

**LINCOLN UNIVERSITY
OF THE
COMMONWEALTH SYSTEM
OF HIGHER EDUCATION**

**1999-2003
BULLETIN**

Producing Leaders to Shape A New Millennium

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, sex, or physical disability.

To receive an application packet or more information on the University, write MSC 147, Office of Admissions, Lincoln University, Pennsylvania 19352, call 1-800-790-0191 or 1-610-932-8300 ext. 3994, fax 610-932-1209 or email us at admiss@lu.lincoln.edu. You may also visit our website: www.lincoln.edu

The Lincoln University Bulletin

The Lincoln University Bulletin is produced by the Office of the Registrar. The printed version of the Bulletin is based on the electronic version on the internet at <http://www.lincoln.edu/registrar/catalog>.

The provisions and requirements stated in the Lincoln University Bulletin do not constitute a contract between the student and the University. Lincoln University reserves the right to change any of the provisions or requirements at any time within the student's term of study. No such change, however, will be applied retroactively to cause an extension of time normally required for completion of the student's program.

The University reserves the right to cancel any announced program, major, or course, as well as change the course instructor or change the time it will be offered.

The assistance of Dr. Benson Prigg in the preparation of this Bulletin is gratefully acknowledged.

LINCOLN UNIVERSITY 1999-2003 BULLETIN

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UNIVERSITY CALENDAR 2002-2004

Additional dates and important deadlines of interest to students and faculty are published in the Schedule of Courses for each term and on the web page of the Office of the Registrar.

Fall Semester **2002** **2003**

Undergraduates

New Undergraduate Students Orientation	Sun. – Sat.	Aug. 18 - 24	Aug. 17 - 23
Returning Students Registration	Mon. – Tue.	Aug. 26 - 27	Aug. 25 - 26
Undergraduate Classes Begin	Wed.	Aug. 28	Wed. Aug. 27
Labor Day – No Classes	Mon.	Mon. Sept. 2	Mon. Sept. 1
Last Day to Add and Drop Courses	Fri.	Sept. 6	Sept. 5
Mid-Term Examination Week	Mon. – Fri.	Oct. 14 – 18	Oct. 13 - 17
Homecoming	Sat.	Oct. 26	Oct. 25
Last Day for Withdrawal from a Course	Mon.	Oct. 28	Oct. 27
Thanksgiving Recess	Wed. – Sun	Nov. 27 – Dec. 1	Nov. 26 – 30
Undergraduate Classes End	Fri.	Dec. 6	Dec. 5
Final Examinations	Mon. – Thu.	Dec. 9 – 13	Dec. 8 – 12

MHS Program

New Student Orientation	Sat.	Aug. 17	Aug. 16
Classes Begin	Sat.	Aug. 24	Aug. 23
Classes End	Sat.	Dec. 7	Dec. 6

Other Graduate Programs

Classes Begin	Wed.	Sept. 4	Sept. 10
Classes End	Tue.	Nov. 26	Nov. 25

Spring Semester **2003** **2004**

Undergraduates

Registration	Mon. – Tue.	Jan. 6 – 7	Jan. 5 - 6
Undergraduate Classes Begin	Wed.	Jan. 8	Jan. 7
Martin Luther King, Jr. Day – No Classes	Mon.	Jan. 20	Jan. 19
Last Day to Add and Drop Courses	Fri.	Jan. 17	Jan. 16
Mid-Term Examination Week	Mon. – Thu.	Feb. 24 – 27	Feb. 23 – 26
Parent's Day	Sun.	Mar. 23	Mar. 22
Last Day for Withdrawal from a Course	Mon.	Mar. 10	Mar. 9
Easter Recess	Fri. – Sun		Apr. 9 - 11
Undergraduate Classes End		Thu. Apr. 17	Fri. Apr. 16
Easter Recess	Fri. – Sun	Apr. 18 – 20	
Final Examinations	Mon. – Thurs.	Apr. 21 – 24	Apr. 19 - 22
Commencement	Sun.	May 4	May 2

Spring Semester (continued)		2003	2004
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<u>MHS Program</u>			
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Classes Begin	Sat.	Jan. 4	Jan. 3
Classes End	Sat.	Apr. 12	Apr. 10

<u>Other Graduate Programs</u>			
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Classes Begin	Mon.	Jan. 13	Jan. 12
Classes End	Mon.	Apr. 7	Apr. 5

Summer Term		2003	2004
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<u>Undergraduates</u>			
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Classes Begin	Mon.	May 19	May 17
Memorial Day – No Classes	Mon.	May 26	May 31
Classes End	Fri.	Jun. 27	Jun. 25

<u>MHS Program</u>			
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Classes Begin	Sat.	May 10	May 8
Classes End	Sat.	Jun. 28	Jun. 26

<u>Other Graduate Programs</u>			
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Classes Begin	Mon.	May 19	May 17
Memorial Day – No Classes	Mon.	May 26	May 31
Classes End	Fri.	Jun. 27	Jun. 25

THE UNIVERSITY

A Message From The President

Lincoln University, a historic venerable university, founded for the specific benefit of Black Americans is an example of the tenacity and the strength of the human spirit. Since 1854, the University has provided quality education during good and bad times. We are now at that period in time as Yeats concludes in his poem, "The Second Coming." **And what rough beast, its hour come round at last, Slouches towards Bethlehem to be Born?** Lincoln University is born again.

During the next decade, it has already been predicted that there will be a significant increase in the demands for higher education. Minority youth will increase in numbers and comprise nearly 35 percent of all youth by the year 2010. This occurs in an era of unprecedented technological advance and global interdependence that will result in a special challenge of solving tomorrow's problems that minorities, and especially Black Americans, will face.

Lincoln University is an ancient enterprise, refined and proven through over 145 years. While we do not need a vastly different university, Lincoln has dedicated itself to the development of a better university that is relevant for this new millennium. A better and relevant university will accept no substitute for quality and no excuse for mediocrity; recognizes that in a knowledge-based, innovation-driven society, adaptation and change are necessary to remain alive, relevant and vibrant; has the students' highest good as its paramount concern; has learning as an active process, not a passive one; and has the maintenance and tenets of historically Black colleges and universities as a cornerstone of the educational experience.

At Lincoln we are committed to making certain that the Lincoln story will be magnified and extended well into the next millennium.

- We are challenged to accomplish the quality preparation of our graduates.
- We hold high a vision of a premier, Historically Black University that combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, and selected graduate programs to meet the needs of those living in a highly technological and global society.
- We embody a commitment to uphold a mission to guarantee the fulfillment of the institution's purposes.
- We have as a whole, reviewed and examined the reasons for our being, and have made a conscious decision to work together to preserve Lincoln's distinction as an intellectual and cultural resource for this region.
- We have embarked on a path that has culminated in the achievement of a defined set of goals that blanket all areas of the University - from learning in the classroom to effective management of University resources. These goals ensure that our physical plant is capable of supporting all areas of teaching and social development.

Our imperatives are to reach out, reach across and reach beyond. We will do just that as we join together to produce graduates who can think for themselves and communicate with others; graduates who can deal constructively with ambiguity and change; graduates who

appreciate the value of human diversity; and graduates who understand their civic responsibilities.

Etched within the pages of this Bulletin are the paths that must be trod by the students who will crisscross these hallowed grounds in pursuit of their goals. The faculty, staff and administration are poised to meet the challenge of assisting every student along the way, and we are prepared to provide a quality education that will equip each student with the knowledge and skills necessary to succeed in an ever-changing environment.

Hail, Hail Lincoln!

Ivory V. Nelson, Ph.D.
President

The History Of Lincoln University

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

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

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

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

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

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

Accreditation

Since December 1, 1922, Lincoln University has been approved as a fully accredited, four year senior college by the Middle States Association of Colleges and Secondary Schools.

The Department of Chemistry 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 (NRPA) in cooperation with the American Association for Leisure and Recreation (AALR).

The Department of Education offers certification programs in Early Childhood Education (N3), Elementary Education (K6), Reading Specialist Education, Special Education, and Secondary Education in the following subject areas: Biology, Chemistry, English, French, General Science, Health and Physical Education, History, Mathematics, Music, Physics, Political Science, Russian, Sociology, and Spanish. Students who successfully complete a teacher certification program at Lincoln University are eligible to receive an Instructional I Teaching Certificate from the Pennsylvania State Department of Education.

Organizational Structure Of The University

The Board of Trustees

The Board of Trustees represents the corporate entity of the University. The functions of the Board of Trustees include adopting rules, regulations, and bylaws for the operation of the University and the governing of all aspects of student life but not limited to standards of behavior and discipline.

BOARD OF TRUSTEES

Mrs. Adrienne G. Rhone, '76, Chairwoman
Mr. William C. King, '73, Vice-Chair
Mr. Frank C. Gihan, '72, Secretary
Dr. Robert L. Albright, Parliamentarian

Mr. James S. Avery
Dr. William E. Bennett, '50
Dr. Leonard L. Bethel, '61
Ms. Carol Ann Campbell
Mr. Warren Colbert, '68
Mr. Barry Cooper
Mr. Richard H. Glanton, Esq.
Dr. David Knox
Dr. Ernest C. Levister, '58
Mr. Michael P. Meehan
Rev. Dr. Calvin S. Morris, '63
Chief S. Dike Odogwu

*The Honorable Mark Schweiker, Governor,
represented by The Honorable Johnny J.
Butler, Secretary of Labor & Industry
*The Honorable Charles B. Zogby, Secretary
of Education, represented by Mr. J.
Franklin Meehan, Acting Deputy Sec.
*Dr. Ivory V. Nelson, University President
Mr. Jovan Davis, Student Representative

Ms. Sharlene V. Roberson, '80
Mr. Donn G. Scott, '70
Mr. Manuel N. Stamatakis
Mr. Dwight S. Taylor, '68
The Hon. W. Curtis Thomas
Mr. Craig L. Tucker
Mr. David Warr
Ms. Regina L. Warren, Esq.

Mr. J. Vernon Peterson, '73
 Mr. Malcomn D. Pryor
 * Ex-officio

The Hon. LeAnna M. Washington, MHS'89
 The Hon. Hardy Williams

FACULTY REPRESENTATIVE

Dr. Penelope J. Kinsey

HONORARY TRUSTEE

Mr. Julius Rosenwald, II

EMERITUS TRUSTEES

Mr. Walter D. Chambers, '52
 Dr. Frank "Tick" Coleman, '35
 Dr. James A. Parker, '39

Rev. Leroy Patrick, '39
 Mr. Theodore Robb
 Dr. Kenneth M. Sadler, '71

University Administration and Officers

The University's administration and academic operations are exercised through the Office of the President. Four operational areas – Academic Affairs, Student Affairs and Enrollment Management, Fiscal Affairs, and Development and Alumni Affairs – assist the Office of the President in running the business of the University.

Office of the President

The supervision of the affairs of the University and the administrative and academic operations of the University are exercised through the Office of the President. The Office of the President works with the Presidential Cabinet which consists of the Vice Presidents of Fiscal Affairs, Academic Affairs, Student Affairs and Enrollment Management, and Development and External Relations.

Academic Affairs

Matters pertaining to academic affairs are delegated to the area of Academic Affairs and include such functions as educational planning and curriculum administration; faculty performance and teaching effectiveness; registration and academic records; library; certification and recommendation of candidates for degrees. The Division of Academic Affairs includes seventeen academic departments organized into the School of Humanities, the School of Natural Sciences and Mathematics, and the School of Social Sciences and Behavioral Studies, plus Graduate Programs, the Library, Office of the Registrar, Academic Advising Center, Honors Program, Global Studies Institute, Act 101/T.I.M.E. Program, Instructional Media Center, and the Multi-Disciplinary Center on Aging.

Student Affairs and Enrollment Management

All matters pertaining to student life and welfare are delegated to the area of Student Affairs and Enrollment Management (SAEM). Functions of this division include planning and implementing a comprehensive program of student development, including such resources as student recruitment and admission, new student orientation, counseling, testing, housing, student

activities, health care, religious life, career services, and international services. SAEM encompasses the following: Student Government Association; Directors of Admissions, Financial Aid, Public Safety and Security, Upward Bound, Dean of Students and Housing Operations, Campus Life, Counseling and Career Services, Health Services, International Services, and Chaplain.

Fiscal Affairs

Matters regarding business and business affairs are assigned to the area of Fiscal Affairs. Its functions include budget development and administration; accounting for and reporting funds received and expended; payroll administration; students account and billing. The Office of Fiscal Affairs includes the Offices of Human Resources, Physical Plant, Information System Technology; and the Business Office.

Development and External Relations

The area of Development and External Relations have responsibility for relations, alumni, planned giving, fund-raising, grants and other such services. The Office of Development and External Relations encompasses the Offices of Alumni Relations, Corporation and Foundation Relations, Development, Institutional Research, and Marketing and Communications.

The Mission Of Lincoln University

University Mission Statement

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

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

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

University Vision Statement

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

University Philosophy Statements

1. The students' highest good is our paramount concern.
2. Maintenance of the tenets of historically black colleges and universities is a cornerstone of the educational experience.
3. High expectations are the starting point for quality.
4. Stewardship of the academic, human, physical and fiscal resources is the cooperative responsibility of everyone.
5. Intellectual openness, inquiry and sharing of ideas are important when considering educational quality.
6. Instruction should be holistic -- connecting subject matter to the world of work -- challenging students to utilize all levels of cognition. " Lincoln University is a place of high ethical, moral and academic standard.
7. Learning is an active, not passive, process.

The Goals of Lincoln University

1. The University will foster a "student centered" approach to learning in the classroom and to university management and operations.
2. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.
3. The University will provide an array of student development programs to address the student's physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.
4. The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.
5. The University will continue to serve its traditional base of students but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.
6. The University faculty will design and implement effective student assessment methodologies to document mastery of skills and competencies in its undergraduate and graduate programs.

7. The University will work to retain an excellent faculty and staff by providing competitive compensation, expanding professional development opportunities and building incentives for improved services.
8. The University will upgrade and maintain its faculty/ staff/student use and access to technology.
9. The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained and improved.
10. The University will aggressively seek federal, state, alumni, corporate, and foundation resources for the enhancement of existing programs and the development of new programs.
11. The University will exercise careful control and management of its operating and capital budget and practice cost containment strategies that improve the effectiveness and efficiency of services.
12. Lincoln University will promote a management style conducive to positive human relations with students and employees of the University.
13. The University will implement an integrated system to collect, rapidly access and share appropriate institutional data and management information among university units.

Campus Facilities

Location

Lincoln University is located on Baltimore Pike, about one mile west of the intersection of U.S. Route 1 and PA Route 896. Situated about 45 miles southwest of Philadelphia and 55 miles north of Baltimore, the campus is part of a tract of 422 acres owned by the University. The 27 main buildings and 21 faculty residences are surrounded by rolling farmlands of southern Chester County, Pennsylvania.

Facilities

Academic and Administrative Buildings

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 1900. 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. It houses Lincoln's main computer facility, the Departments of Mathematics and Computer Science, various departments in the School of Social Sciences and Behavioral Studies, 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.

HAROLD F. GRIM HALL FOR THE LIFE SCIENCES, erected in 1925 with funds contributed by the Alumni Association and other friends, including the General Education Board, and Mr.

Pierre S. duPont, was doubled in size and completely modernized in 1968 with a grant from the Longwood Foundation, and is equipped for study and research in the life sciences, including biology 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.

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.

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 Commonwealth of Pennsylvania.

THE LANGSTON HUGHES MEMORIAL LIBRARY, named after the late distinguished alumnus, Langston Hughes, was completed in 1972. It contains areas for microforms, periodicals, computer labs, reading lounges and individual and group study rooms, special collections and the university archives. 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.

LINCOLN HALL, built in 1866 and completely remodeled in 1961-62, houses administrative offices including those of the Vice President for Student Affairs and Enrollment Management, the Dean of Students, and the Offices of Campus Life, Housing Operations, Admissions, Financial Aid, Registrar, Marketing and Communications, and Human Resources.

MANUEL RIVERO GYMNASIUM, completed in 1972, houses a 2000-seat capacity gymnasium, an Olympic-size swimming pool, classrooms, wrestling room, handball courts, dance studio, training room facilities and a recreation area, including an eight-lane bowling alley. In 1986, it was named in honor of Emeritus Professor Manuel Rivero, the founder and chairman of the Health, Physical Education, and Recreation Department. It was constructed with funds provided by the Commonwealth of Pennsylvania. Adjacent to the Gymnasium are fields for soccer intramural football, softball, and baseball; tennis courts; the Robert Gardner fitness trail; and the Wayne Coston track.

THE STUDENT UNION was completed in January 1964. This building serves as one of the centers for co-curricular activities, the faculty and student mailrooms, the student government association office, studios for the Department of Fine Arts, the television and radio facilities for the Communications program, and the bookstore. This building was constructed with funds provided by the Commonwealth of Pennsylvania.

UNIVERSITY HALL is a three-story brick structure built in 1891 and recently reconditioned for lecture and recitation purposes and offices for faculty members of the Department of English, Fine Arts and the Upward Bound Program.

THE URBAN CENTER In February 1996, the Center moved to a building at 3020 Market Street, just steps from Philadelphia's 30th Street Train Station. This site is accessible to the Northeast corridor via Amtrak, Regional Commuter Rail Lines and major bus services.

Lincoln's graduate programs in Human Services, Education, and Administration are offered at the Urban Center. Lincoln also offers a variety of other non-degree programs at the Urban Center.

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 Commonwealth of Pennsylvania

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.

FACULTY RESIDENCES The campus includes a limited number of residences for faculty, administrators, and other member of the University staff.

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 rooms.

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.

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 Commonwealth of Pennsylvania. It accommodates 110 students.

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

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

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

HOUSTON HALL was erected in 1882 as a gift of the late H.H. Houston of Philadelphia. It accommodates 41 students.

LUCY LANEY HALL was built in 1967 with funds provided by the General State Authority. It was refurbished in 2001 and accommodates 135 students.

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 students.

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 opened in 1996 and was built with funds from the Commonwealth of Pennsylvania. It houses over 370 students in separate wings for men and women and has the central cafeteria and kitchens, rooms for university guests, computer labs, and meeting rooms.

CAMPUS LIFE

The Lincoln University Community – Principles

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

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

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

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

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

The Office of Campus Life

The Office of Campus Life is located in Lincoln Hall 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. Among the programs featured are open forums, symposiums, feature films, theater, music major concerts, dances, lectures, recreational tournaments, and a vendor day; all these programs are designed to provide growth and development outside the classroom. The Office is responsible for scheduling all University activities. All organizations, departments or social groups must have their activity dates approved by this office.

Lincoln University enhances the quality of student life and develops a well-rounded student body through a series of activities that promote social interaction, respect for others, campus participation and preparation for leadership. It makes great contributions to the development of its students through quality extra-curricular programs, including Student Government, Mr. & Ms. Lincoln, religious activities and organizations, student clubs and honor societies, student publications and broadcasting, and both inter-collegiate and intramural athletics.

The Student Government Association

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

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

Mr. And Ms. Lincoln

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

Religious Activities and Organizations

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

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

Student Organizations and Clubs

Class Clubs (4)
Forensic Society
International Club
The Lincoln University Dance Troupe

Deuce Deuce Drill Team
Fun 4 Life
Lincoln University Concert Choir
Lincoln University Gospel Choir

Lincoln University Jazz Ensemble
 National Association for the Advancement of
 Colored People (NAACP)
 National Council for Negro Women
 Student Leader Network
 Ziana Fashion Club

Lincoln University Volunteer Center
 National Coalition of 100 Black Women

Students Against A.I.D.S.
 We Are One

Student Publications, Radio, and Television

Newspaper: The Lincolnian
 Yearbook: The Lion.
 Campus Radio Station: WLIU
 A television station is under development.

Honor Societies

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

Academic Organizations

Accounting Club
 Biology Club
 Chemistry Club
 Education Club
 Japanese Club
 Melvin B. Tolson Society (English)
 National Society of Black Engineers
 Psychology Club
 Russian Club
 Sociology Club

Arabic Club
 Business and Economics Club
 Chinese Club
 French Club
 Music Majors Club
 Thurgood Marshall Law Society
 Organization for Political Awareness
 Society of Physics Students
 Society for Math and Computer Science
 Spanish Club

Athletic Activities

Inter-Collegiate Sports: Baseball, Basketball, Cross Country, Indoor/Outdoor Track, Soccer, Tennis, Volleyball

Intramural Sports: Badminton, Basketball, Football, and Track

Athletic Clubs: Cheerleaders and Drill Team

Social Organizations

Greek-letter Fraternities

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

Greek-letter Sororities

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

Pan-Hellenic Council

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

Social Fellowships and Service Organizations

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

Council for Independent Organizations

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

ADMISSIONS

Undergraduate Admissions

General Information

Lincoln University seeks candidates who rank in the upper 50 percent of their graduating class, have a C average or higher, show evidence of leadership qualities. The reputation of the applicant's high school is a most important factor in the admission decision. Applicants are generally required to submit a combined SAT score of 870 or higher, a grade point average of 2.8 or higher. Lincoln utilizes a rolling admissions process.

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	(800) 790-0191
Lincoln University	(610) 932-8300
P.O. Box 179	(610) 932-1209 (Fax)
Lincoln University, PA 19352	Online at: www.lincoln.edu

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

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

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

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:

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

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

Entrance Examinations

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

Admission for International Students

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

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

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

A statement signed by the person who will be responsible for the financial obligation of the applicant to the University is also required. International students are encouraged to pay

particular attention to the fee structure, which is included in the General Statement pertaining to school expenses. Payment of the first semester's tuition and fees and room and board charges are required before the issuance of INS Form I-20 to the student.

Transfer Students

A student who has 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.

A transfer applicant 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. An official copy of the applicant's high school transcript showing date of graduation should also be sent to the Office of Admissions.

