

THE
Lincoln University
Bulletin
1995 - 1998



Alma Mater

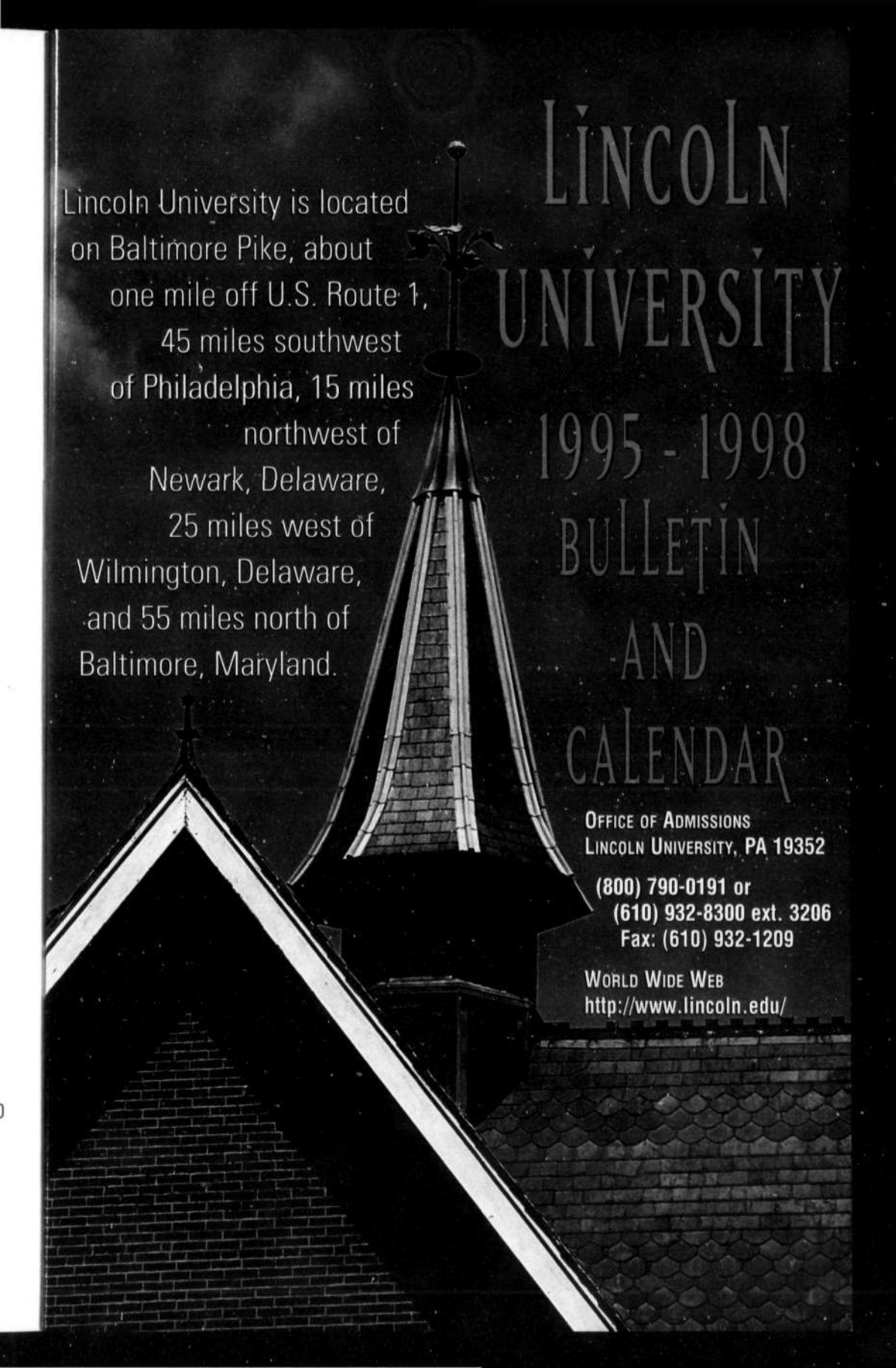
by A. Dennee Bibb, '11

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

For we love ev'vy 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.

© copyright 1996 Published by Lincoln University Lincoln University, PA 19352 (610) 932-8300

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 is 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.

LINCOLN
UNIVERSITY
1995 - 1998
BULLETIN
AND
CALENDAR

OFFICE OF ADMISSIONS
LINCOLN UNIVERSITY, PA 19352

(800) 790-0191 or
(610) 932-8300 ext. 3206
Fax: (610) 932-1209

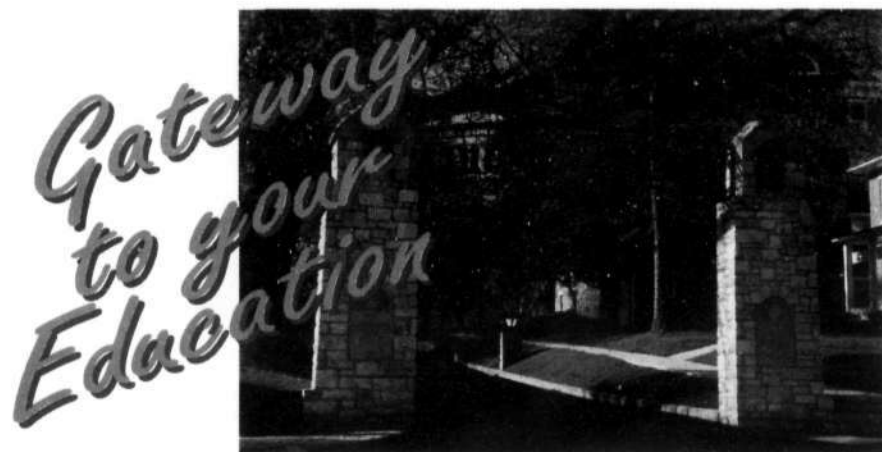
WORLD WIDE WEB
<http://www.lincoln.edu/>

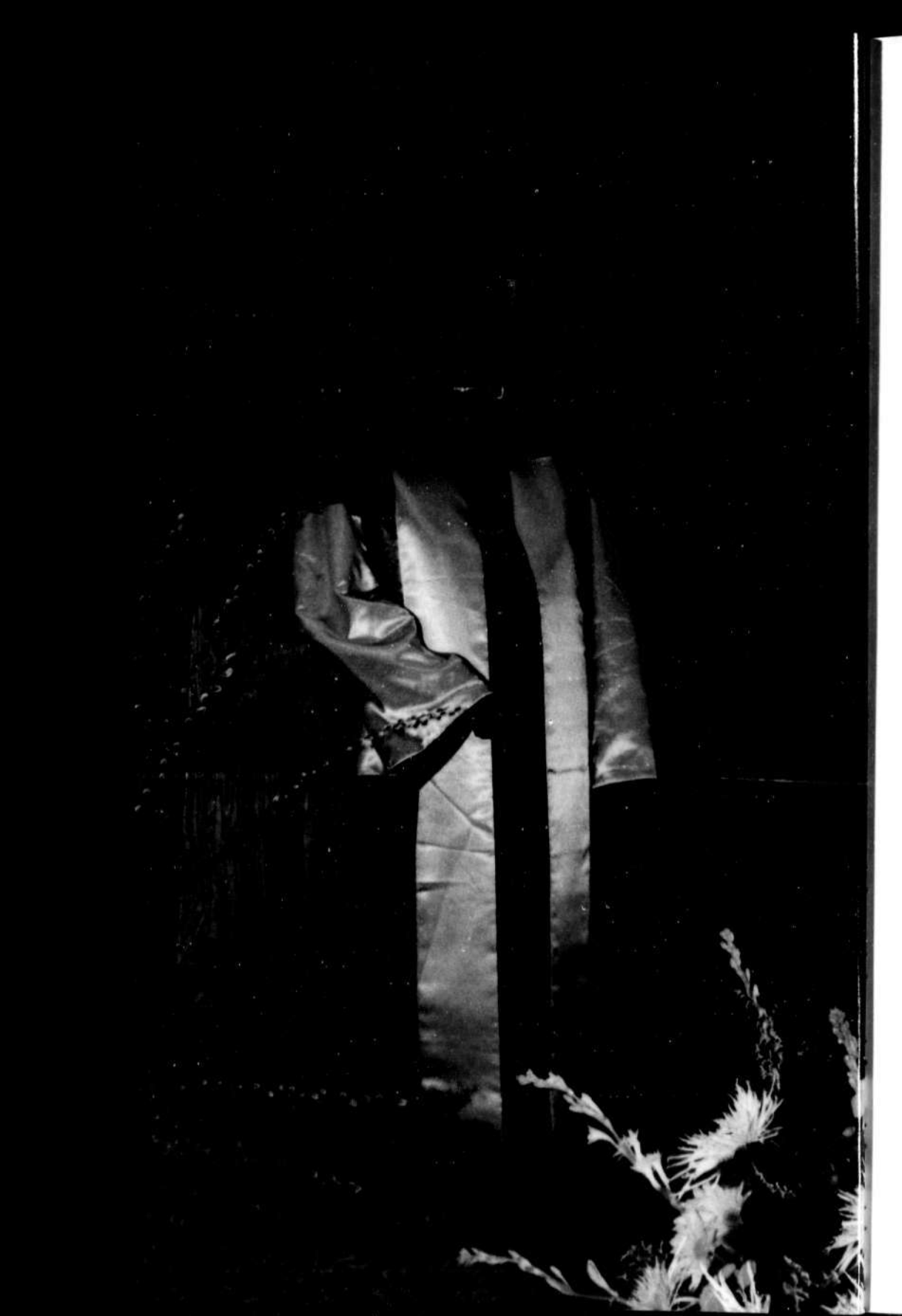




TABLE OF CONTENTS

Lincoln University Board of Trustees	5
University Calendar 1996-1999	6
Introduction to the University	9
Lincoln University's BLUEPRINT 2000	20
Undergraduate Admissions	33
International Programs	38
Undergraduate Student Classification	42
Expenses	43
Financial Aid	48
Scholarship Programs	54
Student Life	58
The Campus	62
Academic Regulations	66
Student Support Services	76
Academic Services	81
Programs of Study	84
Academic Divisions and Departments	91
Lincoln University Faculty and Staff	238







Lincoln University Board of Trustees

The Honorable Thomas J. Ridge, Governor of the Commonwealth of Pennsylvania
The Honorable Eugene W. Hickok, Jr., Secretary of Education
Dr. Niara Sudarkasa, President of Lincoln University

University Trustees

Mr. James S. Avery	Mr. Earle L. Bradford, Jr.
Mr. David R. Bright, Vice Chairperson	Mrs. Shirley M. Dennis
Ms. Carol Ware Gates	Mr. Reginald E. Gilliam
Ms. Adrienne A. Gray '76	Mr. Oscar L. Harris '65
Mr. Eugene D. Jackson	Mr. Randolph S. Kinder, Secretary
Mr. Kingsley Obaji	Chief Sonny Dike Odogwu
Mr. Malcolm D. Pryor	Dr. Kenneth M. Sadler, '71, Chairman
Mr. Manuel N. Stamatakis	Dr. C. DeLores Tucker
Mr. Glegg L. Watson	Mrs. Ethel B. Wister

Commonwealth Trustees

Ms. Lynn M. Fields, Parliamentarian	Joe H. Tucker, Jr., Esquire
Representative Thaddeus Kirkland	The Honorable Gregory E. Smith '76
Mr. William A. Robinson '42	Regina L. Warren, Esquire
Representative W. Curtis Thomas	Ronald A. White, Esquire
Mrs. Audrey R. Johnson-Thornton	The Honorable Hardy Williams
	Mr. John Williams

Alumni Trustees

Dr. Leonard L. Bethel '61	Dr. James A. Donaldson '61
Dr. Martin L. Kilson '53	William C. King '73 Esquire
Mr. J. Vernon Peterson '73	Ms. Sharlene V. Roberson '80

Honorary Trustees

Mr. Julius Rosenwald, II

Emeritus Trustees

Mr. Robert T. Freeman, Jr. '41	Dr. James A. Parker '42
Dr. LeRoy Patrick '39	Mr. Earl O. Pree '34
Mr. Theodore Robb	The Honorable John H. Ware

University Officers

Dr. Niara Sudarkasa, President
Mr. Eugene L. Cliett, CPA, Vice President for Fiscal Affairs/Treasurer
Dr. Dalmas A. Taylor, Vice President for Academic Affairs
Dr. Arnold T. Hence, Vice President for Enrollment Planning & Student Life
Mr. Anthony R. Fairbanks, Vice President for Development & Institutional Advancement



UNIVERSITY CALENDAR 1996-1999

Fall Semester	1996-97	1997-98	1998-99
New Students Arrive	Aug 18 (Su)	Aug 17 (Su)	Aug 16 (Su)
Transition Week - Begins	Aug 18 (Su)	Aug 17 (Su)	Aug 16 (Su)
- Ends	Aug 25 (Su)	Aug 24 (Su)	Aug 23 (Su)
Orientation/Registration MHS Students	Aug 17 (Sa)	Aug 23 (Sa)	Aug 22 (Sa)
Faculty Conference	Aug 15 (Th)	Aug 20 (W)	Aug 19 (W)
New Students Registration	Aug 23 (F)	Aug 22 (F)	Aug 21 (F)
Upperclassmen Arrive	Aug 25 (Su)	Aug 24 (Su)	Aug 23 (Su)
Upperclassmen Reg. - Begins (9:00 A.M.)	Aug 26 (M)	Aug 25 (M)	Aug 24 (M)
- Ends (4:00 P.M.)			
First Day of Class - Begins (8:00 A.M.)	Aug 27 (Tu)	Aug 26 (Tu)	Aug 25 (Tu)
Late Registration Fees Begin	Aug 27 (Tu)	Aug 26 (Tu)	Aug 25 (Tu)
First Day of Class for MHS	Aug 31 (Sa)	Aug 30 (Sa)	Aug 29 (Sa)
Financial Aid Apps. For Spring Due	Aug 30 (F)	Aug 29 (F)	Aug 28 (F)
Holiday - Labor Day	Sep 2 (M)	Sep 1 (M)	Sep 7 (M)
Last Day for Free Drops	Sep 10 (Tu)	Sep 9 (Tu)	Sep 8 (Tu)
First Day of Class MSR	Sep 3 (Tu)	Sep 2 (Tu)	Sep 1 (Tu)
All University Convocation	Sep 4 (W)	Sep 3 (W)	Sep 2 (W)
Mid-Term Exams - Begin (8:00 A.M.)	Oct 14 (M)	Oct 13 (M)	Oct 12 (M)
- End (8:00 P.M.)	Oct 18 (F)	Oct 17 (F)	Oct 16 (F)
All University Convocation	Oct 9 (W)	Oct 8 (W)	Oct 7 (W)
Mid-Term Grades Due	Oct 21 (M)	Oct 20 (M)	Oct 19 (M)
Last Day for Dropping Classes	Oct 28 (M)	Oct 27 (M)	Oct 26 (M)
Homecoming Oct 26 (Sa)	Oct 25 (Sa)	Oct 24 (Sa)	
Test Seniors Finishing in December	Nov 2 (Sa)	Nov 1 (Sa)	Oct 31 (Sa)
Pre-Registration - Begins (8:00 A.M.)	Nov 4 (M)	Nov 3 (M)	Nov 2 (M)
- Ends (4:00 P.M.)	Nov 8 (F)	Nov 7 (F)	Nov 6 (F)
All University Convocation	Nov 6 (W)	Nov 5 (W)	Nov 4 (W)
Seminar I Symposium	Nov 29 (W)	Nov 19 (W)	Nov 18 (W)
Graduate Pre-Registration	Nov 23 (Sa)	Nov 22 (Sa)	Nov 21 (Sa)
Thanksgiving Recess - Begins (8:00 A.M.)	Nov 27 (W)	Nov 26 (W)	Nov 25 (W)
- Ends (8:00 A.M.)	Dec 2 (M)	Dec 1 (M)	Nov 30 (M)
MHS Thanksgiving Recess	Nov 25 (Sa)	Nov 30 (Sa)	Nov 28 (Sa)
Last Day of Class	Dec 6 (F)	Dec 5 (F)	Dec 4 (F)
Final Examinations - Begin (8:00 A.M.)	Dec 9 (M)	Dec 8 (M)	Dec 7 (M)
- End (8:00 P.M.)	Dec 13 (F)	Dec 12 (F)	Dec 11 (F)
Last Day of Class for MHS Students	Dec 14 (Sa)	Dec 13 (Sa)	Dec 12 (Sa)
Final Grades Due	Dec 16 (M)	Dec 15 (M)	Dec 14 (M)
Final Grades for MHS Students Due	Dec 17 (Tu)	Dec 16 (Tu)	Dec 15 (Tu)
Spring Semester	1996-97	1997-98	1998-99
New Students Arrive	Jan 2 (Th)	Jan 4 (Su)	Jan 3 (Su)
Freshman Placement Test	Jan 3 (F)	Jan 5 (M)	Jan 4 (M)
Upperclassman Arrive	Jan 3 (F)	Jan 5 (M)	Jan 4 (M)
Registration	Jan 6 (M)	Jan 6 (Tu)	Jan 5 (Tu)
Registration/First Day of Class for MHS	Jan 4 (Sa)	Jan 3 (Sa)	Jan 2 (Sa)
Undergraduate Classes Begin (8:00 A.M.)	Jan 7 (Tu)	Jan 7 (W)	Jan 6 (W)
Late Registration Fees Begin	Jan 8 (M)	Jan 7 (W)	Jan 6 (W)
Holiday - Martin Luther King	Jan 20 (M)	Jan 19 (M)	Jan 18 (M)



Martin Luther King Convocation	Jan 22 (W)	Jan 21 (W)	Jan 20 (W)
Last Day for Free Drops	Jan 17 (F)	Jan 16 (F)	Jan 15 (F)
Faculty Honors Convocation	Jan 29 (W)	Jan 28 (W)	Jan 27 (W)
Deadline Prizes/Awards Nominations	Feb 3 (M)	Feb 2 (M)	Feb 1 (M)
Test Seniors Finishing in May/Summer	Feb 1 (Sa)	Feb 7 (Sa)	Feb 6 (Sa)
Black History Month Convocation	Feb 12 (W)	Feb 1 (W)	Feb 3 (W)
Financial Aid Apps. for Fall Due	Feb 14 (F)	Feb 13 (F)	Feb 12 (F)
Mid-Term Exams - Begin (8:00 A.M.)	Feb 24 (M)	Feb 23 (M)	Feb 22 (M)
- End (8:00 P.M.)	Feb 27 (Th)	Feb 26 (Th)	Feb 25 (Th)
Mid-Term Break - Begins (8:00 P.M.)	Feb 27 (Th)	Feb 26 (Th)	Feb 25 (Th)
- Ends (8:00 A.M.)	Mar 3 (M)	Mar 2 (M)	Mar 1 (M)
Mid-Term Grades Due by 4:00 P.M.	Mar 3 (M)	Mar 2 (M)	Mar 1 (M)
Test for May MHS Graduates	Mar 1 (Sa)	Mar 7 (Sa)	Mar 6 (Sa)
Last Day for Dropping Classes	Mar 10 (M)	Mar 9 (M)	Mar 8 (M)
Student Honors Convocation	Mar 12 (W)	Mar 11 (W)	Mar 10 (W)
Parents Day	Mar 23 (Su)	Mar 22 (Su)	Mar 20 (Su)
Fall Pre-Registration - Begins (8:00 A.M.)	Mar 17 (M)	Mar 16 (M)	Mar 15 (M)
- Ends (4:00 P.M.)	Mar 21 (F)	Mar 20 (F)	Mar 19 (F)
MHS Summer Pre-Registration	Mar 29 (Sa)	Mar 28 (Sa)	Mar 27 (Sa)
Financial Aid Apps. For Summer Due	Apr 1 (Tu)	Apr 1 (W)	Mar 31 (W)
Seminar I Symposium	Apr 2 (W)	Apr 1 (W)	Mar 24 (W)
Easter Holiday - Begin (8:00 P.M.)	Mar 26 (W)	Apr 9 (W)	Apr 1 (Th)
- End (8:00 A.M.)	Mar 31 (M)	Apr 13 (M)	Apr 5 (M)
MHS Students Last Day of Classes	Apr 12 (Sa)	Apr 18 (Sa)	Apr 17 (Sa)
Final Grades Due for MHS Students	Apr 23 (W)	Apr 22 (W)	Apr 21 (W)
Last Day of Undergraduate Classes	Apr 18 (F)	Apr 17 (F)	Apr 16 (F)
Final Examinations - Begin (8:00 A.M.)	Apr 21 (M)	Apr 20 (M)	Apr 19 (M)
- End (8:00 P.M.)	Apr 25 (F)	Apr 24 (F)	Apr 23 (F)
Final Grades Due by Noon	Apr 28 (M)	Apr 27 (M)	Apr 26 (M)
HOMOWO (for MHS Students)	May 3 (Sa)	May 2 (Sa)	May 1 (Sa)
Commencement	May 4 (Su)	May 3 (Su)	May 2 (Su)
Important Summer Dates	1996-97	1997-98	1998-99
Deadline for Fall Fin. Aid Federal			
Stafford Loan Application	May 1 (Th)	May 1 (F)	Apr 30 (F)
First Day of Classes for MSR Students	May 6 (Tu)	May 5 (Tu)	May 4 (Tu)
Registration/First Day of Class MHS	May 10 (Sa)	May 9 (Sa)	May 8 (Sa)
New Student Orientation	Jul 12 (F)	Jul 18 (F)	Jul 18 (F)
	Jul 19 (F)	Jul 25 (F)	Jul 23 (F)
Graduate Fall Financial Aid Clearance	Jun 28 (Sa)	Jun 27 (Sa)	Jun 26 (Sa)
MHS Students Last Day of Classes	Jun 28 (Sa)	Jun 27 (Sa)	Jun 26 (Sa)
Final Grades for MHS Students Due	Jul 7 (M)	Jun 30 (Tu)	Jun 29 (Tu)
Undergraduate Financial Aid Clearance Week -			
- Begins	Jul 7 (M)	Jul 6 (M)	Jul 5 (M)
- Ends	Jul 11 (F)	Jul 10 (F)	Jul 9 (F)
Financial Aid Clearance Fall Bill Paying	Aug 16 (Sa)	Aug 15 (Sa)	Aug 14 (Sa)
	Aug 23 (Sa)	Aug 22 (Sa)	Aug 21 (Sa)



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 Chemistry Department is accredited by the American Chemical Society.

The Therapeutic Recreation Program is accredited by the Council on Accreditation sponsored by the National Recreation and Parks Association and the American Association for Leisure and Recreation.

The Education Department offers certification programs in Early Childhood Education (N3), Elementary Education (K6), 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 Department of Education also offers a Master of Science Degree in Reading.

"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





THE UNIVERSITY

Introduction

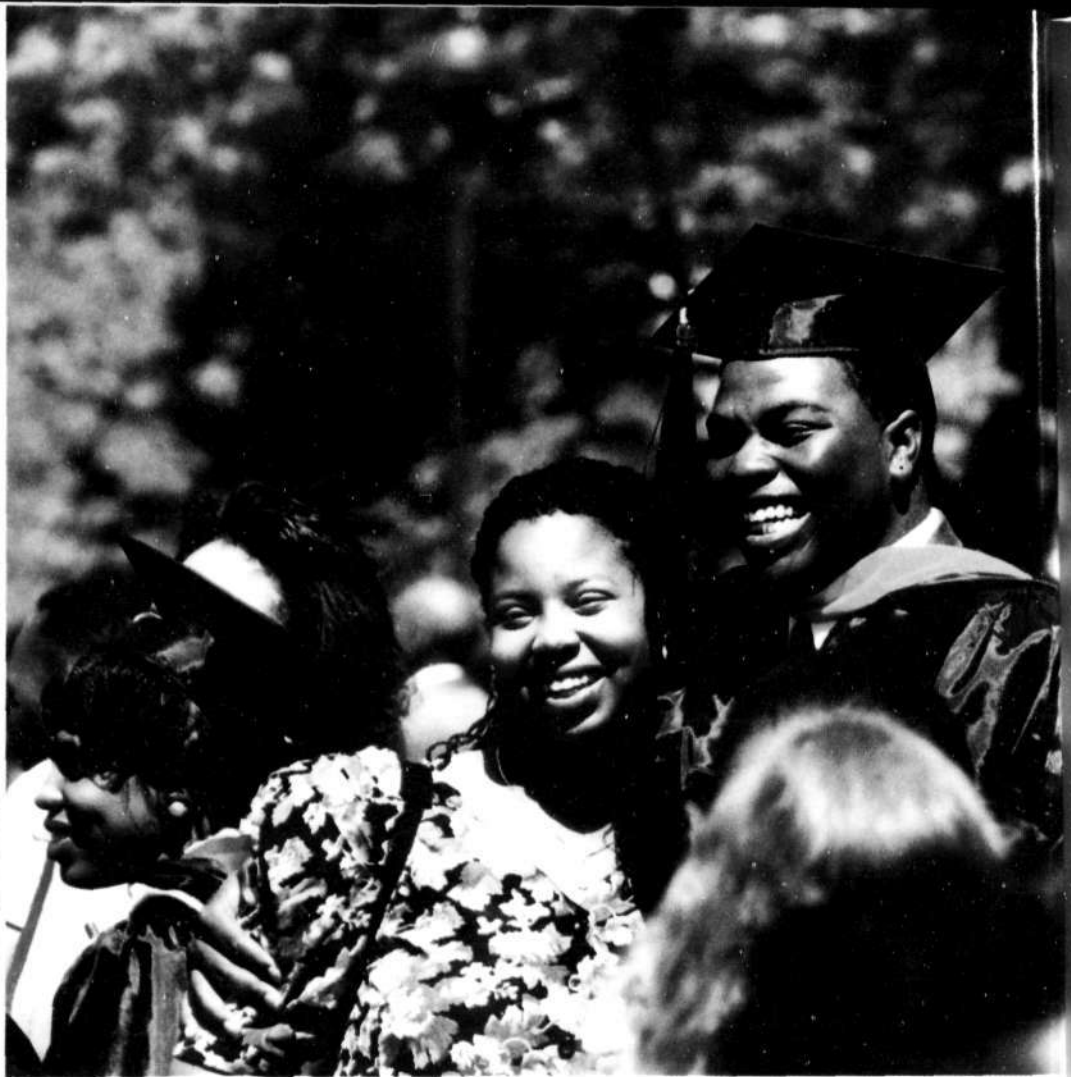
Lincoln University of Pennsylvania was chartered on April 29, 1854, as Ashmun Institute. As Horace Mann Bond, '23, the eighth president of Lincoln University, so eloquently cites in the opening chapter of his book, *Education for Freedom*, this was "the first institution founded anywhere in the world 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 preprofessional fields. It also offers Masters' Degrees in Human Services, Reading, and Administration with plans to develop a Master of Arts in Teaching.

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	The first Black Justice of the U.S. Supreme Court
Nnamdi Azikiwe, '30	First President of Nigeria
Kwame Nkrumah, '39	The 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

Mayor of Atlantic City, the first Black to be elected to this position

Edward Wilmot Blyden III, '48

Internationally known educator and diplomat from Sierra Leone

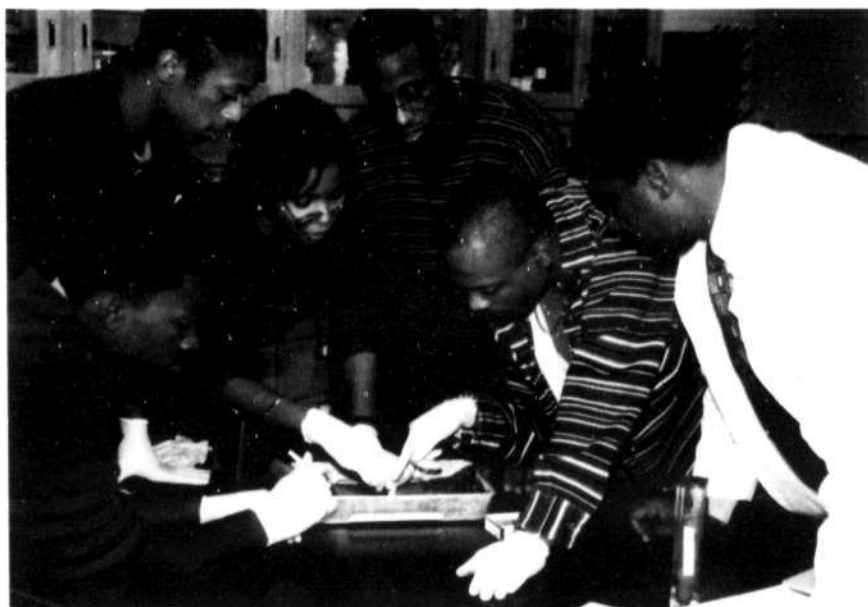
These are but a few who exemplify the excellence that is the Lincoln tradition. During the first 100 years of its existence, Lincoln graduates made up approximately 20 percent of the Black physicians and more than ten percent of the Black attorneys in the United States. Its alumni have headed 36 colleges 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.

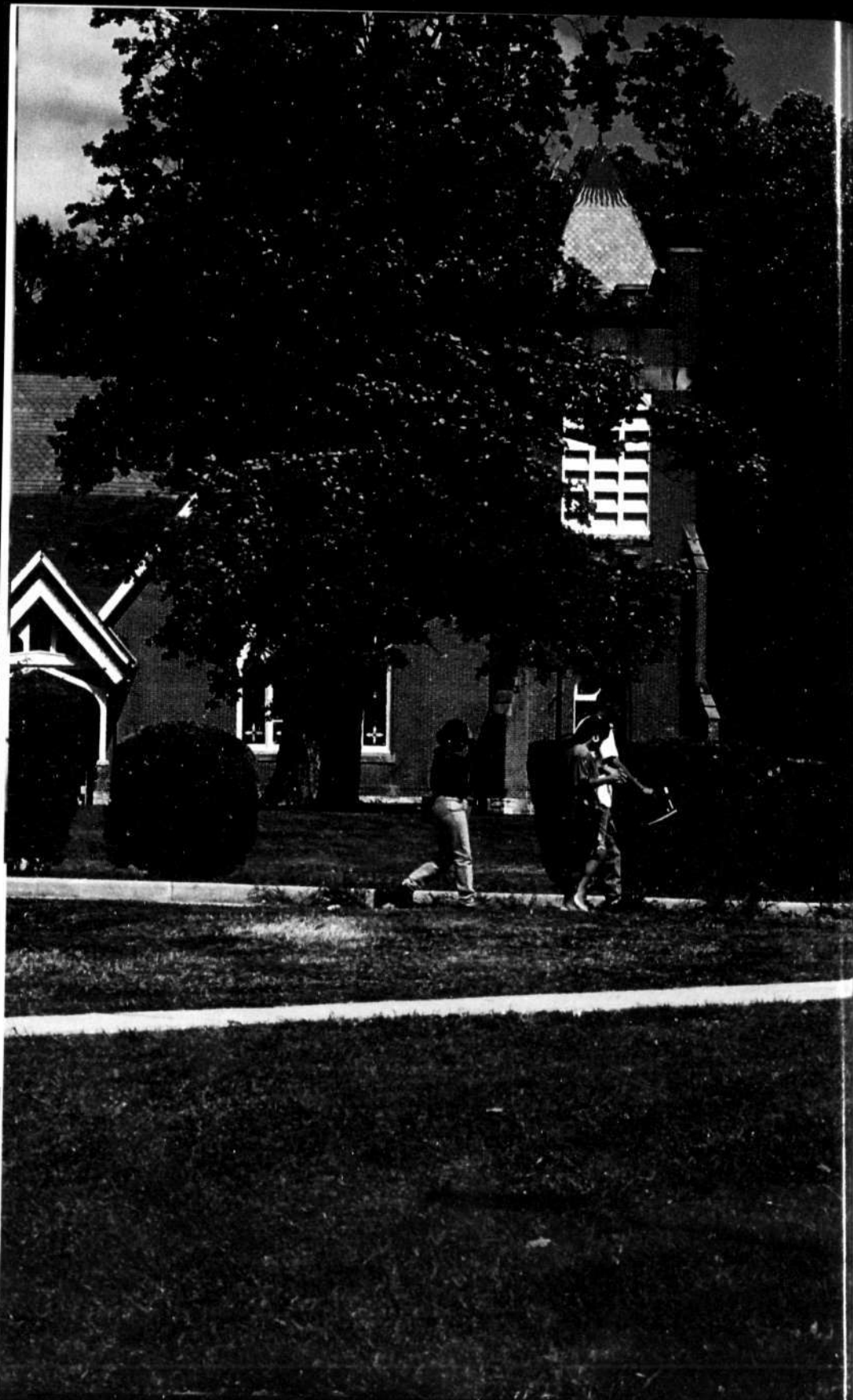
The remarkable record of Lincoln's national and international alumni in the fields of public service, finance, education, literature, law, medicine, theology and other professions is a testimony to the preparation solidly rooted in an abiding faith in the value of education for freedom. Founded in the 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, while learning to use them effectively;*
-  *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 and;*
-  *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 African Americans in that city as early as 1794. Dickey's 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 part in the court actions leading to the freeing of a young African American 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, 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

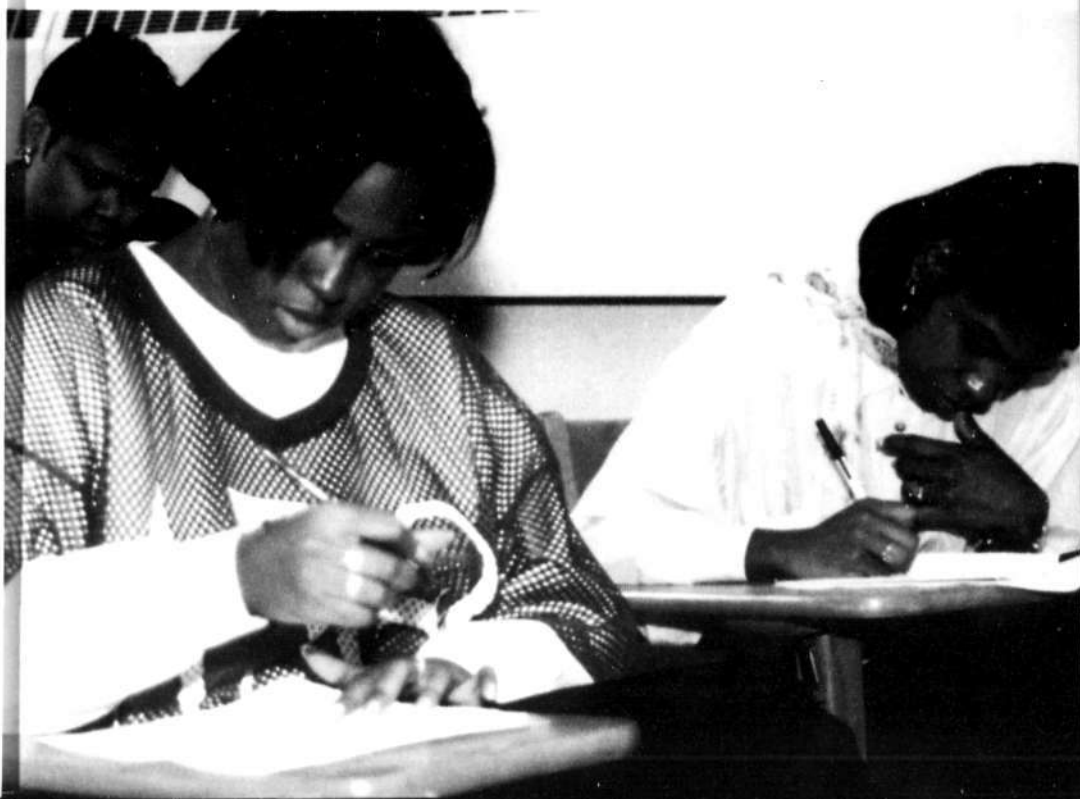
John Miller Dickey headed the institution from 1854-1864. A great schoolmaster, Isaac N. Rendall, became principal of Ashmun Institute in 1865, and president of Lincoln University in 1866. Within a decade, plans for the law, medical, and pedagogical schools had to be dropped for financial reasons, but the College of Liberal Arts grew in stature, and the Theological Seminary continued until 1959, preparing many Lincoln graduates for the ministry.

Isaac N. Rendall resigned in 1905, after 40 years of leading an institution that graduated leaders as extraordinary as any American college may claim among its alumni.



Isaac Rendall was succeeded by his nephew, John Ballard Rendall, who served as president from 1905 to his death in 1924. William Hallock Johnson, professor of Greek, served as president from 1926-1936, and was succeeded by his faculty colleague, Walter Livingstone Wright, 1936-1945. Horace Mann Bond, the first alumnus president, and first black, served from 1945 to 1957, and was succeeded by two acting presidents, Dr. Armstead O. Grubb, professor of Romance Languages, and then by 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.

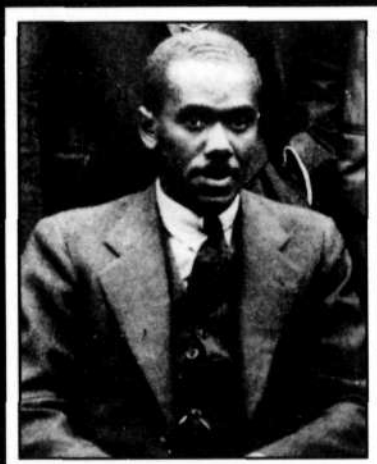




LINCOLN UNIVERSITY
HERE
OF PENNSYLVANIA
IS A
HAS PRODUCED
SAMPLING
A SUPREME COURT JUSTICE,
OF
TWO HEADS OF AFRICAN
LUMINARIES
STATES, AND NUMEROUS
FROM
LEADERS IN THE FIELDS OF
LINCOLN'S
MEDICINE, LAW AND
HALL
INTERNATIONAL
OF
RELATIONS.
FAME.



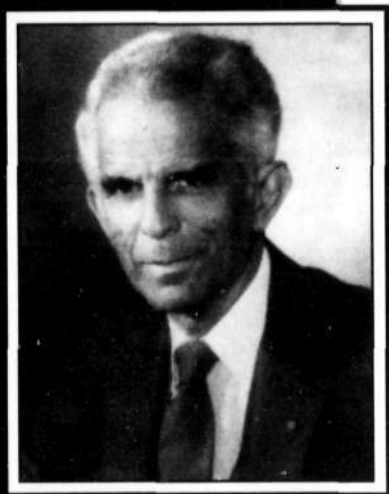
*Horace Mann Bond,
Class of 1923*



*J. Newton Hill,
Class of 1920*



*Kwame Nkrumah,
Class of 1939 ('42s)*



*Franklin H. Williams,
Class of 1941*



*Robert N.C. Nix,
Class of 1921*



Langston Hughes, Class of 1926



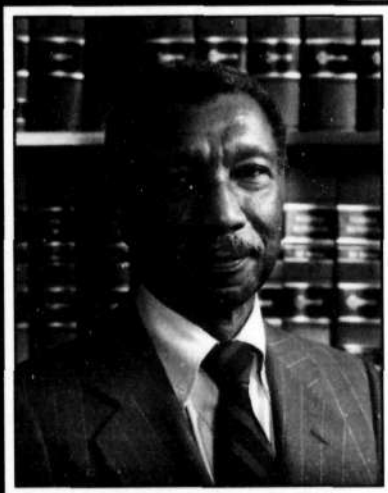
James H. Robinson, Class of 1935



*Barrington D. Parker,
Class of 1936*



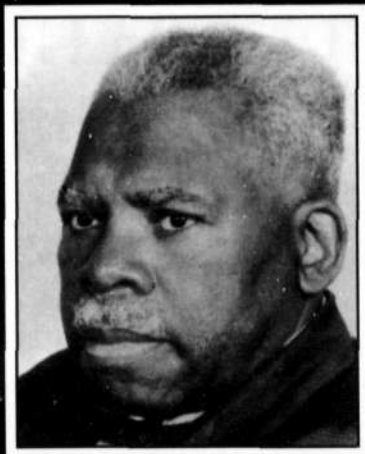
*Thurgood Marshall,
Class of 1930*



*Robert L. Carter,
Class of 1937*



*Nnamdi Azikiwe,
Class of 1930*



*Hildrus A. Poindexter,
Class of 1924*

LINCOLN UNIVERSITY'S BLUEPRINT 2000:

The President's Vision,
The Institution's Commitment



Our bold initiative to
reposition Lincoln University
for leadership in the
21st century.

BLUEPRINT 2000

LINCOLN UNIVERSITY'S GLOBAL EDUCATION WILL MAKE A WORLD OF DIFFERENCE IN A DIFFERENT WORLD

The Lincoln University Strategic Plan, entitled "*An Education With A Global Perspective*," commits us to preparing our students to be fully competitive in the global society of the 21st century. Lincoln graduates should have the skills and the sensitivity required to live and work in Beijing as well as Boston, in Paris as well as Pittsburgh, in Lagos as well as Los Angeles.

The essence of Lincoln University's global education is captured in the following acronym:

Geopolitical awareness based on a knowledge of world geography, global resources, and the political, economic, and environmental interdependence of the world in which we live.

Language acquisition strategies that will assure all students that they can acquire a functional knowledge of a second language.

Opening the minds and the eyes of students and faculty to the contributions of all of the world's peoples and cultures, particularly the peoples and cultures of Africa and the African diaspora.

Broadening the horizons of students and faculty through international travel, study abroad, and student and faculty international exchanges.

Academic grounding in the arts and sciences to prepare students to function effectively in a world of rapid scientific and technological change; to enable them to compete successfully in the international job market as well as in the United States; and to equip them to be effective leaders in a world where virtually everything will have an international dimension.

Life-long learning as a legacy and a goal. It emphasizes the development of a capacity to adapt to changing demands of the workplace of the future. This commitment to life-long learning will be the students' only shield against obsolescence in an ever changing, technologically challenging, highly competitive global marketplace.

Niara Sudarkasa 1993

BLUEPRINT 2000

In 1990, Lincoln University began a strategic planning process designed to recapture its position among the very best predominantly undergraduate liberal arts institutions in America. The strategic plan adopted in 1992 envisioned a unique, globally-centered educational experience for our students.

With the adoption of our BLUEPRINT 2000, Lincoln University is making a commitment to ten objectives that will demonstrate in concrete and measurable terms what we mean when we say we are providing "a global education that will make a world of difference in a different world."

We invite you to share in this vision of Lincoln University in the year 2000. Imagine a Lincoln University where one-third of the students are majoring in science; one-half of the student body has had or will have a study-abroad experience; and one-third will have a functional knowledge of a second language. All students will be computer literate and have a working knowledge of the application of computers in their major fields.

Imagine, too, that alongside the Centers that now undergird our international offerings (the Centers for Public Policy and Diplomacy, Critical Languages, and Comparative Humanities) is a flourishing Center for Finance and Banking that will prepare students to be "corporate ready" for the highly competitive world of international finance. Our new program in entrepreneurship will prepare others to start businesses of their own.

And, imagine a Center for the Advancement of Teaching and Learning in Science and Technology (CATALIST) that will not only utilize and disseminate information on the most effective strategies for teaching science, but will provide incentives for science majors to gain proficiency in a second language and place them in research internships in countries where those languages are spoken.

On the Lincoln University campus will be a state-of-the-art International Cultural Center, with a new 3000-seat auditorium, for which the sum of \$10.9 million dollars was appropriated by the State of Pennsylvania in 1994. One of the activities housed in this Center will be a special program in art education and art history undertaken cooperatively with the world-renowned Barnes Foundation.

Imagine, finally, that two-thirds of the students who entered Lincoln in the Fall of 1996 will graduate in the year 2000, and a total of seventy-five percent or more of them will have graduated by the year 2001.



BLUEPRINT 2000: A Bold Commitment

A Global Education Will Make a World of Difference in a Different World

In the three years since Lincoln adopted its strategic plan, each of our undergraduate departments has submitted to the Vice President for Academic Affairs an action plan to achieve the outcomes envisioned.

Yet, with only four more years to the turn of the century, there is an obvious need to step up the pace of change if we are to reach our overarching goal of demonstrating, by the year 2000, through our curriculum, our faculty, and the accomplishments of our students, that Lincoln is indeed the model of distinction for small globally-centered universities of the future.

Thus, Lincoln is now shifting into high gear in order to meet the challenge we set for ourselves in our strategic plan. With the adoption of BLUEPRINT 2000, Lincoln makes a bold commitment to achieve ten outcomes that will distinguish us from all the other institutions with the stated goals of internationalizing the curriculum and preparing students for the global society of the 21st century.

BLUEPRINT 2000 is not a compendium of all the changes we expect to see at Lincoln by the year 2000. Most of these are summarized in our strategic plan. What BLUEPRINT 2000 sets forth are ten goals that will be achieved by or for our students in the four years between 1996 and 2000. The changes necessary to achieve these goals will have a major impact on the curriculum, the culture and the climate of the University, and serve to define the character of the institution for decades to come.

From now until the turn of the century, Lincoln University will continue to be a predominantly undergraduate, liberal arts institution. The University projects a 40 percent increase in its enrollment from the present level of approximately 1450 full-time students to 2000 full-time students by the year 2000. The student to faculty ratio will be about 16:1, up from the present level of about 12:1.

Lincoln University will also increase its offerings at our Urban Center in Philadelphia. In keeping with the Urban Mission adopted by the Board of Trustees, Lincoln will continue to provide pre-college programs and serve non-traditional students as well as the more traditional college-age population. Distance learning, including international link-ups, and school-to-work programs are among the new initiatives on the drawing board.



IMPLEMENTING BLUEPRINT 2000

1. Creating the University 2000 Committee

Progress toward achieving the outcomes envisioned in BLUEPRINT 2000 will be directed and monitored by the University 2000 Committee, composed of administration, faculty, students and staff. This Committee will make regular periodic reports to the President, who, in turn, will make semi-annual progress reports to the Board of Trustees and the University community.

