

# The Lincoln University Bulletin

## 1991-1994



LINCOLN UNIVERSITY  
OF PENNSYLVANIA

## 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

### Disclaimer

Lincoln University reserves the right to change or amend the policies, rules, regulations and procedures described in this catalogue at any time. The calendar, course requirements and descriptions, tuition and fees are also subject to change.

# **Lincoln University**

**1991-1994  
Catalogue  
and  
Calendar**

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## Accreditation

Since December 1, 1922, Lincoln University has been approved as a fully accredited, four-year senior college by the Middle States Association of Colleges and Secondary Schools. The Master of Human Services Program is also approved by the Middle States Association.

The undergraduate Human Services Program has received certification every year since 1977 by the National Council for Rehabilitation Education.

The Chemistry Department is accredited by the American Chemical Society.

The Therapeutic Recreation Program is accredited by the National Recreation and Parks Association/American Association for Leisure and Recreation.

The Education Department offers certification programs in Early Childhood Education (N-3), Elementary Education (K-6), Reading Specialist Education, and Secondary Education in the following subject areas: Biology, English, Spanish, History, Political Science, General Science, Chemistry, Mathematics, Sociology, Health and Physical Education, Physics, Music, and French. Students who successfully complete the certification program at Lincoln University, and the Pennsylvania Teacher Certification Testing Program, are eligible to receive an Instructional I Teaching Certificate from the Pennsylvania State Department of Education.

“The Lincoln students of today prepare for the demands of the Twenty-first Century through study in the liberal arts balanced with concentrated study in a specialized field. They develop high adaptability to change; they have high levels of achievement motivation; and, through the exploration of values, they learn how to apply their skills for the benefit of society. The hallmark of the Lincoln experience is its ability to develop in students the skills and attributes they need to excel in an increasingly complex yet unitary world.”

—From the Mission Statement of Lincoln University





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# UNIVERSITY CALENDAR

## 1991-1994

### FALL SEMESTERS

	1991-92	1992-93	1993-94
New Students Arrive	Aug 18 (Su)	Aug 16 (Su)	Aug 15 (Su)
Orientation/Testing—Begins	Aug 18 (Su)	Aug 16 (Su)	Aug 15 (Su)
—Ends	Aug 23 (F)	Aug 21 (F)	Aug 19 (F)
Faculty Conference	Aug 21 (W)	Aug 19 (W)	Aug 18 (W)
New Students Registration	Aug 23 (F)	Aug 21 (F)	Aug 20 (F)
Registration/1st Day of Class for Grad Students	Aug 24 (Sa)	Aug 22 (Sa)	Aug 21 (Sa)
Upperclassmen Arrive	Aug 25 (Su)	Aug 23 (Su)	Aug 22 (Su)
Upperclassmen Regist.—Begins (9:00 A.M.)	Aug 26 (M)	Aug 24 (M)	Aug 23 (M)
—Ends (4:00 P.M.)	Aug 26 (M)	Aug 24 (M)	Aug 13 (M)
First Day of Classes—Begins (8:00 A.M.)	Aug 27 (Tu)	Aug 25 (Tu)	Aug 24 (Tu)
Late Registration Fees Begin	Aug 28 (W)	Aug 26 (W)	Aug 25 (W)
Financial Aid Applications for Spring Due	Aug 30 (F)	Aug 31 (M)	Aug 30 (M)
Graduate Student Holiday—Labor Day	Aug 31 (Sa)	Sep 5 (Sa)	Sep 4 (Sa)
Holiday—Labor Day	Sep 2 (M)	Sep 7 (M)	Sep 6 (M)
Last Day for Adding Classes	Sep 11 (W)	Sep 9 (W)	Sep 8 (W)
All University Convocation	Sep 11 (W)	Sep 9 (W)	Sep 8 (W)
All University Convocation	Oct 9 (W)	Oct 14 (W)	Oct 13 (W)
Mid-Term Exam Period—Begins (8:00 A.M.)	Oct 14 (M)	Oct 12 (M)	Oct 11 (M)
—Ends (8:00 P.M.)	Oct 18 (F)	Oct 16 (F)	Oct 15 (F)
Mid-Term Grades Due	Oct 21 (M)	Oct 19 (M)	Oct 18 (M)
Last Day for Dropping Classes	Oct 25 (F)	Oct 26 (M)	Oct 25 (M)
Homecoming	Oct 26 (Sa)	Oct 24 (Sa)	Oct 23 (Sa)
Tests for Seniors Finishing in December	Nov 2 (Sa)	Nov 7 (Sa)	Nov 6 (Sa)
Pre-Registration Spring—Begins (8:00 A.M.)	Nov 4 (M)	Nov 2 (M)	Nov 1 (M)
—Ends (4:00 P.M.)	Nov 8 (F)	Nov 6 (F)	Nov 5 (F)
All University Convocation	Nov 13 (W)	Nov 11 (W)	Nov 10 (W)
Thanksgiving Recess—Begins (8:00 A.M.)	Nov 27 (W)	Nov 25 (W)	Nov 24 (W)
—Ends (8:00 A.M.)	Dec 2 (M)	Nov 30 (M)	Nov 29 (M)
Graduate Pre-Registration	Nov 23 (Sa)	Nov 21 (Sa)	Dec 4 (Sa)
Graduate Students Thanksgiving Recess	Nov 30 (Sa)	Nov 28 (Sa)	Nov 27 (Sa)
Last Day of Classes	Dec 6 (F)	Dec 4 (F)	Dec 3 (F)
Graduate Students Last Day of Classes	Dec 14 (Sa)	Dec 12 (Sa)	Dec 11 (Sa)
Final Examination Period—Begins (8:00 A.M.)	Dec 9 (M)	Dec 7 (M)	Dec 6 (M)
—Ends (8:00 P.M.)	Dec 13 (F)	Dec 11 (F)	Dec 10 (F)
Final Grades Due	Dec 16 (M)	Dec 14 (M)	Dec 13 (M)

### SPRING SEMESTERS

	1991-92	1992-93	1993-94
Registration/1st Day of Class for Grad Students	Jan 4 (Sa)	Jan 9 (Sa)	Jan 8 (Sa)
New Students Arrive	Jan 5 (Su)	Jan 3 (Su)	Jan 2 (Su)
Freshman Placement Tests	Jan 6 (M)	Jan 4 (M)	Jan 3 (M)
Upperclassmen Arrive	Jan 6 (M)	Jan 4 (M)	Jan 3 (M)
Registration	Jan 7 (Tu)	Jan 5 (Tu)	Jan 4 (Tu)
First Day of Classes—Begins (8:00 A.M.)	Jan 8 (W)	Jan 6 (W)	Jan 5 (W)
Late Registration Fees Begin	Jan 8 (W)	Jan 6 (W)	Jan 5 (W)
Martin Luther King Convocation	Jan 15 (W)	Jan 13 (W)	Jan 12 (W)
Last Day for Adding Classes	Jan 17 (F)	Jan 15 (F)	Jan 14 (F)

Holiday—Martin Luther King	Jan 20 (M)	Jan 18 (M)	Jan 17 (M)
Faculty Honors Convocation	Jan 29 (W)	Jan 27 (W)	Jan 26 (W)
Deadlines for Prizes/Awards Nominations	Feb 1 (Sa)	Feb 1 (M)	Feb 1 (Tu)
Tests for Seniors Finishing in May/Summer	Feb 1 (Sa)	Feb 6 (Sa)	Feb 5 (Sa)
African-American History Month Convocation	Feb 19 (W)	Feb 17 (W)	Feb 16 (W)
Mid-Term Exam Period—Begins (8:00 A.M.)	Feb 24 (M)	Feb 22 (M)	Feb 21 (M)
—Ends (8:00 P.M.)	Feb 27 (Th)	Feb 25 (Th)	Feb 24 (Th)
Mid-Term Break—Begins (8:00 P.M.)	Feb 27 (Th)	Feb 25 (Th)	Feb 24 (Th)
—Ends (8:00 A.M.)	Mar 2 (M)	Mar 1 (M)	Feb 28 (M)
Mid-Term Grades Due	Mar 2 (M)	Mar 1 (M)	Feb 28 (M)
Tests for Grad Students Finishing in May	Mar 7 (Sa)	Mar 6 (Sa)	Mar 5 (Sa)
Last Day for Dropping Classes	Mar 9 (M)	Mar 8 (M)	Mar 7 (M)
Financial Aid Applications for Fall Due	Mar 13 (F)	Mar 15 (M)	Mar 14 (F)
Honors Day Convocation	Mar 18 (W)	Mar 17 (W)	Mar 16 (W)
Fall Pre-Registration—Begins (8:00 A.M.)	Mar 25 (W)	Mar 24 (W)	Mar 23 (W)
—Ends (4:00 P.M.)	Apr 1 (W)	Mar 31 (W)	Mar 30 (W)
Financial Aid Applications for Summer Due	Apr 1 (W)	Apr 1 (Th)	Apr 1 (F)
Graduate Summer Pre-Registration	Apr 4 (Sa)	Apr 3 (Sa)	Apr 9 (Sa)
Graduate Students Last Day of Classes	Apr 11 (Sa)	Apr 17 (Sa)	Apr 16 (Sa)
Good Friday/Easter Holiday—Begins (8:00 P.M.)	Apr 16 (Th)	Apr 8 (Th)	Mar 31 (Th)
—Ends (8:00 A.M.)	Apr 20 (M)	Apr 12 (M)	Apr 4 (M)
Last Day of Classes	Apr 16 (Th)	Apr 16 (F)	Apr 15 (F)
Final Examination Period—Begins (8:00 A.M.)	Apr 20 (M)	Apr 19 (M)	Apr 18 (M)
—Ends (8:00 P.M.)	Apr 24 (F)	Apr 23 (F)	Apr 22 (F)
Final Grades Due	Apr 27 (M)	Apr 26 (M)	Apr 25 (M)
Commencement	May 3 (Su)	May 2 (Su)	May 1 (Su)
<b>IMPORTANT SUMMER DATES</b>	<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>
Registration/1st Day of Class for Grad Students	May 9 (Sa)	May 8 (Sa)	May 7 (Sa)
Deadline for Fall Fin Aid GSL Applications	Jun 1 (M)	Jun 1 (Tu)	Jun 1 (W)
Graduate Students Last Day of Classes	Jun 27 (Sa)	Jun 26 (Sa)	Jun 25 (Sa)
New Students Orientation	Jun 27 (Sa)	Jun 26 (Sa)	Jun 25 (Sa)
	Jul 25 (Sa)	Jul 24 (Sa)	Jul 23 (Sa)
Undergrad Fin Aid Clear Week—Begins	Jul 27 (M)	Jul 26 (M)	Jul 25 (M)
—Ends	Jul 31 (F)	Jul 30 (F)	Jul 29 (F)
Grad Students Fall Financial Aid Clearance	Aug 1 (Sa)	Aug 2 (M)	Jul 30 (Sa)
Financial Aid Clearance Fall Bill Paying	Aug 15 (Sa)	Aug 21 (Sa)	Aug 20 (Sa)
	Aug 22 (Sa)	Aug 28 (Sa)	Aug 27 (Sa)

# The University

## Introduction

Lincoln University of Pennsylvania was chartered on April 29, 1854, as Ashmun Institute. In 1866, it was re-named in honor of the slain president, Abraham Lincoln. As Horace Mann Bond, '23, the eighth president of Lincoln University, so eloquently cites in the opening chapter of his *Education for Freedom*, this was "the first institution founded anywhere in the world to provide a higher education in the arts and sciences for 'youth of African descent.'"

Lincoln University is a coeducational, state-related institution within Pennsylvania's Commonwealth System of Higher Education. It offers baccalaureate degrees in the arts and sciences and in selected pre-professional fields. It also offers a master's degree in Human Services.

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

From its inception, Lincoln has attracted an interracial and international enrollment from the surrounding community and around the world. First admitting women in 1952, and formally associating with the Commonwealth in 1971, Lincoln exists today as a coeducational, state-related university. Lincoln is proud of its faculty for the high quality of their teaching, research, and service, and of its alumni, the most notable of whom are:

Thurgood Marshall, '30	First Black Justice of the U.S. Supreme Court
Nnamdi Azikiwe, '30	First president of Nigeria
Kwame Nkrumah, '39	First prime minister and first president of Ghana
Hildrus A. Poindexter, '24	Internationally known authority on tropical diseases
Langston Hughes, '29	World-acclaimed poet
Roscoe Lee Browne, '46	Author and widely acclaimed actor of stage and screen
James L. Usry, '46	The first Black mayor of Atlantic City
Edward Wilmot Blyden III, '48	Internationally known educator and diplomat from Sierra Leone

These are but a few who exemplify the excellence that is the Lincoln tradition. During the first 100 years of its existence, Lincoln graduates made up approximately 20 percent of the Black physicians and more than ten percent of the Black attorneys in the United States. Its alumni have headed 36 colleges and universities, and scores of prominent churches. At least ten of its alumni have been United States ambassadors or mission chiefs. Many are federal, state and municipal judges, and several have been mayors or city managers. The remarkable record of Lincoln's national and international alumni in the fields of public service, finance, education, literature, law, medicine, theology and other professions is a testimony to the preparation solidly rooted in an abiding faith in

the value of education for freedom. Founded in the midst of slavery, Lincoln's motto remains "If the Son shall make you free, ye shall be free indeed."

## Mission and Goals

Lincoln 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 humankind has painfully and persistently learned about the environment and people; (2) to preserve this knowledge for the future; and (3) to add to this store of knowledge.

Since 1854, Lincoln has provided education of the highest possible quality to students with promise, potential, and the determination to succeed. Today, as it endeavors to continue this tradition, the University maintains a challenging curriculum and a first-rate faculty. It is alert to technological innovations and their usefulness in the educational process. It seeks to attract bright and eager students whose curiosity, creativity, and strength of character will impel them to strive always to achieve their personal best.

The Lincoln students of today prepare for the demands of the 21st Century through study in the liberal arts balanced with concentrated study in a specialized field. They develop high adaptability to change; they have high levels of achievement motivation; and, through the exploration of values, they learn how to apply their skills for the benefit of society. The hallmark of the Lincoln experience is its ability to develop in students the skills and attributes they need to excel in an increasingly complex yet unitary world. From this premise, and from the aims of the several divisions of study, the University endeavors to:

- cultivate an inquiring and critical mind capable of discerning the emotional, logical, and quantitative implications of persuasive discourse and of pursuing truth and meaning as a capstone of the human experience;

- develop appreciation of the scientific method and of the significance of science and technology in modern society;

- nourish sensitivity to the artistic and philosophical values of the humanities;

- promote an understanding of contemporary societies and cultures which is rooted in an appreciation of the past and which inspires a vision of the future;

- qualify the student for successful graduate or professional study;

- develop a healthy and balanced perspective on personal as well as professional relationships, and on the value of leisure as well as work.

## 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 marble merchant in Philadelphia who made contributions to the education of Blacks in that city as early as 1794, and his father was a minister of the Oxford

Presbyterian Church. 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.

John Miller Dickey was active in the American Colonization Society, and in 1851 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 college admission to even the most liberal of schools for a young freedman named James Amos, Dickey himself undertook to prepare the young man for the ministry.

In October 1853, the Presbytery of New Castle approved Dickey's plan 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.

In 1866, when the Institute was renamed Lincoln University in honor of the recently slain president, Abraham Lincoln, Dickey proposed to expand the college into a full-fledged university 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, and two graduated in the first baccalaureate class of six men in 1868. The enrollment has continued to be both international and interracial. The University celebrated its 100th anniversary by amending its charter in 1953 to permit the granting of degrees to women.

## **Lincoln's Presidents and Acting Presidents**

John Miller Dickey headed the institution from 1854-1864. A great schoolmaster, Issac 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, preparing 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 to 1936, and was succeeded by his faculty colleague, Walter Livingstone Wright, 1936-1945. Horace Mann Bond, the first alumnus president, served from 1945 to 1957 and was succeeded by two acting presidents, Dr. Armstead O. Grubb, professor of romance languages, and Dr. Donald C. Yelton, University librarian. 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 W. Harleston, who served as acting president for one half year.

In July 1970, Dr. Herman R. Branson was elected the 10th president of the University and assumed office November 1. On the retirement of Dr. Branson in the summer of 1985, Dr. Donald L. Mullett became the interim president of the University. The current president, Dr. Niara Sudarkasa, assumed her duties in February 1987 and was formally installed in October of that year.



# Undergraduate Admissions

## The Process

Lincoln University welcomes admission applications from prospective freshmen anytime after they have completed the junior year in secondary school. While the University employs the "rolling admission" system, in which there is no deadline for applications, students are encouraged to apply by **January 1** if admission is desired in August, and by **November 15** if admission is desired in January. For applications and information, please contact:

**Office of Admissions  
Lincoln University  
Lincoln University, PA 19352**

The application form should be completed by the applicant and returned to the Office of Admissions. An application fee of \$10.00 (check or money order payable to Lincoln University) must accompany each application and is not refundable.

The applicant should request that the secondary school send an official transcript directly to the Office of Admissions. In addition, the applicant should arrange to have the scores of the Scholastic Aptitude Test (SAT) and two letters of recommendation sent to Lincoln. It is the applicant's responsibility to see that all the appropriate steps are completed in filing an application for admission.

When your application is complete, and test scores, transcripts, application fee, recommendations and other needed documents have been received, we will notify you that the evaluation process has begun. During this time, several staff members will read your application and present their evaluations to the Committee on Admission. Please be patient with us; it takes hours of work to decide which of our many good applicants will be selected for admission. We will mail a decision to you at the earliest possible date.

Applicants in their senior year of secondary school, whose records are complete, are notified of admissions decisions shortly after the first term of their 12th grade if admission in August is desired. Transfer students, whose records are complete, are notified of admissions decisions after February 15.

## Requirements

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

In Pennsylvania, the 21 credits should be distributed as follows:

SUBJECT	UNITS
English	4
Mathematics	3
Social Studies	3



Science	3
Arts or Humanities or both	2
Health and Physical Education	1
Electives*	5
Total	21

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

## Entrance Examinations

All candidates for admission are required to take the Scholastic Aptitude Test which is prepared and administered by the College Entrance Examination Board.

It is recommended that the candidates take this test at the earliest possible date.

Information and application forms for the test should be secured from the College Entrance Examination Board at: Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94710 (which ever address is closer to the candidates home or school), or through the high school guidance office.

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 or, at a later date, by special request to the College Board Office. The code number for Lincoln University is 2367.

## Foreign Students

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

Applicants whose native language is not English are required to take the Test of English as a Foreign Language. 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 94710.

A statement signed by the person who will be responsible for the financial obligation 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.

## Transfer Students

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.

Transfer applicants should request the institution last attended send to the Office of Admissions at Lincoln a transcript of their academic records. On the basis of this transcript, a tentative estimate will be given the candidate as to the work yet to be completed and the approximate length of time it will take to earn a degree.

Transfer applicants who are accepted at Lincoln must satisfactorily complete 12 hours of credit with a minimum cumulative grade point average of 2.00 during their first two semesters at Lincoln. At the end of their first semester, they will be given a definite classification and a statement of the exact amount of work that must be completed before a degree can be awarded.

As part of their credentials for admission, transfer applicants must furnish a certificate of honorable dismissal from the institution previously attended, a certificate of good moral character from an authorized representative of that institution, and a certificate of health.

## **Advanced Placement**

Students who have completed college-level courses in secondary schools and have taken the Advance 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). CLEP General Examination credits will be granted to entering freshmen on the basis of Lincoln University norms. CLEP Subject Examination Credit will be granted to students submitting a sealed score of 55 or higher. Department approval must be obtained before taking a subject examination.

## **Early Decision Admissions**

Early decision is offered to candidates whose credentials are such that the probability for admission is high. This plan is designed primarily to reduce anxiety for candidates as early as possible in the senior year.

Candidates for an early decision admission must certify that Lincoln University is their first choice, and that they will accept an offer of admission if it is extended, provided it includes adequate financial aid if such is needed. After they are notified of Lincoln's decision on admission and financial aid, candidates may initiate other applications.

To qualify for early decision admission, candidates must submit a letter requesting consideration with their application. Further information is available from the Office of Admissions.

## **Personal Interviews**

Although interviews are not required for admissions, the University recommends interviews with prospective students.

An interview and campus tour can be arranged on Thursdays between the hours of 9:30 a.m. and 3:00 p.m. A request for an interview and campus tour should be addressed to the Office of Admissions two weeks in advance of the desired date. Applicants should suggest at least two alternative dates on which it would be convenient for them to visit the campus. Special arrangements for personal interviews can still be made for days other than Thursday.

## **After Admission**

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

### **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**

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 to gather information about the student's level of preparation. These test results, while they have no influence on the admission to the University, often determine the courses of study that are open to the new student.

### **Late Registration**

Students presenting satisfactory excuse for tardy registration may pay the late registration fee of \$5.00 per day, up to a maximum of \$25.00, 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.

### **Advisors**

All students are assigned faculty advisors and must consult with them before making a final choice of courses.

### **Health**

The State of Pennsylvania requires that all entering students present a REPORT OF MEDICAL HISTORY, signed by a licensed physician, assessing the student's state of health before they can be cleared by the Admissions Office for registration.

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



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# Current Programs

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**Lincoln produces Leaders**

## Current Programs

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 enhance the education of its existing international, interracial, and multiethnic student body, the University offers a variety of international courses, programs, activities, and language courses.

### The Honors Program

The University's Honors Program intends to promote analytical rigor, broad interdisciplinary understanding, sensitivity to social issues, esprit de corps among participants, and excellence in scholastic as well as extracurricular endeavors.

The Honors Program, which is open to both entering and continuing students, offers several options: **LASER, MARC, INTERNATIONAL HONORS, GENERAL HONORS** and **SPECIAL HONORS**.

Normally only students with an excellent high school record, or a 3.00 GPA at Lincoln, are admitted to the Honors Program. For details on each option, concerning admissions policy, scholarship assistance and requirements, students should inquire in the Honors Program office. In order to remain in good standing, the honors student must (1) maintain a 3.00 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 three-credit Honors Seminar in HNS, the Interdisciplinary Seminar in MARC, or a two-credit Honors Seminar in the LASER Program.

Students must also fulfill extra work requirements—special projects or honors components of courses, as specified by their respective option. 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 the final determination of whether the student's petition is satisfactory and whether he or she has satisfactorily completed the requirements of the Honors Program.

Students who successfully complete the Honors Program requirements are recognized with a special certificate, signed by the University's President, Vice President for Academic Affairs, and Honors Program Director. They also become eligible to apply for grants, up to \$5000 per year, for study at graduate schools within Pennsylvania through the Commonwealth Scholarship Program. The student's transcript also bears a notation certifying his or her completion of the respective honors program.

## **LASER (Lincoln Advanced Science and Engineering Reinforcement)**

LASER was established in 1980 by the National Aeronautics and Space Administration and Lincoln later joined by 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 with scientists at a NASA site.

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.

## **MARC (Minority Access to Research Careers)**

MARC encourages students to pursue careers in biomedical research.

## **General Honors**

The General Honors Program is designed primarily to accommodate students whose high school GPA and SAT scores do not meet the requirements for admission to the Special Honors Program and to permit the widest range of flexibility for the honor student's choice of a course of study.

### **REQUIREMENTS FOR STUDENTS ENTERING THE GENERAL HONORS PROGRAM AFTER ONE SEMESTER OR MORE AT LINCOLN UNIVERSITY**

Students who achieve a GPA of 3.0 or better after one semester or more as a full-time student at Lincoln University may apply for admission to the General Honors Program.

Such students may take the equivalent of three years of any language taught at Lincoln University.

If a student has already taken a US I Seminar, he or she will not be required to take Honors 190 as well.

Students must participate in a minimum of eight (four per semester) lectures, recitals, or cultural trips sponsored by the Honors Program. A brief critique of each event must be submitted to The Honors Secretary in Ware 111 within seven (7) days.

Honors students will be required to take US II Honors Seminar in their junior or senior year.

Honor students are required to complete the requirements for departmental honors, if applicable. Most departments require an independent research profile and a grade of "B" or better in the major. This requirement must be completed in the junior and/or senior year.

To graduate with "General Honors," one must have completed all of the aforementioned requirements and have achieved a GPA of 3.0 or better.

## **THE SPECIAL HONORS PROGRAM**

The Special Honors Program emphasizes attention to global, social issues and the critical languages and cultures—Russian, Chinese, Arabic and Japanese.

### **REQUIREMENTS FOR ENTERING FRESHMAN (SAT 850+ and GPA 3.00+)**

#### **FRESHMAN YEAR**

**Language Requirement:** Russian, Chinese, Arabic or Japanese 101-102.

US I Honors Seminar 190.

Participation in lectures and cultural trips sponsored by the Honors Program. Minimum of eight lectures, recitals, or trips per year (four per semester). Write a brief critique of each event and submit to Honors Secretary, Ware 111.

#### **SOPHOMORE YEAR**

**Language Requirement:** Russian, Chinese, Arabic or Japanese 201-202.

Participation in lectures and cultural trips sponsored by the Honors Program. Minimum of eight lectures, recitals, or trips per year (four per semester). Write a brief critique of each event and submit to Honors Secretary, Ware 111.

#### **JUNIOR YEAR**

**Language Requirement:** Russian, Chinese, Arabic or Japanese 301-302 or (for students who wish to take two years of two critical languages) second critical language 101-102.

Departmental Honors (consult the chair of your major department for upper-classmen seminar and project requirements).

US II Honors Seminar 390

#### **SENIOR YEAR**

**Language Requirement:** Second critical language 201-202 (for students who are taking two years of two critical languages).

Departmental Honors (consult the chair of your major department for departmental honors requirements, which should include an independent research profile with a grade of "B" or better).

US II Honors Seminar 390 (if not taken in the junior year).

#### **The Language Requirement is:**

\*Three years of Russian, Chinese, Arabic or Japanese.

\*Two years of any two of the aforementioned critical languages.

A GPA of at least 3.0 by the time of graduation.

Students with the following profile will be placed on a one-semester probationary period:

\*One-semester probationary period.

\*Freshman with one or two developmental courses.

\*Upperclassman with a GPA of 2.5 - 2.9.



In order to receive credit towards the cultural lectures/trips requirement, you must submit a written report of each event to the Honors Secretary in Ware III within seven (7) days.

## **International Programs**

### **Lincoln's Historical Role in International Studies**

Since its inception in 1854, Lincoln University has had an international orientation. In founding the University, the Reverend John Miller Dickey and other leaders in the American Colonization Society had as one of their original purposes the training of young missionaries for service in Africa; the three members of the first graduating class of 1859 went to serve in Liberia. At least 10 Lincoln alumni have held high-ranking diplomatic posts. In the early 1900s, four Lincoln alumni served as chief diplomatic representatives of the United States: the Reverend Mahlon Van Horn, Class of 1868, Consul to St. Thomas, Virgin Islands, from 1897 to 1902; Moses A. Hopkins, Class of 1874, chief diplomatic representative of the United States to the Republic of Liberia; Samuel S. Sevier, Class of 1882, chief diplomatic representative of the United States to the Republic of Liberia; and Solomon Porter Hood, Class of 1873, United States Minister in Liberia in the mid-1920s. R. O'Hara Lanier, Class of 1922, was the first person to serve as United States Ambassador to Liberia after the American legation there was raised to embassy status in 1948. Recent Lincoln alumni who have served as ambassadors include Charles J. Nelson, Class of 1942, Ambassador to Botswana, Lesotho, and Swaziland; Horace G. Dawson, Jr., Class of 1949, Ambassador to Botswana; W. Beverly Carter, Class of 1943, Ambassador to Tanzania and to Liberia; and Franklin H. Williams, Class of 1941, Ambassador to Ghana, and member of the United National Economic and Social Council. Dr. Hildrus A. Poindexter, Class of 1924, headed the United States Public Health Mission in Liberia beginning in 1947 and, in 1953, was appointed as the director of a similar mission in Indo-China.

Lincoln University was also one of the first, if not the first, institutions of higher education in this country to welcome students from Africa. Ten young men from Liberia arrived at Lincoln in 1873, followed by many students from around the world who have made substantial contributions. Kwame Nkrumah, first prime minister and president of Ghana, graduated in the 1939 and from the seminary in 1942. Nnamdi Azikiwe, Class of 1930, was the first president of Nigeria. Lincoln's distinguished alumni come from 28 countries in Africa, Asia, and the Caribbean.

During the 1950s and 1960s, under the leadership of Dr. Horace Mann Bond, the first Black president of Lincoln, the University operated the African-American Institute and the African Center. In 1963, Lincoln University became the first institution of its size assigned a Peace Corps Unit.

The University is presently engaged in a number of activities designed to enhance and consolidate its international offerings. To that end, it is envisioning the establishment, within the next five years, of the Institute for International Studies which will encompass a number of programs, including the Center for Public Policy and Diplomacy, the Center for the Comparative Study of the Humanities, and the Center for Critical Languages and Cultures.

## **Center for Public Policy and Diplomacy**

Contact Person: William Gaymon, Ph.D., Director

Since its inception in 1854, Lincoln University has had an international orientation. International scholars were among Lincoln's first students. The University is credited with educating several American ambassadors; many international alumni who have represented their countries as ambassadors, in courts, and in organizations such as the United Nations; and prominent heads of state, such as the late Kwame Nkrumah of Ghana and Nnamdi Azikiwe of Nigeria.

Lincoln's Center for Public Policy and Diplomacy is a continuation of the University's tradition of international studies and outreach. The Center at Lincoln has been established to help alleviate the shortage of minority representation in international affairs and public policy careers. The unprecedented rapidity with which so many facets of the globe are undergoing change presents new frontiers to be conquered by minorities in all areas of international affairs.

To ensure the adequate preparation of minority students in all disciplines focusing on international affairs, Lincoln's Center for Public Policy and Diplomacy has developed a six-week summer program. The program is designed to prepare undergraduate students in the different disciplines in the field of international affairs.

The summer program gives students an opportunity to explore foreign policy formulation, international business, development economics, technology and systems analysis, human geography, world cultures, and foreign languages. Through the program, students are exposed to outstanding scholars and practitioners in the field of international affairs. They participate in field trips to centers involved in international activities.

## **Center for the Comparative Study of the Humanities**

Contact Person: Oluropo Sekoni, Ph.D., Acting Director

The Center for the Comparative Study of the Humanities is one of the three internationally-oriented units that constitute Lincoln University's Institute for International Studies.

Conceived as a means of furthering the University's long-standing tradition of training graduates for public service in national and international spheres, the Center provides a series of programs aimed at expanding our students' knowledge of global realities and expectations.

As the humanities contribute to the expansion of consciousness and the refinement of sensibilities, the Center sponsors guest lectures and special summer programs in the major humanities disciplines: literature, the arts, religion, and philosophy. Such courses, with emphasis on African, European, and Oriental cultures and cultural productions, are designed to assist students in their preparation for international careers. Most of the Center's summer courses are also designed to prepare elementary and high school teachers for the teaching of the humanities in a multicultural context such as characterizes contemporary American society.