Transfer applicants who are accepted at Lincoln must 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 chairperson 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 \$275.00 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.

Medical History and Health Insurance

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

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

Placement Testing and Academic Advising

A student entering the University for the first time will be required to take a battery of tests, including placement tests to gather information about the student's 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.

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

Graduate Admissions

Application for admission to the graduate programs is made through the Office of Admissions, either on the Main Campus or at the Urban Center. The specific requirements for admission to each program are listed on page 223 in the Graduate Programs section of this Bulletin.

FINANCES AND STUDENT FINANCIAL AID

Offices, Financial Clearances, and Responsibility

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

The Office of the Bursar is located at the northwest entrance of Vail Hall. Correspondence should be addressed to: Office of the Bursar, Lincoln University, P.O. Box 179, Lincoln University, PA 19352. The telephone numbers are (610) 932-8300 ext. 3411, 3106, or 3415; (800) 561-5710; and the fax number is (610) 932-1230.

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

The Office of Financial Aid is located on the first floor of Lincoln Hall. Correspondence should be addressed to: Office of Financial Aid, Lincoln University, P.O. Box 179, Lincoln University, PA 19352. The telephone numbers are (610) 932-8300 ext. 6010, (800) 561-2606, and the fax number is (610) 932-1298.

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

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

Lincoln University will issue transcripts or diplomas only when the student is "financially cleared" by the Office of the Bursar.

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

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

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

Payment Of School Expenses

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

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

The net charge payable is the total estimated expenses less University Financial Aid and payments made to date. An itemized statement of actual charges incurred for the Fall Semester will be sent in September and for the Spring Semester in February.

Remittances

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

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

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

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

Tuition Payment Plans (TMS and AMS)

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

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

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

Students who receive benefits under programs of federal or state agencies, such as the Department of Veterans Affairs or the Social Security Administration must meet the payment

deadlines of the University even if they have not yet received their benefits from the governmental agencies. In cases where an agency can or will make payment directly to the University, the Bursar may defer receipt of the funds upon presentation of acceptable evidence from the agency.

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

Tuition And Fees for the 2001 – 2002 Academic Year

All fees are subject to change.

Undergraduate Students

Tuition and Related Fees

Full-time students (12-18 credit hours)	<u>1 Semester</u>	<u>2 Semesters</u>
Pennsylvania Residents		
Tuition	\$ 2,016	4,032
General Fee	210	420
Activity Fee	145	290
Technology Fee	217	434
Non-Pennsylvania Residents		
Tuition	3,431	6,862
General Fee	427	854
Activity Fee	145	290
Technology Fee	217	434

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

Pennsylvania Residents	<u>Per Credit</u>
Tuition	168
General Fee	19
Activity Fee	12
Technology Fee	<u>19</u>
Total Per Credit	218

Non-Pennsylvania Residents	<u>Per Credit</u>
Tuition	286
General Fee	36
Activity Fee	12
Technology Fee	<u>19</u>
Total Per Credit	353

Room and Board:

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

A security deposit of \$200 is required for all persons in residence halls.

<u>Room and Board Fees</u>	<u>1 Semester</u>	<u>2 Semesters</u>
Double Room	1,441	2,882
Single Room	1,700	3,400
Laundry Fee	40	80
19 Meals per week	1,225	2,450
14 Meals per week	1,084	2,168

Special Course Fees

Each Science and Foreign Language Class with Laboratory	52
Each Music Ensemble or Instruction in voice or an instrument	30
Physical Education	52
Student Teaching	25
Studio Art	30

Other Fees

For First Time Undergraduate Students Only:

Matriculation	114
Orientation	114

Student Health Insurance (if not otherwise insured)	175
Late Registration	\$5 per day, maximum of \$25
Graduation Fee (December or May)	\$100

Foreign Language Credit by Examination	
Pennsylvania Residents	\$ 50 per course
Non-Pennsylvania Residents	\$ 80 per course

Alumni Discount

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

Estimating Your Total Costs

In order to estimate the total amount of monies needed to be a full-time student at Lincoln, take the common charges for tuition, room, and board and then add the special course fees and, for first time undergraduate students, the matriculation and orientation fees.

<u>Pennsylvania Resident</u>	<u>Fall 2001</u>	<u>Spring 2002</u>	<u>2001-2002</u>
Tuition & Fees (Gen, Activity, Tech)	\$ 2,588	\$ 2,588	\$ 5,176
Double Room (Room and Laundry)	1,481	1,481	2,962
19 Meals per week	<u>1,225</u>	<u>1,225</u>	<u>2,450</u>
Totals	\$ 5,294	\$ 5,294	\$ 10,588

<u>Non-Pennsylvania Resident</u>	<u>Fall 2001</u>	<u>Spring 2002</u>	<u>2001-2002</u>
Tuition & Fees (Gen, Activity, Tech)	\$ 4,220	\$ 4,220	\$ 8,440
Double Room (Room and Laundry)	1,481	1,481	2,962
19 Meals per week	<u>1,225</u>	<u>1,225</u>	<u>2,450</u>
Totals	\$ 6,926	\$ 6,926	\$ 13,852

A first time student (freshman or transfer) should expect to also need:

Room Security Deposit	\$ 200	-	200
Matriculation Fee	114	-	114
Orientation Fee	114	-	114
Science Lab Fees	52	52	104
Physical Education Fee	<u>-</u>	<u>52</u>	<u>52</u>
Totals	\$ 480	\$ 104	\$ 584

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

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

- Biology, Chemistry, and Physics majors can expect to have one or more laboratory fee charges each semester during every semester.
- Music majors can expect to pay \$30 fees for every private lesson and ensemble course and every piano instruction class.
- Art majors can expect to pay \$30 fees for every studio art course.
- Students taking foreign languages, including students in the Honors Program, will pay \$52 fees for every foreign language course.

Students who do not provide evidence of medical insurance coverage will be required to pay the premium (currently \$175) for medical insurance available through the University.

Graduate Students

Graduate Students taking 12 credits	<u>1 Semester</u>	<u>2 Semesters</u>
Pennsylvania Residents		
Tuition	\$ 2,917	5,834
General Fee	237	474

Technology Fee	<u>97</u>	<u>194</u>
Totals	\$ 3,251	\$ 6,502
Non-Pennsylvania Residents		
Tuition	\$ 5,212	10,424
General Fee	282	564
Technology Fee	<u>97</u>	<u>194</u>
Totals	\$ 5,591	\$ 11,182
MHS Program Duplicating Fee	42	84
Graduation Fee in the term of graduation	\$100	
Graduate Students, except those taking 12 credits	<u>Per Credit</u>	
Pennsylvania Residents		
Tuition	291	
General Fee	24	
Technology Fee	<u>10</u>	
Total Per Credit	325	
Non-Pennsylvania Residents		
Tuition	521	
General Fee	29	
Technology Fee	<u>10</u>	
Total Per Credit	560	
MHS – Pre-Masters Program (Undergraduate)	<u>Per Credit</u>	
Pennsylvania Residents		
Tuition	195	
General Fee	<u>25</u>	
Total Per Credit	220	
Non-Pennsylvania Residents		
Tuition	345	
General Fee	<u>66</u>	
Total Per Credit	411	

Refund Policies

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

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

Between four and five weeks	20%
Over five weeks	0%

A proportionate refund for board will be made upon official withdrawal from the University. Charges for board may also be reduced in case a student is absent for a period of six weeks or more provided that acceptable evidence of the absence has been given to the Office of Student Affairs and Enrollment Management.

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

Student Financial Aid

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

Eligibility for all forms of financial aid, including work-aid jobs and most University funded scholarships, requires the completion of a “Free Application for Federal Student Aid” (FAFSA). Some type of aid may also require the submission of documents, such as income tax returns of the student or parents, in order to provide evidence of eligibility. You may be able to file using the “Renewal Free Application for Federal Student Aid”

The FAFSA must be sent to the Federal Student Aid Programs, P.O. Box 4015, Mt. Vernon, IL. 62864-8615. Lincoln University should be designated as one of the recipients of the information: College Code 003290; you may also apply over the Internet at www.fafsa.ed.gov. Forms may be obtained from the guidance office of secondary schools, Lincoln University’s Offices of Financial Aid and Admissions. These forms require at least six weeks processing time to be returned to Lincoln by the processing centers.

All FAFSA applications should be filed by March 31 for the subsequent academic year in order to get the most of the preferred types of aid since some funds are allocated to students beginning in April. A student whose FAFSA is filed late or whose supporting documents are not received in a timely fashion may receive less aid in the form of grants and therefore have to take more in the form of loans that must be repaid by the student.

Financial aid may be denied to any student, or subject to revocation by the Agency, if it is reported that a student has been expelled, dismissed or denied enrollment for failure to obey any lawful regulation, University rule, or order. Any student who is convicted by any court of record

of a criminal offense which constitutes a misdemeanor involving moral turpitude, a felony, or drug offense, may likewise be denied financial aid. Please consult your financial aid advisor for further information.

The services of the College Scholarship Service (CSS) and the Pennsylvania Higher Education Assistance Agency (PHEAA) are used to assist in the determination of financial need.

Financial aid is awarded on an annual basis and is renewable from year to year as long as the student maintains satisfactory academic progress (see p. 72) and meets all other requirements. The following is a brief list and description of the financial assistance programs offered at the University:

Federal Pell Grants

Federal Pell Grants are available to undergraduate students only. Grants do not have to be repaid. For the 2000-2001 school year, Federal Pell Grant awards ranged from \$400 to \$3,750. The actual award will depend not only on the Expected Family Contribution (EFC) but also on the cost of attendance.

Supplemental Educational Opportunity Grants (SEOG)

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

Perkins Loan Program

The Perkins Loan program is administered by the Financial Aid Office. To be considered for this type of loan, a student must demonstrate financial need. Loans are limited to the University's current level of funding. The interest rate is currently 5% and begins to accrue when repayment commences nine months after the student graduates, leaves school, or drops below half-time enrollment. Repayment may be extended over a period of 10 years.

Stafford Loans

Students may borrow Stafford Loans from a bank, savings and loan association, or credit union. The amounts that students may borrow depend on their grade level (class) and whether they are undergraduate or graduate students. The interest rate is variable, but never exceeds 8.25 percent.

Federal Work Study Program (FWSP)

Student employment is provided on campus through the Federal Work Study and University Work-Aid programs. International students are eligible for University (campus) Work-Aid only. Students with a satisfactory academic average and/or demonstrated need are eligible for a wide variety of part-time jobs in various departments throughout the campus.

Students are eligible to work only after they have registered and have completed the necessary documents required by the Financial Aid Office.

Students wishing information regarding application procedures, conditions of employment, job-performance reviews, grievance procedures, wage scale, and payroll schedules should contact the Financial Aid Office, located in room 101, Lincoln Hall.

Federal PLUS Loans

Federal PLUS Loans are unsubsidized loans made to parents, used to assist undergraduate students with their educational expenses.

Unsubsidized Stafford Loans

If you are deemed an independent student or your parents are denied the PLUS Loan then you are eligible to borrow additional “un-subsidized” Federal Stafford Loan funds.

State Aid

Pennsylvania Higher Education Assistance Agency (PHEAA) of the Commonwealth of Pennsylvania makes grants available to Pennsylvania residents who are at least part-time undergraduate students and who demonstrate need. The awards are based on the criteria set by PHEAA. All Pennsylvania residents are urged to take advantage of this grant program by completing the FAFSA application as soon as possible after January 1 of each year and before the May 1st, the PHEAA State grant deadline date. Other criteria used for continually receiving this grant is that the student is making Satisfactory Academic Progress by earning 24 credits by the end of each academic year (See p. 72).

Residents of Connecticut, Delaware, the District of Columbia, Massachusetts, Ohio, Maine, Maryland, Rhode Island, and the U.S. Virgin Islands are urged to apply for the grant assistance offered by their state or territory. The FAFSA must be filed and you must provide authorization for release of information to the state or territory.

Institutional Aid (Aid provided by Lincoln University)

Merit Based Aid

The Admissions Office will use its discretion when awarding merit based scholarships if the student comes slightly below one of the two scholarship requirements (SAT or G.P.A.). These students may have also taken Advanced Placement (AP) and Honors (H) courses, etc.

21st Century Scholarship

Contact: Admissions Office

Criteria: SAT score of 1200 or better and a 3.7 or better G.P.A.

Amount: Full Tuition, fees, room and board.

Renewability: This scholarship is renewable each additional year up to 3 years provided the student maintains a 3.4 or better G.P.A.

Presidential Scholarship

Contact: Admissions Office

Criteria: SAT 1100 or above and a grade point average of 3.5 or better.

Amount: Full tuition, room and board for the first year.

Renewability: Renewable provided student maintains a 3.4 or better G.P.A.

University Scholarship

Contact: Admissions Office

Criteria: SAT 1000 + 3.3 (B average or better).

Amount: Full tuition and fees the first year.

Renewability: Renewable provided student maintains a 3.4 or better G.P.A.

Alumni Scholarship

Contact: Admissions Office

Criteria: 2.5 GPA, 900 SAT

Amount: \$2,500 the first year.

Renewability: Not Renewable

Merit Awards

Contact: Financial Aid Office

Conditions: Not to be refunded to student, only to cover direct cost. May be reduced if Gift Aid exceeds direct cost, i.e., tuition, fees, room and board

Criteria: Sophomore, Junior or Senior, no Incomplete grades, at least 24 credits earned annually.

Cumulative GPA	Amount per Year
3.5	\$5,500
3.3	\$4,000
3.0	\$2,500

Renewability: Renewable

Honors Scholarship

Contact: Honors Program

Criteria: Academic Achievement

Amount: Up to \$1,000

Renewability: Based on academic achievement

Lincoln University Grant

Contact: Financial Aid

Criteria: Based on making satisfactory academic progress and demonstrated financial need.

Amount: Up to \$4,000

Renewability: Based on identified progress and availability of funds

LASER (Lincoln's Advanced Science and Engineering Reinforcement Program)

Contact: Director of the LASER program

Criteria: Academic performance and other financial aid

Amount: Award recommended by Director up to full tuition, fees, room and board.

Renewability: Based on academic achievement

MARC (Minority Access to Research Careers) Scholarship

Contact: Director of the MARC program

Criteria: Academic performance

Renewable: Based on academic performance

Amount: Covers tuition and fees for academic year.

Other Scholarships, Prizes and Awards

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.

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 or 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 F. Loise 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 I. Eichelberger, Class of 1959, is awarded to the student who has written the 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 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 Francoise 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 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 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 amounts on all scholarships are subject to change.

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

W.W. Smith Scholarship is a need-based scholarship awarded to academically talented students. The minimum award is currently \$2,000. For more information, contact the Financial Aid Office.

The Lincoln University Scholarship is generally a need-based scholarship but 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.

The James L. Usry Scholarship is named in honor of the former mayor of Atlantic City, Class of 1946. 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.

The David P. Richardson Scholarship is named in honor of the former Pennsylvania State Representative. 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 Amos Scholarship in Music was established in 2000 by Dr. Alvin E. Amos and his wife Carol Amos. Dr. Amos is a Professor of Music and has been on the Faculty since 1989 and has served as Chair of the Music Department. The scholarship is granted to an instrumental music major or minor who shows an interest in studying church music performance and has a 2.75 cumulative GPA or better.

The Drs. George E. and George D. Cannon Scholarship Fund 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 is awarded to a worthy student.

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

The Parke A. Dickey Finance and Banking Scholarship was established by Janet W. Dickey in honor of her husband, a member of the class of 1928. The income from the endowment is granted to a junior or senior majoring in Finance and Banking selected on the basis of a combination of scholastic achievement and service to other people.

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

The Frederick and Margaret Fife Scholarship Fund was established by Mrs. James R. Elliot 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 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 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 African American race.

The Joseph W. Holley Scholarship Fund 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 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 is awarded to a worthy student.

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

The Myrtilla Miner Scholarship Fund was established in 1945 in memory of Myrtilla 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 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 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. It is awarded annually to a worthy Junior outstanding in the social sciences.

The David Pinckney Endowed Scholarship 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 was established by Wayman R. Coston, M.D., 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 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 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 is awarded to a disadvantaged student preparing for a career in theology and pre-medicine.

The Orrin Clayton Suthern Endowed Scholarship is awarded to a student majoring in music.

STUDENT SUPPORT SERVICES

Academic Support Programs

Academic Advising Center

The Academic Advising Center is responsible for coordinating advising services for all first-time entering students, including transfer students. Upon admission, each student is assigned to an advisor who will help them plan their course schedule and register/pre-register them for classes each semester; discuss their academic plans; meet to discuss their academic progress; and direct them to other professionals on campus who can guide them in accomplishing their educational and career goals. The student will be assigned to this advisor until they have completed a minimum of one semester/maximum of four semesters and have earned a 2.00 or better cumulative GPA. After satisfying these conditions, the student will be directed to declare his/her major. Once the student declares his/her major, the responsibility of advising shifts to an advisor in the department of their chosen major.

The Academic Advising Center also operates with an open door policy and works in concert with the freshman advisors to assist students with their advising needs. Students are welcome to come to the Center to obtain the forms and/or information they need for scheduling classes, adding and dropping, or withdrawal from classes. They can also obtain information on degree requirements for the different majors offered at the university, declaration of major, summer school (on or off campus), transfer credit evaluation procedures, and general information as it pertains to satisfactory academic progress policies.

The Academic Advising Center is located in the Learning Resource Center on the second floor of Dickey Hall. For more information, call extension 3627.

The Act101 Program and the Learning Resource Center

Act 101/Talent Improvement Motivation and Experience (T.I.M.E.) Program

The Act 101/T.I.M.E. Program was founded in 1971 by the Honorable K. Leroy Irvis, the first Black Speaker of the House in the state of Pennsylvania and in the country. There are now a total of 78 Act 101 programs in the Commonwealth of Pennsylvania. Lincoln University has had an Act 101 program since 1971.

The program was created to provide students with greater access to higher education. It was designed to provide highly motivated Pennsylvania residents with low income a second chance to attend college. Individuals with SAT scores and/or Grade Point Averages (GPA's) below the University's admission criteria may be admitted with a commitment to participate in the Act 101/T.I.M.E. Program.

Students who are accepted must apply for local, state, and federal financial assistance to cover the costs of enrollment and should come prepared to purchase class books. Students are required to participate in the Reading, Writing and Mathematics Labs as well as other program

activities. Students are provided with academic, professional, and personal counseling to assist them with the adjustment to the rigors of a college lifestyle.

Once a student has been accepted by the Act 101 program, that student will remain an Act 101/T.I.M.E Program student during his/her entire Lincoln experience. Students who achieve GPAs of 3.0 and higher for two consecutive semesters are eligible to be inducted into the Chi Alpha Epsilon National Honor Society. For more information call extension 3492.

Learning Resource Center

The Learning Resource Center is located in Dickey Hall, room 222. Individualized tutorial services are available in reading, writing, mathematics, and content courses to enhance academic performance. These services are offered to all enrolled students at all academic levels. The Reading Lab includes drills and other reading-related activities to increase reading speed, comprehension and vocabulary. The Writing Lab provides individualized help in improving students' writing using appropriate resources and methods. For more information call extension 3495.

Counseling And Career Services

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

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

Counseling Services include:

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

International Student Services and Study Abroad Programs

The Office of International Programs and Services provides services to all students who are citizens of other countries and promotes and coordinates all Study Abroad programs for Lincoln students.

The Office works closely with Admissions in recruiting students from other countries and processing their application and helps the students with the necessary immigration matters such as obtaining and renewing proper visas, insurance, and certifications. It also serves as a central information service for the entire community on matters relating to international students, including the arrangement for guest speakers.

The Office also provides information to Lincoln students interested in having a study abroad experience – whether for a summer, a semester, or a whole academic year. It provides assistance to students in applying to study abroad programs and making all the necessary arrangements such as obtaining a passport, proper visas, transportation, and vaccinations.

Lincoln University is a member of the College Consortium for International Studies (CCIS) and is the sponsoring institution for a Japanese language program in Japan.

The Upward Bound Program

Upward Bound is one of the oldest Trio Programs; it is a highly successful college based program of rigorous academic instruction, individual tutoring and counseling for low-income, disadvantaged high school students most of whom are the first generation of their families to consider post-secondary education.

During the summer, Upward Bound students live on the college campus for five to six weeks and are involved in an intensive academic study program with an emphasis on English, mathematics, science, reading and writing. During the academic year, Upward Bound students receive academic instruction, tutoring and counseling after school. Counselors follow their progress in high school and the students learn about the college application process and how to apply for financial assistance to the college of their choice.

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 VCR's 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.

The Langston Hughes Memorial Library

The Langston Hughes Memorial Library is named for, and contains the personal library of one of Lincoln's most distinguished alumni. It houses an open shelf collection of more than 185,000 volumes and subscribes to 555 current periodicals. There is a special collection of African American and African material representing all aspects of the Black experience, including the personal libraries of Therman B. O'Daniel, Larry Neal, and Langston Hughes. The library also houses a part of the Susan Reynolds Underhill Collection and selections from other

collections of African art and artifacts. The Library strives to supply, either by purchase or through inter-library loan, the materials needed by students and faculty.

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

The Library contains a microform room, a computer room, a listening area, reading lounges, and both individual and group study rooms. A special feature is the after-hours study area with a separate outside entrance that provides a study space for students during the hours the library is closed.

The Library's online catalog (Voyager) is available at www.lincoln.edu/library. Lincoln subscribes to a series of online databases for both literature searches in all academic disciplines and statistical information sources. The Online Computer Library Center, Inc. (OCLC) also provides Lincoln's library users with access to research collections throughout the world. Many of the online information sources are available at no charge, but some do require the payment of fees. Contact the Reference Librarian at extension 3371 for details.