A published assessment of the success of BLUEPRINT 2000 will be issued in the Fall of 2000.

2. A New Covenant with our Students

The success of BLUEPRINT 2000 will depend on the success of our covenant and partnership with the students we currently enroll, and those whom we will recruit under the new plan. Following a model used at various other institutions, all students whom we enroll in the Fall of 1996 (i.e. for the Class of 2000), and in each successive year, will be asked to make a written commitment to work towards the goals of BLUEPRINT 2000. The faculty and staff, in turn, will also make a written commitment to the students to vigorously pursue and promote the goals of BLUEPRINT 2000.

A major component of the new covenant with our students will be a program to foster a strong commitment to values that build character and buttress community. The University administration will work with students and faculty to plan a series of campus-wide activities to help students clarify and strengthen their values, and develop their leadership potential in various fields.

3. A New Compact with Our Faculty

The implementation of BLUEPRINT 2000 has implications not only for the recruitment and retention of students, but for the design and delivery of our courses. Accordingly, the University will establish a new four-year Faculty Development Program, starting in the Summer of 1996. Using our own resources as well as funds from external sources, we want to: (1) enable the faculty to use voice, video and data technologies in the classroom; (2) assist faculty in conducting the research necessary for developing new courses and redesigning existing ones; and (3) enable faculty to broaden their international perspectives through participation in overseas exchanges and study abroad.



4. A Renewed Commitment from the Board of Trustees

The implementation of BLUEPRINT 2000 will require a renewed and redoubled commitment from the Board of Trustees to take the lead in garnering the resources necessary to support and sustain our bold initiative to reposition the University for leadership in the 21st century. This will require the Trustees to take a more visible role as advocates for the University, and as fund-raisers as well as friend-raisers on its behalf.

5. A Partnership with Public and Private Supporters

Lincoln is inviting individuals and institutions in the public and private sector to invest in our students by supporting the vision outlined in Blueprint 2000.

With approximately ninety percent of our students on financial aid, and with financial need ranking high on the list of the reasons that students do not complete their education at Lincoln or elsewhere, the success of these initiatives will depend upon the University's ability to increase the financial aid we can offer students over and above what they receive from federal and state sources.

Our goal will be to increase our endowment for scholarships each year to support all deserving students who matriculate under BLUEPRINT 2000. We especially need support for those students in science and international affairs, as well as for students who will study abroad each Summer or during the academic year.

We are also seeking funding for our Faculty Development Program, and our programs in Finance and Banking, Entrepreneurship and Art History. Major gifts in support of the establishment of our new Center for the Advancement of Teaching and Learning in Science and Technology (CATALIST), and the construction of our new International Cultural Center are also being sought.

We look forward to your support of Lincoln University's bold new initiative to provide a global education for students who want to make a difference in a different world.

Niara Sudarkasa, Ph.D.

President



SUMMARY OF THE TEN GOALS OF BLUEPRINT 2000

Goal 1: Graduation Rate

INCREASING THE GRADUATION RATE

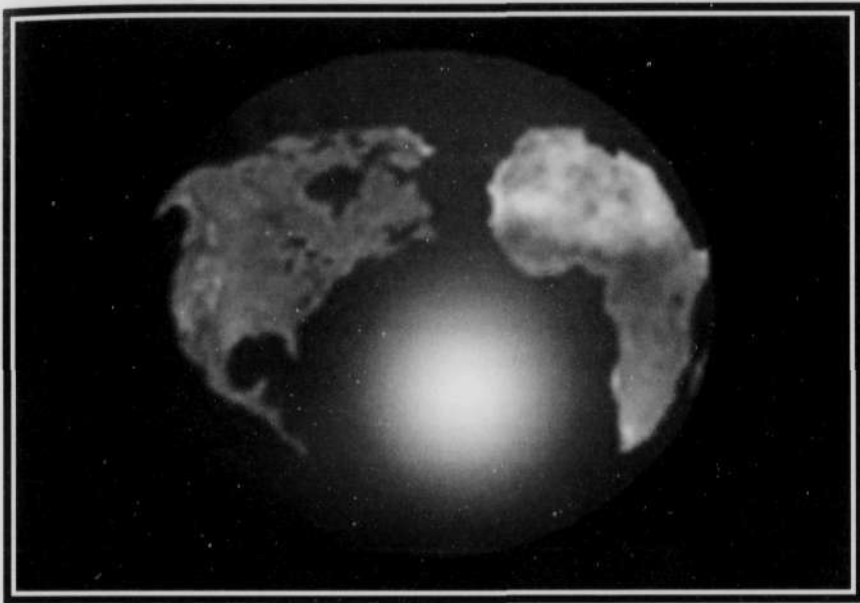
Nationally, only about half of the undergraduates who enroll in college graduate in four years. The national average four-year graduation rate for African American undergraduates is less than one-third. The current four-year graduation rate at Lincoln is better but still below forty percent, due largely to declining financial aid. It only rises above fifty percent in the fifth year. We will improve our existing retention programs and add new initiatives such as a Save our Students (SOS) one-on-one advisement program, so that at least sixty-five percent or approximately two-thirds of the students who enter in the Fall of 1996 will graduate in four years, i.e. by the year 2000. A total of at least seventy-five percent of them will have graduated in five years, i.e., by the year 2001. These rates will serve as benchmarks to be reached or surpassed in subsequent years.

Goal 2 Language Proficiency

SECOND LANGUAGE PROFICIENCY AND STUDY ABROAD

To demonstrate our commitment to graduating students with a global perspective, we will expand our study abroad programs so that by Commencement 2000, at least one-half of the graduating class will have studied abroad, and at least one-third will have a second language proficiency that will enable them to live and work where their language skills are required.

As one of the few schools of our size and the first predominantly African American college or university to offer Arabic, Chinese, Japanese and Russian each semester alongside French, German and Spanish, Lincoln will become more and more valuable to corporations and government departments seeking to recruit graduates with foreign language proficiency, international experience, and cross-cultural sensitivities.



Goal 3: International Studies

FOCUS ON INTERNATIONAL AFFAIRS

To increase the number of African Americans entering public and private sector careers with an international focus, at least ten percent of the graduating Class of 2000 will have a major or minor in international affairs.

Lincoln will establish a special outreach to magnet high schools that have a focus on international affairs in order to interest their students in matriculating at Lincoln.

Through our academic departments, as well as through our interdisciplinary international Centers - the Center for Public Policy and Diplomacy, the Center for the Study of Critical Languages, and the Center for the Comparative Study of the Humanities - we will increase the number of students who are prepared for graduate study in international fields or for immediate post-baccalaureate employment opportunities in these areas.



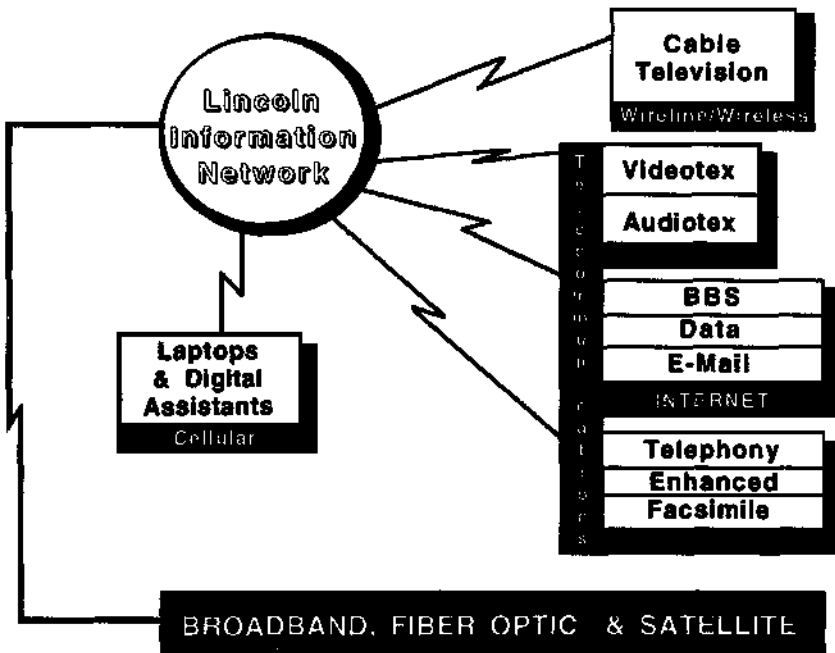
Goal 4 Computer Literacy

TECHNOLOGY AND COMPUTER LITERACY

In the area of information technology, by the year 2000, all Lincoln graduates will have acquired and demonstrated the skills necessary to use and apply computers in their respective major fields. This will be a requirement in addition to the demonstrated competencies in reading, writing, computation, speaking and critical thinking now required for graduation.

Already, all of our academic buildings, lecture halls, dormitories, library and the new \$17.1 million Living-Learning Center are wired to the rest of the campus for voice, video and data. Lincoln University is a web site on the internet and every student at Lincoln can access the internet from his/her dormitory room or one of the many computer labs on campus.

Presently Lincoln University has an 8:1 student/computer ratio, which is one of the best in the nation, especially for a school of our size.





Goal 5 Degrees in the Sciences

AFRICAN AMERICAN DEGREES IN THE SCIENCES

Recently, the U.S. Department of Education ranked Lincoln University third in the nation in awarding bachelor's degrees in science to African Americans. Currently, about fifteen percent of our graduates major in science. Our goal is that at least one-third of the Class of 2000 will graduate with degrees in science.

In recruiting potential science majors, Lincoln will draw on the strength and reputation of its LASER Program (Lincoln Advanced Science and Engineering Reinforcement Program) which, for the past decade and a half, has been a national model of success in recruiting and mentoring students for science careers.

The University will provide the living and learning environment, as well as the equipment and technical support, necessary to provide a first-rate education in science.

Goal 6 C.A.T.A.L.I.S.T. Programs

CATALIST PROGRAMS

To add to the existing strength of our Science and Mathematics Division, by the year 2000, Lincoln will have established a new Center for the Advancement of Teaching and Learning in Science and Technology (C.A.T.A.L.I.S.T.). This Center will be designed to study, disseminate, develop, and utilize information on the most effective technologies and learning strategies for training students who come to college with little or no science background, as well as those who come well prepared.

C.A.T.A.L.I.S.T. will also encourage students in the sciences to study a second language and gain first-hand experience of the global connectedness of scientific research and scholarship by spending a summer in a scientific laboratory located outside the United States.

BLUEPRINT 2000

Goal 7 Finance and Banking

CENTER FOR FINANCE AND BANKING

By the year 2000, Lincoln University's Center for Finance and Banking, established in 1994, will be a national leader in training African American undergraduates to be "corporate ready" for work in the financial industry, including the highly competitive world of international banking, trade and investment.

Goal 8 Entrepreneur Program

PROGRAM FOR THE ENTREPRENEUR

By the year 2000, Lincoln University will have instituted its Program in Entrepreneurship, first proposed to the Commonwealth of Pennsylvania in 1992. Responding to the increasingly "agile" global economic environment, in which small businesses are the fastest growing sector, Lincoln University will focus on training future entrepreneurs as well as future corporate executives and employees. It will encourage some students to strive to create jobs while others seek jobs.





Goal 9 Art History

ART HISTORY SPECIALIZING IN AFRICAN AND WESTERN TRADITIONS

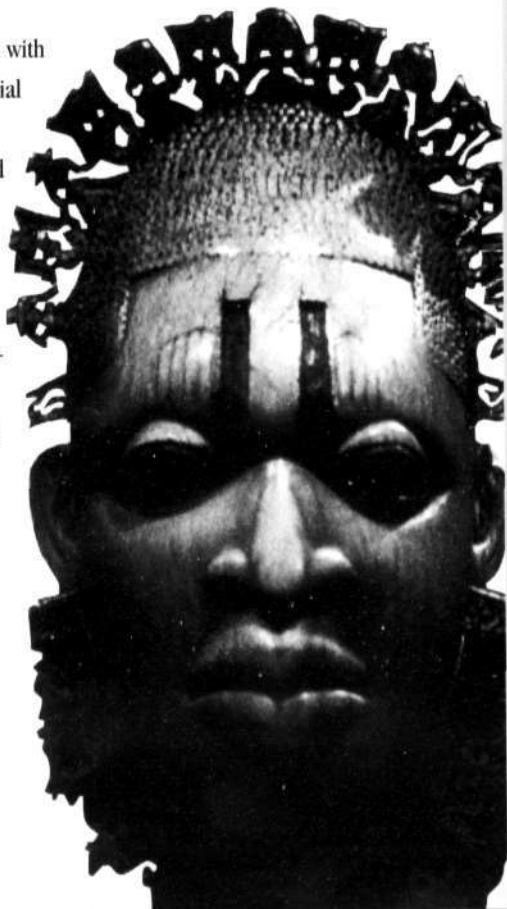
In 1950, Dr. Albert Barnes, the millionaire art collector and art educator, entrusted Lincoln University with the responsibility of naming four of the five trustees for what would become a multi-billion dollar art collection. Since 1988, Lincoln University has nominated all the trustees, except the one named by the financial institution that manages the foundation's endowment.

Both Lincoln University and the Barnes Foundation have a commitment to establishing the educational alliance envisioned by Dr. Barnes and then Lincoln University President, Dr. Horace Mann Bond.

The Barnes Foundation is world renowned as a repository of European impressionist and early modern paintings. Less widely known is its extraordinary collection of African art and Dr. Barnes' pioneering studies of the influence of African art on that of classical and modern Europe.

By the year 2000, Lincoln University, in conjunction with the Barnes Foundation, will have established a special art history program, focusing on the historical and continuing international influence of African art and artistic traditions.

To support this initiative, Lincoln will convert Amos Hall, one of our historic buildings, into a museum to house the University's African art collection, as well as a collection of reproductions and photographs illustrating the influence of African art on artistic traditions of Europe, Asia, North and South America, and the Caribbean.



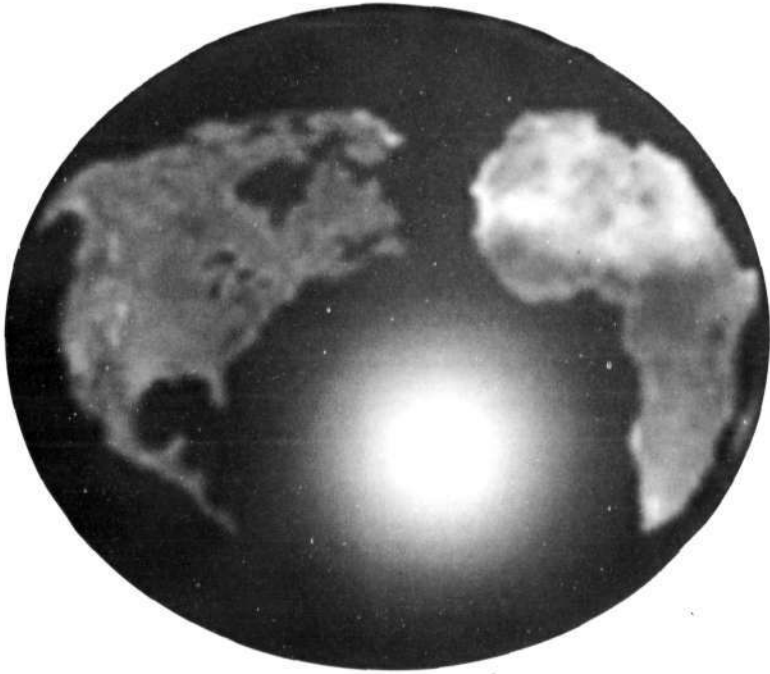


Goal 10 World Cultural Center

INTERNATIONAL CULTURAL CENTER

By the year 2000, Lincoln University will have completed or have near completion, the student focused International Cultural Center, for which the sum of \$10.9 million was appropriated to Lincoln by the Commonwealth of Pennsylvania in 1994, and for which \$2.7 million in matching funds must be raised.

The International Cultural Center, which will house a 3000-seat auditorium, conference and classroom facilities, exhibition space, and administrative offices, will serve as the physical hub of our international programs and cultural activities for the surrounding community as well as for the Lincoln University Campus.



Additional information re: BLUEPRINT 2000 is available from the Office of the President and the Office of the Vice President for Development.

Phone: (610) 932-8300, Fax: (610) 932-8316, E-Mail to President@lu.lincoln.edu,
WorldWideWeb <http://www.lincoln.edu/>

UNDERGRADUATE ADMISSIONS

The Process

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

Office of Admissions, Lincoln University
Lincoln University, PA 19352
1-800-790-0191

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 non-refundable.

Applicants should request that their secondary school send an official transcript directly to the Office of Admissions. In addition, the applicant should arrange to have the scores of the Scholastic Assessment Test (SAT I) or American College Test (ACT) with 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 the application is complete, with test scores, transcripts, application fee, recommendations and other needed documents received, Lincoln will begin the evaluation process. During this time, staff members will read and evaluate the application. The decision on the application will be mailed to the applicant at the earliest possible date.

Applicants with outstanding records in their senior year of secondary school who request early decisions are notified of admissions decisions shortly after the first term of their twelfth grade, if admission in August is desired. In general, applicants 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 either the Scholastic Assessment Test (SAT I) or the American College Test (ACT). Information and application forms for these tests can be secured from the high school guidance office. Although the ACT assessment is not required for admission, it is a requirement to complete the advising/course planning/registration process.

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

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

International Students

International 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 (T.O.E.F.L.). Applicants whose native language is English are required to take the Scholastic Assessment Test (SAT I).

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

A statement signed by the person who will be responsible for the financial obligation of the applicant to the University is also required. International students are encouraged to pay particular attention to the fee structure which is included in the General Statement pertaining to school expenses.

Transfer Students

A student who has taken work at a college of recognized standing may be admitted with such advanced credits as the previous record may warrant, but no student who has been enrolled for less than two semesters at Lincoln University will be recommended for a degree.

Transfer applicants should request the institution last attended to send to the Office of Admissions at Lincoln a transcript of their academic records. On the basis of this transcript, a tentative estimate will be given to the candidate 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 in each of their first two semesters at Lincoln. At the end of their first semester, they will be given a definite classification with 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.

Community College Graduates

Lincoln University welcomes outstanding graduates of community colleges. Students who transfer with the Associate of Arts or Associate in Science Degree from an accredited community college with a cumulative grade point average of 2.0 or better will generally receive transfer credit for all courses in which they have earned a "C" or better.

Advanced Placement

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

Lincoln University is a participant in the College Level Examination Program (CLEP). 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 admissions are offered only for 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 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 admission, the University encourages them.

An interview and campus tour can be arranged by appointment. A request for an interview and campus tour should be addressed to the Office of Admissions two weeks in advance of the desired date. Applicants should suggest at least two alternative dates on which it would be convenient for them to visit campus.

After Admission

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

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. All new students (freshmen, transfers, readmits, and specials) must mail the deposit as soon as admission to the University is granted. If an applicant fails to attend after admission, the deposit will be forfeited. A later admission will require a new deposit.

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

Late Registration

Students presenting a satisfactory excuse for tardy registration may pay the late registration fee of \$5.00 per day, up to a maximum of \$25.00. The student will be held accountable 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 students' state of health before they can be cleared by the Office of Admissions 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 daughter/son covered under this policy, the University requires that a Health Insurance Notification Form indicating the name of their present insurance carrier and policy number be signed and returned. The student will be billed for University insurance for the academic year if this notification form is not in the office of the Vice President for Enrollment Planning and Student Life by the date of registration.

Current Programs

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

The Honors Program

The Honors Program at Lincoln University consists of two categories: General and Departmental Honors. General Honors has two streams of intake- freshmen and continuing students. Freshmen are recruited either into the LASER or Language-based programs. They may also belong to both programs. Continuing Students who have maintained a GPA of 3.30 over three semesters are admitted into the Departmental, MARC, or Language-based programs. These programs select talented students who are further challenged through a rigorous curriculum to excel scholastically, be creative, and be of good behavior. These students form a core who model a healthy intellectual environment which encourages other students to excel. Through their example, Honors students set the standards for high achievement and proper comportment.

To gain admission to the Honors Program as Freshmen, students must have completed four years of high school or its equivalent, and must have combined SAT scores of 950 or above. Consideration for this program is made at the time of application to Lincoln University. In their Sophomore year, continuing students with a GPA of 3.30 or above may enter the Departmental, MARC, or Language-based program by applying to the specific program.

Students admitted into the Honors program must: (1) maintain a grade point average of 3.30, (2) take Honors Seminars (or their equivalent), (3) attend all University Convocations and Program debating activities, (4) compete for space in the Honors residential facilities, and (5) take at least two global emphasis courses. In addition, Freshmen in the Language-based program will study three years of one foreign language or two years each of any two foreign language. Continuing students will study two years of a foreign language.

LASER

(Lincoln Advanced Science and Engineering Reinforcement)

First established in 1980 by the National Aeronautics and Space Association (NASA), LASER is now also supported by the Office of Naval Research. The program aims to increase the number of minority students in aerospace and other engineering fields. LASER 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 at Lincoln.

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

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

MARC (Minority Access to Research Careers)

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. Robert Langley, Director, MARC Program.

INTERNATIONAL PROGRAMS

Lincoln's Historical Role in International Studies

Lincoln University has had an international orientation since its inception in 1854. 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 and at least ten Lincoln alumni have held highranking 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. After the ten entrants in 1873, many students from around the world have attended and made substantial contributions. Kwame Nkrumah, first Prime Minister and President of Ghana, graduated from the University in the Class of 1939 and from the seminary in 1942. Nnamdi Azikiwe, Class of 1930, was the first President of Nigeria. Lincoln's distinguished alumni come from twenty eight 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 to train a Peace Corps Unit. More recently, the University has engaged in a number of activities designed to enhance and consolidate its international offerings. To that end, Lincoln has established the Center for Public Policy and Diplomacy, the Center for the Comparative Study of the Humanities, the Center for Critical Languages and the center for African Studies.

Center for Public Policy and Diplomacy

The Center for Public Policy and Diplomacy is a logical extension of Lincoln's international dimension; the preparation of its students for roles in international activities and public policy. The Center provides the University with a global perspective and forum for its traditional roles: teaching students, conducting research, and providing community service. The Center plays an aggressive role in marketing Lincoln University's international interests and capabilities to U.S. government agencies, international organizations, nongovernmental organizations, private foundations and other institutions.

To promote the increased awareness and participation of Lincoln University students in international activities, the Center:

assists Lincoln University students in accessing information on careers in international affairs and service abroad: as U.S. Foreign Service Officers, as International Civil Servants, as employees of nongovernmental organizations, and as international business officials;

encourages the establishing and maintaining of effective networks between Lincoln students and other students who are interested in international activities;

establishes and maintains active mentoring relationships between Lincoln Alumni (as well as other appropriate persons) working in international roles and Lincoln University students who are preparing for such occupations;

establishes working relationships between Lincoln University, other HBUCs and other institutions that are promoting the increased participation of African Americans in international affairs; and

facilitates the attainment of Lincoln University's BLUEPRINT 2000 global goals.

The Center hosts a number of programs throughout the year including a Summer Program in International Affairs, a Management Training Program, and various conferences, symposia and workshops on international topics and development issues.

Summer Program in International Affairs

The Summer Program in International Affairs is designed to prepare minority students for graduate studies and professional employment in international relations. Through the introduction of advanced courses at the cutting edge of the field of international relations, the Summer Program offers students the opportunity to learn about the interaction of politics and economics in a global context and to enrich their understanding of the challenges facing them and the world in the 21st century. The Program is also intended to strengthen the student's academic concentration in international relations, political science, sociology, history, and economics.

The Program's primary focus is on International Political Economy and Peace and Conflict Resolution. A particularly attractive aspect of the curriculum is its multidisciplinary approach and intellectual rigor and depth. The curriculum is also enriched through the involvement of students in simulation games and workshops, the use of other learning resources such as case studies and films, and lectures by distinguished scholars from other institutions.

The program is open to all undergraduate students who have an interest in international affairs and are in good academic standing. However, all students will consult with the director of the program to select courses that best meet their needs and study objectives.

Center for the Comparative Study of the Humanities

Founded in 1989, the Center for the Comparative Study of the Humanities was developed to stimulate interdisciplinary opportunities for research and teaching. The Center, funded partially by money from the Commonwealth of Pennsylvania, serves as a forum for the exploration of ways to integrate various disciplines of thought into the study of the Humanities. The Center creates multi- and cross-disciplinary opportunities for research and teaching and seeks pro-actively to pursue challenges ever more far-reaching and ambitious.

To this end, projects forthcoming have as their objectives:

- To enhance and facilitate student and faculty development and to spark research enterprise;
- To stimulate cross-disciplinary dialogue and catalyze endeavors which traverse and transcend departmental, divisional, national and cultural borders;
- To enrich student experiences in multi cultural discourse through the organization of colloquia, seminars, practica, forums, national conferences and other collective ventures; and
- To assist in the transformation of the experiences of learning and teaching the humanities while reaffirming the place of the humanities within the broader context of higher education.

The Center will continue to sponsor conferences, workshops, special lectures and summer programs to expand the opportunities for students to experience a variety of thought, and discourse.

Center for the Study of Critical Languages

A principal goal of the Center for the Study of Critical Languages is to alleviate the dire shortage of trained experts in critical and less commonly taught languages, such as Arabic, Chinese, Japanese and Russian. The Center also works with various parts of the University to enhance opportunities for learning about the countries and cultures of the people who speak these critical languages. By learning more about these societies, Lincoln students will be in a better position to understand the complexities of the evolving interdependent global community.

Lincoln University is among the few Historically Black Colleges and Universities (HBCUs) to offer these four critical languages, along with the more commonly taught French, German and Spanish languages. In addition, Lincoln offers three sub-Saharan African languages: Yoruba, Ki-Swahili, and Zulu.

Many Lincoln students take more than one critical language course and have won scholarships to study in Russia and Taiwan. Students have also taken advantage of furthering their studies of the critical languages by participating in study abroad in Egypt and Japan.

Center for African Studies

Lincoln University's Center for African Studies is one of 17 national resource centers on Africa funded by the U.S. Department of Education.

Established with a Title VI grant for a consortium that involves Tuskegee University, Lincoln's African Studies Center now coordinates a multidisciplinary undergraduate minor program in African studies constructed around courses offered in such traditional disciplines as anthropology, economics, fine arts, history, literature, philosophy, and political science. In addition, the Center currently offers courses in Yoruba (spoken widely in several West African countries) and Swahili (a lingua franca in Eastern Africa) and plans to offer Zulu (a language spoken widely in Southern Africa) to give students opportunities to choose from three of the most important languages in the three geopolitical zones of sub-Saharan Africa.

With over 10 well-published Africanist faculty in disciplines as divergent as AIDS research, anthropology, African folklore and literature, and African history and political economy, the Center offers opportunities for independent courses for students who wish to have a second major in African studies. The Center also provides encouragement to faculty and students wishing to engage in multidisciplinary research projects on Africa.

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 provides 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 are also 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, is responsible for implementing 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 residence hall 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 residence hall 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, Peoples Republic of China, 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 one or two student volunteers for 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 in various countries on the African continent. 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 when two students served in Cuba and Scotland.

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.

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. Visiting – 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	91-28 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 for readmission to the Admissions Office. If the student applies as a degree candidate and was previously registered as a nondegree 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 39.

Transfer

Any student who has attended another university and wishes to attend Lincoln University must be eligible to re-enter 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 (1996-97 ACADEMIC YEAR)*

Undergraduate Program

Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$1,650.00	\$1,650.00	\$3,300.00
General Fee	165.00	165.00	330.00
Activity Fee	110.00	110.00	220.00
Technology Fee	165.00	165.00	330.00
<hr/>			
Subtotal (applicable to both day and resident students)	2,090.00	2,090.00	4,180.00
Room	1,025.00	1,025.00	2,050.00
Board—19 meals/week (14 meals — \$875)	975.00	975.00	1,950.00
<hr/>			
	\$2,000.00	\$2,000.00	4,000.00
Total (applicable to resident students only)	4,090.00	4,090.00	\$8,180.00

Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$2,640.00	\$2,640.00	\$5,280.00
General Fee	330.00	330.00	660.00
Activity Fee	110.00	110.00	220.00
Technology Fee	165.00	165.00	330.00
<hr/>			
Subtotal (applicable to both day and resident students)	3,245.00	3,245.00	6,490.00
Room	1,025.00	1,025.00	2,050.00
Board—19 meals/week (14 meals — \$875)	975.00	975.00	1,950.00
<hr/>			
	2,000.00	2,000.00	4,000.00
Total (applicable to resident students only)	\$5,245.00	\$5,245.00	\$10,490.00

Graduate Program

Pre-Master of Human Services Students

Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	1,905.00	1,905.00	3,810.00
General Fee	230.00	230.00	460.00
	<hr/>	<hr/>	<hr/>
	2,135.00	2,135.00	4,270.00

Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	3,185.00	3,185.00	6,370.00
General Fee	605.00	605.00	1,210.00
	<hr/>	<hr/>	<hr/>
	3,790.00	3,790.00	7,580.00

Masters Program Students

Standard Charges for Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$2,385.00	\$2,385.00	\$4,770.00
General Fee	305.00	305.00	610.00
Duplicating Fee	30.00	30.00	60.00
Technology Fee	70.00	70.00	140.00
	<hr/>	<hr/>	<hr/>
Total	\$2,790.00	\$2,790.00	\$5,580.00

Summer Session

Tuition (per credit hour)	\$239.00
General Fee (per credit hour)	31.00
Technology Fee (per credit hour)	7.00

Standard Charges for Non-Pennsylvania Residents' Academic Year

	Fall Semester	Spring Semester	Total
Tuition	\$4,010.00	\$4,010.00	\$8,020.00
General Fee	360.00	360.00	720.00
Duplicating Fee	30.00	30.00	60.00
Technology Fee	70.00	70.00	140.00
	<hr/>	<hr/>	<hr/>
Total	\$4,470.00	\$4,470.00	\$8,940.00

Summer Session

Tuition (per credit hour)	\$401.00
General Fee (per credit hour)	36.00
Technology Fee (per credit hour)	7.00

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

Miscellaneous Fees

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

Orientation and Placement Tests	\$85.00
Matriculation	85.00
Practice Teaching	25.00
Graduation Fee	50.00
Graduate Record Examination	30.00
Laboratory (each)	45.00
Physical Education	10.00 to 32.00
Late Registration	up to 25.00
Music Practice Fee	30.00
Sickness and Accident Insurance	170.00
Laundry Fee	30.00

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

Undergraduate	PA Resident	Non-PA Resident
Semester Hour Charge	\$138.00	\$220.00
General Fee	14.00	28.00
Activity Fee	9.00	9.00
Technology Fee	14.00	14.00
Total per Credit Hour	\$175.00	\$271.00
Graduate	PA Resident	Non-PA Resident
Tuition	\$239.00	\$401.00
General Fee	31.00	36.00
Technology Fee	7.00	7.00
Total per Credit Hour	\$277.00	\$444.00
Premasters	PA Resident	Non-PA Resident
Tuition	\$159.00	\$265.00
General Fee	19.00	50.00
Technology Fee	7.00	7.00
Total per Credit Hour	\$185.00	\$322.00

Non-Pennsylvania Students

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

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

It is important that each applicant for admission and each enrolled student 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:

1. 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 adopting 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.
- C. A married woman's domicile should be determined in accordance with the requirements outlined above in B. For the purpose of applying those regulations, a married woman's residence is *prima facie* the same as her husband's. If convincing evidence is presented, then it may be established that a married woman is a Pennsylvania resident in spite of the fact that her husband cannot meet the requirements of B.

III. Reclassification of domicile

- A. If a student shall be admitted and classified as a non-Pennsylvania resident, he/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.

IV. Classification of special categories

A student who is an employee of the United States government or a member of the armed forces of the United States shall be classified as having Pennsylvania domicile if 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 15th and for the Spring semester no later than December 7th. Payment is due within two weeks of receipt of the bill.

Remittances for school expenses must be in the form of cash in person, money order, certified check, Cashier's check, or Discover, American Express, Visa and MasterCard (if cardholder is present or with written authorization). 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 Management Systems (TMS) and Academic Management Services (AMS). Academic Management Services (AMS) and Tuition Management Systems (TMS) allow parents and students to make convenient monthly payments. The only cost is the annual application fee of approximately \$50.00 with Academic Management Systems (AMS) which includes automatic life insurance coverage.

For more information call: Tuition Management Systems (1-800-722-4867) 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

The following refund policy applies to those who do not receive any type of financial aid. Tuition is only 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 Total Withdrawals (Title IV Recipients)

First-time students receiving Title IV (Federal Student Aid) who cease attendance before 60% of the period of enrollment is complete will have a pro rata refund formula applied to their financial aid. Returning students receiving Title IV who cease attendance before 50% of the period of enrollment is complete will have their aid package reviewed in comparison with the institution's refund policy, the pro rata policy, and the Appendix A federal guidelines refund policy as detailed in the U.S. Department of Education's Interim Final Regulations in order to determine which refund is most beneficial to the student. If a student is unable to continue, it is the student's responsibility to notify the Financial Aid Office. Student attendance is monitored; if it is determined that a student has stopped attending class but has not officially withdrawn, that student will be viewed, for purposes of refunds, as having unofficially withdrawn. Refunds will be returned to aid programs in the order mandated by the U.S. Department of Education.

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 of Enrollment Planning and Student Life and to the Business Office.

No reduction of charge is permissible except as stated above.

Transcript Policy

By action of the Board of Trustees, no official 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 a residence hall 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 of approximately two months before receiving the first payment from the sponsoring agency.

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

FINANCIAL AID

Lincoln University is committed to making educational opportunities available to all students regardless of their financial circumstances. To this end, the Office of Financial Aid 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 Office of Financial Aid 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 Office of Financial Aid 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 a completed Free Application for Federal Student Aid (FAFSA).

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 combination of grants, scholarships, loans and/or a work-study job. Students are encouraged to contact the office regarding their eligibility for financial assistance. The Office of Financial Aid is located on the first floor of Lincoln Hall.

A student who has been accepted for admission as a candidate for a degree must:

1. File the Free Application for Federal Student Aid (FAFSA).
2. Be enrolled on at least a halftime basis (6 or more credit hours per semester) or, in the case of a student currently attending the University, be enrolled and making Satisfactory Academic Progress (SAP) 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 Office of Financial Aid.)
3. Apply for the state grant program by completing the item on the FAFSA application.
4. Submit any other documents that may be needed to evaluate eligibility for financial assistance. This information is outlined in the Financial Aid Checklist Procedures which can be obtained upon request from the Office of Financial Aid.

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

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

ALUMNI DEPENDENT'S DISCOUNT

Lincoln University provides a 50% discount on tuition and general fee for dependent children and grandchildren of Lincoln Alumni. To take advantage of this discount the Alumni must be in good financial standing with the University, and the dependent must apply for the discount and complete a Free Application for Federal Student Aid (FAFSA).

FEDERAL PELL GRANT

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

For the 1996-97 academic year, for example, the maximum award has been authorized for \$2,470. The actual award will depend not only on the Expected Family Contribution (EFC), but also on the cost of attendance.

FEDERAL PERKINS LOANS

The Federal Perkins Loan Program is administered by the Office of Financial Aid. 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 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.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

Federal Supplemental Educational Opportunity Grants (FSEOG) are provided for undergraduate students with exceptional financial need, that is, students with the lowest EFC. Priority is given to students who received Federal Pell Grants. The awards are based on the availability of FSEOG 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.

FEDERAL WORK STUDY PROGRAM (FWSP)

Student employment is provided on campus through the Federal Work Study (FWS) 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 indirect educational expenses. Students are eligible to work only after they have registered and completed the necessary documents required by the Office of Financial Aid. The program encourages community service work related to the student's course of study.

INSTITUTIONAL WORK AID

Additional opportunities are available to a limited number of students. Under the Institution Work Aid Program, and with recommendations from a department chairperson or other staff member, students may be hired for positions. Students are not required to be financial aid recipients to be eligible. These positions are limited and usually go to students with special skills.

Federal Family Educational Loans

FEDERAL STAFFORD LOANS PROGRAM

A student may borrow from a bank, savings and loan association or credit union. Students may borrow as much as \$2,625 during their Freshman year, \$3,500 during their Sophomore year, and \$5,500 during their Junior and Senior years. Graduate students are allowed a maximum of \$8,500 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 interest rate for the Stafford Loan is variable 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 the 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 school and the lender.

FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal PLUS loans enable parents with good credit histories to borrow to pay the education expenses of each child who is a dependent undergraduate student enrolled at least half-time.

The yearly limit of the PLUS loan is equal to the student's cost of attendance minus any other financial aid received: The interest rate is variable, but will never exceed 9 percent. The interest rate is adjusted each year on July 1st. Repayment generally is within 60 days after the final loan disbursement. Interest begins to accumulate at the time the first disbursement is made.

PHEAA GRANTS

The Commonwealth of Pennsylvania makes grants available to Pennsylvania residents, who are full-time or part-time undergraduate students and who demonstrate need. The awards range from \$100 to \$2,632 per year, based on the criteria set by PHEAA. All Pennsylvania students are urged to take advantage of this grant program by completing the Federal Application for Federal Student Aid application as soon as possible after January 1 of each year. The filing deadline is May 1 of each year; however, students should complete and mail the application by March 5 to be certain of 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, by also completing the Free Application for Federal Student Aid and by authorizing release of the information to the state.

Connecticut

Delaware

District of Columbia

Maryland

Massachusetts

Ohio

Virgin Islands

These grants are offered to students with financial need. Additional information may be obtained in the Office of Financial Aid.

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 Students Honors 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 Auxiliary 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 that member of the Senior class who, during his or her enrollment at the University, has made a significant contribution to the campus and the local community.

William H. Madella Prize, endowed by Miss E 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 combines athletic distinction and scholarship standing.

Class of 1916 Prize is awarded to the student of the graduating class of the even years who best combines 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 performed 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 the graduating Senior who has displayed above-average ability in the study of linguistics.

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

The Reverend Edwin L. Ellis Lansdowne Appreciation Award, established by members of the United Methodist Church of Lansdowne, Pennsylvania, honors Reverend Edwin L. Ellis, Class of 1953, for his five years of unique service to the congregation and to the community. The award is made annually to a Lincoln Senior 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 Françoise Ugo Mandeng Memorial Prize in Philosophy, established by The Reverend David J. Mandeng, Class of 1955, in memory of his daughter, is awarded annually to a student whose work in philosophy merits lasting honor.

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

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

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 fields 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 average 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 the student who has demonstrated excellence in the study of a foreign language.

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

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

THE NATURAL SCIENCES

The Norman Edward Gaskins Memorial Prize in Organic Chemistry, endowed in memory of Professor Norman E. Gaskins, Class of 1934, teacher of organic chemistry, 1937-1955, is awarded annually to that student attaining the highest average in organic chemistry.

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

The Leroy P. Morris Award is awarded to the 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 a 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 a number of endowed scholarships, the income from which is awarded to students based upon need and academic qualifications. The following is a partial listing of these funds.

Presidential Scholars

The Office of Admissions evaluates an incoming student's transcript and SAT scores. If the student has SAT scores of 1000 and up with a grade point average of B+ or better, he or she is eligible to receive a Presidential Scholarship worth \$5,000 for the first year of enrollment. This scholarship is renewable based upon the student's academic achievement while attending Lincoln. For information, contact the Office of Admissions.

University Scholars

An incoming student may be eligible for this program if he or she has SAT scores of 900 or higher with 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 \$3,500 for the first year of enrollment. For information, contact the Office of Admissions.

Alumni Scholars

An incoming student may be eligible for this program if he or she has SAT scores of 800 or higher or B+ grade average on his/her high school transcript. The scholarship is also renewable based

upon the student's academic performance. A student may receive up to \$3,500 for the first year of enrollment. For information, contact the Admissions Office.

Newhouse Scholars

This scholarship is awarded to incoming and continuing students with at least a B grade average on their academic transcripts, with a major in the Humanities. The scholarship has a minimum of \$1,000 per year. Awardees are recommended by the Scholarship Committee, based on need and academic achievement.

Honors 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. Emmanuel Babatunde, 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 \$2,000*. For more information, contact the Office of Financial Aid.

*Amounts subject to change.

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. Robert Langley, Director, MARC Program.

James L. Usry Scholarship

This scholarship named in honor of the former mayor of Atlantic City, Class of 1946, in the amount of \$5,000, will be awarded annually to an entering Freshman who has at least a "B" average in high school. The successful candidate will be of good character and in financial need. After the Freshman year, the Usry Scholar will be eligible for Lincoln University's regular academic awards in each of the next three years. Full-time students qualify for these scholarships on the basis of their academic performance.

David P. Richardson Scholarship

This scholarship named in honor of the former Pennsylvania State Representative, in the amount of \$5,000, will be awarded annually to an entering Freshman who is dedicated to public service and has at least a "B" average in high school. The successful candidate will be of good character and in financial need. After the Freshman year, the Richardson Scholar will be eligible for Lincoln

University's regular academic awards in each of the next three years. Full-time students qualify for these scholarships on the basis of their academic performance.

ENDOWED SCHOLARSHIPS

The Drs. George E. and George D. Cannon Scholarship Fund. This was 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 who come from all areas of the world, but preferably from outside Pennsylvania on the basis of need, and high scholastic ability.

The W. Beverly Carter Endowed Scholarship. This is awarded to a worthy student.

The Audrey Brown Donaldson Endowed Scholarship. This is awarded to a mathematics or science major.

The Robert Engs Endowed Scholarship. This is awarded to an academically talented athlete.

The Frederick and Margaret Fife Scholarship Fund. This was established by Mrs. James R. Elliott in memory of her father and mother, Frederick and Margaret Fife. This is 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. This was established by the former students of Professor Harold Fetter Grim, who served Lincoln University in various administrative and faculty positions from 1912 through 1961 and is awarded to students entering the medical field.

The Grimke Scholarship Fund. This is 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. It assists 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. This was 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. This was 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. This is awarded to a worthy student.

The Edward Charles Miller Estate Quasi Endowed Scholarship. This is awarded to students who demonstrate potential for success and who are in financial need to enter or complete their college work.

The Myrtila Miner Scholarship Fund. This was established in 1945 in memory of Myrtila Miner to commemorate her efforts on behalf of the African American students of Washington, D.C., and is 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, these annual scholarships are granted

from the Estate of Floyd C. Mourning, M.D., Class of 1932, and are named for him and his wife. They are awarded to at least three deserving and able students.

The I. Gregory Newton Scholarship Fund. This was 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, and is awarded annually to a worthy Junior outstanding in the social sciences.

The David Pinckney Endowed Scholarship. This is 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., established this 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 Premedical Scholarship Fund. This was established by Warren E. Smith, M.D., Class of 1944, to recruit and support a premedical 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. This was established by the Estate of John Thomas Stanford, Class of 1891, and is awarded at the discretion of the University to a student majoring in mathematics.

The Edward W. Stratton Endowed Scholarship. This is awarded to a disadvantaged student preparing for a career in theology and pre-medicine.

The Orrin Clayton Southern Endowed Scholarship. This is awarded to a student

majoring in music.

STUDENT LIFE

The Office of Student Activities

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. Featured are films, theater, arts, major concerts, dances, lectures, Lion's Den Coffeehouse, video game machines, billiard tournaments, table tennis, backgammon, chess, and other group table games.

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

The Office of Student Activities publishes the Student Activities Calendar, and the Pan-Hellenic Council & Council for Independent Organizations Membership Directory. General student opinion is expressed through the Student Government Association which sponsors many of the cultural and social activities on campus.

All students are encouraged to join the Student Activities Program Board or the Student Activities Recreational Program Board. These boards review information collected regarding activities and then make recommendations as to the activities they believe the students would enjoy.

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.

SNACKNRAP 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 Koran Study and 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 LINCOLN 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 student-directed choir that sings both traditional and contemporary music. The ensemble provides concerts on campus, at churches, public schools and at other colleges and universities.

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, The New Student Record, the freshman yearbook, and The Lion, the senior yearbook.

THE LINCOLN UNIVERSITY RADIO STATION, WLIU, is a student-run station that broadcasts during the Fall and Spring Semesters while the University is in session. This station operates on a 10 watt frequency at 88.7 FM on the radio dial. The program on WLIU is of a varied format including Gospel, R&B, Hip Hop, Reggae, Talk Radio, etc., and students, faculty and staff are encouraged to participate as announcers, newscasters, and special program directors. The radio station is located in Morris Hall.

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

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

THE ALPHA CHAPTER OF THE BETA KAPPA CHI HONORARY SCIENTIFIC SOCIETY elects to membership those students who have met the requirements of the society by completing the equivalent of 64 semester hours, seventeen 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.

THE TAU ZETA CHAPTER OF KAPPA DELTA PI is an international honor society in education. The purpose of Kappa Delta Pi is to promote excellence in, and to recognize outstanding contributions to, education. Election to membership is open to 1) undergraduate students with a GPA of 3.00 or better, 50 or more total credit hours, and at least 12 professional education courses; 2) graduate students with a GPA of 3.25 or better and a minimum of 12 graduate hours in education; and 3) faculty members, educators, and others who have made significant contributions to education.

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, Sigma Gamma Rho Sorority, and Zeta Phi Beta Sorority. The following service and social organization also provides activities: Groove Phi Groove Social Fellowship.

Intercollegiate Athletic Activities

The objective of the program in 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: National Collegiate Athletic Association (N.C.A.A.), Eastern College Athletic Conference (E.C.A.C.), I.C.A.A.A.A., and E.P.A.C. The varsity intercollegiate sports program includes soccer, cross country, basketball, tennis, track, swimming, baseball, and bowling. The women's program includes volleyball and basketball. THE VARSITY CLUB is composed of students who have won their "E" in any sport, and 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. 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 Living Learning Center, the Student Union Building, the Ware Center Little Theater, the Ladies Auxillary 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 counseling center, and the snack bar are located in the Student Union Building. The game room and bowling alleys 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 in which the University assumes the responsibility for providing instructors, classrooms, library facilities, living spaces, and other resources for a program of higher education. The students, on the other hand, having accepted the privilege of admission to Lincoln University, assume the responsibility for making use of these resources for their intended purpose. For this reason each student should thoroughly understand the fundamental concepts which guide the relationship between the student and the University.

