues will be discussed from the systems' perspective, viewing the interrelatedness of human services organizations and groups.

HS 524. Helping and Problem-Solving Skills (2 credits)

This seminar introduces students to helping skills relevant to the helping process. Through lecture, discussion and intensive supervised practice, students will develop skills in problem-solving, interpersonal communication, and documentation.

HS 525. Theory and Practice Integration Seminar (2 credits)

Students will be provided with an opportunity to integrate concepts learned in Saturday classes with experiences encountered in the student's occupational environments. Problem-solving and human services will be stressed using academic and human services theory to resolve conflicts in the class and in the field. This class will also help students carry out the constructive action project by presenting a forum in which they share progress and problems with the constructive action projects.

HS 526. Constructive Action (2 credits)

As a Constructive Action project for this competency, the student will develop a healthy relationship with an individual helpee or a helpee group, such as a client group, a group of fellow employees, supervisor-supervisee, and student-teacher relationships. Such relationships should be based on the student's projects in the learning plan submitted in Competency Unit I. Projects require approval of Field Instructors. The focus of the Constructive Action will be to apply appropriate helping relations skills, theories, and concepts to the achievement of the project's helping objectives.

HS 531. Ethics and Groups (2 credits)

The course considers the ethical questions of social groups and small groups. Social groups are examined in terms of issues of racism, sexism, classism, etc. Models are viewed from an ethical perspective, including, for example, rights of minority members, and cooperation.

HS 532. Dynamics of Face-to-Face Groups (2 credits)

The course focuses on theories of group dynamics in face-to-face groups with respect to styles of leadership, facilitation of group processes, and conflict resolution.

HS 533. Social Analysis of Human Systems (2 credits)

This course will provide students with a theoretical and applied understanding of the social forces and systems that operate within and surround a variety of group activities. Conceptual tools from systems theory, communications sciences, social anthropology, and sociology will be employed to both explicate and execute various behavioral options within the different group settings. Emphasis will be placed upon group interaction, inter-group relations, and linkage between groups and larger social systems.

HS 534. Skills in Social Research and Problem-Solving I: Foundation (2 credits)

This competency unit will introduce the student to basic human services and social science research terminology and methods. The class will focus on providing useful vocabulary and critical awareness of the processes of social research including problem definition, literature review, assessment of needs, project planning and implementation, and evaluation.

HS 535. Theory and Practice Integration Seminar (2 credits)

The field seminar focuses on students' work and professional experiences from the perspective of theories presented in the other dimensions in the Competency Unit: Values, Self and Others, and Systems. The field seminar will serve as a workshop in which students will practice group skills by serving as participants and observers in their field groups.

HS 536. Constructive Action (2 credits)

The student will carry out a project with a group external to the program. The students will become either group leaders or members. Students will meet in small groups at a central field location to review theory from Saturday classes, integrate this learning, and apply it to professional and personal experience. The student will also work on a Constructive Action project.

HS 641. Community, Politics and Social Justice (2 credits)

With a focus on the community, the course examines the nature of social and economic justice, including a study of theories of justice. Along with the politics of human services, the course includes an ethical critique of models of community organization.

HS 642. Strategies for Community and Program Development (2 credits)

This course will focus on models, strategies, and roles required in working in the community and on developing new programs with input from the community.

HS 643. Social Planning and Organization Management Systems (2 credits)

The course will examine various aspects of organizational management and the extension of managerial intelligence to the organizations in the surrounding community and other salient social systems. Concepts and tools will be drawn from systems theory, game theory, marketing management, decision and information science, political science and organizational analysis.

HS 644. Skills and Social Research and Problem-Solving, II: Data Research

(2 credits)

This, the second course in the final skills sequence, focuses on the analysis of data; historical, experimental and descriptive. Final refinement of the needs assessment instrument will take place. Students will carry out a needs assessment project based on a felt need. Findings will be analyzed and options, strategies and recommendations for carrying out a change project will be produced. Students will begin the change project during this competency.

HS 645. Theory and Practice Integration Seminar (2 credits)

This course will provide the students with the opportunity to formalize and synthesize planning and management concepts and to examine cognitive material in the light of practical experience. After receiving feedback from peers and from the field instructor, students will work through the various phases of project management from problem definition to program implementation.

HS 646. Constructive Action (2 credits)

Students will combine the material from Values, Self, and Others, Systems and Skills courses to produce a written constructive action which will reflect the beginning steps of their project implementation working from preassessment activities up to the project implementation.

HS 651. Ethics of Intervention and Change (2 credits)

The course focuses on the ethics of membership and management in organizations, as well as the organization's and agent's responsibilities and rights regarding social change in communities. Some attention is given to historical aspects of social change.