## Center for the Study of Critical Languages

Contact Person: Joseph J. Rodgers, Ph.D., Director

The purpose of the Center for Critical Languages is to alleviate the dire shortage of trained American experts in critical languages such as Russian, Mandarin Chinese, Japanese, Swahili, and Arabic. Lincoln University offers all the official languages of the United Nations, in addition to German, Latin (upon demand), Portuguese (upon demand), Italian (upon demand) and Greek (upon demand). Among the Historically Black Colleges and Universities, Lincoln stands alone in its aggressive promotion of study in the critical languages. Only a few of the HBCU's offer Russian and/or Japanese, in addition to the commonly taught languages (French, Spanish, German). None, save Lincoln University, offer Chinese and Arabic. There are some thirty American colleges and universities that offer advanced courses in Mandarin Chinese; Lincoln University is the only HBCU in that group.

Many students take more than the required number of language courses and also have won scholarships to study in Russia and Taiwan. In fact, over the past ten years, Lincoln students have won thirty-two scholarships to study Mandarin Chinese for a one-year period at the Mandarin Training Center.

Lincoln students have won an average of one per year of the eight to thirteen scholarships to study in Taiwan offered by the American Association of State Colleges and Universities (AASCU). During the academic years, 1985-1986 and 1989-1990, Lincoln students won two of the eight AASCU scholarships awarded nationwide. Each year since 1983, two or three students have won scholarships directly from the Ministry of Education of Taiwan. These awards are given to the best students in the Elementary Mandarin classes at the University.

## Non-Credit Sequence of Courses in English as a Foreign Language

The Critical Language and Areas Center (CLAC) offers a sequence of non-credit courses in English as a Foreign Language, effective January 1992.

The course is designed primarily for an intensive language and culture training program. However, the materials may also be used in non-intensive programs. The course will provide students with a sufficient level of fluency and communicative proficiency in English to enable them to pursue technical, academic or professional training in English-speaking countries and to pass the official TOEFL (Test of English as a foreign Language) examination. Students would also be prepared to take the TSE (Test of Spoken English).

The program consists of six progressive levels of language proficiency. It is based on the Defense Language Institute model at the American Language Center in Texas. Each level consists of six separate instructional packages.

CLA 101	Level I —Books 1-6	CLA 202	Level IV —Books 19-24
CLA 102	Level II —Books 7-12	CLA 301	Level V —Books 25-30
CLA 201	Level III —Books 13-18	CLA 302	Level VI —Books 31-36

The Department of Languages and Linguistics, in cooperation with the English Department, will be responsible for implementation of the program.

## **Language Assistants and Language House**

Each year professionals, whose mother tongues are French, Spanish, Russian, Chinese, Japanese and German, are invited to campus to serve as language assistants. These young academicians, usually only a few years older than the students, live in the Language House, a small dormitory housing a maximum of 16 students, and are responsible for providing opportunities for students to practice foreign languages outside the classroom. The assistants teach small classes, supervise and sponsor the language clubs, and serve as a general cultural resource for the University. Since 1975, Lincoln has had the distinction of being the only Historically Black University with a dormitory designated as a Language House.

## **Study Abroad**

Since 1975, hundreds of students have taken part in Lincoln's Study Abroad program, which places students for a summer, a semester, or longer, at institutions of higher education throughout the world. The most common study sites are Taiwan, Russia, France, Spain, Germany, the Dominican Republic, Mexico, Japan and Brazil. Students receive academic credits and are required to return to Lincoln after a total immersion experience abroad. Several universities in Mainland China and in Japan have also expressed an interest in establishing exchange programs with Lincoln.

## **Crossroads Africa**

Each year Lincoln sponsors two student volunteers in the Crossroads Africa program, which was founded by a Lincoln alumnus, the Reverend James H. Robinson. Students spend six weeks working with the indigenous population in community and civic projects. Students are selected in a university-wide competition, which includes an interview and a written essay.

## **Overseas Internships**

Students majoring in recreation have an opportunity to be selected for overseas internships under the Department of the Navy. This program began in the summer of 1987; two students served in Cuba and Scotland.

## **Joint Program with American University**

Lincoln University has entered into an agreement with the School of International Service of the American University through which a student may, after the successful completion of three years of study at Lincoln and with the recommendation of the University, be admitted to a two-year program at American University. Successful completion of the five-year program leads to an B.A. degree from Lincoln and a Master of International Service degree from American University with a concentration in one of the following fields: foreign service, business representation overseas, church missions, international administration, overseas and international labor, or overseas representation (United States Information Agency or journalism, or a combination of both).

## Cooperative Exchange Programs

Lincoln University has been approached to develop internship and cooperative exchange programs with universities and businesses both in Africa and the Caribbean. The University has been selected for development of these programs because of its long history of international relationships.

## Air Force ROTC Program

### THE AIR FORCE RESERVE OFFICER TRAINING PROGRAM:

Lincoln University students, through a Cross-Enrollment Agreement with the University of Delaware, have the opportunity to earn a commission as a Second Lieutenant in the U.S. Air Force while completing their college degree requirements.

### TWO PROGRAMS OFFERED

#### FOUR-YEAR PROGRAM.

This program is composed of a General Military Course (GMC) and a Professional Officer Course (POC). The first two years, the GMC, are normally for freshmen and sophomores and provide a general introduction to the Air Force and various career fields. Students enrolled in the GMC who are not receiving an Air Force scholarship incur no reserve or active duty service obligation to the Air Force and may elect to discontinue the program at any time. The final two years, the POC, concentrate on developing management/leadership skills and the study of American defense policy. Students must compete for entry into the POC. Once accepted, they are under contract with the Air Force to complete the program and serve a minimum of four years on active duty. Pilot and navigator candidates incur an additional obligation because of specialized training following commissioning. **ALL STUDENTS ENROLLED IN THE LAST TWO YEARS OF THE PROGRAM RECEIVE APPROXIMATELY \$1,000 ANNUALLY, TAX-FREE.**

Students in the four-year program who successfully complete the first two years of the program and are accepted into the POC program must attend four weeks of field training at a designated Air Force base during the summer after completing the sophomore year of college. Students desiring to enter the AFROTC 4-year program should register for GMC classes in the same manner as for other courses.

#### TWO YEAR PROGRAM.

This program is normally offered to prospective juniors and seniors. The academic requirements for this program are identical to the final two years of the four-year program. During the summer preceding entry into the program, all candidates must complete a six-week training session at a designated Air Force Base.

**SCHOLARSHIPS AVAILABLE:** The AFROTC College Scholarship Program provides 4-to-8 semester scholarships to students on a competitive basis. Scholarships are currently available in numerous technical fields and are based

on merit and not need. Those selected receive full tuition, lab expenses, incidental fees and book reimbursement, plus a nontaxable allowance of \$100 monthly. Any student accepted by Lincoln University may apply for these scholarships. AFROTC membership is required if one receives an AFROTC scholarship.

#### GENERAL REQUIREMENTS FOR ACCEPTANCE INTO THE POC.

The student must complete the General Military Course and a four-week field training session, or the six-week field training session, pass the Air Force Officer Qualification Test, be physically qualified, be in good academic standing, and meet age requirements. Successful completion of the Professional Officer Course and a bachelor's degree (or higher) are prerequisites for a commission as a Second Lieutenant in the United States Air Force.



# Undergraduate Student Classification

## Non-Degree Seeking Students

All students admitted to Lincoln as undergraduates who are not seeking a Lincoln University degree shall be classified as:

1. Visting—students enrolled in another college who wish to take courses at Lincoln for a semester, then return to the other college for their degree.
2. Unclassified—students who give evidence of ability to pursue selected courses of study but do not seek a degree.
3. Audit—students who wish to audit a course(s) for non-credit. An auditor may not later seek course credit for any course initially registered for as audit.

## Degree Seeking Students

All students seeking a degree at Lincoln University shall be classified as:

### 1. Lower Division Students

The freshman and sophomore years represent the lower undergraduate level. The required earned credits for this division are:

Freshman	0 - 30 credits
Sophomore	31 - 60 credits

### 2. Upper Division Students

The junior and senior years represent the upper undergraduate level. The required earned credits for this division are:

Junior	61 - 90 credits
Senior	91 - 128 credits

Sophomore students who have successfully completed the required credits and have earned a cumulative average of at least 2.00 will be advanced to the upper division level. A student who has not successfully completed freshman physical education and the writing proficiency exam by the end of his or her junior year will be classified as an advanced junior and not as a senior. It is highly recommended that all students meet these two requirements by the end of their sophomore year.

## Readmission

A student previously registered in the University who was either not registered or withdrew in the immediately preceding semester must apply to the Admissions Office for re-admission. If the student applies as a degree candidate and was previously registered as a non-degree student, or if the student has attended one or more higher educational institutions while absent from the University, the student must file with the Admissions Office official transcripts from each

institution attended. If admitted, the student must satisfy all of the obligations listed under **After Admission** on page 14.

## **Transfer**

Any student who has attended another university and wishes to attend Lincoln University must be eligible to reenter the institution last attended.

Such students must furnish:

1. An official transcript of the work done in all institutions previously attended.
2. An Application for Admission.

The nature of the courses and the total number of credit hours accepted by Lincoln University shall determine the classification of any transfer student.



## Expenses (1991-92 Academic Year)\*

### Undergraduate Program

#### Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,275.00	\$1,275.00	\$2,550.00
General Fee	55.00	55.00	110.00
Activity Fee	25.00	25.00	50.00
<b>Sub-total (applicable to both day and resident students)</b>	<u>1,355.00</u>	<u>1,355.00</u>	<u>2,710.00</u>
Room	700.00	700.00	1,400.00
Board	650.00	650.00	1,300.00
<b>Total (applicable to resident students only)</b>	<u>\$2,705.00</u>	<u>\$2,705.00</u>	<u>\$5,410.00</u>

#### Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,825.00	\$1,825.00	\$3,650.00
General Fee	165.00	165.00	330.00
Activity Fee	25.00	25.00	50.00
<b>Sub-total (applicable to both day and resident students)</b>	<u>2,015.00</u>	<u>2,015.00</u>	<u>4,030.00</u>
Room	700.00	700.00	1,400.00
Board	650.00	650.00	1,300.00
<b>Total (applicable to resident students only)</b>	<u>\$3,365.00</u>	<u>\$3,365.00</u>	<u>\$6,730.00</u>

### Graduate Program

#### Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,925.00	\$1,925.00	\$3,850.00
General Fee	150.00	150.00	300.00
Duplicating Fee	12.50	12.50	25.00
<b>Total</b>	<u>\$2,087.50</u>	<u>\$2,087.50</u>	<u>\$4,175.00</u>
<b>Summer Session</b>			
Tuition (per credit hour)			\$206.00
General Fee (per credit hour)			13.00

#### Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$2,775.00	\$2,775.00	\$5,550.00
General Fee	200.00	200.00	400.00
Duplicating Fee	12.50	12.50	25.00
<b>Total</b>	<u>\$2,987.50</u>	<u>\$2,987.50</u>	<u>\$5,975.00</u>

<b>Summer Session</b>	
Tuition (per credit hour)	\$296.00
General Fee (per credit hour)	18.00

*\*Note: The University reserves the right to revise tuition, room, board, and other charges without further notice. Tuition and fees in this catalogue apply to Fall 1991 only. The University announces changes in tuition, room, board, and other fees and charges as these are approved by the Board of Trustees.*

## Miscellaneous Fees

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

Orientation and Placement Tests	\$30.00
Matriculation	30.00
Practice Teaching	25.00
Graduation Fee	50.00
Graduate Record Examination	30.00
Laboratory (each)	30.00
Physical Education	10.00 to 32.00
Late Registration	up to 25.00
Music Practice Fee	30.00
Field Placement	100.00
Sickness and Accident Insurance	170.00
Laundry Fee	7.50

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

	<b>Pennsylvania Resident</b>	<b>Non- Pennsylvania Resident</b>
Semester Hour Charge	\$106.00	\$152.00
General Fee	5.00	13.75
Activity Fee	2.25	2.25

## 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 knows his/her 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/her 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/her natural or adoptive parent, or other person having 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/her intent to become a citizen, or has been admitted on an immigration visa.

III. 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, 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.

## IV. Reclassification of domicile

- A. If a student shall be admitted and classified as a non-Pennsylvania resident, he/she may petition the Vice President for Enrollment Planning and Student Life for reclassification to resident status.
- B. The petitioner shall present proof of bona fide domicile (or of the parent, in the case of a minor) within the Commonwealth of Pennsylvania.
- C. Any student classified as domiciled in Pennsylvania who changes 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.

## V. Classification of special categories

- A. 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 the student was domiciled in Pennsylvania directly prior to entry into government service and if the student has maintained a Pennsylvania address as his/her legal residence continuously since such entry.

## Regulations Governing Payment of College Bills

Bills will be mailed to undergraduate and graduate students for the fall semester no later than July 15 and for the spring semester no later than December 7. Payment is due upon receipt of the bill.

Remittances for school expenses must be in the form of cash (not through mail), money order, certified check, or Visa/Mastercard (if cardholder is present). All payments are to be payable to Lincoln University and addressed to the Office of the Bursar. Lincoln University contracts the services of two agencies to assist with the payment of tuition and fees. They are Tuition Plan, Inc. which is a subsidiary of Manufacturer's Hanover and Academic Management Services. With Tuition Plan, Inc. parents may choose a plan to cover the entire four years expenses in a single agreement which automatically includes Parent Life Insurance. Academic Management Services (AMS) allows parents and students to make convenient monthly payments. The only cost of the plan is the annual application fee of approximately \$50.00, which includes automatic life insurance coverage. There are no other fees or interest charges.

For more information call: Tuition Plan, Inc. (1-800-258-3640) and AMS (1-800-635-0120).

Students are not eligible to attend classes or engage in any University activity until all financial arrangements have been completed in accordance with these regulations.

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 situations, responsible for the settlement of bills. The University is able to render more prompt and satisfactory services to students who are knowledgeable of the funds supporting their education.

## 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.

## Policy for Veterans

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 receiving the first payment from the sponsoring agency of approximately two months.

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, the Financial Aid Office attempts to provide financial assistance to students, who without such aid, would be unable to attend the University. The office attempts to minimize the financial burden of a college education and to enable the student to devote the necessary time and energy to his/her academic program. The student financial aid program also tries to coordinate its efforts with those of outside agencies so that the Financial Aid Office can provide aid to the greatest number of needy students in the most efficient manner. In each instance when aid is awarded, a written award notice is sent to the student detailing the amount, the duration and other conditions pertinent to accepting the award.

The Financial Aid Office believes in the concept of furnishing aid to students on the basis of established need. The Office is concerned not only with meeting the economic needs of students, but also with justifying those needs in a realistic manner, based upon the student filing with the office a completed Need Analysis Document (Pennsylvania State Grant and Federal Student Aid Application and/or Financial Aid Form).

The Office is dedicated to the "packaging" concept of financial aid awarding, whereby various types of financial assistance are combined to meet the student's need. In general, a student award will include a combinations of grants, scholarships, loans and/or a work-study job. Students are encouraged to contact the office regarding their eligibility for financial aid. The Financial Aid Office is located on the first floor of Lincoln Hall.

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

1. Be enrolled on at least a half-time basis (six 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, "Policy on Satisfactory Academic Progress for Financial Aid," or contact the Financial Aid Office.)
2. Apply for the state grant program in the student's state of legal residence.
3. Submit any other requested documents that may be needed to evaluate eligibility for financial aid. This information is outlined in the Financial Aid Checklist Procedures which can be obtained upon request from the Financial Aid Office.

Complying with the above does not automatically entitle a student to receive financial aid. The University also reserves the right to modify the financial aid awarded at any time due to receipt of other additional assistance, changes in a student's financial aid eligibility, or changes in Lincoln's available funding.

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

### **Pell Grant**

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

For the 1991-92 academic year, for example, the maximum award has been authorized for \$2,400. The actual award will depend on the Pell Grant Index number.

### **Supplemental Educational Opportunity Grants (SEOG)**

Supplemental Educational Opportunity Grants are provided for undergraduate students who demonstrate exceptional financial need. The awards are based on the availability of SEOG funding for the academic year and the amount of other assistance a student may be entitled to receive. These grants do not have to be repaid.

### **Perkins Loans (Formerly National Direct Student Loan)**

The Perkins Loan Program is administered by the Financial Aid Office. To be considered for this type of loan, a student must demonstrate financial need. Loans are limited to the University's current level of funding.

The interest rate is currently five percent and begins to accrue when repayment commences six months after the 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 that are designated as schools with a high enrollment of students from low-income families, or a high enrollment of handicapped children, are eligible for loan cancellations. Other deferments and cancellations are available under certain circumstances.

### **College Work Study Program (CWSP)**

Student employment is provided on campus through the work study program. Jobs are available for students who need additional assistance based on need. Money earned through on-campus employment is to be used by students to assist in meeting their educational expenses. Students are eligible to work only after they have registered and completed the necessary documents required by the Financial Aid Office.

### **Institutional Work Aid**

Additional job opportunities are available to a limited number of students. Under the Institution Work Aid Program, and with the recommendation from a

department chairperson or other staff member, students may be hired for positions. These positions are limited and usually go to students with special skills.

### **Stafford Loan Program**

A student may borrow a low interest government sponsored loan from a bank, savings and loan association, or credit union. Students may borrow as much as \$2,625 during their freshman and sophomore years, and \$4,000 during their junior and senior years. Graduate students are allowed a maximum of \$7,500 per year.

These loans are restricted to student need as determined by the need analysis system, less any other financial assistance which has been received. Therefore the loan may be less than the maximum allowed if grants, scholarships, work awards or other resources have been made for the period.

The current interest rate is eight percent and the interest is deferred until loan repayment begins six months after the student graduates, leaves school, or drops below half-time enrollment. At that time the school and lender will contact the student in order to establish a repayment schedule.

Repayments for these loans may also be deferred or reduced under certain circumstances. For further information, contact the lender.

### **Parent Loans for Undergraduate Students (PLUS)**

Parents may borrow up to \$4,000 per year to provide additional assistance. These loans, however, require repayment to begin 60 days after disbursement and currently have an interest rate of 11.45 percent.

### **Supplemental Loans to Students (SLS)**

Graduate students, professionals and independent undergraduate students are eligible to borrow up to \$4,000 annually in the Supplemental Loans for Students Program. Repayment of interest only begins within 60 days of disbursement if student is enrolled fulltime; principal and interest payment begins six months after enrollment ceases. The current interest rate is 11.45 percent.

### **State Student Incentive Grants (SSIG)**

#### **Pennsylvania Higher Education Assistance Agency PHEAA GRANTS**

The Commonwealth of Pennsylvania makes grants available to Pennsylvania residents, who are full-time students and who demonstrate need. The awards range from \$100 to \$2,000 per year, based on the criteria set by PHEAA. All Pennsylvania students are urged to take advantage of this grant program by completing the PHEAA Grant application as soon as possible after January 1 of each year. The filing deadline is May 31 of each year; however, students should complete and mail the application by March 1 to be considered for funding from both the state and Lincoln University.



Students are required to complete a minimum of 12 credit hours each semester to retain their eligibility for the state grant. A maximum of eight semesters of eligibility is available to undergraduate students.

## OTHER STATE GRANT PROGRAMS

Students who are residents of the following states are urged to apply for the grant assistance offered.

Connecticut	February 15
Delaware	May 1
District of Columbia	June 1
Maryland	March 1
Massachusetts	March 1
Ohio	August 1
Virgin Islands	March 15 & Oct. 15

These grants are offered to students with financial need and who apply prior to the dates indicated. Additional information may be obtained in the Financial Aid Office.

## Scholarships

Lincoln University has a number of scholarships available to assist students. These scholarships are awarded based on need and on merit. Further information and descriptions of these awards may be found on the following pages of the catalog.



# 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.

## General Prizes

**Class of 1972 Kwame Nkrumah Award** is awarded to the Afro-American, Afro-Caribbean or African student who best exemplifies leadership, school spirit, and class and University participation.

**The Galadima M. Dagazau Student Award** is given to the graduating male and female Nigerian having the highest cumulative averages.

**The Wyatt B. Johnson Prize in Diplomacy** is awarded to a junior majoring in political science/history, with a preference given to a member of Omega Psi Phi Fraternity Beta Chapter.

**The Ladies Auxillary Prize** is awarded to two deserving students, one junior and one senior.

**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 a 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 or her 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.

## Prizes for Scholastic Standing

**Class of 1915 Prize** is awarded to the student of the graduating class of the odd years who best combined athletic distinction and scholarship standing.

**W. W. Smith Prize** is awarded to an outstanding senior, based on need, scholarship, extracurricular community activities and leadership. The student must be a past recipient of the W. W. Smith Scholarship. The minimum award is currently \$5,000\*. For more information, contact the Financial Aid Office.

**Class of 1916 Prize** is awarded to the student of the graduating class of the even years who best combined athletic distinction and scholarship 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 sons, Ronald P. and Lawrence M. 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.

## The Humanities

**Donald B. Barton Prize** is awarded by the seminary class of 1919 for outstanding work in the philosophy of religion.

**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 academic and extracurricular activities, especially in the field of religion and/or music.

**The Class of 1899 Prize** is awarded to the student majoring in English who has a high average in English and who submits the best essay on some topic.

**The Class of 1900 Prize** is awarded to the student who, in the judgment of the faculty, has acquitted himself most creditably in intercollegiate debates.

**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 a 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 1984 English 100 Class Award** is awarded to the two developmental students (one male and one female) with the greatest degree of overall progress in writing during the current school year.

**Walter Fales Memorial Prize in Philosophy** is awarded to a student whose work in philosophy is of the highest quality.

**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 at least a 2.3 average and who has made a contribution to the school, the department, and the Tolson English Society.

**H. Alfred Farrell Tolson Society Award** is awarded to the student selected as Poet Laureate.

**The Lincoln University Public Speaking Award** is to be divided equally between the male and the female member of the Lincoln University Public Speaking Class having been judged by its teacher and students as the best in oratory each year.

**The Alice Franchoise 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 a 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.

**Mu Phi Alpha Professional Music Fellowship Award** is awarded to a sophomore or junior who is a high achiever. The award must rotate annually between vocal and instrumental music majors.

**The Larry Neal Memorial Fund** is awarded to creative writers.

**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 field of religion or philosophy.

**The Raymond G. and Brenda F. Savage Freshman Composition Award** is awarded to the English 101 female and male student who have maintained the highest averages, in composition during that academic year.

**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 a 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 Walter G. Mallory Prize** is awarded to the student in Math 100 with the highest average.

**The Leroy P. Morris Award** is awarded to a graduating senior who plans to become a dentist.

**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 Maceo T. Morris Award** is awarded to the member of each graduating class who ranks second 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 Quinland Prize** is awarded to a pre-med student in the graduating class who has shown initiative and marked proficiency in biology and who stands second in honors in the subject.

**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 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

**Class of 1930 Nnamdi Azikiwe Scholarship Award** is given annually to the graduating senior with the highest academic average in political science.

**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.

**The Thomas M. Jones History Prize** is awarded to the member of the graduating class whose work in history has shown the most consistent merit during his/her time as a Lincoln University student.

**The Robert M. Labaree Prize in Social Sciences** is awarded to a member of the junior or senior class.

**The Alphonso D. Walls Award** is awarded to a male and a female member of the swimming team.



# Lincoln University Scholarship Programs

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.

## Founders Scholarship

The Admissions Office evaluates an incoming student's transcript and SAT scores. If the student has SAT scores of 1000 or higher with a grade point average of B+ or better, he or she is eligible to receive a payment of tuition cost through this program. This scholarship is renewable based upon the student's academic achievement while attending Lincoln. For information, contact the Admissions Office.

## Alumni Merit Scholarship

An incoming student may be eligible for this program if he or she has SAT scores of 950 or higher and a B grade point average on his or her high school transcript. This scholarship is also renewable based upon the student's academic performance. A student may receive up to \$1,000\* per year. For information contact the Admissions Office.

## Honors Merit Scholarship

Eligibility for this program is designated by the director of the Honors Program. A student may receive up to \$1,000\* per year based on academic achievement. For information contact Dr. Joseph Rodgers, Director of the Honors Program.

## W. W. Smith Scholarship

This is a need-based scholarship awarded to academically talented students. The minimum award is currently \$2,500\*. For more information contact the Financial Aid Office.

*\*Amounts subject to change.*

## Presidential Scholarship

A \$1,000 incentive grant awarded to incoming freshmen students only. These students must have a SAT score of 900 or better with a grade point average of 3.0 or better (on a 4.0 scale). This scholarship is not renewable. For more information contact the Admissions Office.

## Lincoln University Scholarship

While this is generally a need-based scholarship, the demonstration of financial need is not always a requirement. Quite often this scholarship is

awarded in combination with the merit scholarship for those students not demonstrating need according to the federal criteria.

### **LASER (Lincoln Advanced Science and Engineering Reinforcement) Program**

This program provides assistance to certain pre-engineering students and is based upon academic performance and other financial aid. The director of the program designates the participants and recommends the awards. For more information contact Dr. Willie Williams, Director, LASER Program.

### **MARC Scholarship**

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

### **Endowed Scholarships**

#### **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 and high scholastic ability who come from all areas of the world, but preferably are of non-Pennsylvania origin.

#### **The W. Beverly Carter Endowed Scholarship**

Awarded to a worthy student.

#### **The Audrey Brown Donaldson Endowed Scholarship**

Awarded to a mathematics or science major.

#### **The Robert Engs Endowed Scholarship**

Awarded to an academically talented athlete.

#### **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 with reasonable performance.

#### **The Harold F. Grim Scholarship Fund**

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



### **The Grimke Scholarship Fund**

A combined scholarship fund established by the Estate of Angelina W. Grimke and the last will and testament of Francis J. Grimke, Class of 1870, in the name of Charlotte Forten Grimke and Nancy Weston Grimke. To assist needy student(s) of Lincoln who show promise and ability in some form of literature, or demonstrate courage and ability in striving for the progress and advancement of the Negro race.

### **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 Lucius May Endowed Scholarship**

Awarded to a worthy student.

### **The Edward Charles Miller Estate Quasi Endowed Scholarship**

Awarded to students who demonstrate potential for success and who are in financial need to enter or complete their college work.

### **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., awarded to Black students who are residents 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. Awarded to at least three deserving and able students.

### **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 David Pinckney Endowed Scholarship**

Awarded to a student who maintains a B average or better, shows academic potential, need and/or merit, and majors in pre-medicine.

### **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 humanities major in drama, music, art, or religion, who has been accepted into graduate school.

**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 Smith Pre-medical Scholarship Fund**

Established by Warren E. Smith, M.D., Class of 1944, to recruit and support a pre-medical student. The student must maintain a B or better average, show academic potential, need, and/or merit, and major in pre-medicine.

**The Leah Stanford Scholarship Fund**

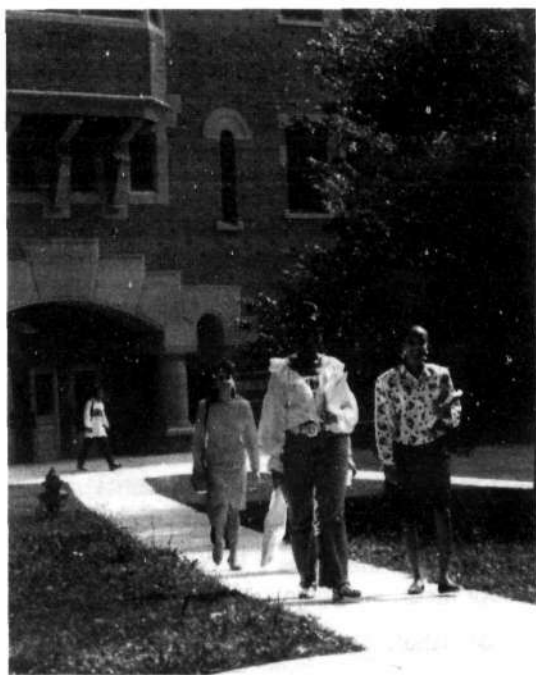
Established by the Estate of John Thomas Stanford, Class of 1891, to be awarded at the discretion of the University to a student majoring in mathematics.

**The Edward W. Stratton Endowed Scholarship**

Awarded to a disadvantaged student preparing for a career in theology and pre-medicine.

**The Orrin Clayton Suthern Endowed Scholarship**

Awarded to a student majoring in music.



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## Student Life

The Office of Student Activities is located in the Student Union Building and has primary responsibility for the development of a co-curricular program consistent with the overall aims and objectives of the University. These programs are educational, cultural and social in nature 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, dances, 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 and Manuel Rivero Hall. Special interest meetings and events are held in any one of several lecture halls available in Wright Hall, the Student Union, Ware Center and John Miller Dickey Hall.

Included in the student activities program is a series of foreign and American films.

### Religious Activities and Organizations

The University considers spiritual growth to be an important part of the development of the individual. It does not support any single denomination, sect or religion; rather, the University seeks to create an open atmosphere for spiritual

inquiry and development. The campus supports a number of religious organizations with varying roles, views and beliefs.

**COMMUNITY WORSHIP SERVICE** is the weekly ecumenical worship service held in the Mary Dod Brown Memorial Chapel. Guest speakers are often heard and student participation is encouraged.

**SNACK-N-RAP** is an informal fellowship hour with the University Chaplain when students can discuss an issue of interest, watch a film, or role play in a relaxed environment.

**CHAPEL USHER BOARD** is composed of students who serve as marshals for the weekly Community Worship 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.

**ISLAMIC STUDENT ASSOCIATION** is composed of students who are interested in learning more about the Islamic faith. The group meets on Wednesdays for Bible Study and on Fridays for prayer.

**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.

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

### Student Organizations and Clubs

**THE UNIVERSITY CONCERT CHOIR** is a choral organization that is open to all students in the University upon acceptable auditions held prior to the fall and spring semesters. The Concert Choir 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 that sings both traditional and contemporary gospel music.

**THE UNIVERSITY CONCERT BAND** is open to all students in the University upon successful auditions held prior to the fall and spring semesters.

**THE UNIVERSITY JAZZ ENSEMBLE** is open to all students with the consent of the director.

**MUSIC EDUCATORS NATIONAL CONFERENCE (STUDENT CHAPTER NO. 646)** is open to all 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** is a musical-social organization founded at Lincoln University for all students interested in music.

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

**THE LINCOLN UNIVERSITY DANCE COMPANY** is a voluntary student organization that performs at public and private functions.

**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.

**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.

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

**WLIU** is a student-run FM radio station that broadcasts each day the University is in session.

**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, 17 of which shall be in one of the sciences recognized by the 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 or her 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.

**FRATERNITIES AND SORORITIES** sponsor social, academic, and cultural events. Chapters of the following are present on campus: Alpha Phi Alpha Fraternity, Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Kappa Alpha Psi Fraternity, 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., and Groove Phi Groove Social Fellowship.

### **Intercollegiate Athletic Activities**

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, carrying a minimum of 12 credit hours of academic work, and not on academic probation, may participate in intercollegiate athletics. To compete in two varsity sports simultaneously, a student must have permission from the Vice President for Enrollment Planning and Student Life 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., I.C.A.A.A., and E.P.A.C. The varsity intercollegiate sports program includes soccer, cross country, baseball, basketball, tennis, track, swimming, and bowling. The women's program includes volleyball and basketball. **THE VARSITY CLUB**, composed of students who have won their "L" in any sport, fosters student morale and encourages good sportsmanship.