To be a student at Lincoln University is a privilege. As such, any student who enrolls in the University should be aware that the University reserves the right, after due process, to dismiss him or her if the student does not abide by the rules and regulations of the University and the laws of the state of Pennsylvania and the nation. Penalties for violations of regulations may vary from a fine or reprimand, to expulsion. Penalties are determined by the 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 positively upon the University. No student possesses the right to interfere with the achievement of the scholastic goals of other students. To do so is to risk separation from the University.

In seeking the truth, in learning to think objectively, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. 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 176,000 volumes, and subscribes to 600 current periodicals annually. There is a special collection of African American 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 computer room with a listening area, reading lounges, individual and group study 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 TriState College Library Cooperative (TCLC), the Library provides direct access to over 7 million volumes, and on-line 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 Inter-library Delivery Service of Pennsylvania supports inter-library loan activities.

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

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. The building also houses a modern computer center. 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 Science 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. This building serves as one of the centers for co-curricular activities, the student mailroom, the student government association office, one classroom, and the bookstore. This building was constructed with funds provided by the General State Authority.

LINCOLN HALL, build 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

The Lincoln University Urban Center was established in 1983. In February 1996, the Center moved to a new facility at 3020 Market Street, just steps from Philadelphia's 30th Street Train Station. This new site is accessible to the Northeast corridor via Amtrak, Regional Commuter Rail Lines and major bus services. Lincoln's Urban Center provides basic extension courses, undergraduate courses, continuing education certificate programs, and Post-Baccalaureate Teacher Certification. In addition, the Urban Center offers a Reading Certificate/Master of Science in Reading and the Master of Science in Administration with concentrations in Educational Administration, Human Resources Management, and Budget and Financial Management. Modern technology provides an opportunity for distance learning from Lincoln's main campus in southern Chester County.

From the Urban Center's location, parents and prospective students can access the services that are available on the main campus in Chester County. These services include our on-site Admissions and Financial Aid Offices.

Residence Halls

The University buildings used as residence halls accommodate approximately 1,400 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 residence halls; 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 eighteen 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 residence hall. 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.

THURGOOD MARSHALL LIVING-LEARNING CENTER, a new residential center, constructed with funds from the Commonwealth of Pennsylvania, and designed by the architectural firms of Kelly/Maello, is the newest facility on campus. Designed to house over 370 students with a guest wing and a "cafetorium," the Living-Learning Center opened its doors in August 1996. The building houses meeting rooms, computer labs and rooms for university guests.

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 SPECIFIED 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 and/or 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 per semester of a full-time 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 with the required signatures to the Registrar's Office by the student.

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 departmental course descriptions in the 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/her 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 and to pass the Undergraduate Assessment Examination Program for Counseling and Evaluation. Such participation consists of taking the area, aptitude and major field tests where available in this program. Each department shall notify the students of the grade or score necessary for satisfactory completion of this graduation requirement.

Grading System and Academic Standing

Lincoln'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 + 12.00 + 14.80) ÷ (3 + 3 + 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/she 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.

The graduation requirements are listed below. Transfer students 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 and earn a grade of C (2.00) or better before they can receive their degree from Lincoln.
- III. The participation in the Major Field Achievement Assessment.
- IV. The completion of the Freshman Assemblies Program.
- V. The selection and passing of courses according to the following scheme of distribution:
 - A. Course Distribution
 1. University Seminars I and II
 2. 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).
 3. Social Sciences: Satisfactory completion of the course Social Science I (The African-American Experience), Social Science II (Empowerment), and Social Science III (Global Studies).
 4. 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/her major regarding this requirement.
 5. 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.
 6. Physical Education: (a) HPR 101 Dimensions of Wellness, and (b) HPR 102 Lifetime Sports.
 7. Introduction to Computer Applications (MAT 150).
 8. Two each of the following courses: (a) Writing Emphasis, (b) Speaking Emphasis, (c) Critical Thinking Emphasis.

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 program, and on the student's transcript.

The University considers all work completed by transfer students when determining graduation honors. This means that the quality points and credits from all previously attended colleges are calculated, including work not accepted for transfer credit. The entire academic record of the student enters into the calculation of the G.P.A. for graduation honors.

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.

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.

Based on specific guidelines, Act 101 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 must register for at least twelve (12) semester hours and earn at least 2.00 cumulative average by the end of that semester. Readmit students must meet the requirements for financial aid to receive aid.

POLICY ON SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

General Provision

Maintaining satisfactory academic progress is one of many criteria viewed in determining a student's eligibility for continued receipt of financial aid. In order to be considered as making "Satisfactory Academic Progress," a student must earn a minimum number of credit hours and maintain a minimum cumulative grade point average.

Students who continue enrollment 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, as described below.

Full-Time Undergraduate Students

Credit Hours Earned	Cumulative GPA
0 - 24	1.75
25 - 36	1.80
37 - 48	1.90
49 - Above	2.00

Full-Time Graduate Students

Credit Hours Earned	Cumulative GPA
0 - 30	3.00
31 - 62	3.00

Half-Time Enrollment

Half-time students are required to maintain a minimum of 6 semester hours and a grade point average consistent with the requirements for full-time enrolled students.

Prior Institution Course Work

Course work completed at an institution attended prior to a student's initial enrollment at Lincoln University will not be used to determine a student's academic progress.

Course work completed at Lincoln University's Urban Center is viewed by the Financial Aid Office as college level credits; therefore, any course work completed prior to attendance at Lincoln University's Main Campus will be used to determine a student's academic progress.

Developmental Course Work

Credit hours attempted during developmental course work, by undergraduate and graduate (pre-master) students, are not applied by the University toward the student's total number of credit hours needed to graduate. The Financial Aid Office, however, does count developmental credits attempted in determining the academic progress of a student.

Summer Session Course Work

For the purposes of satisfactory academic progress, summer session is considered an optional semester, whether taken at Lincoln University or other institutions. Normally, credit hours attempted during summer session count toward the student's cumulative credit hours, but summer does not count as a semester toward the maximum semesters allowed.

LASER program summer session is counted as a semester toward the maximum semesters allowed, along with credits earned.

Maximum Semesters for Continued Aid

Undergraduate students enrolled in a program of study that requires 4 academic years of course work for graduation, will be allowed a maximum 10 semesters or 5 years of course work attempted. Graduate students enrolled in a program of study that requires 2 academic years of course work to complete their program, will be allowed a maximum of 7 semesters or 3 years of course work attempted. Any student who exceeds the maximum will not be eligible for financial aid.

Special Conditions and Appeal Procedure

Special consideration may be granted in cases of unusual or mitigating circumstances (i.e., death of a parent(s) or close relative, serious personal illness, etc.). All appeals should be submitted in typed form to the Director of Financial Aid.

Full-Time Undergraduate Students

Class Standing	Semesters	Credit Hours Completed	Total Credit Hours Completed	Cumulative Grade Point Average
Freshmen	1st	12	12	1.75
	2nd	12	24	1.75
Sophomore	3rd	12	36	1.80
	4th	12	48	1.90
Junior	5th	15	63	2.00
	6th	15	78	2.00
Senior	7th	15	93	2.00
	8th	15	108	2.00

Full-Time Graduate Students

Class Standing	Semesters	Credit Hours Completed	Total Credit Hours Completed	Cumulative Grade Point Average
6th	1st	12	12	3.00
	2nd	12	24	3.00
	3rd	6	30	3.00
7th	4th	12	42	3.00
	5th	12	54	3.00

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 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 adviser and the signature of the instructor must be affixed to the drop-add form obtained by the student from the Office of the Registrar. The course will not be 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 for Enrollment Planning and Student Life 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 and 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 where 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. Only students who have satisfied ALL requirements for graduation are allowed to participate in the Commencement exercises.

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 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 his/her designee. 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, residence halls, 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.

Students who are completing a semester but do not intend to return to Lincoln University the following semester should obtain a Non-Returning Student Form from the Office of Enrollment Planning and Student Life.

Academic Transcripts

Academic transcripts, which cost \$5 for the first copy, are available from the Office of the Registrar to students who do not have outstanding accounts. Requests for transcripts are to be made in writing. Forms for request may be obtained in the Office of the Registrar. Requests made by telephone will not be honored.

STUDENT SUPPORT SERVICES

Student Health Service

The Health Service is located on the first floor of Cresson Hall. It is open Monday-Friday from 8:00 A.M. - 8:00 P.M. during the fall and spring semesters. It is open 8:00 A.M. - 4:30 P.M. during summer hours. Registered nurses are available during that time. Part-time physicians are available 9-12 hours a week during the regular school sessions and 4 hours during the summer session. Psychological and medical consultation is furnished at no cost to the student and his or her records are kept CONFIDENTIAL.

There is a local community hospital (Southern Chester County Medical Center) three miles from Lincoln's campus with emergency, surgical, xray and other diagnostic facilities. Students requiring hospitalization are cared for there.

A variety of over-the-counter medications are readily available to Lincoln students at no cost, at present, to students, while discounted prescription medications are provided at the hospital pharmacy.

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

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

The Health Service provides workshops throughout the year on Breast Self Examination, Wellness, Nutrition, Sexually Transmitted Diseases (STDs) and HIV. Pamphlets are also available for reports and general information.

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 their present insurance carrier and policy number. The student will be billed for University insurance for the academic year, if this notification form is not in the office of the Vice President for 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.

The Office of Counseling and Career Services

The Office of Counseling and Career Services is located in John Miller Dickey Hall, Suite 241.

Services 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 assist students in self direction. All aspects of this office's operation is confidential. No information is released without the consent of the student.

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.

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 interest.

The Cooperative Education Work Experience allows 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.

Placement

The Office of Counseling and Career Services also provides placement services by offering on-campus recruiting and maintenance of job bank files. Additionally, housed within this office are a variety of resources that provide information on career education, cooperative education and graduate schools. Furthermore, the Office of Counseling and Career Services sponsors the following programs: Graduate School Day in October, when graduate school representatives from all parts of the country are on campus to speak with interested students; and Careers Day in November, when students make contact and discuss employment with private corporation and government agency representatives.

Workshops

The Office of Counseling and Career Services staff are 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, Decision-Making, Resume Writing, Interviewing and Job Search Techniques.

Testing

The Office of Counseling and Career Services administers and interprets a variety of aptitude, interest and personal adjustment tests in order to assist students to grow and develop. The Freshman Placement Exam, Major Field Achievement Tests for Seniors (MFAT), and the Graduate Record Exam (GRE) are also administered through this office.

The Act 101 TIME Program

The Act 101 TIME Program provides counseling, a precollege 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 precollege program sponsored by the University for high school youths in grades 9 - 12. The program is designed to encourage high school youth to pursue a post-secondary education. Upward Bound is a year-round program providing participants extensive counseling, tutoring and academic monitoring throughout the school year.

Participants also take part in a rigorous academic program for six weeks each summer on campus. Many Lincoln undergraduates work as tutor/counselors and residence hall assistants, gaining valuable skills in communication, tutoring and human resource development.

Lincoln's faculty and administrators 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 admission and financial aid applications. Every effort is made to insure a successful adjustment to the college experience.

The Upward Bound program is located in the lower level of University Hall.

University Chaplain

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

International Services

The Office of International Services facilitates the policy of the university to welcome and support students, scholars, faculty, and visitors from abroad. It is also the key office that provides information and support to students who participate in study abroad.

The Office of International Services provides administrative assistance, counseling, advising and programs to the campus community. The office serves as the University's primary link to the federal government and other public agencies involved with international student exchange. International students and scholars visit the Office of International Services with questions about immigration laws, rules and regulations, assistance with visas, employment, tax issues, and other legal concerns. The Office of International Services sponsors and cooperates in conducting a variety of educational, social, and cultural programs aimed at enhancing the stay of the international student or scholar. The Office of International Services also provides interaction between Americans and international visitors.

Lincoln University serves over eighty international students, faculty, and scholars. The responsibilities, interactions, and programs of the Office of International Services can be grouped under the three functions of Advising, Support Services, and Education.

International Advising

Immigration Advising: The Office of International Services assumes an active role in advising students, faculty, and scholars on their responsibilities and options under Immigration and Naturalization Services regulations. The Office of International Services also takes an active role in contacting the INS on behalf of students and assisting students and faculty in the preparation of the necessary documents to maintain their legal status.

International Faculty Advising: The Office of International Services assists various departments and other hiring units in determining the immigration status of new faculty and staff, recommends the appropriate visa types and advises on the adjustment of status for permanent employment, where appropriate.

Education: Educational services are the organized efforts of the Office of International Services to sensitize the American and international student, administrators, faculty, about some of the dynamics of cross-cultural relations and the unique problems that different geographic and cultural groups experience.

SPECIFIC ACTIVITIES INCLUDE THE FOLLOWING:

Orientation: The Office of International Services develops and implements orientation programs each semester for all new international and study abroad students. This program includes, but is not limited to an introduction to the U.S. educational system, academic expectations, social and cultural adjustment, legal issues, campus and community resources and pre-departure programs for our study abroad students.

Workshops: Examples of workshops the Office of International Services has initiated include: hiring procedures for international faculty and scholars, immigration sessions for international students, pre-departure programs and interest sessions for study abroad students.

The International Students' Association: The International Students' Association consists of international students and American students who work to coordinate activities and communication within and outside the Lincoln University campus.

Sponsored Student Services: The Office of International Services works with a variety of sponsoring agencies. These agencies are the Institute of International Education, South African Education Program, the United States Agency for International Development, the African American Institute, the Phelps-Stokes Fund, the National Association for Foreign Student Affairs: Association of International Educators, and the United Nations Educational and Training Program for South Africans (UNETPSA). The Office assists these sponsors in obtaining admission decisions on their students, reports on academic progress, and financial, health, immigration, maintenance and/or programming needs related to the details of the sponsorship.

Study Abroad

For many decades, Lincoln University has endorsed the concept of study abroad by providing advising, placement, and counseling services to those students who elect to participate in a study abroad experience. Traditionally, Lincoln has utilized a variety of study abroad vehicles sponsored by other institutions and direct contact associations. Both have enabled our students to study in countries such as Spain, France, Mexico, Taiwan, Egypt, and Russia. Summer experiences have included Zimbabwe, Ghana, Lesotho, Botswana, and Kenya. Students elect to study a summer, semester, or year abroad and receive academic credit for their experience.

Directory of Student Support Services

Service	Location	Telephone Ext.
Family Life Center	Amos Hall	3805
Health Center	Cresson Hall	3331
International Services	300 Lincoln Hall	6785
The Office of Counseling and Career Services	241 Dickey Hall	3523
Act 101 TIME Program	241 Dickey Hall	3460
Upward Bound	University Hall	3553
University Chaplain	Chapel	3274

ACADEMIC SERVICES

Library

While the collection in the Langston Hughes Memorial Library is described elsewhere (see p. 66), 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. 3371).

Inter-library Loan privileges are available through a computerized network. For details see the Inter-library Loan Librarian (ext. 3356).

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. 3359).

The Office of Management Information Services (MIS)

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

As they review Lincoln's curriculum, 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.

Office of Academic Services and Institutional Support (OASIS)

The Office of Academic Support and Institutional Services (OASIS) was created to oversee programs that support the transition students undergo at the different points in their academic careers. Workshops, lectures and convocations are coordinated by this office to assist students in their pursuit of education. The underlying goal of the office is to provide retention oriented programs to ensure student success in college.

Freshman Studies Program

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

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 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.
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.

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 may not be required to take either, if they score well.
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 (African American Experience)
3. A laboratory science course
4. A language course
5. A University Seminar I

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.

PROGRAMS OF STUDY

Preparation for Engineering

Lincoln University has entered into agreements with Drexel University, Lafayette College, University of Delaware, Rennsalaer Polytechnic Institute, Lehigh University, Pennsylvania State University, and New Jersey Institute of Technology (NJIT) to enable students to earn both a bachelor's degree from Lincoln University and an engineering degree from the cooperating institution at the end of five or six years. Such preparations greatly reduce the disadvantages of overspecialization inherent in a four-year engineering education, and provide both a liberal and a professional education at minimum cost.

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

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

Outstanding students interested in engineering may apply for participation in the Lincoln Advanced Science and Engineering Reinforcement (LASER) Program, an accelerated effort that provides students with both financial and academic support. The program begins with an all-expense-paid 10week summer bridge experience immediately following high school graduation. Students may earn up to 18 college credits. Following the bridge program, students complete two additional years at Lincoln before transferring to one of the above engineering schools. During the two additional years, students may qualify for merit scholarships that range from 70 to 100 percent of the cost to attend Lincoln. For more information, see the faculty in the Physics Department.

Preparation for the Study of Law

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

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

The student will find it beneficial, for example, to know the principles of logical reasoning studied in philosophy, and the methods of fact-gathering employed in the sciences. Since legal education and practice require much speaking and writing, the student will find mastery of English essential.

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

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

No one academic department has the ideal program of preparation for law. Any major that helps to develop critical analysis, logical reasoning and competence in written and oral expression is appropriate.

Preparation for the Study of Medicine

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

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

REQUIRED SUBJECTS:	CREDITS
Chemistry	12
Physics	8
Biology	8
English Composition	6
English Literature	6
Foreign Language	6
Mathematics	6
Electives	20

LINCOLN UNIVERSITY EQUIVALENT COURSES:

CHE 101-102	General Chemistry
CHE 203-204	Organic Chemistry
PHY 101-102	Introduction to Physics, or
PHY 103-104	General Physics
BIO 101-102	General Biology (For Majors)
ENG 102-103	English Composition
ENG 207-208	World Literature
ENG 212	English Literature, or
ENG 214	Literary Criticism, or
ENG 302	American Literature (Any combination of two)
Spanish, French or German	101102, 201202
MAT 103	College Algebra
MAT 104	PreCalculus
MAT 121-122	Calculus

ADDITIONAL RECOMMENDED SUBJECTS:

BIO 201	Comparative Anatomy of Vertebrates
BIO 202	Developmental Biology
BIO 301	Genetics
BIO 302	Vertebrate Physiology
CHE 303-304	Biochemistry
PSY 101	General Psychology
PSY 103	Advanced General Psychology

Preparation for Public Service

To attract more talented students to careers in public service, Lincoln University offers a degree in Public Affairs. Housed in the Political Science Department, the Public Affairs Program emphasizes the development of administrative, managerial policy analysis, planning, quantitative, computer, research, and communication skills needed for the public sector. This program follows a long tradition at Lincoln of preparing its graduates to assume leadership positions in this country and countries throughout the world. Graduates of the program also pursue graduate studies in public management and policy.

By completing selected courses in the political science, economics and business, mathematics, history, sociology and English departments, the student is able to satisfy the requirements for a bachelor's degree and develop an interdisciplinary major in public affairs/administration.

Preparation for Human Service Careers

Students can prepare for a variety of Human Service Careers when they decide to concentrate in Human Services. The Lincoln approach is that students in these fields should be equipped with a strong academically based theoretical preparation as well as practice in the skills and techniques of the profession. The guidelines of the National Council on Rehabilitation Education and the Council on Social Work Education are followed. The U.S. Department of Education, Rehabilitation Services Administration has reviewed the program every year to insure its quality.

This field prepares students for careers and further education in: rehabilitation, mental health, corrections, gerontology and aging services, early childhood psychology, community services, and service in other social welfare institutions. The program for those in this concentration is listed under Sociology/Human Services/Criminal Justice Department.

Preparation for Teaching

The teacher education programs offered at Lincoln are intended to qualify students for the Instructional I Certificate issued by the Pennsylvania Department of Education. This is the initial certificate issued in Pennsylvania which enables the holder to teach in public schools within the Commonwealth.

Lincoln University offers programs leading to Pennsylvania Certification in Elementary Education, Early Childhood Education (4-year and 2-year programs) and Secondary Education, and a graduate-level Reading Specialist certification program. Lincoln has program approval in Secondary Education in the following 14 subject areas: Biology, English, Spanish, History, Political Science, Physics, Mathematics, General Science, Physical Education, Mathematics, Sociology, Chemistry, Physics, Music, French.

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

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

Preparation for Careers in General Science

Students interested in teaching, technical sales, and related scientific careers may wish to major in General Science. This interdisciplinary program is described on p. 147. More information is available from the faculty in the Division of Natural Sciences and Mathematics.

Preparation for the Ministry and the Professional Study of Religion

Students who plan to enroll in theological schools for training in the professional ministry are required to have a bachelor's degree from an accredited institution. While seminaries will accept graduates who have majored in English, philosophy, history, sociology or psychology, a major in religion affords one the greatest preparation for success in seminary and the ministry.

Preparation for Careers in Music and Music Education

The Music Department offers two degree programs leading to the baccalaureate degree with a major in music.

The Bachelor of Science in Music Education degree has been given accreditation by the Pennsylvania Department of Education. Completion of the degree requirements leads to certification by the Commonwealth of Pennsylvania for the recipient to teach all music: kindergarten through high school vocal and instrumental. The student in the Bachelor of Science program has the option of choosing an emphasis in instrumental or vocal with appropriate electives.

A second degree program in music is in liberal arts (B.A.) with a modified program which includes two years of a language.

The Music Department is cognizant of the desires of many students from all segments of the University to participate in music. Accordingly, both beginning and advanced courses are available to students enrolled in any curriculum.

Students who do not wish to follow a program centered around Music Education may: (1) follow a program leading to a Music Minor, or (2) pursue a program centered around performance and other special topics in the production and study of classical and popular music. This program will lead to a B.A. in Music. Students planning to major in music should enroll in the department when they first enter the University. Majors begin study in the first semester (See the Curriculum Patterns in music on page 133).

Students not majoring in music may take work in applied music with credit and are invited to participate in the various musical organizations. (For fees in applied music, see the section on Miscellaneous fees, page 49).

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

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

PREPARATION FOR CAREERS IN BUSINESS ADMINISTRATION, ACCOUNTING, ECONOMICS AND FINANCE

Business Administration

The Department of Economics and Business Administration at Lincoln offers a degree program in business administration. The program is designed to give the student an understanding of the basic managerial decision making and research tools and concepts through a set of required core courses. The major course work prepares students with general liberal arts background in various functional areas of management, such as personnel administration, business communications, finance,

marketing, international business, and quantitative analysis. Foreign language skills are recommended to students whose concentration is international business. Many majors are expected to acquire the necessary entry level requirements for the Master of Business Administration degree, and junior management careers in business.

Accounting

The accounting program introduces concepts, analytic and computing skills necessary for entry-level positions in the field. The required course work in this program satisfies minimum educational requirements for many jurisdictions should the student choose to seek professional certification as a certified public accountant or the Master of Business Administration in accounting or finance.

Economics

The economics program provides students with a broad understanding of basic economic theory, analytic skills, quantitative decision and research methods, the role and functions of economic institutions, and various financial systems. This knowledge is used to formulate models, analyze and evaluate both business and nonbusiness economic behavior, institutions, and policies which affect the wellbeing of individuals and groups in the society. Students in the program prepare for careers in the federal, state, and local government institutions, public utility corporations, banking and insurance, and for entering selected professional fields in teaching, legal studies, economic research and consulting. The major emphasis is preparation for success and entry into graduate level programs.

Finance

The finance program integrates the fundamentals of financial analysis, financial accounting, and the functions of money, capital markets and institutions. The courses emphasize economic and financial interrelationships which are important for financial decision making, cash management, capital budgeting, and the development of business financial plans. A special aspect of the program is a thorough understanding of the concepts and measurement problems associated with financial data, and the accounting framework which generates the data for financial analysis and management. A concentration in international business may also be developed within the program. Students majoring in finance may prepare for financial and credit analyst and data management positions, prior to entering more rigorous programs at the graduate level or specialized management training programs within a corporation.

All majors are encouraged to take courses in computer programming, database management, and foreign language skills, to be fully prepared for significant decisionmaking positions available in the public and private sectors. Students who successfully complete the required coursework are recommended to pursue the Doctor of Philosophy in economics and/or a business related field.

Resources

Students majoring in any of the four areas have individual access to modern computer and data management facilities of the VAX/VMS, Unix, and IBM families in several computer laboratories across Lincoln's campus. The economics and business curriculum introduces computer applications in selected courses, and requires students to take at least one computer language course prior to taking upper level electives.

Coc
The d
ment
Servic
excell
gradu
emplo
of Eco
Oth
Valua
ment
Cluste
provi
Grant
Penn
tinues
with
Appl
are e
depa
PR
PE
He
The
Phys
Educ
certi
PA. B
Prior
prog
aqua
spor
they
Canc
grad
Educ
Depa
Sum
unde

Cooperative Education

The department's program also allows students to develop career interests through fulltime employment in connection with the Cooperative Education Program administered by Lincoln Careers Services and the Economics and Business Department. In addition, the Placement Office has an excellent recruiting, career counseling, and job search program for permanent employment for graduates. It is not unusual for over 100 major corporations and government agencies to send employment representatives to Lincoln. Most of these recruiters seek majors from the Department of Economics and Business Administration.

Other Relationships

Valuable opportunities have been provided to outstanding Lincoln students through the department's collaboration with such organizations as the Agency for International Development, and the Cluster Program. Many corporations have enriched the Lincoln student's experience through the provision of guest lecturers, equipment, summer jobs, coop internships, and scholarships.

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

Applications from transfer students from other four-year schools or junior and community colleges are encouraged. Transfer students are given credit for work completed elsewhere which meets departmental and University standards and procedures.

PREPARATION FOR CAREERS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

Health and Physical Education

The HPER Department of Lincoln University offers a degree program (B.S.) in Health and Physical Education. This curriculum prepares students to become teachers of Health and Physical Education, (grades K-12) and to pursue graduate degrees in HPER disciplines. The teaching certificate is granted upon satisfactory completion of the degree program and requirements of the PA. Bureau of Teacher Preparation and Certification.

Prior to student teaching, every H & PE major is expected to participate in the major aspects of the program: athletic training, intramural administration and officiating, HPER Majors club, aquatics/lifeguarding, assisting HPR 102 classes, campus/community service, and intercollegiate sports. Students should inform the Department Chairperson of their intended H & PE major when they first enter the University.

Candidates for the undergraduate degree with a major in H & PE must (1) satisfy all University graduation requirements (2) comply with the requirements of a Departmental major including the Education Department requirements for student teaching, and (3) successfully complete the Department's Exit Area Examination in Health and Physical Education.

Summer overseas internships are available for qualified majors. This program started in 1987 under the Department of the Navy.

Therapeutic Recreation

Recreation has throughout history provided an outlet for self-expression, release, and personal satisfaction in life. Recent changes in social, political, economic and industrial life have accentuated society's recreational needs. Lincoln's recreation program attempts to develop recreation leadership skills in its students to help fulfill this human need.

The purpose of the Therapeutic Recreation curriculum at Lincoln University is to prepare students to qualify for positions in the field of recreation and leisure services, enabling them to improve the quality of life of special needs participants whom they serve. In October 1986 the Therapeutic Recreation Program received accreditation for its Therapeutic Recreation Program from the National Recreation and Park Association, and has achieved continuous accreditation since then. Graduates of this Program are qualified to apply for national certification in TR from the National Council for Therapeutic Recreation. Many of the professional preparation theory courses taught by the recreation faculty include "hands-on" (fieldwork) experience. The Wheelchair Field Day, TR Program for Veterans Administration Hospital residents, Intergenerational Recreation Program, Senior Olympics, and other TR programs for special needs populations provide every student enrolled in the Program the opportunity to field test leadership skills. The TR student is afforded these minipracticums under close professional supervision while utilizing an array of the latest recreation equipment/supplies/modalities when delivering these services to diverse populations. These preprofessional on-campus experiences have facilitated the students' transition to off-campus field experiences (internships and jobs).

Since graduating its first students in 1978, this Program has sent many of its students on to graduate school. These students have earned advanced degrees in Recreation Administration, Therapeutic Recreation, Community Health, Health Education, and Health Administration.

Health Science

The curriculum in Health Science is designed to prepare students for advanced studies (graduate school) in the broad field of allied health. The curriculum combines the natural sciences, math, social sciences, health, and physical education in a pattern that prepares students for vast numbers of graduate school opportunities: Sports Medicine, Athletic Training, Physical Therapy, Occupational Therapy, Exercise Physiology, Biomechanics, Kinesiology, Corporate Fitness, Health Promotion, Community Health, Fitness Management, Cardiac Rehabilitation, Health Administration, and Nutrition Science.

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 Western civilization as it has expressed itself in literature, the arts, religion, and philosophy; and, in the degree compatible with the aim, to make them aware of the relation of Western civilization to the other world civilizations.
2. To instill, through the ordered scrutiny of significant products of the human intellect and imagination, an awareness of the dignity and of the potentialities of man.
3. To sensitize students in their dealings with the world of nature and with fellow human beings.
4. To equip students for a mature and critical ordering of human values.
5. To develop the arts of communication, with special and constant emphasis upon precision and coherence of thought and expression.

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

English Composition 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.
Oluropo Sekoni, Ph.D.

Associate Professors: Brenda F. Savage, Ed.D.
Marilyn Button, Ph.D.
Sheila Foor, Ph.D.

Assistant Professors: Kaulab Siddique, Ph.D.
Marie Nigro, Ph.D.
Benson W. Prigg, Ph.D.

Part-time Instructor in Communications: Mychelle Sneed, M. A.

Mission:

The English Department is committed in its teaching and research to the tradition of excellence in curricular and extracurricular preparation of students for leadership in national and international spheres. In addition, the Department seeks to provide a balance between language and literary training that will equip students with skills to occupy leadership positions in the development of literary creativity and scholarship.

Service:

1. To teach the methods of effective writing;
2. To teach effective oral communication;
3. To teach the methods of secondary research and research paper writing;
4. To equip students to engage in the critical reading of literature;
5. To expose students to the diverse literary traditions of the world; and
6. To encourage an appreciation of literature as an expression of human experience.

Discipline:

1. To acquaint students with British and American cultural and aesthetic heritages as expressed in literature;
2. To acquaint students with the significant literary contributions of African-American authors to the American literary tradition;
3. To encourage an appreciation for literature as a human value in non-Western traditions, such as the African, Asian and Hispanic traditions;
4. To prepare students to perform proficiently in post graduate literary studies; and
5. To provide students with a background in English that may lead to careers other than those related to literary scholarship, i.e. English education, law, journalism, and communications.

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 fourteen (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 319/African-American Literature
- English 384/Linguistics I
- English 410/Theory and Development of the Novel
- English 411/Senior Seminar: Primary Discourse
- English 412/Senior Seminar: Secondary Discourse
- 1 Major Figure Course (ENG.401 or ENG.304)
- 1 Period Course (ENG.305, ENG.306, ENG.307 or ENG.308)
- 3 English Electives

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 400/Methods in Teaching English
- English 410/Theory and Development of the Novel
- English 413/Special Projects (Internship)
- 1 Major Figure Course (ENG.401 or ENG.304)

(Education)

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

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 twelve (12) courses in English, nine (9) courses at Temple 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.

The required courses include the following:

(Lincoln University)

- English 203/Public Speaking
- English 211 or 212/English Literature
- English 301/American Literature
- English 309/Journalism
- English 316/Introduction to Mass Media
- English 319/African-American Literature
- English 413/Internship
- 1 Period Course (ENG.305, ENG.306, ENG.307 or ENG.308)
- 1 Major Figure Course (ENG.304 or ENG.401)
- 3 English Electives

(Temple University)

- J150/News writing
- J151/Lab
- J335/History of Journalism
- J255/News editing
- J382/Law and Ethics
- J251/News Writing II
- 3 Electives

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 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 are as follows:

(Lincoln University)

- English 203/Public Speaking
- English 211 or 212/English Literature
- English 301/American Literature
- English 316/Introduction to Mass Media
- English 317/Communications Theory
- English 319/African-American Literature
- English 413/Internship
- 1 Period Course (ENG.305, ENG.306, ENG.307 or ENG.308)
- 1 Major Figure Course (ENG.401 or ENG.304)
- 3 English Electives

(Temple University)

BTMM0020/Mass Media and Society

BTMM0040/Media in Everyday Life

BTMM170/Introduction to Television Production

OR

BTMM0171/Introduction to Radio

BTMM0250/Media and Cultural Differences

BTMM0270/Intermediate Television Production

OR

BTMM0272/Editing for the Media

3 Communications Electives

(Note: Students who choose to take BTMM0171, rather than BTMM0170, will also take BTMM0272.)

English Minor

Candidates for a minor in English must complete seven courses in the department (in addition to the University's core requirements). These seven courses must include English 214/Literary Criticism, at least one English literature survey course (English 211 or 212), one American literature survey course (301 or 319) and four electives.

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 writings 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.

103. English Composition II*

(3 credits)

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

10P. English Composition

(3 credits)

This intensive course, designed for students who manage to complete all requirements for graduation but failed the WPE, teaches the sentence, the paragraph and the essay (documented and undocumented) using as subject matter selections from four genres of literature (essay, drama, poetry and fiction) and current news events. Five rhetorical modes will be reviewed.

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)**

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

207. World Literature I**(3 credits)**

This course covers the works of great writers, from a global perspective—beginning with Ancient Greece through the Seventeenth Century.

208. World Literature II**(3 credits)**

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

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

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 techniques 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 Equiano, Phyllis Wheatley, Samuel Clemens, W.E.B. DuBois, Stephen Crane, T.S. Eliot, William Faulkner, Gertrude Stein, Ralph Ellison, John Updike, Norman Mailer, Robert Lowell, Allen Ginsberg, and Toni Morrison. (Honors Component)

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. *Str Gawain and the Green Knight* and sections of *Piers Plowman* are read in translation. (Honors Component)

Offered in alternate years.

305. Seventeenth Century Literature

(3 credits)

Emphasis is placed upon the major poetry and expository prose of the period. Significant religious and political background is emphasized. Principal writers studied are Milton, Donne, Herbert, and Jonson. (Honors Component)

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. (Honors Component)

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. (Honors Component)

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 technique of Tennyson, Arnold, Meredith, Hopkins, Hardy and the pre-Raphaelites. Key prose writers such as Carlyle, Mill, Arnold, Newman and Ruskin are read for insight into the major preoccupations and conflicts of the age. (Honors Component)

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.

311. Advanced Composition

(3 credits)

This course provides an analytical study of prose style and the four forms of discourse: argumentation, description, exposition, and narration

Offered in alternate years.

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 the literature into the elementary or 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.

Prerequisite: ENG 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 these structures and forms with the individual, the group and other social institutions, in terms of their functions, effects, socio-economics, cultural and philosophical factors.

Prerequisite: ENG 316.

319. Survey of Afro-American Literature

(3 credits)

This course surveys the writing of Afro-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, Chestnut, Dubois, Washington, Johnson, McKay, Hurston, Hughes, Toomer, Wright, Brooks, Ellison, Baldwin, Gaines, and Walker. (Honors Component)

320. Studies in Afro-American Literature

(3 credits)

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

321. Contemporary African Literature

(3 credits)

The course explores major genres and modes in Twentieth Century African literature. It will focus on major writers and literary traditions from the various geopolitical regions of Africa, especially on those writers whose works are available in English. Additional emphasis will be on the understanding of the diverse manifestations of post-colonial themes and stylistic experiments in African literature. (Honors Component)

322. African Americans in Broadcasting

(3 credits)

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

Prerequisite is English 103.

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. (Honors Component)

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. (Honors Component)

400. Methods in Teaching English**(3 credits)**

This course provides an introduction to materials, professional literature and methods in the teaching of English, and language arts, with emphasis on secondary instruction. The course is the prerequisite for English 413.

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. (Honors Component)

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

This course focuses upon a selected portion of Shakespeare's cannon 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. (Honors Component)

406. Modern Fiction**(3 credits)**

This course focuses on English, American, and Third World authors from the late Nineteenth Century to the present. (Honors Component)

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. (Honors Component)

408. Studies in Dramatic Literature**(3 credits)**

This course provides an indepth 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. (Honors Component)

411-412. Senior Seminar: Primary and Secondary Discourse**(6 credits)**

These courses focus on reading discussion and research, the summation of which is a twenty-five to thirty page thesis in one of three areas: English, American or non-Western literature. Each course is required for liberal arts English majors.

413. 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. ENG 102 and ENG 103 are prerequisite courses for all upper level English courses (200-400).

Criteria and Procedures for English Honors Program

ELIGIBILITY

To become a candidate for honors in English, a student must obtain an overall grade point average of 3.3 and 3.3 average in English courses beyond English 103. Applications for candidacy must be submitted at the end of the student's Sophomore year along with a sample of the student's critical or creative work. To stay in the program, honors students must maintain a 3.3 grade point average in the major and at least a 3.3 overall grade point average. Each honors student will, upon admission to the program, be assigned a faculty mentor until he or she is ready to choose a thesis supervisor.

HONORS REQUIREMENT

Honors students must obtain a minimum of 18 "honors points" by successfully completing at least 18 credits of courses designated as honors courses: English 301, 304, 305, 306, 307, 308, 319, 321, 384, 385, 401, 405, 406, 407, and 410. (Course title and descriptions can be found in the University Bulletin). Six of these honors credits must be obtained from two semesters of supervised honors research and a completed thesis on a topic of interest to the student. Every honors student must write an original thesis that must be successfully defended before the English faculty and representatives from cognate departments and the University Honors Program. English honors students must complete at least two years of a foreign language.

LANGUAGES AND LINGUISTICS

Professor:	Richard-Laurent Barnett, Ph.D.
Associate Professor:	Julia Brun-Zejmis, Ph.D. Joy G. Carew, Ph.D. Ezra S. Engling, Ph.D., Chairman
Assistant Professor:	Zuoya Cao, Ph.D. Janice-Marie McDonald, Ph.D. Abbes Maazaoui, Ph.D.
Instructor:	Eslanda Goode, M.A.
Lecturers:	Chin-Mei Ma, B.A. Antar Makansi, M.S.

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.

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 and Arabic. Recently the University has incorporated the African languages of Yoruba, Zulu and Swahili. 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.

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.

Majors have to meet a study abroad/total immersion requirement in their major and minors are encouraged to do this. Students have studied abroad in China, Russia, Mexico, France, Japan, Belgium, Botswana, Nigeria, Egypt and the Gambia.

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.

The overseas programs usually offer a total of up to 18 college credits per semester and are highly recommended for qualified Juniors in all disciplines. The type and duration of the experience may vary according to the language proficiency of the student and his or her background.

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, 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.

Program of Study for Majors

French

Requirements for a major in French: seven 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, 303-304, 305 or Linguistics 384, French 407-408, Education 151, 202, 203, 301, 302, 303, 305, 401. Liberal Arts majors take French 301-302, 303-304, 305, or Linguistics 384, and French 407-408. One year or an intensive semester of total immersion (Study Abroad) is required.

Chinese

Requirements for a major in Chinese: eight courses above the intermediate level.

The courses required are: Chinese 301-302, 303-305, 4 upper division Chinese courses at the 400 level. One year of total immersion (Study Abroad) is required.

Russian

Requirements for a major in Russian: seven courses above the intermediate level. The courses required are: Russian 301-302, 303-304 or 401-402, 3 upper division Russian courses on the 300-400 level. Intensive program in the United States and/or abroad (minimum of 15 hours per semester of summer session).

Spanish

Requirements for a major in Spanish: seven 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, 303-304, 305 or Linguistics 306, 384 Modern Language, 407-408; Education 151, 202, 301, 302, 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 or intensive semester of total immersion (Study Abroad) is required.

Program of Study for Minors

The Department of Languages and Linguistics offers a major in French, Chinese, Russian and Spanish and a minor in Arabic, French, Spanish, German, Russian, Chinese and Japanese. Majors in Japanese and Arabic are being considered.

French Minor

French 301-302

Two upper division French courses at the 300-400 level

Spanish Minor

Spanish 301-302

Two upper division Spanish courses at 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 301-302

Chinese 303-304 or 401-402 (or higher)

Russian Minor

Russian 301-302

Russian 303-304 or 401-402 (or higher)

Japanese Minor

Japanese 301-302

Japanese 303-304 or 401-402 (or higher)

Language Placement Exams and Major Requirements

In order to place students properly in the sequence of courses, all students who have had previous study of a language which they plan to continue at Lincoln are required to sit for the Language Placement Examination. This exam is administered by the Department of Languages and Linguistics, and given in the Spring, just prior to Pre-registration for the Fall semester (for returning students), and during Orientation Week in the Fall (for new and transfer students). Special arrangements will be made to accommodate new and transfer students who arrive at the beginning of the Spring semester. Results are normally posted 48 hours after the examination, and communicated to the offices of the Registrar, Fiscal Affairs and Academic Affairs.

Beginning in Fall 1995, the appropriate number of credits will be awarded at a grade of A or B, for a student who tested out of one or more course levels. Students who test at a lower grade will enter at the 101 level. Students who are placed above the 101 level are required to pay a service fee: \$50.00 (PA students) or \$80.00 (out-of-state and international students) for each course for which credit is given.

Once students are placed, they are expected to follow the appropriate sequence of courses until completion of the departmental requirements. Many departments require 2 semesters of a language, while 4 semesters are required for the BA degree in any discipline. Students who test above the 202 level, thus completing the 16-credit BA requirement, are encouraged to pursue the language as a minor (12 credits beyond 202) or major (27 additional credits beyond 202, plus study abroad).

For information on the Advanced Placement exam, please refer to "Undergraduate Admission," page 39. For other related information, contact the Placement Exams Coordinator in the Department of Languages and Linguistics.

COURSE DESCRIPTIONS

ARABIC

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.

101. Elementary Modern Standard Arabic I

(4 credits)

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

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

Sequel to Arabic 101.

Prerequisite: Arabic 101 or placement by examination.

201. Intermediate Modern Standard Arabic I**(4 credits)**

This course begins with a thorough review of basic Arabic grammar and vocabulary. The review serves to consolidate knowledge and to bring students to a common level. The main thrust is the acquisition and expansion of vocabulary, mainly through discussions and extensive readings. Attention is also given to writing skills. 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.

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

Sequel to Arabic 201.

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

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.

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 or 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 course (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)

This course introduces 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)

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

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 lectures 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).

FRENCH

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 art, history, music, philosophy 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.

322. French Literature in English Translation (3 credits)

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

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

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 202.

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 Topic (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 Languages 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. Advanced German Composition and Conversation I (3 credits)
The aim of this course 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.

Prerequisite: German 202 and/or approval of the instructor.

302. Advanced German Composition and Conversation II (3 credits)

The course is the sequel to German 301.

Prerequisite: German 301 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 literature 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)

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 readings 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.

303. Intensive Japanese in Economics, Education and Related Fields I

(3 credits)

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

Prerequisite: Japanese 302, placement test, or instructor's permission.

304. Intensive Japanese in Economics, Education and Related Fields II

(3 credits)

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

Prerequisite: Japanese 303, placement test, or instructor's permission.

401. Intensive Japanese in Scientific Fields I

(3 credits)

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

Prerequisite: Japanese 302, placement test or instructor's permission.

402. Intensive Japanese in Scientific Fields II

(3 credits)

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

Prerequisite: Japanese 401, placement test, or instructor's permission.

409. Special Topics in Japanese

(3 credits)

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

410. Special Topics in Japanese

(3 credits)

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

LATIN

101-102. Elementary Latin I & II

(3 credits each)

This course emphasizes 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, depending on availability of faculty.

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, depending on availability of faculty.

Prerequisite: 102 or the equivalent.

RUSSIAN

101. Elementary Russian I

(4 credits)

This course emphasizes 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)

This course emphasizes grammar and oral drills; readings 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)

This course emphasizes 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, this course emphasizes the 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 lectures 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.)

SPANISH LANGUAGE AND LITERATURE

Requirements for a major in Spanish: seven 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, 303-304, 305 or Linguistics 306, 384 Modern Language, 407-408; Education 151, 202, 203, 301, 302, 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 Institute Plan.

ORAL PROFICIENCY EXAM IN SPANISH

Upon completion of the required courses for the Certificate of Oral Proficiency, students will be required to demonstrate their ability to use Spanish in a work-related situation. Competency will be patterned on the Foreign Service Institute Plan.

101. Elementary Spanish 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)

This course is 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 are emphasized in this course.

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 are covered.

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

302. Advanced Spanish: Composition and Conversation II

(3 credits)

This 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

(3 credits)

The course consists of two class meetings per week. It will study Spanish literature from the Middle Ages to the present. The study will acquire a general knowledge of the history of Spanish literature as well as knowledge of specific texts.

Prerequisite: Spanish 302. Completion of Spanish 303 or concurrent registration is desirable.

408. Survey of Spanish American Literature

(3 credits)

The course consists of two class meetings per week. It will study Spanish American literature from the Colonial period to the present. The student will acquire a general knowledge of the history of Spanish American literature as well as knowledge of specific texts. Special emphasis will be given to the literature of under-represented groups.

Prerequisite: Spanish 302. Completion of Spanish 304 or concurrent registration is desirable.

409-410. Students c
for assign
Compreh
The prop
a subject
While the
in teachi
the lead o
research i
one curri
Proce
Certif
Candidate:
1) Comp
2) Decla
3) Fulfill
4) Comp
profic
THE C
AGE O
A confide
a student
mended f
Education
Chairman
REQU
1) Stud
2) Stud
3) Stud
Penn
4) In ad
edge
mine
the D
of La
to in
Upon con
and/or S
To meet
University
content a
and phys

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.

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 application to the Department of Education, Harrisburg, Pennsylvania.

REQUIREMENTS:

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

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

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 science, math, the natural sciences, music, fine arts, English, foreign languages, and physical education.