The Library is a member of the Tri-State College Library Cooperative (TCLC) with direct access to over 7 million volumes in the tri-state region. Materials not owned by the Library may be obtained through the Interlibrary Loan Department (extension 3356).

Office Of Information Technology

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

African Art and Artifacts

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

Special Programs

The Global Studies Institute

The mission of the Global Studies Institute is to enrich the university's effort to provide its students with a global perspective that will position Lincoln's graduates for optimal use of their skills and knowledge in the emerging global environment of the new millennium. The Institute seeks to provide opportunities for Lincoln students and faculty to pursue international education, research and training.

The Honors Program

The Honors Program provides to eligible students an enriched exposure to global perspectives in order to become innovative stewards who understand that leadership is a resource for the enhancement of the quality of life for all mankind. It aims to provide an educational experience that is both problem-solving and more responsive to the needs of the human community by combining the finest elements in Liberal Arts education with the traditional virtues of adult responsibility – reason, respect, reverence, reciprocity, restraint, reliability, and responsibility.

The Program pursues these objectives by providing special challenges for academic achievement and special opportunities for extra-curricular activities. The special challenges include Program requirements to study foreign languages, present a Senior Thesis, Portfolio, or Project, enroll in the Honors sections of the University Seminars I and II. The special opportunities include participation in the Honors Debate Team, educational trips to the important national and international governmental institutions, mentoring and tutoring of other students, and community service. All Honors Program students are expected to be participants in as many of these activities and opportunities as possible and to develop their leadership skills by participating in Lincoln's Student Government Association and the many student organizations on campus. The Honors Program staff works to identify and develop special study abroad and summer research opportunities for its members.

Eligibility requirements for first-year students include completion of high school and have an S.A.T. combined score of 950 or better. Continuing students with a cumulative GPA of 3.00 or better may apply for membership at any time.

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. The program includes an intensive summer of college courses in mathematics, chemistry or physics, and computers for LASER students immediately after their graduation from High School. Summer internships may be arranged for students to work at a NASA site. For more information, contact Dr. Robert Langley, Director of LASER.

Students choosing to pursue a degree in an engineering field can complete three years of study in pre-engineering, basic science, and general education courses at Lincoln and then two additional years at an engineering school. Students completing the program receive degrees from both schools.

MARC (Minority Access to Research Careers)

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

ACADEMICS

Academic Organization and Governance

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

Most of the administrative functions are performed by the Office of Academic Affairs, headed by the Vice President for Academic Affairs. The principal academic operations occur in seventeen academic departments that are managed by the Department Chairs. The various departments are organized into three Schools that are managed by the Deans. The three Schools are the School of Humanities, the School of Natural Sciences and Mathematics, and the School of Social Sciences and Behavioral Studies. The Deans, the Head Librarian, the Registrar, and the Directors of the Act 101/T.I.M.E. Program, the Academic Advising Center, The Global Studies Institute, the Honors Program, the Instructional Media Center, the Master of Human Services Program, and the Urban Center all report to the Vice President of Academic Affairs.

The three Schools include the following academic departments:

THE SCHOOL OF HUMANITIES	THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS	THE SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES
Fine Arts	Biology	Economics and Business Administration
English	Chemistry	Education
Foreign Languages & Literatures	Physics	Health, Physical Education, & Recreation
Music	Mathematics & Computer Science	History
Religion		Political Science
Philosophy		Psychology
		Sociology and Anthropology

The Curriculum

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

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

The provisions and requirements stated in this Bulletin are not to be considered as an irreversible contract between the student and the University. Lincoln University reserves the

right to change any of the provisions or requirements at any time within the student's term of residence. No such change, however, will be applied retroactively to cause an extension of time normally required for completion of the student's program. The University reserves the right to cancel any announced program, major, or course, as well as change the course instructor or change the time it will be offered.

Requirements for Undergraduate Degrees

A Bachelor's degree requires that a student complete:

- at least one Academic Major
- the Core Curriculum
- the Writing Proficiency Examination (WPE)
- a Senior Exit Examination

A minimum of 24 semester credits must be completed at Lincoln University.

The Bachelor of Arts and the Bachelor of Science

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

The Academic Major

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

Credit Hours and Grade Point Average Required for Undergraduate Degrees

A minimum of 120 semester credit hours in courses must be earned. Some majors require more than 120 credits. However, EDU-100 Basic Reading and Study Skills and EDU-102 Oral Communications are courses which do not count towards the minimum number of credits required.

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

Grades in the Major

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

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 3.30 to 3.59 shall graduate *cum laude*. Those meeting the same conditions with a final cumulative average of 3.60 - 3.79 shall graduate *magna cum laude*. Those meeting the same conditions with a final cumulative average of 3.80 or higher shall graduate *summa cum laude*. A notation of these honors shall be placed in the graduation program, and on the student's transcript.

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

The Core Curriculum (University Requirements)

The Eight Integrative Themes

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.

A University Seminar I (SEM-190)

The University Seminar I courses are designed to address the many challenges an incoming student may face: social and academic skill development, the Lincoln tradition, the meaning of liberal arts, attending lectures, recitals, and convocations offered throughout the semester as basis for class discussions, library research/computer literacy, writing, speaking, and

critical thinking. Students transferring to Lincoln with one or more years of transferable college credit do not have to enroll in a University Seminar I.

A University Seminar II (any course numbered 390)

The University Seminar II will reinforce the skills developed during the other courses in the core curriculum; be rooted in the Integrative Themes; require a substantial research project with an abstract; enable students to learn from faculty and peers outside of their major; be broadly conceived and interdisciplinary; involve cooperative or team teaching where possible; involve the students in at least one group experience outside of the classroom.

The University Seminar II must be taken in a department other than a student's major. This course should be taken during the Senior year. Passing the WPE is a pre-requisite for enrolling in a University Seminar II. All sections of the University Seminar will emphasize the following: reading, writing, thinking, and speaking skills; research skills via a research project; resolving complex issues of the world; collaborative activities; and an out-of-class group experience.

Some of the majors also require a "Senior Seminar". Senior Seminars do not fulfill the University Seminar II requirement.

Liberal Arts Core Courses

- The Humanities
 - English Composition I and II (ENG-102 and ENG-103)
 - World Literature I and II (ENG-207 and ENG-208)
 - Introductory courses in music, art, philosophy and religion (ART-201, MUS-200, PHL-101 and REL-101)
- The Social Sciences
 - African American Experience (SOS-151). This is an interdisciplinary course within the School of Social Sciences with one session with a particular instructor and another session with all sections of the course meeting together for a lecture.
 - A course designated as an Empowerment course (xxx-xxE)
 - A course designated as a Global Studies course (xxx-xxG).

The common characteristics of an *empowerment* course include an orientation to the problems and role of social science; an investigation into the relationship between the individual and the social whole; an emphasis on an historical/interpretative approach; an emphasis on critical literature; an emphasis on student involvement and participation; and inclusion of an international component.

The common characteristics of a *global studies* course include social science methodology as the point of departure; geographical knowledge of the regions and nations of the world; critical thinking about the causes and effects of global developments; the relationship between the industrialized world and the countries of Africa, Asia, and Latin America and the international institutions that impact those relationships, include lectures by outside experts when possible; and expose students to current world events.

- The Natural Sciences and Mathematics
 - Two natural science courses that include a laboratory
 - One course in mathematics (excluding MAT-103 and MAT-110)
 - The mathematics course should be selected based on the student's expected major.

Health and Physical Education

- Dimensions of Wellness (HPR-101)
Students with a current certification of paramedic training may petition to test out of HPR-101. Basic training in a military service cannot serve as a substitute for HPR-101.
- Lifetime Sports (HPR-102)
Students with physical disabilities should determine with the Chair of Health, Physical Education, Recreation and Athletics Department (in the gymnasium) which, if any, of the Lifetime Sports classes can be taken.

Transfer Students and the Core Curriculum Requirements

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

Summary of the Core Curriculum Required Courses

SEM-190	a University Seminar I	
xxx-390	a University Seminar II	(outside your major, should be Senior year)
ENG-102	English Composition I	
ENG-103	English Composition II	
ENG-207	World Literature I	
ENG-208	World Literature II	
ART-201	Introduction to Art	
MUS-200	Introduction to Music	
PHL-101	Introduction to Philosophy	
REL-201	Introduction to Religion	
SOS-151	African American Experience	
xxx-xxE	an Empowerment course	
xxx-xxG	a Global Studies course	(may be specified by your major)
HPR-101	Dimensions of Wellness	
HPR-102	Lifetime Sports	
	Science with Laboratory	(may be specified by your major)
	Science with Laboratory	(may be specified by your major)
MAT-xxx	a qualifying* Mathematics course	(may be specified by your major)
* As of Fall 2001, any MAT course other than MAT-103 and MAT-110.		
These courses total 49 semester credits		

The Writing Proficiency Examination (W.P.E.)

The WPE is administered by the Faculty Committee on Writing and is offered regularly several weeks prior to mid-term examinations. Completing ENG-103 English Composition II is a prerequisite for taking the WPE. Satisfactory completion of the WPE is a pre-requisite for enrolling in a University Seminar II. Complete details can be obtained from the Faculty Committee on Writing, the Writing Lab, and members of the English Department.

Requirements for Graduate Degrees

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

Academic Regulations

Graduation and Commencement

Graduation Dates

Lincoln University graduates students (confers degrees) on two dates each year — the 1st Sunday in May and December 15th.

Commencement Exercises

Commencement ceremonies are held only on the 1st Sunday in May. Students who graduate on December 15th are invited to participate in the Commencement ceremony held the following May. Seniors in the graduating class are required to attend the Commencement exercises in acceptable attire as determined by the University Marshals. Students who have only one or two *courses* remaining to complete all the requirements of their degree may participate in the Commencement ceremony, but their degree will be dated as of the degree conferral date following the completion of all the requirements for the degree.

Applying for Graduation

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

Academic Integrity

Responsibility and Standards

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

Acts of Academic Dishonesty (Cheating)

Academic Dishonesty includes, but is not limited to:

- Copying, offering and/or receiving unauthorized assistance or information in examinations, tests, quizzes; in the writing of reports, assigned papers, or special assignments, as in computer programming; and in the preparation of creative works (i.e. music, studio work, art).
- The fabrication or falsification of data, results, or sources for papers or reports.

- The use of unauthorized materials and/or persons during testing.
- The unauthorized possession of tests or examinations.
- The physical theft, duplication, unauthorized distribution, use or sale of tests, examinations, papers, or computer programs.
- Any action which destroys or alters the work of another student.
- Tampering with grades, grade books or otherwise attempting to alter grades assigned by the instructor.
- The multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.

Plagiarism

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

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

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

Sanctions

Sanctions for violations of the academic integrity standards include:

- **Warning:** A written notice that repetitions of misconduct will result in more severe disciplinary action. The warning becomes part of the student's file in the Office of the Registrar and, if there is no other example of misconduct, is removed at the time of graduation.
- **Failure for Project** (exam, paper, experiment).
- **Failure of Course** (students may not drop or withdraw from the course after being informed of the charge of academic dishonesty)
- For serious and repeat offenses, the University reserves the right to suspend or expel.

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

Appeals

The student may appeal a charge of academic dishonesty within ten days of receiving notice of same. The appeal will be heard by an Academic Hearing Board (AHB) consisting of

the chairs of each division of study (or their designees). Files on violations of this academic integrity code will be kept in the Office of the Registrar.

Academic Advising, Declaring a Major, and Selection of Courses

Upon admission to Lincoln University, all undergraduate students are assigned an Academic Advisor from the Academic Advising Center. The advisors are members of the faculty who keep up-to-date on the recommendations, rules, and procedures of the University. The Academic Advising Center is located on the second floor of Dickey Hall.

A student is guided by the advisor from the Academic Advising Center until he or she formally declares a major. At that time, a member of the faculty of the department of the major will be assigned as the Academic Advisor.

All new Freshmen will indicate their interest in a major. Lincoln recommends that students not officially declare a major until their third semester — even if they are relatively sure about which major they might choose. They should concentrate on taking courses to fulfill the University Core Curriculum and to sample courses in a variety of fields. Students should also seek information and advice from faculty in the fields that might be selected as a major.

The procedure for officially “declaring” a major or a minor is to obtain the Major Application form from the Office of the Registrar, the Academic Advising Center, or an academic department. The Chair of the Department that offers the major signs the form to accept the student into the major. At the same time, the Chair will officially assign an academic advisor from the members of the faculty of the Department. Students should get to know the faculty in the department before applying for the Major.

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

Drop/Add forms should always be signed by the student’s Academic Advisor. Instructors and Departments may deny permission to take a course if the student does not fulfill the pre-requisites. However, a student always has the right to drop or withdraw from a course any time before the *Last Date to Withdraw*.

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. Applications for a major may be rejected by a department for scholastic reasons only.

A student may change his or her departmental major or minor by filing a Major Application Form in the Office of the Registrar. A student adding a new major must be accepted

by the corresponding Department. Approval of a Department is not required when a major or minor is dropped.

Enrollment Status and Grade Level

Full and Part Time Undergraduate Students

Undergraduate students shall be full-time if they are attempting 12 or more credits during a Fall or Spring semester; students attempting between 9 and 11 credits shall be 3/4-time students; and students attempting between 6 and 8 credits shall be half-time students. During a summer session, 6 or more credits shall be considered as full-time and 3 or 4 credits shall be half-time.

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

Full and Part Time Graduate Students

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

Grade Level

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

Academic Terms

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

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

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

Enrollment and Registering for a Term

Official Registration

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

Enrollment Verifications

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

Adding Courses, and Dropping or Withdrawing from Courses

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

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

A *withdrawal* that occurs within the first five weeks of a term may receive a partial reimbursement of tuition in accordance with the official reimbursement policies (check with the Office of the Bursar). When a student withdraws from a course, a grade of “W” is entered on the transcript. The “W” grade has no effect on a student’s grade point average, but the credits are counted as *attempted* credits for purposes of measuring the students satisfactory academic progress (see p. 72).

Drop/Add forms should always be signed by the student’s Academic Advisor. Instructors and Departments may deny permission to take a course if the student does not fulfill the pre-requisites. However, a student always has the right to drop or withdraw from a course any time before the *Last Date to Withdraw*.

Withdrawal from the University

A student who wishes to withdraw from all courses during a semester is withdrawing from the University. A student may withdraw from the University after the *Last Date to Withdraw* only with the approval of the Committee on Admissions, Academic Standing, and Financial Aid. If a medical condition impedes the reasonable completion of the semester, the Registrar may approve the withdrawal upon receipt of adequate documentation of the condition.

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

Maximum Credits in a Semester

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

Unofficial Withdrawal from a Course

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

Early Registration

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

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

Student Information Rights (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lincoln University to comply with the requirements of FERPA.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records. The FERPA law and its regulations allow disclosure without the consent of the student if the disclosure meets one or more of conditions specified in the regulations.

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

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

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

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

General Academic Regulations

Official Enrollment

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

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

Class Attendance

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

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

1. Four absences may result in an automatic failure in the course.
2. Three tardy arrivals may be counted as one absence.
3. Absences will be counted starting with the first class meeting following the last day of official registration each semester, as per the 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 Student Affairs and Enrollment Management. However, in such cases the student is responsible for all work missed during those absences.

5. Departments offering courses with less than full-course credit will develop and submit to the Vice President for Student Affairs and Enrollment Management a class attendance policy in keeping with the above.
6. Students representing the University in athletic events or other University sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations. The Registrar will issue the excused format to the faculty member in charge of the off- or on-campus activity for delivery by the student(s) to their instructors.

Independent Study

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

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

Tutorial Courses

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

Pass/Fail Grading Option

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

The student must indicate in writing at the time of registration his/her desire to enroll on a Pass/fail basis in the course, and present in writing the instructor's approval for a Pass/Fail grade to the Registrar's Office. The "P" or "F" grade earned in a Pass/Fail course is not included in the GPA calculation.

Certain courses, such as off-campus internships, are available only on a pass/fail basis.

Electives

Electives are courses that a student may elect to take when the requirements do not specify exactly which course must be taken. The term *University Elective* refers to a course that will be taken in order to meet the minimum number of credits required for graduation but that is not specifically required by either the Core Curriculum or by the major.

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

Undergraduate and Graduate Grades and Grading

Valid Grades

Undergraduate Grades Included in the GPA Calculation

A+ (4.30)	A (4.00)	A- (3.70)
B+ (3.30)	B (3.00)	B- (2.70)
C+ (2.30)	C (2.00)	C- (1.70)
D+ (1.30)	D (1.00)	(No D-)
F Fail (0.00)		

Graduate Grades Included in the GPA Calculation

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

Grades Not Included in the GPA Calculation

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

Mid-Term Grades (Undergraduates Only)

An "NG" (No Grade) may be given only as a Mid-Term grade. It should be given only when there is an insufficient basis for computing a grade at Mid-Term time. It is not included in the GPA Calculation.

Official Withdrawals

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

Unofficial Withdrawals

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

The "Incomplete" Grade

An Incomplete (I) grade may be recorded by an instructor if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work and/or taking a final exam. Verification of the illness or other extenuating circumstances must be in writing and is the responsibility of the student.

The faculty member submitting the "I" grade is responsible for submitting this verification, in writing, to the Office of the Registrar at the time the "I" grade is submitted. Grades of "I" submitted without documentation will be recorded as an "F" grade.

A student will be given thirty (30) days into the next semester in which he or she is enrolled at Lincoln University to complete the work necessary to change the "I" grade to a credit bearing letter grade. Only the student's faculty member may request an extension of the thirty (30) day time limit.

A request for an extension of the time limit to complete the work necessary to change the "I" grade to a credit bearing letter grade must be submitted to the Office of the Registrar, in writing, prior to the end of the thirty (30) day period by the faculty member submitting the "I" grade. Without a written request for an extension or an official change of grade, all "I" grades will be changed to the letter grade of "F" after the thirty(30) day period. Extensions will be limited to the end of the semester in which the extension was requested. Any "I" grade for which the "Removal of 'I' Grade" form has not been approved and received by the end of the semester will automatically be changed to the letter grade of "F".

Computing the Grade Point Average (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:

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

Grades in Off-Campus Programs

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

Transfer Credits in Undergraduate Programs

Credits accepted in transfer from other institutions that were completed prior to a student's initial enrollment in Lincoln University are not included in the computation of the cumulative grade point average. Such credits are, however, included in the determination of a student's (1) grade level, and (2) cumulative attempted credits but only for the purpose of selecting the GPA minimum in the definition of satisfactory academic progress (see p. 72).

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

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

A graduate student may use no more than 2 courses (no more than 6 credits) of courses taken at other institutions in fulfillment of the requirements for a degree other than the Master of Human Services (MHS). The courses (1) must have been taken within five years of the student's matriculation in the degree program, (2) have grades of "B" or better, and (3) be approved by the faculty in the area of the student's degree and concentration.

Transfer Credits in Graduate Programs

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

Repeating a Course

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

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

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

Report Cards and Academic Transcripts

Lincoln University sends Mid-Term (interim) and Final report cards to the undergraduate students. Only Final report cards are sent to graduate students.

The Academic Transcript is the complete historical record of a student's academic endeavors, including all courses taken (including courses from which the student "withdrew" or later repeated), the tabulation of attempted and earned credits and the grade point averages, notations of academic suspension, Dean's List, degrees earned with the major(s) and minor and date of conferral. The transcript is the standard means of demonstrating a student's performance at Lincoln to other people and institutions. As such, the transcript contains confidential information and will be issued only in accordance with the written and signed instructions of the student. Contact the Office of the Registrar (610 932-1087) for information on requesting transcripts. A transcript request form is available at www.lincoln.edu/registrar.

Earned and Attempted Credits

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

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

The credits in EDU-100 and EDU-101 that a student may be required to take do not count toward the minimum credits requirements for a degree. These credits do count in attempted credits, the GPA calculation, and, if a passing grade was received, in earned credits.

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

The Dean's List

Students who earn 15 or more semester credits and a term GPA of 3.30 or better will be honored by having their names placed on the semester Dean's List. Students who earn 15 or

more semester credits and a term GPA of 3.00 to 3.29 will be listed as Honorable Mention Dean's List.

Satisfactory Academic Progress, Probation, and Suspension

Academic Probation

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

Satisfactory Academic Progress Standards

Frequency of Measurement

Satisfactory Academic Progress will be measured at the end of every term in which a student is enrolled.

Undergraduate Students

An undergraduate student who has attempted 24 or more credits is considered to be achieving Satisfactory Academic Progress if:

- (1) the cumulative grade point average (GPA) is equal to or greater than
 - 1.75 for students who have attempted between 24 and 29 credits
 - 1.90 for students who have attempted between 30 and 59 credits, and
 - 2.00 for students who have attempted 60 or more credits.
- (2) cumulative *earned* credits is at least 75% of the cumulative *attempted* credits.

Undergraduate students who have attempted less than 24 credits are considered to be achieving Satisfactory Academic Progress. This policy ensures that a full-time freshman will have a minimum of two semesters in which to meet the standards although such a student may be placed on academic probation.

Graduate Students

A student pursuing a post-baccalaureate certificate or a graduate degree is considered to be achieving Satisfactory Academic Progress if, in the student's current certificate or degree program, he or she has at least a 3.00 cumulative grade point average and has earned at least 75% of the cumulative attempted credits.

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

Maximum Attempted Credits

A student is eligible for financial aid until he or she attempts 133% of the minimum credits required for the degree or certification program in which a student is enrolled. For example, a student in a program that can be completed in a minimum of 124 credits will not be eligible for financial aid for attempting more than 165 credits.