### **Intramural Sports**

About 60 percent 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

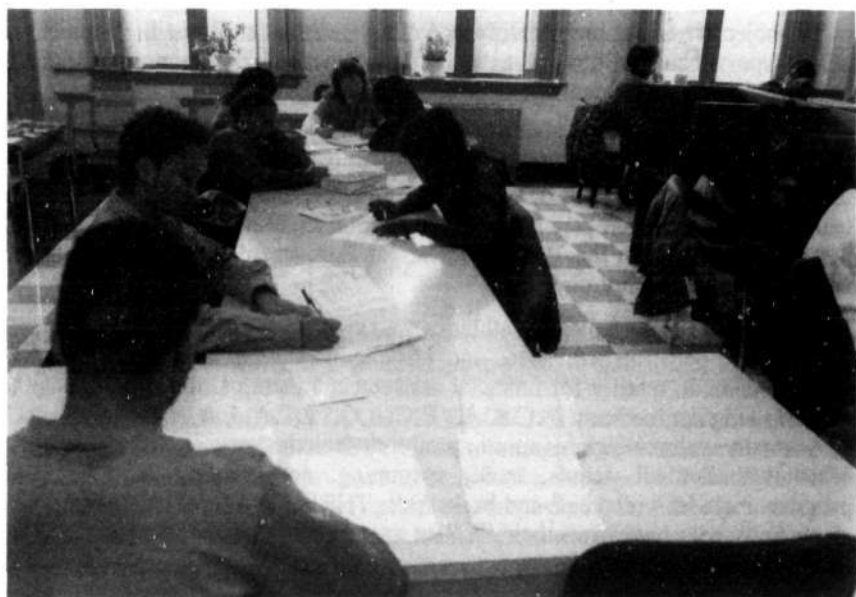
swimming, karate, archery, touch football, table tennis, badminton, bowling, volleyball, track, softball, and basketball.

League play and tournaments organized on both team and individual basis are held in most of the activities.

### **Facilities**

The facilities for co-curricular and student activities include the Student Union Building, the Ware Center Little Theater, the Ladies Auxiliary Guest House, the Mary Dod Brown Memorial Chapel, and the Manuel Rivero Gymnasium. Included on the grounds are four handball courts, one soccer field, several intramural football fields, a softball field, a baseball diamond, seven tennis courts, the Robert Gardner fitness trail, and the Wayne Coston track.

Meeting rooms, lounges, the bookstore, student mailroom, the career services center, and the snack bar are located in the Student Union Building. The game room, bowling alleys, and swimming pool are located in the Manuel Rivero Gymnasium.





## 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 spaces, and other resources for a program of higher education. The students, on the other hand, having accepted the privilege of admission to Lincoln University, assume the responsibility for making use of these resources for their intended purpose.

To be a student at Lincoln University is a privilege. As such, any student who enrolls in the University should be aware that the University reserves the right, after due process, to dismiss him or her if the student does not abide by the rules and regulations of the University and the laws of the Commonwealth 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 Enrollment Planning and Student Life 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 other students. To deal lightly with this responsibility is to risk the loss of enrollment with the University.

In seeking the truth, in learning to think objectively, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. 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 Academic Affairs. Students guilty of repeated offenses shall be liable to suspension from the University by action of the Committee on Academic Standing.

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

# The Campus

## Location

Lincoln University is located on Baltimore Pike, about one mile off U.S. Route 1. Situated about 45 miles southwest of Philadelphia and 55 miles north of Baltimore, the campus is part of a tract of 422 acres owned by the University. The 27 main buildings and 21 faculty residences are surrounded by the rolling farmlands of southern Chester County, Pennsylvania.

## Buildings

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, houses an open shelf collection of more than 170,000 volumes, and subscribes to 750 current periodicals annually. There is a special collection of Negro and African material 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.

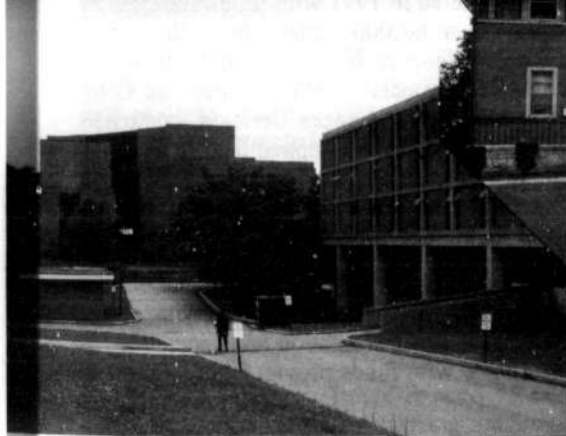
Completed in the fall semester of 1972, the fully air-conditioned building contains a microform room, a multipurpose room, a listening area, reading lounges, individual and group study rooms, and typing rooms. A special feature is the after-hours study with a separate entrance from the outside, providing a study space for students during the hours the library is closed.

An experienced staff of librarians offers a bibliographical instruction program to help students develop efficient library skills. As a member of the Tri-State College Library Cooperative (TCLC), direct access is provided to over 7 million volumes, and online databases are available for computerized literature searches in all academic disciplines. Through the bibliographic network of the Ohio College Library Center (OCLC), access is also available to research collections throughout the country, and the Interlibrary Delivery Service of Pennsylvania supports interlibrary loan activities.

It is the policy of the library to supply, either by purchase or through interlibrary loan, materials needed by students or members of the faculty for their individual loan activities.

VAIL MEMORIAL HALL, constructed in 1898 and expanded in 1954 with the construction of a wing, was the University library until 1972. Renovated in 1973, it now serves 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. It also houses a practice room for choral and instrumental music, special facilities for public speaking and debate, and 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, faculty offices, seminar and classrooms are also located here. The building 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. du Pont, 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. It is named for Harold Fetter Grim who served 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.

**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 completed in 1890. It contains a main auditorium seating 300, a fellowship hall with a capacity for 200, and other facilities.

**JOHN MILLER DICKEY HALL**, completed in 1991 with funds allocated by the Commonwealth of Pennsylvania, is a 60,000 square feet, three-story structure, designed by Friday Architects/Planners of Philadelphia. It houses Lincoln's main computer facility, the Departments of Mathematics and Computer Science, various departments in the Social Sciences Division, computer-equipped classrooms and tutorial rooms, audiovisual-equipped lecture halls and traditional offices. There is adjacent parking for 123 cars. It is named after John Miller Dickey, who founded Ashmun Institute in 1854 which later became Lincoln University.

**MANUEL RIVERO GYMNASIUM**, completed in 1972, houses a 2000-seat capacity gymnasium, an Olympic-size swimming pool, classrooms, 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 co-curricular 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 administrative offices including those of the Vice President for Enrollment Planning and Student Life, the Dean of Students, the Registrar, the Dean of Admissions, and the Director of Financial Aid.

**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. It 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**—21 buildings on campus are used as residences for faculty, administrators, and other members of the University staff.

#### **THE URBAN CENTER**

In 1983, the Provident Mutual Life Insurance Company gave to Lincoln and Cheyney Universities the gift of its former headquarters, two buildings and a power plant on a 22-acre site at 46th and Market Streets in Philadelphia. In October of that year the trustee boards of the two institutions appointed a board of directors to form the Urban Education Foundation of Philadelphia (UEFP). The UEFP was formed as a non-profit corporation to accept, own and operate the facility. Lincoln subsumes under the mission of the UEFP an overall goal of enabling people in the West Philadelphia community to develop skills and knowledge necessary to improve their quality of life. Toward that aim, the Lincoln effort at the Urban Center site seeks to provide education and training to the immediate community, from basic extension courses to university courses.

#### **Residence halls**

The University buildings used as residence halls 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 and damages are corrected at the expense of those who occupy the room.

Each student must bring 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 residence halls 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 as the University student center. It was renovated in 1965 and now serves as a residence hall 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 refurbished 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. It accommodates 41 men.

**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. du Pont, Mr. J. Frederick Talcott, and other generous friends. It accommodates 97-100 men.

## **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. 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.

**EXCEPT FOR AUTHORIZED PERSONNEL, MEMBERS OF THE OPPOSITE SEX ARE PERMITTED IN THE RESIDENCE HALLS ONLY DURING THE AFOREMENTIONED HOURS, AND MUST FOLLOW THE INTERVISITATION POLICY AND RULES OF THE RESIDENCE HALLS.**

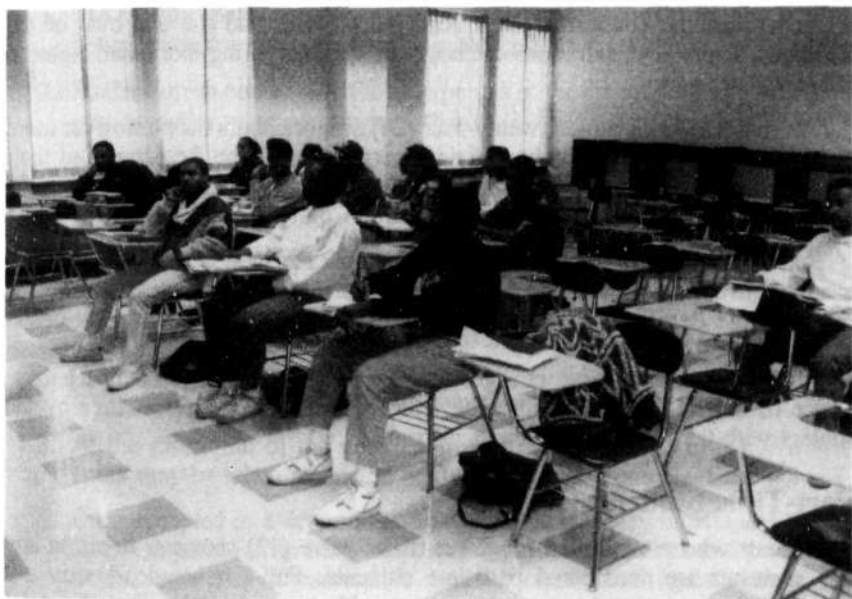
**A STUDENT VIOLATES THIS POLICY WHENEVER HE/SHE IS IN THE COMPANY OF A MEMBER OF THE OPPOSITE SEX, OR IS FOUND WANDERING ALONE IN ANY AREA OF A RESIDENCE HALL AFTER VISITATION HOURS.**

**THIS VIOLATION IS REGARDED AS A SERIOUS MATTER, AND CONSEQUENTLY ANY STUDENT VIOLATING THIS REGULATION WILL BE SUBJECT TO 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 thefts and/or to recover items lost or stolen, the University encourages students to either obtain additional property insurance, which is provided through the Housing Office, or to make sure they are covered by their parents' homeowners insurance policy.



# Academic Regulations

## Academic Advisors

All students upon admission to Lincoln University are assigned an academic advisor. The student must maintain close contact with this assigned advisor for the first two years of enrollment. Prior to registration for the fifth semester, the student must obtain from the Office of the Registrar a Request to Major Form. This form is filed with the Registrar and the department chairperson of the student's desired major. Once the student has been accepted for the major that chairperson becomes the student's advisor for his/her remaining years at Lincoln.

## Selection of Courses

All students must consult their academic advisor before making a final choice of courses. The minimum number of credit hours of a fulltime student is twelve (12) hours. Normally a student carries a course load of fifteen (15) hours per semester. Students are not permitted to carry more than eighteen (18) semester hours without the consent of their academic advisor and the approval of the Registrar. There is an extra tuition charge for students taking more than eighteen (18) semester hours.

Students who have earned twenty-four (24) or more hours may enroll for more than eighteen (18) semester hours, with permission of the Registrar and their academic advisor. If there is disagreement between the Registrar and advisor, the student may appeal to the Academic Standing Committee.

Students must consult with their academic advisors before making any changes in their course schedules. All such changes must be finalized in the Office of the Registrar. Prior to finalizing the change, the student must obtain signatures of the academic advisor and the instructor whose course is involved. The form for making these changes may be obtained by the student from the Office of the Registrar, and must be returned to the Registrar's Office by the student with the required signatures affixed.

## Part-Time Students

Students who are enrolled for fewer than twelve (12) semester hours in any one semester are considered part-time students. Full-time students may not reduce their course load to part-time status without jeopardizing their financial aid eligibility.

## Transfer Students

Transfer students must earn twelve (12) semester hours their first semester in attendance. If they fail to earn a minimum of twelve (12) semester hours and a grade point average of 2.00 or better they will be reviewed by the Committee on Admission, Academic Standing, and Financial Aid for possible suspension. At least fifteen (15) semester hours in the major field must be earned at Lincoln University by any transfer student desiring a degree, and that student must satisfy all other departmental requirements.



## **Independent Study**

To permit a greater degree of depth and flexibility in the curriculum, students may select courses for 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 Registrar.

Independent Study courses should include that which is tantamount to fifteen (15) class hours of instruction plus at least thirty (30) hours of preparation time for each semester hour of credit. This time factor does not include projects, term papers and other work that might be required.

## **Requirements for Major and Minor Studies**

1. The specific major and minor requirements are listed preceding the course descriptions for each department in the college catalogue.
2. Students must confer with the chairperson 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 a subject matter area must be submitted by the student on forms provided by the Registrar and filed in the Registrar's Office before the student registers for the fifth semester. Transfer students with the equivalent of four semesters of college work must declare their major or minor at the time of their initial registration.
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 (8) semester hours may be taken in related fields and credited towards the major.
6. Once accepted as a departmental major, a student may remain as a major in that department so long as he/she continues at Lincoln and providing he/she maintains a cumulative average equal to or greater than the minimum GPA set by the department. Normally the minimum cumulative GPA set by the department is 2.00. 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 or her departmental major or minor with the consent of his advisor and the Office of the Registrar.
9. The department advisor's role includes advising students regarding

elective courses. However, students retain the academic privilege of deciding their own electives.

## Examinations

Two examination periods are held each semester: a mid-semester and a final. Mid-semester examinations are scheduled to give both the student and instructor an indication of the progress achieved during the first half of each semester. The parent(s)/guardian(s) of students will be notified by the Registrar in the event that satisfactory progress is not being maintained.

Final Examinations are scheduled at the end of each semester. Such examinations are normally three (3) hours in length. The form the examination takes is at the discretion of the instructor.

Other examinations may be given throughout the semester at the discretion of the instructor.

## Comprehensive Examinations

All prospective graduating seniors are required to participate in an exit examination program for Counseling and Evaluation. Such participation consists of taking either the Major Field Achievement Test or the Graduate Record Examination. Each department shall notify the students which examinations are required and the grade or score necessary for satisfactory completion of this graduation requirement.

## Grading System and Academic Standing

Lincoln's grading system, begun in 1967, is as follows:

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

## Pass/Fail

Students with sixty (60) or more credit hours, enrolled in more than eighteen (18) semester hours, and with a GPA of 2.00 or higher, may have one of the courses graded on a Pass/Fail basis. The student must indicate in writing at the time of registration his/her desire to enroll on a Pass/Fail basis in this course, and present in writing the instructor's approval for a Pass/Fail grade to the Registrar's Office. Courses taken on Pass/Fail basis are restricted to electives exclusively. These courses shall count as credit toward graduation, but will not count in the computation of the cumulative average. A student electing to take a course on a Pass/Fail basis cannot receive a letter grade other than P or F unless application for such is made prior to the deadline for adding a course.

## Calculating GPA

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

Example:

English 207	(B+ = 3.30) x (3 credits) =	9.90
Math 103	(A = 4.00) x (3 credits) =	12.00
Spanish 101	(A- = 3.70) x (4 credits) =	14.80
GPA =	$9.90/3 + 12.00/3 + 14.80/4 = 36.70/10 =$	3.67

## Incomplete Grades

An Incomplete grade may be recorded by an instructor if there is verification of illness, death in the family, or some unusual circumstance. Verification of the illness or other extenuating circumstances must be in writing and is the responsibility of the student. Students receiving an Incomplete grade have thirty (30) days from the beginning of the semester in which they next enroll to remove the grade. The faculty member giving the grade may request an extension. The Registrar's Office will notify the student and the faculty member at the beginning of the semester of the requirement. Incomplete grades will be averaged into the GPA as a failing grade for the purpose of determining financial aid eligibility, probation, and suspension status.

## Repeated Courses

The quality points earned for a course may be removed from a student's cumulative grade-point average by repeating the course with a grade higher than the previous grade.

The quality points earned from the repeated course, if greater than the previous course, will be computed into the CGPA. The quality points earned from the previous course will be removed from the CGPA.

The permanent record and the official transcript will show the grade earned from the repeated course in parentheses, i.e., (A). The previous grade will remain on the student's permanent record and transcript but will not be counted in the GPA or hours earned.

## Integrative Themes in the Liberal Arts

The faculty has agreed on eight themes to guide the curriculum. They are as follows:

### 1. Communication Skills: Reading, Writing, Listening, Speaking

A high level of competence in the communication skills of reading and writing can empower the student to overcome intellectual and social isolation. The liberally educated student must possess the skills to convey thoughts to others as well as to understand from them, and to experience the refinement of thinking that comes about as a function of the rigorous requirements of expression. The Lincoln University graduate must command language and its conventions, in the knowledge that it is through these conventions that we are able to influence the thinking of others and allow ourselves to change through the influence of the thoughts of others. Reading and listening must be developed as active processes, involving interaction between the sender and receiver of verbal messages.

## 2. Critical Thinking: Problem Solving

At the core of the critical thinking process is the evaluation of data, whether those be in the form of philosophical argument, numerical or scientific evidence, political or social claims, or artistic and literary expression. Passive receptivity and narrow, parochial perspectives are no less limits to freedom than the reduction of critical thought to a mere matter of opinion. The liberally educated student must appreciate the systematic nature of critical thought, the need to subject inert data to the incisive analysis of the mind, and the relationship of critical analysis to sound judgment.

## 3. Values

The University must seek to foster in its students the ideals of free intellectual inquiry, respect for truth, a readiness to learn from and understand others, as well as a deep appreciation for the values of a democratic society. As human development can be viewed as a progression from solipsism toward outwardness, Lincoln's graduates should be equipped with a deep understanding of the limitations of human expressions of truth, and the extent to which our values are suffused with and frequently limited by our cultural and societal beliefs. Through a broad sampling of literature, history, philosophy, the arts, and the social and natural sciences, students can become wise and perceptive critics of social convention, seeking to contribute to the workings of a civilized and humane society.

## 4. Science and Technology

In a world so thoroughly infused with the results of scientific research, every educated student must have a clear understanding of the scientific method. At the same time, students should develop a deep appreciation for the role of human intelligence and creativity in scientific discovery and for the elegance of scientific theory, an elegance that may be the subject of aesthetic appreciation no less readily than a work of art. To be at ease with science is to understand as well the limitations inherent in scientific inquiry.

## 5. Numerical Data/Computers

No liberal education can be complete without a thorough understanding of the rigors of mathematical thought and problem-solving and an appreciation for the precision and discipline imposed by mathematical studies. But the interpretation of numerical data requires sophistication as well as precision of thought. Students must understand that the interpretation of data is, at its very core, an inferential process characterized by weight of evidence rather than by certitude. This inferential nature can easily be masked by the seeming exactness of measurement.

In much the same way that the advent of the computer age has led to tremendous advances in our capacity for data analysis, the Lincoln graduate's exposure to the computer should extend beyond the rudiments of numerical analysis and develop an appreciation for the computer as a tool for thinking with a broad range of applications that can help individuals to attain both personal and professional goals.

## 6. Intercultural Experience

The liberally educated person must recognize the commonalities of the human experience that are inherent in the development of cultures and subcultures. This understanding should be rooted in the study of the ways in which our customs, values and social conventions are circumscribed by our experiences. Without this broader perspective, the student risks a narrow parochialism that limits freedom and inquiry. Every student should be given the opportunity to develop the deep appreciation of the effect of our own culture on ourselves, our society, and our values, an appreciation that may best be achieved by the study of a different culture.

## 7. Historical Perspective

A refined historical perspective prepares the educated person to recognize complexity, ambiguity and uncertainty as intractable conditions of human society. The commonalities we share with the past and a perception of the continual struggle for truth shared by humanity allow the student to impose an intellectual order on what may initially appear to be an array of factual knowledge.

## 8. Art and Aesthetics

A knowledge of the language of the fine and performing arts enables the student to experience perceptions, emotions and empathies which he might not otherwise have experienced. Artistic expression must be viewed as a means of communicating some of humanity's deepest thoughts and aspirations, and as a new avenue of truth and representation.

For freshman students entering in the academic year 1991-1992, the graduation requirements are listed below. Transfer students, and students who enter Lincoln in the academic year 1991-1992, should contact the Office of the Registrar for the requirements that apply to them.

## Requirements For Graduation

- I. The completion of between 120 and 128 semester hours (not including developmental courses) with a minimum cumulative grade point average of 2.00.
- II. The satisfactory completion of a Writing Proficiency Examination. Students will ordinarily sit for this exam after completing English 103. Students who fail the examination should immediately schedule sessions in the Writing Lab and arrange for a retest. Students who have not fulfilled the Writing Proficiency Examination requirement prior to their proposed graduation are required to take a writing course at another institution and earn a grade of C (2.00) or better before they can receive their degree from Lincoln.
- III. The participation in a major field exit examination program.
- IV. The selection and passing of courses according to the following scheme of distribution:
  - A. Course Distribution

1. **University Seminars I and II Humanities:** Two semesters of English Composition (ENG 102 and ENG 103), two semesters of World Literature (ENG 207 and ENG 208), and four two-credit courses in music, art, philosophy and religion (ART 201, MUS 201, PHL 101 and REL 201).
2. **Social Sciences:** Satisfactory completion of the courses Social Science I (The African-American Experience), Social Science II (Empowerment), and Social Science III (Global Studies).
3. **Foreign Language:** Satisfactory completion of the course requirements of the major department for the Bachelor of Arts or Bachelor of Science degree. The student shall consult the chairperson in his or her 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 the laboratory sciences and the third must be in mathematics.
5. **Physical Education:** (a) HPR 101- Dimensions of Wellness, and (b) HPR 102—Lifetime Sports.
6. **Introduction to Computer Applications (MAT 150).**
7. **Two each of the following courses:** (a) Writing Emphasis, (b) Speaking Emphasis, (c) Critical Thinking Emphasis.
8. **The satisfactory completion of the Freshman Assembly Program.** See Freshmen Studies Pg 76.

### Graduation Honors

Graduating seniors in good standing, who have been enrolled full time at Lincoln University for at least four semesters, who have earned at least 60 credit hours from Lincoln University, and who have attained a final cumulative average of 3.33 to 3.59 shall graduate *cum laude*. Those meeting the same conditions with a final cumulative average of 3.60 - 3.79 shall graduate *magna cum laude*. Those meeting the same conditions with a final cumulative average of 3.80 or higher shall graduate *summa cum laude*. A notation of these honors shall be placed in the graduation bulletin and on the student's transcript.

### Course Work at Other Institutions

A student may take a maximum of twelve (12) credits at another institution and have the credits as well as the quality points added to his/her cumulative grade point average. Courses taken at another university must have the approval of the student's department chairperson and the Registrar. To have credits accepted, a student must earn a C or better grade.

Forms may be acquired from the Office of the Registrar by the student requesting permission to take courses externally. The student should furnish course descriptions of all courses he/she wishes to take. These forms, when completed, must be filed with the Registrar.

## Probation and Suspension

Academic probation indicates to the student that his/her performance has not met certain standards expected of students at Lincoln University. The student is excluded from participation in privileges and extracurricular activities as set forth in the notice of probation for a specified period of time. A student on probation cannot represent the University as an official delegate, representative, athlete, or as holder of offices or committee chairperson of University groups of any kind.

Students are placed on probation and will remain on probation if the cumulative average is not at the 2.00 level and/or they have failed to make satisfactory academic progress by completing twelve (12) semester hours of credit each semester. Students who are on academic probation for two (2) successive semesters will automatically be suspended.

Students who fail three (3) or more courses in any one semester will be suspended for an indefinite period. Students who gain readmission after having been suspended and are suspended a second time will be permanently dropped from the University. All students may appeal their suspension to the Academic Standing Committee. If suspended a student must spend at least one semester away from Lincoln University.

Based on specific guidelines, Act 101 and Special Services students may be given a maximum of two years exemption from regulations governing academic suspension.

## Readmit Students

To be considered for readmission after suspension, a student must submit an official transcript to the Office of the Registrar indicating that he or she has completed twelve (12) credit hours of work with a grade of 2.00 (C) or better from an accredited community college or four-year institution. Courses taken must have approval as stated above.

Students successful in gaining readmission after academic suspension are required to register for a minimum of twelve (12) semester hours and earn at least 2.00 cumulative average by the end of that semester. A student readmitted after academic suspension cannot take fewer than twelve (12) credits during the first semester. Readmit students must meet the requirements for financial aid to receive aid.

## 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 continue in the University but who fail to maintain the minimum grade point average during any period of enrollment, will be ineligible for financial aid until the cumulative grade point average reaches the minimum level described below.

Credit Hours	C.G.P.A.
0-24	1.75
25-36	1.80
37-48	1.90
49 and above	2.00

### **Policy on Satisfactory Academic Progress for Financial Aid Master of Human Services Program**

Students in the graduate program must maintain a 3.00 G.P.A. to be eligible for financial assistance.

A student is normally, ineligible for financial assistance beyond the fifth year (10th semester) even if that student is maintaining satisfactory progress. Exceptions to these rules may be granted under unusual or mitigating circumstances upon written appeal to the Director of Financial Aid.

### **Dropping Courses**

Students will be permitted to drop courses without penalty of academic failure at any time up to a calendar week after mid-semester examinations. Students will, however, be billed for courses in which they are officially enrolled after the end of the second week of class in any semester. In all cases of dropping courses, the signature of the faculty advisor 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 dropped officially until this signed form has been returned by the student to the Office of the Registrar.

### **Grades in Off-Campus Programs**

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 grade point 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 shall be recorded as a transfer grade.

### **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 students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.



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

1. Four absences may result in an automatic failure in the course.
2. Three tardy arrivals may be counted as one absence.
3. Absences will be counted starting with the first class meeting following the last day of official registration each semester, as per the University Catalogue or University Calendar.
4. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the Vice President for Enrollment Planning and Student Life. However, in such cases the student is responsible for all work missed during those absences.
5. Departments offering courses with less than full-course credit will develop and submit to the Vice President of Academic Affairs a class attendance policy in keeping with the above.
6. Students representing the University in athletic events or other University-sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations. The Registrar will issue the excused format to the faculty member in charge of the off- or on-campus activity for delivery by the student(s) to their instructors.

### **Dean's List**

Students who earn 15 semester hours with a term average of 3.33 (B+) and above will be honored by having their names placed on the semester Dean's List.

Students who earn 15 semester hours with a term average of 3.00 (B) to 3.32 will be listed as Honorable Mention—Dean's List.

### **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 when exceptions to academic policy may be required. Students who wish to address the Committee for consideration should forward inquiries to the Registrar and the 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 Vice President for Academic Affairs. In making this decision, the Vice President for Academic Affairs will confer with the Committee on Academic Standing. Further appeals rest with the President of the University.

## **Commencement**

Students in the graduating class are required to attend the Commencement exercises in acceptable attire as determined by the University Marshals.

## **Student Withdrawal from the University**

Students who wish to withdraw from the University must obtain a withdrawal form from the Office of the Vice President for Enrollment Planning and Student Life. 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 Designate. 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.

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.

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.

## **Academic Transcripts**

Academic transcripts, which cost \$2.00 a copy, are available from the Office of the Registrar to students who do not have outstanding accounts. Requests for transcripts should be made in writing. Forms for requests may be obtained in the Office of the Registrar. Requests made by telephone will not be honored.



# Student Support Services

## 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 inpatient 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, and dentists, is available in the area.

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. Communications made in the Health Center are privileged 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. 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 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 Enrollment Planning and Student Life 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 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.

## Career Services Center

The Career Services Center, located on the lower level of the student union, is comprised of three separate components: Cooperative Education, the Placement Office, and the Occupational Library.

The Cooperative Education and Summer Internship Programs offer students the 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 or her major and career interests.

The Cooperative Education Work Projects allow students to earn four elective academic credits in their major course of studies. Summer Internship placements afford two general college academic credits.

Students' earnings from both program experiences contribute to financing their own education while leading to independence, corporate awareness and enhanced self-esteem.

The Placement Office assists students in securing employment by:

- \*Providing career counseling.
- \*Holding workshops on resume writing, interviewing techniques and job search techniques.
- \*Contacting companies, non-profit organizations and government agencies to recruit on campus.
- \*Arranging interviews for qualified students and alumni.
- \*Keeping student files on record and notifying students 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 Careers Day in November when students make contact and discuss employment with private and government agency representatives.

## The Counseling Center

Counseling services at Lincoln University are designed to assist students in the areas of educational adjustment and success, career development and personal growth. All students are urged to take advantage of these services as often as necessary during their tenure at the University.

Counselors strive to be warm, understanding, and accepting—not making decisions for the students but assisting them in self-direction. All aspects of the Counseling Center's operation are confidential. No information is released without the consent of the student.

## Academic Counseling

Freshmen and sophomores are encouraged to direct their time and energies toward clearly-defined life goals.

Counselors review and assess students' progress throughout their academic careers by consulting with faculty, checking attendance at the tutorial center, and monitoring grades as an indication of academic achievement. Many counseling activities are designed to promote and reinforce academic success.

## Personal Counseling

One goal of the counseling staff is to aid students in the areas of self-understanding and self-management. Students are encouraged to talk about their problems, express their feelings, explore their frustrations, and translate their needs into goals.

## Career Counseling

Students are urged to explore career options during their college years. Counselors instruct students in the use of Lincoln's occupational resources which assist them in their choice of academic and career goals.

## Workshops Offered

The Counseling Center's staff is professionally trained to assist students with a wide range of developmental issues. Workshops may be offered on the following topics: Freshman Survival, Time Management, Goal-Setting, Self-Assessment, Test Anxiety, Career Explorations, Assertiveness, Interpersonal Skills, Study Skills, Human Sexuality, Motivation, and Decision-Making.

## Testing

The Counseling Center administers and interprets a variety of aptitude, interest and personal adjustment tests in order to assist students to grow and to develop. A library of test aids and applications is available in the center. In addition, the Undergraduate Assessment Program (UAP) Test and the Graduate Record Exam (GRE) are administered at Lincoln once each semester. Any student seeking assistance is assured of competent and confidential help from experienced professional staff.

The Counseling Center is located in the Student Union Building.

## The Act 101 TIME Program

The Act 101 TIME Program provides counseling, a pre-college summer program, and tutoring for Pennsylvania resident students who meet certain educational and economic guidelines. Program services are open, however, to all Lincoln University students through the Learning Resource Center, located in Dickey Hall.

The Reading/Writing Lab is equipped to offer individual instruction in reading comprehension, speed, and study techniques for all courses, as well as assistance with writing problems ranging from grammar and punctuation to organization of research papers. A Computer Lab makes word processing available to all students. The Mathematics Laboratory, also located in the Learning Resource Center, provides one-on-one tutoring support for mathematics and science courses. Group work, peer tutoring, individualized audiovisual instruction, and computer assisted instruction are provided by the professional staff and peer tutors.

Program students are encouraged to utilize counseling services available both in the Learning Resource Center and the Counseling Center. Services include individual sessions, both academic and personal; workshop sessions on decision making and values clarification; and diagnostic services based on various university administered tests.

## **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 take 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.

The office for the Student Services and Upward Bound programs is located in the basement of University Hall.

## **University Chaplain**

The Chaplain (see page 47) is available for spiritual and personal counseling. His office is located in the Mary Dod Brown Memorial Chapel.