Required courses: In addition to general education courses, those required to fulfill major, and education courses required to meet certification guidelines, the student should also take the following courses: Spanish 301, Spanish 302, Spanish 303, Spanish 304, 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 must be taken under advisement until proficiency is certified by the Department of Languages & Linguistics. Residence in a Hispanic community, domestic or foreign, is required and arranged by the department.

Bilingual Education candidates must also take Education 151, 202, 203 and 301 and complete a major and minor in a content area other than languages.

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)

This course in first year Swahili teaches basic oral-aural comprehension. The course calls for five hours per week, in combination of class time and language laboratory.

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

This is an advanced Swahili course that will prepare the student for an oral examination of U.S. State Department level of 2+. The course calls for five hours per week in combination of class time and language laboratory.

Prerequisite: Swahili 102 or the equivalent.

301-302. Advanced Swahili I & II (3 credits each)

This course teaches advanced comprehension and fluency through readings of contemporary materials from East Africa.

Prerequisite: Swahili 202 or the equivalent.

YORUBA

101. Elementary Yoruba I (4 credits)

This course is designed to provide a foundation in spoken and written Yoruba. It will focus on the development of oral/aural skills. Additional emphasis will be on tone as a grammatical and semantic marker. Class instruction will include the teaching of culture as a fundamental element of language learning. This course consists of four lecture hours and one supervised lab hour.

102. Elementary Yoruba II (4 credits)

This is a continuation of YOR101. It will build on oral-aural skills acquired in YOR 101. In addition, students will be introduced to Yoruba grammar. Emphasis will be on vocabulary, comprehension, reading, and correct pronunciation and tonetics. The course consists of four lectures hours and one supervised lab hours.

Prerequisite: Yoruba 101.

201. Intermediate Yoruba I**(4 credits)**

Intermediate or Second-year Yoruba is designed to assist students in mastering modern Yoruba through review and reinforcement. Emphasis will be on advanced vocabulary, idiomatic usage, conversation in a variety of situations: honorific and informal. Additional focus will be on reading and comprehension of Yoruba short stories. One lab hour is required.

Prerequisite: Yoruba 102.

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

This course is a continuation of YOR201. This course will emphasize vocabulary building, conversation, advanced grammar, proverbs, and reading of advanced Yoruba texts. Students will be exposed to Yoruba prose and drama as well as context-specific vocabulary and expressions. Course required three class meetings and one supervised lab hour.

Prerequisite: Yoruba 201.

ZULU**101. Elementary Zulu I****(4 credits)**

This course covers an introduction to the orthography and phonology of Zulu and a study of grammatical rules, syntactical patterns, and morphology of Zulu with a carefully controlled vocabulary from traditional and contemporary Zulu culture. The course will develop basic skills, including oral and aural proficiency in the language. Students will be exposed to major concepts in Zulu culture. Four hours of classwork and one lab hour are required.

Prerequisite: None.

102. Elementary Zulu II**(4 credits)**

This course emphasizes the continued development of skill in spoken and written Zulu. Students will be given additional exposure to Zulu grammar and the interrelationships between Zulu culture and language. Four hours of classwork and one hour of lab are required.

Prerequisite: Zulu 101 or equivalent.

201 Intermediate Zulu I**(4 credits)**

This course covers a review of basic phonological and grammatical concepts and development of fundamental language skills, with increasing emphasis on written and oral proficiency. Students will also be introduced to reading of elementary Zulu literary texts. Four hours of classwork and one hour of lab are required.

Prerequisite: Zulu 102 or equivalent.

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

Further reinforcement of reading, speaking, and writing skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing are covered in this course. Additional focus will be on the reading of Zulu literary texts and understanding of Zulu cultural concepts and practice. Four hours of classwork and one hour of lab are required.

Prerequisite: Zulu 201 or equivalent.

Linguistics

384. Introduction to Linguistics I (3 credits)
A study of current linguistics theory and a survey of the principal language families of the world, ancient and contemporary are covered in this course.

Offered upon demand.

385. Introduction to Linguistics II (3 credits)
Sequel to 384.

251. Independent Language Study (3-4 credits)

MODERN LANGUAGE

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

Prerequisite: French, German or Spanish 102.

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

Prerequisite: French or Spanish 202.

305. Comparative Romance Phonology (3 credits)
The course consists of three meetings per week. It will include the systematic study of the sound structure of French and Spanish, including contrasts with the sounds of English. Exercises, analysis and transcriptions 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.)

UNIVERSITY LANGUAGE SEMINARS

190. Language and Conflict

(3 credits)

This course seeks to provide a broad cultural background through the study of the interaction of language and culture in an evolving global community. Through this exposure, it is hoped that the students will have an increased awareness of how communication, comprehension, and response to communication can be circumscribed by cultural patterns and geopolitical relationships.

190. Pushkin: African & African American

Experience in Russia

(3 credits)

The seminar will trace the unique history of African & African American experience in Imperial Russia, the Soviet Union and the CIS. In the course of readings and discussions students will address questions like: Why Russia, historically opposed to racism and slavery, cultivated a degrading system of serfdom in its own society. The seminar will also focus on Blacks' contribution to Russian culture.

190. Pushkin: Russia and the West

(3 credits)

This seminar will focus on Russian values in Pushkin's writing and the poet's ambiguous love-hate attitude toward his native land. Pushkin's complex feelings about his African origin will be discussed in the context of both his Russian and African identities. Selected Pushkin's poems will be analyzed.

190. Blacks in Russia

(3 credits)

This seminar will trace the unique history of the Black diaspora in both Imperial Russia and the Soviet Union. The seminar will also focus on Blacks' contribution to Russian culture. In particular, students will explore the lives and creativity of such outstanding personages as Russia's greatest poet of African descent Alexander Pushkin, the celebrated Shakespearean tragedian Ira Aldridge, and famous folk singer Paul Robeson.

390. Handling Change: An Insight to Japanese Culture

(3 credits)

This team-taught course introduces students to selected aspects of Japanese culture, society and history through the investigations of various media, and by drawing upon the particular perspectives of the Fine Arts, Sociology and Language and Literature.

Language House

Alumni House is the official Lincoln University language dormitory which houses 16 coeds majoring or minoring in French, Spanish, Mandarin Chinese, Japanese, Arabic or Russian. Each year, native speakers of French, Spanish, Russian, German, Japanese, Chinese and Arabic are invited to serve as native language assistants.

Language Laboratory

A 30-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.

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.

Lincoln's language program is designed to complement a liberal education by developing competence in understanding, speaking, reading and writing a foreign language. The program will prepare students for graduate school. Completion of Lincoln's language program will enable the student to enter private business, work in tourism, the federal government and foreign service jobs, in translation and interpretation, and any area that requires knowledge of a foreign language.

Language Clubs

Japanese, French, Spanish, German, Arabic, Russian, Chinese, Swahili and Yoruba Clubs offer students the opportunity to practice their languages outside the classroom. The groups also sponsor cultural and social events; attend plays, lectures, international balls; and invite interesting diplomats and speakers to the campus.

MU

Professor
Assistant

Instructor
Artist-in-
Visiting L

The purp
music; (C
tural life
knowled

The Dep
B.S. Deg
B.A. Deg
to the fie
Students
cial topi

ENTR

In order
and mus
majors
and voi

Appoint
Room 11
by mem

A studen
to make
if neces

Before
the maj
must all

GENE

I. AC

- A. Cla
of t
- B. Adv
two
- C. Pro
iste
by

MUSIC

Professor:	Alvin E. Amos, Ed.D., Chairman
Assistant Professor:	Patsy Baxter Rowe, Ph.D. Charles H. Pettaway, M.M.
Instructor:	Vernon W. Lewis, M.M.
Artist-in-Residence:	Doris M. Mayes, B.M.
Visiting Lecturers:	Delbert Boyer, Guitar Jack I. Williams, D.M.A.

The purposes of the Department of Music are (1) to prepare students for careers and further study 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 and expand knowledge and understanding of music through research and lectures.

The Department of Music offers 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 a 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 representing areas of applied music other than piano and voice must also audition in piano and voice, for entrance into the department, since both areas are required of all majors.

Appointments for auditions and other music tests may be made through the Music Department Office, Room 122, Ware Center. Auditioning students must bring their own music, preferably sung or played by memory.

A student with some significant deficiencies, if accepted by the department on probation, must plan: (1) to make up such work in the summer and/or (2) to continue study beyond the normal four-year period if necessary.

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 all apply for admission to the Teacher Education Program by the end of that year.

GENERAL DEPARTMENT REGULATIONS

I. ACADEMIC

- A. **Classes:** 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.
- C. **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 Office.

D. Applied Music

1. Lessons must be attended regularly. Only official written excuses from the offices of the Vice President for Academic Affairs or Vice President for Enrollment Planning and Student Life or their appointees 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 (e.g., no eating).
7. All students must pass a Comprehensive Examination from the department.
8. Deviations from numbers 1-5 must be requested by the applied teacher and approved by the chairperson.

E. Jury Exams

Each music major and minor must take a jury exam at the end of each semester. Failure to appear at the scheduled exam will result in a failing grade in applied music. Students missing the jury exam for a previously approved reason will receive an incomplete in applied music.

II. ENSEMBLE REQUIREMENTS

- A. Each music major must be a member of a major vocal and/or instrumental performing ensemble each semester. There are no exceptions to this requirement.
- B. All freshmen are required to participate in the Lincoln University Concert Choir for two semesters.
- C. As of Fall 1995, all majors and minors are required to be enrolled members of the Concert Choir for at least 2 semesters. (Voice and piano majors are required to be members throughout their matriculation).

III. CONCERT ATTENDANCE

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 OF THE REQUIREMENTS CAN BE GROUNDS FOR DISMISSAL FROM THE DEPARTMENT.

Notes on Applied Music

Students of voice or band/orchestral instruments must select piano as a secondary instrument 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 requirements may be met in class lessons.

Training in the studio is supplemented by experience in performance and attendance at frequent recitals held throughout enrollment in the program.

Department of Music Curriculum Patterns

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

FRES

First S
Universi

English

Physical

Natural

Lab 10

Music T

Ear Trai

Applied

Applied

Ensemb

Hrs:

SUM

Social S

Afric

Glob

Emp

Hrs.

SOPH

First S

English

Educati

Mathem

Human

Music T

Ear Tra

Instrum

Strings

Applied

Ensemb

Hrs.:

FRESHMAN YEAR

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 & Sight singing	2	Ear Training & Sight singing	2
Applied Music Maj.Perf.Med.	1	Applied Music Maj.Perf.Med.	1
Applied Music Min.Perf.Med.	1	Applied Music Min.Perf.Med.	1
Ensemble	1	Ensemble	1
Hrs:	18	Hrs:	17

SUMMER SCHOOL (AFTER FRESH., SOPH., AND/OR JR. YEAR)

Social Sciences		University Seminar II	3
African-American Exper.	3		
Global Studies	3		
Empowerment	3		
Hrs.	9	Hrs.:	3

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 Maj. Perf.Med.	1 or 2
Applied Maj.Perf.Med.	1 or 2	Ensemble	1
Ensemble	1		
Hrs.:	18 or 19	Hrs.:	15 or 16

JUNIOR YEAR

First Semester		Second Semester	
Education 203 Ed. of Exc. Child	3	Education 301 Tests and Meas.	3
Music Methods (Elementary)	3	Education 303 Teach. Reading	3
Humanities (Art, Rel., Phil.)	2	Music Methods (Secondary)	3
Conducting 219	2	Humanities	2
Music Literature I 203	3	Music Literature II 204	3
Applied Music Maj. Perf. Med.	1	Instrumental Methods	1
Applied Music Min. Perf. Med.	1	Applied Music	
Ensemble	1	Maj. Perf. Med.	1 or 2
Counterpoint 405	2	Applied Music Min. Perf. Med.	
1		Ensemble	1
Hrs.:	18	Hrs.:	18 or 19

SENIOR YEAR

First Semester		Second Semester	
Education 305 Ed. Technology	3	Education 401 (Stud. Teach.)	12
Social Science Elective	3	Research Seminar 420	3
Music Literature 303	3	Ensemble	1
Applied Music		Hrs.:	16
Major Instrument Recital	1		
Ensemble	1		
Conducting (Practicum)	3		
Instrumental Methods	1		
Hrs.:	15		

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 & Sight singing	2
Ear Training & Sight singing	2	Applied Music	
Applied Music Maj.Perf.Med.	1	Maj.Perf.Med.	1 or 2
Applied Music Min.Perf.Med.	1	Applied Music Min.Perf.Med.	1
Ensemble	1	Ensemble	1
Hrs.:	18	Hrs.:	16 or 17

SOPHOMORE YEAR

First Semester		Second Semester	
English 207 World Lit.	3	English 208 World Lit.	3
**Language (Fren. or German)	4	**Language (Fren. 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 & Sight singing	2
Ear Training & Sight singing	2	Applied Music	
Applied Music		Maj.Perf.Med.	1 or 2
Maj.Perf.Med.	1 or 2	Applied Music Min.Perf.Med.	1
Applied Music Min.Perf.Med.	1	Ensemble	1
Ensemble	1		
Hrs.:	17 or 18	Hrs.:	16 or 17

JUNIOR YEAR

First Semester		Second Semester	
**Language (Fren. or German)	4	**Language (Fren. 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		
Hrs.:	18	Hrs.:	17

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	46	Seminar	1
Applied Music Maj.Perf.Med.	1	Applied Music Maj.Perf.Med. Recital	2
Applied Music Min.Perf.Med.	1	Applied Music Min.Perf.Med.	1
Ensemble	1	Ensemble	1
Hrs.:	15-17	Hrs.:	14-16

**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 take 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
---------------------	---

*Required of Piano Majors

**Required of Voice Majors

***Required of Instrumental Majors

Junior year one elective

Senior year 2 + 2 electives possible

Students desiring Theory/Composition 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 101102, 105106)
History	6 hours (Two elected courses)
Applied	4 hours (Voice, Piano, Instrument)
	2 hours (Choral and/or Instrumental)
*Ensemble	

*Music minors are required to participate in Ensemble for four semesters.

COURSE DESCRIPTIONS

100. Music Fundamentals

(1 credit)

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

101,102-201,202. Ear Training and Sight Singing

(2 credits each)

This course includes instruction and practice in sight singing, aural perception, and dictation. Required of all music majors.

103-104. Choral Music

(1 credit each)

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

105-106. Music Theory I and II

(2 credits each)

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

107,108-407,408. Piano I through VIII

(1 or 2 credits each)

This course consists of private instruction in piano as a major performance area. For music majors only.

109,110-409,410. Voice I through VIII

(1 or 2 credits each)

This course consists of private instruction in voice as a major performance area. For music majors only.

111,112-411,412. Organ I through VIII

(1 or 2 credits each)

This course consists of private instruction in organ. Open to all qualified students with piano prerequisite.

213. Concert Choir

(1 credit each)

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

115,116-315,316. Voice I through VI

(1 credit each)

This course consists of class vocal instruction for all students for whom voice is not a major performing area. Open to all students.

117,118-417,418. Private Instrument Lessons

(1 or 2 credits each)

This course consists of private instruction in band/orchestral instruments as a major performance area. See section description listed below. Open to all students.

- 235. Concert Band** (1 credit each)
Instrumental music majors are required to participate in this course. Other students are invited to participate by audition. Some band instruments are available on loan from the Music Department to those participating in the program.
- 265. Jazz Ensemble** (1 credit)
This is a contemporary music ensemble utilizing a rhythm section/horns/vocals format. Yearly on and off campus performances. Music performed includes mainstream jazz, fusion, and original compositions. Open to all students by audition.
- 190. African-American Music** (3 credits)
- 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.
- 203-21W. Music Literature I and II** (3 credits each)
This course is required of all music majors and open to others interested with consent of the instructor. It includes the study of music history and literature of the Medieval, Renaissance, Baroque and Classical Periods.
- 205-206. Advanced Theory** (2 credits each)
This course includes the study of advanced harmony, chromatic alterations, modulations, analysis of masterworks and original compositions, problems in elementary counterpoint and keyboard harmony.
- 215. Choral Conducting** (2 credits)
This course emphasizes the study and practice of the techniques of conducting choral ensembles of varying styles with special attention to rehearsal and performance techniques.
- 220. Instrumental Conducting** (2 credits)
This course includes the study and practice of the techniques of conducting instrumental ensembles of varying styles with special attention to rehearsal and performance techniques.
- 227. Wind Ensemble** (1 credit)
- 237. Brass Ensemble** (1 credit)
- 241. Hand-Bell Choir** (1 credit)
- 267. Clarinet Ensemble** (1 credit)
- 269. Flute Ensemble** (1 credit)
- 271. Chamber Ensemble** (1 credit)
- 273. Percussion Ensemble** (1 credit)
- 30W-304. Music History and Literature III and IV** (3 credits each)
This course provides chronological survey of music from the Classical Period to the present day, with emphasis on musical style.
- 321. Arranging** (3 credits)
This course provides a study of the basic techniques in scoring for chorus, orchestra, band and ensembles. It covers: ranges and transposition of voices and instruments; idiomatic writing, score reading, and clef transposition. Computer literacy required.
- 322. Composition** (3 credits)
This course provides an introduction to the principles of music composition with creative projects in vocal and instrumental media. Computer literacy required.

323. J
This cou
it evolve

415. M
This cou
nance te

421. F
This cou
ture, pr
Comput

422. E
This cou
ments u
Prerequ

4MS. 1
This cou
meaning
mentary

42S. S
This cou
al music
the sch

425. 1
This co
techniq

430-4
Observ
conjun
gral pa

435. 1
This co
nance 1

445.
This co
technic

117-1
Privat

SECT

323. Jazz in American Culture**(3 credits)**

This course offers a comparative study of musical elements that comprise the individual style of jazz as it evolved from 1900 to the present. Open to all students.

415. Methods of Teaching String Instruments**(1 credit)**

This course covers the fundamentals of: playing violin, viola, cello and bass; teaching skills; maintenance techniques.

421. Form and Analysis**(3 credits)**

This course is a study of the compositional process as observed in selected examples of music literature, predominately from the common practice period. Various analytical approaches are employed. Computer literacy required.

422. Electronic Music**(2 credits)**

This course is a study of the creation, control synthesis and recording of sounds in various environments using traditional and contemporary techniques, including electrical and computer techniques. Prerequisite: Music Theory sequence or permission of instructor.

4MS. Elementary Methods**(3 credits)**

This course provides a study of curriculum, materials, and teaching techniques for the development of meaningful music experiences which contribute to a sequential musical growth for children in the elementary schools.

42S. 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)**

This course covers the fundamentals of playing brass instruments, teaching skills, and maintenance techniques.

430-431. Student Teaching, Practicum**(12 credits each)**

Observation and participation in teaching vocal and instrumental music in grades K12. 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)**

This course covers the fundamentals of playing woodwind instruments, teaching skills, and maintenance techniques.

445. Method of Teaching Percussion Instruments**(1 credit)**

This course provides an introduction to basic percussion instrument teaching and performance techniques.

117-118, 217-218, 317-318, 417-418.**Private Instrument Lessons****(1 or 2 credits)****SECTION DESCRIPTION**

01 Flute Lesson

02 Clarinet Lesson

03 Saxophone Lesson

04 Trumpet Lesson

05 Trombone Lesson

06 Tuba/Electric Bass Lesson

07 Percussion Lesson

08 Mallet Lesson

09 Oboe Lesson

10 Bassoon Lesson

11 French Horn Lesson

12 Baritone Lesson

13 Electric Keyboard Lesson

14 Harp Lesson

FINE ARTS

Assistant Professors:

Jeffrey Chapp, M.E.A.
Kevin Harris, M.E.A., Acting Chairperson

Lecturers:

Jim C. Beaver, M.ED.
Rozwill D. S. Young, B.A.

Goals

The goals of the Art Department are to adhere to the art education philosophies of John Dewey, Victor Lowenfield, and Albert Barnes. The Art Department will endeavor to provide aesthetic education to the student body at Lincoln and the Lincoln University community by edifying the quality of visual aesthetic education via a diversified curriculum in Fine Arts.

The department seeks to develop the critical mind, hand-and-eye coordination, and observational skills of the art student in an aesthetic self-expressive sense. The self-expressive sense is meant here as a method by which the art student takes from his/her past experiences, culture, and heritage, and manifests them into creative forms of expressions. It is the department's primary goal to have students grasp their own creative sense by the exploration of aesthetics of other cultures.

Fine Arts Major

The following are the requirements for students pursuing the studio art program leading to the Bachelor of Science in Fine Arts Degree with an emphasis in Studio Art:

1. Application with an emphasis (painting, sculpture, printmaking, etc.) are to be made before the second semester of Sophomore year.
2. Complete a minimum of thirty-nine (39) semester hours in art.
3. Make application for graduation.
4. Exhibition of artwork during Senior year. The exhibit may be a one or two person show with another art major. Students will be responsible for preparing and exhibiting their work in a professional manner. They will also be required to have a public "opening" and be responsible for the reception and advertisements.
5. Two bound copies of a Senior Art Thesis of the exhibition are required with one copy to remain in the art department.
6. An Oral Presentation will be required of research or exhibition in the presence of the art faculty, advisors, and Art Department chair prior to Senior Exhibition.
7. Attend Senior Seminar.

Students of the Studio Art program who successfully complete requirements for graduation with a major in Fine Arts will:

1. Possess the skills and insights necessary to produce fine art objects that are culturally relevant, personally satisfying and visually significant.
2. Possess a knowledge and appreciation of his/her artistic heritage and its involvement in a global sense.
3. Possess the capacities and visual skills required to be supple in an ever-changing international society.
4. Possess the knowledge and history of African and African-American art influence.
5. Possess the knowledge of the history and the connection of Lincoln University with the Barnes Foundation.

Fine

The Fine
language
visual in
lized in

1. Thr
spa
refle
2. Thr
thor
of r
3. Thr
tion
des

Interest
which is

COU

These c
how the
dios, pe

100. F
This is
and art
mal ele

101. F
This is
with th
ous col

102. F
This is
This co
employ

103. F
This is
facility

104. F
This is
the ce

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**: the participant will explore 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**: the participant will explore 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**: the participant will become familiar with 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.

COURSE DESCRIPTIONS

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

100. Fundamentals of Design I (3 credits)

This is an introductory level course designed to provide an elementary and broad understanding of art and art related devices for aesthetic, compositional appreciation. Emphasis will be placed on the formal elements of conception, line, shape, space, and content of form.

Lab fee required

101. Fundamentals of Design II (3 credits)

This is an intermediate level course designed to give a broader understanding of composition theory with the introduction of color. Emphasis will be placed on Munsell's Theory of color and other various color concepts.

Lab fee required

102. Fundamentals of Design III (3 credits)

This is an advanced level course featuring the usage of three-dimensional (3-D) design construction. This course utilizes the student's ability to address ideals, and construct them into a 3-D assignment employing a variety of resources.

Lab fee required

103. Drawing and Composition I (3 credits)

This is an introductory level drawing course designed to develop perceptual competence and technical facility; emphasis is on media and formal aspects of drawing and composition.

Lab fee required

104. Drawing and Composition II (3 credits)

This is an advanced study of drawing technique and compositional devices using the human figure as the central focus.

Prerequisite: ART 103

Lab fee required

201. Art Appreciation**(2 credits)**

This is a multiple disciplinary course with members of the Art Department, other departments, as well as outside lecturers who will provide a holistic approach to aesthetics. It is designed to provide an elementary and broad understanding of the arts with emphasis placed on formal elements of critical thinking.

211. Art History I**(3 credits)**

This is a survey of art from prehistoric times through the Medieval Renaissance. Particular emphasis will be placed on stylistic trends, sociological, religious, and political impetuses of various art forms.

212. Art History II**(3 credits)**

This is an examination of the major stylistic tendencies and artistic figures from the Renaissance period to the present. Where appropriate, particular attention will be given to developments in the United States.

Prerequisite: ART 211

220. Special Directed Study**(3 credits)**

Work will be arranged and taught on an individual basis to meet the needs and interests pertaining to studio or non studio art.

240. Acting Workshop I**(3 credits)**

Students 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 for this course.

241. Acting Workshop II**(3 credits)**

This course will entail the review and reinforcement of the skills and crafts development initiated in Acting Workshop I. In addition, the students will focus on in-depth scene study and character development.

Prerequisite: ART 240, with a "C" grade or better.

242. Theater Workshop I**(3 credits)**

Students will study and practice the arts of the theater including design, diagrams and plans for scenery, costume, lighting, sound, make-up, and visual effects. The student will study how these technical aspects offer support and include short scenes, one-act plays, and the productions of the Lincoln University Players, as well as guest productions.

243. Theater Workshop II**(3 credits)**

An extension of the concepts and applications taught in ART 242.

Prerequisite: ART 242.

244. Introduction to Theater Arts**(3 credits)**

This is a review of Theater in its varied periods and forms through play readings and a study of the problems of the playwright. Attention is paid to acting styles, form and architecture of the Theater and to performances where students go back stage to learn the problems and technical aspects of live theater.

245. Advance Theater Arts**(3 credits)**

An advanced instruction of ART 244.

Prerequisite: ART 244

300. Painting I**(3 credits)**

This is an introduction to fundamental painting techniques. Emphasis is placed upon formal and expressive aspects of painting and development of visual sensitivity and manipulative skills.

Prerequisites: ART 100, 101, 102, 103, 104 and 201.

Lab fee required

301. Painting II**(3 credits)**

This is an advanced study of painting techniques and expressive potential utilizing the human figure. Color and non-representational subject matter will serve as points of departure.

Prerequisite: ART 300.

Lab fee required

302. Painting III**(3 credits)**

This is an advanced study of painting with the student working on personal objectives, guided by the instructor. Students must create a body of work that must be exhibited, and copies of slides are made for his/her portfolio. One-to-one dialogue with the instructor and intensive independent studio practice is required. This is a course developed with professionalism in mind that will help students prepare for graduate school in art or for a career.

Prerequisite: ART 301.

Lab fee required

308. Ceramics I**(3 credits)**

This course provides instruction in basic techniques for creating ceramic pottery, sculptural forms, and hand building. Emphasis is placed upon reconception and execution of an idea. Students will be exposed to some clay history regarding firing techniques from various cultures.

Lab fee required

309. Ceramics II**(3 credits)**

This is an intermediate course in ceramics and students will become familiar with various glaze and firing theories. Some emphasis will be based on outdoor firing, kiln building, advanced glaze and firing techniques.

Prerequisite: ART 308.

Lab fee required

310. Ceramics III**(3 credits)**

Students must create a body of work that must be exhibited, and copies of slides are made for his/her portfolio. One-to-one dialogue with the instructor and intensive independent studio practice is required. This is a course developed with professionalism in mind that will help students prepare for graduate school in art or for a career.

Prerequisite: ART 309.

Lab fee required

350. Sculpture I**(3 credits)**

This is an introduction to basic sculpture techniques. Principal attention is given to construction and model forming.

Prerequisite: ART 100.

Lab fee required

351. Sculpture II**(3 credits)**

This is an intermediate course in sculpture techniques. Emphasis is given to carving, casting, modeling, construction, and free relief form.

Prerequisite: ART 350.

Lab fee required

352. Sculpture III**(3 credits)**

This is a course in advanced Sculpture. Emphasis will be based on an individual concept from the drawing conception to the final 3-D form. One-to-one dialogue with the instructor and intensive independent studio practice is required. This is a course developed with professionalism in mind that will help students prepare for graduate school in art or for a career.

Prerequisite: ART 351.

Lab fee required

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)**

This is an advanced seminar for special work beyond the scope of studio courses.

411. African American Art History**(3 credits)**

This is an historical examination of the development of the African American artist from slavery to the present. An emphasis will be placed on the ideas and attitudes comprising the various philosophies of the modern African American artist since the Harlem Renaissance.

400. Printmaking I**(3 credits)**

This course explores various techniques used in black and white, and color printmaking. There will be experiments in intaglio, silk-screen relief, linoleum and woodblock printing.

Prerequisite: ART 201.

Lab fee required

401. Printmaking II**(3 credits)**

This is an intermediate course in printmaking that will involve various techniques in woodblock, intaglio, silk-screen, and relief printing. Students will choose one medium and expound on it for his/her final project.

Prerequisite: ART 400.

Lab fee required

402. Printmaking III**(3 credits)**

This is a course designed to further the intellectual and practical maturity in Printmaking. One-to-one dialogue with the instructor and intensive independent studio practice is required. This is a course developed with professionalism in mind that will help students prepare for graduate school in art or for a career.

Prerequisite: ART 401.

Lab fee required

412. African Art History

(3 credits)

This course will examine the ancient arts of Sub-Saharan Africa as well as more recent artistic traditions of selected ethnic groups. Sculptural, architectural, and decorative arts will be discussed in cultural context.

451. Issues in Art Education

(3 credits)

This course examines traditional and topical issues in teaching and learning art. Particular emphasis is placed on psychological, ethical, and aesthetical concerns regarding art education. To a great extent the Lowenfeld and Beittel methodology will be examined.

450. Methods in Art Education

(3 credits)

This is a methods course dealing with materials utilized in Elementary and Secondary school settings. These competencies involve the cognitive, affective, and motor domains of learning art. This course is designed to give experience in testing students with learning problems, writing prescriptions, and developing educational evaluations.

409. Senior Seminar

(3 credits)

This course is an advanced seminar for special work beyond the scope of studio courses.

PHILOSOPHY

Professor: Dana R. Flint, Ph.D., Chairperson
Associate Professor: Safro Kwame, Ph.D.

Philosophy deals with the most fundamental and challenging problems of life and society. Instruction in the Philosophy Department approaches these problems through the historical analysis of ideas and through the examination of contemporary philosophical issues. Students learn how to think critically, to make the best case for positions they hold, and to "do" philosophy.

The Philosophy Major prepares students for graduate and professional studies, including the study of law. Themes such as values and ethics, science and technology, African and African American thought, history and philosophy, and philosophy of psychology can be emphasized in both the Philosophy Major and Minor.

Students majoring in other disciplines or programs will find that some philosophy courses are especially suitable as complements. Biomedical ethics, for example, is appropriate for pre-medicine.

Philosophy Major

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

- A. One course in Logic
 - PHI 104 Formal Logic
- B. Two History of Philosophy courses:
 - PHI 201 Greek & Medieval Philosophy
 - PHI 212 Modern Philosophy
 - PHI 301 Nineteenth Century Philosophy
 - PHI 312 Twentieth Century Philosophy(required)
- C. One course in Ethics:
 - PHI 105 Ethics
 - PHI 106 Contemporary Moral Problems
 - PHI 207 Biomedical Ethics
 - PHI 208 Business Ethics
 - PHI 204 Technology, Environment, and Human Value
- D. Two Seminars:
 - PHI 411 Philosophy Seminar I
 - PHI 412 Philosophy Seminar II

Philosophy Minor:

Five courses are required for a Philosophy Minor. Students may design their own program. They may choose courses to emphasize a particular theme or to pursue a special interest. To receive credit as a Minor in Philosophy, Students must officially register.

COURSE DESCRIPTIONS

101. Introduction to Philosophy

(2 credits)

This course is 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. It emphasizes understanding of philosophical method.

Prerequisite: ENG 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, analyses of language and fallacies.

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

This is an introduction to 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 concept and principles of ethics. It includes the examination of classical and contemporary accounts of duty, the good utility, virtue, justice and human rights. Students will learn to apply these concepts to their own lives.

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

This course 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 theories to these problems.

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

Any topic may be covered to satisfy University Seminar I requirements. Topics tend to be relevant to current concerns.

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

This course covers Greek and Roman philosophy through the medieval period. It also 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)**

This course examines philosophical views about the nature of law, the authority of the state, and human rights. Topics include the relation between 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)**

This course emphasizes the examination of the ethical and value assumptions of technology, especially as technology impacts on the environment. It covers such topics as energy choice, waste and pollution, and resource depletion.

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

This course examines a selected set of issues and historical developments in Eastern philosophical traditions, such as those found in India, Tibet, China, and Japan. It includes the study of Hinduism, Buddhism, and classical Chinese traditions.

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

The course covers selected topics in the nature of art and beauty. It examines Formalism, Expressionism, Marxism, criteria for art criticism, aesthetic perception, and analysis of theories of art.

- 207. Biomedical Ethics** (3 credits)
 This course provides an introduction to ethical theory as related to the area of biomedicine. It examines issues such as abortion, euthanasia, confidentiality, medical experimentation, behavioral control, genetic engineering, justice and health care.
- 208. Business Ethics** (3 credits)
 This course examines the nature of obligation of corporations. Topics include employee rights, advertising and deception, health, safety, quality of work environment, preferential hiring, product liability, loyalty and whistle blowing, and due process in the work place.
- 209. Philosophy of History and Social Science** (3 credits)
 This course examines the nature of explanation in history and the social sciences. It considers problems of value-ladenness of theories, theory construction, meaning and social science, and alternative methods for the study of social phenomena.
- 211. Philosophy & the African-American Experience** (3 credits)
 This course examines a selected set of issues of philosophical issues in the history and struggle of African Americans as well as viewpoints of philosophers in the African American tradition.
- 212. African Philosophy** (3 credits)
 This course examines a selected set of issues or developments in the history of traditional and contemporary African thought as well as the viewpoints of African philosophers on a variety of issues.
- 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)
 This course examines the nineteenth century reactions to Kant. It includes the study of Hegel, Schopenhauer, Marx, Mill, Kierkegaard, Nietzsche, and EH. Bradley.
- 303. Epistemology & the Philosophy of Science** (3 credits)
 This course examines the nature of criteria of knowledge, and its application in the sciences. Topics include skepticism, perception, memory, and scientific revolutions.
- 312. Twentieth Century Philosophy** (3 credits)
 This course covers the great Western philosophical movements of the twentieth century. It also 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 I** (3 credits)
 This course examines a major philosophical problem or the writing of a major philosopher. Topics will vary for each semester.
- 412. Philosophy Seminar II**
 This course examines a major philosophical problem in depth and prepares students to write significant essays on the problem.

RELIGION

Assistant Professor: John H. West, III, M.Div.
Lecturers: Khalil Mahmud, M.L.S.
James Pollard, Ph.D.

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 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 will be covered. 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)

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

103. Introduction to Religious Phenomena (3 credits)

This course is an introduction to the various religious modes and to the several approaches to the study of religion. The student will be introduced to a variety of methodological approaches, drawing on non-Western religions (early African religion, Islam, Buddhism, etc.) for concrete examples of phenomena.

201. Introduction to Religion (2 credits)

This course is an introduction to the study of religion and its influence on contemporary culture. The course deals with the leaders, basic beliefs, and practices of three major world religions: Buddhism, Judaism, and Christianity. The course is designed to enable the student to understand religion as a vital part of the human experience.

202. Religious Ethics (3 credits)

The ethics of Jesus, Aquinas, Calvin, Luther, Bennett, Niebuhr and other religious thinkers are studied with special reference to the challenge of contemporary culture to theological ethics.

302. Modern Religious Thought (3 credits)

This is a survey of the major Western religious traditions, from the Nineteenth Century to the present, with special emphasis on science and religion, theology and culture, theology of liberation, and Black theology.

303. Religion in American Culture

(3 credits)

This course studies of the relation of religion to culture in American life both in its institutional and non-institutional forms. Special attention will be given to the religious significance of symbols and myths which have developed in American culture. It will also deal with the role of the major religious traditions: Protestantism, Roman Catholicism, Orthodoxy, and Judaism, in terms of their historical development and contemporary significance.

307. The Religion of the Afro-American

(3 credits)

This course studies of the role that religion has played in the struggle of the Afro-American to survive in a hostile environment. Special attention will be given to its folk expression in sermon and song, its leading personalities, its institutionalization, and its function in the civil rights movement of the mid-twentieth century.

310. Martin Luther King, Jr.

(3 credits)

This course studies of the life and thought of America's greatest proponent of the "Theology of Social Action," in relation to his religious heritage, socioeconomic milieu, and the Black (Afro-American) revolt of the mid-Twentieth Century and 1960s.

401. Major Religions of the World

(3 credits)

This is a study of the historical development and chief writings of such ancient and modern religions as Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam.

402. Seminar in Religion

(3 credits)

This course investigates the basic methods used in the study of religion and their application to significant problems in religion. The selection of problems to be studied will vary from year to year. Primarily for Juniors and Seniors majoring in religion, this course is open to other qualified students with the consent of the department.

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 the 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/she 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:	B. Marshall Henderson, D.V.M., M.S., Chairperson
Associate Professors:	Robert Troy, Ph.D. David F. Royer, Ph.D. John Chikwum, Ph.D.
Assistant Professor:	Susan Safford, Ph.D.

A Major in Biology is designed to prepare students for graduate study, the health professions, industrial positions and secondary school teaching.

The minimum requirements are: one year or six semester hours of Mathematics (103, 104; 121, 122 are recommended), two years or 16 semester hours of Chemistry (101, 102 and 203, 204), one year or eight semester hours of Physics (101, 102 or 103, 104), four years or 32 semester hours of Biology (101, 102, two of the following: 201, 202 or 212; 301, 302 and eight semester hours selected from 308, 401, 402, 408, 411, 412).

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

This is a course general course designed to explore the life processes of organisms (both plants and animals) beginning with the cell as the fundamental unit of structure and function. It is considered either as a terminal course to satisfy the laboratory course requirement for the non-science major or as the beginning course for the Biology Major.

201. Comparative Anatomy of Vertebrates (4 credits)

The gross structure of vertebrates is presented with special reference to the dogfish, Necturus, and cat. There are two hours lecture and two two-hour laboratory periods per week. This course may be preceded or followed by 202 Developmental Biology.

Prerequisite: Biology 101-102 or equivalent.

202. Developmental Biology (4 credits)

There is a comparative study of the reproduction, growth and development of vertebrates, including differentiation of the various types of cells and tissues that occur. Three hours lecture and three hours of laboratory per week are required.

Prerequisite: Biology 101-102 or equivalent.

205. Anatomy and Physiology (4 credits)

This is a course designed and offered for non-science majors. It covers the morphology and functions of the tissues, organs and organ systems of man. The laboratory includes the dissection of the cat and the conduction of a selected group of physiological experiments. Three hours lecture and three hours of laboratory per week are required.

Prerequisite: Biology 101-102. Some Chemistry would be helpful but is not absolutely essential.

212. General Ecology

(4 credits)

This course is designed for both the major and non-major. It introduces the student to basic concepts of ecosystem and community structure, energy transformations, nutrient cycles, population dynamics, animal behavior and pollution. Current topics of ecological importance are discussed. A three hour laboratory session or field trip will supplement three hours of lecture per week.

Prerequisite: Biology 101-102 or equivalent.

301. Genetics

(4 credits)

This is an introduction to heredity including Mendelian and non-Mendelian, cytogenetics, population and molecular genetics. Two hours lecture and two two-hour laboratory periods per week are required.

Prerequisites: Biology 201-202; Mathematics 104 or equivalent; Pre or Corequisite: Chemistry 203.

302. Vertebrate Physiology

(4 credits)

This is an introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. Two hours lecture, two two-hour laboratory periods per week are required.

Prerequisites: Biology 201-202; Co or Prerequisite: Chemistry 204.

303. Parasitology

(4 credits)

This course is 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 are required.

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

305. Biological Techniques

(4 credits)

This course is mainly histological, but includes some of the techniques for parasitology, protozoology and blood work. Two hours lecture and two laboratory periods per week are required. It should be followed by 308 Histology.

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

308. Histology

(4 credits)

This course is in normal mammalian histology. Two hour lecture and two laboratory periods per week are required.

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

401. Microbiology I

(4 credits)

This is an introduction to microorganisms with special emphasis on bacteria, bacterial cytology, nutrition, metabolism, immunology and genetics. Laboratory work includes systematic study of bacteria, quantitative methods and control of microbial populations. Two hours lecture and two laboratory periods per week are required.

Prerequisite: Chemistry 203-204 and advanced standing in Biology.

402. Microbiology II**(4 credits)**

This course considers 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 and Molecule Biology**(4 credits)**

This course covers modern concepts in cellular and subcellular morphology and function. Two hours lecture and two laboratory periods per week are required.

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

409. Research Projects in Advanced Physiology**(2 to 4 credits)**

This is 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). It is open to Juniors or Seniors.

413-414. Biological Research**(2 to 4 credits each)**

This course covers experiments, library readings and scientific writing on a specific research project under the supervision of a faculty member. It is 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. P. Tjama Tjivikua, Ph.D. (on leave)
Lecturer:	Yung Tze-Lin, B.S.
Adjunct Professor:	Ivan Pascal, Ph.D.

Chemistry as an undergraduate major provides an excellent background in the basic sciences necessary for many professional and technical positions. These include professional chemists and chemical engineers; medical doctors, dentists, pharmacists and other biomedical and allied health professionals; university, college and secondary school science teachers; environmental scientists; government and industrial positions in management, safety, hygiene, library, patent law and a myriad of other technical opportunities.

The Lincoln Chemistry Department is accredited by the American Chemical Society (A.C.S.). Chemistry majors may obtain a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree. The B.A. degree may be obtained with accreditation by the A.C.S. if certain courses are taken in addition to those required for the regular B.A. The B.S. degree is not accredited by the A.C.S.

Achievement of the B.A. degree or the B.S. degree in Chemistry requires the satisfactory completion of the following chemistry courses: General Chemistry, 101-102; Inorganic Chemistry, 205; Quantitative Analysis, 201; Scientific Literature, 213; Physical Chemistry, 202-301; Instrumental Analysis, 402; Organic Chemistry, 203-204; Chemistry Seminar, 310-311; Advanced Inorganic Chemistry, 403. Both B.A. and B.S. degrees also require the following courses: Math 121, 122, 221 (Calculus I-III); Computer Science, 151 (Personal Computing), or any computer language course (Basic or C language); Physics, 103-104.

The B.A. degree requires 4 semesters of one foreign language, preferably German or Russian, but others may be permitted. The A.C.S. accredited degree requires the following additional courses: Calculus IV (Math 222) or Differential Equations (Math 321); Physical Chemistry III (302), and Research 405 or 406.

The B.S. degree requires Math, 114 (Elem. Statistics) and an additional math, computing or natural science course.

A Minor in Chemistry requires 6 courses: Chemistry, 101-102 (General) and 203-204 (Organic) are required, and two more courses must be selected from the following: Biochemistry, 303-304; Quantitative Analysis, 201; Physical Chemistry, 202; Inorganic, 205 or Chemistry, 390 (Energy 2000).

COURSE DESCRIPTIONS

100. Introductory Chemistry

(4 credits)

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. It also meets the core curriculum requirement for a laboratory science. It does not meet the requirements for a science major. The material includes chemical measurement, matter and energy, atoms, molecules and chemical bonding, periodic properties of elements, stoichiometry, gases, liquids and solids, solutions, reaction rates and chemical equilibria, acids and bases, oxidation-reduction, nuclear chemistry, and an overview of organic and biological chemistry. Four hours lecture and one three-hour laboratory per week are required.

Prerequisites: None

101. General Chemistry**(4 credits)**

The course is required for all science division majors. The material includes the tools of chemistry; atoms and elements; compounds and molecules; reactions in aqueous solution; atomic structure; electron configurations and periodicity; chemical bonding; orbital hybridization; molecular orbitals and metallic bonding. It is a prerequisite to all other chemistry courses. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required.

Co-requisite: Mathematics 105.

102. General Chemistry**(4 credits)**

The course is required for all science division majors. The material includes the behavior of gases and solutions; chemical kinetics; chemical equilibria; chemistry of acids and bases; precipitation reactions; entropy and free energy; electron transfer reactions; and thermochemistry. It is a prerequisite to all upper level chemistry courses. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required.

Prerequisite: Chemistry 101.

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 covered 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 per week are required.

201. Quantitative Analysis**(4 credits)**

The material in this course includes: Statistical analysis of data; gravimetric analysis; acid-base equilibria; acid-base, precipitation and complexometric titrations; spectrophotometric analyses; and fundamentals of electrochemistry. Four hours of lecture and six hours of laboratory per week are required.

Prerequisites: Chemistry 102.

202. Physical Chemistry I**(4 credits)**

The material includes: Gases; the first, second and third laws of thermodynamics; chemical equilibria; phases and solutions; phase equilibria; composite reaction mechanisms; and kinetics of elementary reactions. Four hours lecture and six hours laboratory per week are required.

Prerequisites: Chemistry 201, General Physics 103.

203. Organic Chemistry**(4 credits)**

The first semester (Chemistry, 203) covers the properties, nomenclature, reactions and syntheses of alkanes, alkenes, alkynes, arenes, alkyl halides, alcohols and ethers. Major reaction types include electrophilic addition, radical addition and substitution, nucleophilic substitution, elimination, acid-base and stereochemical reactions. The laboratory involves the separation, purification and synthesis of organic compounds using microscale apparatus. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required.

Prerequisite: Chemistry 101-102.

204. Organic Chemistry**(4 credits)**

The second semester (Chemistry, 204) covers the remaining major functional group compounds including carbonyl compounds, carboxylic acids and acid derivatives, amines, phenols and an introduction to the major biochemical groups. Spectroscopic methods (infrared, ultraviolet, mass and nuclear magnetic resonance) are studied and used in the laboratory for qualitative analysis. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required.

Prerequisite: Chemistry 101-102.

205. Inorganic Chemistry**(4 credits)**

This course involves the study of chemical nomenclature, chemical reactions of the elements, acid-base theory and reactions. Other material covered includes an introduction to inorganic chemistry; building a network of ideas to make sense of the periodic table; hydrogen and hydrides; oxygen, aqueous solutions; acid-base character of oxides and hydroxides, alkali metals; alkaline-earth metals; groups 3A and 4A elements; group 5A: the pnictogens; sulfur selenium, tellurium and polonium; the halogens; and group 8A: the noble gases. Four hours lecture, and one three-hour laboratory per week are required.

Prerequisite: Chemistry 102

301. Physical Chemistry II**(4 credits)**

The material covered includes: Electrochemistry, surface chemistry, colloids, transport properties, quantum mechanics and atomic structure, chemical bond, chemical spectroscopy, molecular statistics, the solid state and the liquid state. Four hours of lecture and six hours of laboratory per week are required.