Transfer students are eligible for financial aid until he or she attempts 133% of the minimum credits *remaining to be completed* at Lincoln for the degree or certification program in which he or she is enrolled. This limit is determined as of the date the student first transfers to Lincoln. Courses taken later at other institutions by transfer students will be treated in the same way as courses taken elsewhere by students who did not initially arrive as transfer students. (see Transfer Credits)

Failure to Achieve Satisfactory Academic Progress

Academic Suspension

A student who is not achieving *Satisfactory Academic Progress* (SAP) will be placed on *academic suspension* and will not be eligible to enroll in Lincoln University. The occurrence of Academic Suspension is recorded on the transcript of a student.

Appeals of Academic Suspension

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

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

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

Unusual circumstances include: (1) illness or injury of the student, (2) death of a relative of the student, or (3) other special circumstances that may generally be considered to be beyond the control of the student. Evidence of the circumstances must be provided.

A student who (1) withdrew from the University during the term in which the unusual circumstances occurred, or (2) did not enroll in the subsequent term, may take advantage of this appeals policy when he or she is ready to return to the University. The appeal must be approved before the student can be readmitted to the University.

Progress Probation

Progress Probation allows a student to continue studying at Lincoln University and be eligible for financial aid. Progress probation will generally be provided for a single term. The Committee may approve a second term of progress probation if he or she received at least a 2.50 GPA and earned at least 75% of the credits attempted during the term on progress probation.

The occurrence of a Progress Probation is not recorded on the transcript of a student. Progress probation may be used in Summer session or in full semesters.

Permanent Exclusion of Credits from Attempted Credits

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

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

Readmission Following Suspension

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

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

Leaves of Absence or Interruptions in Studies

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

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

Graduate students who are dismissed from a program for any reason must apply for re-admission.

**ACADEMIC DEPARTMENTS AND PROGRAMS:
MAJORS AND MINORS
Chart of Majors and Minors**

Title	Major	Minor	Dept or Program	School
Accounting	Yes	no	Economics & Business	Social Sciences
Actuarial Science	Yes	no	Math & Comp Sci	Nat. Sciences
Anthropology	Yes	Yes	Sociology & Anthropol	Social Sciences
Arabic	no	Yes	Foreign Languages	Humanities
Biology	Yes	Yes	Biology	Nat. Sciences
Black Studies	Yes	Yes	Black Studies	Social Sciences
Business Administration	Yes	Yes	Economics & Business	Social Sciences
Chemistry	Yes	Yes	Chemistry	Nat. Sciences
Chinese	Yes	Yes	Foreign Languages	Humanities
Computer Science	Yes	Yes	Math & Comp Sci	Nat. Sciences
Criminal Justice	Yes	Yes	Sociology & Anthropol	Social Sciences
Early Childhood Education	Yes	no	Education	Social Sciences
Economics	Yes	no	Economics & Business	Social Sciences
Elementary Education	Yes	no	Education	Social Sciences
Engineering Dual Degree	Yes	no	Physics	Nat. Sciences
English Communications	Yes	no	English	Humanities
English Education	Yes	no	English	Humanities
English Journalism	Yes	no	English	Humanities
English Liberal Arts	Yes	Yes	English	Humanities
Environmental Science	no	Yes	Biology	Nat. Sciences
Finance & Banking	Yes	no	Economics & Business	Social Sciences
French	Yes	Yes	Foreign Languages	Humanities
General Science	Yes	no	Gen Science Program	Nat. Sciences
Health & Physical Education	Yes	no	Health & Phys Ed	Social Sciences
Health Science	Yes	no	Health & Phys Ed	Social Sciences
History	Yes	Yes	History	Social Sciences
Human Services	Yes	Yes	Sociology & Anthropol	Social Sciences
Industrial Psychology	Yes	no	Psychology	Social Sciences
International Relations	Yes	no	Political Science	Social Sciences
Japanese	no	Yes	Foreign Languages	Humanities
Mathematics	Yes	Yes	Math & Comp Sci	Nat. Sciences
Mathematics BS & MS	Yes	no	Math & Comp Sci	Nat. Sciences
Mathematics Education	Yes	no	Math & Comp Sci	Nat. Sciences
Music	Yes	Yes	Music	Humanities
Music Education	Yes	no	Music	Humanities
Philosophy	Yes	Yes	Philosophy	Humanities
Physics	Yes	no	Physics	Nat. Sciences
Political Science	Yes	Yes	Political Science	Social Sciences
Psycho-Biology	Yes	no	Psychology	Social Sciences
Psychology	Yes	Yes	Psychology	Social Sciences
Psychology - Honors	Yes	no	Psychology	Social Sciences
Religion	Yes	Yes	Religion	Humanities
Russian	Yes	Yes	Foreign Languages	Humanities
Secondary Education	Yes	no	Education	Social Sciences
Sociology	Yes	Yes	Sociology & Anthropol	Social Sciences
Spanish	Yes	Yes	Foreign Languages	Humanities
Special Education	Yes	no	Education	Social Sciences
Studio Arts	Yes	Yes	Fine Arts	Humanities
Therapeutic Recreation	Yes	no	Health & Phys Ed	Social Sciences

DEPARTMENT OF FINE ARTS

School of Humanities

Associate Professor: Jeffrey A. Chapp, M.F.A. Chair
 Visiting Assistant Prof.: Paul A. Wandless, M.F.A.

Additional faculty are on staff for theater courses and other special courses that may be offered from time to time.

The Department of Fine Arts at Lincoln University was established to provide Lincoln's students with an appreciation and comprehension of the visual and theatrical arts. Since 1995 when the Studio Arts Major was put in place, the department has been committed to providing studio and lecture courses, as well as out-of-classroom experiences, to Lincoln students in order to provide them with the academic and technical skills needed to research, create, and critically analyze art in its many culturally diverse forms. It is our mission to provide students with a well organized curriculum and a safe creative environment where they are stimulated to ask questions, enabled to solve problems, and encouraged to take risks in the process of creating artworks and acquiring knowledge about the world of art. By encouraging discovery through experimentation and problem solving through creative activities, the department provides Lincoln students the opportunity to develop the aesthetic awareness and creative skills needed to make a contribution in the arts and be competitive in a global community. Students in the Department of Fine Arts will be provided the skills, structure, and courage necessary to prepare them for advanced studies in the liberal arts and careers in studio arts and theater.

The mission of the Department of Fine Arts relates to the broader mission statement of the university in that the department offers courses within a program that supports the liberal arts undergraduate core curriculum in order to allow Lincoln's students to attain a comprehensive education. An additional facet of the department's mission is the promotion of the visual arts on campus for appreciation and study by the entire Lincoln family including students, faculty, staff, the administration, and the surrounding community.

As a program within an HBCU, the Department of Fine Arts at Lincoln University encourages its students to develop and evolve an historical consciousness of the critical role played by African Americans in the visual and performing arts. This is done in an effort to help the students themselves see where they will fit into our multi-cultural society within a global environment.

The Studio Arts Major

ART-100 Fundamentals of Design I
 ART-101 Fundamentals of Design II
 ART-105 Drawing I
 ART-205 Drawing II
 ART-211 Art History I
 ART-212 Art History II
 ART-409 Senior Seminar
Two electives from departmental courses.
 Either: the Two-Dimensional Track

or the Three-Dimensional Track

Two-Dimensional Track

ART-115 Printmaking I

ART-125 Painting I

Either: ART-110 Ceramics I

or ART-150 Sculpture I

Choose one of the following sets of courses:

ART-215 Printmaking II	ART-225 Painting II
ART-315 Printmaking III	ART-325 Painting III
ART-215 Printmaking II	ART-225 Painting II
ART-305 Drawing III	ART-305 Drawing III

Three-Dimensional Track

ART110-Ceramics I

ART150-Sculpture I

Either: ART115-Printmaking I

or ART125-Painting I

Choose one of the following sets of courses:

ART-210 Ceramics II
ART-310 Ceramics III
ART-250 Sculpture II
ART-350 Sculpture III

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Studio Arts Minor

ART100-Fundamentals of Design I

ART105-Drawing I

Three electives from departmental courses

DEPARTMENT OF BIOLOGY

School of Natural Sciences and Mathematics

Professors:	David F. Royer, Ph.D., Chair John Chikwem, Ph.D. B. Marshall Henderson, D.V.M., M.S.
Associate Professor:	Susan Safford, Ph.D.
Assistant Professors:	Solomon Adekunle, Ph.D. Donald Ford, D.V.M.

The mission of the Department of Biology is to provide a challenging and supportive educational experience for our students so that each student can achieve his or her educational goals. Our curriculum is sufficiently diverse to prepare our students for the broad variety of post graduate opportunities that exist in biology; it is unified so that each student experiences all the relevant areas of biology, and it is current and reflective of the new information and methodology in the field. Many of our students go on to graduate school, professional school (medical, dental or veterinary), or positions in government, private industry or education.

The Biology major provides a strong grounding in biology, chemistry, and physics and then allows flexibility in the selection of electives. Recommendations for electives are offered for students interested in pursuing interests in medicine, specialized graduate study, the many careers in the allied health professions, and the teaching of biology in secondary schools.

Biology majors must complete all biology courses with a grade of "C" or better. The General Biology sequence must be completed with grades of a "C" or better prior to enrolling in higher level biology courses. The first course in each of the chemistry, physics and mathematics sequences must be completed with grades of "C" or better prior to enrolling in the second course in the sequence.

The Biology Major

- BIO-103 General Biology I for Biology Majors
- BIO-104 General Biology II for Biology Majors
- BIO-207 General Microbiology
- BIO-208 Genetics
- BIO-320 Junior Seminar I
- BIO-321 Junior Seminar II
- BIO-420 Senior Seminar I
- BIO-421 Senior Seminar II
- Either: MAT-121 Calculus I
- Or: MAT-131 Calculus for Life and Social Sciences
- CHE-101 General Chemistry I
- CHE-102 General Chemistry II
- CHE-203 Organic Chemistry I
- CHE-204 Organic Chemistry II
- Either: PHY-101 Introductory Physics I
- and: PHY-102 Introductory Physics II

Or: PHY-103 General Physics I (Calculus co-requisite)
 and: PHY-104 General Physics II
 Four electives (16 credits) in Biology at the 300 & 400 level

Recommendations for Electives

- **Pre-Professional Track** (Pre-Med, Pre-Dental, Pre-Vet)
 Vertebrate Physiology, Developmental Biology, Histology, Immunology, Comparative Anatomy of Vertebrates, Cell and Molecular Biology, Molecular Genetics, Biochemistry I and II (CHE), and Independent Research/Study.
- **Allied Health Professions Track**
 Human Anatomy and Physiology, Parasitology, Biology of Aging, an elective from Health Science (with prior approval), and Independent Research/Study
- **Graduate Education Tracks**
 - **Cell and Molecular Biology**
 Parasitology, Histology, Biology of Aging, Molecular Genetics, Cellular and Molecular Biology, Biochemistry I and II (CHE), and Independent Research/Study
 - **Organismal Biology**
 Parasitology, Vertebrate Physiology, Developmental Biology, Histology, Ethnobotany, Comparative Anatomy of Vertebrates, Cellular and Molecular Biology, and Independent Research/Study
 - **Environmental Biology**
 Environmental Science, Ethnobotany, General Ecology, and Independent Research/Study
- **Biology Education Track**
 Biology Electives plus a second major in Secondary Education (listed in the Education Department).

For the Bachelor of Science:

Elementary II (102) of any foreign language
 CSC-151 Personal Computing
One additional science elective

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Biology Minor

BIO-103 General Biology I for Biology Majors
 BIO-104 General Biology II for Biology Majors
 BIO-207 General Microbiology
 BIO-208 Genetics
Two electives in Biology at the 300 & 400 level

The Environmental Issues Minor

GSC-111 Environmental Science
 BIO-315 General Ecology
 SOC-2AG General Anthropology
 PHL-390 Environmental Ethics
 GSC-401 Seminar in Environmental Issues
One elective approved by the Program Director

BLACK STUDIES PROGRAM

Black Studies is an interdisciplinary program that draws on the faculty and disciplines of the School of Social Sciences and Behavioral Sciences and the School of Humanities. Students may earn either a Major or a Minor in Black Studies. The History Department provides administrative support to the Program.

The following members of the faculty are active in the Black Studies Program: Levi Nwachuku (History), Lennell Dade (Psychology), Lenetta Lee (Education), Robert E. Millette (Sociology), Gwinyai Muzorewa (Religion), Daryl Poe (History), Benson W. Prigg (English), Oluropo Sekoni (English), and Judith A. W. Thomas, (School of Social Sciences and Behavioral Studies).

Rationale

The contemporary world is a multi-cultural one, the appreciation of which requires knowledge of one's own culture as well as the diverse cultures of the world. Black historical and cultural experiences in Africa and in the Diaspora represent one of the major cultural and historical zones of the world. A systematic study of Black experience is an important aspect of the promotion of global consciousness and multi-cultural literacy.

As the oldest historically Black University in the Western World, Lincoln is in an excellent position to take a leadership role in equipping students with a deep knowledge of the history and culture of the Black world, not only as an intellectually desirable end in itself, but also as a systematic way to prepare students for professions and careers in contents that include African, and African Diasporan spaces.

Mission

The Black Studies major seeks to achieve the following:

- To deepen the knowledge as well as enrich the understanding of the history and culture of Black people in Africa and the Diaspora.
- To expose students to an African-centered methodology for understanding and interpreting Black life and culture.
- To expose students to the use of insights and techniques of several disciplines for the understanding, explanation and theorization of the Black experience.
- To provide students with skills for appreciating and analyzing as well as interpreting the continuities and transformations in Black culture in Africa and the Diaspora.
- To prepare students for graduate studies in the history and culture of the Black peoples.
- To expose students to a non-Eurocentric and non-hegemonic approach to the investigation, interpretation and evaluation of the experiences of the Black peoples of the world.
- To seek new approaches--in perspective, analysis, and interdisciplinary techniques appropriate to the study of the Black experience.

Objectives

- To provide concentration in Black Studies as majors and/or minors.
- To provide students with opportunities for study abroad.
- To provide opportunities for internship in Black communities.
- To provide opportunities for research in Black issues.

The Black Studies Major

BLS-101 Introduction to Black Studies
 BLS-403 Ideologies of Black Liberation
 BLS-411 Senior Seminar I
 BLS-412 Senior Seminar II
 HIS-205 History of African-American People I
 HIS-206 History of African-American People II
 HIS-307 History of Africa to 1885
 HIS-308 History of Africa Since 1885

Two of the following:

BLS-301 The Black Family
 ENG-285 Harlem Renaissance
 ENG-319 Survey of African-American Literature
 ENG-322 African-Americans in Broadcasting
 HIS-212 History of Black People in the Twentieth Century
 HIS-307 History of Africa to 1885
 HIS-308 History of African Since 1885
 MUS-325 African-American Music
 PHL-211 Philosophy & the African-American Experience
 PHL-212 African Philosophy
 POL-203 African-American Politics
 PSY-20E Black Psychology
 REL-307 The Religion of the Afro-American
 SOC-209 Institutional Racism
 SOS-151 African American Experience

For the Bachelor of Science:

Elementary II (102) of an indigenous African language (Swahili or Yoruba)

For the Bachelor of Arts:

Either: Elementary II (102) of an indigenous African language (Swahili or Yoruba)
 and Intermediate II (202) of any other foreign language
 or: Intermediate II (202) of an indigenous African language (Swahili or Yoruba)

The Black Studies Minor

BLS-101 Introduction to Black Studies
 BLS-403 Ideologies of Black Liberation

Two of the following

HIS-205 History of African-American People I
 HIS-206 History of African-American People II
 HIS-212 History of Black People in the Twentieth Century

HIS-307 History of Africa to 1885
HIS-307 History of Africa to 1885
HIS-308 History of African Since 1885
HIS-308 History of Africa Since 1885

Two of the following

BLS-301 The Black Family
ENG-285 Harlem Renaissance
ENG-319 Survey of African-American Literature
ENG-322 African-Americans in Broadcasting
MUS-325 African-American Music
PHL-211 Philosophy & the African-American Experience
PHL-212 African Philosophy
POL-203 African-American Politics
PSY-20E Black Psychology
REL-307 The Religion of the Afro-American
SOC-209 Institutional Racism
SOS-151 African American Experience

DEPARTMENT OF CHEMISTRY

School of Natural Sciences and Mathematics

Professors:	K. Ramachandra Bhat, Ph.D., Chair
	Robert Langley, Ph.D.
	Saligrama C. SubbaRao, Ph.D.
Assistant Professors:	Richard E. P. Cordes, Ph.D.
Lecturer:	Yung Tze-Lin, B.S.
Visiting Associate Prof.:	Geneive Henry, Ph.D.
Visiting Assistant Prof.:	Curtis Hoganson, 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.

Lincoln's Department of Chemistry is accredited by the American Chemical Society (A.C.S.). Chemistry 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.

The Chemistry Major

CHE-101	General Chemistry I
CHE-102	General Chemistry II
CHE-201	Quantitative Analysis
CHE-203	Organic Chemistry I
CHE-204	Organic Chemistry II
CHE-205	Inorganic Chemistry
CHE-202	Physical Chemistry I
CHE-301	Physical Chemistry II
CHE-310	Chemistry Seminar I
CHE-311	Chemistry Seminar II
CHE-313	Scientific Literature
CHE-402	Instrumental Analysis
CHE-403	Advanced Inorganic Chemistry
MAT-121	Calculus I
MAT-122	Calculus II
MAT-221	Calculus III
CSC-151	Introduction to Personal Computers
CSC-158	Introduction to Computer Programming (or any other programming language)
PHY-103	General Physics I
PHY-104	General Physics II

For the Bachelor of Arts:

Intermediate II (202) of one foreign language

To earn Bachelor of Arts with accreditation by the American Chemical Society, the following additional courses are required:

MAT-222	Differential Equations
CHE-302	Physical Chemistry III
CHE-495	Independent Research

For the Bachelor of Science:

MAT-141 Elementary Statistics

One additional course in Mathematics, Computer Science, or a Natural Science course.

The accreditation of the ACS is not available in the Bachelor of Science.

The Chemistry Minor

CHE-101 General Chemistry I with Lab

CHE-102 General Chemistry II with Lab

CHE-203 Organic Chemistry I with Lab

CHE-204 Organic Chemistry II with Lab

Three of the following:

CHE-201 Quantitative Analysis with Lab

CHE-205 Inorganic Chemistry

CHE-202 Physical Chemistry I with Lab

CHE-301 Physical Chemistry II with Lab

CHE-303 Biochemistry I with Lab

CHE-304 Biochemistry II with Lab

**DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION**
School of Social Sciences and Behavioral Studies

Professor: William K. Dadson, Ph.D., Chair
Ganga P. Ramdas, Ph.D.
Associate Professors: Thomas M. Dickey, Ph.D.
Assistant Professor: Oswald H. Richards, Ph.D.
Visiting Assistant Prof.: Linda Childs-Leatherbury, Ph.D.

The Department of Economics and Business Administration provides students with an opportunity to major in Accounting, Finance and Banking, Business Administration, and Economics. All four major fields of study require a minimum of 124 credits for graduation, of which 46 credits are the university core curriculum (excluding mathematics). The department specifies 9 credits of courses in Math and 51 credits in departmental courses and 3 credits in computer programming or an accounting information systems course. The remaining 24 credits are university electives and will include the 16 credits of language for the B.A. or 9 credits of selected 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. The curriculum is designed to provide a strong interdisciplinary background and offers courses to prepare students for graduate studies in any business related field.

The Accounting Major

The common mathematics core

The common departmental core

ECO-340 Accounting and Management Information Systems for Business

ECO-331 Intermediate Accounting I

ECO-332 Intermediate Accounting II

ECO-333 Cost Accounting

ECO-351 Auditing

ECO-431 Advanced Accounting

Two departmental electives with departmental approval

See B.A./B.S. options below

The Business Administration Major

The common mathematics core

The common departmental core

CSC-158 Computer Programming I (or another computer programming course)

ECO-334 Business Law

ECO-435 Organizational Behavior

ECO-436 Business Communications

ECO-437 Human Resource Management

Three departmental electives with departmental approval

See B.A./B.S. options below

The Economics Major

The common mathematics core

The common departmental core

CSC-158 Computer Programming I (or another computer programming course)

ECO-301 Price Theory

ECO-302 Income Theory

ECO-315 Public Finance

ECO-441 International Business

Three departmental electives with departmental approval

See B.A./B.S. options below

The Finance and Banking Major

The common mathematics core

The common departmental core

Additional Courses:

ECO-340 Accounting and Management Information Systems for Business

ECO-331 Intermediate Accounting I

ECO-342 Financial Management II

ECO-313 Money and Banking

Four departmental electives with departmental approval

See B.A./B.S. options below

The Common Core

The common mathematics core includes:

MAT-130 Finite Mathematics

MAT-131 Calculus for the Social Sciences

MAT-141 Elementary Statistics

The common departmental core includes:

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

ECO-359 Senior Seminar

For the Bachelor of Arts (any departmental major)

Intermediate II (202) of one foreign language

For the Bachelor of Science (any departmental major)

Three courses from the following:

ENG-309 Journalism

ENG-203 Public Speaking
 ENG-204 Business Writing
 ENG-312 Creative Writing
 ENG-316 Introduction to Mass Media
 ENG-317 Communication Theory
 PHL-217 Critical Reasoning
 PHL-218 Formal Logic

Any mathematics beyond the common mathematics core

Any computer science course beyond the minimum departmental requirement

Any natural science course beyond the two required by the university core curriculum

Any foreign language

The Business Administration Minor

(For students not having a major in the Department)

ECO-201 Principles of Macroeconomics

ECO-202 Principles of Microeconomics

ECO-335 Principles of Management

ECO-341 Financial Management I

Two departmental electives

DEPARTMENT OF EDUCATION

School of Social Sciences and Behavioral Studies

Professor: Dr. Judith A. W. Thomas, Ed.D.
 Assistant Professors: Dr. Martin A. Drew, Ph.D.
 Dr. Lenetta Raysha Lee, Ph.D.
 Professor Jean White-Butler, M.A.
 Lecturer: Professor Michael Davis, M.A.