HS 652. Psychology of Planned Change (2 credits)

This course focuses on theories, strategies, models, and roles for effecting planned change. Materials from previous competency units will be integrated in the development of overall conception of individual, organizational and social change strategies.

HS 653. Planned Change in Organizations and Social Systems (2 credits)

This course will focus on the various properties and implications of planned change. Change and innovation will be fully explored within both organizations and larger social systems. Material from political science, economics, communications, marketing, systems theory, organizational development, and conflict resolution will be employed.

HS 654. Program Evaluation Skills (2 credits)

The third of three courses in the final project skills sequence, this course will focus on social change in organizational development, and is designed to synthesize and put into practice all materials covered in the previous four competency units. In addition, it refines evaluation skills as the final project is developed. The major task will be to carry out and write the research and evaluation component of the change project. Students will work from a basic evaluation question to collect supporting data and proceed through the final project.

HS 655. Theory and Practice Integration Seminar (2 credits)

The field integration seminar focuses on students' work and professional experience integration.

HS 656. Constructive Action (2 credits)

The final Constructive Action Seminar focuses on preparing the student to complete the final change project. Emphasis is placed on the final steps of the change project, including evaluations and recommendations.

Faculty

Herman R. Branson, President

B.S., Virginia State College; Ph.D., University of Cincinnati; Sc.D., Virginia State College, University of Cincinnati; Lincoln University, PA; D.H.L., Brandeis University, Shaw College at Detroit; LL.D., Western Michigan University

EMERITI

Henry Gilbert Cornwell (1933-80), Professor of Psychology, Emeritus; Chairman, Department of Psychology (1968-80)
B.A., Lincoln University; Ph.D., University of Pennsylvania

Donald McKay Davies (1950-69), Professor of Religion, Emeritus
B.A., Wheaton College; M.S., University of Minnesota; Th.B., Th.D., Princeton University

Philip S. Foner (1967-79), Professor of History, Emeritus
B.A., College of the City of New York; M.A., Ph.D., Columbia University

Harold Fetter Grim (1912-61), Professor of Biology, Emeritus
B.A., Lafayette College; M.S., University of Chicago; D.Sc., Lincoln University

Leroy Dennis Johnson (1955-79), Professor of Chemistry, Emeritus; Registrar (1968-1979); Dean of the College (1956-79)
B.A., Lincoln University; M.S., Ph.D., University of Pennsylvania

James Bonner MacRae (1947-74), Professor of Education, Emeritus; Dean of Students (1949-67)
B.A., Lincoln University; M.A., Columbia University

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ALMA MATER

Dear Lincoln, Dear Lincoln,
To thee we'll e'er be true.
The golden hours we spend beneath
The dear old Orange and Blue,
Will live for e'er in memory,
As guiding stars through life;
For thee, our Alma Mater dear,
We will rise in our might.

For we love ev'ry inch of thy sacred soil,
Ev'ry tree on thy campus green;
And for thee with 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 old Orange and Blue.
Hail! Hail! Lincoln.

—A. Dennee Bibb, '11

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The Office telephone number is 932-8300 (Area Code 215).

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The offices are open Monday through Friday, 8:30 A.M.-Noon, and 1 p.m.-5 p.m.

Applicants for admission are urged to write for an appointment.

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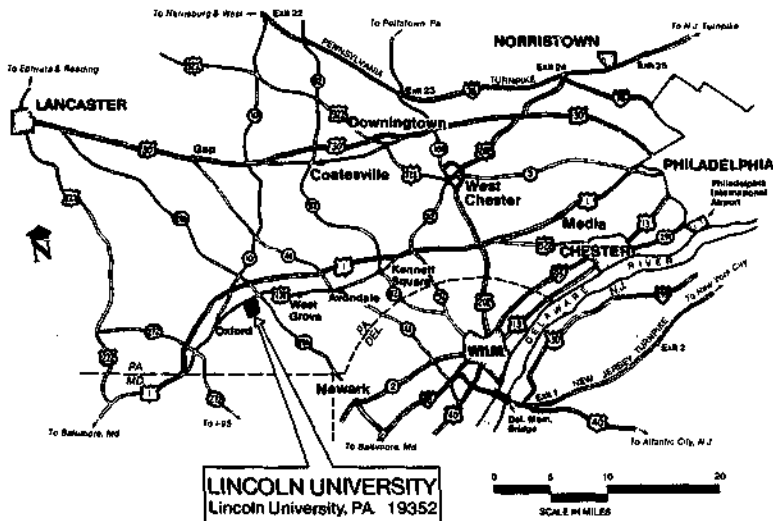
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