Prerequisite: Chemistry 202/302. Physical Chemistry III

302. Physical Chemistry III**(4 credits)**

The material covered includes advanced topics in physical chemistry relevant to material science.

Prerequisite: Physical Chemistry 202, 301

303. Biochemistry I**(4 credits)**

Biochemistry I covers fundamental aspects of proteins isolation, characterization, structure and function, biocatalysis, biomembranes, lipids and metabolic pathways of glycolysis, TCA cycle, and oxidative phosphorylation. Four hours lecture and three hours laboratory per week are required.

Prerequisite: Organic Chemistry 203-204.

304. Biochemistry II**(4 credits)**

Biochemistry II is a systematic continuation of Biochemistry I and covers photosynthesis, chemistry of nucleic acids, DNA structure, DNA replication, repair transcription, translation and gene regulation, including recombinant DNA techniques, monoclonal antibodies, and gene manipulation. Four hours of lecture and three hours of laboratory* per week are required.

*Note: Biochemistry I and II may be offered without laboratory.

Prerequisite: Organic Chemistry 203-204.

310-311. Seminar**(1 credits)**

Participants present at least one satisfactory written and one satisfactory oral report each semester on a special chemical problem or on a topic of current interest. Meetings are scheduled for two hours, once a week. Required of Junior and Senior Chemistry Majors.

313. Scientific Literature**(2 credits)**

The course will acquaint the student with the nature and use of the library, emphasizing the chemical literature. The course will elaborate on the role of chemical literature in the development of chemistry, and the use of literature in research. Assignments teach the effective use of literature in research. Required of first semester junior chemistry majors, if given. Two hours lecture per week are required.

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

This course provides an overview of the world's energy resources. It examines different aspects of each energy resource, including the principles involved and the environmental and economic consequences of its use. Fossil fuels, solar energy, nuclear energy and biomass are covered. Questions regarding energy policy and energy strategies for the future are addressed. A University Seminar II course is required for all upperclassmen as part of the core curriculum. This course is an elective under the University Seminar II requirement. 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 of lecture per week are required.

Prerequisite: Satisfactory completion of writing proficiency examination.

402. Instrumental Analysis**(4 credits)**

This course studies of the principles and practices of modern instrumental analytical methods. Topics include: Visible, ultraviolet, and infrared spectroscopy; electroanalytical methods; gas and liquid chromatography; nuclear magnetic resonance spectroscopy; atomic absorption and emission spectroscopy; and mass spectrometry. Four hours lecture and six hours laboratory per week are required.

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

403. Advanced Inorganic Chemistry**(3 credits)**

This course is a study of chemical nomenclature, chemical reactions of the elements, acid-base theory and reactions. Material covered includes: The structure of the atom; symmetry and group theory; bonding models in organic and inorganic chemistry; the covalent bond; structure and reactivity of molecules; coordination chemistry: bonding, spectra, and magnetism; coordination chemistry: reactions, kinetics, and mechanisms. Three hours lecture per week required.

Prerequisite: Physical Chemistry II 301.

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

This course requires independent laboratory and library work by the student, directed by a member of the department and requiring about eight hours of work weekly. It is ordinarily restricted to Junior and Senior Chemistry Majors with permission from the department chairperson.

PHYSICS

Professors:	Lynn Ernest Roberts, Ph.D., Chairperson Willie Williams, Ph.D.
Associate Professors:	Mazurhul Huq, Ph.D. Stanley S. Tsai, M.M.E.
Assistant Professor:	Misganaw Getaneh, Ph.D.
Lecturers:	Helen Major, M.S. Edward Dowdye, M.S. Edward Taylor, B.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 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.

FOR A B.A. IN PHYSICS THE FOLLOWING COURSES ARE REQUIRED:

COURSE	NUMBER	COURSE	NUMBER
General Physics	103-104	Quantum Mechanics	4QF-4TT
Optics	20S	Calculus	121-122
Modern Physics	2PS	Calculus	221-222
Mechanics	2MW-21W	Linear Algebra	306
Electricity and Magnetism	3MT-3TT	Differential Equations	321
Thermodynamics	311-312	Fortran	154
Seminar	205-206	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	20S
Modern Physics	2PS
Mechanics	2MW-21W
Electricity and Magnetism	3MT-3TT
Thermodynamics	311-312
Seminar	205-206
Quantum Mechanics	4QT-4TT
Theoretical Physics	405
Research	313
Calculus	121-122
Calculus	221-222
Linear Algebra	306
Differential Equations	321
Fortran	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)

This course is an elective for all students to fulfill the laboratory science requirement. Mechanics, heat, sound, electricity and magnetism, optics and modern physics are studied. Three hours lecture, one hour recitation and one laboratory period per week are required.

Prerequisite, or to be taken concurrently:
Mathematics 103 or the equivalent.

103-104. General Physics (4 credits each)

This is a calculus based introductory physics course 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 are required.

Prerequisite or to be taken concurrently: Mathematics 121-122.

20S. Introduction to Optics (4 credits)

This course studies geometrical and physical optics, including wave theory of light, interference and diffraction, optical measurements, is covered in this course. Three lecture hours and one laboratory period per week are required.

Prerequisites: Mathematics 121-122; Physics 103-104.

2PS. Introduction to Modern Physics (4 credits)

This class reviews the failure of the classical theories of physics and the Twentieth Century developments which replaced them. It includes relativity and quantum theory. Three hours lecture and one laboratory period per week are required.

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

REQUIRED:

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. This is 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 are covered in the course. Laboratory work includes the construction and calibration of various electronic devices. Three lecture hours and one laboratory period per week are required.
Prerequisites: Mathematics 103-104; Physics 101-102, 103-104.

2MT-21W. Mechanics (3 credits each)
This course looks at the 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 are covered.
Prerequisites: Physics 103, 104; Mathematics 221-222.
Prerequisites, or to be taken concurrently: Mathematics 221-222.

3MT-3TT. Electricity & Magnetism (4 credits each)
This course studies D.C. and A.C. circuits, potentials, electric and magnetic fields, electric and magnetic characteristics of materials and Maxwell's equations and electrical measurements. Three lecture hours and one laboratory period per week are required.
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)
There is 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 are required.

30W-31W. Physical Measurement (3 credits each)
This course includes 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 are also covered.
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 are studied. Additional topics including kinetic theory, thermodynamic applications.
Prerequisites: Physics 103-104. Concurrently Mathematics 221-222.

313-314. Research**(16 credits)**

This course requires 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. It is 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)**

This course studies 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 quantummechanical harmonic oscillator and hydrogen atom; Fourier series and integrals: elements of complex variable and potential theory; integral equations are covered. Offered on demand only.

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

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

This course studies electric and magnetic fields, scalar and vector potentials, applications of Maxwell's equations to the solution of boundaryvalue problems in electric and electromagnetic fields, electromagnetic waves, relativistic theory are covered. Offered on demand only.

Prerequisites: Mathematics 221-222; Physics 309-310, 201-202.

4QT-4TT. Quantum Mechanics**(4 credits each)**

This course covers relativity; wave mechanics, theoretical and experimental applications to atomic, nuclear, solidstate and radiation physics. Three hours lecture and one laboratory period per week are required.

Prerequisites: Mathematics 221-222; Physics 309-310.

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

This course 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. It is 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**(16 credits)**

This course consists of 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. It is restricted to Junior and Senior Majors with permission from the department head.

Prerequisites: Physics 311-312 and Mathematics 321.

PRE

Associat

For the t

CO

Ge

Op

Me

El

Th

Er

Se

St

Ca

Ca

Li

Di

Fo

C

A cumu

COU

102. E

This is

project

allowan

103. I

This se

orderly

and er

all pre

205-2

Partici

ter on

one de

This se

209-2

The pr

cles an

tions a

PRE-ENGINEERING*

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

For the three-year program in pre-engineering the following courses are required:

COURSE	NUMBER
General Physics	103-104
Optics	20S
Modern Physics	2PS
Electricity and Magnetism	3MT-3TT
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	154
Chemistry	101-102

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

COURSE DESCRIPTIONS

102. Engineering Drawing

(4 credits)

This is a comprehensive course, required of pre-engineering students which includes orthographic projections, auxiliary views, sections, standard dimensioning including limits, tolerances and allowances, isometric drawing, descriptive geometry dealing with point, line and area.

103. Introduction to Engineering

(4 credits)

This semester course provides an introduction to engineering concepts, the development of skills and orderly methods of solving problems, emphasizes the engineering methods of analysis, measurement and error analysis, and an introduction to advanced problem-solving instruments. This is required of all pre-engineering freshmen. Three hours lecture and three hours laboratory/field trips per week.

205-206. Seminar

(2 credits each)

Participants must 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, all participants will complete one development project each year. Seminar meetings are scheduled for two hours, once a week.

This semester is required of Sophomore and Junior Pre-Engineering Majors.

209-210. Statics and Dynamics

(3 credits)

The 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 are taught in this course.

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

305-306. Seminar

(2 credits each)

Participants must 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, all participants will complete one development project each year. Seminar meetings are scheduled for two hours, once a week. This course is required of Sophomore and Junior Pre-Engineering Majors.

Prerequisites: Seminar 205-206.

307-308. Applied Electronics

(4 credits)

This course teaches applications of active electronic devices and circuits. Required 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.

ML

Profes

Associ

Assista

Instru

Lectur

Missic

ciplin

Twent

tion.

Ser

To off

prepa

To en

that o

To co

progr

To nu

depar

comp

Dis

To up

incre

To st

Math

curri

To ac

To in

Scier

To ex

The l

Linco

Math

inclu

The

All e

resu

in M

MATHEMATICS AND COMPUTER SCIENCE

Professor:	Goro Nagase, Ph.D.
Associate Professor:	N.S. Asaithambi, Ph.D.
Assistant Professor:	Theodore Tachim-Medjo, Ph.D.
Instructors:	Ali Barimani, M.S. Karen Taylor, M.S., Acting Chairperson
Lecturers:	Cheryl B. Rolph, M.S. Frederica E. Way-Massen, M.A. Reginald Myrick, M.S.

Mission: The mission of the Department of Mathematics and Computer Science is to promote the disciplines of Mathematics and Computer Science and to prepare students as informed citizens for the Twenty-First Century by emphasizing the ever increasing role of both disciplines in liberal arts education. The department has the following goals in order to carry out its mission.

Service:

To offer courses in Mathematics and Computer Science that will be of value to liberal arts students in preparing themselves for the work force.

To enhance the computing facilities for students so that their academic preparation is consistent with that of their peers graduating from other institutions around the country and the world.

To collaborate with other departments and participate in developing and implementing educational programs consistent with the mission of Lincoln University.

To nurture corporate relations and offer professional development institutes for majors within the department, and for students from other departments with an interest in applying mathematics and computers in their disciplines.

Discipline:

To upgrade the Mathematics and Computer Science curriculum continually in a manner that will increase the awareness and interest among all university students.

To strengthen the undergraduate programs in Pure and Applied Mathematics, Actuarial Science, Mathematics Education, and Computer Science by continuing to incorporate innovative ideas in curriculum and instruction.

To advance the Computer Science program to national accreditation.

To implement relevant recommendations of the Mathematical Association of America for Mathematical Sciences programs.

To explore and utilize opportunities for faculty development.

The Department of Mathematics and Computer Science is one of the largest academic departments at Lincoln. The department offers courses that are designed to fulfill the needs of students majoring in Mathematical and Computational Sciences, Natural Sciences, and Social Sciences. The departmental majors include Pure & Applied Mathematics, Mathematics Education, Actuarial Science, and Computer Science. The B.A. degree is offered in Pure & Applied Mathematics, and the B.S. degree is offered in all areas.

All entering students must take the placement tests administered by the University. The placement test results assign a level of preparation to each student which is used to determine his or her first course in Mathematics.

LEVEL	COURSE
1	MAT 101
2	MAT 102, MAT 110
3	MAT 102, MAT 111, MAT 130, MAT 131, MAT 141
4	MAT 102, MAT 121, MAT 130, MAT 131, MAT 141

The University general education requirement in mathematics may be fulfilled on successful completion of MAT 102, MAT 121, MAT 130, MAT 131, or MAT 141. Note that MAT 101, MAT 110, or MAT 111 may not be used to fulfill the University mathematics requirement.

Students considering a major in Mathematics or Computer Science 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. Calculus I (MAT 121) and Calculus II (MAT 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 the student has completed its prerequisites.

Courses prefixed CSC are courses in Computer Science. These courses may be pursued independently of the Mathematics courses, but in sequence. Some of the CSC courses have mathematics prerequisites.

The University computer literacy requirement may be fulfilled by successfully completing CSC 150 (Freshman Word Processing), or CSC 151 (Personal Computing), or CSC 356 (Software Systems). The courses CSC 150 and CSC 151 are not open to Computer Science majors. Students also have the option to test out of the Word Processing course in order to fulfill the computer literacy requirement.

The department operates a computer classroom which houses 16 microcomputers and offers a wide range of software tools for students from all departments. The software items supported by this general laboratory include WordPerfect, Quattro Pro, dBASE, Turbo Pascal, Microsoft Fortran, Borland C++, and Derive. Another computer classroom which houses a variety of computer systems including two Macintosh machines, one SparcStation, and 12 PC's is also available for use by students enrolled in higher level Mathematics and/or Computer Science courses. This laboratory supports more advanced software items including DesignCAD, Mathematica, MATLAB, and Assembler.

SUGGESTED FOURYEAR SCHEDULE FOR THE B. A. DEGREE IN PURE & APPLIED MATHEMATICS

FRESHMAN YEAR

COURSE	CREDITS	COURSE	CREDITS
Univ. Seminar I	3	English 103	3
English 102	3	Life Sports (HPR 102)	1
Wellness (HPR 101)	1	Gen. Sci 102	3
Gen. Sci 101	3	Mathematics 111	3
Mathematics 110	3	*Humanities	2
*Humanities	2	African American Exp.	3
Word Processing	1		
Total	16	Total	15

SOPHOMORE YEAR

COURSE	CREDITS	COURSE	CREDITS
English 207	3	English 208	3
Global Studies	3	Empowerment	3
Language	3	Language	3
Calc. I (MAT 121)	3	Calc. II (MAT 122)	3
FORTRAN or Pascal	3	*Humanities	2
*Humanities	2	Discrete (MAT 213)	3
Total	17	Total	17

JUNIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Language	3	Language	3
Calc. III (MAT 221)	3	Calc. IV	3
General Electives	6-9	Diff. Eqs. (MAT 321)	3
		Math. Mod. (MAT 212)	3
		Math Elective	3
		General Electives	03
Total	12-15	Total	15-18

SENIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Lin. Alg. (MAT 311)	3	Abs. Alg. (MAT 315)	3
Anal. I (MAT 42T)	3	Math. Electives	6
Top. Math. (MAT 400)	3		
Univ. Sem. II	3	General Electives	3-6
General Electives	3-6		
Total	15-18	Total	12-15

SUGGESTED FOURYEAR SCHEDULE FOR THE B.S. DEGREE IN PURE & APPLIED MATHEMATICS

FRESHMAN YEAR

COURSE	CREDITS	COURSE	CREDITS
Univ. Seminar I	3	English 103	3
English 102	3	Life Sports (HPR 102)	1
Wellness (HPR 101)	1	Gen. Sci 102	3
Gen. Sci 101	3	Mathematics 111	3
Mathematics 110	3	*Humanities	2
*Humanities	2	African American Exp.	3
Word Processing	1		
Total	16	Total	15

SOPHOMORE YEAR

COURSE	CREDITS	COURSE	CREDITS
English 207	3	English 208	3
Global Studies	3	Empowerment	3
Science course	3	Science Course	3
Calc. I (MAT 121)	3	Calc. II (MAT 122)	3
FORTRAN or Pascal	3	*Humanities	2
*Humanities	2	Discrete (MAT 213)	3
Total	17	Total	17

JUNIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Science Course	3	Science Course	3
Calc. III (MAT 221)	3	Calc. IV	3
General Electives	6-9	Diff. Eqs. (MAT 321)	3
		Math. Mod. (MAT 212)	3
		Math Elective	3
		General Electives	03
Total	12-15	Total	15-18

SENIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Lin. Alg. (MAT 311)	3	Abs. Alg. (MAT 315)	3
Anal. I (MAT 42T)	3	Math. Electives	6
Top. Math. (MAT 400)	3		
Univ. Sem. II	3	General Electives	3-6
General Electives	3-6		
Total	15-18	Total	15-18

SUGGESTED FOURYEAR SCHEDULE FOR THE B.S. DEGREE IN ACTUARIAL SCIENCE

FRESHMAN YEAR

COURSE	CREDITS	COURSE	CREDITS
Univ. Seminar I	3	English 103	3
English 102	3	Life Sports (HPR 102)	1
Wellness (HPR 101)	1	Gen. Sci 102	3
Gen. Sci 101	3	Mathematics 111	3
Mathematics 110	3	*Humanities	2
*Humanities	2	African American Exp.	3
Word Processing	1		
Total	16	Total	15

SOPHOMORE YEAR

COURSE	CREDITS	COURSE	CREDITS
English 207	3	English 208	3
Global Studies	3	Empowerment	3
Economics Course	3	Ele. Stat. II (MAT 142)	3
Calc. I (MAT 121)	3	Calc. II (MAT 122)	3
Ele. Stat. I (MAT 141)	3	*Humanities	2
*Humanities	2	Economics Course	3
Total	17	Total	17

JUNIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
FORTRAN or Pascal	3	Math. Stat. I (MAT 207)	3
Calc. III (MAT 221)	3	Calc. IV	3
General Electives	3-6	Diff. Eqs. (MAT 321)	3
Accounting/Management	3	COBOL	3
Accounting/Management	3		
Total	12-15	Total	15

SENIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Lin. Alg. (MAT 311)	3	Math. Stat. II (MAT 208)	3
Anal. I (MAT 42T)	3		
Top. Math. (MAT 400)	3	Math. Elective	3
Univ. Sem. II	3	General Electives	6-9
Numer. Meths. (MAT 313)	3		
General Electives	03		
Total	15-18	Total	12-15

**SUGGESTED FOURYEAR SCHEDULE FOR THE
B. S. DEGREE IN MATHEMATICS EDUCATION**

FRESHMAN YEAR

COURSE	CREDITS	COURSE	CREDITS
Univ. Seminar I	3	English 103	3
English 102	3	Life Sports (HPR 102)	1
Wellness (HPR 101)	1	Gen. Sci 102	3
Gen. Sci 101	3	Mathematics 111	3
Mathematics 110	3	*Humanities	2
*Humanities	2	African American Exp.	3
Total	15	Total	15

SOPHOMORE YEAR

COURSE	CREDITS	COURSE	CREDITS
English 207	3	English 208	3
Global Studies	3	Empowerment	3
Calc. I (MAT 121)	3	Calc. II (MAT 122)	3
Ele. Stat. I (MAT 141)	3	Ele. Stat. II (MAT 142)	3
Education Course	3	*Humanities	2
*Humanities	2	Coll. Geometry (MAT 211)	3
Total	17	Total	17

JUNIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Calc. III (MAT 221)	3	Calc. IV	3
Education Course	3	Math. Stat. I (MAT 207)	3
FORTRAN or Pascal	3	Meths. in Math. (MAT 310)	3
General Electives	6-9	Education course	3
		Personal Computing	3
		General Electives	3
Total	15-18	Total	15-18

SENIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Lin. Alg. (MAT 311)	3	Abs. Alg. (MAT 315)	3
Top. Math. (MAT 400)	3	Student Teaching	12
Univ. Sem. II	3	Research in Education	3
Education courses	6		
General Electives	3		
Total	15-18	Total	18

**SUGGESTED FOURYEAR SCHEDULE FOR THE
B. S. DEGREE IN COMPUTER SCIENCE**

FRESHMAN YEAR

COURSE	CREDITS	COURSE	CREDITS
Univ. Seminar I	3	English 103	3
English 102	3	Life Sports (HPR 102)	1
Wellness (HPR 101)	1	Gen. Sci 102	3
Pascal (CSC 158)	3	Mathematics 111	3
Mathematics 110	3	*Humanities	2
*Humanities	2	African American Exp.	3
Gen. Sci. 101	3	Inter. Pascal (CSC 159)	3
Total	18	Total	15

SOPHOMORE YEAR

COURSE	CREDITS	COURSE	CREDITS
English 207	3	English 208	3
Global Studies	3	Empowerment	3
Data Struc. (CSC 254)	3	Calc. II (MAT 122)	3
Calc. I (MAT 121)	3	*Humanities	2
*Humanities	2	Assembly (CSC 353)	3
General Elective	3	Discrete (MAT 213)	3
Total	17	Total	17

JUNIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Data Base Mgt.	3	Prog. in C	3
Economics Course	3	Combinatorics	3
Phy. Sci. 101	3	Phy. Sci. II	3
CS Electives	3-6	Eco. Course	3
General Electives	3	CS Elective	3
Total	12-15	Total	15

SENIOR YEAR

COURSE	CREDITS	COURSE	CREDITS
Soft. Sys. (CSC 356)	3		
Topics in CS (CSC 450)	3		
Univ. Sem. II	3	CS Electives	3-6
CS Electives	3-6	General Electives	6
General Elective	3		
Total	15-18	Total	9-12

Minor in Mathematics

The courses titled Calculus I - Calculus IV, Linear Algebra, and Differential Equations will constitute a Minor in Mathematics.

Minor in Computer Science

The courses titled Pascal, Intermediate Pascal, C, Data Structures, Combinatorics, and Computer Organization and Assembly Language will constitute a Minor in Computer Science.

COURSE DESCRIPTIONS

101. Basic College Mathematics

(3 credits)

This course will serve as an introduction to basic quantitative techniques including arithmetic and algebra which are essential in order to understand and use higher level courses in any discipline. No college credit will be given for this course.

Prerequisite: Placement

102. Contemporary Mathematics and Its Applications

(3 credits)

This course will be an introduction to non-technical applications of mathematics in the contemporary world. It will cultivate an appreciation of the beauty and historic significance of mathematics, discuss famous problems in mathematics, and provide an introduction to mathematical reasoning. This is the first college level mathematics course that may be used to fulfill the University mathematics requirement.

Prerequisite: MAT 101 and EDU 100, or placement

NOTE: This course is designed for those students majoring in departments that do not require mathematics courses in addition to the University requirement. It may be taken by students placed out of MAT 101 and EDU 100.

105-106. Algebraic Techniques I-II

(3 credits)

This course is an introduction to algebraic techniques, functions, and graphs which are essential in order to understand and use higher level mathematics courses. This is a one-year slow-paced sequence covering the same topics as Functions and Graphs (MAT 110). Students may not be directly placed into this sequence. Completion of the entire sequence is equivalent to the completion of MAT 110.

Prerequisite: MAT 101.

NOTE: This is a one year sequence suitable for students starting with MAT 101 as their first college course in mathematics. Students will not be directly placed into MAT 105 or MAT 106. This sequence will not satisfy the University mathematics requirement.

110. Functions and Graphs

(3 credits)

This is an introduction to algebraic techniques, functions, and graphs which are essential in order to understand and use higher level mathematics courses. This one semester course is equivalent to the one-year sequence MAT 105-106. Therefore, this will be a fast-paced course. Students may be directly placed into this course.

Prerequisite: Placement.

NOTE: This course does not satisfy the University mathematics requirement.

111. Pre-Calculus

(3 credits)

This course is an introduction to advanced algebraic techniques, functions, and graphs which are essential in order to understand and use higher level mathematics courses beginning with calculus.

Prerequisite: MAT 106 or MAT 110 or placement.

NOTE: This course does not satisfy the University mathematics requirement.

121. Calculus I

(3 credits)

This is the first semester course in the two-year calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include: the straight line, functions, plane analytic geometry, limits, continuity, derivatives of algebraic and trigonometric functions with applications to velocity and rates, extreme curve plotting, differentials, mean-value theorem, and Roll's theorem.

Prerequisite: MAT 111 or placement.

122. Calculus II**(3 credits)**

This is the second semester course in the two-year calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include: the indefinite integral, the definite integral, applications of integration of algebraic and trigonometric functions, differentiation and integration of logarithmic and exponential functions, integration techniques, length of a curve, and areas of surfaces.

Prerequisite: MAT 121.

130. Finite Mathematics**(3 credits)**

This is 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: MAT 106 or MAT 110 or placement.

131. Calculus for Life Science and Social Science Majors**(3 credits)**

This course studies 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.

Prerequisite: MAT 106 or MAT 110 or placement.

141. Elementary Statistics I**(3 credits)**

This course is 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: MAT 106 or MAT 110 or placement.

142. Elementary Statistics II**(3 credits)**

This course is a continuation of MAT 141. Among the topics covered are: estimation, hypothesis testing, design of experiments, chisquare, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches. Emphasis will be placed on interpretation and use of the computer software packages.

(Prerequisite: MAT 141)

211. College Geometry**(3 credits)**

This course is designed for prospective high school teachers of mathematics. After a quick review of introductory topics in Euclidean geometry, the course will cover advanced topics in Euclidean geometry, and basic topics in non-Euclidean geometry.

Prerequisite: MAT 121

21W. Mathematical Modeling**(3 credits)**

This course is an introduction to the development and study of mathematical models. It is designed in such a way that students from other disciplines will find it useful as a summary of modern mathematical methods, while mathematics majors will benefit from applications of mathematics to real-life problems. The prerequisite is basic calculus, so that undergraduate students from the Natural and Social Sciences will find most of the material accessible.

Prerequisites: MAT 121 or MAT 131

213. Discrete Mathematical**(3 credits)**

This is a course designed as an elementary introduction to the discrete mathematical structures of computer science. Topics include: sets, logic, Boolean algebra, combinatorics, graphs, trees, semi-groups, groups, and examples of automata.

Prerequisites: MAT 106 or MAT 110

221. Calculus III**(3 credits)**

This is the third semester course in the two-year calculus sequence designed for students intending to major in Mathematics, Natural Sciences, and Engineering. The topics covered will include: methods of integration, application of integration to physics: moments, centroids, theorems of Pappus, hydrostatic pressure, work, hyperbolic functions, polar coordinates, parametric equations, infinite series, and vectors in two-dimensional spaces.

Prerequisite: MAT 122

222. Calculus IV**(3 credits)**

This is the fourth semester course in the two-year calculus sequence designed for students intending to major in Mathematics, Natural Sciences, and Engineering. The topics covered will include: three dimensional vector analysis, quadric surfaces, partial differentiation, multiple integration and their applications.

Prerequisite: MAT 221

240. Combinatorics**(3 credits)**

Combinatorics is frequently described as the mathematics of "counting without counting." It has a wide variety of applications in computer science, communications, transportation, genetics, experimental design, scheduling, and so on. This course will be designed to introduce the student to the tools of combinatorics from an applied point of view.

Prerequisites: MAT 102 or MAT 110

241. Mathematical Statistics I**(3 credits)**

This is the first course in a year-long sequence designed for Mathematics majors. The topics include: the algebra of sets; probability in finite sample spaces, random variables and probability functions including the mean, variance, and joint probability functions, the binomial distribution, and applications.

Prerequisite: student should have completed or be currently enrolled in MAT 222

242. Mathematical Statistics II**(3 credits)**

This is the second course in a year-long sequence designed for Mathematics majors. The topics include: distribution of random variables, conditional probability and stochastic independence, special distributions including the t and the F distributions, moment generating techniques, limiting distributions, and the central limit theorem.

Prerequisite: MAT 241

310. Methods of Teaching Mathematics**(3 credits)**

This course will be a study of strategies, software, and materials for teaching various concepts of mathematics. Teaching aids such as geoboards, Diene's blocks, tangram templates, graphing calculators, computer software, and various other hands-on embodiments to teach mathematical concepts to high school students will be utilized. Course contents will be modified periodically depending on the development and availability of new material.

Prerequisites: MAT 122 and MAT 211

311. Linear Algebra**(3 credits)**

The following topics will be covered in this course: vector spaces-subspaces, basis, dimension; linear dependence and independence; linear transformations; matrices matrix operations, rank equivalence relations, eigenvalues, eigenvectors.

Prerequisite: MAT 222

312. Abstract Algebra**(3 credits)**

The following topics will be covered in this course: set theory; functions and mapping; permutations; theory of groups, rings, and ideals, homomorphism, integral domains, equivalence classes, residue classes.

Prerequisite: MAT 222

313. Numerical Methods**(3 credits)**

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

Prerequisites: MAT 221 and CSC 154 or CSC 158

321. Differential Equations**(3 credits)**

Topics include: solution methods and applications of first order differential equations; solution of higher order differential equations using the characteristic equation, and the undetermined coefficients and variation of parameters methods; existence and uniqueness theorem for initial-value problems; Laplace transforms; systems of linear differential equations.

Prerequisite: MAT 222

400. Topics in Mathematics**(3 credits)**

This course will focus on involving students in independent projects dealing with current topics of current research interest in Mathematics. Students will be required to conduct literature survey, carry out independent investigations, prepare a report, and defend their work in an oral presentation.

Prerequisite: Students will have completed their junior year

410. Complex Variables**(3 credits)**

The following topics will be covered in this course: algebra of complex numbers; analytic functions; limits, continuity, derivative, CauchyReimann conditions; elementary functions exponential, trigonometric, hyperbolic, and logarithmic; integration contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, and Liouville's theorem.

Prerequisite: MAT 222

411. Topology**(3 credits)**

This course is designed as a beginning course in topology. The following topics will be covered: infinite, countable, and uncountable sets, real number system, general topological spaces, metric spaces, arcs and curves, the axiom of choice, Zorn's lemma and the well-ordering theorem.

Prerequisite: MAT 222

421. Analysis I**(3 credits)**

This is the first semester in the one-year sequence that is designed as a rigorous development of the fundamentals of analysis for mathematics majors. The following topics will be covered in this course: sets, sequences, limits, mean-value theorems, definite integral, Taylor's theorem, improper integrals, set functions, infinite sets, uniform convergence, and power series.

Prerequisite: MAT 222

422. Analysis II**(3 credits)**

This is the second semester course in the one-year sequence that is designed as a rigorous development of the fundamentals of analysis for Mathematics majors. The following topics will be covered in this course: improper integrals with parameter, gamma functions, transformations, curves and arc length, extremal problems, integrals over curves and surfaces, Green, Gauss, and Stokes theorems.

Prerequisite: MAT 421

COMPUTER SCIENCE COURSES**150. Freshman Word Processing****(1 credit)**

This course is designed to introduce the student to word processing on a personal computer. The word processing package used for this course is WordPerfect. The course includes a weekly lecture meeting and a laboratory meeting.

151. Personal Computing**(3 credits)**

This course provides hands-on introduction to the use of computer software in the areas of word processing, spreadsheets, and data base management. The software used will be WordPerfect, Quattro Pro, and dBASE IV.

Prerequisite: MAT 101

153. BASIC**(3 credits)**

This course introduces the student to principles of computer programming via the BASIC programming language.

Prerequisite: MAT 101

154. FORTRAN**(3 credits)**

This course introduces the student to principles of computer programming via FORTRAN programming language. The students will write, test, and debug a wide variety of programs to solve problems drawn from several disciplines.

Prerequisite: MAT 101

158. PASCAL**(3 credits)**

This course is the first course in a year-long sequence required for Computer Science majors. It introduces the student to principles of computer programming via the Pascal programming language. The students will write, test and debug a wide variety of problems drawn from several disciplines. The course will also address program design and program style.

Prerequisite: MAT 101

159. Intermediate PASCAL**(3 credits)**

This course will cover programming in Pascal and examine advanced features of the Pascal language such as dynamic variables, file processing, and object oriented programming. As a preparation for CSC 254, this course will also include an introduction to data structures such as linked lists and stacks.

Prerequisite: CSC 158

254. Data Structures**(3 credits)**

This course will focus on algorithm construction, analysis, and the use of basic and advanced data structure. Among the specific data structures covered are strings, stacks, records, linked lists, trees, and graphs. Recursion will also be covered. Sequential and random files, hashing and indexed sequential access methods for files will be discussed. Finally, some standard computer science algorithms (sorting and searching) will be discussed.

Prerequisite: CSC 159

255. COBOL**(3 credits)**

This course will introduce the student to the fundamentals of COBOL programming. Specific topics include: COBOL divisions, basic statements for arithmetic, logic branching, looping, control break, report writer and table processing.

Prerequisites: CSC 153 or CSC 158

257. Programming in C**(3 credits)**

This course is an introduction to principles of programming using the C programming language. It is designed as a second programming language and therefore assumes that the student is familiar with the various control structures in a programming language. In addition to covering the data types and structures available in C, the course will study some standard algorithms in computer science.

Prerequisite: CSC 158

353. Assembly Language Programming**(3 credits)**

This course is intended as a first introduction to the ideas of computer architecture - both hardware and software. Assembly language programming is the central theme of the course. The attributes and operations of a macro assembler are discussed in some detail.

Prerequisite: CSC 159

354. Data Base Management**(3 credits)**

This course will introduce students to the principles of single and multiple application data base systems. In addition, it will develop graphical and logical skills that are used to construct logical models of information handling systems. Topics include data independence and data redundancy, comparative survey of nomenclature, logical and physical views of data, data description languages and the data base management system, relational, hierarchal, and network approaches, operation vs. informational systems, security and integrity, data flow diagrams, data dictionaries, analysis response requirements, and immediate access diagrams.

Prerequisite: CSC 254

355. Operating Systems**(3 credits)**

An operating system is a program that acts as the link between the computer and its users. A well written operating system makes it easy and fun to use a computer. This course will introduce the student to the principles and concepts of operating system design, discuss major issues of importance in the design, and show how different widely used operating systems have implemented the design ideas. In short, this course will teach what an operating system does, how it may do it, and why there are different approaches.

Prerequisite: CSC 254

356. Software Systems**(3 credits)**

This course is an examination of a variety of software systems including those covered in Personal Computing (CSC 151), graphics packages, and accounting programs. Both usage and design will be emphasized.

Prerequisites: CSC 150 and any one of CSC 153, CSC 154, CSC 158 or equivalent

357. Computer Architecture**(3 credits)**

This course is intended to explore the interface between a computer's hardware and its software. The interface is often called computer architecture. Starting from the basic ideas of assembly language programming, this course will give the students an idea of where the software stops and the hardware begins, and what things can be done efficiently in hardware and how.

Prerequisite: CSC 353

358. Artificial Intelligence**(3 credits)**

This course is intended to explore the principal ideas and developments in Artificial Intelligence. Applications of the LISP programming language in pattern recognition, game playing, image analysis, and problem solving will be covered. Also included among the topics are semantic sets, theorem proving, natural language analysis, and learning systems.

Prerequisite: CSC 254

450. Topics in Computer Science**(3 credits)**

This course will focus on involving students in independent projects dealing with current topics of current research interest in Computer Science. Students will be required to conduct a literature survey, carry out independent investigations, prepare a report, and defend their work in an oral presentation.

Prerequisite: Students will have completed their junior year

451. Computer Simulations**(3 credits)**

This course demonstrates to the student how computers may be used to represent selected characteristics of real world systems by utilizing mathematical models. The course uses GPSS-PC software environment and the Pascal language. Both continuous and discrete systems are simulated. Statistical analyses are carried out.

Prerequisite: MAT 141

452. Computer Graphics**(3 credits)**

This course develops and applies the mathematical theory of computer graphics. The theory includes rotation, translation, perspective projection, and curve and surface description. The course will use Pascal as the primary programming language. In addition, it will use available commercial graphics packages.

Prerequisites: CSC 254, MAT 122, 213

453. Compiler Construction**(3 credits)**

This course is intended to explore the principal ideas and techniques of compiler construction. Topics include lexical analyzers, parsers, error detection, code generation, symbol tables, and formal languages.

Prerequisites: CSC 254 and CSC 353

454. Software Engineering**(3 credits)**

This course will introduce the student to the principles and techniques involved in the generation of production quality software items. The emphasis will be on the specification, organization, implementation, testing, and documentation of software products.

Prerequisites: CSC 254 and CSC 257

455. Mathematical and Statistical Software**(3 credits)**

This course will introduce the student to the currently available mathematical and statistical software on personal computers in particular, and mainframes in general. Hands-on activities with software items will form a major part of the course. The student will be trained not only to use the software items, but also interpret the results meaningfully as related to specific applications situations. The course is designed primarily for students interested in scientific and statistical computing and analysis. Report writing will be required on all projects.

Prerequisites: MAT 212 and MAT 313

456. Operations Research**(3 credits)**

Operations Research is a very important area of study which tracks its roots to business applications. It combines the three broad disciplines of Mathematics, Computer Science, and Business Applications. This course will formally develop the ideas of developing, analyzing, and validating mathematical models for decision problems, and their systematic solution. The course will involve programming and mathematical analysis.

Prerequisite: MAT 212

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 society, and to prepare students to become contributing, constructive members in the University, the state, the nation and the world. 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 decisionmaking 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 wellbeing, 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.

Multidisciplinary Minor in African Studies

The designation of Lincoln as a National Resource Center for Africa by the Federal Department of Education is a national recognition of Lincoln's initiatives in providing an education with a global perspective for its students. Lincoln-Tuskegee National Consortium requires the establishment of a minor in African Studies for undergraduate institutions using Title VI funds. Establishing a multidisciplinary minor in African Studies represents an implementation of some of the goals of the institution's ongoing strategic plan in general and of Blueprint 2000 in particular.

Lincoln's commitment to the study of Africa dates as far back as the 1950s, well in advance of the proliferation of African Studies centers across the nation. The Institute of African Studies established by Horace Bond at Lincoln predated most of the nation's leading African Studies Programs today. Even before the award of the Title VI grant, Lincoln had a wide range of courses in various departments, but since the grant, the Center for African Studies at Lincoln has revived the courses in Swahili and developed courses in Yoruba and Zulu. These African language courses now complement pre-existing 100% African-content courses to enrich opportunities for a multidisciplinary minor in African Studies.

As most of the students who have been taking courses in African languages and African area studies since 1994 will be graduating seniors in the 1996-97 academic year, a formal establishment of a minor in African Studies at this time will be timely enough for them to benefit from the formal certification that a minor bestows. A minor in African Studies is capable of positively impacting the

post-baccalaureate experience of Lincoln students in many ways. Africa continues to represent a continent that has a cultural and historical significance for the experience of most of the students that attend Lincoln. Apart from the heritage factor, Africa has been predicted by experts in global and regional economic development to have the fastest economic growth in the next century as well as a continent that will attract huge foreign investment in terms of money and manpower in the next century. A minor in African Studies will create additional opportunities for employment, business, and entrepreneurship in Africa for Lincoln graduates.

Requirements for a Multidisciplinary Minor in African Studies

To qualify for a minor in African Studies, a student must complete a minimum of 15 credits in courses with 100% African content.

No more than 8 credits in African language courses may be used to meet the requirements for a multidisciplinary minor in African Studies.

Courses for the minor must include at least 6 credits of 100% African-content courses above the 200 level.

HISTORY

Professor: Levi Nwachuku, Ph.D., Chairperson
Richard C. Winchester, Ph.D.
Instructor: Charles Sutton, M.A.
Lecturers: Gary Hunter, 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, 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 the political, economic, cultural, and intellectual forces that have shaped it. From the course, students should develop an awareness of the factors that have contributed to the molding of contemporary European societies: their governments, their political and cultural institutions, their ideologies, and their attitudes toward the rest of the world.

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 1945, 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. History of Black People in the United States (3 credits)

The first semester of this course covers the period from the African background to the outbreak of the Civil War. It includes early history and the era of slavery and traces the important movements, including protest movements, to the outbreak of the Civil War.

206. History of Black People in the United States, Part II (3 credits)

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

207-208. History of England (3 credits each)

This course traces the growth of English life from AngloSaxon times to the present, dealing with the major political, constitutional and economic developments of the country. It is designed to meet the needs of prelaw 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 Black People in the Twentieth Century (3 credits)

This course deals with the most recent phase of the history of Black Americans. Up to World War I, the period covered in History 205-206, while attention is paid to the North, major emphasis is on the South. But with the great migration of World War I to the North and the rise of the Northern Black ghettos, the emphasis turns increasingly to the North while the South is by no means neglected. Events of World War II and the postwar 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)

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)

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.

309. United States Intellectual History

(3 credits)

The main trends in the growth of American thought, from the Puritans in the Seventeenth Century through the naturalism and pragmatism of the late nineteenth century, are treated in this course. Demand will determine availability.

312. Urban History of 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. Demand will determine availability.

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.

315-316. The Third Republic in France

(3 credits each)

This course will be concerned with the politics and society of France during the Third Republic. Important historical themes such as industrialization, the gradual democratization of the society, the conflict between church and state and the rise of political parties will be examined. Attention will also be given to the major intellectual currents of the period. Such a course will be of benefit not only to History Majors and Minors, but also to French Language Majors and to Political Science Majors who wish to study in some detail a country other than their own. The course will be limited to Juniors and Seniors. Exceptions to this stipulation may be made by the instructor.

401-402. Historical Methods

(3 credits each)

This is required for history majors. This course emphasizes concepts of historical causation, theories of history, basic bibliography and techniques of historical research through assignment of research problems.

Prerequisite: 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 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:

SOC 151	African American Experience
HIS 212	History of the African American in the 20th Century
ENG 319	Survey of African American Literature
MUS 325	African American Music
PHL 211	Philosophy and the African American Experience
REL 307	The Religion of African Americans
POL 203	African American Politics
SOC 209	Institutional Racism
PSY 205	Black Psychology

POLITICAL SCIENCE

Professor: Alexine L. Atherton, Ph.D.

Associate Professor: Chronis Polychroniou, Ph.D., Chairman

Assistant Professor: Chinwe Okoro, 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 curriculum consists of core courses in American politics, public policy, comparative politics, international relations, and political theory, and other electives in virtually all areas of concentration. The Political Science Major also includes the appropriate curriculum for Pre-Law.

Students who major in Political Science can pursue careers in higher education, state and local government, international affairs, urban planning, the legal profession, and journalism.

Students considering a major in Political Science or international relations 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.

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
POL 202	American National Government
POL 301.	Political Theory I
POL 371.	Political Theory II
POL 30S.	Comparative Politics I
POL 31S.	Comparative Politics II
POL 304.	International Relations
POL 36S.	American Foreign Policy
POL 410.	Senior Seminar

2 Political Science Electives

In addition to Political Science requirements, students are encouraged to satisfy one of the following 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

1 Semester of Personal Computing

3. For PreLaw Students: Four of the Following:

Logic, Ethics, Advanced Composition, Public Speaking, Statistics, Personal Computing, the Legal System, Supreme Court and Constitutional Law, Business Law, and Accounting.

Political Science Minor

Since Political Science deals with empowerment, 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	State and Local Government
POL 202	American Politics
POL 305 or 315	Comparative Politics I or II
POL 304 or 365	International Relations or American Foreign Policy
One (1) Political Science Elective	

PreLaw 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 prelaw major but there are courses which will assist the present undergraduate in becoming a 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 prelaw 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 fouryear baccalaureate degree. Since the interpretation of these criteria varies considerably, the student ought to plan prelaw study in consultation with the prelaw advisor.

SUGGESTED COURSES:

POL 21W	American Government
POL 204	The Legal System
POL 401	Supreme Court and Constitutional Law
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

INTERNATIONAL RELATIONS PROGRAM

The International Relations Major

The International Relations Major provides an opportunity for students to be exposed to an innovative and interdisciplinary curriculum designed to prepare them for the challenges and realities of an ever-increasing interdependent world. Among the chief objectives of the major in International Relations are to provide students with an understanding of the major forces in operation in the global arena and the linkages between politics, economics, social forces and culture; help students gain thorough knowledge of the world's politico-geographical areas; introduce students to functional specializations; and assist students in developing international competence that would allow them to become global citizens and future leaders.

Students who major in International Relations can have the opportunity to pursue careers in all aspects of world affairs—diplomatic service, international business, journalism, international law, and work with a host of international organizations—as well as receive a broad-based, multidisciplinary education for the purpose of pursuing graduate studies in the field.

The major in international relations requires students to complete 50 credit hours drawn from four different social science disciplines—political science (21 credit hours), economics (9 credit hours), history (6 credit hours), sociology and anthropology (6 credit hours)—and a foreign language (8 credit hours at the 200 level or above).

Major Requirements

Within the departments

ECONOMICS

Required:

- ECO 201 Principles of Economics-Macro
- ECO 202 Principles of Economics-Micro
- Three credits chosen from the following courses
- ECO 347 International Financial Management
- ECO 441 International Business

HISTORY

Six credits chosen from the following courses:

- HIS 103 Twentieth Century History
- HIS 104 Twentieth Century History
- HIS 307 History of Africa to 1885
- HIS 308 History of Africa Since 1885

POLITICAL SCIENCE

Required:

- POL 304 International Relations
- POL 36S American Foreign Policy
- POL 360 International Political Economy
- POL 460 Workshops in International Affairs
- POL 410 Senior Seminar

Six credits chosen from the following courses:

- POL 308 Comparative Politics I
- POL 318 Comparative Politics II
- POL 328 Comparative African Politics
- POL 430 International Conflict, Cooperation and Strategy
- POL 454 North-South Relations

Sociology and Anthropology

Six credits chosen from the following courses:

- SOC 201 General Anthropology
- SOC 204 Human Geography
- SOC 336 Population

Foreign Language

To earn a Bachelor's degree in International Relations, a student is required to complete eight (8) credit hours of a foreign languages at the 200 level. The requirement of the completion of eight (8) hours of a foreign language at the 200 level is intended to enhance the international dimension of the Bachelor's degree in International Relations.

Course Descriptions

101. Introduction to Political Science (3 credits)

This course is an introduction to the basic elements and principles of democratic and non-democratic governments of the world. Selected political ideologies are examined and compared.

Prerequisites: English 100, Education 100, 101.