The Department of Education at Lincoln University has as its primary goal the preparation of outstanding professional educators to teach in various educational settings, (preschool through secondary) in a variety of content areas. The Department of Education provides the following majors: Elementary Education, Early Childhood Education, Secondary Education and Special Education. The Department of Education also provides certification in Reading Specialist and other graduate programs (see graduate section of Bulletin).

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 memberships in Kappa Delta Pi, the Education Department's Honor Society.

The Elementary Education, Early Childhood Education and Secondary Education Majors

Courses		Elementary	Early Childhood
EDU-201	Introduction to Education	Required	Required
EDU-202	Educational Psychology	Required	Required
EDU-203	Educ&Psych of Exceptional Child	Required	Required
EDU-204	Creative Arts in the Elem. School	Required	Required
EDU-205	Speech For Education Majors	Required	Required
EDU-212	The Preschool Child	-----	Required
EDU-300	Curriculum Mthds&Materials Erly Chld	-----	Required
EDU-303	Tchg Reading in the Content Area	Required	Required
EDU-305	Educational Technology	Required	Required
EDU-310	Methods: Language Arts*	Required	Required
EDU-311	Methods: Science and Social Studies	Required	Required
EDU-312	Methods: Mathematics*	Required	Required
EDU-313	Lit. for Children and Adolescents	Required	Required
EDU-320	Survival in Testing World	Required	Required
EDU-330	Effective Classroom Mgmt Techniques	Required	Required
MAT-201	Math for Elementary School Teachers I	Required	Required
MAT-202	Math for Elementary School Teachers II	Required	Required
HPR-125	First Aid & CPR	Required	Required
HIS-105	History of the U.S. I	Required	Required
One of the following courses:		Required	Required
HIS-10G	20 th Century History I		
HIS-205	African American People I		
SOC-101	Intro. To Sociology		

Courses	Elementary	Early Childhood
One Life Science (BIO-101 or BIO-102)	Required	Required
One Physical Science (GSC or CHE or PHY)	Required	Required

* EDU-310 and EDU-312 must be taken concurrently.

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

For Teacher Certification in Elementary or Early Childhood Education:

1. Participate in 100 hours of Field Experience prior to student teaching
2. Pass the Praxis I prior to student teaching
3. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major. Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
4. Have a "C" or better in all of the required *professional education* courses (the EDU-courses)
5. Complete six credits in Mathematics (MAT-201 and MAT 202 are recommended).
6. Complete Student Teaching (EDU-401 Student Teaching and EDU-420 Research Seminar)
7. Pass the Praxis II

The Department of Education also recommends the following courses in each major:

Courses	Elementary	Early Childhood
EDU-20G International Education	Recommended	Recommended
EDU-206 Foundations of Special Education	Recommended	Recommended
EDU-325 Curric.& Assessment Strategies in Spcl Ed	Recommended	Recommended
SOC-2AG General Anthropology	Recommended	Recommended

The Secondary Education Major

(Must be a second major)

For persons earning a first major in cognate areas other than English Education, Health, Physical Education and Recreation, Music Education and Math Education (these majors are defined in their respective academic departments).

Complete the requirements for a major in a cognate area (discipline).

EDU-201	Introduction to Education
EDU-202	Educational Psychology
EDU-203	Educ&Psych of Exceptional Child
EDU-205	Speech For Education Majors
EDU-302	Methods in Secondary Education
EDU-303	Tchg Reading in the Content Area
EDU-305	Educational Technology
EDU-330	Effective Classroom Mgmt Techniques
EDU-401	Student Teaching**
EDU-422	Research Seminar**

** EDU-401 Student Teaching and EDU-422 Research Seminar must be taken concurrently.

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Special Education: Cognitive, Behavior and Physical/Health Disabilities Major

- EDU-201 Introduction to Education
- EDU-202 Educational Psychology
- EDU-203 Educ & Psych of Exceptional Child
- EDU-204 Creative Arts in the Elem. School
- EDU-205 Speech For Education Majors
- EDU-206 Foundations in Special Education
- EDU-207 Sophomore Field Experience
- EDU-303 Teaching Reading in the Content Area
- EDU-305 Educational Technology
- EDU-310 Methods: Language Arts*
- EDU-311 Methods: Science and Social Studies
- EDU-312 Methods: Mathematics*
- EDU-307 Junior Field Experience
- EDU-325 Curriculum & Assessment Strategies in Special Ed
- EDU-326 Teaching Secondary Special Education
- EDU-327 Teaching Students with Physical Disabilities
- EDU-330 Effective Classroom Mgmt Techniques
- EDU-401 Student Teaching**
- EDU-422 Research Seminar**

* EDU-310 and EDU-312 must be taken concurrently.

** EDU-401 Student Teaching and EDU-422 Research Seminar must be taken concurrently.

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

For Teacher Certification in Secondary Education and Special Education:

1. Participate in 100 hours of Field Experience prior to student teaching
2. Pass the Praxis I prior to student teaching
3. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major. Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
4. Have a "C" or better in all of the required professional education courses (the EDU- courses)
5. Complete six credits in Mathematics (MAT-201 and MAT 202 are recommended).
6. Pass the Praxis II

ENGINEERING DUAL DEGREE PROGRAM

School of Natural Sciences and Mathematics

The Lincoln University pre-engineering program is a special dual-degree program in which students complete a pre-engineering program and the core curriculum at Lincoln and then transfer to an engineering school where the student will earn a degree in mechanical, electrical, civil, or another field of engineering. Upon completion of the degree at the engineering school, the student also earns a Bachelor's degree from Lincoln University.

The engineering students typically spend three years at Lincoln University followed by two years at the engineering schools. Lincoln has agreements with Howard University, University of Delaware, Drexel University, New Jersey Institute of Technology, Pennsylvania State University, Temple University, Widener University. Most areas of engineering may be pursued by students in the 3-2 program.

The Pre-Engineering Program

CHE-101 General Chemistry I
 CHE-102 General Chemistry II
 MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-221 Calculus III
 MAT-222 Differential Equations
 MAT-311 Linear Algebra
 PEN-102 Engineering Drawing
 PEN-205 Seminar I
 PEN-206 Seminar II
 PEN-209 Statics and Dynamics I
 PEN-210 Statics and Dynamics II
 PHY-103 General Physics I
 PHY-104 General Physics II
 PHY-203 Optics
 PHY-204 Modern Physics
 PHY-301 Electricity and Magnetism I
 PHY-302 Electricity and Magnetism II
 PHY-311 Thermodynamics I
 PHY-312 Thermodynamics II
 Either: CSC-154 FORTRAN
 or: CSC-158 Computer Programming I

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

School of Humanities

Professors:	J. Kenneth Van Dover, Ph.D., Chair Marilyn Button, Ph.D. Oluropo Sekoni, Ph.D. Gladys J. Willis, Ph.D.
Associate Professors:	Marie Nigro, Ph.D. Jeffrey Hooegeveen, Ph.D. Benson Prigg, Ph.D. Kaukab Siddique, Ph.D.
Visiting Assistant Prof.:	Mychell Moore, M.A. Myrna A. Nurse, Ph.D. Mahasveta Barua, Ph.D.

The English Department is committed to providing quality programs in English, English Education, Journalism and Communication—with an emphasis on introducing students to literature representing the Western tradition, as well as literature that reflects global and ethnic diversity. With this objective comes the commitment to prepare journalism, education and communication students who are well trained in the liberal arts.

The English (Liberal Arts) Major:

ENG-211 English Literature I
ENG-212 English Literature II
ENG-214 Literary Criticism
ENG-301 American Literature
ENG-319 African-American Literature
ENG-384 Linguistics I
ENG-410 Theory and Development of the Novel
ENG-413 Senior Seminar-Primary Discourse
ENG-414 Senior Seminar-Secondary Discourse

One of the following Major Figure courses

ENG-304 Chaucer
ENG-401 Shakespeare

One of the following Period courses

ENG-285 Harlem Renaissance
ENG-305 Seventeenth Century Literature
ENG-306 Eighteenth Century Literature
ENG-307 Romantic Literature
ENG-308 Victorian Literature
ENG-405 Modern Poetry
ENG-406 Modern Fiction
ENG-407 Modern Drama

Three Departmental Electives with Department Approval
Intermediate II (202) of any foreign language

The English (Liberal Arts) Major is not offered for the Bachelor of Science.

The English Education Major

ENG-203 Public Speaking
 ENG-211 English Literature I
 ENG-212 English Literature II
 ENG-214 Literary Criticism
 ENG-301 Survey of American Literature
 ENG-384 Linguistics I
 ENG-385 Linguistics II
 ENG-400 Methods in Teaching English
 ENG-410 Theory and Development of the Novel
 ENG-413 Special Projects (Internship)

One of the following Major Figure courses

ENG-304 Chaucer

ENG-401 Shakespeare

EDU-201 Introduction to Education
 EDU-202 Educational Psychology
 EDU-203 The Education and Psychology of the Exceptional Child
 EDU-302 Secondary Education Methods
 EDU-303 Reading in the Content Area
 EDU-305 Educational Technology
 EDU-313 Literature for Children and Adolescents
 EDU-401 Student Teaching
 EDU-422 Research Seminar for Secondary Education

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

For Teacher Certification by Pennsylvania and other states:

1. Participate in 100 hours of Field Experience prior to student teaching
2. Pass the Praxis I prior to student teaching
3. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major. Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
4. Have a "C" or better in all of the required *professional education* courses (the EDU-courses)
5. Have passed the Writing Proficiency Examination (WPE)
6. Pass the Praxis II

** EDU-401 Student Teaching and EDU-420 Research Seminar must be taken concurrently.

* Note that Student Teaching is required for the (second) Major in Secondary Education

The English-Journalism Major

The English-Journalism Major includes courses to be taken at Temple University under an agreement between Lincoln University and Temple University.

ENG-203 Public Speaking
 ENG-301 American Literature
 ENG-309 Journalism
 ENG-316 Intro to Mass Media
 ENG-319 African-American Literature
 ENG-412 Internship

One of the following English Literature Survey courses

ENG-211 English Literature I
 ENG-212 English Literature II

One of the following Major Figure courses

ENG-304 Chaucer
 ENG-401 Shakespeare

One of the following Period courses

ENG-285 Harlem Renaissance
 ENG-305 Seventeenth Century Literature
 ENG-306 Eighteenth Century Literature
 ENG-307 Romantic Literature
 ENG-308 Victorian Literature
 ENG-405 Modern Poetry
 ENG-406 Modern Fiction
 ENG-407 Modern Drama

Three Departmental Electives with Department Approval
 At Temple University

JOUR150 Newswriting
 JOUR151 Lab
 JOUR335 History of Journalism
 JOUR255 News editing
 JOUR382 Law and Ethics
 JOUR251 News writing II

Three electives with Department Approval

For the Bachelor of Science:

Elementary II (102) of any foreign language

The English-Communications Major

ENG-301 American Literature
 ENG-319 African American Literature
 Either: ENG-211 Survey English Literature I
 or: ENG-212 Survey English Literature II
 ENG-203 Public Speaking
 ENG-250 Introduction to Cinema
 ENG-311 Advanced Composition
 ENG-316 Introduction to Mass Media
 ENG-317 Communications Theory
 ENG-318 Mass Media and Society
 ENG-322 African Americans in Broadcasting

ENG-326 Advertising and Public Relations

ENG-403 Intro. to T.V. Production

ENG-404 Advanced T.V. Productions

ENG-412 Special Projects (Internship)

ENG-415 Editing for Video

One period course or major author course

Two of the following:

ENG-204 Business Writing

ENG-205 Technical Writing

ENG 309 Journalism

ENG 325 Writing for Media

PHL-105 Media Ethics

For the Bachelor of Science:

Elementary II (102) of any foreign language

The English Minor

ENG-214 Literary Criticism

Either: ENG-211 Survey English Literature I

or: ENG-212 Survey English Literature II

One of the following American Literature Survey courses

ENG-301 American Literature

ENG-319 African American Literature

Four English electives with Department Approval

The 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 a 3.3 average in English courses beyond ENG-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 Requirements

Honors students must obtain a minimum of 18 "honors points" by successfully completing at least 18 credits of courses designated as honors courses: ENG-301, 304, 305, 306, 307, 308, 319, 321, 384, 385, 401, 405, 406, 407, and 410. 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.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

School of Humanities

Associate Professors: Abbes Maazaoui, Ph.D., Chair
 Janice-Marie McDonald, Ph.D.

Assistant Professors: Zuoya Cao, Ph.D.
 Valentina Soboleva, Ph.D.
 Chin-Mei Ma Yang, B.A.

Visiting Assistant Prof.: Nenita Miller, D.Ed.
 Takako Nagase, M.S.
 Maria del Rosario Torres, M.A.

The Department of Foreign Languages & Literatures believes strongly that the study of a foreign language has a particularly important place in a liberal arts curriculum. It is also committed to the belief that a truly international and multicultural understanding is predicated on linguistic proficiency that permits direct communication with people of other cultures in their own language.

The Department of Foreign Languages and Literatures offers a broad program that emphasizes oral and written proficiency in such languages as Arabic, Chinese, French, Japanese, Russian, and Spanish. It also offers, based on demand, the African languages of Swahili and Yoruba.

The Department is an important partner in the Lincoln University Honors Program. The Honors Program recommends that its members complete three years of one foreign language or two years each of two foreign languages.

Language Placement Examinations

All students who have previously studied a language, in a school or otherwise, must take the Language Placement Examination before continuing their study of the language at Lincoln. This will allow the Department to place students into the level of instruction that best meets their existing abilities. This exam is administered by the Department of Foreign Languages and Literatures and is given in the spring, just prior to Pre-registration for the fall semester (for returning students), and during Orientation Week in the fall semester (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 in the Department of Foreign Languages & Literatures.

Once students are placed, they are expected to follow the appropriate sequence of courses until completion of the departmental requirements. Students who test above the 202 level are eligible for the Bachelor of Arts degree and are encouraged to pursue the language as a minor (12 credits beyond 202) or major (21 or 24 credits beyond 202, plus study abroad).

Credit by Placement Examination

Students may earn credits for foreign language courses when they demonstrate proficiency at or beyond the level of the courses. The courses will be added to the student's transcript with a notation that the credits were earned by placement examination and with a grade of "P" (pass). Credits earned by placement examination are not included in the computation of grade point averages. Students who are eligible to receive credit by placement examination will receive a memorandum from the Department of Foreign Languages and Literature that they may take to the Office of the Bursar for payment of the required fees (see Tuition and Fees, p. 31) and then to the Office of the Registrar for placement of the entries on the transcript.

Study Abroad

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

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

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

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

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

The Chinese Major

CHI-101 Elementary Mandarin Chinese I
 CHI-102 Elementary Mandarin Chinese II
 CHI-201 Intermediate Mandarin Chinese I
 CHI-202 Intermediate Mandarin Chinese II
 CHI-301 Advanced Mandarin Chinese I
 CHI-302 Advanced Mandarin Chinese II
 Six additional Chinese courses at the 300-400 level
 One semester of study abroad in a Chinese speaking country

The French Major

FRE-101 Elementary French I
 FRE-102 Elementary French II
 FRE-201 Intermediate French I

FRE-202 Intermediate French II
 FRE-301 Advanced French Composition and Conversation I
 FRE-302 Advanced French Composition and Conversation II
Five additional French courses at the 300-400 level
 One semester of study abroad in a French speaking country

The Russian Major

RUS-101 Elementary Russian I
 RUS-102 Elementary Russian II
 RUS-201 Intermediate Russian I
 RUS-202 Intermediate Russian II
 RUS-301 Advanced Russian I
 RUS-302 Advanced Russian II
Five additional Russian courses at the 300-400 level
 One semester of study abroad in a Russian speaking country

The Spanish Major

SPN-101 Elementary Spanish I
 SPN-102 Elementary Spanish II
 SPN-201 Intermediate Spanish I
 SPN-202 Intermediate Spanish II
 SPN-301 Advanced Spanish: Composition and Conversation I
 SPN-302 Advanced Spanish: Composition and Conversation II
Five additional Spanish courses at the 300-400 level
 One semester of study abroad in a Spanish speaking country

Teacher Certification Education Requirements for Chinese, French, Russian and Spanish

A student wishing to become a foreign language teacher must complete a major in Chinese, French, Russian, or Spanish and complete the requirements for a second major in Secondary Education. The requirements for a second major in Secondary Education are defined in the section for the Department of Education.

The Arabic Minor

ARA-101 Elementary Modern Standard Arabic I
 ARA-102 Elementary Modern Standard Arabic II
 ARA-201 Intermediate Modern Standard Arabic I
 ARA-202 Intermediate Modern Standard Arabic II
 ARA-301 Advanced Arabic I
 ARA-302 Advanced Arabic II
 ARA-303 Intensive Arabic I
 ARA-304 Intensive Arabic II

The Chinese Minor

CHI-101 Elementary Mandarin Chinese I
 CHI-102 Elementary Mandarin Chinese II
 CHI-201 Intermediate Mandarin Chinese I

CHI-202 Intermediate Mandarin Chinese II
 CHI-301 Advanced Mandarin Chinese I
 CHI-302 Advanced Mandarin Chinese II
 Either: CHI-303 Chinese Poetry I
 and CHI-304 Chinese Poetry II
 or: CHI-401 Adv. Comp./Conver. I
 and CHI-402 Adv. Comp./Conver. II

The French Minor

FRE-101 Elementary French I
 FRE-102 Elementary French II
 FRE-201 Intermediate French I
 FRE-202 Intermediate French II
 FRE-301 Advanced French Composition and Conversation I
 FRE-302 Advanced French Composition and Conversation II
Two additional French courses at the 300-400 level

The Japanese Minor

JAP-101 Elementary Japanese I
 JAP-102 Elementary Japanese II
 JAP-201 Intermediate Japanese I
 JAP-202 Intermediate Japanese II
 JAP-301 Advanced Japanese I
 JAP-302 Advanced Japanese II
Two additional Japanese courses at the 300-400 level

The Russian Minor

RUS-101 Elementary Russian I
 RUS-102 Elementary Russian II
 RUS-201 Intermediate Russian I
 RUS-202 Intermediate Russian II
 RUS-301 Advanced Russian I
 RUS-302 Advanced Russian II
Two additional Russian courses at the 300-400 level

The Spanish Minor

SPN-101 Elementary Spanish I
 SPN-102 Elementary Spanish II
 SPN-201 Intermediate Spanish I
 SPN-202 Intermediate Spanish II
 SPN-301 Adv.Spanish Compos./Conversation I
 SPN-302 Adv.Spanish Compos./Conversation II
Two additional Spanish courses at the 300-400 level

Language Assistants

Each year professionals, whose mother tongues are Arabic, Chinese, French, Japanese, Russian and Spanish, are invited to campus to serve as language assistants. The Language Assistants teach small classes, supervise and sponsor the language clubs, and serve as a general cultural resource for the University.

Language Laboratory

A 30-position language laboratory is located in Ware Center. Its use is required in elementary and intermediate language courses. The laboratory also has computers and software that can be used for tutorials and further practice in a language.

Honor Societies

Language students may qualify for membership in Alpha Mu Gamma National Foreign Language Honor Society, Phi Sigma Iota Foreign Language National Honor Society. Students of Russian may qualify for membership in 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 in any area that requires knowledge of a foreign language.

Language Clubs

Arabic, Chinese, French, Japanese, Russian, Spanish, 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.

GENERAL SCIENCE PROGRAM

School of Natural Sciences and Mathematics

The General Science Major requires a student to have a primary concentration consisting of six courses in one field, a secondary concentration consisting of four courses in a different field, plus two courses in each of the other two departments.

The major will prepare students for careers in fields such as technical sales, production, or administration. Students interested in teaching science and mathematics may combine the general science major with a second major in secondary education and be eligible for certification as a secondary science teacher. Students interested in medicine would need to complete CHE-203 and CHE-204, Organic Chemistry I & II, in addition to the courses taken for the general science major.

The General Science Major

CHE-101 General Chemistry I

CHE-102 General Chemistry II

Either: BIO-101 Human Biology

and BIO-102 Human Health and Diseases

or: BIO-103 General Biology I for Biology Majors

and BIO-104 General Biology II for Biology Majors

Either: PHY-101 Introduction to Physics I

and PHY-102 Introduction to Physics II

or: PHY-103 General Physics I

and PHY-103 General Physics II

Two courses in Mathematics and Computer Science

(excluding MAT-103 Algebra I and CSC-151 Personal Computing)

Plus four of the courses required for a major in one of the four departments

and two of the courses required for a major in one of the other departments

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

**DEPARTMENT OF HEALTH, PHYSICAL
EDUCATION, RECREATION AND ATHLETICS**
School of Social Sciences and Behavioral Studies

Professor:	James L. DeBoy, Ph.D., Chair
Associate Professor:	Cyrus Jones, M.S., Athletic Director
Assistant Professors:	Sally Wagner, Ed.D.
Lecturer:	Yvonne Hilton, M.A.
Visiting Lecturer:	Hubert Lee, M.A., ATC, CSCS

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 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.

The major in Health and Physical Education is certified by the Pennsylvania Department of Education for teaching grades K-12 in both health and physical education.

The Therapeutic Recreation curriculum is nationally accredited by NRPA/AALR's Council on Accreditation; upon graduation, TR students will be eligible to apply for national certification with the National Council on Therapeutic Recreation Certification (NCTRC). 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. The clinical track prepares students for physical therapy, occupational therapy, cardiac rehabilitation, exercise physiology graduate degree programs. The applied health science track prepares students for health promotion/wellness management, health education, community health, fitness management, rehabilitation counseling, health administration graduate degree programs.

Both intercollegiate Athletics and Intramurals are administered by the HPERA Department.