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## Directory of Student Support Services

Service	Location	Telephone Extension
Health Center	Cresson Hall	331
Career Services Center	Student Union (Lower level)	364
Counseling Center	Dickey Hall	525
Act 101 TIME Program	Dickey Hall	460
Upward Bound	University Hall	553
Campus Chaplain	Mary Dod Brown Memorial Chapel	274



# Academic Services

## Library

While the collection in the Langston Hughes Memorial Library is described elsewhere (see p. 52), some of the services available to the Lincoln community are outlined here.

**Borrowing privileges** are extended to all students, staff, and faculty members of Lincoln University. Open stack books can be checked out for four weeks.

**Computer searches** are available for a fee through the Library's membership in a consortium. For details see the Reference Librarian (ext. 371).

**Interlibrary Loan** privileges are available through a computerized network. For details see the Interlibrary Loan Librarian (ext. 356).

**The Special Collections**, with their emphasis on African and Afro-American studies, are available to students on a closed stack basis. For details see the Special Collections Librarian (ext. 359).

## The Computer Center

The Computer Center at Lincoln University is located in John Miller Dickey Hall and serves the needs of both administrative and academic user bases. Lincoln's computing capabilities join current technologies of medium and small computers into a network of systems now serving a number of academic disciplines.

Presently there are 150 terminals and several dozen printers attached to three Digital Equipment Corporation computers. Approximately 115 microcomputers are located in seven sites around the campus.

As they review Lincoln's curriculum (see p. 00), the faculty has given special emphasis to the goal of computer literacy. In addition to emphasizing word processing skills, classes are now conducted in the traditional computer languages, and with a number of microcomputer oriented software packages. More of these courses will be offered in the future.

## The Instructional Media Center

The Instructional Media Center (IMC) serves the entire campus community by distributing media equipment, producing instructional materials, providing photography and videography for use in instruction and by supporting cultural and informational events. The IMC distributes and maintains a variety of equipment including VCRs and monitors, 16mm projectors, slide projectors, and tape recorders. The IMC staff assists faculty, students, and administrators in using the equipment and producing media and graphics. The staff photographer produces slides and prints for many uses, and assists in video production in classes and of campus events.

## African Museum

Lincoln University has a large collection of African art and artifacts acquired since the turn of the century through the donations of alumni and friends. A



projected museum in Amos Hall will allow for the exhibition and study of these pieces. Currently there are rotating exhibits in the Library, Ware Center and Vail Hall. Loan exhibitions at institutions off campus give the public a chance to see parts of the collection, which includes masks, sculpture, textiles, jewelry, weapons, ritual objects, tools and other utilitarian objects.

## Freshman Studies Program

Acting Director: Richard C. Winchester

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.

### 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 freshman 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 freshman 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 and 101 (basic composition); Education 100 (literal reading); Education 102 (oral communication); Mathematics 095 (elementary algebra). At present Education 100 and 102 do not carry credit toward graduation. All others do carry such credit. However, students must still earn 72 semester hours of advanced course credits to graduate.

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 the next section.

### FRESHMAN SCHEDULE

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

1. **Education 100 or 101.** Students will be placed in these courses on the basis of their score in the reading test, or if they score well, may not be required to take either.
2. **English Composition 100, 101 or 102,** as determined by the composition test.
3. **Mathematics 095, 102, 103 or 121,** as determined by the mathematics test.
4. **Education 102.** Students may test out of the course.
5. **Education 105.** Seminar on academic and career planning.
6. **Physical Education 101 or 102.**

Those Freshmen who test out of reading (ED 100 and 101) and/or Oral Communication (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.

Beginning with the class entering in the fall of 1991, all freshmen must complete a Freshman Assembly Program, a series of lectures, recitals and orientation sessions. If not completed in the freshman year, this requirement must be satisfied in a subsequent year as a condition for graduation. Students may consult with the Freshman Studies Director for more details.

The Freshman 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. Normally only students with an excellent high school record, or a 3.00 GPA at Lincoln, are admitted to the Honors Program. For details on each option, concerning admissions policy, scholarship assistance and requirements, students should inquire in the Honors Program office.

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 three-credit Seminar 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 option. 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.

Honors students are eligible for various scholarships; moreover, graduates of Lincoln University may receive up to \$5,000 per year for study at graduate schools within Pennsylvania through the Commonwealth Scholarship Program.

Students who successfully complete the Honors Program requirements are recognized with a special certificate, signed by the University's President, Vice President for Academic Affairs, and Honors Program Director. In addition, the faculty supports successful Honors students by writing letters of recommendation for them.

## Languages

Lincoln University is unique among the Historically Black Universities in its effort to meet the dire need for trained experts in the critical languages. The University offers a full complement of courses in Russian and Chinese and is one of some 200 institutions of higher education in the country to offer Japanese. Recently the University has incorporated Arabic into Lincoln's curriculum. Russian, Chinese, Japanese and Arabic are also components of a unique honors program that requires talented students, many of whom are minorities, to take two years of each of those languages or three years of one. Many students take more than the required number of language courses and also have won scholarships to study in Russia and Taiwan. In fact, over the past ten years, Lincoln students have won thirty-two scholarships to study Mandarin Chinese for a one-year period at the Mandarin Training Center.

Lincoln students have won an average of one per year of the eight to 13 scholarships to study in Taiwan, offered by the American Association of State Colleges and Universities (AASCU). During the academic years, 1985-1986 and 1989-1990, Lincoln students won two of the eight AASCU scholarships awarded nationwide. Each year since 1983, two or three students have won scholarships directly from the Ministry of Education of Taiwan. These awards are given to the best students in the Elementary Mandarin classes at the University.

## Language Assistants and Language House

Each year professionals, whose mother tongues are French, Spanish, Russian, Chinese, Japanese and German, are invited to campus to serve as language assistants. These young academicians, usually only a few years older than the students, live in the Language House, a small dormitory housing a maximum of 16 students, and are responsible for providing opportunities for students to practice foreign languages outside the classroom. The assistants teach small classes, supervise and sponsor the language clubs, and serve as a general cultural resource for the University. Since 1975, Lincoln has had the distinction of being the only Historically Black University with a dormitory designated as a Language House.





# Programs of Study

## Academic Divisions and Departments

### 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 the great world civilizations as expressed in literature, the arts, religion, and philosophy; and, to make them aware of relative contributions of civilizations to the progress of human development.
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 102	(3 credits)
English Composition 103	(3 credits)
English 207: World Literature	(3 credits)
English 208: World Literature	(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)

### English Language and Literature

*Professors:* Gladys J. Willis, Ph.D., *Chairperson*  
J. Kenneth Van Dover, Ph.D.

*Visiting Professor and Scholar in Residence:* Oloropo Sekoni, Ph.D.

*Associate Professors:* Brenda S. Savage, Ed.D.  
Marilyn Button, Ph.D.

*Assistant Professors:* Julius E. Bellone, M.A.  
Sheila Foor, Ph.D.  
Kaukab Siddique, Ph.D.

*Instructor:* Marie Nigro, 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 English Department. Completion of 14 semester courses in English and four semesters of a foreign Language (in addition to the humanities core requirements) is required. Upon completion of all requirements, a student is awarded the B.A. Degree. Required courses include the following:

- |  |                                     |
|--|-------------------------------------|
| English 211.   | Survey of English Literature I      |
| English 212.   | Survey of English Literature II     |
| English 214.   | Literary Criticism                  |
| English 301.   | Survey of American Literature       |
| English 384.   | Linguistics I                       |
| English 319.   | African-American Literature         |
| English 410.   | Theory and Development of the Novel |
| English 411.   | Senior Seminar                      |
| 1 Major Figure Course<br>(English 401 or English 304)      |                                     |
| 1 Period Course (English 305, English 306, or English 308) |                                     |
| 4 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 English Department. Completion of twelve (12) semester courses in English, eight (8) education courses, and two semesters of a foreign language (in addition to the humanities core requirements) is required. Upon completion of all requirements, a student is awarded the B.S. Degree. Required courses include the following:

English 203.	Public Speaking
English 211.	Survey of English Literature I
English 212.	Survey of English Literature II
English 214.	Literary Criticism
English 301.	Survey of American Literature
English 313.	Literature for Children and Adolescents
English 384.	Linguistics I
English 385.	Linguistics II
English 410.	Theory and Development of the Novel
English 412.	Special Projects (Internship)
1 Major Figure course (English 401 or English 304)	
1 Period course (English 305, English 306, or English 308)	

### Education Requirements:

Education 151.	Introduction to Education
Education 202.	Education Psychology
Education 203.	The Education and Psychology of the Exceptional Child
Education 302.	General Methods of Teaching
Education 303.	Reading in the Content Areas
Education 305.	Educational Technology
Education 401.	Student Teaching
Education 422B.	Student Teacher Seminar

**Language Requirement:** Two 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 English Department. Completion of 12 courses in English at Lincoln and nine (9) courses at Temple, two semesters of a foreign Language (in addition to the humanities core requirements) is required. Upon completion of all requirements, a student is awarded the B.S. Degree. The required courses include the following:

#### At Lincoln University:

English 203.	Public Speaking
English 211 or 212.	English Literature
English 301.	American Literature
English 309.	Journalism
English 319.	African-American Literature
English 411.	Internship
1 Major Figure Course (English 304 or English 401)	
1 Period Course (English 305, English 306, English 307 or English 308)	
English Elective (3)	



English Elective (3)

English Elective (3)

At Temple University:

Journalism 055.

Journalism 150.

Journalism 151.

Journalism 255.

Journalism 335.

Journalism 382.

Journalism 251.

Elective (3)

Society and Mass Communication (3)

Newswriting (3)

Lab (3)

News Editing (3)

History of Journalism (3)

Law and Ethics (3)

Newswriting II

Elective (3)

**Language Requirement:** Two semesters of a language (French, Spanish, German, Chinese or Russian).

### Requirements for an English-Communications Major

A student desiring to major in English Communications must have the written approval of the English Department. Completion of twelve (12) courses in English, eight (8) courses at Temple, one year of a foreign Language (in addition to the humanities core requirements) is required. Upon completion of all requirements, a student is awarded the B.S. Degree. Required courses are as follows:

At Lincoln University:

English 203.

English 211 or 212.

English 250.

English 301.

English 316.

English 319.

English 411.

1 Period Course

(English 305, English 306 or English 308)

1 Major Figure Course

(English 401 or English 304)

Public Speaking

English Literature

Introduction to Cinema

American Literature

Introduction to Mass Media

African-American Literature

Internship

Three Program Electives (Humanities, Social Sciences, Natural Sciences)

At Temple University:

RTF 0010.

RTF 0012.

RTF 0101.

RTF 0111.

RTF 0105 or RTF 0106.

RTF 0249.

2 Elective (8)

Communications Arts (4)

Mass Media and Society (4)

Applied Communications (4)

Communications Theory (4)

Recording and Structuring Film (4)

Audio Production (4)

**Language Requirement:** Two semesters of a language (French, Spanish, German, Chinese, or Russian).

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

## Course Descriptions

**100. Basic Writing Skills I\*** (3 credits)

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

**101. Basic Writing Skills II\*** (3 credits)

This course offers a more advanced introduction to college-level writing skills. It emphasizes basic rhetorical approaches to composing expository essays.

**102. English Composition I\*** (3 credits)

This standard course in college-level writing is required of all students. It reviews the rules of syntax, grammar, and punctuation, and surveys the common rhetorical approaches to expository writing.

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

**103. English Composition II** (3 credits)

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

**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, memoranda, 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 I** (3 credits)

This course covers the works of great writers, 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 II** (3 credits)

This course is a continuation of ENG207. 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 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 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)

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

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** (3 credits)

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

304. **Chaucer and the Medieval Scene** (3 credits)

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

*Offered in alternate years.*

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 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 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 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 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.  
*Offered in alternate years.*
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.  
*Offered in alternate years.*
312. **Creative Writing** (3 credits)  
 This course is intended for the student who shows evidence of creative capabilities and who could benefit from the instruction of a professional writer. Students are taught to analyze a variety of literary genres—as a means of developing a keen awareness of literary styles and techniques applicable to individual creative abilities.  
*Offered in alternate years.*
313. **Literature for Children and Adolescents** (3 credits)  
 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 elements of the secondary school curriculum.  
*Offered in alternate years.*
316. **Introduction to Mass Media** (3 credits)  
 This course provides an introductory historical and critical survey of the audio, video, and film media—with special emphasis on the aesthetic contribution and cultural assimilation involved in their development.

**317. Communication Theory** (3 credits)

This course surveys the major theories, concepts and practices, relevant to human communications, details various perspectives, models and approaches to the theoretical aspects of the process of human communication; and investigates current theory-building in interpersonal, intercultural, organizational, public and mass communication settings. (Pre-requisite for this course is English 316).

**318. Mass Media and Society** (3 credits)

This course analyzes the structures and contents of the major mass media forms and the interaction of those structures and forms with the individual, the group and other social institutions, in terms of functions, effects, socio-economic, cultural and philosophical factors. (Pre-requisite English 316).

**319. Survey of African-American Literature** (3 credits)

This course surveys the writing of African-American authors from the eighteenth century to the present. and stresses a discussion of literary figures as well as the thematic patterns which have distinguished the development of this literature. Course materials include works in a variety of genres: autobiography, slave narrative, poetry, short story, drama and novel. Among the-writers studied are Douglass, Grimke, Dunbar, Chestnutt, Dubois, Washington, Johnson, McKay, Hurston, Hughes, Toomer, Wright, Brooks, Ellison, Baldwin, Gaines, and Walker.

**320. Studies in African-American Literature** (3 credits)

The course will focus upon a special topic in African-American literature. The topic will be selected by the professor and announced prior to the offering of the course.

**384. Linguistics I** (3 credits)

This course explores theories and concepts of language, traces the history and development of the English language, and studies the phonology and morphology of English.

**385. Linguistics II** (3 credits)

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

**401. Shakespeare Survey** (3 credits)

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

**402. Studies in Shakespeare** (3 credits)

This course focuses upon a selected portion of Shakespeare's canon—with greater emphasis upon critical approaches to interpretation, both historical and contemporary.

**405. Modern Poetry** (3 credits)

This course introduces the poetry of England, America and the Third World—from the late nineteenth century to the present. Prosody is reviewed, and special attention is paid to major movements and figures.

**406. Modern Fiction** (3 credits)  
This course focuses on English, American, and Third World authors—from the late nineteenth century to the present.

**407. Modern Drama** (3 credits)  
This course focuses on English, American, and Third World playwrights—from the late nineteenth century to the present. Ibsen, Strindberg, and Shaw are read as background for an intensive study of significant contemporary plays.

**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.

**410. Theory and Development of the Novel** (3 credits)  
This course is an intensive study of the novel. Students will read exemplar works—both British and American—from several historic periods. Significant time will be spent on addressing the theory and development of the genre. Particular attention will be given to exploring important aspects of the novel—such as point of view, plot, character, imagery, and symbolism.

**411. Senior Seminar** (3 credits)  
Each senior English liberal arts 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 English education, journalism, and communications majors to do independent study in the major area of study. With the approval of the chair, liberal arts majors may elect this course for independent study.

*NOTE: Although listed, some courses may not be offered if there is insufficient enrollment. ENG102 and ENG103 are prerequisite courses for all upper level English courses (200-400).*

## Languages and Linguistics

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

*Associate Professor:* Julia Brun-Zejmis, Ph.D.

*Assistant Professors:* Ezra Engling, Ph.D.  
Janice McDonald, Ph.D.

*Instructor:* Eslanda Goode, M.A.

*Lecturers:* Chin-Mei Ma, B.A.  
Myron Shibley, M.A.

## Program of Study for Minors

The Department of Languages and Linguistics offers a major in French, Russian and Spanish and offers a minor in French, Spanish, German, and Russian and Chinese.

**French Minor**

Two upper division French courses on the 300-400 level

**Spanish Minor**

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.

**Mandarin Chinese Minor**

Chinese 303-304 or

**Russian Minor**

Russian 303-304 or

Chinese 301-302

Chinese 401-402 (or higher)

Russian 301-302

Russian 401-402 (or higher)

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 Major 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 or her language study at Lincoln. The student is to take all courses in the sequence from that point up to the completion of 202. Level 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 indicating such a placement.

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

## Course Descriptions

### Latin

101-102. Elementary Latin I & II (3 credits each)

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 I & II (3 credits each)

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 I & II** (4 credits each)  
First year Swahili. Basic oral-aural comprehension. Five hours per week, combination of class hours and language laboratory.

201-202. **Intermediate Swahili I & II** (4 credits each)  
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 I & II** (3 credits each)  
Advanced comprehension and fluency. Reading of contemporary materials from East Africa.

*Prerequisite: Swahili 201-202.*

## Linguistics

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

*Offered upon demand.*

385. **Introduction to Linguistics II** 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 151, 202, 203, 301, 302, 303, 305, 401. Liberal Arts majors take French 301-302, 303, 305, or Linguistics 384, and French 407-408. One year of total immersion (Study Abroad) is required.

101. **Elementary French I** (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 II** (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 I** (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 at their own convenience.

*Prerequisite: French 102 or placement by examination.*

**202. Intermediate French II** (4 credits)

The course is a sequel to French 201.

*Prerequisite: French 201 or placement by examination.*

**301. Advanced French Composition and Conversation I** (3 credits)

The aim of the course is to develop the student's ability to express himself or herself easily and correctly in speaking and in writing. 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 II** (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, Southeast 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 studies 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 I** (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 II** (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 I** (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 II** (4 credits)

The course is the sequel to German 101.

*Prerequisite: German 101 or placement by examination.*

**201. Intermediate German I** (4 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 II** (4 credits)

The course is the sequel to German 201.

*Prerequisite: German 201 or placement by examination.*

**301-302. Advanced German Composition and Conversation** (3 credits each)

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

*Prerequisites: German 202 for 301 and German 301 for 302 and/or approval of the instructor.*

**321. German Literature in English Translation** (3 credits)

This course surveys 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.

**410. Special Topics** (3 credits)

## Arabic

**Arabic 101. Elementary Modern Standard Arabic I** (4 credits)

Course aims at teaching students with no prior knowledge of Arabic. The course targets are: the writing system and sounds of Arabic, its basic grammatical structure and word formation, and the acquisition of an active vocabulary of about 1,000 words. Five hours of classroom instruction per week in addition to work in the language and computer labs and written assignments.

**Arabic 102. Elementary Modern Standard Arabic II** (4 credits)

Sequel to Arabic 101. Prerequisite Arabic 101 or placement by examination.

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### Arabic 201. Intermediate Modern Standard Arabic I

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

*Prerequisite: Arabic 102 or placement by examination.*

### Arabic 202. Intermediate Modern Standard Arabic II (4 credits)

Sequel to Arabic 201. Prerequisite Arabic 201 or placement by examination.

Arabic, one of the official languages of the United Nations, the native language of some 130 million Arabs, the religious language of many more millions of Muslims, and the vehicle of a great civilization with a cultural heritage of 1500 years, has contributed greatly to the formation of present-day Spain and to the whole of European culture. An investigation of Arabic language, history, literature, art, music and culture is of the greatest importance today when the Arab world has again become prominent in the history of the West. In addition to the formal language training in the classroom, a series of films, documentaries and lectures will be organized. These will serve to introduce students to the various aspects of the rich cultural, artistic, and religious life of the Arab world today and to the varied and extensive Arab heritage in many fields. Lecture topics will include calligraphy, art and painting, music and musical instruments, the role of women in contemporary Arab society, the influence of the Muslim religion on the African-American community, Arab musicology, the Islamic resurgence, Western influence on modern Arabic literature, and the image of the Arab in the American media.

### 301 Advanced Arabic I (3 credits)

This course helps students to increase their understanding of Arabic and to acquire a better grasp of the language patterns, idiomatic usage, and grammar. This knowledge, coupled with more intensive vocabulary and enhanced familiarity with Arabic characters, facilitates reading.

The students develop comprehension skills through conversions in a variety of situations, and also in different styles: formal and classical Arabic, and colloquial Arabic. Besides mastering the material presented in the textbook, students must be able to read and understand the daily newspaper.

*Prerequisite: Arabic 202 or permission of the instructor.*

### 302 Advanced Arabic II (3 credits)

More intensive reading and writing is required.

*Prerequisite: Arabic 301 or permission of the instructor.*

## 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 each)

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)

This course covers representative and contemporary works selected from each of the five major Western languages; English, French, German, Spanish and Russian. 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 I**

(4 credits)

An introduction to Mandarin—the course begins with a concentrated study of Mandarin phonetics and the Gwoyeu Romatzyh tonal-spelling system of romanization. Chinese characters are also introduced, along with simple vocabulary items for daily use, liberally supplemented with sentence pattern drills and exercises; essentials of grammar. The lecture is 5 hours; additional hours are required for drill and laboratory.

102. **Elementary Mandarin Chinese II** (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 I** (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 four hours; additional hours are required for drill and laboratory.

*Prerequisite: Mandarin 102 or placement by examination.*

202. **Intermediate Mandarin Chinese II** (4 credits)

The course is a sequel to Chinese 201.

*Prerequisite: Chinese 201 or placement by examination.*

301. **Advanced Mandarin Chinese I** (3 credits)

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

*Prerequisite: Chinese 202 and/or approval of the instructor, or placement by examination.*

302. **Advanced Mandarin Chinese II** (3 credits)

This course is the sequel to 301.

*Prerequisite: Mandarin 301 and/or approval of the instructor, or placement by examination.*

303. **Chinese Poetry I** (3 credits)

Introduce the development of the Chinese poetry from the earliest time to the full flowering of the T'ang period. The students read sections from outstanding anthologies of poetry: The Book of songs and Three Hundred T'ang Poems. Original Chinese texts will provide the basis for all classroom work.

*Prerequisite: Mandarin 302 and/or approval of the instructor, or placement by examination.*

304. **Chinese Poetry II** (3 credits)

The further development of the Chinese poetry after T'ang period. The students read selections from poetry of the Sung (characterized by lives of irregular length). Original Chinese texts will provide the basis for all classroom work.

*Prerequisite: Mandarin 302.*

401. **Advanced Composition and Conversation I** (3 credits)

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

*Prerequisite: Chinese 302 or placement by examination.*

402. **Advanced Composition and Conversation II** (3 credits)  
This course is the sequel to Chinese 401.

*Prerequisite: Chinese 401 or placement by examination.*

403-404. **Readings in Chinese Culture I and II** (3 credits each)

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

*Prerequisites: Mandarin 302 for 403 and Mandarin 401 for 404, and/or approval of the instructor.*

409-410. **Special Topics** (3 credits each)

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.

*Prerequisite: Mandarin 302 or permission of the instructor.*

*Requirements for a Minor in Mandarin Chinese: Chinese 301-302, Chinese 303-304 or Chinese 401-402 (or higher)*

## Russian

101. **Elementary Russian I** (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 II** (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 I** (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 II** (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 I** (3 credits)

The course consists of three meetings per week. This course is designed to increase active vocabulary, further the student's control of idiomatic Russian. The course will also cover the following: phonetics, grammar, conversation, translation, advanced syntax.

*Prerequisite: Russian 202.*



302. **Advanced Russian II** (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.  
*Prerequisite: Russian 302.*

304. **Russian Reading and Translation** (3 credits)  
The course will consist of three meetings per week. It will include an introduction to the theory and practice of techniques of translation. Most class time is spent rendering carefully selected Russian texts into English or vice versa.  
*Prerequisite: Russian 302.*

401. **Advanced Russian Composition and Conversation I** (3 credits)  
The course will consist of three meetings per week. Class lecture on Russian syntactic structures are supplemented by active oral drilling and written exercises and compositions.  
*Prerequisite: Russian 302.*

402. **Advanced Russian Composition and Conversation II** (3 credits)  
The course is a sequel to Russian 401.  
*Prerequisite: Russian 401.*

407. **Masterpieces of Russian Literature I** (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 former 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 II** (3 credits)  
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) Russian 303-304 or Russian 401-402 (or higher)

**Requirements for a Major in Russian:**

- 1) Russian 301-302
- 2) Russian 401-402

- 3) Three upper division Russian courses on the 300-400 level and required intensive programs in the United States and/or abroad. (Minimum of 15 hours per semester of summer session)

## Japanese

### 101-102. Elementary Japanese I&II (4 credits each)

First-year or elementary level Japanese introduces the basic structure and vocabulary of modern Japanese, stressing the use of Kana (Japanese syllabaries) from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Emphasis will be on vocabulary and oral training for conversation with reasonable ease, with an introduction to reading and writing. Familiarity with the sociocultural context in which the modern Japanese language is used will also be stressed. The lecture is 5 hours; additional hours are required for drill and laboratory.

*Prerequisite: No prerequisite for Japanese 101. Japanese 101 for 102, or placement by examination.*

### 201-202. Intermediate Japanese I&II (4 credits each)

Intermediate or second-year level Japanese is designed to help students master modern Japanese (Tokyo dialect) through review and reinforcement. The use of special audio and visual tapes, in addition to regular tapes for textbook assignments, enables students to learn how Japanese is used in various social and cultural settings and in the business world. Course materials are designed to foster a good knowledge of modern Japanese grammar, ability to write short essays, fluency in daily conversation, incorporating terms and phrases appropriate to the context, and skill in the use of basic reference materials. The lecture is 4 hours; additional hours are required for drill and laboratory.

*Prerequisite: Japanese 102 for 201, and 201 for 202, or placement by examination.*

### 301 Advanced Japanese I (3 credits)

This course introduces a total of three hundred new Kanji characters, some may have appeared in preceding lessons with a different reading compound. This helps students to increase their understanding of Japanese and to acquire a better grasp of the language patterns, idiomatic usage, and grammar. This knowledge, coupled with more intensive vocabulary and enhanced familiarity with Kanji characters, facilitates reading.

The students develop comprehension skills through conversations in a variety of situations, and also in different styles: honorific and plain. Besides mastering the material presented in the textbook, students must be able to read and understand the daily newspaper.

*Prerequisite: Japanese 202 or permission of the instructor.*

### 302 Advanced Japanese II (3 credits)

Another three hundred new Kanji characters are introduced. More intensive reading and increased speed of reading and writing are required.

Scientific writing, translation, and the vocabulary of business Japanese are also introduced.

*Prerequisite: Japanese 301 or permission of the instructor.*

## Spanish Language and Literature

Requirements for a major in Spanish: 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:

Spanish 301-302, 303, 305 or Linguistics 306, 384 Modern Language, 407-408; Education 151, 202, 203, 301, 302, 303, 305, 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. One year of total immersion (study abroad) is required.

### Certificate of Oral Proficiency (Spanish)

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

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

Upon completion of the required courses for the Certificate of Oral Proficiency, students 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 I (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 II (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 I (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 at the student's convenience is required.

*Prerequisite: Spanish 102 or placement by examination.*

202. **Intermediate Spanish II** (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 I)** (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 II** (3 credits)  
 Sequel to and continuation of Spanish 203.
205. **Spanish for Social Agents I** (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 II** (3 credits)  
 Sequel to and continuation of Spanish 205.
207. **Conversational Skills in Spanish I** (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 II** (3 credits)  
 Sequel to and continuation of Spanish 207.
301. **Advanced Spanish: Composition and Conversation I** (3 credits)  
 The aim of the course is to develop the student's ability to express himself or herself easily and correctly in speaking and in writing. 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 II** (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 will cover masterpieces in Spanish and Latin American literature that are available in English translation. The course will span different centuries and will represent various literary genres. Special emphasis will be given to the writing of interpretive essays on works studied in the course. Classes will meet four hours per week.

*Offered Fall 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.*

407. **Survey of Spanish Literature I** (3 credits)

The course consists of two class meetings per week. It will include a study of Spanish literature from the Middle Ages up to the *Siglo de Oro*.

*Prerequisite: Spanish 302.*

408. **Survey of Spanish Literature II** (3 credits)

The course consists of two class meetings per week. It will include a study of Spanish literature from the *Siglo de Oro* up to the generation of 1898.

*Prerequisite: Spanish 302.*

#### 409-410. 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.

### **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 worldwide 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.

### **Procedures for Recommendation of Candidates for Certification in Bilingual Education**

Candidates seeking certification in bilingual-bicultural education must have:

- 1.) Completed the University required distributional courses
- 2.) Declared a major
- 3.) Fulfilled all requirements of the major
- 4.) Completed the "Core Courses" of the Bilingual-Bicultural Program and met the language proficiency and the requirement of student teaching in the bilingual-bicultural setting.

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

A confidential folder will be kept on each candidate and a checklist of requirements will indicate when a student has completed the program. Upon completion of all requirements, candidates will be recommended for certification by the 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, Pennsylvania.

#### **Requirements:**

- 1.) Students will complete all general education requirements, as at present.

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- 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.

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

Bilingual Education candidates must also take Education 151, 202, 203 and 301 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 and intermediate language courses and in all 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 may vary according to the language proficiency of the student and his or her background. The department also strongly urges minors in Spanish, French, Mandarin Chinese, Russian or German to spend at least one summer or a semester in a country where the respective language is spoken.

## 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 of 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 or Dobro Slovo, the National Slavic Honor Society.

## Job Opportunities

A limited number of jobs are available in the department. Students help with 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.

The language program 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; to 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

Japanese, French, Spanish, German, Arabic, Russian, Swahili 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 coeds majoring or minoring in French, Spanish, Mandarin Chinese or Russian. Each year, at least one native speaker of French, Spanish, Russian, German, Japanese, Chinese, and Arabic is invited to serve as native language assistant.

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## 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 respective language.

## Music

*Professor:* Dr. Alvin E. Amos, Ed.D., *Chairman*

*Assistant Professor:* Carney, Karen R., Ph.D.

*Instructors:* Charles H. Pettaway, M.M.  
Vernon W. Lewis, M.M.

*Artist in Residence:* Doris M. Mayes, B.M.

*Visiting Lecturers:* Delbert Boyer, Guitar  
Lloyd B. Mallory

The purposes of the Department of Music are (1) to prepare students for careers in music; (2) to provide training and experiences in music for all students; (3) to enrich the general cultural life of the University community through concerts and recitals; (4) to broaden an expand knowledge and understanding of music through research and lectures.

The Department of Music offers Major degree programs for students seeking careers in music, leading to a B.S. Degree in Music Education and Teacher Certification in the Commonwealth of Pennsylvania or a B.A. Degree in Music. Also offered is a Music Minor program including comprehensive introduction to the field of music in performance, history, and theory. (See Curricula for Majors and Minors.) Students in the B.A. Degree program, pursue a program centered around performance and other special topics in the production and study of classical and popular 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 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. Education majors must apply for admission to the Teacher Education program by the end of that year.

## General Department Regulations

### I. Academic

#### A. Classes

1. All students are expected to attend each class regularly. Failure to do so can result in failure of the class.

B. Advisement—Majors should meet regularly with their advisors and/or chairperson, not less than two (2) times per semester.

1. Proper pre-registration—Majors should register with the department each semester BEFORE registering for courses in other departments. Deviations from the suggested courses must be signed by the student and filed in the Music Department Office.

#### C. Applied Music

1. Missed lessons must be made up. Only official written excuses from the Vice President for Academic Affairs or Vice President for Enrollment Planning and Student Life will be accepted. Continued absences from scheduled lessons will result in a failing grade for the semester.

2. A student must show growth and commitment each year to remain in the department.

3. After the first semester of the Freshman year, a student must perform at least once each semester in the Department Students' Recital.

4. Piano majors must do a required amount of accompanying in public (lessons, recitals), or for a performing ensemble.

5. A student must get the permission of the applied teacher and the department chairperson for public performance of classical music or serious popular music.