190. University Seminar I (3 credits)

This course engages in a rigorous, academic study of a specific 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.

Prerequisites: English 100, Education 100 or 101.

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 (3 credits)

This course studies the organization, powers, functions and methods of formal government at the state and local levels.

Prerequisites: English 100, Education 100, 101.

202 American National Government (3 credits)

This course studies 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.

203. African American Politics

(3 credits)

This course studies the political history and behavior of African Americans. Techniques of political mobilization and organization are analyzed through the study of mass movements, political parties, and established interest groups.

Prerequisite: Political Science 21W or permission of the instructor.

20W. 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 21W 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.

30T. Political Theory I

(3 credits)

The purpose of this course is: 1) to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which characterize the Western tradition as well as its relevance to contemporary political problems; 3) to raise the consciousness of the student regarding the complexity of political realities and political thinking; and 4) to help the student to think more critically about his or her personal identity within politics. The course is organized around the study of classical political philosophy and covers the works of political thinkers from Plato to Machiavelli.

Prerequisites: Political Science 101 and three additional courses after 101, or permission of the instructor. Required of all majors (offered every other fall semester).

37T. Political Theory II

(3 credits)

Whereas the first part of Political Theory was devoted to the study of classical political philosophy, the second part will focus explicitly on the nature and evolution of modern political social theory. Political philosophers and theorists discussed in this course include, among others, Hobbes, Locke, Rousseau, Hegel, and Marx. The following themes will provide the analytical foundation of the course: political obligation, freedom, liberty, equality, alienation, democracy, socialism, and the relationship between society and the individual.

Prerequisite: Political Science 202 and three additional courses after 101, or permission of the instructor.

30S. Comparative Politics I

(3 credits)

This course examines the nature of the various institutions, structures, processes, and issue areas involved in postwar Western European politics and society.

Prerequisite: Political Science 101, 201 or permission of the instructor.

31S. Comparative Politics II

(3 credits)

This course will expose the students to an analysis of communist political systems, and political change and development in the Third World.

Prerequisite: Political Science 30S.

304. International Relations (3 credits)

This course studies the political and economic relationships among nationstates, the operation of international organizations, international law, and transnational forces.

Prerequisite: Political Science 101, 201 or permission of the instructor.

305. American Foreign Policy (3 credits)

This course studies the dynamics of American foreign policy since 1945 and coverage of that policy in key geographic areas around the worlds. The course also examines the goals, challenges, and problems facing American foreign policy in the post cold war era.

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

328. Comparative African Politics (3 credits)

This course covers the comparative politics of selected states in East, West and Southern Africa. Institutions and political processes are analyzed with attention to emerging relations among African states, the political economies of different African countries and their integration into the world system.

Prerequisite: Political Science 31S, or permission of the instructor.

307. Latin American and Caribbean Politics (3 credits)

This course studies the political evolution of Latin American and the Caribbean; factors conditioning governmental organizations and policies; case studies of selected states.

Prerequisites: Political Science 31S or permission of the instructor.

309. Asian Politics (3 credits)

This course covers the comparative politics and political institutions of selected communist and non-communist Asian states.

Prerequisite: Political Science 302 or permission of the instructor.

311. Public Administration (3 credits)

Public Administration is the study of the formulation and implementation of public policy. It includes the principles and practice of administration in government and public service organizations. Modern theories of public administration and public policy are applied to the study of bureaucracies, public budgeting, and management.

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.

390. University Seminar (3 credits)
This course grants students 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, Writing Proficiency Examination, and declared major.

401. Supreme Court and Constitutional Law (3 credits)
This course reviews the role of the Supreme Court in the American political system through analysis of leading cases. Special emphasis is placed on First Amendment freedoms, Due Process of Law and Civil Rights.

Prerequisite: Political Science 202

403. Independent Study (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 (3 credits)
A seminar course that will explore selected topics in contemporary politics in depth, it may be taken more than once for credit. Topic is announced in advance.

Prerequisite: Permission of the instructor.

410. Seminar (Political Science) (2 or 3 credits)
All majors in the department are required to write a senior research paper under the direction of a faculty member. Topics must be related to one or more of the different areas in the field of political science.

(Requirement for all majors.)

430. International Conflict, Cooperation, and Strategy (3 credits)
This course is designed to draw student attention to the many existing conflicts and problems that exist in the contemporary global system and to discuss the "costs" created by such conflicts between groups and nations which can be reduced or even eliminated by peaceful resolutions.

Prerequisite: POL 304.

434. The United Nations and Global Security (3 credits)
This course is designed to provide students with a comprehensive account of the United Nations' activities and responsibilities in the general area of global security — a broad concept that has had different points of concentration during the postwar period. The readings and class discussions will expose students to the historical and the contemporary global security activities of the United Nations, and therefore to the different meanings of global security

439. The Modern World System (3 credits)
This course aims to provide a comprehensive overview and treatment of the origins and the evolution of the modern world-system. The course is concerned with examining and analyzing the structure, the mechanisms, and the dynamics of the formation and the expansion of the world capitalist economy, as well as with the actual standardization of time and space within the capitalist economy and the processes of social change.

444. African Political Economy

(3 credits)

This course will engage in a critical evaluation of various paradigms which seek to explain the African condition in the new global economy. Student will participate in rigorous discussion and debate of the complex and often controversial concepts and issues.

445. The Political Economy of Development

(3 credits)

This course explores theories and strategies of development for the Third World in a comparative international relations context. Students in the course are exposed to the major theoretical perspectives in development, including modernization, Marxism, dependency, and world-systems, and will have the opportunity to examine the political economy, development strategies and policies, in selected areas Southeast/East Asia region, Latin America and the Caribbean, sub-Saharan Africa and the Middle East.

454. North-South Relations

(3 credits)

This course examines in depth, both from a theoretical and empirical perspective, the political economy of the North-South interaction from the time of colonialism to the present. Topics include the dynamics of imperialism, dependency, and underdevelopment, and the economic and political mechanisms that serve to perpetuate the ordinate/subordinate relationship between advanced industrialized and peripheral countries.

Prerequisite: POL 304.

460. Workshops in International Affairs

(3 credits)

This course enhances the knowledge of foreign policy analysis, international negotiations and decision making through analysis of selected case studies covering different areas of the world and different aspects of international affairs and the use of simulation games.

Prerequisites: POL 304 and POL 36S.

463. Political Economy and the Changing Global Order

(3 credits)

This course will examine and analyze the global transformations that have taken place in the late Twentieth Century from the perspective of critical political economy. Through theoretical formulations and empirical analysis, it will challenge the "new world order" perspective. The course will take a close look on regional variation (African, Latin America, South Asia, China, Russia, Europe and the US), and will make evident that globalization of production and finance is producing devastating and contradictory effects throughout the world.

900. Cooperative Education

(3 credits)

Students desiring to Coop must sign up with the Career Services Center. Upon successful completion of a minimum 15week 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.

SOCIOLOGY / ANTHROPOLOGY

Professors: Anthony DiFilippo, Ph.D., Acting Chairperson
Robert E. Millette, Ph.D.

Associate Professors: Emmanuel Babatunde, Ph.D.
Zoran Milovonovich, Ph.D.

Assistant Professor: Patricia Joseph, Ph.D.

Lecturer: Todd A. Howe, M.A.

The Sociology/Human Services/Criminal Justice/Anthropology Department offers courses which emphasize theoretical analysis, research methodologies and social issues. In addition, students are given the opportunity to apply their theoretical knowledge to solving problems of the society. Students have the chance 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 work at 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, and Anthropology.
3. To provide a setting for relating didactic instructional materials from the students' major concentration to the real world where they might be applied.
4. To examine the contributions of Black Sociologists and other Black social thinkers to the development of theories and methodologies in sociology.
5. To provide an opportunity for students to engage in discussing social, political and economic issues and to prepare students to become creative change agents.
6. To provide students with a well rounded liberal arts education.

B.A./B.S. IN SOCIOLOGY

A. MAJOR (33 semester hours)

1. Required Sociology: 101, 201, 243, 305, 306, 318, 410.
Four (4) departmental electives
2. Supplementing Lincoln University's general requirements for graduation, the department requires the following courses for the BA/BS degree in Sociology.
3. For the BA degree, students are required to take two years of a foreign language.
4. The BS candidates are required to take one year of a foreign language.

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, 310, 318, 341, and two departmental electives.

B. MINOR (15 semester hours):

1. Required Human Services: 101, 243.
2. Electives: 9 semester hours of directed electives in Human Services.

Supplementing Lincoln University's general requirements for graduation, the department requires the following courses for major 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 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:
3. Advanced English Composition

CRIMINOLOGY	ADMINISTRATION	LAW ENFORCEMENT	CORRECTION
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

3. Advanced English Composition.
4. 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).
5. The B.S. candidates are required to take one year of a foreign language (or equivalent, which may be established by a placement examination).

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, 315, 320, 323, and;
2. One of the following electives: SOC 345, 350, 347, 349, 346, or 348.
3. Advanced English Composition.
4. 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).
5. The B.S. candidates are required to take one year of a foreign language (or equivalent, which may be established by a placement examination).

B.A. / B.S. IN ANTHROPOLOGY

A. Major (39 credits hours)

1. Required departmental courses: 101, 201(2AG), 205, 303, 304, 305, 306, 321, 318, 410.
2. Majors are required to take the following courses outside of the department: PSY 20E, POL 444, and HIS 205.

B. Minor in Anthropology (15 credit hours)

The minor in anthropology requires 15 semester hours of course work.

The following courses will lead to a minor in Anthropology:

Sociology 101	Introduction to Sociology
Sociology 201	General Anthropology
Sociology 205	Marriage and the Family
Sociology 303	Cultural Anthropology

An Elective can be chosen from the following courses:

Sociology 204	Human Geography
Sociology 209	Institutional Racism
Sociology 304	Prehistory
Sociology 334	Social Movement

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:

SOC 201	General Anthropology
SOC 204	Human Geography
SOC 243	Introduction to Human Services
SOC 244	Social Policy
SOC 305-306	Social Research
SOC 410	Advanced Topics in Sociology and Social Welfare
HIS 105-106	History of the United States
POL 103	American Government Non-Western History
ECO 201	Introduction to Economics
POL 317	Legislative Behavior
HIS 401	Historical Methods

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 243	Introduction to Human Services
SOC 244	Social Policy
SOC 305 and 306	Social Research I, II
SOC 307	Intervention Methods I
SOC 318	Sociological Theory
SOC 341	Field Work and Lab

Recommended electives can be taken broadly from all the departmental offerings.

The following courses are of special interest to Human Services majors:

SOC 205	Marriage and the Family
SOC 209	Institutional Racism
SOC 212	Social Deviance
SOC 325	Social Gerontology
SOC 327	Child Welfare Services
SOC 339	Medical Information for Rehabilitation

COURSE DESCRIPTIONS

101. Introduction to Sociology

(3 credits)

This course is 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)

This course is an introduction to the science of man and his works in the light of the findings of physical anthropology, cultural anthropology, archaeology, and linguistics.

202. The Social Psychology of Group Behavior

(3 credits)

This course studies the major theoretical and methodological contributions of social psychology. The course will focus on developing the student's ability to choose among those in order to gain practical research experience.

203. Introduction to the Criminal Justice System

(3 credits)

This course provides a general introduction to criminal justice. The emphasis will be placed on the history of the criminal justice system and the interrelation of the three components of the system: law enforcement, the courts, and corrections. Students will examine crime trends and contemporary crime issues as they relate to American minorities.

204. Human Geography

(3 credits)

This course will define 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. Participants will explore 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)

This course has a special emphasis on the Black family and explores 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.

207. Criminal Law I (Substantive Criminal Law)

(3 credits)

This course examines the basic concepts, legal and sociological issues in substantive criminal law, the theories underlying criminal law; and the problems of the imposition and execution of punishments. Participants will focus on a specific problem area such as criminal liability and legal requirements for criminal defenses. Special emphasis is placed on such crimes as murder, manslaughter, burglary, rape, robbery, larceny, theft, assault and battery, and victimless crimes.

209. Institutional Racism

(3 credits)

This course will require participating students to embark on an investigation of social institutions and the manner in which groups are victimized and deprived of products and services of these institutions in systematic fashion. Analysis of institutional practices which result in this penalization will be a major subject area. Groups to be included for discussion will include, but are not limited to, Blacks, women, and the poor.

212. Social Deviance

(3 credits)

This course examines the nature, definitions, and functions of deviant behavior; and the importance of the concept of deviance in regulating human behavior in organized society. It places special emphasis on the major theoretical approaches to the causes of deviance. Discussion is centered on general characteristics of deviance and deviant individuals and social and individual factors producing deviance. Specific etiological and therapeutic aspects of crime, delinquency, addictive behavior, mental illness, suicide, and sexual deviance all serve as important topics.

215. Class, Status and Social Mobility

(3 credits)

This course studies the investigation of social differentiation, the influence of this differentiation upon behavior, and the study of social mobility patterns and the effects of this mobility.

243. I
This co
provide
geront
delivery

244. S
This co
how th
progr

301. E
This co
and inc
ations,

303. C
This co
culture

304. 1
This co
prehis

305-3
This c
partic
applic

307. 1
This c
Metho
plann

308. 1
This c
zation
frame

310. 1
This c
ment
stude

311. 1
This c
comm
factor
areas

243. Introduction to Human Services

(3 credits)

This course explores the history of social services from the English Poor Laws to the present and provides an introduction to a variety of helping services including: rehabilitation, corrections, health, gerontology and other social welfare services, plus a survey of basic methods for approaching the delivery of services.

244. Social Policy

(3 credits)

This course will cover the origin of social programs, their philosophy, how they become policy, and how they are carried out. The focus will be on current social policies as they are embodied in current programs, tracing the dynamics of their development.

301. Law and Society

(3 credits)

This course is a study of everyday legal problems in the areas of criminal, consumer, family, housing, and individual rights law. The course will enable students to analyze, evaluate and, in appropriate situations, resolve legal disputes.

303. Cultural Anthropology

(3 credits)

This course provides an introduction to the world-wide ethnographic literature: a study of the whole culture of selected societies through standard monographs.

Prerequisite: Sociology 201

304. Prehistory

(3 credits)

This course provides an introduction to archeological theory and method, followed by a survey of the prehistoric development of man and world culture theory.

Prerequisite: Sociology 201

305-306. Social Research

(3 credits each)

This class teaches 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)

This course covers methods of intervention for working with individuals as well 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)

This course is a study in the methods of intervention for working with groups and community organizations. The roles of advocate and enabler will be explored, as well as the supporting and initiating frames of reference in the overall content of the worker as a change agent.

310. Human Growth and Development

(3 credits)

This course is a study of human, physical, mental, social, emotional and moral growth and development from the prenatal period to later adult years. The emphasis is on the stages of the life span that students will need to be aware of as human service practitioners.

311. The American Community

(3 credits)

This course is a study of the spatial aspects and social processes of community development and community organization as influenced by historical, ecological, sociological, political and economic factors. Special emphasis will be placed on the current conditions in Black communities. Such areas as housing, health, education, transportation and citizen participation will be examined.

314. Crime and Delinquency

(3 credits)

This course teaches the characteristics, causes, and correction of crime and delinquency, including discussion of various theories of deviant behavior and social disorganization.

315. Prevention and Treatment of Crime and Delinquency

(3 credits)

This course is a study of developments in the field of corrections, crime prevention, control, and penology, with an emphasis on practical application in the form of field work and training.

318. Sociological Theory

(3 credits)

This course is an introduction to the history of sociological theory from the French Revolution to the present, with emphasis on application to contemporary theoretical problems.

319. Urban Sociology

(3 credits)

This course is an introduction to the study of urban society and the urbanization process, with emphasis on the Western world. The characteristics of the city, its ecology, institutions, and problems will be covered.

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.

321. Ethnography of West Africa

(3 credits)

The course deals with the subject of fieldwork defined recently as "a form of enquiry in which one immerses oneself personally in the ongoing social activities of some individual or group for the purposes of research" (Wolcott, 1995:12). It also examines the techniques, theories, and concepts relevant to sound cross-cultural ethnographic work. It will attempt to study the traditional notions of the specialized area of doing fieldwork such as the "emic" and the "etic" approaches, "participant observation", "interactive and non-interactive methods" as well as the various levels of interpretative analysis.

323. Criminal Justice Administration

(3 credits)

This course is an examination of principles of management, organization, and administration as applied to law enforcement personnel.

Prerequisite: SOC 203.

325. Social Gerontology

(3 credits)

This course studies 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 and housing and social program development by federal, state and local governmental and private organizations. As well, the problems of the aged and methods of approaches to meeting the problems of aging in our society will be studied.

327. Child Welfare Services

(3 credits)

This course will be concerned with the human growth and development of the child in our society. It will be concerned with the delivery and administration of social services for children. The position of the Federal government and that of the states will be explored as to the protection of and care for children in our society.

334. Social Movements and Social Change

(3 credits)

This course is an examination of the strategies of action of movements as well as the examination of their characteristics, membership and structure. The relationship of the social system and its changes to the social movements will be examined.

336. Population**(3 credits)**

Calculation and interpretation of birth, death and migration rates, relation of demographic trends to other aspects of social change, recent trends in fertility, mortality, migration and their relation to social factors and the problems of population estimation and of population policy will be covered in this course.

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, and will be taught from a holistic perspective.

341. Field Placement**(6 credits)**

This course requires the placement of the student in a social agency or community project under supervision. It is an internship in which the theoretical aspects of working with people are put into practice. Assignments will be adjusted to fit the student and to facilitate growth in direct practice skills. A field instruction seminar is also involved for one meeting a week on campus.

Prerequisite: Sociology 307 or 308 for Human Service majors.

344. Complex Organizations**(3 credits)**

This course is a study of more formal organizations including the functions and dysfunctions of bureaucracy, trends in management, and individual group reactions to organizational life.

345. Criminal Investigation**(3 credits)**

This course is a study of the elements and process of an investigation; a survey of scientific crime detection methods; identification and preservation of evidence and report writing. Topics to be covered include concepts and strategies of private security investigation.

346. Community-Based Corrections**(3 credits)**

The concept of correction without incarceration; an examination of program alternatives to criminal justice processing, jail detention, and incarceration; programs for juveniles; problems and needs of female offenders and drug and alcohol offenders are dealt with in this course.

347. Human Rights Issues in Criminal Justice**(3 credits)**

This course examines the idea of human rights, its political and legal universality, and historical evolution. Major emphasis is on the concept of human rights and legal mechanisms developed to protect them within the criminal justice system. The course addresses critical human rights issues through different stages of the criminal justice process, (criminal investigation, trial, sentencing, punishment), seeks to determine if constitution, statutes and judicial decisions establish a foundation for the policy which balances conflicting interests of the law. The interest of the citizens to protect their human rights and the interest of the state to control criminal conduct will be studied.

Prerequisite: SOC 203.

348. Juvenile Delinquency**(3 credits)**

This course is an examination of the nature and scope of delinquency; the characteristics of the juvenile offender; prevention, control, and treatment programs.

349. Introduction to Victimology

(3 credits)

This course is a study of the victims of street crimes. The focus will be on the victim-offender relationship, victim types, and conflicts between victims and the criminal justice system.

350. Comparative Law Enforcement

(3 credits)

This course is a study and comparison of law enforcement systems, practices, and ideologies outside of the United States with an emphasis on strategies of crime control.

Prerequisite: SOC 203 and SOC 320.

351. Comparative Criminal Justice

(3 credits)

This course examines and compares the legal and criminal justice systems of different nations. It focuses on historical, political and social factors, and explains their influence on legal institutions and systems of justice. The course discusses points of divergence between other societies and the United States in perceived causes of crime and differing approaches to rehabilitation and crime prevention. Countries representing Europe, Africa, Asia and Latin America are included.

352. Criminal Law II (Procedural Criminal Law)

(3 credits)

This course introduces students to the rules and procedures that govern the pretrial processing of criminal suspects and the conduct of criminal trials. While being primarily focused on principles of American criminal procedure, the course also examines character proceedings in different criminal justice systems worldwide. Discussion includes a number of issues relevant to the constitutional safeguards, as well as the cases reflecting current trends in criminal procedure.

353. Criminal Evidence

(3 credits)

This course provides students the opportunity to develop their understanding of the manner in which legal issues and disputes are resolved by trial. The class focuses on the manner in which the trial system works and the reasoning behind the rules governing its operation, including rules of evidence: the mechanics of the adversary system, relevancy, reliability, and rules of exclusion based on policy considerations other than relevancy and reliability. Topics and activities include such learning tools as videotapes, mock trials, observation of actual court trials, lectures, take-home assignments, and exams.

Prerequisites: SOC 203 and 352

403. Independent Study

(3 credits)

This course involves 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.

410. Advanced Topics in Sociology, Anthropology and Human Services(3 credits)

This is a senior seminar devoted to the intensive study of topics in the areas of sociology, anthropology and human services. The topics to be covered will vary from year to year in accordance with the interests and concerns of students currently enrolled. This course is normally taken in students' Senior year.

EDUCATION

Professor:	Judith A. W. Thomas, Ed.D., Chairperson
Associate Professor:	Sandra J. Hoffman, Ed.D.
Assistant Professor:	E. Russell Klauk, Ph.D.
Lecturer:	Donna H. Topping, M.ED.

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 curriculum offers 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 their major department in Education, and an overall grade point average of 2.5.
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 (N3)

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 2PT	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 21S	The Preschool Child	(3 credits)
*EDU 30W	Reading in the Content Area	(3 credits)
EDU 305	Educational Technology	(3 credits)
EDU 31T	Literature for Children and Adolescents	(3 credits)
**EDU 31S	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)

*EDU 30W must be successfully completed before enrolling in 3LS312

**EDU 3LS and 312 must be taken concurrently

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 307	Developmental Psychology	(3 credits)
SOC 101	Introduction to Sociology	(3 credits)
Select 2	Sociology 205, Sociology 244, Sociology 327, Sociology 311, Psychology 31S, Psychology 32W	
Select 2	HPR 150, HPR 205, HPR 20G, HPR 305, HPR 312	

Bachelor of Science Degree: Elementary Education Program (K6)

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 course work and independent placements. The required Education courses include:

EDU 15W	Introduction to Education	(3 credits)
EDU 2PT	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	Reading in the Content Area	(3 credits)
EDU 305	Educational Technology	(3 credits)
EDU 31T	Literature for Children and Adolescents	(3 credits)
**EDU 3LS	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)

*EDU 30W must be successfully completed before enrolling in 3LS312

**EDU 3LS and 312 must be taken concurrently

REQUIRED COURSES OUTSIDE THE DEPARTMENT:

PSY 101	General Psychology
PSY 307	Developmental Psychology
SOC 101	Introduction to Sociology
Select 2	History 105, History 10T, History 11T, History 20W (one must be History 105)
Select 1	Sociology 205, Sociology 244, Sociology 311, Sociology 327, Psychology 31S, Psychology 32W

RECOMMENDED ELECTIVES IN EDUCATION

EDU 20G	International Education: Learning Around the World
EDU 32T	Survival in the Testing and Assessment World
MUS 113, 114	Beginning Piano
ART 240, 241	Acting Workshop

Bachelor of Science Degree: Secondary Education

Students preparing for a teaching career in secondary school must first fulfill the college core requirements, major in a subject area, and obtain a minimum of ten 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.

THE EDUCATION COURSES REQUIRED FOR CERTIFICATION ARE:

EDU 15W	Introduction to Education	(3 credits)
EDU 2PT	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	Reading in the Content Area	(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

Master of Science in Reading and Reading Supervisor Certificate

The Education Department of Lincoln University also offers a program leading to the degree of Master of Science in Reading and to Pennsylvania State certification as a Reading Supervisor.

The program provides academic study and supervised field experiences in Reading Education from kindergarten through Adult Education. Individuals will be prepared to assume roles as qualified reading teachers, specialists, consultants and supervisors.

Degree and Certification Requirements

Follow the sequence of 10 courses outlined by the department.

- *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
- *EDU 611 Integrating the Reading/Language Arts Curriculum
- *EDU 613 Research Seminar in Reading
- EDU 615 Adult Reading
- *EDU 617 Advanced Practicum in Reading

*These courses have strong research components.

Prepare a Master's thesis which will be an integral part and result of ED 613 (Research Seminar) and ED 617 (Advanced Practicum in Reading).

Prepare an oral defense of the thesis.

COURSE DESCRIPTIONS

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 audiovisual 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 K12 school curriculum.

609. Planning and Organizing Reading Programs (3 credits)

In this course the student will study the reading program (K12) 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, audiovisual materials and computers in reading, using language arts skills in the classroom, and assessment of student achievement. Individual case studies will be used.

611. Integrating the Reading/Language Arts Curriculum (3 credits)

This course is designed to give the student an integrated view of reading/writing/speaking and listening as they relate to teaching the individual student and to the classroom. Emphasis will be placed on research, pedagogy and practice. The whole language approach to teaching will be examined.

613. Research Seminar in Reading (3 credits)

This course is designed to enable students to read and react critically to research in the field of reading. Emphasis will include an analysis of educational research with discussion of the use and misuse of statistical analyses and inferential interpretation of data. Students will complete a literature review on a specific topic in reading research.

615. Adult Reading

(3 credits)

This course is designed to enable the student to develop an in depth and working knowledge of the needs of the functional adult reader. Emphasis will be placed on individualized materials for case studies in the field.

617. Advanced Topics in Reading

(3 credits)

This course will focus on contemporary developments, theories, viewpoints, trends, issues, and topical problems in the field of reading and will be selected in accordance with the interests and needs of the students, practitioners, and instructor. Crosscultural perspectives on reading and changing paradigms within reading will be among the topics to be investigated.

Ordinarily all graduate courses are to be taken in sequence with exceptions to be approved by the Department.

Freshman Level Courses

100. 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.

10T. Critical Reading Skills

(3 credits)

The course is designed to develop the student's ability to critically analyze and evaluate what he or she reads as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature 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. This is a thinking emphasis course.

102. Oral Communications

(3 credits)

The course is designed to improve the student's 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. It is open to Freshmen, Sophomore, Juniors and Seniors and may be taken 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 and it is often 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)

2PT. This co
proces
teache
theori
in the
This is

20S. Studen
vices
tional
childr

204. This c
music
cour

21S. The c
child
betwe
envir
Oppo
cour

32T. This
settin
awar
tiona
cour
high
usin
juni

30S. The
ods
guid
Juni

30V. This
cal
niq
dev

2PT. 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. This is a thinking emphasis course and is often open to Sophomores, Juniors and Seniors.

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 and it is open to Sophomores, Juniors and Seniors.

204. Creative Arts in the Elementary Classroom**(3 credits)**

This course is designed to prepare the pre-service elementary school teacher to be facile with art, music and movement in the elementary classroom setting. Fieldwork placements are provided in this course which is open to Sophomores, Juniors and Seniors.

21S. 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. This is a speaking emphasis course and is 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 and is 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 speaking emphasis course and is open to Sophomores, Juniors and Seniors.

30W. Reading in the Content Area**(3 credits)**

This course will provide a thorough examination of the reading process from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language. This is a writing emphasis course and is open to Juniors.

305. Educational Technology**(3 credits)**

This course is designed to provide opportunities for students to learn about current audiovisual technology, media, and methods for instructional or commercial use. Both classroom and hands-on instruction 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. This course is 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 and is open to Juniors.

31S. 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. This is a speaking emphasis course. EDU 31S is taught in conjunction with EDU 312.

Prerequisites: EDU 30W and EDU 32T

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: EDU 30W and EDU 32T

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. The course is 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. This course is 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. R
(Health a
this cou
This cou
in their s
theories,
dents to

The
Students

1. Offi
B.A.
2. Pre
Kno
Cer
of a
req
3. Em
an
rel
4. Suc
sor
en
Ins
Ins
Pr
of

All Edu

Educa
in Kap

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.

The Teacher Intern Certificate Program

Students are eligible for the Education Department's Teacher Intern Program if they:

1. Officially enroll in the Teacher Intern Program by submitting evidence that they have an earned B.A. or B.S. Degree related to the area of certification requested.
2. Present passing scores on the Praxis Series Communications Skills test, the Praxis Series General Knowledge test and the appropriate Specialty area test required by the Pennsylvania Teacher Certification Testing Program before applying for a Teacher Intern Certificate. Upon completion of an intern program, the student must pass the Praxis Series Professional Knowledge test required by the PTCTP.
3. Enroll in the appropriate Education courses recommended by the Department Chairperson after an evaluation of the applicant's undergraduate and graduate transcripts, past teaching and/or related experiences.
4. Successfully complete the Teacher Intern Interview with a minimum of three Education professors. When students have completed all the course work and has had the appropriate experiences, they will be recommended to the Pennsylvania Department of Education for an Instructional I certificate. Before the Bureau of Teacher Preparation and Certification issues an Instructional I certificate, they must have a record that the student has taken the Praxis Professional Knowledge test required by the PTCTP and met the passing scores in effect at the time of the application.

All Education majors are required to become active members of the Education Club.

Education majors with a 3.0 or above (12 or more hours in Education) are eligible for membership in Kappa Delta Pi, the Education Department's Honor Society.

PSYCHOLOGY

Professor: Penelope J. Kinsey, Ph.D.

Assistant Professors: Lennell Dade, Ph.D.

Kevin E. Favor, Ph.D.

Abeba Fekade, Ph.D.

Instructor: Denise M. Gaither-Hardy, M.A.

The goal of the Psychology Department is 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 to prepare students for the professional practice of psychology (research, teaching, clinical, community, developmental, cognitive, social, or other areas of psychology where entry into a Ph.D. program or Doctor of Psychology (Psy.D.) program is the first step in professional development). Departmental approval is required before students can participate in this aspect of the curriculum. Further details are listed following this section.
- (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 141 semester hours.
- (4) The Industrial/Organizational curriculum provides an interdisciplinary program 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 122 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 Sciences from the Natural Sciences, and Art, Music, Literature, and Philosophy from the Humanities.

Departmental course requirements for the baccalaureate degree are as follows:

Bachelor of Arts and Bachelor of Science

REQUIREMENTS FOR B.S./B.A.* FOR GENERAL PSYCHOLOGY CURRICULUM

Departmental Requirements	Credits
PSY 101 General Psychology	3
PSY 10T Advanced General Psychology	3
PSY 210 Beh. Res. and Anal. I (Statistics)	4
PSY 212 Beh. Res. and Anal. II (Statistics)	4
PSY 36T Experimental Psychology	4
PSY 401 Applied Psychology	3
PSY 40W Senior Seminar I	4
PSY 41W Senior Seminar II	4

Psychology Electives:

PSY 20W	Psychobiology -OR-	
PSY 32W	Psych. of Learning & Memory	3-4
PSY 30S	Developmental Psych. I -OR-	
PSY 31W	Cognitive Psychology	3
PSY 31S	Abnormal Psychology -OR-	
PSY 33S	Theories of Personality	3
	Total Credits	38-39

Non-departmental Requirements

		Credits
MAT 131	Calculus for Life & Social Science Majors	*
	2 Semesters of a Foreign Language	8
	Total Credits	8

*credit for Math course is included in "University Requirements"

Suggested Electives

PSY 207	Human Sexuality	PSY 316	Clinical Psych. I
PSY 20E	Black Psychology	PSY 341	Psych. of Aging
PSY 303	Organizational Psych.	PSY 37W	Social Psychology
PSY 3DS	Develop. Psych. II	PSY 411-16	Independent Research
Departmental Requirements			38-39

Non-departmental Requirements

University Requirements	50
University Electives	23-24
Minimum Credit Hours for Degree	120

*Requirements for the B.A. are identical to those for the B.S. except for the addition of two semesters (16 credits) of a foreign language.

**REQUIREMENTS FOR B.A. * FOR
PSYCHOLOGY HONORS CURRICULUM**

	Departmental Requirements	Credits
PSY 101	General Psychology	3
PSY 10T	Advanced General Psychology	3
PSY 210	Beh. Res. and Anal. I (Statistics)	4
PSY 212	Beh. Res. and Anal. II (Statistics)	4
PSY 216	Psych. of Learning & Memory	3
PSY 30S	Developmental Psych. I	3
PSY 36T	Experimental Psychology	4
PSY 401	Applied Psychology	3
PSY 40W	Senior Seminar I	4
PSY 41W	Senior Seminar II	4

Psychology Electives:

PSY 31S	Abnormal Psychology -OR-	
PSY 33S	Theories of Personality	3
PSY 31W	Cognitive Psychology -OR-	
PSY 20W	Psychobiology	3-4
PSY 411-16	Independent Research	4
	Total Credits	45-46

Non-departmental Requirements

		Credits
MAT 121	Calculus I	*
BIO 101-2	General Biology	*
CHE 101-2	General Chemistry	8
2 Semesters of a Foreign Language		8
	Total Credits	16

*credit for one Math course and 2 semesters of Lab Science are included in "University Requirements"

Suggested Electives

PSY 207	Human Sexuality	PSY 341	Psych. of Aging
PSY 20E	Black Psychology	PSY 411	Independent Research
PSY 316	Clinical Psychology I	PSY 3DS	Developmental Psych. II
Departmental Requirements			45-46
Non-departmental Requirements			16
University Requirements			50
University Electives			8-9
Minimum Credit Hours for Degree			120

*Only the B.A. degree is offered, requiring the addition of two semesters (16 credits) of a foreign language.

REQUIREMENTS FOR B.S. FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CURRICULUM (NO B.A. OFFERED)

	Departmental Requirements	Credits
PSY 101	General Psychology	3
PSY 10T	Advanced General Psychology	3
PSY 210	Beh. Res. and Anal. I (Statistics)	4
PSY 212	Beh. Res. and Anal. II (Statistics)	4
PSY 303	Organizational Psychology	3
PSY 304	Personnel Psychology	3
PSY 401	Applied Psychology	3
PSY 40W	Senior Seminar I	4
PSY 41W	Senior Seminar II	4

Psychology Electives:

PSY 30S	Developmental Psych. I -OR-	
PSY 3DS	Developmental Psych II	3
PSY 31S	Abnormal Psychology -OR-	
PSY 33S	Theories of Personality	3
PSY 31W	Cognitive Psychology -OR-	
PSY 36T	Experimental Psychology	3-4
	Total Credits	40-41

Non-departmental Requirements

		Credits
MAT 131	Calculus for Life & Social Science Majors	*
CSC 151	Personal Computing	2+
ECO 201	Principles of Economics - Macro	3
ECO 202	Principles of Economics - Micro	3
ECO 203	Elementary Accounting I	3
ECO 3MT	Principles of Management	3
ECO 3KW	Marketing	3
ECO 4AW	Personnel Administration	3
2 Semesters of a Foreign Language		8
	Total Credits	28

*credit for one Math course is included in "University requirements" +CSC 151 satisfies the University Requirement for CSC 150; 1 credit is reflected in the University Requirements

Suggested Electives

PSY 20E	Black Psychology	PSY 32W	Psych. of Learning
PSY 207	Human Sexuality	PSY 341	Psych. of Aging
PSY 316	Clinical Psych. I	PSY 37W	Social Psychology
PSY 317	Clinical Psych. II	PSY 411	Independent Research
PSY 302	Group Dynamics		

Departmental Requirements	40-41
Non-departmental Requirements	28
University Requirements	50
University Electives	1-2
Minimum Credit Hours for Degree	120

REQUIREMENTS FOR B.S./B.A. * FOR PSYCHOBIOLOGY CURRICULUM (FIVE-YEAR PROGRAM)

Departmental Requirements	Credits	
PSY 101	General Psychology	3
PSY 10T	Advanced General Psychology	3
PSY 20W	Psychobiology	4
PSY 210	Beh. Res. and Anal. I (Statistics)	4
PSY 212	Beh. Res. and Anal. II (Statistics)	4
PSY 36T	Experimental Psychology	4
PSY 40W	Senior Seminar I	4
PSY 41W	Senior Seminar II	4
PSY 401	Applied Psychology	3
	Psychology Elective	3
	Total Credits	36

Non-departmental Requirements		Credits
MAT 121	Calculus I	*
BIO 101-2	General Biology	*
BIO 202	Developmental Biology	4
BIO 205	Anatomy and Physiology	4
CHE 101-2	General Chemistry	8
CHE 203-4	Organic Chemistry	8
CHE 303	Biochemistry	4
	(CHE 304 recommended; not required)	
PHY 101-2	Introduction to Physics	8
	(PHY 103-4 recommended; not required)	
	2 Semesters of a Foreign Language	8
	Total Credits	44

*credit for one Math course and 2 semesters of Lab Sciences are included in "University Requirements"

Suggested Electives

PSY 20E	Black Psychology	PSY 32W	The Psych. of Learning
PSY 207	Human Sexuality	PSY 33S	Theories of Personality
PSY 30S	Developmental Psych. I	PSY 37W	Social Psychology
PSY 3DS	Developmental Psych. II	PSY 411	Independent Research
PSY 314	Psychology of Aging	BIO 303-4	Biogenetics
PSY 31S	Abnormal Psychology		

Departmental Requirements	36
Non-departmental Requirements	44
University Requirements	50
University Electives	0
Minimum Credit Hours for Degree	130

*Requirements for the B.A. are identical to those for the B.S. except for the addition of two semesters (16 credits) of a foreign language.

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

The Psychology Department Honors Program has been designed to provide an intellectually challenging environment for Psychology Majors who are able to pursue a course of study that reflects independent study and a multidisciplinary approach to learning about Psychology, the Social and Behavioral Sciences, and the Natural Sciences. Students may be admitted to the program during the Freshman and Sophomore years, but it is more likely that most participants will be admitted at the beginning of their Junior year. Minimum requirements are a 3.0 cumulative GPA and a 3.2 GPA in Psychology. The following Psychology courses are required:

Developmental Psych. I (PSY 30S)

OR

Experimental Psychology (PSY 36T)

Social Psychology (PSY 37W)

Psychobiology (PSY 20W)

OR

Cognitive Psychology (PSY 31W)

Theories of Personality (PSY 33S)

OR

Abnormal Psychology (PSY 314)

Senior Seminar (PSY 40W and 41W)

Independent Study (PSY 411-416)

Each of the above courses will have an honors component designed by the instructor and individualized for each participant. Students who are accepted for study in the Honors curriculum will be expected to register for Independent Study (411-416). Independent Study courses may carry from two to four semester hours. The nature of the independent study will be guided by the student's selected mentor within the Psychology Department or other University Department. The Independent Research sequence will involve significant scholarly work by the student under the guidance of a faculty member. Off campus study at local colleges and universities is encouraged. The Psychology Department will seek outside scholarship funding to support tuition differentials for Lincoln students who intend to pursue courses at other institutions during the regular academic year.

One external research fellowship or other internship that involves constructive learning experiences is required for Psychology Department Honors. Internships should be completed before the Senior year. The research internship must be part of a sponsored program at an accredited college or university.

Participants in the Psychology Honors Program will be expected to complete all Lower Division and University Requirements, including all special emphasis courses. The Writing Proficiency Examination must be completed before the student is accepted into the program.

Only the Bachelor of Arts degree will be offered. Participants will be encouraged to develop second language capabilities. Each participant will be expected to complete an original Senior Thesis under the guidance and direction of a Lincoln faculty member. Consultation with faculty members from other Departments is encouraged. The Senior Thesis will be the culmination of the honors experience. The Senior Thesis must be presented to the Psychology Department faculty and students and be orally defended by each honors participant. To accomplish this goal, the honors student will develop his/her senior project through the Senior Seminar sequence with an Honors component.

The Senior Thesis will be part of a portfolio of scholarly work to be reviewed by the Honors Council. This portfolio includes Honors work completed in the Psychology courses designated as having Honors components, the summer internship project, the Senior Thesis, and an Independent Study project. Departmental Honors will be conferred upon graduating seniors upon the recommendation of the Council and the Vice President for Academic Affairs and/or the President.

One of the ideas that guided the development of this program is that some students will benefit more from their educational experiences at Lincoln if they are exposed to the very best teachers in various disciplines who teach at Lincoln or at Lincoln's neighboring institutions. Off campus study may be through independent study or actual course work at other institutions. However, off campus work or

credits may not be undertaken for the frivolous accumulation of academic credits, or for the purposes of avoiding the legitimate challenges presented by a member of Lincoln's faculty. All academic credits earned at other institutions must be transferable to Lincoln. There is no intention for the Psychology Department Honors Program to become a joint degree program with another institution.

The minimum credit hours for the B.A. degree will be 120 for these students, although we anticipate that honors participants will accumulate substantially more than the minimum credit hour requirement for graduation.

Psychology National Honor Society

Psi Chi, the National Honor Society in Psychology, established a chapter at Lincoln University in 1981. Minimum requirements for nomination are an overall GPA of 3.0, a Psychology Department GPA of 3.0, and twelve (12) credit hours in Psychology.

COURSE DESCRIPTIONS

101. General Psychology

(3 credits)

A study of the basic subject matter of psychology and its approaches to gathering information. This course also explores the ways in which psychological knowledge can be applied to improving the quality of life for individuals, communities, and societies.

Prerequisite: Education 100.

10T. Advanced General Psychology

(3 credits)

This course is an exploration of the basic content areas of psychology within the context of the methodological issues and procedures. It serves to prepare students for advanced research courses in the Department (i.e., Psychobiology, Experimental Psychology, Senior Seminar, and Independent Research).

Prerequisite: Psychology 101.

207. Human Sexuality

(3 credits)

This course is an examination of the factors related to the development of human sexual behavior, generally observed patterns of human sexuality, and current methods of research.

Prerequisite: Psychology 101.

20E. Black Psychology

(3 credits)

This course is an examination of the behavior, attitudes, life-styles, and cultural heritage of Black Americans. It course provides students with past and current theory and research on the psychology of Blacks, and is organized around the premise that there is a distinctive, coherent Black American perspective that is evident in the behavior, attitudes, feelings, life-styles, and expressive patterns of Black Americans.

20W. Psychobiology (Departmental Honors Component)

(4 credits)

This course is a study of the relationship between psychological processes and physiological activity. It reviews neurological and biochemical bases of behavior with emphasis upon the synergistic functions of the nervous system, sense organs, and glandular system.

Prerequisites: Psychology 101 and 10T, Biology 101 and 102.

210. Behavioral Research and Analysis I

(4 credits)

This is a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. Topics include frequency distribution, central tendency, variability, z-scores, correlation, regression, probability, and distribution of sample means. An emphasis on computer-assisted techniques for conducting psychosocial and biobehavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS-UNIX, SPSS PC+, and SPSS for Windows.

Prerequisites: MAT 121 or 131 (depending upon the student's major), PSY 101 and 10T.

212. Behavioral Research and Analysis II

(4 credits)

This course provides a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. It includes hypothesis testing, t-statistics, multiple comparisons, analysis of variance, chi-square, and other nonparametric tests, with an emphasis on computer-assisted techniques for conducting psychosocial and biobehavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS-UNIX, SPSS PC+, and SPSS for Windows.

Prerequisites: MAT 121 or 131 (depending upon the student's major), PSY 101, 10T, and 210.

302. Group Dynamics

(3 credits)

This course is an investigation of the interactions that occur within a group and will explore the way each person's behavior is influenced by and influences others in a group and how the structure of the group was developed, and how decisions are arrived at in a group situation.

Prerequisite: Psychology 101.

303. Organizational Psychology

(3 credits)

This course describes the application of psychological theory and research to the study of industrial, business, profit and nonprofit service, military and governmental organizations and emphasizes the interaction of individual perceptions, group dynamics, and organizational climates and strategies in maximizing the satisfaction and effectiveness of each component within and between complex organizations.

Prerequisite: Psychology 101.

308. Developmental Psychology I (Departmental Honors Component)

(3 credits)

This course is a study of the cognitive, emotional, social and physiological development of humans from infancy to adolescence. It provides an understanding of the research findings related to child and adolescent development and to the concepts, methodologies, and basic terminology utilized to study psychological development.

308. Developmental Psychology II

(3 credits)

This course is a study of the cognitive, emotional, social and neurological development of humans from young adulthood through old age. It provides an understanding of the research findings related to adulthood and old age and to the concepts, methodologies, and basic terminology utilized to study psychological development.

Prerequisite: Psychology 101.

316. Clinical Psychology I

(3 credits)

This course provides a comprehensive introduction to the major concepts involved in the assessment of personality, the various methods used in personality assessment, professional issues related to the assessment of personality, and the current status of personality assessment.

Prerequisites: Psychology 101, 10T, 31S or 33S.

317. Clinical Psychology II

(3 credits)

This course provides a comprehensive introduction to the theoretical models that guide the work of psychotherapists, the major factors involved in the practice of psychotherapy, and the important research issues related to the practice of psychotherapy.

Prerequisites: Psychology 101, 10T, 31S, 33S and 316.

318. Abnormal Psychology (Departmental Honors Component)

(3 credits)

This course provides a comprehensive survey of the factors related to the development of abnormal behavior, the generally recognized patterns of abnormal behavior, and current practices with regard to assessment, treatment, and prevention of abnormal behavior.

Prerequisite: Psychology 101.

31W. Cognitive Psychology (Departmental Honors Component) (3 credits)

This course is an examination of human mental processes and how these processes control behavior. This course provides students with theory, concepts, and methodologies used to understand the mind, and it demonstrates how cognition can be applied to life experiences and problems.

Prerequisite: Psychology 101.

33S. Theories of Personality (Departmental Honors Component) (3 credits)

This course provides a comprehensive study of the theories and major research issues in the study of personality.

Prerequisite: Psychology 101.

36T. Experimental Psychology (Departmental Honors Component) (4 credits)

This course is an exploration of the analysis and quantitative methods in psychology. It introduces students to modern interpretations and uses of the classical psychophysical methods and to experimental design and the use of statistical methods to ensure the validity and reliability of various methods.

Prerequisites: Psychology 101, 10T, 210, 212, Math 105 and 106 or Math 110.