The Health and Physical Education Major

- HPR-105 Gymnastics: Tumbling and Apparatus
- HPR-110 Individual Sports
- HPR-130 Introduction to Health, Physical Education and Recreation
- HPR-160 Personal and Community Health
- Either: HPR-206 Fitness Assessment and Management
- or: HPR-207 Health Promotion: Theory and Practice
- HPR-210 Dual Sports
- Either: HPR-221 Basic Rhythmic Skills
- or: HPR-320 Modern Dance
- HPR-230 Aquatics

Either: HPR-250 Introduction to Nutrition
 or: HPR-325 Drugs and Society
 HPR-305 Physical Education for the Elementary School Child
 HPR-307 Physiology of Exercise
 HPR-308 Kinesiology
 HPR-310 Team Sports
 HPR-312 Health Service and Instruction
 HPR-315 Adapted Physical Education
 HPR-402 Administration of Health, Physical Education and Recreation
 HPR-415 Issues and Trends in Allied Health
 EDU-201 Introduction to Education
 EDU-202 Educational Psychology
 EDU-203 The Education and Psychology of the Exceptional Child
 EDU-303 Reading in the Content Area
 EDU-305 Educational Technology
 BIO-101 Human Biology
 BIO-205 Anatomy and Physiology I

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

For Teacher Certification in Secondary Education and Special Education:

1. Participate in 100 hours of Field Experience prior to student teaching
2. Pass the Praxis I prior to student teaching
3. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major. Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
4. Have a "C" or better in all of the required *professional education* courses (the EDU- courses)
5. Complete six credits in Mathematics (MAT-201 and MAT 202 are recommended).
6. Complete Student Teaching (EDU-401 and EDU-422)
7. Pass the Praxis II

** EDU-401 Student Teaching and EDU-420 Research Seminar must be taken concurrently.

The Therapeutic Recreation Major

HPR-125 First Aid and CPR
 HPR-20G Leisure and Play
 HPR-304 Principles of Therapeutic Recreation
 HPR-315 Adapted Physical Education
 HPR-334 Leisure Education
 HPR-328 Community Recreation
 HPR-335 Therapeutic Recreation Programming
 HPR-398 Therapeutic Recreation Internship
 HPR-400 TR for Selected Populations
 HPR-402 Administration of Health, Physical Education and Recreation

HPR-408 Research and Evaluation in RecreationTwo of the following

- HPR-110 Individual Sports
- HPR-210 Dual Sports
- HPR-221 Basic Rhythmic Skills
- HPR-230 Aquatics
- HPR-310 Team Sports
- HPR-320 Modern Dance

One Studio Art Courses:

- ART-110 Ceramics I
- ART-115 Printmaking I
- ART-125 Painting I
- ART-150 Sculpture

One of the following:

- HPR-206 Fitness Assessment and Management
- HPR-207 Health Promotion: Theory and Practice
- HPR-302 Leisure and Aging

- BIO-101 Human Biology
- BIO-205 Anatomy and Physiology I
- PSY-314 Abnormal Psychology
- SOC-310 Human Growth and Development

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Health Science Major

- HPR-125 First Aid and CPR
- HPR-130 Introduction to Health, Physical Education and Recreation
- HPR-160 Personal and Community Health
- HPR-307 Physiology of Exercise
- HPR-308 Kinesiology
- HPR-328 Community Recreation
- HPR-399 Health Science Internship
- HPR-402 Administration of Health, Physical Education and Recreation
- HPR-415 Issues and Trends in Allied Health
- Either: HPR-206 Fitness Assessment and Management
- or: HPR-207 Health Promotion: Theory and Practice
- BIO-101 Human Biology
- BIO-205 Anatomy and Physiology I
- BIO-206 Anatomy and Physiology II
- SOC-101 Introduction to Sociology
- PSY-101 General Psychology
- Either: PSY-307 Developmental Psychology
- or: PSY-314 Abnormal Psychology

Three of the following

- HPR-126 Computers for Health Education
- HPR-250 Introduction to Nutrition
- HPR-275 Disease Prevention for the Elderly
- HPR-312 Health Service and Instruction
- HPR-314 Athletic Injuries
- HPR-315 Adapted Physical Education
- HPR-408 Research and Evaluation in Recreation
- PSY-207 Human Sexuality
- PSY-340 Health Psychology
- SOC-310 Human Growth and Development

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Recommended Courses for Students Considering Clinical Graduate Study:

- BIO-207 General Microbiology
- CHE-101 General Chemistry I
- CHE-102 General Chemistry II
- MAT-141 Elementary Statistics
- PHY-101 Introduction to Physics I
- PHY-102 Introduction to Physics II

DEPARTMENT OF HISTORY
School of Social Sciences and Behavioral Studies

Professor: Levi Nwachuku, Ph.D., Chair
Assistant Professors: Todd A. Herring, Ph.D.
Daryl Poe, Ph.D.

Knowledge of history is central to a liberal education and one of the fundamental requirements for effective citizenship. 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.

The History Major

HIS-401 Historical Methods I

HIS-408 Historical Methods II

Eight history electives with departmental approval

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The History Minor

Five history courses of which two must be outside the field of American 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.

**DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE**
School of Natural Sciences and Mathematics

Distinguished Professor:	Abdulalim Abdullah Shabazz, Ph.D.
Professor:	Goro Nagase, Ph.D., Interim Chair
Associate Professor:	Patrick Darko, Ph.D.
Assistant Professors:	Tong T. Banh, Ph.D. Laurellen Treisner, Ph.D.
Instructors:	Ali Barimani, M.S. Reginald Myrick, M.A. Karen Taylor, M.S.
Lecturers:	Pallavi J. Pathak, M.S.

The mission of the Department of Mathematics and Computer Science is to provide students with the tools needed for life-long learning so that Lincoln's graduates can fully participate in the technological global society of the Twenty-first Century. Our specific goal is to unlock the doors to mathematical excellence and fulfillment for all students and to raise the level of participation in technical fields of under-represented groups, especially African Americans and women.

The Department of Mathematics and Computer Science is designed to fulfill the needs of students majoring in any of the Natural Sciences, Social Sciences, or Humanities. Majors within the department include the B.A. or B.S. in Pure and Applied Mathematics, Computer Science, Math Education, and Actuarial Science. Programs for a 4-year B.S./M.S. degree in Pure and Applied Mathematics and an M.S. in Pure Math or Applied Math have been approved (please see the graduate section of the Bulletin for further details). Minors in Pure and Applied Math as well as Computer Science are also offered.

The Pure & Applied Mathematics Major

MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-221 Calculus III
 MAT-222 Differential Equations
 MAT-301 Set Theory and Logic
 MAT-311 Linear Algebra
 MAT-325 Modern Algebra I
 MAT-421 Analysis I
 MAT-422 Analysis II
 Either: CSC-154 FORTRAN
 or: CSC-158 Computer Programming I
 Three of the following
 MAT-212 Mathematical Modeling
 MAT-241 Mathematical Statistics I
 MAT-242 Mathematical Statistics II
 MAT-326 Modern Algebra II

MAT-313 Numerical Methods
 MAT-400 Topics in Mathematics
 MAT-423 Introductory Complex Variables I
 MAT-424 Introductory Complex Variables II
 MAT-427 Introductory Topology

For the Bachelor of Science:

Two science courses in addition to the ones taken for the core curriculum. One year of a single language is strongly recommended

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Actuarial Science Major

MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-221 Calculus III
 MAT-222 Differential Equations
 MAT-241 Mathematical Statistics I
 MAT-242 Mathematical Statistics II
 MAT-301 Set Theory and Logic
 MAT-311 Linear Algebra
 MAT-313 Numerical Methods
 MAT-421 Analysis I
 CSC-158 Computer Programming I
 One of the following
 CSC-154 FORTRAN
 CSC-159 Computer Programming II
 CSC-255 COBOL
 ECO-201 Principles of Macroeconomics
 ECO-202 Principles of Microeconomics
 ECO-203 Principles of Accounting I
 ECO-335 Principles of Management

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Mathematics Education Major

MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-211 College Geometry
 MAT-221 Calculus III
 MAT-241 Mathematical Statistics I
 MAT-301 Set Theory and Logic
 MAT-310 Methods of Teaching Mathematics

MAT-311 Linear Algebra
 MAT-325 Modern Algebra I
 MAT-421 Analysis I
 Either: CSC-158 Programming I
 or: CSC-154 FORTRAN
 EDU-201 Introduction to Education
 EDU-202 Educational Psychology
 EDU-203 The Education and Psychology of the Exceptional Child
 EDU-205 Speech for Education Majors
 EDU-302 Methods in Secondary Education
 EDU-303 Reading in the Content Area
 EDU-305 Educational Technology
 EDU-330 Effective Classroom Management Strategies

For Teacher Certification by Pennsylvania and other states:

1. Participate in 100 hours of Field Experience prior to student teaching
2. Pass the Praxis I prior to student teaching
3. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major. Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
4. Have a "C" or better in all of the required *professional education* courses (the EDU-courses)
4. Have passed the Writing Proficiency Examination (WPE)
5. Complete EDU-401 Student Teaching and EDU-422 Research Seminar
6. Pass the Praxis II

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language. Spanish is strongly recommended.

The Computer Science Major

MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-213 Discrete Mathematics
 CSC-158 Computer Programming I
 CSC-159 Computer Programming II
 CSC-254 Data Structures
 CSC-353 Computer Organization and Assembly Language
 CSC-354 Data Base Management
 CSC-355 Operating Systems
 CSC-356 Software Systems
 CSC-453 Compiler Construction

One of the following Mathematics electives

MAT-241 Mathematical Statistics I
 MAT-311 Linear Algebra

MAT-313 Numerical Methods (if not chosen as a computer science elective)

Four of the following Computer Science electives

- CSC-357 Computer Architecture
- CSC-358 Artificial Intelligence
- CSC-450 Topics in Computer Science
- CSC-451 Computer Simulations
- CSC-452 Computer Graphics
- CSC-454 Software Engineering
- CSC-455 Mathematical and Statistical Software
- CSC-456 Operations Research
- CSC-457 Computer Networks

MAT-313 Numerical Methods (if not chosen as a mathematics elective)

Two of the following

- ECO-201 Principles of Macroeconomics
- ECO-202 Principles of Microeconomics
- ECO-203 Principles of Accounting I

A minimum of 128 total credits is required.

For the Bachelor of Science:

Two science courses in addition to the ones taken for the core curriculum. One year of a single language is strongly recommended

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Pure & Applied Mathematics Minor

- MAT-121 Calculus I
- MAT-122 Calculus II
- MAT-221 Calculus III
- MAT-222 Differential Equations
- MAT-311 Linear Algebra

The Computer Science Minor

- CSC-158 Computer Programming I
- CSC-159 Computer Programming II
- CSC-254 Data Structures
- CSC-353 Computer Organization and Assembly Language
- CSC-354 Data Base Management
- MAT-213 Discrete Mathematics

The Accelerated 4-Year BS/MS Degrees Program in Mathematics

The Department of Mathematics and Computer Science offers a four-year BS/MS Degree Program for students who have demonstrated a capacity to benefit from accelerated studies.

The program provides well-qualified students the opportunity to develop their mathematical abilities rapidly and to move to the frontier of mathematics as quickly as their abilities and motivation will allow. Students accepted into this program work for the BS and MS

degrees in mathematics simultaneously. In addition to taking regular undergraduate courses, these students may earn undergraduate credits by: a) entering college with advanced-standing credits; b) completing graduate courses and obtaining credits for corresponding undergraduate courses, and c) examinations. Thus, at the end of four years, without the necessity of attending summer school, successful candidates can complete all the requirements for the BS and MS degrees.

Students planning to earn both the BS and MS degrees should declare mathematics as a major and work closely with their assigned advisors. The time to complete the two degrees program can be adapted to the needs of the individual student. However, all students in the program are expected to complete all requirements for the BS degree in four years.

To be selected for this program students are expected to (1) complete Calculus I-III, Set Theory and Logic, and Linear Algebra during their freshman and sophomore years; (2) have a cumulative GPA of 3.25 or better.

B.S. and M.S. in Theoretical (Pure) Mathematics

MAT-121 Calculus I
 MAT-122 Calculus II
 MAT-221 Calculus III
 MAT-222 Differential Equations
 MAT-301 Set Theory and Logic
 MAT-311 Linear Algebra
 MAT-325 Modern Algebra I
 MAT-621 Real Analysis I & MAT-421 Analysis I
 MAT-622 Real Analysis II & MAT-422 Analysis II
 MAT-623 Complex Variables I & MAT-423 Intro. Complex Variables I
 MAT-624 Complex Variables II & MAT-424 Intro. Complex Variables II
 MAT-625 Abstract Algebra I & MAT-325 Modern Algebra I
 MAT-626 Abstract Algebra II & MAT-326 Modern Algebra II
 MAT-627 Topology & MAT-427 Topology

If the student passes the graduate course with a grade of B or above, he/she will also be given credit for the corresponding undergraduate course with a grade appropriate to the undergraduate course standards.

One of the following two options:

Thesis Option:

One additional graduate course in mathematics

MAT-675 & 676 Seminar I & II

Examination on the Thesis

Comprehensive Examination Option:

Three additional graduate courses in Mathematics

Comprehensive Examination

B.S. and M.S. in Applied Mathematics

The requirements for Applied Mathematics are identical to those for Theoretical (Pure) Mathematics except that the Applied Mathematics sequence:

MAT-641 Applied Mathematics I & MAT-212 Mathematical Modeling
MAT-642 Applied Mathematics II & MAT-313 Numerical Methods
is required and replaces the Abstract Algebra/Modern Algebra sequence:
MAT-625 Abstract Algebra I & MAT-325 Modern Algebra I
MAT-626 Abstract Algebra II & MAT-326 Modern Algebra II

DEPARTMENT OF MUSIC

School of Humanities

Professor:	Alvin E. Amos, Ed.D William B. Garcia, Ph.D., Chair
Associate Professor:	Charles H. Pettaway, M.M.
Assistant Professor:	Doris M. Mayes, B.M.
Visiting Instructor:	Paula I. Tyler, M.M.

The mission of the Department of Music is to: (1) prepare students for careers and further study in music; (2) provide training and experience in music for all students; (3) enrich the general cultural life of the University community through concerts, recitals, and seminars; and (4) 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 with an emphasis on performance. Also offered is a Music Minor program that includes a comprehensive introduction to the field of music through performance, history, and theory.

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 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 scores.

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. Music Education majors must also apply for admission to the Teacher Education Program by the end of the Sophomore year.

Students may test out of *Applied Music* on the minor instruments or voice. Students who have not reached the minimum standards on these instruments or voice must continue to take the applied course until the standards are reached.

The Music Major

(Bachelor of Arts only)

MUS-105 Music Theory I

MUS-106 Music Theory II

MUS-205 Music Theory III

MUS-206 Music Theory IV
 MUS-101 Ear Training and Sight Singing I
 MUS-102 Ear Training and Sight Singing II
 MUS-201 Ear Training and Sight Singing III
 MUS-202 Ear Training and Sight Singing IV
 MUS-219 Choral Conducting
 MUS-220 Instrumental Conducting
 MUS-203 Music Literature and Styles I
 MUS-204 Music Literature and Styles II
 MUS-303 Music Literature and Styles III
 Eight semesters of Ensemble (instrumental majors must include two semesters of choir)
 Pass a Music Comprehensive Examination
 Applied Music Requirements:
 For students whose major instrument is Piano
 Eight semesters of private lessons in Piano
 Four semesters of private lessons in the student's minor instrument or voice
 For students whose major instrument is not Piano
 Eight semesters of private lessons in the student's major instrument or voice
 Four semesters of class instruction in piano (MUS-107, MUS-108, MUS-407, MUS-408)

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Music Education Major

(Bachelor of Science only)

MUS-105 Music Theory I
 MUS-106 Music Theory II
 MUS-205 Music Theory III
 MUS-206 Music Theory IV
 MUS-101 Ear Training and Sight Singing I
 MUS-102 Ear Training and Sight Singing II
 MUS-201 Ear Training and Sight Singing III
 MUS-202 Ear Training and Sight Singing IV
 MUS-219 Choral Conducting
 MUS-220 Instrumental Conducting
 MUS-203 Music Literature and Styles I
 MUS-204 Music Literature and Styles II
 MUS-303 Music Literature and Styles III
 MUS-415 String Methods
 MUS-425 Brass Methods
 MUS-435 Woodwind Methods
 MUS-445 Percussion Methods
 MUS-423 Elementary School Teaching Methods
 MUS-424 Secondary School Teaching Methods
 EDU-201 Introduction to Education

EDU-202 Educational Psychology
 EDU-203 Educ&Psych of Exceptional Child
 EDU 302 Methods in Secondary Education
 EDU-303 Tchg Reading in the Content Area
 EDU-305 Educational Technology
 EDU-401 Student Teaching
 EDU-422 Research Seminar

Eight semesters of Ensemble (instrumental majors must include two semesters of choir)
 Pass a Music Comprehensive Examination

Applied Music:

For students whose major instrument is Piano

Eight semesters of private lessons in Piano

Four semesters of private lessons in the student's minor instrument

For students whose major instrument is not Piano

Eight semesters of private lessons in the student's major instrument

Four semesters of class instruction in piano (MUS-107, MUS-108, MUS-407, MUS-408)

For Teacher Certification in Music Education:

7. Participate in 100 hours of Field Experience prior to student teaching
8. Pass the Praxis I prior to student teaching
9. Have a cumulative 2.5 overall and a cumulative 2.5 in the required courses in the major.
 Certification in Pennsylvania will require a 2.6 GPA for 2001-2002; a 2.8 GPA for 2002-2003; and a 3.0 GPA for 2003-2004.
10. Have a "C" or better in all of the required professional education courses (the EDU- courses)
11. Complete six credits in Mathematics (MAT-201 and MAT 202 are recommended).
12. Pass the Praxis II

The Music Minor

MUS-101 Ear Training and Sight Singing I
 MUS-102 Ear Training and Sight Singing II
 MUS-105 Music Theory I
 MUS-106 Music Theory II
 MUS-203 Music Literature and Styles I
 MUS-204 Music Literature and Styles II

Two Music electives

Four semesters of Ensemble

Applied Music:

For students whose major instrument is Piano

Four semesters of private lessons in Piano

Two semesters of private lessons in the student's minor instrument or voice

For students whose major instrument is not Piano

Four semesters of private lessons in the student's major instrument or voice

Two semesters of class instruction in piano (MUS-107, MUS-108)

General Department Regulations

- After the first semester of the Freshman year, a student must perform at least twice each semester in the Student Recital.
- Piano majors must do a required amount of accompanying in lessons, recitals, or for a performing ensemble.
- A student must get the permission of the applied teacher and the department chairperson for public performance of classical music or serious popular music.
- Each music major and minor must take an applied music jury examination at the end of each semester of applied music study. Failure to appear at the scheduled examination will result in a failing grade in applied music. Students missing the jury examination for a previously approved reason will receive an incomplete in applied music.
- 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.
- 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).
- Music majors are required to attend all campus concerts and recitals.

DEPARTMENT OF PHILOSOPHY

School of Humanities

Professor: Dana R. Flint, Ph.D., Chair
 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 how to "do" philosophy.

The Philosophy Major prepares students for any activity in which logical thought plays an important role. This includes preparing students for graduate and professional studies as well as improving thinking skills needed for one's career. Many students, for example, have combined philosophy with other majors such as Communications, Criminal Justice, Education, Political Science, Biology, or Business. Philosophy provides an excellent preparation for the study of law.

The Philosophy Major

PHL-215 Ethics
 PHL-217 Critical Reasoning
 PHL-218 Formal Logic
 PHL-301 Metaphysics
 PHL-401 Epistemology
 PHL-411 Philosophy Seminar

Three of the following:

PHL-207 Biomedical Ethics
 PHL-208 Business Ethics
 PHL-209 Media Ethics
 PHL-211 African-American Philosophy
 PHL-212 African Philosophy
 PHL-214 Topics in Philosophy
 PHL-216 Contemporary Moral Problems
 PHL-219 World Philosophy I
 PHL-220 World Philosophy II
 PHL-302 Philosophy of Religion
 PHL-303 Legal Philosophy
 PHL-304 Environmental Philosophy
 PHL-305 Existentialism
 PHL-306 Aesthetics
 PHL-307 Political Philosophy
 PHL-402 Philosophy of Science
 PHL-412 Philosophy Seminar
 PHL-495 Independent Study

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Philosophy Minor**Two of the following:**

- PHL-215 Ethics
- PHL-217 Critical Reasoning
- PHL-218 Formal Logic
- PHL-301 Metaphysics
- PHL-401 Epistemology
- PHL-411 Philosophy Seminar

Three of the following:

- PHL-207 Biomedical Ethics
- PHL-208 Business Ethics
- PHL-209 Media Ethics
- PHL-211 African-American Philosophy
- PHL-212 African Philosophy
- PHL-214 Topics in Philosophy
- PHL-216 Contemporary Moral Problems
- PHL-219 World Philosophy I
- PHL-220 World Philosophy II
- PHL-302 Philosophy of Religion
- PHL-303 Legal Philosophy
- PHL-304 Environmental Philosophy
- PHL-305 Existentialism
- PHL-306 Aesthetics
- PHL-307 Political Philosophy
- PHL-402 Philosophy of Science
- PHL-412 Philosophy Seminar
- PHL-495 Independent Study

DEPARTMENT OF PHYSICS

School of Natural Sciences and Mathematics

Professors:	Lynn Ernest Roberts, Ph.D. Willie Williams, Ph.D.
Associate Professors:	Mazharul Huq, Ph.D., Chair Stanley Tsai, M.M.E.
Assistant Professor:	Misganaw Getaneh, Ph.D.
Lecturer:	John Blankenbaker

Physics is a discipline which lies at the heart of modern science, engineering and technology, while exerting considerable influence on philosophical and psychological thought. A core group of subjects at the appropriate level provides a solid foundation in the fundamental laws of nature and in the most useful mathematical techniques. These are the basic tools of all of the natural sciences.