6. Students must observe the rules of the practice rooms (NO EATING OR SMOKING).

7. All students must pass a Comprehensive Examination from the department.

8. Deviations from 1 – 5 must be requested by the applied teacher and approved by the chairperson.

### II. Ensemble Requirement

A. Each music major must be a member of a vocal and/or instrumental performing ensemble each semester. There are no exceptions to this requirement.

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### III. Concert Attendance

- A. Music majors are required to attend all concerts (Lecture-Recital, Department, Faculty). This requirement will be reflected on a posted chart each semester.

**VIOLATION OF ANY OR ALL OF THE REQUIREMENTS CAN BE GROUNDS FOR DISMISSAL FROM THE DEPARTMENT.**

### Note on Applied Music

Voice or instrumental majors must select piano as a minor unless exempted by a proficiency examination. Every student earning a degree in a music 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 recitals held throughout the enrollment in the program.

### Department of Music Curriculum Patterns

#### B.S. Degree in Music Education and Teacher Certification in Pennsylvania

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#### FRESHMAN YEAR\*

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First Semester		Second Semester	
University Seminar I	3	English 103	3
English 102	3	Physical Education 101	2
Physical Education 102	1	Intro. Comp. App. Mat 150	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-Maj. Perf. Med.	1
***Applied Music (Minor Instrument)	1 or 2	***Applied Music (Minor Instrument)	1 or 2
Ensemble	1	Ensemble	1
Hrs.:	<u>18 or 19</u>	Hrs.:	<u>17 or 18</u>

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#### SUMMER SCHOOL (after Fresh., Soph., and/or Jr. Year)

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Social Sciences	
African-American Exper.	3
Global Studies	3
Empowerment	<u>3</u>
Hrs.:	9

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## SOPHOMORE YEAR

First Semester		Second Semester	
English 207 World Lit.	3	English 208 World Lit.	3
Education 151 Intro. to Ed.	3	Education 202	3
Mathematics 102 or higher	3	Humanities (Art, Rel., Phil.)	2
Humanities (Art, Rel., Phil.)	2	Music Theory 206	2
Music Theory 205	2	Ear Training & Sight-singing	2
Ear Training & Sight-singing	2	Instrumental Methods -	
Instrumental methods -		Strings, Brass, Reeds, Perc.	1
Strings, Brass, Reeds, Perc.	1	Applied Music-Maj. Perf. Med.	1
Applied Music-Maj. Perf. Med.	1	or 2	
or 2		Ensemble	1 or 2
Ensemble	1 or 2		
Hrs.:	18 or 19	Hrs.:	16 or 17

## JUNIOR YEAR

First Semester		Second Semester	
Education 20S Ed. of Exc. Child	3	Education 301 Tests & Meas.	3
Humanities (Art, Rel., Phil.)	2	Education 303 Teaching Reading	3
Social Science Elective	3	Music Methods (Secondary)	3
Music Literature I 203	3	Humanities	2
Instrumental Methods	1	Music Literature II 204	3
Applied Music-Maj. Perf. Med.	1	Instrumental Methods	1
***Applied Music		Applied Music	
(Min. Perf. Med.)	1	(Maj. Perf. Med.)	1 or 2
Ensemble	1	***Applied Music	
Counterpoint 405	2	(Min. Perf. Med.)	1
		Ensemble	1
Hrs.:	17	Hrs.:	18 or 19

## SENIOR YEAR

First Semester		Second Semester	
Education 305 Ed. Technology	3	Education 401 (Student Teaching)	12
Social Science Elective	3	Research Seminar 420	3
Music Literature 303	3	Conducting (Practicum)	3
Music Methods (Elementary)	3	Ensemble	1
Applied Music			
Major Instrumental Recital	1		
Ensemble	1	Hrs.:	19
Conducting	2		
University Seminar II	3		
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). Students who have not reached the minimum standards on these instruments must continue to take the applied course until the standards are reached.

**B.A. Degree in Music FRESHMAN YEAR\***

First Semester		Second Semester	
University Seminar I	3	English 103	3
English 102	3	Physical Education 101	2
Physical Education 102	1	Natural Science 102	3
Natural Science 101	3	Lab 102	1
Lab 101	1	Music Theory 106	2
Music Theory 105	2	Ear Training & Sightsinging	2
Ear Training & Sightsinging	2	Applied Music (Maj. Perf. Med.)	1 or 2
Applied Music (Maj. Perf. Med.)	1	***Applied Music (Min. Perf. Med.)	1
***Applied Music (Min. Perf. Med.)	1	Ensemble	1
Ensemble	1		
<b>Hrs.:</b>	<b>18</b>	<b>Hrs.:</b>	<b>16 or 17</b>

**SOPHOMORE YEAR**

First Semester		Second Semester	
English 207 World Lit.	3	English 208 World Lit.	3
**Language (French or German)	4	**Language (French or German)	4
Humanities (Art, Rel., Phil.)	2	Humanities (Art, Rel., Phil.)	2
Intro. Comp. Appl. Mat 150	1	Music Theory 206	2
Music Theory 205	2	Ear Training & Sightsinging	2
Ear Training & Sightsinging	2	Applied Music (Maj. Perf. Med.)	1 or 2
Applied Music (Maj. Perf. Med.)	1 or 2	***Applied Music (Min. Perf. Med.)	1
***Applied Music (Min. Perf. Med.)	1	Ensemble	1
Ensemble	1		
<b>Hrs.:</b>	<b>17 or 18</b>	<b>Hrs.:</b>	<b>16 or 17</b>

**JUNIOR YEAR**

First Semester		Second Semester	
**Language (French or German)	4	**Language (French or German)	4
Mathematics 102 or higher	3	Humanities (Art, Rel., Phil.)	2
Social Science Elective	3	Social Science Elective	3
Music Literature I 203	3	Music Literature II 204	3
Counterpoint 405	2	University Seminar II	3
Applied Music (Maj. Perf. Med.)	1	Applied Music (Maj. Perf. Med.)	1
***Applied Music (Min. Perf. Med.)	1	Ensemble	1
Ensemble	1		
<b>Hrs.:</b>	<b>18 hours</b>	<b>Hrs.:</b>	<b>18</b>

## SENIOR YEAR

First Semester		Second Semester	
Social Science Elective	3	Social Science Elective	3
Music Literature III 303	3	Conducting 220	2
Conducting 219	2	Two Electives	4-6
Two Electives	4-6	Seminar	1
Applied Music (Maj. Perf. Med.)	1	Applied Music (Maj. Perf. Med.)	1
		Recital	2
***Applied Music (Min. Perf. Med.)	1	***Applied Music (Min. Perf. Med.)	1
Ensemble	1	Ensemble	1
<b>TOTAL</b>	<b>15-18hours</b>	<b>TOTAL</b>	<b>14-16 hours</b>

\*\*Students are required to take four semesters of a language.

\*\*\*Voice and Instrumental Majors (excluding piano majors) must take piano each semester until minimum requirements are met. Students may test out of piano at any time.

This requirement does not mean that other instruments cannot be elected during matriculation.

N.B. All students must pass a Comprehensive Examination from the department before being declared eligible to graduate.

### Music History Electives (must elect at least 3)

Music 304 – Piano Literature*	1
Music 319 – Voice Literature**	1
Music 323 – Jazz History	3
Music 325 – Blacks in American Music	3
Music 403 – Music Literature V	3
Music 404 – Music Literature VI	3
Music 419 – Instrumental Literature***	1

### Theory Electives (must elect at least 1)

Music 321 – Arranging	2
Music 322 – Composition	1
Music 421 – Form and Analysis	3
Music 422 – Electronic Music	2

### Other

Music 320 – Diction**	1
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\*Required of Piano Majors

\*\*Required of Voice Majors

\*\*\*Required of Instrumental Literature

Junior year – one elective

Senior year – 2 + 2 electives possible

Students desiring Theory/Compositional emphases should elect more than one theory elective.

## Music 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)

## Course Descriptions

### 100. Music Fundamentals (1 credit)

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

*Open to all students.*

### 101-102. Ear Training and Sight Singing (2 credits each)

Instruction and practice in sight singing, aural perception, and dictation. Required of all music majors.

### 103-104. Choral Music (1 credit each)

Performance of challenging choral literature of all styles and periods. Participation in various activities and concerts on and off campus. Open to all qualified students by audition. Required of vocal music majors.

### 105-106. Music Theory I and 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.

### 107-108. Piano I and II (Music majors) (1 credit each)

Private instruction in piano as a major performance area. For music majors only.

### 109-110. Voice I and II (Music majors) (1 credit each)

Private instruction in voice as a major performance area. For music majors only.

### 111-112. Organ I and II (1 credit each)

Private instruction in organ. Open to all qualified students with piano prerequisite.

### 113-114. Piano I and II (Non-majors) (1 credit each)

Basic keyboard skills for non-keyboard majors or minors. Open to all students.

### 115-116. Voice I and II (Non-majors) (1 credit each)

Class vocal instruction for all students for whom voice is not a major performing area. Open to all students.

- 117-118. **Private Instrument Lessons** (1 credit each)  
Private instruction in band/orchestral instruments as a major performance area. See section description listed below. Open to all students.
200. **Introduction to Music** (2 credits)  
Part of the course is devoted to a survey of the fundamentals of music. Major developments in the music of the Western world from the Middle Ages to our own time are traced, with special attention being given to the different styles of music developed in the United States. Open to all students, but enrollment preference will be given to those for whom it is a required course.
- 201-202. **Ear Training and Sight Singing** (2 credits each)  
Continuation of the instruction and practice in sight-singing, aural perception, and dictation. Required of all music majors.
- 203-204. **Music Literature I and II** (3 credits each)  
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, Renaissance, Baroque and Classical Periods.
- 205-206. **Advanced Theory** (2 credits each)  
Study of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions, problems in elementary counterpoint and keyboard harmony.
- 207-208. **Piano III and IV (Music majors)** (1 credit each)  
Continuation of private instruction in piano as a major performance area. For music majors only.
- 209-210. **Voice III and IV (Music majors)** (1 credit each)  
Continuation of private instruction in voice as a major performance area. For music majors only.
- 211-212. **Organ III and IV** (1 credit each)  
Continuation of private instruction in organ.
- 213-214. **Piano III and IV (Non-majors)** (1 credit each)  
Continuation of basic keyboard skills for non-keyboard majors or minors.
- 215-216. **Voice III and IV (Non-majors)** (1 credit each)  
Class vocal instruction for all students for whom voice is not a major performing area.
- 217-218. **Private Instrument Lessons** (1 credit each)  
Private instruction in band/orchestral instruments as a major performance area. See section description listed below.
219. **Choral Conducting** (2 credits)  
Study and practice of the techniques of conducting instrumental ensembles of varying styles with special attention to rehearsal and performance techniques.
220. **Instrument Conducting** (2 credits)  
Study and practice of the techniques of conducting instrumental ensembles of varying styles with special attention to rehearsal and performance techniques.

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303-304. **Music History and Literature III and IV** (3 credits each)  
A chronological survey of music from the Classical Period to the present day, with emphasis on musical style.

307-308. **Piano V and VI (Music majors)** (1 credit each)  
Continuation of private instruction in piano as a major performance area. For music majors only.

309-310. **Voice V and VI (Music majors)** (1 credit each)  
Continuation of private instruction in voice as a major performance area. For music majors only.

311-312. **Organ V and VI** (1 credit each)  
Private instruction in organ.

313-314. **Piano V and VI (Non-majors)** (1 credit each)  
Continuation of basic keyboard skills for non-keyboard majors or minors.

315-316. **Voice V and VI (Non-majors)** (1 credit each)  
Class vocal instruction for all students for whom voice is not a major performing area.

317-318. **Private Instrument Lessons** (1 credit each)  
Private instruction in band/orchestral instruments as a major performance area. See section description listed below.

321. **Arranging** (3 credits)  
A study of the basic techniques in scoring for chorus, orchestra, band and ensembles. Ranges and transposition of voices and instruments; idiomatic writing, score reading, and clef transposition.

322. **Composition** (3 credits)  
Introduction to the principles of music composition with creative projects in vocal and instrumental media.

323. **Jazz in American Culture** (3 credits)  
A comparative study of musical elements that comprise the individual style of jazz as it evolved from 1900 to the present. Open to all students.

325. **The Afro-American in American Music** (3 credits)  
A survey of the contributions of Afro-Americans in American music.

333-334. **Concert Band** (1 credit each)  
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.

407-408. **Piano VII and VIII (Music majors)** (1 credit each)  
Private instruction in piano as a major performance area. For music majors only.

409-410. **Voice VII and VIII (Music majors)** (1 credit each)  
Private instruction in voice as a major performance area. For music majors only.

- 411-412. **Organ VII and VIII** (1 credit each)  
Private instruction in organ.
- 413-414. **Piano VII and VIII (Non-majors)** (1 credit each)  
Continuation of basic keyboard skills for non-keyboard majors or minors.
415. **Methods of Teaching Stringed Instruments** (1 credit)  
Fundamentals of playing violin, viola, cello and bass; teaching skills; maintenance techniques.
- 417-418. **Private Instrument Lessons** (1 credit each)  
Private instruction in band/orchestra instruments as a major performance area. See section description listed below.
421. **Form and Analysis** (3 credits)  
A study of the compositional process as observed in selected examples of music literature, predominantly from the common practice period. Various analytical approaches are employed.
423. **Elementary Methods** (3 credits)  
A study of curriculum, materials, and teaching techniques for the development of meaningful music experiences which contribute to a sequential musical growth for children in the elementary schools.
424. **Secondary Methods** (3 credits)  
This course deals extensively with junior and senior high school music curricula, unit study, the general music class, ensembles, rehearsal and performance techniques, and the music teacher program in the school and community.
425. **Method of Teaching Brass Instruments** (1 credit)  
Fundamentals of playing brass instruments; teaching skills; maintenance techniques.
- 430-431. **Student Teaching, Practicum** (15 credits each)  
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.
435. **Method of Teaching Woodwind Instruments** (1 credit)  
Fundamentals of playing woodwind instruments; teaching skills; maintenance techniques.
445. **Method of Teaching Percussion Instruments** (1 credit)  
Introduction to basic percussion instrument teaching and performance techniques.
465. **Jazz Ensemble** (1 credit)  
A contemporary music ensemble utilizing a rhythm section/horns format. Yearly on and off campus performances. Music performed includes mainstream jazz, fusion, and original compositions. Open to all students by audition.

## Fine Arts

*Professor: Sue Jane Smock, M.F.A., Chairperson, Artist in Residence*

*Visiting Assistant Professor: Henry Loustau, M.F.A.*

*Lecturers: Jim C. Beaver, M.Ed.*

*Rozwill D. S. Young, B.A.*

### FINE ARTS MINOR

The Fine Arts Minor Program offers the student a pathway to comprehensive exploration of artistic language in the visual and theatre arts. In a variety of courses, the participant is taught to "read" visual images and forms as effectively as one is taught to "read" words, and to develop the skills utilized in live theatre:

1. Through **FORMAL ANALYSIS**: exploring the artist's language such as line, shape, space, color, value, composition, proportion, etc. in the visual arts, and the actor's language as reflected in body movement, voice projection, stage decorum, etc.;

2. Through **CONTENT ANALYSIS**: exploring meaning in art such as expression of thought and emotion, concepts of values and beauty in different times and places, and symbolism of religion, politics and social issues;

3. Through **TECHNICAL ANALYSIS**: methods of construction, carving, painting and drawing, and the rules of perspective in the visual arts, and in theatre design.

Interested students must satisfactorily complete 15 hours, 5 courses, beyond Introduction to Art, which is the University's requirement in Fine Arts. Departmental approval is required for a minor. The only prescribed course is Art 322. The remaining 12 hours may be selected from courses 205 through 409.

## Course Descriptions

These courses are designed to give those without special training an introduction to the arts in order to show how the creative urge has served people in all cultures and centuries. In addition to lectures and studio work, personal conferences, shows, performances, and visits to major art centers will constitute outlets for training.

Each course is a full course unless otherwise indicated.

**201. Introduction to Art** (2 credits)

The course is designed to familiarize students with the major "monuments" and periods of Western art and architecture. Non-western art is introduced and connections to other humanities courses are stressed. The material covers cave painting to 20th century art.

**205. Studio Drawing I (Beginning)** (3 credits)

This course is committed to the concept that art is expressive of the whole person: one's intellect, emotions, spirit, and a self-disciplined education in the arts provide a core experience for meeting life on any terms. Students are expected to pursue an individual artistic vision through comprehension of basic visual elements: line, form, space, value, design, color, texture, and composition.

**206. Studio Drawing II (Advanced)** (3 credits)

This course is an elaboration of the introductory drawing course. Students are encouraged to discover personal responses in abstract form from landscape, still life, and models and to work from observation.

*Prerequisite: Art 205.*

**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 goals in arts-related areas. Independent studies, if needed, will be directed within this category.

**230. Studio Sculpture** (3 credits)

The course will focus upon modeling in clay as a three-dimensional form of artistic expression. Students will explore a variety of techniques: direct building, use of an armature, and built up solids cut apart, hollowed out, and reassembled. Bas relief will be introduced.

**231. Studio Painting I (Beginning)** (3 credits)

Introduction to painting for beginners. Students work primarily in acrylic in an intensive exploration of the formal issues of painting. The course introduces the student to a conceptual and expressive approach to the medium.

*Prerequisite: Fundamentals of Design (Art 322) or Drawing (Art 205) or by permission of the instructor.*

**232. Studio Painting II (Advanced)** (3 credits)

A course in which great emphasis is placed upon developing the skills of students whose work, influences, goals and desires suggest a future in the fine arts, or an arts-related field of interest. Individual consultations and critiques, group discussions, museum, gallery, and studio visits to practicing artists, and instruction in advanced techniques of drawing or painting, provide a wide-range of experiences for those taking this course from a seasoned, practicing artist. The course objective is to arouse students' visual curiosity so that they might generate original and personal works of art.

*Prerequisite: Art 231*

**240-241. Acting Workshop** (3 credits each)

The student will learn acting techniques in on-stage situations. This is a performance class with emphasis on body movement, voice, language and scene work. Walking and sitting correctly, falling safely, stage fighting and comic behavior are all studied as part of the actor's craft.

**242-243. Theatre Workshop** (3 credits each)

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, 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** (3 credits each)  
A review of Theatre in its varied periods and forms through play readings and a study of the problems of the playwright. Alternative traditions are presented including African and Far Eastern theatre. Attention is paid to acting styles, form and architecture of the Theatre and to performances where students go back stage to learn the problems and technical aspects of live theatre.

**251. Ceramics** (3 credits)  
An introduction to the techniques of wheel-thrown and hand-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.

**301. African Art** (3 credits)  
This survey will examine the ancient arts of Subsaharan Africa as well as more recent artistic traditions of selected ethnic groups. Sculptural, architectural, and decorative arts will be discussed in cultural context.

**321. Printmaking** (3 credits)  
The course will focus upon the woodcut and linocut as a form of artistic expression which has attained a breadth and intensity worthy of exploration.

**322. Fundamentals of Design** (3 credits)  
This course focuses on fundamental concepts which are shared by all disciplines of the visual arts. Design problems will identify and explore such issues as color, composition, line, shape, value and form. This course is an excellent introduction to all other art courses, or it can be taken by students who will not be continuing in art but seek to develop an appreciation for the visual arts.

**390. Art and Society: US Seminar II** (3 credits)  
This course examines the visual arts and how they function in and for society. Emphasis is placed upon understanding these art forms in different social structures and in different historical periods. The phenomenon of the 80's—community-based art of the people—is explored in depth. The new “pragmatics of the art world,” which have emerged during this past decade, are discussed to show the closer relationships between art and commerce, the precedent which has been set in changing the status of the artist during the 20th Century, the redefinition of a work of art, and the relation of today's art to consumer society.

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

## Philosophy

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

*Assistant Professor:* Safro Kwame, Ph.D.

Instruction in the Philosophy Department emphasizes the development of critical thinking skills. The approach is both historical and topical. Through the analysis of key ideas in the history of philosophy and through examination of philosophical problems students are taught to “do” philosophy. Further, students will learn how to write argumentative essays to defend their philosoph-

ical positions. Philosophy is an excellent preparation for students intending to study law. It equips the student with those critical skills in argumentation and analysis which are central for successful legal practice. For the same reason, students may prepare themselves for graduate work through a Philosophy Major. A Philosophy Major combined with another major is especially good preparation for graduate study in many areas. Students intending to do graduate work in Chemistry, for example, may supplement that major with a major or minor in Philosophy which emphasizes philosophy of science and theory of knowledge. The student is taught to think in terms of all the philosophical disciplines, and to coordinate his or her thinking to find an individual viewpoint.

Eight courses are required for the Philosophy Major. These must include:

**a. One course in Logic:**

104. Formal Logic

**b. Two History of Philosophy courses:**

201. Greek & Medieval Philosophy

212. Modern Philosophy

301. Nineteenth Century Philosophy

312. Twentieth Century Philosophy (required)

**c. One course in Ethics:**

105. Ethics

204. Technology, Environment, and Human Value

207. Biomedical Ethics

208. Business Ethics

203. Legal Philosophy

**d. Two Seminars:**

411. Seminar in a Major Philosopher

412. Philosophy Seminar

Five courses are required for a Philosophy Minor. Students may choose a minor to supplement other areas of study. These emphasize such themes as the following:

a. Pre-Law

b. Values and Ethics

c. History of Philosophy

d. Science and Technology

e. African-American Thought

## Course Descriptions

101. Introduction to Philosophy (2 credits)

An introduction to philosophy through the examination of a variety of philosophical problems in areas such as Ethics, philosophy of mind, theory of knowledge, political philosophy, and philosophy of science. Emphasizes understanding of philosophical method.

*Prerequisite: English 102*

103. Critical Reasoning (3 credits)

This course emphasizes the development of critical reasoning skills through the analysis of arguments found in everyday life. The topics include the anatomy of arguments, reconstructing arguments, evaluating arguments, analysis of language and fallacies.

104. **Formal Logic** (3 credits)

An introduction to deductive logic, including deductive validity, truth-functional connectives, truth tables, elementary inferences, predicate logic, and traditional syllogistic logic.

105. **Ethics** (3 credits)

This course provides an introduction to basic concepts and principles of ethics. It includes examination of classical and contemporary accounts of duty, the good, utility, virtues, justice and human rights. Students will learn to apply these concepts to their own life.

106. **Contemporary Moral Problems** (3 credits)

Examines such contemporary moral issues as abortion, euthanasia, capital punishment, sexual morality, discrimination and affirmative action, world hunger, and nuclear war. Students learn to apply classical and contemporary ethical theories to these problems.

190. **University Seminar** (3 credits)

Any topic may be covered to satisfy University Seminar I requirements.

201. **Greek and Medieval Philosophy** (3 credits)

This course covers early Greek and Roman philosophy through the medieval period. It examines the great philosophers of this period, including the Pre-Socratics, Socrates, Plato, Aristotle, Epicurus, Epictetus, Augustine, Anselm and Aquinas.

202. **Modern Philosophy** (3 credits)

This course covers the modern period. It examines rationalists such as Descartes, Spinoza, and Leibniz, and empiricists such as Locke, Berkeley, and Hume. It examines Kant's response to the development of modern philosophy.

203. **Legal Philosophy** (3 credits)

Examines philosophical views about the nature of law, the authority of the state, and human rights. Topics include the relation of morality and law, civil disobedience, liberty and privacy, criminal law and responsibility, theories of punishment, and affirmative action.

204. **Technology, Environment, and Human Value** (3 credits)

Emphasizes the examination of the ethical and value assumptions of technology, especially as technology impacts on the environment. Covers such topics as energy choice, waste and pollution, the future of work, and resource depletion.

205. **Oriental Philosophy** (3 credits)

Examines a selected set of issues and historical developments in Eastern philosophical traditions, such as those found in India, Tibet, China, and Japan. Includes the study of Hinduism, Buddhism, and Classical Chinese traditions.

206. **Philosophy of Art and Art Criticism** (3 credits)

Selected topics in the nature of art and beauty. Examination of Formalism, Expressionism, Marxism, criteria for art criticism, aesthetic perception, and analysis of theories of art.

207. **Biomedical Ethics** (3 credits)

Provides an introduction to ethical theory as related to the area of biomedicine. Examines such questions as abortion, euthanasia, confidentiality, medical experimentation, behavioral control, genetic engineering, and justice and health care.

208. **Business Ethics** (3 credits)  
Examines the nature of obligation of corporations. Topics include employee rights, advertising and deception, health, safety, and quality of work environment, preferential hiring, product liability, loyalty and whistleblowing, and due process in the workplace.

209. **Philosophy of History and Social Science** (3 credits)  
Examines the nature of explanation in history and the social sciences. Considers problems of value-ladenness of theories, theory construction, meaning and social science, and alternative methods of study of social phenomena.

211. **Philosophy & the Afro-American Experience** (3 credits)  
Examines a selected set of issues or historical developments in the philosophical viewpoints of philosophers in the Afro-American tradition.

212. **African Philosophy** (3 credits)  
Examines a selected set of issues or historical developments in the philosophical viewpoints of African philosophers.

214. **Special Topics** (3 credits)  
This course examines topics which are not offered on a regular basis. The topics vary from semester to semester.

301. **19th Century Philosophy** (3 credits)  
Examines the 19th century reactions to Kant. Includes the study of Hegel, Schopenhauer, Marx, Mill, Kierkegaard, Nietzsche, and F.H. Bradley.

303. **Epistemology & the Philosophy of Science** (3 credits)  
Examines the nature and criteria of knowledge, and its application in the sciences. Topics include skepticism, perception, memory, and scientific revolutions.

312. **Twentieth Century Philosophy** (3 credits)  
A study of the great Western philosophical movements of the twentieth century. It examines the development of analytical philosophy, including the positivists, Russell, Moore, Ryle, Wittgenstein, and Austin. It examines the development of continental philosophy, including Husserl, Sartre, and Heidegger.

390. **University Seminar II** (3 credits)  
Any topic may be covered to satisfy University Seminar II requirements.

411 **Philosophy Seminar** (3 credits)  
Examines a major philosophical problem or the writings of a major philosopher. Topics will vary for each semester.

412. **Philosophy Seminar** (3 credits)  
Examines a major philosophical problem in depth. Students will write a significant essay on the problem.

## Religion

*Assistant Professor: John H. West, III, M.Div., Acting Chairperson*



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. Students are also encouraged to select a second major (e.g. Human Services, Education, Philosophy, or Psychology) to broaden their appeal in the marketplace.

## 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.

### 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 at least three major world religions. The course is designed to enable the student to understand religion as a vital part of the human experience.

### 202. Religious Ethics (3 credits)

A study of the ethical models of various contemporary ethicists. Special attention will be given to contemporary ethical issues.

### 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 African-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 civil rights revolution 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, 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 and Mathematics

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.

### Divisional Courses

#### 101-102. Physical Science (4 credits each)

This is 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 (3 credits)

This is an introductory course on the environment. The structure and function of ecosystems; energy sources, supply and transportation; the structure of matter; the lithosphere, atmosphere, hydrosphere and problems of pollution therein are covered. Although not a laboratory course, field trips, lecture demonstrations, description detection methods of some pollutants, films and other visual aids will be used. A term paper will be required.

### General Science Major

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.

## Biology

*Professors:* Bobby Marshall Henderson, D.V.M., *Chairperson*  
Enoch D. Houser, Ph.D.  
Vernon James, D.V.M.

*Associate Professors:* Doris O. Farny, Ph.D.  
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, 413, 414, 415, CHE. 303.

For the Bachelor of Arts degree a student must take two years of a modern language 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 each)

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.

**111. Environmental Science** (4 credits)

This is an introductory course on man's interaction with the environment. Topics will include: the structure and function of ecosystems; energy sources; supply and transportation; human population growth; the lithosphere, atmosphere, hydrosphere and problems of pollution therein; and food resources. The course is multidisciplinary with consideration of economic, political, social and ethical aspects of environmental issues. The laboratory includes field trips and lab experimentation. There are three hours of lecture and one three hour laboratory each week.

**201. Comparative Anatomy of Vertebrates** (4 credits)

The gross structure of vertebrates is presented with special reference to the dogfish, taxonomy and the cat. Three hour lecture and two 1½ 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 course is a lecture-laboratory study of development of diverse organism (vertebrates and invertebrates). A classical and molecular approach covering the organization of cells, tissues, organs and systems in development and their relation to the whole organism will be stressed.

*Prerequisite: Biology 101-102; Co-prerequisite Chemistry 101-102*

**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.*

**207. Microbiology for Nurses**

The course is a lecture-laboratory study of microorganisms. The structure, physiology, isolation and cultivation of bacteria and their relation to health related problems will be stressed. Also, exercises and topics involving aseptic procedures, sanitation sterilization and immunology will be covered.

*Prerequisites: Biology 101-102 and Chemistry 101.*

*Three hours of lecture and three hours of laboratory/week.*

*\*This course does not satisfy a requirement for a Biology major.*

**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, Neo-Mendelian, population and molecular genetics, cytogenetics and genetic engineering. Three hours lecture and three hours of laboratory per week.

*Prerequisites: Biology 202; Mathematics 104 or equivalent; Prerequisite Chemistry 102.*

**302. Vertebrate Physiology** (4 credits)  
An introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. Three hours lecture, three hours laboratory periods per week.

*Prerequisites: Biology 201; Co- or Prerequisite: Chemistry 102.*

**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 per week.

*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 per week. Should be followed by 308—Histology.

*Prerequisites: Chemistry 203-204 and advanced standing (4 semesters) in biology. (Offered on demand.)*

**308. Histology** (4 credits)  
The course is a lecture-laboratory study of normal mammalian histology. The structure and properties of cells, tissues and organs are stressed. The relationship of structure to function will be emphasized.

*Prerequisites: Biology 101-102 and Chemistry 101-102.*

*Three hours of lecture and three hours of laboratory/week.*

**401. Microbiology I** (4 credits)  
The course is an integrated lecture laboratory study of microorganisms with emphasis on bacteria. A modern approach (molecular) to structure and function of microbes is considered. Special stress will be given to identification and diversity of bacteria as well as their importance to industrial and medical problems.

*Prerequisite: Chemistry 203-204 and advanced standing in biology.*

*Three hours of lecture and three hours of laboratory/week.*

**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. Three hours lecture and two laboratory periods per week.

Culmination of the biological, chemical and mathematical experience in a molecular chemistry setting. All lectures incorporated biological chemistry principals and interrelationships. Outside reading and scientific article presentations are an integral part of this course. Three hours lecture and two laboratory periods per week.

*Prerequisites: Chemistry 203-204, Physics 101-102, Biology 101-102 or equivalent.*

**409. Research Projects in Advanced Physiology** (2 to 4 credits)  
An elective course for juniors and seniors having a cumulative GPA of 3.0 or above who desire to do an advanced laboratory research project. Team work, oral and written reports are required. The final documented written report is submitted at the termination of the project.

*Prerequisites: A GPA of 3.0 or above and a course in vertebrate physiology. Cell Biology and Biochemistry are strongly recommended.*

*Credits: 2-4 semester hours, depending on the complexity of the project.*

**411-412. Special Problems in Biology** (2 to 4 credits each)  
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 or seniors.*

**413-414. Biological Research** (2 to 4 credits each)  
Experiments, library readings and scientific writing on a specific research project under the supervision of a faculty member. Open to juniors and seniors with a cumulative GPA of 3.0 or higher and with the consent of the instructor.