37W. Social Psychology (Departmental Honors Component) (3 credits)

This course provides an examination of how a person or group can influence the behavior of an individual. Topics include intrapersonal processes (the self, social cognition, attributions, attitudes, and attraction) and interpersonal processes (helping behavior, conflict, social influence, group processes and the environment).

Prerequisite: Psychology 101.

401. Applied Psychology (3 credits)

This is a course designed to prepare students for the transition from undergraduate school to graduate school or the workforce. A review of the Graduate Record Examination for General and Psychology students is also included to assist students in increasing their performance on the GRE and to develop confidence in their ability to perform well on standardized tests.

This course will also stress interviewing, communication (verbal and nonverbal), marketing, social development, and self-empowerment.

Prerequisites: PSY 101 and 10T.

40W. Senior Seminar I (Departmental Honors Component) (4 credits)

This course provides the student with the opportunity to develop an original proposal of the research topic to be conducted in Senior Seminar II (41W). The student is expected to use procedures based on the scientific method for (a) developing a research topic, (b) developing a research design, (c) preparing and submitting a written research proposal at the end of the semester, and (d) presenting an oral report to the Psychology faculty.

Prerequisites: Psychology 101, 10T, 210, 212, 36T, and successful completion of the WPE.

41W. Senior Seminar II (Departmental Honors Component) (4 credits)

This course provides the student with the opportunity to conduct an original investigation of a research topic proposed in Senior Seminar I. The student is expected to use procedures based on the scientific method for (a) collecting data, (b) analyzing data statistically, (c) preparing a written report, and (d) presenting the report orally to the Psychology faculty.

Prerequisites: Psychology 101, 10T, 210, 212, 36T, 40W, and successful completion of the WPE.

411-412. Independent Research (Departmental Honors Component)

(4 credits each)

This course involves specific projects arranged through consultation between a student and a member of the Department and 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, 210, and permission of Instructor.

ECONOMICS AND BUSINESS ADMINISTRATION

Professor:	William K. Dadson, Ph.D., Chairperson
Associate Professors:	Ganga P. Ramdas, Ph.D. Thomas M. Dickey, Ph.D.
Assistant Professors:	Linda Chikds-Leatherbury, M.A.
Lecturer:	Chandra Aleong, M.A.

The Department of Economics and Business Administration provides students with an opportunity to major in Accounting, Finance and Banking, Business Administration, and Economics. Students can also minor in any of the four major fields. The Department's objective is to complement the strong liberal arts knowledge base which students acquire through the University's core curriculum. The Department's curriculum provides students with a sound foundation in both the theoretical and applied knowledge that is needed for effective decision making and leadership in private and public sector institutions.

Students who major in one of the fields offered by the Economics and Business Administration Department may obtain a Bachelor of Arts degree by successfully completing four semesters (16 credits) of a single foreign language. Students may obtain a Bachelor of Science degree by taking 12 credits of advanced courses in English, Math, Computer Science, or Logic.

The curriculum is designed to provide a strong interdisciplinary background and offers courses to prepare students for graduate studies in any business related field.

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.

REQUIREMENTS FOR MAJORS

All four major fields of study require a minimum of 124 credits for graduation, of which 46 credits are the University Requirements. The Department specifies 12 credits of courses in Math and Computer Science and 48 credits in Departmental courses. The remaining 18 credits are University Electives and will include the 16 credits of language for the B.A. or 12 credits of advanced courses for the B.S. On an exceptional basis, a student may request, and the Department may permit, substitution of other courses for required courses.

MATH AND COMPUTER SCIENCE REQUIREMENTS

- | | | |
|-----|---------|--|
| 1. | MAT 130 | Finite Mathematics |
| 2. | MAT 131 | Calculus for the Social Sciences |
| 3. | MAT 141 | Statistics |
| 4a. | | For Accounting and Finance and Banking Majors: |
| | ECO 340 | Accounting and Management Information Systems For Business |
| 4b. | | For Business Administration and Economics Majors: |
| | CSC 153 | Introduction to Computing with BASIC or another computer programming course. |

Departmental Requirements:
[48 credits] (27 General + 21 in Major)

ALL MAJORS: GENERAL BUSINESS REQUIREMENTS (27 CREDITS)

ECO 201	Principles of Macroeconomics
ECO 202	Principles of Microeconomics
ECO 203	Principles of Accounting I
ECO 204	Principles of Accounting II
ECO 306	Quantitative Methods I
ECO 307	Quantitative Methods II
ECO 335	Principles of Management
ECO 337	Principles of Marketing
ECO 341	Financial Management I

Additional Course Requirements by Major (21 credits)

FINANCE AND BANKING 21 CREDIT HOURS

ECO 331	Intermediate Accounting I
ECO 342	Financial Management II
ECO 347	International Financial Management
ECO 453	Investments and Portfolio Management
ECO 454	Commercial Credit Analysis
ECO 455	Seminar in Bank Management

Plus One Departmental Elective with Department Approval
ECO 313 or ECO 332 are recommended.

ACCOUNTING 21 CREDIT HOURS

ECO 331	Intermediate Accounting I
ECO 332	Intermediate Accounting II
ECO 333	Cost Accounting
ECO 334	Business Law
ECO 338	Federal Income Taxation of Individuals
ECO 351	Auditing
ECO 456	Seminar in Accounting Policy

Additional Recommendation: ECO 339 Tax Accounting for Business

BUSINESS ADMINISTRATION 21 CREDIT HOURS

ECO 334	Business Law
ECO 436	Business Communications
ECO 437	Human Resource Management
ECO 441	International Business
ECO 457	Seminar in Business Management and Entrepreneurship

Plus Two Departmental Electives with Department Approval
ECO 435 Organizational Behavior is recommended.

ECONOMICS 21 CREDIT HOURS

ECO 301	Price Theory
ECO 302	Income Theory

- ECO 313 Money and Banking
- ECO 315 Public Finance
- ECO 348 International Economics
- ECO 458 Seminar in Economic Development
- Plus One Departmental Elective with Department Approval
- ECO 414 History of Economic Thought is recommended.

Requirements for a Minor

Students earning a degree from any other Department may qualify for a Minor in any of the four fields offered by the Department of Economics and Business Administration. Each of the Minors requires the completion of 18 credits. On an exceptional basis, a student may request, and the Department may permit, substitution of other courses for required courses.

Minor in Business Administration

- ECO 201 Principles of Macroeconomics
- ECO 202 Principles of Microeconomics
- ECO 203 Principles of Accounting I
- ECO 335 Principles of Management
- Plus Two electives with Departmental Approval

Minor in Accounting

- ECO 201 Principles of Macroeconomics
- or- ECO 202 Principles of Microeconomics
- ECO 203 Principles of Accounting I
- ECO 204 Principles of Accounting II
- ECO 331 Intermediate Accounting I
- ECO 334 Business Law
- ECO 333 Cost Accounting
- or- ECO 340 Accounting and Management Information Systems
- Completion of both ECO 201 and ECO 202 is highly recommended

Minor in Economics

- ECO 201 Principles of Macroeconomics
- ECO 202 Principles of Microeconomics
- ECO 203 Principles of Accounting I
- ECO 301 Price Theory (Intermediate Micro)
- ECO 302 Income Theory (Intermediate Macro)

Any One of the following:

- ECO 313 Money and Banking
- ECO 315 Public Finance
- ECO 348 International Economics

Minor in Finance and Banking

- ECO 201 Principles of Macroeconomics
- ECO 202 Principles of Microeconomics
- ECO 203 Principles of Accounting I
- ECO 341 Financial Management I

Any Two of the following

- ECO 342 Financial Management II
- ECO 347 International Financial Management
- ECO 453 Investments and Portfolio Management
- ECO 454 Commercial Credit Analysis (only if prerequisite is satisfied)

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. Students are encouraged to plan this assignment with a departmental faculty member in their Junior year. There are no exceptions to this rule.

The Center for Finance and Banking

The Finance and Banking Center was established by the Faculty of Lincoln University in November 1994. A unit within the Department of Economics and Business, the Center enhances the quality of training provided by the Department through the achievement of the following objectives:

1. Develop and maintain an environment that a) prepares the student for success in a corporate culture, and b) creates a sense of achievement and status for students by their earning a Center Certificate.
2. Develop and maintain relationships with banks and other financial services companies for the express purpose of providing opportunities for, a) internships for students, b) employment opportunities for graduates, and c) bank and company based practical problem-solving situations, case studies or assignments as a part of course requirements.
3. Develop and maintain resources for scholarships, and materials for teaching and research.

COURSE DESCRIPTIONS

101. Introduction to Business and Entrepreneurship (3 credits)

This course will be designed for Freshman students from any major and will introduce a series of basic concepts about the formation and operation of business units in the economic, financial, and legal environments within an economy.

201. Principles of Macroeconomics (3 credits)

This course serves as an introduction to fundamental economic concepts and analysis, the determinants of the aggregate level of economic activity in a mixed economy, and fiscal and monetary policy. Topics will include inflation, full employment and the business cycle.

Prerequisite: MAT 110, ENG 102

202. Principles of Microeconomics (3 credits)

This course is an analysis of consumer and producer behavior under alternative market structures, the pricing of productive factors and issues in resource allocation.

Prerequisite: MAT 110, ENG 102

203. Principles of Accounting I (3 credits)

This course provides an understanding of the basic concepts of accounting. Students are expected to acquire proficiency in accounting for proprietorships. Coverage includes recording transactions, preparations of basic financial statements and maintenance of ledger accounts.

Prerequisite: MAT 110, ENG 102

204. Principles of Accounting II (3 credits)

This course is intended to present accounting for decision making. Principles of accounting for larger entities such as partnerships and corporations are addressed. Additional topics include cash flow analysis, cost-volume profit analysis, analysis of financial statements and elementary cost accounting.

Prerequisite: ECO 203

216. Personal Finance**(3 credits)**

This course is 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, healthcare, 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 inter-temporal decisions, the theory of economic policy are covered in this course.

Prerequisites: ECO 201, ECO 202, 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 and some of the basic econometrics models of the U.S. and Canadian economies will be studied.

Prerequisites: ECO 201, ECO 202, MAT 131.

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

This course covers probability distributions and their applications to business and economics decision problems - the Bernoulli, Binomial, Hyper-geometric, Poisson, Uniform and Normal distributions. Mathematical expectation theorems and their applications and statistical decision theory under certainty and uncertainty, including Bayesian and utility theories.

Prerequisites: MAT 141, ECO 201, ECO 202, ECO 204

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

This class deals with 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 will be covered.

Prerequisites: MAT 130, CSC 153, ECO 306.

313. Money and Banking**(3 credits)**

This class is a study of monetary policy and the Federal Reserve system, financial markets and financial intermediaries, the regulation and structure of the commercial banking industry, and international banking.

Prerequisites: ECO 201, ECO 202, ECO 204.

315. Public Finance**(3 credits)**

This course presents an analysis of various sources of financing government, such as taxation, debt and other non-tax revenues, in terms of their incidence and economic effects. An examination of current issues including the role of government in a market economy, functional specialization among the different levels of government, and policies toward poverty are included.

This course is open to Juniors and Seniors in other departments

Prerequisites: ECO 201, ECO 202, ECO 204; or Permission of the Instructor

317. Urban Economics**(3 credits)**

This course presents an economic analysis of pressing urban problems with a view to gaining an understanding of those problems and developing solutions to them. Urban problems to be examined include poverty, housing, health, transportation, pollution and crime.

This course is open to Juniors and Seniors in other departments

Prerequisites: ECO 201, ECO 202.

320. Entrepreneurship and Small Business Management**(3 credits)**

This course provides an overview of entrepreneurship and will teach students how to write a business plan, research a market, and keep accounting records. The legal, financial, organizational planning and human relations aspects of small businesses will be covered. Students will discuss aspects of launching a new venture and explore the use of computers for keeping inventories, payroll, and purchasing. The focus will be on business cases.

331. Intermediate Accounting I**(3 credits each)**

The topics considered in this course include an in-depth analysis of the treatment applicable to each balance sheet account, financial statements and net income concepts, generally acceptable accounting principles, and interpretation of financial statements.

Prerequisite: CSC 151, ECO 201, ECO 202, ECO 204

332. Intermediate Accounting II**(3 credits)**

This course entails a continuation of the study of technical financial accounting and reporting which was initiated in Intermediate Accounting I. Follow up inquiry will be made on the topics of the underlying concepts of financial accounting and on the following subjects: the basic accounting process, basic financial statements, time value of money and current assets.

Prerequisite: ECO 331

333. Cost Accounting**(3 credits)**

The procedures utilized by manufacturing and service firms for determining production costs are covered in this course. Topics include: job-order and process costing, planning and controlling costs and allocation of overhead costs. Controllershship is discussed including the following topical areas: responsibility accounting, forecasting, costs analysis and budgeting.

Prerequisites: CSC 151, ECO 204.

334. Business Law**(3 credits)**

This course is an introduction to the body of law that governs business transactions and employment. The course will stress the Uniform Commercial Code as it applies to secure transactions, commercial papers and sales. Employment relationships, employer-employee labor relations and discrimination, and independent contractors are examined.

This course is open to majors in other departments.

Prerequisites: ECO 201, ECO 202, ECO 204; 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, ECO 202, ECO 203

336. Managerial Economics**(3 credits)**

Decision-making in the modern business firm, demand and cost analysis, inventory problems, investment problems, and deterministic and probabilistic models of managerial operations are analyzed. Applications in transportation and other public utility corporations will be emphasized.

Prerequisites: MAT 141, ECO 335.

337. Marketing**(3 credits)**

This course surveys marketing objectives, functions, and problems. The emphasis is on management of product development, distribution and promotion. Consumer considerations and social responsibilities are analyzed.

Prerequisites: ECO 201, ECO 202; or Permission of the Instructor.

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: CSC 151, ECO 201, ECO 202, ECO 204.

339. Tax Accounting - Business**(3 credits)**

This course covers the Federal and State Income Tax laws and regulations for partnerships and corporations. The unique accounting and tax planning problems are analyzed and alternative solutions evaluated from the business taxpayer's advantage.

Prerequisite: ECO 338.

340. Accounting and Management Information Systems**(3 credits)**

This course will introduce students to data processing systems for the informational needs of financial and managerial accounting. Topical coverage will include system design, implementation, operation, and system upgrading. A commercial accounting software will be used to bridge the gap between theory and practice.

Prerequisites: CSC 151, ECO 201, ECO 202, ECO 204.

341. Financial Management I**(3 credits)**

This course presents an introduction to fundamental concepts in financial management and financial statement analysis. Long term investment and financing decisions, and related financial policy problems, working capital management with an emphasis on cash management are addressed.

Prerequisites: MAT 130, MAT 141, ECO 201, ECO 202, ECO 204.

342. Financial Management II**(3 credits)**

This is an intermediate financial management course. Emphasis will be placed on practical business applications and computer methods in financial management.

Prerequisites: ECO 341.

347. International Financial Management**(3 credits)**

The course emphasis is on financial decision making and policies of the international corporation. Risks and returns of international investments, corporate strategy and the decision to invest abroad, including joint ventures with national governments and foreign private enterprises are examined. The management of short term capital flows in the multinational firm as well as concepts, definitions and measurements of exposure and risks are analyzed.

Prerequisites: ECO 341.

348. International Economics**(3 credits)**

This course covers the International Monetary System in world trade and payments and the balance of payments, concepts, definitions and measurement. Theories of balance of payments adjustment under various exchange rate regimes, and capital flows. As well as foreign currency markets and their role in trade financing and investment. International lending and the foreign debt problems of less developed countries are covered.

Prerequisites: ECO 201, ECO 202.

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.

414. 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.

Prerequisites: ECO 301 and ECO 302.

431. Advanced Accounting**(3 credits)**

This course delves into aspects of comprehensive advanced accounting problems faced by private enterprises and reviews general accounting theory and current applications in relation to legal, administrative and financial mandates for private concerns. Its topics include: foreign currency, mergers and consolidations and fund accounting.

Prerequisites: ECO 332.

435. Organizational Behavior**(3 credits)**

This course reviews relationship of individuals and groups with organizational entities and analyzes, in depth, motivation, leadership, technology, and social control in business and nonprofit organizations.

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. International Business**(3 credits)**

This course deals with the overview of current international business patterns, what makes international business different from domestic business; the social systems within countries as they affect the conduct of business from one country to another; the major theories explaining international business transactions and the institutions influencing the activities.

Prerequisite: ECO 201, ECO 202.

442-443. Selected Topics in Business and Economics**(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, problems of risk and insurance, investments, management accounting, entrepreneurship and the principles of formulating and implementing a business plan.

Prerequisite: Permission of the Instructor.

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 201, ECO 202, ECO 204, ECO 335.

453. Investment and Portfolio Management

(3 credits)

This course will survey methods for the analysis of investments in equity and debt securities.

Prerequisite: ECO 341, 342 [ECO 342 may be taken concurrently]

454. Commercial Credit Analysis

(3 credits)

The student will be introduced to the basic skills of evaluating the credit worthiness of business borrowers.

Prerequisite: ECO 332, ECO 341

455. Seminar in Bank Management

(3 credits)

A seminar approach will be used to survey the major strategy and policy issues facing bank management, including the balancing of maturities between assets and liabilities, liquidity requirements, the administration of loan portfolios, the acquisition of funds, adequacy of investor capital, the regulatory environment, and international banking.

Prerequisites: Senior Status, ECO 453, ECO 454 [ECO 453 may be taken concurrently.]

456. Seminar in Accounting Policy

(3 credits)

This seminar is an in-depth examination of the development of accounting policies and their integration into emerging accounting and auditing issues. Students will research a wide range of technical topics in the professional literature. Discussions of student research will then address the ethical, behavioral, economic, and societal dimensions of the process of developing accounting and auditing standards. Attention will be given to the regulatory process. Implementation of accounting concepts within organizations will also be discussed. Topical areas will include all of the specialized areas within accounting, such as financial, managerial, tax, governmental, public interest, international, auditing, and accounting information systems.

Prerequisites: Senior Status, ECO 332.

457. Seminar in Business Management and Entrepreneurship

(3 credits)

This course is designed to survey the experiences of successful entrepreneurs and the transition of their businesses into professionally managed ventures. Key factors that lead to the successful establishment and running of a new business will be emphasized. Students will be encouraged to research and report on significant entrepreneurial cases.

Prerequisites: Senior Status, ECO 201, ECO 202, ECO 204

458. Seminar in Economic Development

(3 credits)

This seminar will examine the process of economic growth and the development of local and national economies. Attention will be divided between the American economy and issues of development in countries around the world. Particular emphasis will be placed on the interrelationships between the cultural, social, and economic influences on the behavior of people, and the controversies about the role that governments should take in directing or promoting economic development.

Prerequisites: Senior Status, ECO 301, ECO 302

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

Associate Professor:	James L. DeBoy, Ph.D., Chairperson
Assistant Professor:	Elaine R. Green, Ed.D. Cyrus D. Jones, M.S., Athletic Director
Instructors:	Carl B. Wilson, M.S., A.T.C. Lynda Mitchell, M.A.
Lecturer:	Sally B. Wagner, M.S.

The Health, Physical Education, Recreation and Athletics Department (HPERA) is comprised of both an academic unit (HPER) and service component (Athletics and Intramurals). HPER offers three distinct majors: (1) Health & Physical Education (HPE); (2) Therapeutic Recreation (TR); and (3) Health Science (HS). Additionally, HPER provides a basic instruction program (Wellness & Lifetime Sports) that is required for all students; HPR 101 and 102 are usually completed during the Freshman year.

Veterans' basic training in the armed services cannot be substituted for the 101 requirement. However, students with current certification of paramedic training may petition to test out of HPR 101.

A prescribed uniform is issued to all students formally enrolled in HPR 102. This uniform (shirt and shorts) is distributed from Rivero Hall. The laboratory fee associated with this course covers the uniform cost.

The major in Health and Physical Education is certified by the Pennsylvania Department of Education for teaching grades K12 in both health and physical education. The Therapeutic Recreation major is nationally accredited by NRPA/AALR's Council on Accreditation; upon graduation, TR students will be eligible to apply for national certification (NGTRC). This major prepares students to deliver recreation and leisure services to special needs populations. The Health Science (HS) major is designed to prepare students for graduate study in the allied health fields. Two tracks are available: (a) clinical (preparation for physical therapy, occupational therapy, cardiac rehabilitation, exercise physiology Master degree programs) and (b) applied (preparation for health promotion/wellness management, health education, community health, fitness management, rehabilitation counseling, health administration Master degree programs).

Both intercollegiate Athletics and Intramurals are administered under the HPERA Department.

REQUIREMENTS FOR THE HEALTH AND PHYSICAL EDUCATION MAJOR

I. Professional 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): 150, 265, 205, 206 or 20T, 305, 3PW, 308, 315, 312, 314, 315, 402.

II. Education Requirements:

- a. 15W, 2PT, 20S, 30W, 305, 401, 422.

III. Natural Science Requirements:

- a. General Biology 101, 205; Math 102.

REQUIREMENTS FOR THE THERAPEUTIC RECREATION MAJOR

I. Professional Course Requirements:

- a. Activity Courses: Select 3: 110, 210, 221, 230, 310, 319, 320, Studio Art Courses.
- b. Theory Courses Required: HPR 20G, 37W, 304, 315, 31S, 334, 40W, 402, 408.
Select 2: HPR 205, 206 or 20T, 30T, 312, 330.
- c. HPR 298: Internship
- d. BIO 101, 205; PSY 31S; SOC 310

REQUIREMENTS FOR THE HEALTH SCIENCE MAJOR

I. Core

- a. HPR 125, 205, 20T or 206, 2H8, 26S, 3PW, 308, 330, 402.
- b. BIO 101, 102, 205, 206; SOC 101; PSY 101, 30S or 31S

II. Distribution (Select any 4)

- a. HPR 150, 275, 312, 314, 315, 408
- b. PSY 207
- c. SOC 310

III. Clinical (Strongly recommended)

- a. CHE 101, 102, 203, 204
- b. PHY 101, 102
- c. MAT 114
- d. BIO 207

IV Applied (Strongly recommended)

- a. HPR 20G
- b. HPR 110, 210, 230, 310 (Select 2)
- c. ENG 203

COURSE DESCRIPTIONS

101. Dimensions of Wellness

(2 credits)

Health topics studied in this course are: health-related fitness, nutrition and weight control, stress management, drug education and human sexuality. Application and analysis are emphasized.

102. Lifetime Sports

(1 credit)

In this course knowledge and skill are emphasized in two different lifetime sports (e.g., badminton and bowling; swimming and conditioning).

105. Gymnastics: Tumbling and Apparatus

(2 credits)

This course teaches 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, and ropes are also covered. An 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 are covered. Activity analysis will be emphasized.

150. Introduction to Nutrition

(3 credits)

This course introduces the basic principles of human nutrition. Topics will include: nature and function of macronutrients and micronutrients; digestion; food advertising, food packaging, and food labeling; optimal nutrition; and energy transformations. Students will be afforded opportunities to develop and execute personal plans for healthy eating based upon individual self-assessments.

200. Officiating of Sports

(2 credits)

This class teaches the principles, techniques, rules and regulations for officiating dual and team sports. Theory and practice with required laboratory sessions in actual officiating.

26S. Introduction to Health, Physical Education and Recreation (Speaking Emphasis) (26S)

(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.

20G. Leisure and Play

(3 credits)

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

205. Personal and Community Health

(3 credits)

This class teaches about the problems and practices involved in the improvement of individual and community health; human sexuality; drugs and man; nature of communicable, chronic, degenerative, and acute diseases; air, water, and noise pollution.

206. Health Science and First Aid

(3 credits)

This course is split into clinical (206) and applied (20T) sections. The clinical approach will investigate the major structures of the body as applied to allied health professions. The applied approach will discuss physical activity programming in corporate and business settings. 20T and 206 will alternate each year.

210. Dual Sports

(2 credits)

This class teaches the skills and knowledge needed to teach/deliver: badminton, tennis, handball, fencing, wrestling, table tennis, billiards, and various table games. Activity analysis will be emphasized.

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.

230. Aquatics

(2 credits)

Aquatic activities for the advanced swimmer, and the development of personal skills in swimming for lifesaving with emphasis on teaching methods and techniques are covered in this class which is not open to beginners.

298. Therapeutic Recreation Internship

(2 credits)

This is a 10-15 week clinical experience in a habitation/rehabilitation setting under the supervision of a NCTR-certified specialist.

2H8. Health Science Internship

(2 credits)

This is a 10-15 week applied/clinical experience in an allied health setting, e.g., PT/OT/cardiac rehab/YMCA-YWCA.

30I. Travel and Tourism

(3 credits)

This course provides an introduction to the principles and practices of travel and tourism as one aspect of recreation-leisure services. The history, development, organization, and growth of the travel industry will be discussed as well as the sociological, psychological, economic, and geo-political significance of tourism.

Prerequisite: HPR 27W or permission of instructor.

304 Principles of Therapeutic Recreation

(3 credits)

This course is designed to provide an understanding and appreciation of the contribution that therapeutic recreation has made to habilitation and rehabilitation services in community and institutional settings. Models and theories of therapeutic recreation services, history, philosophy and principles of therapeutic recreation, professional development and credentialing will be addressed. Opportunities to observe TR in the field will be provided.

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.

Prerequisite: HPR 201

307. Physiology of Exercise (3PW)

(3 credits)

This course examines the functions of the human body and the physiological changes in the human organism due to physical exercise as well as applications to specific problems of the health and physical education program.

Prerequisite: Biology 205 or permission of instructor.

308. Kinesiology

(3 credits)

This course presents a study of the principles of human motion. Anatomical and mechanical analysis of everyday and physical education activities are emphasized for the purpose of promoting normal physical development and improvement of performance.

Prerequisite: Biology 205 or permission of instructor.

310. Team Sports

(2 credits)

This course teaches the skills and knowledge needed to teach/deliver: field hockey, lacrosse, speedball, soccer, football, softball, volleyball, and basketball. Activity analysis will be emphasized.

311. Methods of Teaching Health and Physical Education (31S)

(3 credits)

Development of necessary skills and experiences essential for the teaching of health and physical education in elementary and secondary schools as well as principles, methods, curriculum patterns and resources involving teaching health and physical education, and individual teaching experience within the group are all covered in this class.

Prerequisite: HPR 201

312. Health Service and Instruction**(3 credits)**

The methods, practice and observation of health education programs, health examinations, follow-up procedures, special classes, school feeding and hygiene of the school environment are covered in this course.

Prerequisite: HPR 26S or permission of instructor.

314. Athletic Injuries**(3 credits)**

This course covers the 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: BIO 205 or permission of instructor.

315. Adapted Physical Education**(3 credits)**

This course presents a multidisciplinary approach of physical education as an integral part of the Individualized Education Plan and Individualized Treatment Plan team. It also addresses psychomotor assessment, developmental teaching, and program implementation. All course materials are applicable to both disabled and non-disabled students. Included in the course are units on special populations presenting their needs, interests and implications for physical education and recreation. Students are afforded the opportunity to field test theoretical constructs, including leadership skills, via laboratory experiences throughout the course.

318. Therapeutic Recreation Programming**(3 credits)**

Programming 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.

319. Therapeutic Recreation Programming**(3 credits)**

Programming 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.

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)**

This course presents study of contemporary dance techniques and the basics of composition and promotes development of knowledge, skills, and appreciation of modern dance through the presentation of fundamental techniques. The course is designed to prepare teachers and therapists in the elements of modern dance activities.

330. Issues/Trends in Allied Health Professions**(3 credits)**

Current issues and challenges confronting the allied health fields are explored. Provisions are made for students to seek solutions to these health problems through individual and cooperative work.

Prerequisites: JR/SR, Health Science, Biology or Therapeutic Recreation major.

334. Recreation Leadership

(3 credits)

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

Prerequisites: HPR 206 or permission on instructor.

37W. Community Recreation

(3 credits)

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

40W. TR for Selected Populations (writing emphasis)

(3 credits)

This course provides an opportunity for students to broaden their experience in therapeutic recreation. An overview of human motor development, motor learning, mental retardation, cerebral palsy, social-emotional disability, aging, learning disabilities head/trauma and corrections will be presented. The implications for recreation with these special populations will be discussed. Students will plan, and evaluate individualized prescriptive recreation program 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, camp education, and games of low organization.

402. Organization, Administration and Supervision of Health, Physical Education and Recreation

(3 credits)

This course covers procedures in teaching, organization, administration and supervision of H.P.E.R. as well as organization of participants, selection and organization of activities, planning of time and space, utilization and care of equipment, procedures for effective administration, budgeting, and legal issues.

Prerequisites: HPR 26S 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

Professor:	Mapule F. Ramashala, Ed.D., Director
Associate Professors:	Linda J. Stine, Ph.D. Szabi Ishtai-Zee, Pd.D.
Assistant Professors:	Virginia Johnson-Smith, Ph.D. Rosemary Madl, Ph.D.
Instructor:	Sherman Patrick, M.A., M.P.H.
Lecturer:	Violet Plantz, M.H.S.
Director of Field and Recruitment:	Jernice Lea, M.A.
Field Coordinators/Recruiters:	Nancy Jenkins-Ryons, M.Ed. Joan Eastmond, M.H.S. James Peterson, M.H.S.

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 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 4 consecutive semesters.

Students attend four academic classes each Saturday for eight hours credit. 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.

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 document.

Students must select a professional person with a Master's degree or higher to serve as their Preceptor throughout the program.

ADMISSION REQUIREMENTS

To be eligible for admission into the Master's of Human Services Program an applicant must:

1. be currently employed in human services work (volunteers are accepted in special cases),
2. have a Baccalaureate degree plus at least one year of successful work experience, or five years of such experience if applicants have less than a Baccalaureate degree,
3. complete application packet,
4. successfully complete the admissions testing process and interview

ADMISSION PROCEDURES

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

Prior to beginning the MHS Program, some students may be required to sharpen their academic skills by participating in the Pre-Graduate Semester in Writing and Critical Thinking Skills. Students in this premaster's program earn 8 graduate credits (winter version: courses HUS 501, 502, 503). During the premaster's semester, students receive intensive practice in writing, grammar and critical thinking, as well as instruction in word processing via the Apple IIc computer with Appleworks software or PCs using DOS and Windows based software. All students enrolled in this semester have computers for home use provided on loan from the university.

COURSE DESCRIPTIONS

601. Communication Applications in Human Services (3 credits)

This course presents an exploration of the fundamentals of effective communication in academic and human service environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

602. Critical Thinking in the Social Sciences (2 credits)

This course gives instruction in recognizing and experiencing the cognitive tasks essential to professional development. Using reading selections from psychology, sociology and ethics, students will work through the steps of Bloom's taxonomy: knowing, comprehending, applying, analyzing, synthesizing, and evaluating data.

603. Technical Applications in Human Service Communication (3 credits)

This class provides computer-assisted and teacher-directed writing practice. In a laboratory setting, students will review and refine their grammar and organizational skills, while learning word processing as a tool for producing effective professional writing.

611. 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.

612. Psychology for Human Services (2 credits)

Psychology for human services focuses upon general psychological theories as they relate to the field as well as an awareness of the prerequisite skills a child must have already mastered in order to successfully learn and apply a new skill.

613. 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.

614. 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.

615. 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.

616. 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 the student's proposed field projects for the remainder of the graduate program.

621. 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.

622. 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.

623. 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 inter-relatedness of human services organizations and groups.

624. 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.

625. 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.

626. 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.

631. Ethics and Groups**(2 credits)**

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

632. Dynamics of Face-to-Face Groups**(2 credits)**

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

633. Social Analysis of Human Systems**(2 credits)**

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

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

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

635. Theory and Practice Integration Seminar**(2 credits)**

The field seminar focuses on students' work and professional experiences from the perspective of the 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.

636. Constructive Action**(2 credits)**

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

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 pre-assessment 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.

MASTER OF SCIENCE IN ADMINISTRATION

The Master of Science in Administration (MSA) program is designed for the full-time professional in the educational, business or human resources fields who requires additional training in administration. Developed to respond to the supervisory needs of an increasingly diverse workforce, the MSA program was designed to focus on team building, cooperative planning, site based management, and the impact of technology on administration and decision making.

The MSA features three concentrations to address the needs of its students. These concentrations are: Education Administration, Business Administration and Human Resource Administration. A concentration in Criminal Justice Administration may be developed in the near future.

The MSA program is a non-traditional graduate program requiring students to attend classes on the weekend, with completion of the degree in two years. Requirements for admission to the program include: a Bachelor's degree, work experience, the Graduate Record Exam (GRE) and a 500-1000 word essay on professional plans and objectives. The student will take five core courses and five courses in a specialized tract. Any grade below a "C" will not be counted for graduate credit. A 3.0 cumulative grade point average is required for graduation.

The MSA program has thesis and non-thesis options. The thesis option requires the student to complete a document and defend it orally. A non-thesis option, requires the student to complete 36 credit hours instead of 30. Qualitative and Quantitative Research, and an advanced statistics course are required for the non-thesis option, with the student being allowed to substitute one course, from the other tracts, for the thesis preparation course.

Curriculum for Masters of Science in Administration Degree

MASTER OF SCIENCE IN ADMINISTRATION DEGREE

Required Core (5 courses)

- MSA 701 Research Methodology
- MSA 703 Coping with Diversity
- MSA 704 Management Information Services
- MSA 710 Human Resources Management
- MSA 744 Accounting Finance and Budgeting for Non-Financial Managers

EDUCATION CONCENTRATION

- * MSA 732 Foundations of Education
- MSA 734 School Law
- MSA 736 Elementary and Secondary School Administration
- MSA 738 Curriculum Design and Instructional Improvement
- MSA 740 Staff Development and Program Evaluation
- MSA 742 Supervision and Instruction in the Elementary and Secondary Schools

BUDGET AND FINANCE CONCENTRATION

(5 courses from following list)

- MSA 726 Thesis Preparation
- MSA 746 Strategic Management
- MSA 747 Management of School Fiscal Affairs
- MSA 748 School Logistics Management
- MSA 749 Seminar in Educational Policy

HUMAN RESOURCE CONCENTRATION

- MSA 720 Human Development
- MSA 722 Professional Ethics
- MSA 724 Strategies of Community and Program Development
- MSA 725 Thesis Seminar
- MSA 746 Strategic Management

* Only required for those students who need work in the area

COURSE DESCRIPTIONS

701. Research Methodology

(3 credits)

Emphasis will be placed on the processes of research and evaluation used by the social scientist/educator to examine areas of human behavior; to identify educational needs of targeted populations, to develop and assess education intervention procedures and programs and to recommend areas for policy focus. Students will examine the role of the researcher; the relationship between theory and data; conceptualization of research questions, hypotheses, research designs, methodological issues in social research; sampling; specification and measurement of outcomes; evaluation of program elements and entire programs; methods of social science and behavioral research; and practical limitations and ethical issues related to research.

703. Coping with Diversity

(3 credits)

This course examines the nature of prejudice and institutional "isms" with the focus on the school system. The course reviews Workforce 2000 and presents models for understanding cross-cultural diversity and learning to manage conflicts. A cross-cultural context of helping relationships with students will be examined.

704. Management Information Services

(3 credits)

This course is for students who are involved in developing and analyzing the informational systems needed in both profit and non-profit business entities. Students will be introduced to business organizations and their informational needs. They will understand the methods, techniques, and information technology needed in business. The course materials covered will include the fundamentals of computer systems and technology needed to create a systems architecture, principles of information systems analysis and design process, and systems implementation and evaluation. Students are expected to use theoretical concepts to understand existing management information systems already in use. The course will introduce students to computer software used in designing and implementing a practical management information system.

706. Professional Communication

(3 credits)

This course provides students an opportunity to identify, analyze and practice the oral and written skills necessary for effective communication at the professional level. Focus will be on learning techniques required for successful grantsmanship.

710. Human Resource Management

(3 credits)

The purpose of the course is to teach students the basic concepts of management. The emphasis will be on human resource management in the highly competitive global environment. We will address current issues in management and discuss case studies. The current legal and political environment will be the background for studying governmental influences on organizations.

720. Human Development

(3 credits)

Emphasis is placed on the study, integration and application of concepts pertaining to the nature and needs of the individual in such areas as learning, motivation, development, interpersonal relationships, and assessment of self-needs and strengths.

722. Professional Ethics

(3 credits)

This course will focus on the theoretical and historical background of professional ethics. A variety of approaches to values will be distinguished, e.g., philosophical, psychological and interdisciplinary. A wide conception of ethical issues will be adopted. Elements of political, social and legal philosophy will thus be emphasized.

724. Strategies of Community and Program Development

(3 credits)

This course will set forth principles of systems of theory and related concepts as applied to the development of viable programs and innovative projects within both organizational and community settings. The symbiotic relationship between organizational sub-systems, the organizational system itself, and the organizational and environmental interface will be emphasized. The relevance of social trends, social policy, economic factors and political variables will be addressed.

725. Thesis Preparation

(3 credits)

The thesis must reflect the critical review and analysis of the major theoretical frameworks through which economic and business administration have evolved; the linkages between the frameworks and current ideas and practices in economics and business administration; and identification and conceptualization of an economics and business problem in to a research able hypothesis.

Prerequisites: MSA 701 and open to second year students

726. Thesis Seminar

(3 credits)

The thesis will entail a social intervention to be implemented in an appropriate agency, community or school setting, with the intervention preceded by a needs assessment which will provide justificatory and supported data and followed by evaluation process which will attest to the interventions outcomes and results.

Prerequisites: MSA 701 and open to second year students

732. Foundations of Education

(3 credits)

This course reviews information on the philosophical, historical, social, cultural, political and economic foundations of education. Students will analyze professional aspects of education, i.e., collective bargaining, strikes, professional organizations. Additionally, the course examines and evaluates curricular innovations in education. Students will critique contemporary issues of American education and apply their knowledge of the American educational system to developing and writing a plan to meet the learning needs for the next decade.

734. School Law**(3 credits)**

This course is designed to provide the students with basic knowledge of the law directly affecting public education in the United States. The material will cover principles of law applied to the problems of education. The students will be required to analyze and synthesize judicial interpretations of constitution, statutes, rule and regulations, and the common law in an objective manner. Moreover, the students will be challenged to concern themselves not only with what school law is, but with what it should be.

736. Elementary and Secondary School Administration**(3 credits)**

This course is designed to equip current and future elementary and secondary principals with the process, concepts, and competencies required to change complex organizational environments. The goal is to prepare effective leaders who can shape and direct effective schools. Emphasis will be given to the various dimensions of the leadership role in schools and to problem-solving and decision-making processes.

738. Curriculum Design and Instructional Improvement**(3 credits)**

This course examines the major educational curricular philosophies, both historical and current, and their implications for the development of curriculum in contemporary settings. The main focus is on four types of curriculum work: realizing a curriculum in a classroom; managing a curriculum in a school or local school setting; curriculum policy-making; and the development of curriculum plans and materials. This course provides opportunity to design instructional units across the various disciplines.

740. Staff Development and Program Evaluation**(3 credits)**

This course will introduce several models of staff development through readings and field work. Special attention will be given to developing a personal model of staff development. Students will be required to plan a staff development program including a program evaluation component. Throughout the course, participants will keep a portfolio of their work - journals, projects, assignments, notes - which they will use to generate questions, to respond to each others issues and concerns, and to assess their own learning.

Corerequisites: MSA 701 students must have completed the required core courses and the other three courses in the Education Concentration

742. Supervision and Instruction in the Elementary and Secondary Schools**(3 credits)**

This course is designed to acquaint students with supervision for instructional improvement. Students will examine the assumptions and goals which have guided supervision of teachers throughout different movements, develop knowledge of the interpersonal characteristics and functions required of a supervisor, and reflect upon the supervisor's role in creating positive educational change.

744. Accounting, Finance and Budgeting for Non-Financial Managers**(3 credits)**

This course is a critical survey of accounting, finance and budgeting. It is intended to equip non-financial managers to utilize financial information in decision making. The course will equip managers with a sufficient understanding of the working vocabulary to ask the appropriate questions and interpret jargon laden answers.

746. Strategic Management**(3 credits)**

This course will teach students the concepts and techniques of strategic management, i.e., developing a vision and a mission, setting objectives, crafting a strategy, strategy implementation and execution, and finally evaluating performance, reviewing the situation and initiating corrective adjustments. We will discuss why strategic management is an ongoing process, who are the strategy managers, and the benefits of a "strategic approach" to managing.

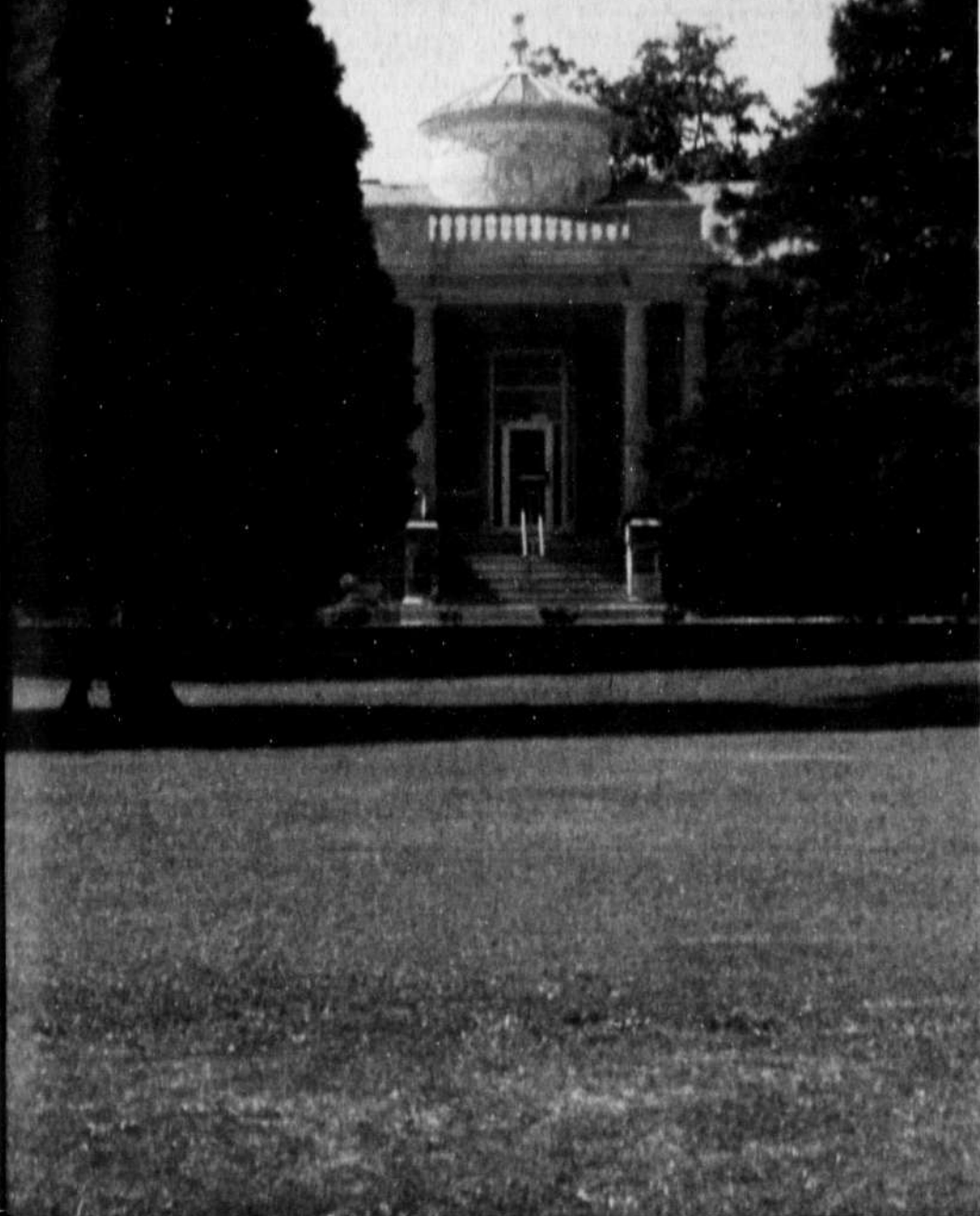
750. Advanced Seminar in Qualitative Methods for Applied Social Research

(3 credits)

This course will provide students with a theoretical and practical understanding of a variety of qualitative methods used by social scientists for the analysis of various field settings. The methods presented will be drawn primarily from sociology, anthropology, social psychology and communicology. The course will purvey relevant concepts, theoretical explanations, and epistemological background as well as hands on experiences in research practice.

This course may be substituted for the thesis.