Completion of a bachelor's degree as a Physics Major prepares the student for graduate work in physics, for further study in other fields (astrophysics, biophysics, chemical physics, oceanography, law, engineering and environmental sciences, geophysics or medicine), or for employment in government and industry. 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, a computer laboratory, and an astronomical observatory. The faculty is dedicated to the use of the best traditional and innovative programs to assist the student in achieving his or her career goals.

The course offerings in physics are designed to: (1) provide general insight into the nature and history of the science of physics for the general student; (2) 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; and (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 Major

PHY-103	General Physics I
PHY-104	General Physics II
PHY-203	Optics
PHY-204	Modern Physics
PHY-205	Seminar I
PHY-206	Seminar II
PHY-209	Mechanics I
PHY-210	Mechanics II
PHY-301	Electricity and Magnetism I
PHY-302	Electricity and Magnetism II
PHY-311	Thermodynamics I

PHY-312 Thermodynamics II
PHY-409 Quantum Mechanics I
PHY-410 Quantum Mechanics II
CHE-101 General Chemistry I
CHE-102 General Chemistry II
MAT-121 Calculus I
MAT-122 Calculus II
MAT-221 Calculus III
MAT-222 Differential Equations
MAT-311 Linear Algebra
Either: CSC-154 FORTRAN
or: CSC-158 Computer Programming I

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

PHY-313 Research I

PHY-405 Theoretical Physics I

The pre-engineering program is described separately in the Engineering Dual Degree Program section.

DEPARTMENT OF POLITICAL SCIENCE

School of Social Sciences and Behavioral Studies

Assistant Professor: Donald Bradt

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, 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.

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 credits), economics (9 credits), history (6 credits), sociology and anthropology (6 credits) – and a foreign language (8 credit hours at the 200 level or above).

The Political Science Major

- POL-101 Introduction to Political Science
- POL-201 State and Local Government
- POL-202 American National Government
- POL-300 Political Theory I
- POL-301 Political Theory II
- POL-302 Comparative Politics I

POL-303 Comparative Politics II
 POL-304 International Relations
 POL-305 American Foreign Policy
 POL-410 Senior Seminar
Two Political Science electives with Departmental Approval

For the Bachelor of Science:

No additional language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Additional Recommended Courses

ENG-311 Advanced Composition
 MAT-141 Elementary Statistics I
 MAT-142 Elementary Statistics II
 CSC-151 Personal Computing

The following courses are strongly recommended for students considering attending law school:

CSC-151 Introduction to Personal Computing
 ECO-203 Principles of Accounting I
 ECO-334 Business Law
 ENG-203 Public Speaking
 ENG-311 Advanced Composition
 MAT-141 Elementary Statistics I
 PHL 104 Formal Logic
 PHL 105 Ethics
 POL-204 The Legal System
 POL-401 Supreme Court and Constitutional Law

The International Relations Major (B.A. Only)

ECO-201 Principles of Macroeconomics
 ECO-202 Principles of Microeconomics
 Either: ECO-347 International Financial Management
 or: ECO-441 International Business

Two of the following

HIS-103 Twentieth Century History I
 HIS-104 Twentieth Century History II
 HIS-307 History of Africa to 1885
 HIS-308 History of Africa Since 1885
 POL-304 International Relations
 POL-305 American Foreign Policy
 POL-360 International Political Economy
 POL-410 Senior Seminar
 POL-460 Workshop in International Affairs

Two of the following

- POL-302 Comparative Politics I
- POL-303 Comparative Politics II
- POL-306 Comparative African Politics
- POL-430 International Conflict, Cooperation and Strategy
- POL-454 North-South Relations

Two of the following

- SOC-201 General Anthropology
- SOC-204 Human Geography
- SOC-335 Population

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Political Science Minor

POL-201 State and Local Government

POL-202 American National Government

Either: POL-302 Comparative Politics I

or: POL-303 Comparative Politics II

Either: POL-304 International Relations

or: POL-305 American Foreign Policy

One Political Science elective with Departmental Approval

DEPARTMENT OF PSYCHOLOGY

School of Social Sciences and Behavioral Studies

Professors:	Penelope J. Kinsey, Ph.D. Delroy Loudon, Ph.D.
Associate Professor:	Kevin E. Favor, Ph.D., Chair Lennell Dade, Ph.D.
Instructor:	Denise M. Gaither-Hardy, M.A.

The Psychology Department's goal of producing students who have a working knowledge of the breadth of the field of psychology is achieved incrementally. The incremental nature of student development centers upon emphasizing scientific, clinical, practical, and cultural approaches to psychology. The faculty believe that a well-rounded student will be best equipped to pursue their own goals of career advancement. An emphasis is placed upon the most lofty post-baccalaureate pursuit, graduate school admittance and completion, while endeavoring to enhance options that include diverse professional and vocational careers. The Department has designed curricula that focuses upon identifiable areas of concentration that are highly marketable.

The General Psychology major has been developed for students interested in careers in psychology and/or mental health that require a Bachelor's degree at the entry level. It also prepares students to pursue a wide range of Master's degree programs or certificate programs that will aid in obtaining more skilled positions in the public and private sectors. The Department encourages students to pursue the Bachelor of Arts degree.

The Psychobiology major is an interdisciplinary program designed to provide an undergraduate concentration in behavioral biology. This major is an excellent pre-medical preparation program or a means for pursuing graduate training in the physiological, biological, and/or neurological areas of psychology. Students whose interest runs toward medical research, rehabilitation, addictions, and/or epidemiology will find this curriculum to be stimulating.

The Industrial and Organizational Psychology major provides an interdisciplinary program to students who are interested in careers which apply behavioral science to organizational functioning. Persons who are interested in careers in corporate management, career development, human resources, organizational consultation, or human factors research would find this to be excellent preparation for immediate employment or graduate pursuit.

The Psychology – Honors major is designed to meet the needs of students who flourish in an enriched curriculum. This major also prepares students for a variety of professional careers. Those students whose interests rest with the professional practice of psychology will be exposed to discussion and exploration of issues that challenge the practitioner and theorist. Students are led to examine problem at a level commensurate with graduate preparation. Research skills and practical experience are the centerpiece of this curriculum. Departmental approval is required before students can participate in this advanced experience.

Psi Chi, the National Honor Society in Psychology, established a chapter at Lincoln University in 1981. Minimum requirements for membership are an overall GPA of 3.0, a Psychology Department GPA of 3.0, and twelve (12) credit hours in Psychology.

The General Psychology Major

PSY-101 General Psychology
 PSY-103 Advanced General Psychology
 PSY-210 Statistics I
 PSY-212 Statistics II
 PSY-319 Research Design and Analysis
 PSY-401 Applied Psychology
 PSY-403 Senior Seminar I
 PSY-404 Senior Seminar II
 Either: PSY-206 Psychobiology
 or: PSY-311 Psychology of Learning & Memory
 Either: PSY-307 Developmental Psychology I
 or: PSY-310 Cognitive Psychology
 Either: PSY-314 Abnormal Psychology
 or: PSY-305 Theories of Personality
 MAT 131 Calculus for Life & Social Science Majors

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Suggested Electives

PSY-207 Human Sexuality
 PSY-208 Black Psychology
 PSY-301 Social Psychology
 PSY-303 Organizational Psychology
 PSY-308 Developmental Psychology II
 PSY-316 Clinical Psychology I
 PSY-341 Psychology of Aging
 PSY-495 Independent Research/Study

The Psychobiology Major

(A five year program)

PSY-101 General Psychology
 PSY-103 Advanced General Psychology
 PSY-206 Psychobiology
 PSY-210 Statistics I
 PSY-212 Statistics II
 PSY-319 Research Design and Analysis
 PSY-401 Applied Psychology
 PSY-403 Senior Seminar I
 PSY-404 Senior Seminar II

One Psychology Elective with Department Approval

- BIO-101 General Biology I
- BIO-102 General Biology II
- BIO-202 Developmental Biology
- BIO-205 Anatomy and Physiology
- CHE-101 General Chemistry I
- CHE-102 General Chemistry II
- CHE-203 Organic Chemistry I
- CHE-204 Organic Chemistry II
- CHE-303 Biochemistry I
- MAT-121 Calculus I
- Either: PHY-101 Introductory Physics I
and: PHY-102 Introductory Physics II
- Or: PHY-103 General Physics I (Calculus co-requisite)
and: PHY-104 General Physics II

A minimum of 141 credits is a requirement of the Psychobiology major.

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Suggested Electives

- CHE-304 Biochemistry II
- PSY-207 Human Sexuality
- PSY-208 Black Psychology
- PSY-301 Social Psychology
- PSY-305 Theories of Personality
- PSY-307 Developmental Psychology I
- PSY-308 Developmental Psychology II
- PSY-311 The Psychology of Learning
- PSY-314 Abnormal Psychology
- PSY-341 Psychology of Aging
- PSY-401 Applied Psychology
- PSY-495 Independent Research

The Industrial and Organizational Psychology Major

(B.S. only)

- PSY-101 General Psychology
- PSY-103 Advanced General Psychology
- PSY-210 Statistics I
- PSY-212 Statistics II
- PSY-303 Organizational Psychology
- PSY-401 Applied Psychology
- PSY-403 Senior Seminar I
- PSY-404 Senior Seminar II

Either: PSY-307 Developmental Psychology I
 or: PSY-308 Developmental Psychology II
 Either: PSY-314 Abnormal Psychology
 or: PSY-305 Theories of Personality
 Either: PSY-310 Cognitive Psychology
 or: PSY-319 Research Design and Analysis

CSC-151 Personal Computing

ECO-201 Principles of Macroeconomics

ECO-202 Principles of Microeconomics

ECO-203 Elementary Accounting I

ECO-335 Principles of Management

ECO-337 Marketing

ECO-437 Human Resources Administration

MAT-131 Calculus for Life & Social Science Majors

A minimum of 122 credits is a requirement of the Industrial and Organizational Psychology major.

For the Bachelor of Science:

Elementary II (102) of any foreign language

Suggested Electives

PSY-207 Human Sexuality

PSY-208 Black Psychology

PSY-301 Social Psychology

PSY-302 Group Dynamics

PSY-311 Psychology of Learning

PSY-316 Clinical Psychology I

PSY-317 Clinical Psychology. II

PSY-341 Psychology of Aging

PSY-495 Independent Research

The Psychology - Honors Major

PSY-101 General Psychology

PSY-103 Advanced General Psychology

PSY-210 Statistics I

PSY-212 Statistics II

PSY-307 Developmental Psychology I

PSY-311 Psychology of Learning & Memory

PSY-319 Research Design and Analysis

PSY-401 Applied Psychology

PSY-403 Senior Seminar I

PSY-404 Senior Seminar II

PSY-495 Independent Research/Study

Either: PSY-314 Abnormal Psychology

or: PSY-305 Theories of Personality

Either: PSY-310 Cognitive Psychology

or: PSY-206 Psychobiology
 BIO-101 Human Biology
 BIO-102 Human Health and Diseases
 CHE-101 General Chemistry I
 CHE-102 General Chemistry II
 MAT-121 Calculus I

One external research fellowship or other internship

Completion of the Honors Component in each required departmental course

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Suggested Electives

PSY-207 Human Sexuality
 PSY-208 Black Psychology
 PSY-308 Developmental Psychology II
 PSY-316 Clinical Psychology I
 PSY-341 Psychology of Aging
 PSY-401 Applied Psychology
 PSY-495 Independent Research

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.

Each of the required 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 Research/Study. 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. The Writing Proficiency Examination must be completed before the student is accepted into the program.

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.

The 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.

PSY-101

PSY-103

Three Departmental courses with Department Approval

DEPARTMENT OF RELIGION

School of Humanities

Professor: Gwinyai Muzorewa, Ph.D., Chair
 Assistant Professor: Melvin Leaman, D.Min.

The study of religion prepares students for any field that requires critical and creative thinking, ethical decision making, and working with people. Career choices for religion majors can include the ministry and other church related vocations, social work, community development, law, politics, international relations, business, and university teaching.

Students with interests in other disciplines in addition to religion are encouraged to combine a major in religion with a major in the other discipline. The religion major or minor contributes a strong and visible grounding in the liberal arts and humanities for students who major in the sciences or one of the majors more closely associated with a profession or career.

The Religion Major

All of the following core courses:

- REL-202 Religious Ethics
- REL-302 Philosophy of Religion
- REL-309 Comparative Religions
- REL-341 Theology
- REL-380 Sacred Texts
- REL-402 Religion Seminar

Three of the following electives:

- REL-166 The Religion of the Old Testament
- REL-188 The Life and Teachings of Jesus
- REL-204 Introduction to Religious Phenomena
- REL-301 Modern Religious Thought
- REL-303 Religion in American Culture
- REL-307 The African American Religion
- REL-310 Martin Luther King, Jr.
- REL-340 Ideologies of Black Liberation
- REL-345 Spirituality of World Religions
- REL-348 Liberation Theologies
- REL-399 Topics in Religion
- REL-401 Major Religions of the World
- REL-495 Independent Study/Research

For the Bachelor of Science:

No language requirement

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

Minor in Religion

Two of the core courses listed above.

Three of the departmental electives listed above.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

School of Social Sciences and Behavioral Studies

Professors:	Emmanuel Babatunde, Ph.D. Anthony DiFilippo, Ph.D. Robert E. Millette, Ph.D. Zoran Milovanovich, Ph.D.
Associate Professor:	Patricia Joseph, Ph.D., Chair
Assistant Professor:	Terrance Johnson, M.P.A.
Visiting Professor:	Tyrone Ferguson, Ph.D.

The Department of Sociology and Anthropology makes it possible for students to graduate from Lincoln University confident in their ability to help shape a more humane world by putting their disciplinary knowledge to work in the fields of business, human services, law, government, community development, and other assignments or by pursuing graduate studies leading to careers in higher education. The programs housed in the department are all designed to provide students with a solid understanding of social processes, social institutions, and the linkages between the individual and the larger society. They combine the unique contributions and potential of sociology, anthropology, human service, and criminal justice. We consider every opportunity to expand that strength. The department offers majors in Sociology, Anthropology, Human Services, and Criminal Justice. Students may elect to pursue either a Bachelor of Arts degree, which is recommended for students considering postgraduate, professional or academic study, or a Bachelor of Science degree, which is generally career-oriented.

The Sociology major provides students with theoretical and methodological tools and substantive insights to assist them in understanding social life, social organization, and action. The program is designed to provide a broad intellectual and sociological background. Because of the concentration's focus on developing analytic skills, sociology at Lincoln is an excellent preparation for many fields that involve social policy analysis, including law, business management, education, government and social service.

The Anthropology major is designed to give students a rounded and common understanding of the cultural behavior, social organization, biological characteristics and origin of humankind. General Anthropology introduces students to the discipline and gives them a sound foundation in concepts and approaches. Ethnography of West Africa provides students with an opportunity to acquire knowledge of contemporary West African societies and of the contribution of the ethnography of this region to anthropological theory. They also develop further their abilities to analyze and critically evaluate ethnographic texts. Cultural Anthropology focuses on biological anthropology and institutions in the society. Religious Anthropology provides insights to the religious foundations of societal acts, institutions and practices.

The Human Services major is designed to provide course work and practical experience for students interested in careers in the human services. In addition to the core curriculum, students take courses geared toward the development and understanding of various social problems faced by the human being in society. Their field placement experience provides an opportunity for them to engage in the practical experience of helping others. Students complete

internships in various social service areas such as substance abuse, teen pregnancy, school counseling, and criminal justice.

The Criminal Justice major is designed to provide students with substantial knowledge of how the criminal justice system works on the local, state, and federal level; an understanding of the changing nature of interactions between criminal justice institutions and the people in these environments; and an awareness of the impact of different social forces on the types and rates of criminal conduct. The career choices for criminal justice majors are diverse and can include work in corrections, probation, the court system, and in a wide range of law enforcement agencies. Majoring in criminal justice also provides excellent preparation for students interested in pursuing graduate work in the fields of law, public and criminal justice system administration, political science and social work.

Departmental Honors

Students majoring in the Department are eligible for the *departmental honors program* if they have attained Junior status, have a cumulative GPA of at least 3.3, and have completed three departmental courses with a grade of B+ or better.

The requirements for graduating with *Departmental Honors* are:

- Complete an Independent Research/Study project (SOC-495) on an advanced topic in his/her major under the supervision of a departmental faculty member.
- Have an overall cumulative GPA of 3.3 or better
- Have an GPA of 3.3 or better in his/her major
- Earn a Bachelor of Arts degree (Intermediate II (202) of any foreign language)
- Earn a B+ or better in the following courses:
 - SOC-305 Research Methods
 - SOC-306 Social Statistics
 - SOC-410 Senior Seminar
- Earn a B+ or better in the following course:
 - Sociology Majors: SOC-318 Sociological Theory
 - Criminal Justice Majors: SOC-315 Courts and Corrections
 - Human Services Majors: SOC-310 Human Growth and Development

The Sociology Major

SOC-101 Introduction to Sociology

SOC-201 General Anthropology

SOC-243 Introduction to Human Services

SOC-305 Research Methods

SOC-306 Social Statistics

SOC-318 Sociological Theory

SOC-410 Senior Seminar

Four departmental electives with Department approval

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Human Services Major

SOC-101 Introduction to Sociology

SOC-243 Introduction to Human Services

SOC-244 Social Policy

SOC-305 Research Methods

SOC-306 Social Statistics

SOC-307 Methods I: Individual and Family

SOC-310 Human Growth and Development

SOC-318 Sociological Theory

SOC-341 Field Work and Lab

Two departmental electives with Department approval

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Criminal Justice Major

SOC-101 Introduction to Sociology

SOC-203 Introduction to the Criminal Justice System

SOC-207 Criminal Law I

SOC-305 Research Methods

SOC-306 Social Statistics

SOC-314 Crime and Delinquency

SOC-315 Court and Corrections

SOC-320 Introduction to Law Enforcement

SOC-410 Senior Seminar

PSY-101 General Psychology

Either: POL202 American Government – OR-

or: POL201 State and Local Government

Either: PSY301 Social Psychology – OR-

or: PSY314 Abnormal Psychology

Three of the following:

SOC-301 Law and Society

SOC-322 Forensic Science

SOC-323 Criminal Justice Administration

SOC-345 Criminal Investigation

SOC-346 Community-Based Corrections

SOC-347 Human Rights Issues in Criminal Justice

SOC-348 Juvenile Delinquency

SOC-349 Introduction to Victimology

SOC-351 Comparative Criminal Justice

SOC-352 Criminal Law II (Procedural Criminal Law)

- SOC-353 Criminal Evidence
- SOC-495 Independent Research/Study

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Anthropology Major

- SOC-101 Introduction to Sociology
- SOC-201 General Anthropology
- SOC-205 Marriage and the Family
- SOC-208 Political Anthropology of African Societies
- SOC-303 Cultural Anthropology
- SOC-305 Research Methods
- SOC-321 Ethnography of West Africa
- SOC-354 Anthropology of Religion
- SOC-410 Senior Seminar

Two of the following:

- SOC-204 Human Geography
- SOC-209 Institutional Racism
- SOC-215 Class, Status and Social Mobility
- SOC-306 Social Statistics
- SOC-311 The American Community
- SOC-319 Urban Sociology
- SOC-344 Complex Organizations
- SOC-334 Social Movements and Social Change

For the Bachelor of Science:

Elementary II (102) of any foreign language

For the Bachelor of Arts:

Intermediate II (202) of any foreign language

The Sociology Minor

- SOC-101 Introduction to Sociology
- SOC-201 General Anthropology
- Three departmental electives with Department approval

The Criminal Justice Minor

- SOC-101 Introduction to Sociology
- SOC-203 Introduction to the Criminal Justice System
- SOC-207 Criminal Law I
- SOC-315 Court and Corrections
- One Criminal Justice elective with Department approval

The Human Services Minor

SOC-101 Introduction to Sociology

SOC-243 Introduction to Human Services

Three departmental electives with Department approval

The Anthropology Minor

SOC-101 Introduction to Sociology

SOC-201 General Anthropology

SOC-205 Marriage and the Family

SOC-303 Cultural Anthropology

One of the following departmental electives:

SOC-204 Human Geography

SOC-208 Political Anthropology of African Societies

SOC-209 Institutional Racism

SOC-334 Social Movement

UNDERGRADUATE COURSE DESCRIPTIONS

ARA-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. Three hours of classroom instruction per week in addition to one hour in the language and computer labs and written assignments.

ARA-102 Elementary Modern Standard Arabic II 4 credits

Sequel to Arabic 101.

Prerequisite: ARA-101 or placement by examination

ARA-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. Three hours of classroom instruction per week as well as one hour in the language and computer.

Prerequisite: ARA-102 or placement by examination

ARA-202 Intermediate Modern Standard Arabic II 4 credits

Sequel to Arabic 201.

ARA-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: ARA-202 or permission of the instructor

ARA-302 Advanced Arabic II 3 credits

More intensive reading and writing is required.

Prerequisite: ARA-301 or permission of the instructor

ARA-303 Intensive Arabic I 3 credits

Students use and further develop advanced contemporary vocabulary and grammar of the standard literary Arabic. Those skills are used to study contemporary Islamic and classical material in Arabic. Materials will be from the various Arabic-speaking cultures in the Middle-East, Africa and Asia, with an emphasis in economics, politics and culture. Sources will include popular periodicals, broadcast recordings, and classical works such as the the Qur'an and the Hadith.