*Credits: 2 to 4 semester hours, to be determined at the time of registration.*

**415-416. Biological Research** (2 to 4 credits each)  
Experiments, library readings and scientific writing on a specific research project under the supervision of a faculty member. Open to juniors and seniors with a cumulative GPA of 3.0 or higher and with the consent of the instructor.

*Credits: 2 to 4 semester hours, to be determined at the time of registration.*

## Chemistry

*Professors: Saligrama C. SubbaRao, Ph.D., Chairperson  
Leland D. Smucker, Ph.D.*

*Associate Professor: Robert Langley, Ph.D.*

*Assistant Professors: K. Ramachandra Bhat, Ph.D.  
Tjama P. Tjivikua, Ph.D.*

The Lincoln Chemistry Department is accredited by the American Chemical Society. Those students meeting the requirements below will be accredited by

the Society, and can be recommended to graduate schools, or to research positions in industry or government.

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 202-301; Organic Chemistry 203-204; Instrumental Analysis 402; Inorganic Chemistry 205; Advanced Inorganic Chemistry 403 and Seminar 310-311.

## Course Descriptions

### 100. Introductory Chemistry (4 credits)

This is a one-semester course covering the basic principles in general chemistry and some fundamentals of organic chemistry and biochemistry. The course is designed for students who plan to enter one of the health sciences such as nursing, mortuary science, etc., but who do not need a full year in general chemistry. Three hours lecture and one three-hour lab per week.

### 101-102. General Chemistry (4 credits each)

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.*

### 190. University Seminar I Environmental Pollution (3 credits)

This course is designed to meet the common characteristics developed for all University Seminar I courses, including critical thinking, writing and speaking, among others. Major environmental problems will be discussed. These include: population growth, air, water, soil and food pollution; resource depletion; renewable energy sources, waste handling and recycling; developing a sustainable society. Three hours lecture.

### 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, spectrophotometric, chromatographic and other methods of analysis. Four hours lecture and six hours laboratory per week.

*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 per week.



*Prerequisites: Chemistry 201, Physics 103, Calculus II. The latter two courses may be taken with Chemistry 202.*

**203-204. Organic Chemistry** (4 credits each)

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 per week.

*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** (4 credits each)

Biomolecules, bioenergetics and metabolism and biochemistry of nucleic acids with emphasis on modern advances in biochemistry and molecular biology 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 and four hours laboratory per week.

*Prerequisite: Organic Chemistry 203-204.*

**310-311. Seminar** (2 credits each)

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 per week.

**390. University Seminar II Energy 2000** (3 credits)

This course is required for all upperclassmen as a part of the Core curriculum. A junior status is required to take the course, and it must be taken in a department other than the major department. The subject matter may change from year to year. Three 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 per week.

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

**403. Advanced Inorganic Chemistry** (4 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 per week. The course will be offered in alternate years if demand is sufficient.

*Prerequisites: Chemistry 202, 301.*

**405-406. Chemical Research** (4 credits each)

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 chairperson.

## Physics

*Professor: Willie Williams, Ph.D., Chairperson*

*Associates Professor: Lynn Ernest Roberts, Ph.D.*

*Stanley S. Tsai, M.M.E.*

*Mazharul Huq, Ph.D.*

*Assistant Professors: J.T. Wang, Ph.D.*

*Helen Major, 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 or her specialty; (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 48 and 56 credits respectively are required for these degree programs. A "C" or better grade is required in all courses taken in the major. A maximum of only two (2) one-semester courses above the 200 level will be transferable to the major from another institution.

For a B.A. in physics the following courses are required:

COURSE	NUMBER
General Physics	103-104
Optics	203
Modern Physics	204
Mechanics	209-210
Electricity and Magnetism	301-302
Thermodynamics	311-312
Seminar	205-206
Quantum Mechanics	409-410
Calculus	121-122
Calculus	221-222
Linear Algebra	306
Differential Equations	321
Fortran or Pascal	154 or 158
Chemistry	101-102

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:

COURSE	NUMBER
General Physics	103-104
Optics	203
Modern Physics	204
Mechanics	209-210
Electricity and Magnetism	301-302
Thermodynamics	311-312

Seminar	205-206
Quantum Mechanics	409-410
Theoretical Physics	405
Research	313
Calculus	121-122
Calculus	221-222
Linear Algebra	306
Differential Equations	321
Fortran or Pascal	154
Chemistry	101-102

A cumulative average of at least a C (2.00) is required for graduation.

## Course Descriptions

### 101-102. Introduction to Physics (4 credits each)

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 each)

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 per week.

*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 relativity and quantum theory. Three hours lecture and one laboratory period per week.

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

### 205-206. Seminar (2 credits each)

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.

### 207-208. Electronics (3 credits each)

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 per week.

*Prerequisites: Mathematics 103-104; Physics 101-102, 103-104.*

**209-210. Mechanics** (3 credits each)

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 & Magnetism** (3 credits each)

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.

*Prerequisites: Physics 103-104. Concurrently Mathematics 121-122 or the equivalent.*

**305-306. Seminar** (2 credits each)

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.

**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 per week.

**309-310. Physical Measurement** (3 credits each)

A selection of experiments involving a factual survey and quantitative evaluation of physical phenomena. Discussion of the theory and technique applied in experimental analysis is included. Advanced laboratory techniques with special emphasis on electronics, solid state devices, electromagnetic radiation, and the utilization of microcomputers.

*Prerequisites: Physics 103-104; 203-204.*

**311-312. Thermodynamics** (3 credits each)

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 each)

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 209-210.*

**407-408. Electromagnetic Theory** (4 credits each)

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, 301-302.*

**409-410. Quantum Mechanics** (4 credits each)

Relativity; wave mechanics, theoretical and experimental applications to atomic, nuclear, solid-state and radiation physics. Three hours lecture and one laboratory period per week.

*Prerequisites: Mathematics 221-222; Physics 209-210.*

**411-412. Special Topics in Physics** (Two semesters)

Consists of independent study to be supervised by faculty member of the department. The nature of the work undertaken is to be decided by the students 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 chairperson. 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.*

## **Pre-Engineering\***

For the three-year program in pre-engineering the following courses are required:

COURSE	NUMBER
General Physics	103-104
Optics	203
Modern Physics	204
Electricity and Magnetism	301-302
Thermodynamics	311-312
Engineering Drawing	102

Seminar	205-206
Statics and Dynamics	209-210
Calculus	121-122
Calculus	221-222
Linear Algebra	306
Differential Equations	321
Fortran or Pascal	154 or 158
Chemistry	101-102

A cumulative average of at least a C (2.00) is required for graduation.

## Course Descriptions

### 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 per week.

### 205-206. Seminar (2 credits each)

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.

### 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 each)

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.

*Prerequisites: Seminar 205-206.*

### 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.

## Mathematics and Computer Science

*Professors:* James W. Frankowsky, M.S., *Chairperson* (on leave)  
Goro Nagase, Ph.D., *Acting Chairperson*  
Haroon O. Tejumola, Ph.D.

*Assistant Professors:* Suversha Gupta, Ph.D.  
Donald L. Pierce, M.S.

*Instructor:* Ali Barimani, M.S.

*Lecturers:* Helen Stapleton, M.A.  
Shannon Miller, M.S.  
Frederica Fargo, M.Ed.

The courses in the department are designed primarily to fulfill the needs of a major in the areas of Mathematics, Mathematics Education, Actuarial Sciences and Computer Sciences. The B.A. degree is offered in Mathematics and the B.S. is offered in the other three areas.

Students considering a major in the mathematical sciences should consult with the department chairperson 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 mathematical 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.

Student majors who earn a D grade in courses within the department are strongly encouraged to repeat the course.

### 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

### 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. It is recommended that students in Education register for this course.

### 102. Intermediate Algebra (3 credits)

A course designed to develop algebraic skills, using real numbers, while developing problem-solving skills. Topics include: operations on real numbers; rational and irrational numbers; solving equations and inequalities in one variable; applications; and exponents. Students will either test into this course or have received a satisfactory grade in MAT 095. MAT 102 satisfies the math component of the University's general education requirements.

### 103. College Algebra (3 credits)

A review of basic algebraic operations. A comprehensive study of linear equations and inequalities, quadratic equations, the Cartesian Coordinate System, circles, graphs and properties of functions, and linear relations and functions.

### 104. Pre Calculus (3 credits)

Designed for the student who intends to study Calculus. Topics to be covered will include: functions; rational and non-rational functions; techniques of graphing functions; exponential and logarithmic functions; circular and trigonometric functions; conic sections.

*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 or her particular discipline. Among the topics studied will be: elementary matrix algebra; linear programming; logarithms; progressions; and the mathematics of finance.

*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 each)

First semester: The straight line; functions; plane analytic geometry; limits; continuity; derivative of algebraic and trigonometric functions with applications to velocity and rates; extrema; curve plotting; differentials; mean value theorem; Rolle's theorem. Second semester: The indefinite integral; the definite integral; applications of integration of trigonometric functions and algebraic functions; differentiation and integration of exponential and logarithmic functions; integration techniques; length of a curve; area of surfaces.

*Prerequisite: Mathematics 104.*

**131. Calculus for Life Science and Social Science Majors** (3 credits)

The study of differential and integral calculus with a focus on its applications to business. Topics to be covered are: increments and rates, limits, derivative rules, differentiation, logarithmic differentiation, methods of integration, and applications of the definite integral to business and economics.

NOTE: This is a one semester calculus course for Life Science and Social Science Majors. This course cannot be substituted for the regular calculus sequence required of other majors.

**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.

*Offered in alternate years.*

**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; infinite series vectors in two-dimensional spaces. Second semester: Three dimensional vector analysis; quadric surfaces; partial differentiation, multiple integration and their applications.

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.

*Offered in alternate years.*

303. **Introduction to Mathematical Statistics** (3 credits)

Distribution of random variables; conditional probability and stochastic independence; special distributions including the  $t$  and the  $F$  distributions; moment generating techniques; limiting distributions and central limit theorem.

306. **Introduction to Linear Algebra** (3 credits)

Vectorspaces—subspaces, basis, dimension; linear dependence and independence; linear transformations; matrices—matrix operations, rank equivalence relations, eigenvalues, eigenvectors.

315. **Abstract Algebra** (3 credits)

Set theory; functions and mapping; permutations; theory of groups, rings and ideals, homomorphism, integral domains, equivalence classes, residue classes.

*Offered in alternate years.*

321. **Differential Equations** (3 credits)

Solution methods and applications of first order ordinary differential equations; solution of higher order differential equations using the characteristic equation, and the undetermined coefficients and variation of parameters methods; Existence and Uniqueness theorem for initial value problems; La Place transforms; systems of linear differential equations.

332. **Problem Seminar in Mathematics** (3 credits)

A survey of problems and applications. A junior-senior level course.

403-404. **Advanced Calculus** (3 credits each)

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.

*Offered in alternate years.*

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.*

**Course Descriptions — Computer Science**

**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 languages, concepts, program design and program style.

**253. Computer Science 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 are 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. Computer Science 2-Data Structures and File Organization**

(3 credits)

Algorithm construction is the heart of the course. Basic control structures of sequence, selection and repetition are introduced. Data structures including strings, stacks, records, linked lists, trees, recursive programming and graphs are studied. Files—sequential and random, with emphasis on retrieving a given record are presented. Methods discussed include hashing and indexed sequential access methods for primary key retrieval as well as multi-lists and inverted files for secondary key retrieval. The Pascal language will be presented and used throughout this course.

255. **COBOL I**

(3 credits)

Fundamentals of computer programming in COBOL language. Topics include: COBOL divisions and basic statements for arithmetic, logic branching, looping, control break, report writer and table processing. The language is presented in the context of structured programming concepts. Many examples are studied and students write several programs that highlight the way the rules of COBOL apply.

353. **Computer Science 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 program 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. **Computer Science 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; operation 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**

(3 credits each)

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.

450. **Practicum**

(3 credits)

In this course each student participates in a computer project, leading to a presentation. The students can select areas of studies including system design, data base design, artificial intelligence, and operating systems. A term paper and, or a complete and fully functional project is expected of each student.

*Prerequisite: Computer Science IV*

451. **Computer Science 5-Computer Simulations**

(3 credits)

Use of computers to represent selected characteristics of real world systems by utilizing mathematical models. Computer Simulation is a technique for predicting how a new or altered system will behave. The course operates in a GPSS-PC

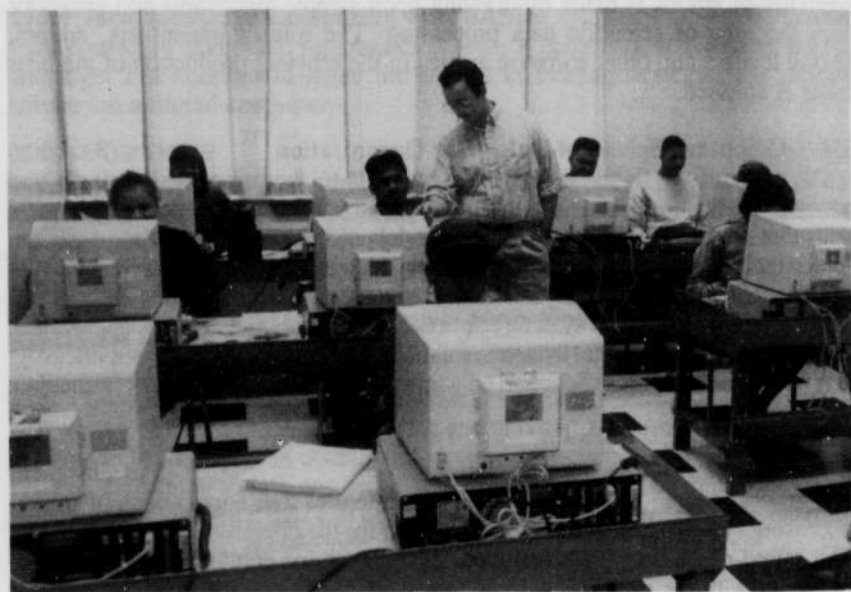
software environment using the Pascal language and statistical analysis. Different data structures are used to simulate both continuous and discrete systems.

*Prerequisite: Mathematics 114, 115, Computer Science 254.*

**452. Computer Science 6-Computer Graphics** (3 credits)

Mathematical techniques, especially principles of geometry and transformations are indigenous to most computer graphics applications. This course applies the mathematical theory underlying computer graphics techniques. The theory includes rotation, translations, perspective, curve and surface description for computer animation through the study of techniques for representation of points, lines, curves and surfaces on a digital computer.

*Prerequisite: Computer Science 158, Mathematics 122, 213.*



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## Division III

### The Social Sciences and Behavioral Studies

The Division of Social Sciences includes the following departments: (1) Education; (2) Business and Economics; (3) History and Black Studies; (4) Health, Physical Education and Recreation; (5) Political Science and Public Affairs; (6) Psychology; and (7) Sociology, Human Services, and Criminal Justice. The Division seeks to provide students with a broad knowledge of understanding of society, and to prepare students to become contributing, constructive members of the university community, the state, and the nation. The curricula of the departments within the Division are designed to serve the entire university community as well as those students majoring in specific areas of the social sciences.

The specific objective of the Division is to provide an environment in which students will:

1. exercise integrity and sensitivity toward others in the pursuit of self-fulfillment and personal aspirations;
2. develop analytical and quantitative abilities in the decision-making process and effectively communicate decisions which reflect the effects of social change and technological development;
3. explore the significance of health and physical fitness, psychological well-being, and economic security and their application to ideas, attitudes, and institutions of society;
4. examine the historical, political, social, cultural, and economic aspects of Black people in America;
5. acquire an international perspective on the development of civilization and balance the effect of traditional values and principles with contemporary economic, political, criminal, and social issues;
6. prepare for professional careers and further study of people and social phenomena through the development of basic skills in research and critical thinking.

The Division strives to achieve its goals and objectives by providing a social and intellectual environment conducive to the changing needs of society; by maintaining high standards of academic integrity and excellence; and by collaborating in the formation of interdisciplinary curricula and programs.

### History

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

*Associate Professors:* Levi Nwachuku, Ph.D.  
Ralph J. Lowry, Sr., Ph.D.

Knowledge of history is central to a liberal education and one of the fundamental requirements for effective citizenship. The goals of the History Department at Lincoln are:

1. To introduce students to the institutions, values and traditions of Western Civilization.
2. To enable students to know their cultural inheritance.
3. To help students understand historical inheritances different from their own.
4. To provide students with some sense of physical geography.
5. To encourage the growth in students of the historical perspective, which is necessary for comprehending the events of the world.
6. To empower students to function as citizens.
7. To improve the reading, writing and thinking skills of students.
8. To build upon the student's inventory of concepts.
9. To encourage students to make decisions about the events and people in history, and to have them recognize that, in so doing, they are coming to some conclusions about themselves.
10. To share with students some of the techniques of historical criticism and research.

Students with a history major go on to a variety of careers in law, public service, journalism, teaching, institutional administration, theology, library science, and business. Those considering a concentration in history should consult with the department about career opportunities.

A history major must pass at least ten one-semester courses taught by members of the History Department. These must include Historical Methods 401-402, and eight other courses with a distribution approved by the department. A History minor must pass at least five courses in the discipline, two of which must be outside of the American field.

## Course Descriptions

### 101-102. Modern European History (3 credits each)

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.

### 103-104. Twentieth Century History (3 credits each)

This course will examine Twentieth Century Europe from the point of view of political, economic, cultural, and intellectual forces that have shaped it. From the course, students should develop an awareness of the factors that have contributed to the molding of contemporary European societies: their governments, their political and cultural institutions, their ideologies, and their attitudes toward the rest of the world.



**105-106. History of the United States** (3 credits each)

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.

**110. History of United States Since 1945** (3 credits)

This course covers intensively the period of United States history since World War II. It reviews domestic politics and foreign affairs, with some emphasis upon current events.

**205. African-American History, Part I** (3 credits)

The first semester of this course covers the period from the African background to the outbreak of the Civil War. It includes early history and the era of slavery and traces the important movements, including protest movements, to the outbreak of the Civil War.

**206. African-American History, 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 each)

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 examines the history of the African revolutionary movements. The study includes revolutionary forces in the following countries: Algeria, the Mau Mau in Kenya; the Portuguese colonies, i.e., Guinea Bissau, Angola and Mozambique, and the struggle for Southern Africa. All the factors that have initiated revolution in these areas such as land and taxes will be analyzed.

**212. History of African-Americans 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 each)

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 each)

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.

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**312. Urban History of the 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 each)

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

**401-402. Historical Methods** (3 credits each)

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.

*Prerequisite: A minimum of four courses in history.*

### **History Course Requirements for Social Studies Teacher Certification Candidates**

Because these requirements change frequently, and vary from state to state, students interested in teacher certification should consult with the department chairperson.

### **Black Studies**

Courses in Black Studies are offered under the auspices of the History Department. All students at Lincoln University are encouraged to take such

credits each)  
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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.

The following Black Studies courses are available:

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201-202. **The Black Experience: An Introduction to Black Studies** (3 credits each)

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 student 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.

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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 family members and their viability in the present society.

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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.

(3 credits)  
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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 media as well as the dilemma of Blacks with the American media. Radio, television, motion pictures, sound recording, newspapers, magazines, and books will be considered.

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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.

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315. **Research Methods and Design** (3 credits)

The design and techniques of effective research, with particular emphasis on the problems of research in regard to the Black community. Existing studies will be analyzed and criticized vis a 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.

#### 402. Black Liberation and Survival

(3 credits)

An examination of the patterns which have emerged in the oppression of Black people and an analysis of the social and political ideologies which have arisen from the Black society in response to those patterns. The origins and development of these ideologies as well as their viability will be discussed. This course will allow the students and instructor to use the readings and studies available in order to arrive at what seems a feasible solution for Black people.

### Political Science

*Professor:* Alexine L. Atherton, Ph.D.

*Associate Professor:* Sibusiso Nkomo, Ph.D., *Chairperson*

*Assistant Professor:* Chronis Polychroniou, 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.

Students considering a major in political science or public affairs should consult with the department chairperson as early as possible, preferably during their freshman year. 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 departmental requirements must be completed at Lincoln University.

#### Political Science Departmental Requirements

POL 101.	Introduction to Political Science
POL 201.	State and Local Government and Finance
POL 202.	American Politics
POL 300.	Development of Political Thought I
POL 301.	Development of Political Thought II
POL 302.	Comparative Politics I

POL 303.	Comparative Politics II
POL 304.	International Relations
POL 305.	American Foreign Policy
POL 410 or 411.	Senior Seminar
2 Political Science Electives	

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

1. Completion of 202 of a foreign language qualifies a student for a B.A.
2. 1 Semester Advanced English Composition  
2 Semesters of Statistics in Psychology Department  
1 Semester of Personal Computing
3. For Pre-Law Students: Four of the Following:
4. Logic, Ethics, Advanced Composition, Public Speaking, Statistics, Personal Computing, Business Law, Accounting.

### Political Science Minor

The Political Science minor is open to all students irrespective of their major fields of study. The minor must be planned in conjunction with the Political Science Department, and an official application must be filed by the student.

A student wishing to minor in Political Science should consult with the Department Chairperson. Students will usually take the following courses:

POL 201	Comparative Politics I or II
State and Local Government	POL 304 or 305
POL 202	International Relations or
American Politics	American Foreign Policy
POL 302 or 303	One (1) Political Science Elective

### Pre-Law Study

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.

The study of law draws 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 him/her 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 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 varies considerably, the student ought to plan pre-law study in consultation with the pre-law advisor.

**Suggested Courses:**

POL 202	American Government
POL 204	Legal Systems
POL 401	Supreme Court and Constitutional Law
PHL 104	Formal Logic
PHL 105	Ethics
ENG 311	Advanced Composition
ENG 203	Public Speaking
MAT 114	Statistics
MAT 151	Personal Computing
ECO 203	Accounting
ECO 334	Business Law
HIS 110	History of the U.S. Since 1945

### **International Relations**

The international relations concentration within the framework of political science and public affairs is an innovative social science combination. The international relations concentration meets the needs of those students who are interested in world affairs and who recognize the importance of knowledge drawn from several fields for an understanding of international issues. Students who are interested in careers in diplomacy, international affairs, private organizations, business, and international law find this concentration useful.

The concentration allows students to select courses from the different majors at Lincoln University. This flexibility has made it possible for students to tailor their programs to meet individual interests. Yet, the requirements from the different departments permit students to develop a well-rounded international relations approach.

The curriculum in international relations requires two years of a foreign language. Students who complete the foreign language requirement graduate with a B.A. with a concentration in international relations. This concentration can be developed under the political science major or public affairs major.

The international relations concentration provides students with research and analytical skills, development studies techniques, policy analysis and communication skills, and planning skills. The program prepares students for graduate work in International Affairs, Diplomacy, Public and International Affairs, and International Law and Public Policy.

Faculty and students associated with the International Relations concentration are involved in a variety of activities including participation in the National Model United Nations and the Organizations for African Unity Model. Students and faculty also undertake trips to centers and organizations involved in generating information and ideas concerning international relations.

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In addition to the Political Science requirements, students must satisfy the following:

1. History—6 hours
2. Economics—6 hours
3. Area study—6 hours
4. International Political Economy—3 hours

*Prerequisite: PSC 205 \*Students interested in the International Relations Concentration must apply to the Political Science Department.*

Comparative African Politics, Asian Politics and Government, International and Comparative Subjects

### **Public Affairs Program**

*Contact Person: Sibusiso Nkomo, Ph.D., Coordinator of Public Affairs Program*

The Public Affairs program at Lincoln is an innovative interdisciplinary approach reflecting a consolidation of courses. The program is designed to provide students with knowledge and skills in policy analysis and management. Students are encouraged to take courses in different disciplines in order for them to develop a well-rounded perspective to policy issues.

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 major in Public Affairs, he/she is also able to satisfy the requirements for the baccalaureate degree in liberal arts.

### **Public Affairs Program Requirements**

POL 101	Introduction to Political Science
POL 201	State and Local Government and Finance
POL 202	American National Government
POL 311	Public Administration
POL 312	Public Personnel Administration
POL 313	Introduction to Public Policy
POL 314 or ECON 317	Urban Politics/Urban Economics
POL 410 or 411	Seminar
ECO 201	Principles of Economics
ECO 202	Principles of Economics
ECO 335	Principles of Management

In addition to the Public Affairs requirements, students must satisfy the following allied courses:

Math 151	Psy 210 and 211
Personal Computing	Behavioral Research and Analysis I & II

## 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 and administration management 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 all the courses with a C average. The minor must be planned in conjunction with the coordinator of the program, and an official application must be filed by the student.

## Course Descriptions

### 101. Introduction to Political Science (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 semester).*

### 190. University Seminar I (3 credits)

This course engages the student in a rigorous, academic study of a topic in political science. Students will learn to use the library, do extensive writing, make oral presentations, and keep a journal. Near the end of the semester there is a class presentation at a convocation.

*Prerequisite: English 100, Education 100 or 101. (Offered every spring semester)*

### 20G. Politics in the World System (3 credits)

The course traces the history of the evolution of the world system, its basic properties and characteristics, and the dynamics of the relationships between the advanced industrialized countries and the countries of Africa, Asia and Latin America, as well as those between the East and the West. The non-western perspective is explored, and emphasis is placed on geography and current international issues and events.

*Prerequisite: African-American Experience*

### 201. State and Local Government and Finance (3 credits)

A study of the organization, powers, functions and methods of formal government at the state and local levels including financial management.

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

### 202. American Politics (3 credits)

The organization and operation of the national government from the standpoint of constitutional principles, structure and functions, programs and policies.

*Prerequisites: English 100, Education 100 and 101. (Offered every spring semester.)*

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**203. Black Politics** (3 credits)

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)

This course introduces the student to the American legal system and process. Criminal, civil, and juvenile systems will be studied and compared.

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

**30E. Political Power and Social Change** (3 credits)

This course examines and analyzes the interrelationships among the many aspects of social reality (political, economic, sociological and cultural) and the dynamics of social change. Organized within the framework of an interdisciplinary contextualization of the social sciences, the course exposes students to the elements of social scientific thinking and studies in detail such topics as political ideology, political economy, power structures, social classes, and political participation. The American system serves as the central focus of empirical investigation.

*Prerequisite: Global Studies course or permission of the instructor.*

**300. Development of Political Thought I** (3 credits)

The purpose of this course is: 1) to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which characterize the Western tradition as well as its relevance to contemporary political problems; 3) to raise the consciousness of the student regarding the complexity of political realities and political thinking; and 4) to help the student to think more critically about his or her personal identity within politics. (The course is organized around the study of classical political philosophy — from Plato to Machiavelli).

*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. Development of Political Thought II** (3 credits)

Whereas the first part of Development of Political thought was devoted to the study of classical political philosophy, the second part will focus explicitly on the nature and evolution of modern political social theory. Political philosophers and theorists discussed in this course include, among others, Hobbes, Locke, Rousseau, Marx, and Hegel. Students will also be exposed to selected writings from Third World thinkers. The following themes will provide the analytical foundation of the course: political obligation, freedom, liberty, equality, alienation, democracy, socialism, and the relationship between society and the individual.

*Prerequisites: Political Science 101 and three additional courses after 101, or permission of the instructor. (Offered every other spring semester.)*

**30S. Comparative Politics I** (3 credits)

This course introduces the student to the methods, tools, concepts, and approaches in the field of comparative politics. It then proceeds to examine the various structures and issue areas involved in European politics and society.

*Prerequisite: Political Science 101, 201 or permission of the instructor. Required of all majors. (Offered every other fall semester.)*

**303. Comparative Politics II** (3 credits)

This course will expose the students to an analysis of capitalist societies, communist political systems, and political change and development in the Third World.

*Prerequisite: Political Science 302. Required of all majors. (Offered every other spring semester.)*

**304. International Relations** (3 credits)

The political and economic relationships among nation-states, the operation of international organizations, international law, and transnational forces.

*Prerequisite: Political Science 101, 201 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 once a year.)*

**306. Comparative African Politics** (3 credits)

The comparative politics of selected states in East, West, and Southern Africa. Institutions and political processes are analyzed with attention to emerging relations among African states, the political economies of different African countries and their integration into the world system are studied.

*Prerequisite: Political Science 302, or permission of the instructor. (Offered on demand.)*

**307. Politics in Latin American and Caribbean** (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. Politics in Asia** (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.)*

**311. Public Administration** (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 once a year.)*

**313. Introduction to Public Policy (3 credits)**

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

**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.*

**316. Foreign Policy Making (3 credits)**

This course will describe, analyze, and evaluate the procedures for making foreign policy. Students will study how foreign policy making differs from domestic policy making and how the two are intertwined and interrelated. Focus will be directed to the dilemmas the United States faces as a democracy conducting foreign policy.

*Prerequisite: American National Government or permission of the instructor.*

**360. International Political Economy (3 credits)**

This course will provide students with a theoretical and empirical understanding of the general dynamics and the institutional features of the global political economy. Critical issues, such as the relative decline of the U.S., the role of Japan in the world economy, European economic integration, capital accumulation and development in the Third World, trade, multinational corporations, international debt, and restructuring will be discussed in depth.

**370. Gordon J. Linton Fellow's Program in Public Policy (12 credits)**

The Public Policy Program offers a junior or senior with an interest in public policy an opportunity to spend a semester in Harrisburg participating in a variety of public policy programs. The Fellow works directly with legislators and/or within agencies of the state government, and responsibilities of public officials. The sponsoring office also provides the fellow with the time to participate in forums, seminars, and other public events at which public officials discuss issues, policies and legislation in formal and informal settings. Offered only if the funding is forthcoming.

Further details can be obtained from the Chairperson of the Political Science Department.

**390. University Seminar** (3 credits)

This course grants the student an opportunity to explore a high level topic in Political Science. Students develop advanced skills in research, analytical writing, and participate in oral presentations.

*Prerequisite: English 103, WPR and declared major.*

**400 Franklin H. Williams Internship** (12 credits)

The internship is an advanced research project in international affairs at the Council on Foreign Relations. The candidate spends a semester at the Council on Foreign Relations. A comprehensive proposal is developed and a 40-50 page research paper is submitted to the advisor at Lincoln University.

*Prerequisite: (Cumulative Grade Point Average of 3.0 or above and an interest in International Affairs)*

**401. Supreme Court and 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 chairperson to undertake independent study. The program will be worked out with and supervised by one of the members of the department.

**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)

All majors in the department are required to develop a senior research paper in the areas of public management, policy formulation, analysis, evaluation and implementation. Students are required to apply their qualitative, quantitative, and computer skills in their research papers. It is compulsory for all the students in the seminar to complete and defend their research project for graduation.

*(Requirement for all majors.)*

**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, political economy, quantitative methods and computer knowledge as applied in these fields. The students are required to develop an extensive research paper presented in front of the department faculty.

*(Requirement for all majors.)*

**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, and a written report by the student as outlined by the department, the student will receive academic credit.

*(Can be taken more than one semester.)*

## **Sociology / Human Services / Criminal Justice Department 1991-1994**

*Associate Professors:* Robert E. Millette, Ph.D., *Chairperson*  
Anthony DiFillippo, Ph.D.

*Assistant Professors:* Gerald S. Norde, Ph.D.  
John Groce, Ph.D.

*Instructors:* Patricia Ann Joseph, M.S.S.  
Todd A. Howe, M.A.  
Daphne M. Murray, M.A.  
Reginald Nealy, M.A.