**FACULTY AND
ADMINISTRATION**



Faculty

Sudarkasa, Niara, University President

A.B., Oberlin College; M.S., Columbia University; Honorary Degrees, Fisk University, Oberlin College, Sojourner-Douglass College, Franklin and Marshall College, Susquehanna University, State University of New York at Binghamton, Hobart and William Smith Colleges, University of Nigeria at Nsukka, University of Louisville, University of Fort Hare, Radcliffe College, Seton Hill College, Lehigh University

Abel, Robert W., (Part-time) Visiting Lecturer in Education

B.S., M.S., Millersville University

Aleong, Chandra, Lecturer in Economics and Business

B.A., University of the West Indies; M.B.A., University of Toronto

Alford, Leverne, (Part-time) Adjunct Instructor, Master of Human Services

M.H.S., Lincoln University

Amos, Alvin E., Professor of Music, Chairperson, Department of Music

B.A., Xavier University; M.M., Colorado State University; Ed.D., University of North Carolina

Asaithambi, N.S., Associate Professor of Mathematics; Chairperson, Department of Mathematics and Computer Science

B.Tech., M.S., Indian Institute of Technology; Ph.D., University of Wisconsin-Madison

Assmussen, Sara M., (Part-time) Adjunct Assistant Professor, Master of Human Services Program

B.A., Boise State University; M.A., Ph.D., University of Toledo

Atherton, Alexine L., Professor of Political Science

B.A., Bryn Mawr College; M.S., Ph.D., University of Pennsylvania

Babatunde, Emmanuel D., Associate Professor of Sociology/Anthropology; Director of the Honors Program

Diploma, University of Ibadan; B.D., Urbana University; Diploma, M.Lit., D.Phil., Oxford University; Ph.D., London University

Bancroft, Nancy, (Part-time) Adjunct Assistant Professor, Master of Human Services Program

B.A., Harvard University; M.A., Columbia University; Ph.D., Harvard University

Barimani, Ali, Instructor of Computer Science

B.A., M.S., West Chester University

Barnett, Richard-Laurent, Professor of Languages and Linguistics; Director, Center for the Comparative Study of the Humanities

Baccalauréat, Lycée Tournand (Geneva, Switzerland); B.A., City University of New York; M.A., State University of New York; Maîtrise de Lettres Modernes, Doctorat (Docteur-ès-Lettres, Agrégation (Agrégé des Lettres), Université de Genève (Geneva, Switzerland); M. Phil., Ph.D., Brandeis University

Bastas, Efthimia, (Part-time) Adjunct Assistant Professor, Master of Human Services Program

B.A., University of Pennsylvania; M.Ed., Ph.D., Temple University

Beaver, Jina, (Part-time) Instructor of Theater Arts and Theater Manager

B.A., M.Ed., Pennsylvania State University

Bhat, Ramachandra K., Assistant Professor of Chemistry and Research Scientist in Chemistry

B.S., Mysore University; M.Sc., Banaras Hindu University; M.S., Ohio State University; Ph.D., Rutgers University

Brun-Zejmis, Julia, Associate Professor of Russian

M.A., University of Warsaw; Ph.D., University of Texas-Austin

Bryson, Albert, Instructor/Catalog Librarian

B.S., M.L.S., University of Kentucky

Button, Marilyn D., Associate Professor of English

B.A., Tufts University, Jackson College; M.A., University of Chicago; Ph.D., University of Delaware

Cao, Zwoya, Assistant Professor of Languages

B.A., Beijing Teachers' College; M.A., Ph.D., The Pennsylvania State University

Carew, Joy G., Associate Professor of Languages; Director, Center for the Study of Critical Languages

B.A., Case Western Reserve University; M.A., University of Illinois; M.A., Cornell University; Ph.D., Illinois Institute of Technology

Carlson, Robert Neal, Assistant Professor; Serials Librarian

B.A., Albright College; M.L.S., Villanova University

Chapp, Jeffrey A., Assistant Professor of Art

B.S., Appalachian State University; M.A., Purdue University; M.E.A., University of Delaware

Chikwean, John O., Associate Professor of Biology

M.Sc., St. Andrews University; Ph.D., Ohio University

Childs-Leatherbury, Linda, Lecturer, Department of Economics and Business Administration

B.S., Drexel University; M.S., Widener University

Chopra, Mahinder S., Associate Professor, Assistant Librarian in Charge of Reference

B.S., M.S., University of Delhi, India; M.L.S., Villanova University; M.S., University of Pennsylvania

Dade, Lennell, Assistant Professor of Psychology

B.S., Lincoln University; M.A., Indiana University of Pennsylvania; Ph.D., Howard University

Dadson, William K., Professor of Business; Chairperson, Department of Economics and Business

B.A., M.S.B.E., Texas Tech University; M.A., M.I.M., Ph.D., University of Denver

DeBoy, James L., Associate Professor of Recreation, Chairperson, Department of Health, Physical Education and Recreation

B.S., Ursinus College; M.S., Springfield College; Ed.D., University of Delaware

Dickey, Thomas M., Associate Professor of Economics

B.S., Oklahoma State University; M.A., M.S., Ph.D., Michigan State University

DiFilippo, Anthony Joseph, Professor of Sociology; Acting Chairperson, Department of Sociology, Criminal Justice and Anthropology

B.A., Cheyney University; M.A., Ph.D., Temple University

Dowdye, Edward, (Part-time) Lecturer; Lab Instructor

B.A., Hampton Institute; Diplom., University of Heidelberg

Edgar, Susan T., (Part-time) Adjunct Assistant Professor, Master of Human Services Program
M.H.S., Lincoln University; Ph.D., Temple University

Engling, Ezra S., Associate Professor of Spanish; Chairperson, Department of Languages and Linguistics

B.A., Ph.D., University of the West Indies

Favor, Kevin E., Assistant Professor of Psychology; Consulting University Psychologist

B.A., Morgan State University; M.A., Washington University; Ph.D., University of Illinois

Fekade, Abeda, Assistant Professor of Psychology

B.A., Metro State College; M.S., Ph.D., Howard University

Flint, Dana R., Professor of Philosophy;

Chairperson, Department of Philosophy

B.A., St. Olaf College; M.Div., Yale University; Ph.D., Temple University

Foor, Sheila Marie, Associate Professor of English

B.A., M.A., Eastern Illinois University; Ph.D., Ohio State University

Gaither-Hardy, Denise M., Instructor of Psychology

B.A., Delaware State College; M.A., University of Delaware

Goode, Eslanda, (Part-time)

Instructor of Russian; Research Assistant, Center for the Study of Critical Languages

B.A., M.A., University of Moscow

Green, Elaine R., Assistant Professor of Recreation

B.A., East Stroudsburg State College; M.A., University of Scranton

Harris, Kevin, Assistant Professor of Art; Acting

Chairperson, Department of Fine Arts

B.A., Hampton University; M.F.A., University of Cincinnati

Henderson, B. Marshall, Professor of Biology;

Chairperson, Department of Biology

B.S., North Carolina Central University; M.S., Purdue University; D.V.M., Tuskegee University

Hoffman, Sandra J., Associate Professor of Education

B.S., M.S.Ed., Ph.D., University of Pennsylvania

Howe, Todd A., Lecturer, Department of Sociology

B.S., Washington and Lee University; M.S., Oklahoma State University

Huq, Mazharul, Associate Professor of Physics

B.Sc., M.Sc., Dhaka University; Ph.D., Glasgow University

Ishtai-Zee, Szabi, Associate Professor, Master of Human Services Program

B.S.W., M.Ed., Temple University; Ph.D., Union Graduate School

Jones, Cyrus D., Assistant Professor of Physical Education and Athletics; Cross Country and Track Coach; Director of Athletics

B.S., Florida A. & M. University; M.S., Indiana University

Joseph, Patricia, Assistant Professor of Sociology

B.A., Cheyney University; M.S.S., Ph.D., Bryn Mawr School of Social Work

Keller, Susan, Instructor/Acquisitions Librarian

B.M., Ithaca College; M.S., Drexel University

Kennedy, Pearl J., Vice President for Urban Studies; Professor of Education

B.S., Fisk University; M.S., Tennessee State University; Ed.D., University of Tennessee

Kinsey, Penelope J., Professor of Psychology; Chairperson, Department of Psychology

B.A., Florida A. & M. University; Ph.D., Indiana University

Klauk, E. Russell, Assistant Professor of Education

B.A., Gettysburg College; Ph.D., University of North Carolina

Kwame, Saforo, Associate Professor of Philosophy

M.A., University of Ghana; Ph.D., University of Cincinnati

Langley, Robert, Associate Professor of Chemistry

B.S., Lincoln University; Ph.D., Howard University

Lee, Lenetta R., (Part-time) Instructor of Education

B.S., Lincoln University; M.A., Ohio State University

Leunick, John M., (Part-time) Lecturer;

Department of Economics and Business

B.S., Pennsylvania Military Academy; M.S., Drexel University

Lewis, Vernon W., Instructor of Music

B.M.E., Florida State University; M.M., New England College

Lin, Yung Tze, (Part-time) Lecturer in Chemistry;

Lab Manager

B.A., Taiwan Normal University

Ma, Chin-Mei, Lecturer of Chinese

B.A., Fu Jen Catholic University; M.A.,

West Chester University

Maazaoui, Abbes, Assistant Professor of French

M.A., University of Tunis; Ph.D., University of Provena (France); Acting Chair

Madl, Rosemary, Assistant Professor;

Master of Human Services Program

R.N., St. Joseph's Hospital; B.S.N., Duquesne University;

M.Ed., University of Pittsburgh

Mahmud, Khalil, Adjunct Professor of Religion;

Archivist

B.A., M.A., Brandeis University; B.L.S., McGill University

Major, Helen, Lecturer, Department of Physics

B.S., Clark University; M.S., University of Illinois

Makansi, Antar, Lecturer, Department of Languages;

Director, Language Laboratory

B.A., University of Wisconsin-Madison; M.S., Central Connecticut State University

Massen, Frederica Way, Lecturer,

Department of Mathematics

B.A., Pennsylvania State University; M.E.D.,

Widener University

Mayes, Doris M., Artist-in-Residence,

Department of Music

B.Mus., Philadelphia Conservatory of Music

McDonald, Janice-Marie,

Assistant Professor of Spanish

B.A., Wittenberg University; Ph.D.,

University of Provena (France)

- McNeill, Earle D.**, Assistant Professor,
Master of Human Services Program
A.B., Lincoln University; M.S.W., University of Pennsylvania;
Ed.D., Boston University
- Millette, Robert E.**, Professor of Sociology;
Chairperson, Department of Sociology;
Chairperson, Social Science Division
B.A., Brooklyn College; M.A., Ph.D.,
New School for Social Research
- Milovanovich, Zoran**, Associate
Professor of Criminal Justice
M.F.S., George Washington University; Ph.D.,
Belgrade, Yugoslavia School of Law
- Mitchell, Lynda**, Instructor in Health,
Physical Education and Recreation
M.H.S., Lincoln University
- Myrick, Reginald E.**, Visiting Lecturer,
Department of Mathematics
B.S., M.S., Temple University; M.A., Morgan State University
- Nagase, Goro**, Professor of Mathematics
B.S., University of Tokyo; M.S., University of Hawaii; Ph.D.,
University of Delaware
- Nagase, Takako**, (Part-time) Lecturer in Japanese
B.S., Toriaku University
- Newell, Katherine C.**, Instructor;
Special Collections Librarian
B.A., University of Delaware; M.S., Drexel University
- Nigro, Marie**, Assistant Professor of English
B.A., Penn State University; M.A., West Chester University;
Ed.D., Indiana University of Pennsylvania
- Nwachuku, Levi A.**, Professor of History;
Chairperson, Department of History
B.A., Lincoln University; M.A., Ph.D., Howard University
- Okoro, Chinwe A.**, Associate Professor in Political
Science
B.A., University of Calabar; M.A., Ph.D., University of
Delaware
- Patrick, Sherman**, Instructor,
Master of Human Services Program
B.A., Ohio State University; M.A., New York University;
M.P.H., Columbia University
- Pettaway, Charles H.**, Assistant Professor of Music
B.M., Philadelphia Musical Academy; M.M.,
Temple University
- Pierce, Donald L.**, Registrar; Assistant
Professor of Mathematics
B.S., Lincoln University; M.S., University of Pennsylvania
- Plantz, Violet**, Lecturer,
Master of Human Services Program
B.S., Shippensburg University; M.S.W.,
Marywood School of Social Work
- Polychroniou, Chronis**,
Associate Professor of Political Science;
Chairperson, Department of Political Science
B.A., Temple University; M.A., St. Joseph's University; Ph.D.,
University of Delaware
- Price, Vivian**, (Part-time) Adjunct Assistant
Professor, Master of Human Services Program
B.A., Hope College; M.Ed., Ph.D., Temple University
- Prigg, Benson W.**, Assistant Professor of English
B.A., Lincoln University; M.A., Ph.D., Bowling Green
University
- Raine, George**, (Part-time) Adjunct Assistant
Professor, Master of Human Services Program
B.A., Washington College; M.Ed., University of Oklahoma;
Ph.D., University of Tennessee
- Ramashala, Mapule E.**, Director, Master of Human
Services Program/Project Director/Principal
Investigator of Administration on Aging Minority
Aging Research and Technical Assistant Project;
Professor, Master of Human Services Program
B.A., M.A., University of Witwatersrand; Ed.D.,
University of Massachusetts
- Ramdas, Ganga P.**, Associate Professor
of Business and Economics
B.S., University of Guyana; M.A., University of Windsor;
Ph.D., Temple University
- Roberts, Lynn Ernest**, Professor of Physics;
Chairperson, Department of Physics
B.S., State University of New York; M.S., Ph.D.,
Adelphi University
- Rolph, Cheryl B.**, Lecturer,
Department of Mathematics
B.A., M.Ed., University of Delaware
- Rowe, Patsy Baxter**, Assistant Professor of Music
M.M., Ph.D., Temple University
- Royer, David E.**, Associate Professor of Biology
B.S., Allentown College; M.S., Ph.D., Lehigh University
- Safford, Susan E.**, Assistant Professor of Biology
B.S., University of Southern Mississippi; Ph.D.,
University of Texas
- Savage, Brenda E.**, Associate Professor of English
B.A., Tennessee State University; M.Ed., Ed.D.,
Temple University
- Sekoni, Oluropo**, Professor of English;
Director, Center for African Studies
B.A., Bowie State University; M.A., Ph.D.,
University of Wisconsin
- Siddique, Kawkab**, Assistant Professor of English
B.A., Karachi University; M.A., Ph.D., Dalhousie University
- Smith, Virginia J.**, Assistant Professor,
Master of Human Services Program;
Director, Center on Aging
B.S., Temple University; M.S.W., Ph.D.,
University of Pennsylvania
- Smucker, Leland D.**, Professor of Chemistry
B.S., Kent State University; M.S., Miami University; Ph.D.,
University of Delaware
- Sneed, Mychelle N.**, (Part-time) Lecturer,
Department of English
B.A., Shaw University; M.A., University of Miami
- Snowden, Thomas G.**, (Part-time) Adjunct Assistant
Professor, Master of Human Services Program
B.A., Paine College; B.D., M.Div., Howard University School
of Divinity; Ph.D., Sussex College (England)
- Spellman, Fern**, (Part-time) Adjunct Instructor,
Master of Human Services Program
B.S., University of Delaware; M.S.W., State
University of Albany

Stine, Linda J., Professor, Master of Human

Services Program

B.A., Ohio Wesleyan University; M.A., Ph.D.,
Bryn Mawr College

SubbaRao, Saligrama C., Professor of Chemistry;

Chairperson, Department of Chemistry

B.S., Mysore University; M.S., Bombay University; Ph.D.,
University of London

Sutton, Charles, Instructor of History

B.S., Lincoln University; M.A., Temple University

Tachim-Medjo, Theodore,

Assistant Professor of Mathematics

M.S., Ph.D., Université de Paris Sud

Taylor, Edward O., (Part-time) Visiting Lecturer,

Department of Physics

B.S.M.E., University of Maryland

Taylor, Karen, Instructor in Mathematics

B.A., M.A., Temple University

Terry, Philip B., (Part-time) Adjunct Assistant

Professor, M.H.S. Program

Lincoln University; Ph.D., Walden University

Thomas, Judith A. W., Professor of Education;

Chairperson, Department of Education

B.S., Edinboro University; M.Ed., Duquesne University;
Ed.D., West Virginia University

Tjivikua, P. Tjama, Assistant Professor of Chemistry

B.S., Lincoln University; Ph.D., University of Pittsburgh

Topping, Donna H., Lecturer in Education

B.S., West Chester University

Troy, Roberta M., Associate Professor of Biology

B.S., M.S., Tuskegee University; Ph.D., University of Florida

Tsai, Stanley, Associate Professor of Physics

B.S., Lafayette College; B.A., Lincoln University; M.M.E.,
University of Delaware

Vandover, J. Kenneth, Professor of English

B.A., Lafayette College; M.A., Ph.D., Bryn Mawr College

Vandover, Sarala A., (Part-time) Adjunct

Assistant Professor of English

B.A., Sophia College; B.Ed., St. Xavier's Institution of
Education; M.A., Mount Holyoke College

Wagner, Sally, Instructor of Recreation

B.S., Pennsylvania State University; M.Ed.,
East Stroudsburg University

West, John H., (Part-time)

Assistant Professor of Religion

B.A., Lincoln University; M.Div.,
Pittsburgh Theological Seminary

Williams, Jack L., (Part-time)

Visiting Lecturer, Department of Music

B.S.M., Temple University; M.M., Trenton State College;
D.M.A., Combs College of Music

Williams, Willie, Professor of Physics;

Director of LASER and PreEngineering Programs

B.S., Southern University; M.S., Ph.D., Iowa State University

Willis, Gladys J., Professor of English; Chairperson,

Department of English

B.A., Jackson State University; M.A., Michigan State
University; Ph.D., Princeton University

Wilson, Carl B., Instructor, Department of Health,

Physical Education and Recreation; Athletic Trainer

B.S., N.D.S.U., M.A., Western Michigan University

Wimbish, Emery Jr., Professor; Librarian

B.A., Clark College; B.L.S., Atlanta University; M.L.S.,
Columbia University

Winchester, Richard C., Professor of History

B.A., Ursinus College; Ph.D., University of Rochester

Young, Rozwill, Lecturer of Theatre Arts

B.A., Temple University

Administration

Sudarkasa, Niara, University President

A.B., Oberlin College; M.S., Columbia University; Honorary
Degrees, Fisk University, Oberlin College, Sojourner-
Douglass College, Franklin and Marshall College,
Susquehanna University, State University of New York at
Binghamton, Hobart and William Smith Colleges, University
of Nigeria at Nsukka, University of Louisville, University of
Fort Hare, Radcliffe College, Seton Hill College, Lehigh
University

Asparagus, Lloyd E., Administrative Manager

B.A., Lincoln University

Bailey, Herschel L., Director, Family Life Center;

Director, Upward Bound Program

B.A., Lincoln University

Barber, William, Financial Aid Counselor

B.S., Lincoln University

Barnett, Richard-Laurent, Director, Center for

the Comparative Study of the Humanities;

Professor of Languages and Linguistics

Baccalauréat, Lycée Tourmand (Geneva, Switzerland);
B.A., City University of New York; M.A., State University
of New York; Maîtrise de Lettres Modernes, Doctorat
(Docteur-ès-Lettres, Agrégation (Agrégé des Lettres),
Université de Genève (Geneva, Switzerland); M. Phil.,
Ph.D., Brandeis University

Basden, Selvin, Admissions Counselor

A.A., College of the Bahamas; B.S. Lincoln University

Bell, L. Elaine, Resident Director & Counselor

B.S., Chadlin College; M.Ed., West Chester University

Bennett, Steven L., Director of Public Safety and

Security

B.A., Cheyney University; M.H.S., Lincoln University

Bevans, Patricia R., Executive Secretary,

Urban Center

Blittersdorf, Rose Marie, Executive Secretary to the

Vice President for Fiscal Affairs and Treasurer

Blount, Emma J., Counseling Coordinator for the

LASER Program

B.A., Berea College; M.P.S., Western Kentucky University

Boncamper, Euletta, Administrative Assistant,

Urban Center

Bowden, Gail, Interlibrary Loan

Librarian/Reference Assistant

B.S., Millersville University

Boyer, Amelia A., (Part-time) Enrichment Center

Supervisor, Upward Bound Program

B.S., University of Panama

Brewton, Lawrence, Upward Bound Counselor

B.S., M.Ed., Temple University

Brown, Diane M., Administrative Assistant to the

President

- Browning, Cheryl S., Director, Financial Aid**
B.S., West Chester University; M.H.S., Lincoln University
- Brunner, Jody C., Executive Secretary to the Director of Physical Plant**
- Bryant, Milton L., Recreational Facilities Manager**
- Burroughs, Melvyn L., Director of Housing & Residential Life**
B.S., Knoxville College; M.Ed., Springfield College; Ed.D., University of Massachusetts
- Byars, Robert Lee, Varsity Basketball Coach**
B.S., Cheyney University
- Caldwell, Andrea, Admissions Counselor**
B.S., Lincoln University
- Carew, Joy G., Director, Center for the Study of Critical Languages; Associate Professor of Languages**
B.A., Case Western Reserve University; M.A., University of Illinois; M.A., Cornell University; Ph.D., Illinois Institute of Technology
- Chapman, Emily M., Director of Training Programs - Urban Center**
M.S., Temple University; Ed.D., University of Sarasota
- Cheng, Sheng Jiang, Math Laboratory Coordinator**
M.S.C., West Chester
- Clark, Carlton S., Admissions**
B.S., J.D., Temple University
- Cliett, Eugene L., CPA, Vice President for Fiscal Affairs and Treasurer**
B.S., University of Bridgeport; CPA
- Coleman, Frank "Tick", Special Assistant to the President for Alumni Giving**
B.A., Lincoln University; M.S., University of Pennsylvania School of Social Work; LL.D. (Honorary), Lincoln University
- Craig, John, Counseling and Career Services Counselor**
B.S., Temple University
- Cromartie, Earle, Controller**
B.S. Florida A&M, C.P.A. certificate
- Crook, Lurclene S., Librarian/ Circulation**
B.S., Tuskegee University
- Crook, Nathaniel M., Director, Office of Human Resources**
- Curry, Christopher T., Director, Residential Life**
B.S., Lincoln University; M.Ed., Cheyney University
- Darney, Charles O., Director, Management Information Services**
B.A., Widener University
- Davenport, Andre, Hardware Technician**
- Drunheller, Beth, Admissions Administrative Assistant**
- Edney, Juan, Assistant Athletic Director; Assistant Cross-Country/Track and Field Coach**
B.S., Lincoln University
- Evans, Nancy, Director, Instructional Media Center**
B.A., University of Delaware; M.S., University of Oregon
- Fairbanks, Anthony R., Vice-President for Development of Institutional Advance**
B.S., Ohio State University; M.P.A. Cornell University
- Favor, Kevin E., Consulting University Psychologist; Assistant Professor of Psychology**
B.A., Morgan State University; M.A., Washington University; Ph.D., University of Illinois
- Garrett, Jennifer, Financial Aid Counselor**
B.S., Temple University
- Gines, Antonio, Coordinator/Counselor, Family Life Center**
B.A., Boricua College
- Goode, Eslanda, Research Assistant, Center for the Study of Critical Languages; (Part-time) Instructor**
B.A., M.A., University of Moscow
- Gooden, Junior E., Graphic Artist**
- Graham, Levi, Management System Coordinator - Urban Center**
- Gray, Virginia S., Executive Secretary to the Vice President for Enrollment Planning and Student Life**
- Havelow, George H., Assistant Registrar**
B.A., Fayetteville State University
- Hence, Arnold T., Vice President for Enrollment Planning and Student Life**
M.Ed., Ed.D., Rutgers University
- Herr, Doana, College Coordinator for the LASER Program**
- Hough, Neal W., Technician/Photographer**
- Isaac, Jerry L., Assistant Vice President for Academic Affairs,**
A.B., Hampton University; M.A., University of Michigan
- Jackson, Katherine, Reading Specialist**
B.S.Ed., Cheyney University; Ed.M., Temple University; Ed.D., Nova University
- Jenkins-Ryons, Nancy, Field Coordinator/Recruiter, Master of Human Services Program**
B.A., Temple University
- Johnson, Lisa M.B., Director, Alumni Relations**
B.S., Lincoln University; M.P.H., University of Delaware
- Josephson, Lovernne, Technical Services Assistant, Library**
A.A., Bismarck Junior College; B.S., Mintot State College
- Kennedy, Pearl J., Vice President for Urban Studies; Professor of Education**
B.S., Fisk University; M.S., Tennessee State University; Ed.D., University of Tennessee
- Kenner, Nancy A., Administrative Assistant for the Office of Academic Support and Institutional Service (OASIS)**
B.A., M.Ed., University of Pittsburgh
- Lambert, Faye A., Executive Secretary to the Vice President for Academic Affairs**
- Laney, Robert L., Director of Admissions**
B.A., South Carolina State University; M.P.A., Atlanta University; Ed.D., Clark-Atlanta University
- Lea, Jernice, Assistant Director of the Master of Human Services Program/Director of Field & Recruitment**
B.A., North Carolina A. & T. State University; M.A., Norfolk State University
- Lundy, Constance L., Director of International Services**
B.A., Temple University; M.A., Hampton Institute

MacDonald, Marguerite V. Field
 Coordinator/Recruiter, Master of Human Services Program

Mahmud, Khalil, Archivist; Adjunct Instructor
 B.A., M.A., Brandeis University; B.L.S., McGill University

Millette, Denise J., Staff Nurse

Morris, Joslyn, Administrative Assistant,
 Family Life Center
 B.A., West Chester University

Morris, Rhonda L., Director,
 Counseling and Career Services
 A.A., Northeastern Christian Jr. College; B.A., Mansfield State College; M.Ed., Temple University

Murphy, Jean, Admissions Counselor
 B.S., Kutztown University

Nichols, Louise C., Reading Specialist, T.I.M.E. Program
 B.S., D.C. Teachers' College; M.A., Howard University; Ph.D., Kent State University

Pierce, Donald L., Registrar; Assistant Professor of Mathematics
 B.A., Lincoln University; M.S., University of Pennsylvania

Pierce, Jennifer, Assistant to the Director of Management Information Systems

Powell, Patricia, (Part-time) Staff Nurse

Racine, Linda J., Head Nurse

Roberts, Greg, Senior Accountant
 B.S., Lincoln University

Scott, Lynnette, Purchasing Assistant
 B.A., Cheyney University

Smith, Virginia J., Director, Center on Aging; Assistant Professor, Master of Human Services Program
 B.S., Temple University; MSW, Ph.D., University of Pennsylvania

Sondrol, Helen L., Circulation & Readers Services Librarian
 B.A., Rivier College; B.S., Simmons College; M.A., Clark University

Taylor, Dalmas A., Vice President for Academic Affairs
 B.A., Western Reserve, M.S., Howard University, PhD, University of Delaware

Taylor, Joseph, Director of Purchasing
 A.G.S., Community College of Philadelphia; B.S., LaSalle University

Tripp, Victor, Director of Housekeeping

Walden, Denise E., Assistant Director, Upward Bound Program
 B.A., Lincoln University; M.S.Ed., Duquesne University

Walker, Janis, Development Officer
 B.S., West Chester University

Wallace, Antoinette T., Resident Counselor
 B.S., Lincoln University

Watford, Joyce, Director, ACT 101/T.I.M.E. Program
 B.S., Elizabeth City State University; M.A., Hampton University; M.Ed., Temple University

Warrington, Karen, Director of University Communications
 B.S., Temple University

Whittaker, Cosmo, Counseling and Career Services Counselor
 B.A., Johnson C. Smith University

Wilburn, Adolph Y., Director, Center for Public Policy and Diplomacy
 B.S., University of Wisconsin-Madison; M.S., Marquette University; Ed.D., Harvard University

Williams, Leona L., Special Programs Accountant, Business Office
 B.S., Southern University

Williams, Tracey D., Coordinator/Counselor for the LASER program - Urban Center
 M.H.S., Lincoln University

Wilson, K. Benjamin, Associate Controller
 B.S., Lincoln University

Worts, Frank, Coordinator, Continuing Education Institutes - Urban Center

Young, Cathy R., Assistant Director of Institutional Research
 B.A., Lincoln University

THE GENERAL ALUMNI ASSOCIATION

PRESIDENT

Joseph V. Williams, Jr. '68
 4009 Byron Road
 Wilmington, DE 19802

ASSISTANT SECRETARY

William M. Barber '74
 P.O. Box 225
 Lincoln University, PA 19352

HISTORIAN

Dr. Ralph J. Lowry, '55
 4717 Hazel St.
 Philadelphia, PA 19143

VICE PRESIDENTS

(East Coast)
 David W. Robinson, '55
 5516 Groveland Ave.
 Baltimore, MD 21215

(Central)
 David L. McGraw, '75
 15130 Fenkell, Apt. #4
 Detroit, MI 48227

EXECUTIVE SECRETARY

Bruce M. Benson, '75
 1032 Duncan Ave.
 Yeadon, PA 19050

TREASURER

Carla R. Ray '82
 3075 Wintree Dr.
 Norcross, GA 30071

(West Coast)

Dr. Carl O. Word, '69
 2011 Parker St.
 Berkeley, CA 94704

(South)
 William M. Jordan, '37
 1327 Beatties Ford Rd.
 Charlotte, NC 28116

ALUMNI REPRESENTATIVES ON THE BOARD OF TRUSTEES

Leonard L. Bethel, '61
146 Parkside Road
Plainfield, NJ 07060

Dr. James A. Donaldson, '61
1300 Girard Street, NW
Washington, DC 20009

J. Vernon Peterson, '73
205 Kingsmill Road
Cary, NC 27511

Sharlene V. Roberson, '80
330 Montana Street
Philadelphia, PA 19119

Dr. Martin L. Kilson, '53
4 Elliot Road
Lexington, MA 02173

William C. King, '73
10012 Tenbrook Dr.
Silver Spring, MD 20901

CHAPTER REPRESENTATIVES

Atlanta: Cheryl A. Ford, '76
78995 Wood Lake Dr.
Riverdale, GA 30274

Baltimore: Kim Blaney-Bivings, '81
24 Jaystone Court
Silver Spring, MD 20905

Brooklyn: Arthur V. Bates, Esq., '37
801 Lincoln Place
Brooklyn, NY 11213

Chester County: Herschel L. Bailey, '66
P.O. Box 79
Lincoln University, PA 19352

Central New Jersey: Dr. Leonard L. Bethel, '61
146 Parkside Road
Plainfield, NJ 07060

Delaware: Dr. Basil H. Selden, '56
2307 Graywood Road
Wilmington, DE 19810

New York: Arthur J. Robinson, '83
988 Bergen Street
Brooklyn, NY 11216

Philadelphia: Sharlene V. Roberson, '80
330 E. Montana Street
Philadelphia, PA 19119

Pittsburgh: Anthony B. Dorsey, '83
409 E. Carter Drive
North Versailles, PA 15137

Washington, DC: Bennie L. Turner, '74
11916 Centerhill Street
Wheaton, MD 20902

ALUMNI CHAPTER PRESIDENTS

ATLANTA

President: Cheryl A. Ford, '76
7895 Wood Lake Drive
Riverdale, GA 30274

ATLANTIC CITY

President: Hon. James L. Usry, '46
(Retired)
1256 N. Indiana Avenue
Atlantic City, NJ 08401

BALTIMORE

President: Kimberly Blaney-Bivings, '81
24 Jaystone Court
Silver Spring, MD 20905

CENTRAL JERSEY

President: Dr. Leonard L. Bethel, '61
146 Parkside Road
Plainfield, NJ 07060

CHESTER COUNTY

President: Andristine M. Robinson, '74
P.O. Box 71
Lincoln Univ., PA 19352

DELAWARE

President: Dr. Basil H. Selden, '56
2307 Graywood Road
Wilmington, DE 19810

DETROIT

President: David L. McGraw, '75
15130 Fenkell Street, Apt. 4
Detroit, MI 48227

NEW YORK

President: Arthur J. Robinson, '83
988 Bergen Street
Brooklyn, NY 11216

PHILADELPHIA

President: Gloria Boykin-Wright, '75
206 Hampden Road
Upper Darby, PA 19082

PITTSBURGH

President: Anthony B. Dorsey, '83
409 E. Carter Drive
North Versailles, PA 15137

WASHINGTON, DC

President: Bennie L. Turner, '74
11916 Centerhill Street
Wheaton, MD 20902

Directory for Correspondence with Lincoln University

Communications should be addressed to the appropriate administrative officer:

Academic and Faculty Affairs

Vice President for Academic Affairs

Academic Standing of Students

Registrar

Admission and Catalogue Requests

Director of Admissions

Alumni Affairs

Director of Alumni Relations

Athletics

Director of Athletics

Business and Fiscal Affairs

Vice President for Fiscal Affairs and Treasurer

Career Information, Cooperative Education and Internships

Director of Counseling and Career Services

Faculty and Curriculum

Vice President for Academic Affairs

Financial Aid and Student Employment

Director of Financial Aid

Financial Arrangements and Payment of Bills

Bursar

General Information

Director of Public Relations and Publications

Personal and Social Life of Students

Vice President for Enrollment Planning and Student Life

Requests for Transcripts

Registrar

The Post Office address is

Lincoln University, PA 19352.

The telephone number is

(610) 932-8300.

Visitors to the campus are welcome. Those desiring accommodations should contact the Office of the Controller or the Office of Admissions in advance. 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 sex.

General Index

A

- Absences, 74
- Academic Advisors, 66
- Academic Calendar, 6-7
- Academic Regulations, 66
 - Absences, 74
 - Academic Standing Committee, 66,71,73,74
 - Comprehensive Examinations,67
 - Election of Courses, 66
 - Examinations, 34, 67
 - Grades, 75, 78, 88
 - Graduation Honors, 71
 - Independent Study, 66
 - Part-time Students, 66
 - Probation and Suspension, 71
 - Repeated Courses, 68
 - Requirements for Major and Minor Studies, 67
 - Transfer Students, 34, 42, 66
 - Withdrawal, 47, 75
- Academic Services, 81
- Academic Standing and Grading System, 68
- Academic Standing Committee, 74
- Academic Transcripts, 75
- Accounting — See Economics and Business Administration
- Accreditation, 8
- Actuarial Science — See Mathematical Sciences
- Administration of the University, 241
- Administration, Master of Science, 232
- Admissions, 33
 - Advanced placement, 35
 - After Admission, 35
 - Application for, 33
 - Application Fee, 33
 - Early Decision, 35
 - Entrance Examinations, 34
 - Honors Program, 36
 - International Students, 34
 - Personal Interviews, 35
 - Re-Admit Students, 42,71
 - Requirements, 33
 - Transfer Students, 34, 42, 66
- Aerospace Engineering, 37
- Africa, Relations with, 40-41
- African Museum, 81
- African Studies, 40, 170,171
- Alma Mater, Inside Front cover
- Alumni Association, 243
- Arabic, 104
- Art, 132
- Ashmun Institute, 9
- Athletic Activities, Intercollegiate, 60
- Athletic Facilities, 61
- Athletics, 3, 221
- Attendance, 74
- Awards and Prizes, 50-54

B

- Band, 130
- Behavior Code, 61
- Bilingual Education, Certification in, 117
- Biology, 144

- Black Studies, 175
- Board of Trustees, 5
- Buildings, 62
- Business Administration—See Economics and Business Administration

C

- Calendar, Academic, 6-7
- Campus,62-64
- Career Services Center, 77
- Center for Public Policy and Diplomacy, 38
- Chapel, 78
- Chaplain, 78
- Charges, 43
- Chemistry, 147
- Chinese, 105
- Classification of Students, 42
- CLEP, 35
- Commencement, 75
- Computer Science — See Mathematical Sciences
- Concert Band, 130
- Concert Choir, 129
- Contents, 5
- Cooperative Education Program, 89
- Cooperative Exchange Program, 4
- Core Curriculum, 66
- Correspondence with the University, 246
- Counseling Center, 7
- Courses, Disclaimer Statement for, 4
- Credits and Hours, 69, 70
- Credits from Outside, 66
- Criminal Justice, 184
- Critical languages Center, 40
- Crossroads Africa, 41
- Curriculum, 67

D

- Dance Company, Lincoln, 59
- Dean's List, 74
- Degrees,
 - Baccalaureate, 43
 - Master's, 44
- Dining Facilities, 63
- Directory for Correspondence, 245
- Discipline, 71
 - Probation, 71
 - Suspension, 71
- Disclaimer Statement, 4
 - Courses, 4
 - Fees, 4
- Drexel University, Cooperative Programs with, 143
- Dropping Courses, 73
- Division II, 143
- Division III, 170

E

- Early Childhood Education,193
 - Bachelor of Science in, 193
- Economics and Business Administration, 88, 212
- Education, 193
 - Preparation for careers in, 87
- Elementary Education, 194
- Endowed Scholarships, 56

Engineering, Preparation for, 84
English as a Foreign Language, 40
English-Education Major, Requirements, 93
English-Journalism Major, Requirements, 94
English Language and Literature, Course Descriptions,
95-100
English Language and Literature, 92
English Major, Requirements for, 93
Enrollment Procedures, 61
Entrance Examination, 34
Examination, Comprehensive, 67
Examinations, 67
Expenses, 43-45

F

Faculty, 238
Faculty Advisors, 77, 79
Fees, 43
 Application, 33
 Arrange for Payment of, 46
 Disclaimer for, 44
 Late Registration, 36
 Miscellaneous, 45
 Registration Deposit, 35
Financial Aid, 48, 72
 Federal Stafford Loan Programs, 49-50
 Federal Work Study Program (FWSP), 49
 Free Application for Federal Student Aid (FAFSA), 48
 Institutional Work Aid, 49
 Other State Grant Programs, 50
 Parent Loans for Students (PLUS), 50
 Perkins Loans, 49
 Pell Grants, 48
 PHEAA Grants, 50
 Satisfactory Academic Progress for, 72
 Scholarships, 50, 54, 56
 Supplemental Educational Opportunity Grants
 (SEOG), 49
Fine Arts, 132
Foreign Students, 34
Fraternal, 59
French, 107
 Languages and Literature, 108
 Major in, 102
 Minor in, 103
Freshman Studies Program, 82

G

General Alumni Association—See Alumni Association
General Regulations, 61
General Science Major, 143
German,
 Minor in, 103
Gospel Ensemble, 59
GPA Calculating, 68
Grading System, 68, 74
Graduation Honors, 71
Graduate Program, 44
Graduation Requirements, 70
Guest House, Ladies Auxiliary, 63
Gymnasium, 63

H

Health Center, 80
Health Insurance Plan, 76
Health, Physical Education, Recreation and Athletics, 3,
89, 221

History, 13-19, 62-64
History Courses, 172
Holidays: University — See Academic Calendar
Honors and Awards, Languages, 122
Honors, graduation, 71
Honors Program, 36, 71
Honor Societies, 60
Housing Regulations, 65
Human Services and Sociology, 184
Human Services,
 Careers, Preparation for, 86
 Master's Program in, 227
Human Services — See Sociology and Human Services
Humanities, Core Curriculum in,
Humanities Division, 39, 91

I

Incomplete Grades, 68
Independent Study, 66
Institutions, Other, Course Work, 71
Instructional Media Center, 81
Institutional Work Aid (IWA), 49
Insurance, Health, 36
Insurance, Personal Property, 65
International Programs, 38, 79
International Programs — See Study Abroad
International Relations, 178
International Students, 34, 78
Introduction to Lincoln University, 9

J

Japanese, 110
Job Opportunities, Languages and Linguistics, 122

L

Lafayette College, Cooperative Program with, 143
Language,
 Clubs, 122
 House, 41
 Placement Exams, 104
 Languages and Linguistics, 101
 Honors and Awards, 122
 Job Opportunities, 122
 Language House, 41, 102, 121
 Seminars, 121
LASER—Lincoln AeroSpace and
 Engineering Recruiting Program, 37
Latin, 112
Law, Preparation for the Study of, 84
Lectures and Recitals Committee,
Liberal Arts Themes, 68
Library, 62, 81
Library, Special Collections in, 81
Lincoln AeroSpace and Engineering Recruitment
 program (LASER), 37
Linguistics, 101

M

Major and Minor Studies Requirements, 67
Management, Accounting and Economics Careers, 87
MARC (Minority Access to Research Careers), 37
Master of Human Services Program, 227
Master of Science in Administration, 232
Master of Science in Reading, 196
Mathematics and Computer Science, 157
Medical Facilities and Services, 76
Medicine, Preparation for the Study of, 85

Minority Access to Research Careers, 37
Mission, 11-13
Modern Language, 120
Music, 123
 Preparation for Careers in, 87
Music and Music Education, Major in, 123
Music Minor, 129
Music Organizations, 59

N

Natural Sciences Division, 53
New Jersey Institute of Technology, Cooperative
 Program with, 143
Non-Pennsylvanians, Tuition, 45
Non-resident Student Classification, 45

O

Off-Campus Program, grades, 74
Organizations and Clubs, 59

P

Part-time Students, 66
Parent Loans, 50
Pass/Fail, 68
Payment of Tuition and Charges, 46
Pennsylvania Residency, 45
Pennsylvania State University, 143
Perkins Loans, 49
Philosophy, 138
Physical Education — See Health, Physical Education,
 Recreation and Athletics
Physics, 151
Political Science, 177
Pre-Engineering, 155
Pre-law, 177
Prizes and Awards, 50-54
Probation and Suspension, Academic, 71
Programs of Study, 84
Psychology, 202
Public Service, Preparation for the Study of, 86
Publications, Student, 59

R

Radio Station, WLIU, 59
Reading Courses in, 196
Reading Specialist Certification, 190
Re-admission, 42, 71
Recreation Major, 221
Recreation, Preparation for Career in, 221
Recreational Facilities, 58, 61
Refunds, 47
 Board, 47
 Tuition, 47
Registration, 33
 Deposit for, 35
 Late, 36
 Dates — See Academic Calendar
 Requirements for, 33
Regulations, General, 61
Regulations Governing Student Enrollment, 61
Religion, 141
 Professional Study of, 87
Religion and Theology, Preparation for, 87
Religious Activities, 58
Repeated Courses, 68

Resident Status, Pennsylvania, 45
Residence Halls, 64
Room and Board Charges, 43
Room and Board Policy, 47
Russian, 112

S

Satisfactory Progress, 55
Scholarships, 50, 54, 56-57
Social Sciences Division, 54, 170
Social Studies, Teacher Certification in, 186
Social Welfare and Human Services Career,
 Sociology, Human Services and Criminal Justice, 184, 192
 Language Requirement, 184
Sororities, 60
Southern Chester County Medical Center, 76
Spanish, 114
 Bilingual Teacher Certification in, 117
 Minor in, 103
 Oral Proficiency Exam in, 114
Sports, Intramural, 61
Student Activities, 58
Student Aid, 48, 72
Student Aid Policies, 48
Student Health Service, 76
Student Organization, 59
Student Teaching, 201
Students,
 Classification of, 42
 New, 42
Study Abroad, 41, 80, 102
Support Programs and Services, 76, 80
Suspension, 71
Swahili, 118

T

Teacher Certification Program, 201
Teaching, Preparation for, 86
Testing Program, 36, 77
Theatre Arts, Acting, 134
Therapeutic Recreation — See Health, Physical
 Education, Recreation and Athletics, 89, 221
TIME Program (ACT 101), 78
Transcript Policy, 47
Transfer Students, 34, 42, 66
Trustees, Board of, 3
Tuition Plan, In., 46

U

Undergraduate Student Classification, 42
University, 9
 Charter Date, 9
 Enrollment of Women, 9
 History of the, 9
 Mission and Goals, 11
 Presidents, 14
 Upward Bound, 78
Urban Center, 63

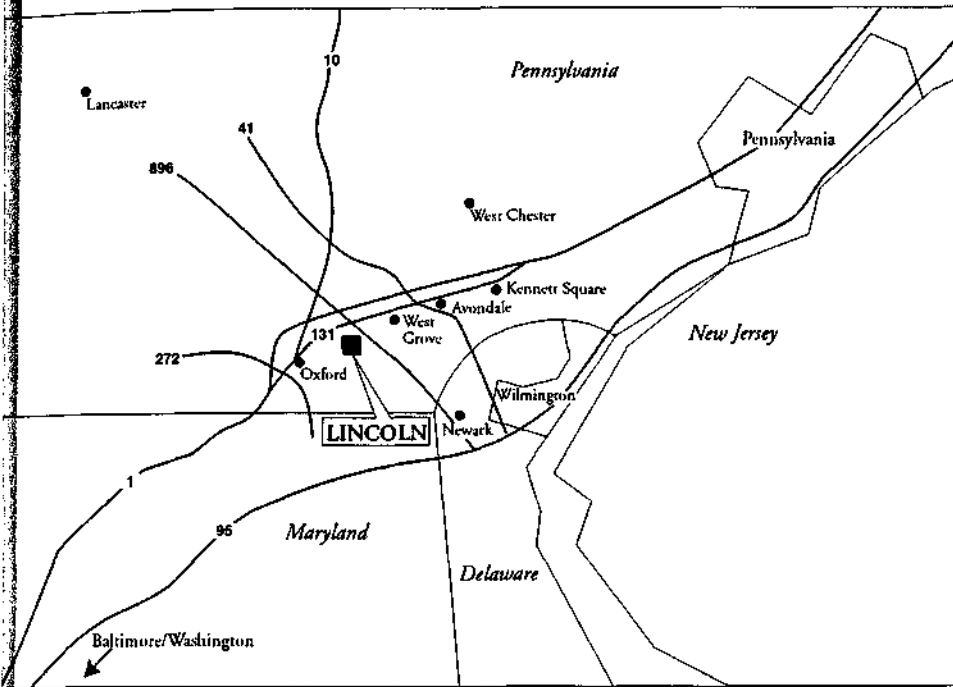
V - Z

Veterans, 47
Withdrawal, 75
Work-Study, 49
Yoruba, 118
Zulu, 119

From P
Use your
Baltimor
flashing
mile to l
From W
Travel In
95 at Ex
Maryland
approxim
left at Ch
Exit at R
light, on
Lincoln

From H
Travel 28
Route 38
896 towa
(approx.
Turn righ
Proceed

This bull
Mr. Jerry
Publishe



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 (North East and Rising Sun, Maryland), 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, cross Delaware Memorial Bridge. Proceed on Interstate 95 South. Exit at Route 896 (University of Delaware). Stay on Route 896 North into Pennsylvania (approx. 20 miles). Turn left 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 the third traffic light turn right onto Route 41. Follow Route 41 towards Lancaster, turn left on Route 1 South. Exit at Route 896, turn left. Turn right at flashing red light, onto Baltimore Pike. Proceed one mile to Lincoln University. (From Delaware Memorial Bridge to Lincoln University is approx. 27 miles).

This bulletin was edited by Prof. Donald L. Pierce, with the assistance of Dr. Richard C. Winchester, and Mr. Jerry Isaac.

Published by Lincoln University, Lincoln University, PA 19352 (610) 932-8300



LINCOLN
UNIVERSITY

Office of Admissions

Lincoln University, PA 19352

(800) 790-0191 or (610) 932-8300 ext. 3206

Fax: (610) 932-1209

World Wide Web <http://www.lincoln.edu/>