The Sociology/Human Services/Criminal Justice department offers courses which emphasize theoretical analysis, research methodologies and sociological theories. In addition, students are given the opportunity to apply their theoretical knowledge to solving problems of the society. Students are encouraged to take Field Placement. 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 field placement training.

Many other graduates have completed graduate and professional schools, and are employed as lawyers, college professors, school teachers, case workers, social workers, school administrators, corrections officers, parole officers, and managers.

### **Objectives of the Department**

1. To acquaint students with the theoretical and methodological debates of the discipline.
2. To prepare students for graduate and professional schools, and careers in Sociology, Human Services, and Criminal Justice.
3. To provide a setting for relating didactic instructional materials from the students' major concentration to the real world where it might be applied.
4. To examine the contributions of Black Sociologists and other Black Social Thinkers to the development of sociological theories and methodologies.
5. To provide an opportunity for students to engage in discussing social, political and economical issues and to prepare students to become creative change agents.
6. To provide our students with a well rounded liberal arts education.

### **B.A. / B.S. in Sociology**

#### **A. Major (33 semester hours)**

1. Required Sociology: 101, 201, 215, 243, 305, 306, 318, 410. Four (4) Departmental Electives.

**B. Minor (15 semester hours)**

1. Required Courses: Sociology 101, 201.
2. Electives: 9 semester hours of directed electives in Sociology.
3. Supplementing Lincoln University's general requirements for graduation, the department requires the following courses for the BA/BS degree in Sociology.
4. For the BA degree, students are required to take two years of a foreign language (or equivalent, which may be established by a placement examination).
5. The BS candidates are required to take one year of a foreign language (or equivalent, which may be established by a placement examination).
6. Advanced English Composition.

**B.A. / B.S. in Human Services**

**A. Major (36 semester hours).**

1. Required departmental courses: 101, 243, 244, 305, 306, 307, 318, 341, and two departmental electives.

**B. Minor (15 semester hours)**

1. Required Human Services: SOC 101, SOC 201
2. Electives: 9 semester hours of electives in Human Services.

Supplementing Lincoln University's general requirements for graduation, the department requires the following courses for majors in Human Services.

1. For the B.A. Degree, students are required to take two years of a foreign language.
2. For the B.S. Degree, students are required to take one year of a foreign language (or equivalent, which may be established by a placement examination), or Math 114 and 115.
3. Advanced English Composition.

**B.A / B.S. in Criminal Justice**

**A. Major (36 Semester Hours)**

The Criminal Justice Program offers students an opportunity to pursue studies leading to a career in the areas of law enforcement, court administration, correctional counseling, and private security. Criminal Justice majors may elect to pursue either a Bachelor of Arts degree, which is recommended for students considering postgraduate, professional or academic study, or a Bachelor of Science degree, which is generally career-oriented.

1. Required Departmental Courses: 101, 203, 305, 306, 314, 315, 318, 320, 410, and

2. Three courses from *one* of the concentrations listed below:

<b>Criminology</b>	<b>Administration</b>	<b>Law Enforcement</b>	<b>Corrections</b>
MAT-114	SOC-323	ENG-205	ENG-205
ECO-203	SOC-212	MAT-151	PSY-314
PHL-104	ECO-335	HIS-314	SOC-307
MAT-253	POL-311	POL-401	SOC-308
SOC-212	ENG-203	PSY-314	SOC-341
	ENG-204	SOC-345	SOC-342
	PHL-105	SOC-212	SOC-212

For a B.A. in Criminal Justice, students are required to take two years of a foreign language (or equivalent, which may be established by a placement examination).

The B.S. Candidates are required to take one year of a foreign language (or equivalent, which may be established by a placement examination), or Math 114 and 115.

Advances English Composition.

**B. MINOR (15 Semester Hours)**

1. The minor requirements are designed to give the student a comprehensive introduction to the Criminal Justice system. Interested students must satisfactorily complete the following courses: SOC-203, SOC-315, SOC-320, SOC-323, and;
2. One of the following electives: SOC-345, SOC-350, SOC-347, SOC-349, SOC-346, or 348.

**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 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.

Revisions are made from time to time in course offerings and requirements, so that it is essential for students to consult frequently with their department advisor.

**Sociology Course Requirements for Social Studies Teacher Certification Candidates:**

Sociology 101, 201, 243, 244, 305, 306, 410, History 105, 106, 401, Political Science 103, 317, Economics 201.

**Required Departmental Courses:**

SOC-101	Introduction to Sociology
SOC-201	General Anthropology
SOC-241 or 243	Introduction to Human Services or Rehabilitation

**Required Human Services Core:**

SOC-244 & 305	Social Policy and Social Welfare
SOC-306	Social Research
SOC-307 & 308	Intervention Methods I, II
SOC-318	Sociological Theory
SOC-341 & 342	Field Work and Lab
SOC-405	Planning and Evaluation
SOC-410	Senior Seminar

**Required Rehabilitation Sequence Core:**

SOC-354	Rehabilitation Services Processes
SOC-305 & 306	Social Research
SOC-307 & 308	Intervention Methods I, II
SOC-340	Assessing Human Potential
SOC-341 & 342	Field Work and Lab
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

## 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.



203. **Introduction to the Criminal Justice System** (3 credits)

A general introduction to criminal justice. Emphasis will be placed on the history of the criminal justice system and the interrelation of the three components of the system: law enforcement, the courts, and corrections. Students will examine crime trends and contemporary crime issues as they relate to American minorities.

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 will include, but are not limited to, Blacks, women, and the poor.

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**—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**—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**—The origin of social programs, their philosophy, how they become policy, and now 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**—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.

301. **Law and Society** (3 credits)  
A study of everyday legal problems in the areas of criminal, consumer, family, housing, and individual rights law. The course will enable students to analyze, evaluate and, in appropriate situations, resolve legal disputes.

305-306. **Social Research** (3 credits each)  
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.

310. **Human Growth and Development** (3 credits)  
A study of human, physical, mental, social, emotional and moral growth and development from the prenatal period to later adult years. Emphasis is on the stages of the life span that students will need as human service practitioners.

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.

320. **Introduction to Law Enforcement** (3 credits)  
The course will provide an overview of law enforcement policy, police operations, agencies, and police professionalism and ethics.

*Prerequisite: SOC 203.*

323. **Criminal Justice Administration** (3 credits)  
An examination of principles of management, organization, and administration as applied to law enforcement personnel.

*Prerequisite: SOC 203.*

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.*

**341-342. Field Placement (6 credits)**

Placement in a social agency or community project under supervision. An internship in which the theoretical aspects of working with people are put into practice. Assignments will be adjusted to fit the student and to facilitate growth in direct practice skills. A field instruction seminar is also involved for one meeting a week on campus.

*Prerequisite: Sociology 307 or 308 for Human Service majors.*

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

The problems of adjustment to disabling conditions. Includes the study of somato-psychological 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 group reactions to organizational life.

**345. Criminal Investigation (3 credits)**

A study of the elements and process of an investigation; a survey of scientific crime detection methods; identification and preservation of evidence and report writing. Topics to be covered include concepts and strategies of private security investigation.

**346. Community-Based Corrections (3 credits)**

The concept of correction without incarceration; an examination of program alternatives to criminal justice processing, jail detention, and incarceration; programs for juveniles; problems and needs of female offenders and drug and alcohol offenders.

**347. Prisoners' Rights (3 credits)**

An examination of the problems created by the growing prison population; students will balance the rights of prisoners against the need to maintain security and order in prison.

*Prerequisite: SOC 203.*

**348. Juvenile Delinquency (3 credits)**

An examination of the nature and scope of delinquency; the characteristics of the juvenile offender; prevention, control, and treatment programs.

**349. Introduction to Victimology (3 credits)**

A study of the victims of street crimes. Focus will be on the victim-offender relationship, victim types, and conflicts between victims and the criminal justice system.

**350. Comparative Law Enforcement (3 credits)**

A study and comparison of law enforcement systems, practices, and ideologies outside of the United States. Emphasis will be on strategies of crime control.

*Prerequisite: SOC 203 and SOC 320.*

**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.

**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.

## Education

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

*Associate Professor:* Sandra J. Hoffman, Ed.D.

*Assistant Professors:* Emma J. Clark, Ed.D.  
E. Russell Klauk, Ph.D.

*Lecturer:* Franca E. Sheehy, M.A.

The Education Department at Lincoln University has as its primary goal the preparation of outstanding professional teachers in a broad variety of content areas. The Education Department curricula offer a sound theoretical grounding in

pedagogy and the opportunities for implementation of theories in a variety of supervised teaching experiences. Students may pursue programs leading to Pennsylvania State Teacher Certification in Elementary Education, Early Childhood Education or Secondary Education.

Students preparing for a teaching career must fulfill all University core curriculum requirements in addition to their major program of studies. Student teaching, required of all Certification candidates, is regarded as a capstone educational experience in which students implement the theories and principles emphasized in professional courses. Before they are admitted to the Teacher Certification Program, all students must:

1. Declare their desire to student teach by the end of the first semester of their sophomore year.
2. Be approved for admission into the Teacher Education Program by the Education Department.
3. Maintain a 2.5 grade point average in his/her major department/Education as well as in his/her overall grade point average.
4. Be approved by the faculty of their major department.

In order to qualify for Pennsylvania State Certification, students must pass the National Teachers Examination.

### **Bachelor of Science Degree: Early Childhood Education (N-3)**

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 applications of the theories and philosophies that have guided and directed educational instruction. The program prepares students to teach from preschool through third grade. The required Education courses include:

EDU 15W.	Introduction to Education (3 credits)
EDU 202.	Educational Psychology (3 credits)
EDU 20S.	The Education and Psychology of the Exceptional Child (3 credits)
EDU 204.	Creative Arts in the Elementary School (3 credits)
EDU 212.	The Preschool Child (3 credits)
EDU 30W.	The Teaching of Reading (3 credits)
EDU 305.	Educational Technology (3 credits)
EDU 31T.	Literature for Children and Adolescents (3 credits)
EDU 310.	Methods: Language Arts (3 credits)
EDU 311.	Methods: Science and Social Studies (3 credits)
EDU 312.	Methods: Mathematics (3 credits)
EDU 401.	Student Teaching (Concurrent) (12 credits)
EDU 420.	Research Seminar (Concurrent) (3 credits)

**Recommended Electives in Education**

**EDU 20G.**

International Education: Learning  
Around the World (3 credits)

**EDU 32T.**

Survival in the Testing and  
Assessment World (3 credits)

**Required Courses Outside the Department**

**PSY 101.**

Introduction to Psychology (3 credits)

**PSY 327.**

Developmental Psychology  
(3 credits)

**Bachelor of Science Degree: Elementary Education Program  
(K-6)**

The four-year program leading to a Bachelor of Science degree in Elementary Education is designed to prepare future teachers in grade levels kindergarten through sixth grade. Students are required to accumulate additional hours of field experience via coursework and independent placements. The required Education courses include:

**EDU 15W.**

Introduction to Education (3 credits)

**EDU 202.**

Educational Psychology (3 credits)

**EDU 20S.**

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

**EDU 204.**

Creative Arts in the Elementary  
School (3 credits)

**EDU 30W.**

The Teaching of Reading (3 credits)

**EDU 305.**

Educational Technology (3 credits)

**EDU 31T.**

Literature for Children and Adoles-  
cents (3 credits)

**EDU 310.**

Methods: Language Arts (3 credits)

**EDU 311.**

Methods: Science and Social Studies  
(3 credits)

**EDU 312.**

Methods: Mathematics (3 credits)

**EDU 401.**

Student Teaching (Concurrent)  
(12 credits)

**EDU 420.**

Research Seminar (Concurrent) (3  
credits)

**Required courses outside the department:**

**PSY 101.**

General Psychology

**PSY 307.**

Developmental Psychology

**SOC 101.**

Introduction to Sociology

**Select 2:**

History 105, History 106, History  
11T, History 212

**Select 1:**

Sociology 204, Sociology 205,  
Sociology 327

**Recommended Electives in Education**

**EDU 20G.**

International Education: Learning Around the World

**EDU 32T.**

Survival in the Testing and Assessment World

## Bachelor of Science Degree: Secondary Education

The students preparing for teaching careers in secondary school must first fulfill the college core requirements, major in a subject area, and obtain a minimum of eleven professional education courses, including a course of student teaching.

Student teaching is regarded as a capstone educational experience in which students implement the theories and principles emphasized in professional courses. Students may qualify for teaching certificates in Physics, French, Spanish, Biology, Chemistry, English, General Science, Mathematics, Music, Social Studies (History, Political Science, Sociology), and Health and Physical Education.

EDU 15W.	Introduction to Education (3 credits)
EDU 202.	Educational Psychology (3 credits)
EDU 20S.	The Education and Psychology of the Exceptional Child (3 credits)
EDU 30S.	General Methods in Education (3 credits)
EDU 30W.	The Teaching of Reading (3 credits)
EDU 305.	Educational Technology (3 credits)
EDU 401.	Student Teaching (Concurrent) (12 credits)
EDU 422.	Research Seminar (Concurrent) (3 credits)

### Recommended Electives in Education

EDU 20G.	International Education: Learning Around the World
EDU 32T.	Survival in the Testing and Assessment World

## 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.

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.

EDU 601.	Theoretical Foundations of Reading Instruction
EDU 603.	Reading and Language Disabilities



EDU 605.	Content Reading in the Middle and Secondary Schools
EDU 607.	Literature and Literacy
EDU 609.	Planning and Organizing Reading Programs
EDU 610.	Practicum: Remedial, Corrective and Developmental Reading

## Course Descriptions

The program consists of an 18-semester-hour sequence, including the courses listed and described below:

**601. Theoretical Foundations of Reading Instruction (3 credits)**

This course is designed to provide teachers with an understanding of the basis of the reading process. Emphasis will be placed on the significant research which establishes the theoretical foundation for reading. Classroom discussion will include an analysis of the research and its practical application to the classroom.

**603. Reading and Language Disabilities (3 credits)**

This course is designed to provide a thorough understanding of reading and language disabilities, and the use of diagnostic information as a means of prescribing instructional procedures. Students will be able to interpret psychological, cognitive, sociological and physiological factors which effect the reading process. Case studies will be developed for identifying and analyzing reading/language disabilities and for recommended instructional techniques.

**605. Content Reading in the Middle and Secondary Schools (3 credits)**

The teaching of reading in the major content fields in middle and secondary schools will be the focus of this course. Emphasis will be placed upon teaching survival reading, study skills, critical reading, meeting individual learning style needs, reading within the school program and problems in curricular materials. Special attention will be given to computers and audio-visual materials in the classroom.

**607. Literature and Literacy (3 credits)**

This course will offer an exploration of literature of children and adolescents and the development of literacy through literature. The course will focus on theoretical and practical aspects of the study of literature. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the K-12 school curriculum.

**609. Planning and Organizing Reading Programs (3 credits)**

In this course the student will study the reading program (K-12) as it is related to the speaking, listening and writing curricula. The planning and organizing of the language arts curriculum will be discussed. The role of the reading specialist in developing, coordinating and administering the reading program will be emphasized.

**610. Practicum: Remedial, Corrective, and Developmental Reading** (3 credits)

This field work course is designed as the culminating professional course for the reading certification student. The student shall demonstrate proficiencies in diagnosis, prescription and instruction, student motivation, curriculum planning, audio-visual materials and computers in reading, using language arts skills in the classroom, and assessment of student achievement. Individual case studies will be used.

### Freshman Level Courses

**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.

**101. Critical Reading Skills** (3 credits)

This course is designed to develop the student's ability to critically analyze and evaluate what he or she reads as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature 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.

**102. Oral Communications** (3 credits)

The course is designed to improve the students' ability to communicate orally using standard English.

**190. University Seminar I. Power and Passion:  
The Role of Blacks and Women in Education** (3 credits)

This seminar will focus on the role of Blacks and Women in Education from a historical, psychological, sociological and educational perspective.

*Open to freshmen, sophomores, juniors and seniors. May study the course as an elective.*

### Professional Courses

The prerequisites for these courses are Education 100 and English 100.

**15W. 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 also includes information pertaining to the philosophy and history of education and contains material designed for the general education of all students and professional orientation for prospective teachers. This is a writing emphasis course.

*Open to all students.*

**20G. International Education: Learning Around the World (3 credits)**

This course addresses education at the national and international levels from a philosophical and sociological perspective. In particular, the course will focus on describing educational systems in American, African, Asian, and Latin American countries. Students will explore the emergence of current school systems, school organization and curricula, and how these impact upon the individual student. This course helps fulfill the Social Science requirement. (Global Studies)

**202. Educational Psychology (3 credits)**

This course is designed to provide students with a thorough understanding of the human learning process and how learning is affected by personality, language, intelligence and values. The role of the teacher and/or parent in enhancing learning will be explored in detail as well as the effect of learning theories on classroom practice and procedures. The course will also provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results.

Open to all students.

**20S. 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. This is a speaking emphasis course.

Open to sophomores, juniors and seniors.

**204. Creative Arts in the Elementary School (3 credits)**

This course is designed to prepare the preservice elementary school student to be facile with art, music and movement in the elementary classroom setting. Fieldwork placements are provided in this course.

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

Open to all students.

**32T. Survival in the Testing and Assessment World (3 credits)**

This course is designed to improve the students understanding of tests as they are used in academic settings, and to assist the students in improving their scores on standardized tests through increased awareness of test-taking strategies and critical thinking. The sociological, psychological, and educational implications of training students in the various techniques of test-taking are emphasized. The

course will also emphasize how students' attitude toward test-taking affects their ability to achieve a higher score on tests. Students will be provided the opportunity to apply techniques across disciplines using simulated and computer materials. This is a critical thinking emphasis course.

Open to juniors and seniors.

**30S. General Methods of Education** (3 credits)

The methods and techniques of teaching in the school will be examined. Students will be taught methods of classroom management, the use and development of instructional materials, and approaches to guiding the learning experience. This is a writing emphasis course.

Open to sophomores, juniors and seniors.

**30W. The Teaching of Reading** (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. This is a writing emphasis course.

Open to juniors.

**305. Educational Technology** (3 credits)

This course is designed to provide opportunities for students to learn about current audio-visual technology, media, and methods for instructional or commercial use. Both classroom and hands-on instruction in educational applications of the microcomputer are included. The course will meet two hours a week to introduce topics and/or instructional materials. A laboratory session of at least two hours per week will be required for students to practice and apply what they have learned in class and in the required reading.

Open to juniors.

**31T. 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. This is a critical thinking emphasis course.

Open to juniors.

**310. Methods: Language Arts** (3 credits)

This course is designed to provide students with an opportunity to plan and implement instructional strategies in the Language Arts. Instructional methodologies and activities will be provided from which students can plan and evaluate their lessons. The students will be provided with an opportunity to teach in an elementary classroom in a local school.

*EDU 310 is taught in conjunction with EDU 312. Prerequisites are EDU 30W and EDU 31T.*

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**311. Methods: Science and Social Studies (3 credits)**

This course is designed to provide students with the natural and social science concepts that are taught in the early childhood and elementary classroom settings as well as the various teaching methodologies for the teaching of these concepts. Students will develop lessons in the content areas and have the opportunity for the evaluation of these lessons.

*Prerequisites are EDU 30W and EDU 31T.*

**312. Methods: Mathematics (3 credits)**

This course is designed to provide students with the teaching methodologies for the mathematical concepts developed in the early childhood and elementary school settings. The foundation for this course content is the theory of children's cognitive development which is taught in lower level Education courses.

*Taught in conjunction with EDU 310.*

**401. Student Teaching (12 credits)**

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

*Open to seniors.*

**420. Research Seminar for Early Childhood and Elementary Education Majors (3 credits)**

This course is designed for the purpose of providing students with the opportunity to conduct research in Early Childhood and/or Elementary Education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. This course will also provide an opportunity for students to discuss the student teaching experience in relation to the current research on teaching.

**422. Research Seminar for Secondary Education (3 credits)**

(Health and Physical Education, Music students desiring teacher certification will also enroll in this course.)

This course is designed for the purpose of providing students with the opportunity to conduct research in their specific area of Education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. This course will also provide an opportunity for students to discuss the student teaching experience in relation to the current research on teaching.

## **Psychology**

*Associate Professors:* Charles C. Duncan, Ph.D., *Chairperson*  
Penelope J. Kinsey, Ph.D.

*Assistant Professor:* Kevin E. Favor, Ph.D.

*Assistant Professor:* Valerie W. Lawrence, Ph.D.

*Instructor:* Denise M. Gaither-Hardy, M.A.

It is the goal of the Psychology Department to provide students with both scientific and clinical approaches to psychology. The focus of the Department is to provide a well-rounded orientation to the study of human behavior to prepare students to attend graduate school; and to prepare students for a variety of professional and vocational careers. The Department provides this training by offering four areas of concentration for Psychology majors:

(1) The General Psychology curriculum has been developed for students interested in careers in Psychology and/or Mental Health careers that require a Bachelor's or Master's degree. Minimum requirements for graduation are 120 credit hours. Students who select this option for study in the Department are encouraged to pursue the Bachelor of Arts degree.

(2) The Honors curriculum has been designed for those students who are interested in psychology that involves the professional practice of psychology, research, teaching, or careers in clinical, community, developmental, cognitive, social psychology, and other areas in psychology where entry into a Ph.D. program or a doctor of psychology program (Psy.D.) is the first step in professional development. Approval by the Department is required before students can participate in this aspect of the curriculum. Minimum requirements for admission for this aspect of the curriculum are a 3.0 cumulative GPA and a 3.0 GPA in all psychology courses. Minimum requirements for graduation are 120 semester hours. Students who are selected to pursue work in this curriculum are encouraged to complete the Bachelor of Arts degree.

(3) The Psychobiology curriculum is an interdisciplinary program designed to provide an undergraduate concentration in behavioral biology. This curriculum also provides excellent pre-medical preparation. Minimum requirements for graduation are 143 semester hours.

(4) The Industrial/Organizational program is an interdisciplinary program offered to students who are interested in careers which apply behavioral science to business. Only the Bachelor of Science degree is offered. Minimum requirements for graduation are 120 semester hours.

The department 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, Chemistry, Physics, Mathematics and Computer Science in the Natural Sciences, and Art, Music, Literature, and Philosophy from the Humanities.

Majors will be recommended for graduation after satisfying the following requirements:

(1) Achieving a score of 140 on the Major Field Achievement Test in Psychology or achieving a 400 or better on the Advanced Psychology Test of the Graduate Record Examination;

(2) Passing the foreign and computing language courses and competency tests;

Departmental course requirements for the baccalaureate degree are as follows:

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## **Bachelor of Arts and Bachelor of Science**

Courses with alphabetical labels are special emphasis courses:

**W=Writing Emphasis, S=Speaking Emphasis, T=Critical Thinking Emphasis**

1. **Core Psychology Courses** 101, 10T, 210, 212, 31W, or 32W, 36T, 31S or 33S, 40W and 41W. Psychobiology, Psy 20W, is required for all majors except those majors in the Industrial/Organizational concentration. (For other Psychology Electives, see the Psychology Department publications).
2. **Elective Psychology Courses:** 207, 20W, 208, 302, 30S, 304, 401, 411, 412 (For other recommended electives, see the Psychology Department publications).
3. **Foreign Language Courses--Bachelor of Arts**—two years of a foreign language required: French 101-102, 201-202, or German 101-102, 201-202, Russian 101-102, 201-202, or Spanish 101-102, 201-202. **Bachelor of Science**—one year: French 101-102, German 101-102, Russian 101-102, Spanish 101-102.
4. **Math Courses:** General curriculum: Math 102, 103 Pre-Professional: Math 103, 104 Psychobiology : Math 103, 104, 121, 122
5. **Computing Courses:** Industrial/Organizational: Math 153 (Other recommended computing courses are described in Psychology Department Publications).

### **Psychology Minor**

The Psychology minor is designed to provide students from other disciplines with a practical basis for understanding human emotions, cognition and behavior. The Psychology minor requires a total of 15 credit hours. Psychology 101 and 10T are required for all minors in the Department.

### **Departmental Honors**

Departmental honors may be conferred upon graduates who have taken at least eight psychology courses at Lincoln, including PSY 10T, 36T, 40W, and 41W (Senior Seminar I and II), 411 and 412 and achieved a cumulative grade point average of 3.5 or above and a GPA of 3.5 or above in all psychology courses. Honors level work must be completed in 10T, 36T, 210, 212, 411, 412, 40W, and 41W.

### **Psychology National Honor Society**

The Psychology Department has a chapter of the Psychology National Honor Society, Psi Chi. Minimum requirements for membership are an overall GPA of 2.8 and twelve (12) credit hours of coursework in Psychology with a GPA of 3.0.

## **Course Descriptions**

Course Descriptions and prerequisites will remain the same. Special emphasis courses have been identified for this catalog and will not change unless so specified for the two-year period of the catalog:

**101. General Psychology** (3 credits)

A study of the basic subject matter of Psychology and its approaches to gathering information. This course also explores the ways in which psychological knowledge can be applied to improve the quality of life for individuals, communities, and societies.

*Prerequisite: Education 100.*

**10T. Advanced General Psychology** (3 credits)

An exploration of the basic content areas of Psychology within the context of the methodological issues and procedures. This course serves to prepare students for the advanced research courses in the Psychology Department (i.e., Psychobiology, Experimental Psychology, Psychology of Learning, Senior Seminar, and Independent Research).

*Prerequisite: Psychology 101.*

**20W. Psychobiology** (4 credits)

A study of the relationship between psychological processes and physiological activity. This course reviews neurological and biochemical bases of behavior with emphasis upon the synergistic functions of the nervous system, sense organs, and glandular system.

*Prerequisites: Psychology 101 and 10T, Biology 101 and 102.*

**207. Human Sexuality** (3 credits)

An examination of the factors related to the development of human sexual behavior, generally observed patterns of human sexuality, and current methods of research.

*Prerequisite: Psychology 101.*

**208. Black Psychology** (3 credits)

An examination of the behavior, attitudes, life-styles, and cultural heritage of Black Americans. This course provides students with past and current theory and research on the Psychology of Blacks. The course is organized around the premise that there is a distinctive, coherent Black American perspective that is evident in the behavior, attitudes, feelings, life-styles, and expressive patterns of Black Americans.

*Prerequisite: Psychology 101.*

**210. Behavioral Research I** (4 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 behavioral analysis).

*Prerequisites: Mathematics 102 and 103 or Mathematics 104*

**212. Behavioral Research II** (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, SAS, and SPSSX.

*Prerequisites: Psychology 210, Mathematics 102, 103, or 104.*

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**37W. Social Psychology** (3 credits)

An examination of how a person or group can influence the behavior of an individual. Topics include intrapersonal processes (the self, social cognition, attributions, attitudes, and attraction) and interpersonal processes (helping behavior, conflict, social influence, group processes and the environment).

*Prerequisite: Psychology 101.*

**302. Group Dynamics** (3 credits)

An investigation of the interactions that occur within a group. This course will explore the way each person's behavior is influenced by and influences others in a group, how the structure of the group was developed, and how decisions are arrived at in a group situation.

*Prerequisite: Psychology 101.*

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

Describes the application of psychological theory and research to the study of industrial, business, profit and nonprofit 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: Psychology 101.*

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

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

*Prerequisites: Psychology 101, 10T, 210, 212.*

**30S. Developmental Psychology I** (3 credits)

A study of the cognitive, emotional, social and physiological development of humans from infancy to adolescence. The course provides an understanding of the research findings related to child and adolescent development and to the concepts, methodologies, and basic terminology utilized to study psychological development.

*Prerequisite: Psychology 101.*

**308. Developmental Psychology II** (3 credits)

A study of the cognitive, emotional, social, and neurological development of humans from young adulthood through old age. This course provides an understanding of the research findings related to adulthood and old age and to the concepts, methodologies and basic terminology utilized to study psychological development.

*Prerequisite: Psychology 101.*

**31W. Cognitive Psychology** (3 credits)

An examination of human mental processes and how these processes control behavior. This course provides students with the theory, concepts, and methodologies used to understand the mind, and it demonstrates how cognition can be applied to life experiences and problems.

*Prerequisites: Psychology 101*

**32W. The Psychology of Learning** (4 credits)

Survey and analysis of the learning process as it occurs in classical and instrumental conditioning, problem solving, concept formation, and perceptual organization. This course also requires students to conduct laboratory experiments to facilitate classroom experiences.

*Prerequisites: Psychology 10T, 210, 212.*

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

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

*Prerequisites: Psychology 10T.*

**31S. Abnormal Psychology** (3 credits)

A comprehensive survey of the factors related to the development of abnormal behavior, the generally recognized patterns of abnormal behavior, and current practices with regard to assessment, treatment, and prevention of abnormal behavior.

*Prerequisite: Psychology 101.*

**33S. Theories of Personality** (3 credits)

A comprehensive study of the theories and major research issues in the study of personality.

*Prerequisites: Psychology 101, 10T.*

**316. Clinical Psychology I** (3 credits)

A comprehensive introduction to the major concepts involved in the assessment of personality, the various methods used in personality assessment, professional issues related to the assessment of personality, and the current status of personality assessment.

*Prerequisites: Psychology 101, 10T, 31S, 33S.*

**317. Clinical Psychology II** (3 credits)

A comprehensive introduction to the theoretical models that guide the work of psychotherapists, the major factors involved in the practice of psychotherapy, and the important research issues related to the practice of psychotherapy.

*Prerequisites: Psychology 316, 10T, 31S, 33S.*

**36T. Experimental Psychology** (4 credits)

An exploration of the analysis and quantitative methods in psychology. This course introduces students to modern interpretations and uses of the classical psychophysical methods and to experimental design and the use of statistical methods to ensure the validity and reliability of various methods.

*Prerequisites: Psychology 101, 10T, 210, 212, Math 103.*

**401. Applied Psychology** (3 credits)

A tutorial course to prepare students for the General and Psychology sections of the Graduate Record Examination. This course is designed to assist students in increasing their performance on the GRE and to develop confidence in their ability to perform well on standardized tests.

*Prerequisites: Psychology 101, 103.*

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40W. Senior Seminar I

(4 credits)

This course provides the student with the opportunity to develop an original proposal of the research topic to be conducted in the Senior Seminar 404. The student is expected to use procedures based on the scientific method for (a) developing a research topic, (b) developing a research design, (c) preparing and submitting a written research proposal at the end of the semester, and (d) presenting a report orally to the Psychology faculty.

*Prerequisites: Psychology 101, 10T, 210, 212, and 36T.*

41W. Senior Seminar II

(4 credits)

This course provides the student with the opportunity to conduct an original investigation of a research topic proposed in Senior Seminar 403. The student is expected to use procedures based on the scientific method of (a) collecting data, (b) analyzing data statistically, (c) preparing a written report, and (d) presenting the report orally to the Psychology faculty.

*Prerequisites: Psychology 40W, 101, 10T, 210, 212, and 36T.*

411-412. Independent Research

(4 credits each)

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.

*Prerequisites: Psychology 101, 10T and permission of Instructor*

*Prerequisites: Psychology 411 and permission of Instructor*

## Economics and Business Administration

*Professor: William K. Dadson, Ph.D*

*Associate Professors: Renosi Mokate, Ph.D., Acting Chairperson  
Ganga P. Ramdas, Ph.D.*

*Assistant Professors: Eleanor Gordon, J.D., C.P.A.  
Peter Vico, M.A., C.P.A.*

The department of Economics and Business Management provides students with an opportunity to major in Accounting, Business Management, Economics and Finance. Students can also minor in Business Management and Economics. The department's objective is to complement the strong liberal arts knowledge base which students acquire through the core curriculum. Through its curriculum, the department imparts students with a sound knowledge of business and economic relations, including management, accounting and finance. Students acquire both the theoretical and applied knowledge for effective decision making and leadership in private and public sector institutions, research, institutions and academia.

Students who major in one of the fields offered by the Economics and Business Administration department may obtain a Bachelor of Science or Bachelor of Arts degree. In order to receive a Bachelor of Arts degree, a student must take four semesters of a language. Students must take a combination of four advanced

courses in english, mathematics, or computer science to obtain a Bachelor of Science degree.

The curriculum is designed to provide a strong interdisciplinary background and offers courses to meet the requirements for graduate studies in Accounting, Management and Economics.

Primary consideration is given to strengthening students basic communication and analytical skills. In addition, students are strongly encouraged to broaden their major competencies with courses in the humanities, other social sciences, mathematics and foreign languages.

The department offers courses of interest to students majoring in other departments, especially those in other social science fields. Courses, such as, Economics in the World System, and Empowerment and Social Change in the U.S. Economy can be taken by students in order to fulfill their social science requirement. The department also offers University Seminar I courses in International Business and Economics of Poverty and Discrimination; and University Seminar II courses in Comparative Economic Systems and Urban Economics. All the above courses fulfill requirements for the University core curriculum.

### **Required Courses for Accounting, Business Administration, Economics, and Finance Majors**

In addition to university requirements, all department majors must complete the following core (24 semester hours):

ECO 201. Macro-economics	ECO 306. Quantitative Methods I
ECO 202. Micro-economics	ECO 307. Quantitative Methods II
ECO 203. Financial Accounting	ECO 335. Management
ECO 204. Managerial Accounting	ECO 459. Senior Seminar

Prerequisites: Mathematics 103, 107, 131, and 153 or higher.

Accounting majors must also take:

ECO 331. Intermediate Accounting I	ECO 338. Tax Accounting
ECO 332. Intermediate Accounting II	ECO 351. Auditing
ECO 333. Cost Accounting	ECO 334. Business Law
ECO 338. Tax Accounting	ECO 351. Auditing

Business Administration majors must also take:

ECO 334. Business Law	ECO 436. Business Communications
ECO 337. Marketing	Plus three Business electives.
ECO 341. Corporate Finance	Administration electives

Economics majors must also take:

ECO 301. Price Theory	ECO 314. History of Economic Thought
ECO 302. Income Theory	ECO 341. Corporate Finance
ECO 315. Public Finance	Plus two Economics electives
ECO 313. Money and Banking	

Finance majors must also take:

ECO 331. Intermediate  
Accounting I

ECO 332. Intermediate  
Accounting II

ECO 341. Corporate Finance

ECO 348. International Finance

Plus three electives\*

\*A fifth core course Intermediate Corporate Finance is under development. Concentrations are in investment, commercial banking, and public finance.

### Major Field

In order to major in one of the fields offered by the department, students must take a minimum of 45 semester hours of departmental course work. This includes 30 semester hours of common core courses and an additional 15 semester hours of major field courses. Majors must successfully complete English Composition II or English 103 and College Algebra—Mathematics 103, to take introductory level courses. For any 300 level or higher courses, a major must have passed Calculus for Business and Social Sciences (Mathematics 131). Finite Mathematics (Mathematics 107), and a computer language course, Mathematics 153 or higher. Each major is required to complete a *minimum* of 120 semester hours to graduate, of which no more than eight semester hours may be Cooperative Education or Internship credits.

### Minor Fields

The department offers two minor fields, one in Business Management and the other in 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 or her knowledge and appreciation of the field, but will also have a wider career choice. In addition, a minor in Economics fulfills the minimum requirements for entry into graduate studies in economics or finance, while a minor in Business Management will give a student a head start into a Master of Business Management degree.

### Requirements for a Minor

A minor is required to take a total of six courses, of which two are from economics (ECO 201 and ECO 202) and one from accounting (ECO 203 or higher). The remaining two courses may be selected from Business Management. Economics or Accounting courses.

Requirements for the minor fields are as follows:

#### Business Administration

A student will fulfill a minor in Business Management by passing the following courses:

ECO 201 and 202.

Principles of Economics (Macro and Micro)

ECO 203 or 204.  
ECO 335.

Accounting I or II  
Principles of Management

Any two Business electives in a major area

### Economics or Finance

A student will fulfill a minor in Economics or Finance by passing the following courses:

ECO 201 and 202.

Principles of Economics (Macro and Micro)

ECO 203 or 204.

Accounting I or II

ECO 301.

Price Theory

ECO 302.

Income Theory

Any one elective in economics or finance

### Honor Students in Economics and Business

A departmental honor student is required to maintain an overall grade point average (GPA) of 3.5 or better and complete a special research assignment equivalent to the level and quality of work in the senior seminar, ECO 459. Students are encouraged to plan this assignment with a departmental faculty member in their junior year. There are no exceptions to this rule.

### Course Descriptions

#### 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: Mathematics 103.*

#### 203. Financial Accounting (3 credits)

This course provides an understanding of the basic concepts of accounting. Students are expected to acquire proficiency in accounting for proprietorships. Coverage includes recording transactions, preparations of basic financial statements and maintenance of ledger accounts.

*Prerequisite: Mathematics 103.*

#### 204. Managerial Accounting (3 credits)

This course is intended to present accounting for decision making. Principles of accounting for larger entities such as partnerships and corporations are addressed. Additional topics include cash flow analysis, cost-volume profit analysis, analysis of financial statements and elementary cost accounting.

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216 **Personal Finance** (3 credits)

A survey course that emphasizes life-time management of personal income and wealth. Goal setting for the short and long-term duration of the life-cycle financial planning process will be covered. Topics include budget management, taxes, cash-flow management, investment in consumer durables and real-estate, insurance (life, health-care, disability, and property), investing in stocks and bonds, pension and estate planning.

301. **Price Theory** (3 credits)

The theory of consumer and firm behavior, general equilibrium and exchange market structure and performance. Factor markets, the theory of distribution of income and intertemporal decisions. The theory of economic policy.

*Prerequisite: ECO 201, ECO 202 and MAT 131.*

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. Macroeconomic policy design and evaluation. Some of the basic econometric models of the U.S. and Canadian economies will be studied.

*Prerequisite: ECO 201, ECO 202 and MAT 131.*

306. **Applied Quantitative Methods for Decision Making** (3 credits)

Probability distributions and their applications to business and economics decision problems—the Bernoulli, Binomial, Hypergeometric, Poisson, Uniform and Normal distributions. Mathematical expectation theorems and their applications. Statistical decision theory under certainty and uncertainty, including Bayesian and utility theories.

*Prerequisite: MAT 107.*

307. **Applied Quantitative Analysis for Research and Management** (3 credits)

Further topics in multiple regression analysis. Applications using a computer package such as SAS or SPSS. Inventory models, linear programming applications in business: graphical methods and the simplex method, transportation and assignment problems, introduction to goal programming and integer programming, queuing theory: waiting-line models, Network models, simulation and Markov analysis.

*Prerequisites: ECO 306 and MAT 153.*

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: ECO 201, ECO 202 or 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 banking.

*Prerequisite: ECO 201 and ECO 202.*

**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: ECO 201 and ECO 202.*

**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: ECO 201 and ECO 202.*

**316. The Economics of African-American Community Development** (3 credits)

This course entails a study of the past and present economic processes which have impacted on economic conditions of the African-American community. Different analytical frameworks for analyzing the African-American economy and conditions arising from it will be discussed. Strategies designed to promote economic development in the African-American community will be evaluated.

*This course is open to juniors and seniors in other departments.*

*Prerequisite: ECO 201 and ECO 202.*

**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: ECO 201 and ECO 202.*

**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.

*This course is open to juniors and seniors in other departments.*

*Prerequisite: ECO 201 and ECO 202.*

**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.

*This course is open to juniors and seniors in other departments.*

*Prerequisite: ECO 201 and ECO 202.*



**323. Development Economics and Planning** (3 credits)

A study of economic growth and development in developing countries. Analysis of theories of growth and development and issues such as income distribution, population growth, unemployment and urbanization, international trade, financing development and manpower development.

*This course is open to juniors and seniors in other departments.*

*Prerequisite: ECO 201 and ECO 202.*

**326. Theory of International Trade** (3 credits)

The pure theory of international trade, commercial policies, trade, economic growth and development, economic integration, and world trade systems.

*Prerequisite: ECO 301.*

**331-332. Intermediate Accounting** (3 credits each)

The topics considered include an in-depth analysis of the treatment applicable to each balance sheet account, financial statements and net income concepts, generally acceptable accounting principles, and interpretation of financial statements.

*Prerequisite: ECO 204.*

**333. Managerial Cost Accounting** (3 credits)

The procedures utilized by manufacturing and service firms for determining production costs. Topics include: job-order and process costing, planning and controlling costs and allocation of overhead costs. Controllership is discussed including the following topical areas: responsibility accounting, forecasting, costs analysis and budgeting.

*Prerequisite: ECO 203, ECO 204.*

**334. Business Law** (3 credits)

An introduction to the body of law that governs business transactions and employment. The course will stress the uniform commercial code as it applies to secure transactions, commercial papers and sales. Employment relationships, employer-employee labor relations and discrimination, and independent contractors are examined.

*This course is open to majors in other departments.*

*Prerequisites: ECO 201, 202 and 335, or permission of the instructor.*

**335. Principles of Management** (3 credits)

This course will introduce theories and concepts of management. Organizational structures and processes, and modern management practices in a dynamic economic and social environment are analyzed.

*Prerequisites: ECO 201, 202.*

**336. Managerial Economics** (3 credits)

Decision-making in the modern business firm, demand and cost analysis, inventory problems, investment problems, and deterministic and probabilistic models of managerial operations are analyzed. Applications in transportation and other public utility corporations will be emphasized.

*Prerequisites: ECO 201 and MAT 107.*

**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.

*Prerequisites: ECO 201, 202 and 203.*

**338. Federal Income Taxation of Individuals** (3 credits)  
This course provides an overview of Federal income taxation, followed by a study of tax theory, tax accounting principles, tax planning and research, involving the applicable laws and regulations. Students will understand the structure of the individual income tax and the solution of individual tax problems. The course will also introduce students to the Federal and State Individual Income Tax returns, including sole proprietorships.

*Prerequisite: ECO 204 or permission of the 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 planning problems are analyzed and alternative solutions evaluated from the business taxpayer's advantage.

*Prerequisite: ECO 338.*

**341. Corporate Finance** (3 credits)  
Introduction to fundamental concepts in financial management and financial statement analysis. Long term investment and financing decisions, and related financial policy problems, working capital management with an emphasis on cash management are addressed.

*Prerequisites: ECO 203 and MAT 107.*

**347. International Financial Management** (3 credits)  
Emphasis is on financial decision making and policies of the international corporation. Risks and returns of international investments, corporate strategy and the decision to invest abroad, including joint ventures with national governments and foreign private enterprises are examined. The management of short term capital flows in the multinational firm. Concepts, definitions and measurements of exposure and risks are analyzed.

*Prerequisites: ECO 204 and MAT 107.*

**348. International Finance** (3 credits)  
The International Monetary System in world trade and payments. The balance of payments—concepts, definitions and measurement. Theories of balance of payments adjustment under various exchange rate regimes, and capital flows. Foreign currency markets and their role in trade financing and investment. International lending and the foreign debt problems of less developed countries.

*Prerequisites: ECO 201, 202 and 341.*

**351. Auditing** (3 credits)  
This course introduces students to auditing theory and practice. It covers external and internal auditing, internal controls, and audit reporting practice and concepts.

*Prerequisite: ECO 332.*

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**411-412. Selected Topics on the American Economy** (3 credits each)

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.

*Prerequisites: ECO 201, 202.*

**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. Topics include: foreign currency, mergers and consolidations and fund accounting.

*Prerequisite: ECO 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: ECO 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, reports and career interviewing, searching, etc. Special emphasis is on management and supervision—controlling, directing, giving orders and instructions, employee performance, and communicating with the boss.

*Prerequisite: ECO 335.*

**437. Personnel Administration** (3 credits)

This course will emphasize management of human resources in business and nonprofit organizations. Recruiting, employing, and maintaining the human resource, compensation, evaluation, industrial relations and other personnel problems and activities are covered in depth.

*Prerequisite: ECO 335.*

**441-442. Selected Topics in Business** (3 credits each)

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, problem of risk and insurance, investments, management accounting, entrepreneurship and the principles of formulating and implementing a business plan.

*Prerequisites: ECO 201, 202 and 204.*

**451-452. Cooperative Education** (4 credits each)

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: ECO 202, 204 and 335.*

#### 459. Senior Seminar

(3 credits)

This is a capstone course which synthesizes analytic skills in business communications, quantitative techniques, and literature drawn from various fields of economics and business. Students have the opportunity of studying a major research problem of their own choosing under the guidance of one or more faculty members. A major paper is required to present the research findings. Additional course requirements include individual or group presentations of selected literature and intermediate findings, and a written final examination.

*Prerequisites: ECO 307, MAT 107 and senior status.*

### Health, Physical Education, Recreation, and Athletics

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

*Associate Professor: James L. DeBoy, Ph.D., Chairperson of HPER  
& Coordinator of TR*

*Assistant Professor: Cyrus D. Jones, M.S., Athletic Director*

*Instructors: Nilda Guisao, M.Ed.*

*Kevin Davis, M.Ed.*

*Carl Wilson, M.S., A.T.C.*

*Lecturer: Salley Wagner, M.S.*

Students at Lincoln University are encouraged to participate in recreational activities throughout their four years of study. The HPR basic instruction program is intended to equip students with skills in health/wellness, 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, usually during their freshman year. Students physically unable to participate in the 102 class may be assigned to a special section where activities are individually adapted.

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 HPR 102. This uniform may be secured in the campus bookstore.

In addition to the required basic instruction in HPR program, the department offers a major in health and physical education (Pennsylvania Teaching Certificate, K-12), a major in Therapeutic Recreation, (COA accredited), and Health Science.

Voluntary programs in intramural sports and in intercollegiate athletics for both men and women are also offered.

### Requirements for the Health and Physical Education Major

#### I. Professional Health and Physical Education Course Requirements

- A. Activity Course (2 credits): 105, 110, 210, 221, 230, 310, 319, 320.  
(The student has the option of taking one of the rhythmic courses 221, 319, or 320.)

B. Theory Courses (3 credits): 201, 205, 206, 208, 305, 307, 308, 311, 312, 314, 315, 402.

II. Education Requirements: 201, 202, 204, 301, 302, 303, 401.

III. Natural Science Requirements: General Biology 101, Mathematics 101 or 103, Anatomy and Physiology 205.

## Requirements for the Recreation Major

### Option: Therapeutic Recreation

I. University Requirements (see above)

II. Professional Course Requirements:

A. Activity Courses: Select 3: 110, 210, 221, 230, 233, 310, 319, 320, 322.

B. Theory Courses: Required (12): HPR 202, HPR 204, HPR 208, HPR 211, HPR 234, HPR 304, HPR 315, HPR 400, HPR 402, HPR 408.  
Select 2: HPR 205, HPR 206, HPR 312.

C. Internship

## Course Descriptions

101. **Dimensions of Wellness** (2 credits)

Health topics include: health-related fitness, nutrition and weight control, stress management, drug education, human sexuality, and CPR. Application and analysis are emphasized.

102. **Lifetime Sports** (1 credit)

Knowledge and skill are emphasized in two different lifetime sports (e.g., badminton and bowling; swimming & conditioning).

105. **Gymnastics: Tumbling and Apparatus** (2 credits)

Fundamental tumbling skills with emphasis on the learning of activity mechanics. Practical application of fundamental apparatus: even and uneven parallel bars, high bar, side and pommel horses, swedish box, rings, and ropes. Emphasis is placed upon teaching methods, safety, and evaluation strategies.

110. **Individual Sports** (2 credits)

Skills and knowledge needed to teach/deliver: archery, bowling, bicycling, canoeing, golf, track and field, and fitness. Activity analysis will be emphasized.

200. **Officiating of Sports** (2 credits)

Principles, techniques, rules and regulations for officiating dual and team sports. Theory and practice with required laboratory sessions in actual officiating.

201. **Introduction to Health, Physical Education and Recreation (Speaking-emphasis)** (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/her life and that of others. It is concerned with what recreation is, rather than how it is accomplished or delivered.

**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 as 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, and will 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. Health Science and First Aid (Speaking-emphasis)** (3 credits)

This course is designed to investigate the contemporary and medical literature in sports and athletics. An introduction to the basic sciences of the body as applied to physical and health education will be included. Health emergencies and first aid will be discussed and upon successful completion certification awarded. Topics include: general anatomy, physiology, basic motor testing, evaluation and first aid.

*Prerequisite: HPR 205 or consent of instructor.*

**208. Introduction to Community Recreation (Writing Emphasis)** (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.

**210. Dual Sports** (2 credits each)

Skills and knowledge needed to teach/deliver: badminton, tennis, handball, fencing, wrestling, table tennis, billiards, and various table games. Activity analysis will be emphasized.

**211. Therapeutic Recreation Programming** (3 credits)

Programing concepts for special needs populations in TR settings will be discussed: activity/task analysis, goal setting, charting, documentation, client assessment, treatment plans, and evaluation.

*Prerequisite: HPR 304 or permission of instructor.*

**221. Basic Rhythmic Skills** (2 credits)

This course equips the student with the basic understanding of rhythmic skills and techniques used in schools, rehabilitation and recreational centers. It also intends to meet the needs of the student who desires to learn ethnic dance forms and to teach the basic skills.

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**230. Aquatics** (2 credits)

Aquatic activities for the advanced swimmer. Development of personal skills in swimming for lifesaving with emphasis on teaching methods and techniques.

*Not open to beginners.*

**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: HPR 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: HPR 208 or permission 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 preschool and elementary school child; curriculum development; class management; and elementary physical education content.

**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 permission of instructor.*

*HPER 206*

**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 permission of instructor.*

*HPER 206*

**310. Team Sports** (2 credits)

Skills and knowledge needed to teach/deliver: field hockey, lacrosse, speedball, soccer, football, softball, volleyball, and basketball. Activity analysis will be emphasized.

**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 curriculum patterns and resources involving teaching physical education, and individual teaching experience within the group will be provided.

*Prerequisite: HPR 201.*

**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, and personal safety. Laboratory work will include clinical use of sports medicine equipment.

*Prerequisite: Biology 205 or permission of the instructor.  
HPER 206*

**315. Adapted Physical Education** (3 credits)

A multidisciplinary approach of physical education as an integral part of the Individualized Education Plan and Individualized Treatment Plan team. This course addresses psychomotor assessment, developmental teaching, and program implementation. All materials are applicable to both disabled and non-disabled 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.

**316. Recreation for Special Populations** (3 credits)

This course is designed to provide an overview of the various concepts, principles and practices related to the planning, delivery and evaluation of therapeutic recreation and leisure services to the physically and sensory impaired, substance abusers, and criminal offenders. Client assessment and activity programming for these special populations will be emphasized.

**319. African-Caribbean Dance and Aerobics** (2 credits)

This course is designed to develop appreciation, knowledge of the history and values of African and Caribbean dances, and the acquisition of the variety of skills related to them. Aerobic exercise with musical accompaniment will be presented. 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 and therapists in the 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.



**399. Internship** (2 credits)

A 10-15 week clinical experience in a habitation/rehabilitation setting under the supervision of a NCTR-certified specialist.

**400. Seminar in Therapeutic Recreation** (3 credits)  
**(Writing Emphasis)**

This course provides an opportunity for the student to broaden his experience in therapeutic 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, and evaluate individualized prescriptive recreation programs for these special populations.

*Prerequisite: TR 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 H.P.E.R. Organization of participants, selection and organization of activities, planning of time and space, utilization and care of equipment, procedures for effective administration.

*Prerequisites: HPR 201 or permission of instructor.*

**408. Research and Evaluation in Recreation** (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.

**410. Planning Recreation and Athletic Facilities** (2 credits)

This course has been designed to enable the student to gain an understanding of the planning of recreational and athletic facilities.



# Lincoln University Master of Human Services Program

*Associate Professors:* Mapule Ramashala, Ed.D., *Director*  
Linda Stine, Ph.D. (on leave)

*Assistant Professors:* Szabi Ishtai-Zee, Ph.D.  
Virginia Johnson-Smith, Ph.D.  
Rosemary Madl, Ph.D.

*Instructor:* Sherman Patrick, M.A., M.P.H.

*Director of Field and Recruitment:* Jernice Lea, M.A.

*Field Coordinator:* Nancy Jenkins-Ryons

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

Students who enroll in the program do not need to leave their jobs or relocate in order to complete the program. In fact, they must be employed in a human service agency as a condition of acceptance into the program since a significant part of their learning takes place in constructive action projects which they conduct in their agency.

The Master's degree program requires the completion of 54 hours of academic credit with a cumulative grade point average of 3.00 (B) or better. This can be done in 4½ consecutive semesters.

Students attend four academic classes each Saturday which are held on Lincoln's campus. Students receive eight credit hours for these classes. They also attend an evening seminar during the week which is held in the general vicinity of where they work or live, and for which they receive four hours of credit. In this way, students earn 12 hours of academic credit each of four semesters and six hours in the summer for a total of 54 hours of credit.

The curriculum progresses through five units, called Competency Units. Competency Unit I (CU I) develops competence in the student as a self-directed, lifelong learner. CU II develops competence in the helping roles that the student must perform as a human service worker. CU III develops competencies in group relations; CU IV deals with administration and organizational development. CU V develops competencies in the student as a change agent, with specific focus on Action Research.

Each competency unit is studied from four perspectives called Dimensions. Each dimension comprises one course: Ethical issues (Values course), psychological theory (Self and others course), sociological relationships (Systems course), and skills necessary to the competency (Skills course). These four perspectives make up the academic course work in the Saturday schedule.

In the field seminar, held during the week, these four perspectives are integrated into one field project, called Constructive Action, which allows

students to apply skills and to demonstrate their mastery of concepts found in the competency unit. The constructive action projects are conducted in the student's agency. In the last year of the program, students conduct a large change project, the written and oral reports of which constitute their final master's project paper.

Students must select a professional person with a Master's degree to serve as their Preceptor throughout the program.

### **Admission Requirements**

To be eligible for admission into the Master's Program an applicant must:

1. be currently employed in human services work,
2. have a Baccalaureate degree plus at least one year of successful experience, or five years of such experience for applicants who have less than a Baccalaureate degree,
3. pass the admission examination, and
4. select a Preceptor.

### **Admission Procedures**

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

### **Course Descriptions**

#### **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.

#### **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 is 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.

#### **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.

**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.

**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 Constructive Action Project.

**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.

**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.

**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.

**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.

**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.

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**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.

**526. Constructive Action (2 credits)**

As a Constructive Action project for this competency, the student will develop a healthy relationship with an individual or a 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.

**531. Ethics and Groups (1 credit)**

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.

**532. Dynamics of Face-to-Face Groups (1 credit)**

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.

**533. Social Analysis of Human Systems (1 credit)**

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.

**534. Skills in Social Research and Problem-Solving I: Foundation (1 credit)**

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.

**535. Theory and Practice Integration Seminar (1 credit)**

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.

**536. Constructive Action**

(1 credit)

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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

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

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

**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.



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Meals and lodging may be obtained at nominal cost.

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 gender.

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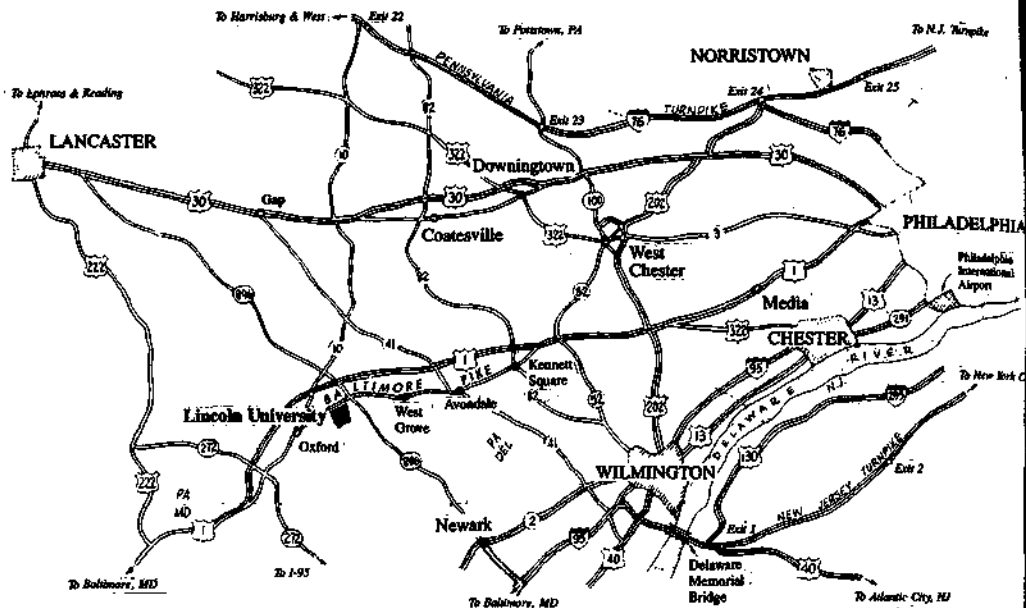
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#### From Philadelphia

Use your best route to Route 1 South towards Baltimore. Exit at Route 896, turn left. Turn right at flashing red light, onto Baltimore Pike. Proceed one mile to Lincoln University.

#### From Washington/Baltimore

Travel Interstate 95 towards New York. Leave Route 95 at Exit #100 (Northeast and Rising Sun, MD), turn left. Continue on Route 272 North for approximately 10 miles. (Watch for Route 272 to turn left at Chrome, PA). Turn right onto Route 1 North. Exit at Route 896, turn left. Turn right at flashing red light, onto Baltimore Pike. Proceed one mile to Lincoln University.

#### From Harrisburg and Points West

Travel 283 South onto Route 30 at Lancaster. Travel Route 30 towards Philadelphia, turn right on Route 896 towards Strasburg. Continue on Route 896 (approx. 22 miles), until you cross over Route 1. Turn right at flashing red light onto Baltimore Pike. Proceed one mile to Lincoln University.

#### From New York/New Jersey/Delaware

Travel Interstate 295 or New Jersey Turnpike South. Take Exit 2 of N.J. Tpk. to Rt. 322 West (Commodore Barry Bridge) to 195 South. Exit to Rt. 322 toward West Chester. Left onto Rt. 1 South. Exit at Rt. 896, Forestville, turn left. Turn right at flashing red light onto Baltimore Pike. Proceed one mile to Lincoln University.

or:

Travel Interstate 295 or New Jersey Turnpike South, cross Delaware Memorial Bridge. Bear left, look for Route 141 North (Exit #5 for Newport/Lancaster). Route 141 exits left, then continue to bear left. On Route 141, follow signs for Route 41 North (Exit #6B, Lancaster/Newport). This is a right exit onto Route 2; at 3rd traffic light turn right onto Route 41. Follow Route 41 towards Lancaster, turn left on Route 1 South. Exit at Route 896, turn left on flashing red light, onto Baltimore Pike. Proceed one mile to Lincoln University. (From Delaware Memorial Bridge to Lincoln University is approx. 27 miles)

To N.J. Bridge

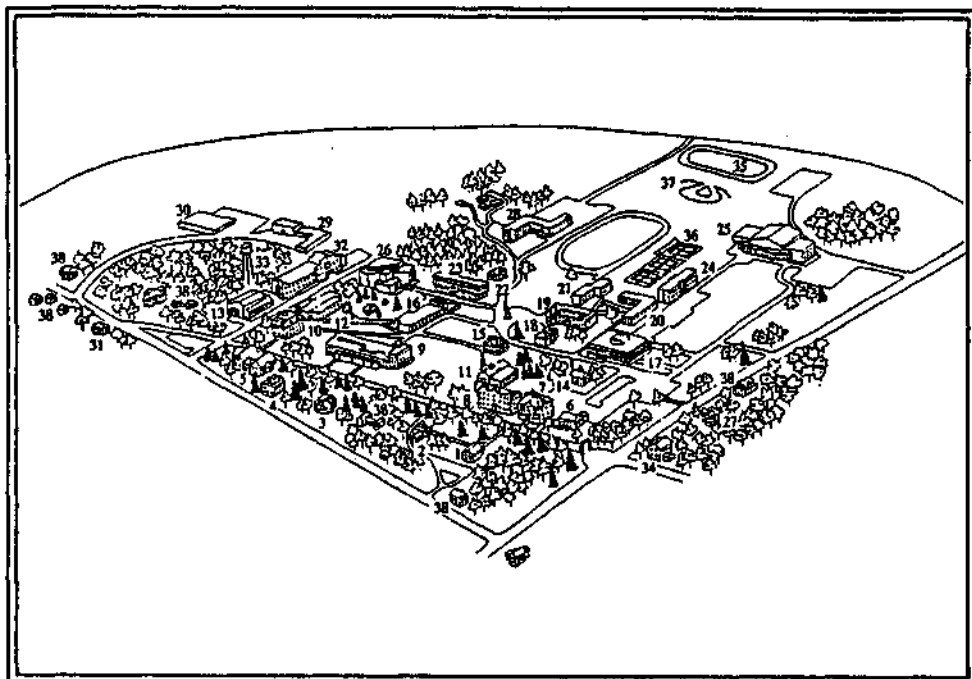
PHILADELPHIA

Philadelphia International Airport

To New York City

62

City, NY



like South.

Exit to Rt. South. Exit at flashing light. 1 mile to

like South, left, look for Lancaster). left. On h (Exit exit onto Route 41. left on t. Turn right Proceed aware approx. 27

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|-------------------------------------|---|
| 1 Guest House                       | 21 Ashmun Hall                                      |
| 2 Alumni House                      | 22 Morris Hall                                      |
| 3 Cannon House                      | 23 Lucy Laney Hall                                  |
| 4 President's House                 | 24 Frederick Douglass Hall                          |
| 5 Mary Dod Brown Memorial Chapel    | 25 Manuel Rivero Hall                               |
| 6 Azikiwe - Nkrumah Hall (Security) | 26 Langston Hughes Memorial Library                 |
| 7 Lincoln Hall                      | 27 Bond House                                       |
| 8 Cresson Hall                      | 28 Lorraine Hansberry Hall                          |
| 9 Ware Center                       | 29 Hilton Power Plant (Receiving)                   |
| 10 University Hall                  | 30 Maintenance Building (Physical Plant/Purchasing) |
| 11 Vail Hall                        | 31 Foster Center                                    |
| 12 Grim Life Science Hall           | 32 John Miller Dickey Hall                          |
| 13 Learning Resource Center         | 33 Water Tower                                      |
| 14 Amos Hall                        | 34 Lincoln House                                    |
| 15 Houston Hall                     | 35 University Track                                 |
| 16 Wright Hall                      | 36 Tennis Courts                                    |
| 17 Student Union Building           | 37 Baseball Diamond                                 |
| 18 McCauley Hall                    | 38 Faculty Housing                                  |
| 19 Rendall Hall                     |   |
| 20 McRary Hall                      |   |

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