Prerequisite: ARA-301 or placement test, and instructor's permission

ARA-304 Intensive Arabic II 3 credits

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

Prerequisite: ARA-303 or placement test and the instructor's permission

ARA-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

ART-100 Fundamentals of Design I 3 credits

This course focuses on fundamental design concepts which are shared by all of the two-dimensional visual arts. Design problems identify and explore the conceptual, visual, and relational elements of design. The visual elements (point, line, shape, value, texture, and color) along with their various attributes are examined. These will be combined together using the principles of organization to create a unified composition.

ART-101 Fundamentals of Design II 3 credits

This course focuses on fundamental design concepts which are shared by the three-dimensional visual arts. Through studio problems, students will become familiar with three-dimensional design concepts, construction processes, and the manipulation of materials to create structural forms. Students will develop an understanding of the qualities of line, shape, mass, volume, spatial relationships and surface as they apply to the three-dimensional form.

ART-102 Graphic Design I 3 credits

This introduces students to the basic concepts and techniques of graphic design and visual communications. It helps students understand how to design effective communication materials by learning the aesthetics of design and using the formal visual principles of design. The course will explore the basics of layout and typography and the processes of transmitting ideas and information into well designed communication materials.

ART-105 Drawing I 3 credits

This course will serve as an introduction to the fundamentals of drawing. This will include practice in a variety of drawing media; development of perceptual and manual skills; creating effective compositions; and understanding the use of line, shape, value, and space as elements of drawing.

ART-110 Ceramics I 3 credits

This course focuses on ceramics as an art form and as a medium for utilitarian craft objects. The student will learn about the history of pottery from ancient times to its present day use by contemporary artists as an expressive medium. Course assignments are based on the vessel/container form.

ART-115 Printmaking I 3 credits

This course will introduce the student to a variety of relief printing methods with emphasis on monoprinting, and linoleum and wood block printing. Both monochrome and color printing will be explored. Students will also learn to properly edition prints.

ART-125 Painting I 3 credits

This course will introduce students to painting in acrylics. This will include experimentation with a variety of painting techniques and learning to prepare canvases for painting. Emphasis will be

placed on color theory, value structure, and developing effective compositions. Subject matter will include still life, landscape and thematic studies.

ART-150 Sculpture I 3 credits

This course introduces the student to the basic concepts and techniques of creating sculptural form. Construction methods covered involve both additive and subtractive processes, including carving, modeling, construction, and assemblage. Historical and contemporary examples of sculpture will be examined through lecture, research, and slide presentations.

ART-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

ART-201 Introduction to Art 2 credits

This course, designed to enhance the student's visual literacy, will provide a broad based introduction to the visual arts, including understanding and appreciating art in an historical, stylistic, and cultural context. Students will be introduced to works of art from a variety of cultures and time periods.

ART-205 Drawing II 3 credits

This course will continue the development of the student's perceptual and manual skills, and will introduce the use of color as a drawing element. Figure drawing will also be introduced with studies in anatomy, figure proportions, and portraiture. Drawing as a means of personal expression will be explored.

Prerequisite: ART-105

ART-210 Ceramics II 3 credits

Ceramics II introduces students to advanced clay forming techniques that include hand-building, throwing on the potter's wheel, and working with plaster molds. Surface treatments are explored, including both pre-and post-firing processes. Students are introduced to the electric firing process and will be expected to load and fire a kiln. Glaze and non-glaze processes are covered.

Prerequisite: ART-110

ART-211 Art History I 3 credits

A survey of art from earliest examples to the Renaissance. Western and non-Western art will be examined.

ART-212 Art History II 3 credits

A survey of art from the Renaissance to present day. Western and non-Western art will be examined.

ART-215 Printmaking II 3 credits

Students will be challenged technically and conceptually in continued exploration of linoleum and woodblock printing methods. Students will be expected to complete a series of editioned prints. Monoprinting and nontraditional printing methods may also be explored.

Prerequisite: ART-115

ART-225 Painting II 3 credits

This course will continue the exploration of color, composition, and technique in painting. Emphasis will be placed on painting as a means of self expression. Historical examples, research, and preparatory studies will be used to develop subject matter.

Prerequisite: ART-125

ART-240 Acting Workshop I 3 credits

This course is designed to introduce the lay student to the art and craft of dramatic acting for the theater. We introduce the student to the necessary discipline of stage generalship which comprises the use of space, voice and movement in the "play area." Attention will also be given to "dramatic development," that is the analysis of the text (script), its synthesis, conveyance and its dramatization. In addition to stage acting, some attention will be given to television performance. Students will have the opportunity to experience and explore the process of performing for the camera as opposed to the live audience.

ART-241 Acting Workshop II 3 credits

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

Prerequisite: ART-240

ART-242 Theater Workshop I 3 credits

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

ART-243 Theater Workshop II 3 credits

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

Prerequisite: ART-242

ART-244 Theater Arts I 3 credits

This course is designed to introduce the lay student to the idea of theater and performing arts. We will attempt to help the student realize the concepts of these art forms as a viable entity.

Attention will be given to the examination of its generative properties as well as its impact on history and our everyday lives. Emphasis will be placed on its particular components, i.e., intent, structure, and device.

ART-245 Theater Arts II 3 credits

An extension of the concepts and applications taught in ART 244.

Prerequisite: ART-244

ART-250 Sculpture II 3 credits

Sculpture II provides an in-depth investigation into working with clay, plaster, and wood as a sculptural medium using the forming processes of modeling, carving and casting. Students will create relief and in-the-round forms through the creation of models and molds. An emphasis will be placed on the expression of content through form.

Prerequisite: ART-150

ART-275 African American Art History 3 credits

This course will introduce the student to the visual arts created by artists of African descent in the Americas. The focus of the course will be an historical overview of African American art from the colonial period to the present in the United States. African American art in South and Central America, as well as from the Caribbean, will also be included in this overview to provide context. The African influence on the art and culture of the Americas will be explored. In addition, the course will analyze images of people of African descent in historical and contemporary art and popular culture, in relation to their impact on the visual arts.

ART-276 African Art History 3 credits

This course will introduce the student to the arts of Africa by presenting select information about the many varied cultures of the African Diaspora. The course will examine the role of art in Africa as its creation and use are manifested in the lifestyles, religions, philosophies, and methods of survival of the peoples of the continent. As the arts of Africa are an integral part of these aspects of traditional African society, they are also integrally related to one another. This course will study the interrelationships of as many various forms of art as possible including music, dance, sculpture, masks, textiles, architecture, and literature.

ART-305 Drawing III 3 credits

Students will be required to propose and develop a series of drawings in the media of their choice. While using drawing as a tool for image and concept development, emphasis will be placed on the drawing as a completed art work. Methods of presenting drawings will also be explored.

Prerequisite: ART-205

ART-310 Ceramics III 3 credits

Ceramics III is an advanced level course that requires the student to produce a body of work using techniques and processes learned in previous courses. Students will learn how to present their work professionally, and provide written and visual documentation of their technical research and aesthetic investigations.

Prerequisite: ART-210

ART-315 Printmaking III 3 credits

Students will be required to propose and complete a related body of work using the relief printing methods of their choice. Students will be encouraged to experiment with theme and image development by combining printing plates and methods. Methods of presenting prints will also be explored.

Prerequisite: ART-215

ART-325 Painting III 3 credits

Students will be required to propose and complete a coherent series of paintings on the theme of their choice. Emphasis will be placed on concept and image development. Methods of presenting paintings will also be explored.

Prerequisite: ART-225

ART-350 Sculpture III 3 credits

Sculpture III is an advanced level course that requires the student to produce a body of work using techniques and processes learned in previous courses. Students will learn how to present

their work professionally, and provide written and visual documentation of their technical research and aesthetic investigations.

Prerequisite: ART-250

ART-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

ART-409 Senior Seminar 3 credits

Topics in this course will include contemporary issues in art, career opportunities in art fields and information concerning graduate school choice and application. This course will assist the Studio Arts Major to develop a professional portfolio of their creative works including résumé and photo documentation of art works. Exhibition methodology as well as pragmatic issues concerning an exhibition of art works will be covered. The Senior Thesis and presentation of Senior Exhibition will be completed during this course. This course will be enhanced through guest lecturers and visits to area galleries and museums.

ART-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

BIO-101 Human Biology 4 credits

Human Biology is designed for non-science majors. This course will introduce students to basic human biology focusing on human organ systems, reproduction, evolution, and the interrelationship between humans and the environment. The accompanying laboratory exercises will permit the student to not only understand the organization of organs and systems within the body but also learn how certain organ systems work.

BIO-102 Human Health and Diseases 4 credits

This course is a continuation of BIO-101; it continues with the coverage of human systems including their normal function and the disorders that can affect them. The laboratory exercises supplement the lecture material.

BIO-103 General Biology for Biology Majors I 4 credits

This course, in combination with BIO-104, is designed to provide a foundation for continued study in Biology. This course covers basic chemistry, cell structure and function, mitosis and meiosis, basic genetics, and molecular biology. The lab exercises are designed to complement the lecture material.

Prerequisite: EDU-100

BIO-104 General Biology for Biology Majors II 4 credits

This course is a continuation of BIO-103; it covers evolution, biological diversity, vertebrate systems and ecology. The lab exercises are designed to complement the lecture material.

Prerequisite: BIO-103

BIO-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These

courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

BIO-202 Developmental Biology 4 credits

This is a comparative study of the reproduction, growth, and development of vertebrates including differentiation of the various types of cells and tissues. The course also covers the control of developmental processes and abnormalities of development.

Prerequisite: BIO-103, BIO-104

BIO-203 Ethnobotany/Pharmacognosy 4 credits

This course is designed for both the science and non-science major. A multidisciplinary approach is used to expose the student to the medicinal, social, secular and industrial use of plants by native peoples. Focus is placed on compounds derived from higher plants. The laboratory portion of the course will cover the growth of these plants and the extraction processes to isolate compounds of interest.

BIO-205 Anatomy and Physiology I 4 credits

This is a course designed and offered for students in the pre-nursing program and certain majors in the Department of HPR. It covers the morphology of the tissues, organs and organ systems of humans. The laboratory portion of the course focuses on mammalian dissection.

BIO-206 Anatomy and Physiology II 4 credits

This course is a continuation of Biology 205 that focuses on the functions of human tissues, organs and organ systems. The laboratory exercises focus on the normal and abnormal functioning of human systems.

BIO-207 General Microbiology 4 credits

This course introduces students to the importance and applications of microbiology in food production, industry, environment, and human, veterinary and plant health. The mechanisms of pathogenicity of harmful organisms as well as methods of control will be explored. Students will be introduced to methods of cultivating microbes including nutritional and environmental needs of some common microbes. Identification of common microbes by macroscopy, microscopy, morphology, biochemical reactions and serology will also be explored.

Prerequisite: BIO-103, BIO-104

BIO-208 Genetics 4 credits

This is an introduction to heredity that includes Mendelian and non-Mendelian inheritance, cytogenetics, population and molecular genetics. The laboratory exercises use a variety of animal, plant and microbe models to demonstrate the principles of inheritance.

Prerequisite: BIO-103, BIO-104

BIO-302 Vertebrate Physiology 4 credits

This is an introduction to cell physiology, biological control systems and coordinated body functions in vertebrates. A comparative approach is used in covering the major groups of vertebrates. The laboratory exercises use a variety of animal models to study normal and abnormal physiology.

Prerequisite: BIO-103, BIO-104

BIO-303 Parasitology 4 credits

This course is devoted to the consideration of mammalian parasites found in the protozoan, helminth and arthropod groups. Emphasis is placed on the life history, control and treatment of the members of the above groups.

Prerequisite: BIO-103, BIO-104

BIO-304 History of Biology 3 credits

This course is offered to students in any major to enhance their understanding of the historical, political, and social forces that have affected the development of biology. This course will focus on the contributions of ancient civilizations to the development of modern biology and medicine; how selected major ideas in biology advanced the discipline; and some important contributions by women of all races, men of color, and people from developing countries.

Prerequisite: BIO-101 and BIO 102 or BIO-103 and BIO-104

BIO-305 Biological Techniques 4 credits

This course is designed to give the student hands-on experience with a variety of common biological laboratory techniques. The focus of the course may vary from semester to semester.

Prerequisite: BIO-103, BIO-104

BIO-307 Biology of Aging 4 credits

This course evaluates the normal and pathological changes that occur in humans from the aging process. Most of the commonly recognized diseases and pathologies associated with the aging process will be addressed from cellular dysfunctions to tissue and organ changes. This course is given from a general biology perspective and may be taken by non-science majors.

Prerequisite: BIO-101 and BIO-102 or BIO-103 and BIO-104

BIO-308 Histology 4 credits

This course covers the structural aspects of tissues and organs with emphasis on mammalian systems. Substantial time is spent on examining the arrangement and interactions of cells in tissues and organs. The laboratory portion of the course includes microscopic examination of tissue and organ sections as well as the methods of making sections for microscopic study.

Prerequisite: BIO-103, BIO-104

BIO-312 General Ecology 4 credits

This course is designed for both majors and non-science majors. It introduces the student to basic concepts of ecosystem and community structure, energy transformations, nutrient cycles, population dynamics, animal behavior, and pollution. Current topics of ecological importance are covered.

BIO-316 Microbial Ecology 4 credits

This course covers the relationships that exist between microorganisms and their physical and biotic environments. The course examines the ways in which microorganisms interact with each other, and with plant and animal populations. It also covers the physiological ecology of these organisms, their roles in biogeochemical cycling, and biotechnological aspects of microbial ecology.

Prerequisite: BIO-103, BIO-104

BIO-320 Junior Seminar I 1 credit

This is the first of a four-course research sequence designed to give students hands-on research experience. In this course, the student works with a faculty advisor to choose a research area; the student then prepares an extensive research paper on the topic chosen.

Prerequisite: BIO-103, BIO-104

BIO-321 Junior Seminar II 1 credit

In this second course of the research sequence, the student chooses a research topic and prepares a research proposal using a format similar to that for proposals submitted to federal agencies.

Prerequisite: BIO-103, BIO-104

BIO-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

BIO-402 Immunology 4 credits

This course considers pathogenic organisms, immune mechanisms, the pathogenic state, and serology. Laboratory exercises include the cultivation, isolation, and physiology of a representative number of forms, and immunological and serological exercises.

Prerequisite: BIO-103, BIO-104

BIO-403 Pathobiology: Mechanisms of Disease 4 credits

This course presents the basic concepts of pathobiology. It provides students with a clear concept of the structural and functional changes caused by disease in tissues and organs. The first part of the course covers general diseases that affect the body as a whole. The second part covers individual organ systems and their diseases.

Prerequisite: BIO-103, BIO-104

BIO-404 Molecular Genetics 4 credits

This course is designed to introduce the student to the concepts of DNA structure and function, molecular methods, and inheritance at the molecular level. Students will learn the vocabulary, methods and concepts using a problem-solving approach.

Prerequisite: BIO-301, CHE-102

BIO-405 Comparative Anatomy of Vertebrates 4 credits

The gross structure of vertebrates is presented in this course as an evolutionary progression from the primitive jawless fishes through the birds and mammals. Special emphasis is placed on the dogfish shark, *Necturus* and cat which are dissected in the lab portion of the course.

Prerequisite: BIO-103, BIO-104

BIO-408 Cell and Molecular Biology 4 credits

This course covers all aspects of cellular and subcellular morphology and physiology. Emphasis is placed on organelle structure and function, metabolic pathways, regulation, and cellular reproduction. The laboratory portion of the course emphasizes modern techniques of examining cell structure and function.

Prerequisite: BIO-103, BIO-104

BIO-409 Genetic Engineering 4 credits

Genetic engineering has emerged as a major field in the biological sciences; it exploits versatile metabolic machinery or components of living organisms to produce valuable gene products and metabolites. Students learn various techniques used in genetic engineering and the principles behind these techniques.

Prerequisite: BIO-103, BIO-104

BIO-420 Senior Seminar I 1 credit

During this third course in the research sequence, the student will perform the research planned during Biology 321 under the supervision of a faculty member.

Prerequisite: BIO-103, BIO-104

BIO-421 Senior Seminar II 1 credit

In this final course of the research sequence, the student will prepare a paper reporting on the research result, make an oral presentation to the class, and present a poster at a departmental or school poster competition.

Prerequisite: BIO-103, BIO-104

BIO-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

BLS-101 Introduction to Black Studies 3 credits

This is a one-semester course that deals with the total Black experience, beginning in Africa and extending to the Americas and the present. It will be interdisciplinary in nature, i.e., the social, psychological, economic and political aspects of the experience as well as the historical aspects will be closely examined. The course will be designed to prepare the Black Studies student for all other courses in the program and will do this largely by posing some of the pressing questions which will be considered in Black Studies.

BLS-301 The Black Family 3 credits

This course examines the origins of the Black family in Africa, its structure and function within the total society. It will look at the effects of slavery on the family and will look at the Black family within the white American context. It will analyze current ideologies regarding the role of the husband/father and wife/mother and their viability vis-à-vis the American situation.

BLS-405 Topics in Black Studies 3 credits

This is an independent reading class on special topics of interest to the student in a specific disciplinary area in the humanities or the social sciences. This course is to enable the student to obtain an in-depth knowledge of selected dimensions of African-American experience. Each student will need to obtain the consent of a faculty member in the most appropriate field to his area of interest.

BLS-40E & BLS-403 Ideologies of Black Liberation 3 credits

This course examines the patterns which have emerged in the oppression of Black people and an analysis of the social, economic, and political ideologies which have arisen from the Black society in response to those patterns. The origins and development of these ideologies as well as the viability will also be examined and analyzed. This course will allow the students and

instructor to use the readings studies in order to arrive at what seems a feasible solution for black people.

CHE-100 Introductory Chemistry 4 credits

This course is designed for students who plan to enter one of the health sciences such as nursing, mortuary science, etc., but who do not need a full year in general chemistry. It also meets the core curriculum requirement for a laboratory science. It does not meet the requirements for a science major. The material includes chemical measurement, matter and energy, atoms, molecules and chemical bonding, periodic properties of elements, stoichiometry, gases, liquids and solids, solutions, reaction rates and chemical equilibria, acids and bases, oxidation-reduction, nuclear chemistry, and an overview of organic and biological chemistry. Four hours lecture and one three-hour laboratory per week are required.

CHE-101 General Chemistry I 4 credits

This course is required for all science division majors. It is a prerequisite to all other chemistry courses. The material includes the tools of chemistry; atoms and elements; compounds and molecules; reactions in aqueous solution; atomic structure; electron configurations and periodicity; chemical bonding; orbital hybridization; molecular orbitals and metallic bonding. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required. Corequisite: MAT-104

CHE-102 General Chemistry II 4 credits

This course is required for all science division majors. It is a prerequisite to all upper level chemistry courses. The material includes the behavior of gases and solutions; chemical kinetics; chemical equilibria; chemistry of acids and bases; precipitation reactions; entropy and free energy; electron transfer reactions; and thermochemistry. Four hours lecture, one hour recitation, and one three-hour laboratory per week are required. Prerequisite: CHE-101

CHE-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

CHE-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. Prerequisite: CHE-102

CHE-202 Physical Chemistry I 4 credits

The material in this course includes: Gases; the first, second and third laws of thermodynamics; chemical equilibria; phases and solutions; phase equilibria; composite reaction mechanisms; and kinetics of elementary reactions. Four hours lecture and six hours laboratory per week are required. Prerequisite: CHE-201 and PHY-103

CHE-203 Organic Chemistry I 4 credits

This course 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: CHE-101 and CHE-102

CHE-204 Organic Chemistry II 4 credits

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

Prerequisite: CHE-203

CHE-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: CHE-102

CHE-301 Physical Chemistry II 4 credits

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

Prerequisite: CHE-202

CHE-302 Physical Chemistry III 4 credits

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

Prerequisite: CHE-301

CHE-303 Biochemistry I 4 credits

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

Prerequisite: CHE-203 and CHE-204

CHE-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: CHE-203 and CHE-204

CHE-310 & 311 Seminar 1 credit each

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

CHE-313 Scientific Literature 2 credits

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

CHE-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

CHE-402 Instrumental Analysis 4 credits

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

Prerequisite: CHE-204 and CHE-301

CHE-403 Advanced Inorganic Chemistry 3 credits

This course builds upon the material covered in Inorganic Chemistry and Physical Chemistry II. The following topics are covered: coordination chemistry (structures, isomers, bonding, electronic spectra), organometallochemistry, reaction mechanisms (ligand substitution, stereochemical change, organometallo systems, oxidation/reduction), inorganic photochemistry, and bioinorganic systems.

Prerequisite: CHE-301

Offered: Spring

CHE-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

CHI-101 Elementary Mandarin Chinese I 4 credits

As an introduction to Mandarin Chinese, the course begins with a concentrated study of Mandarin phonetics and the Gwoyeu Romatzyh tonal-spelling system of romanization. Chinese characters are also introduced, along with simple vocabulary items for daily use, liberally

supplemented with sentence pattern drills and exercises and essentials of grammar. The lecture is three hours; one additional hour is required for drill and laboratory.

CHI-102 Elementary Mandarin Chinese II 4 credits

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

Prerequisite: CHI-101 or placement by examination

CHI-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 three hours; one additional hour is required for drill and laboratory.

Prerequisite: CHI-102 or placement by examination

CHI-202 Intermediate Mandarin Chinese II 4 credits

The course is a sequel to Chinese 201.

Prerequisite: CHI-201 or placement by examination

CHI-301 Advanced Mandarin Chinese I 3 credits

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

Prerequisite: CHI-202, placement by examination, or approval of the instructor

CHI-302 Advanced Mandarin Chinese II 3 credits

This course is the sequel to 301.

Prerequisite: CHI-301, placement by examination, or approval of the instructor

CHI-303 Chinese Poetry I 3 credits

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

Prerequisite: CHI-302, placement by examination, or approval of the instructor

CHI-304 Chinese Poetry II 3 credits

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

Prerequisite: CHI-303, placement by examination, or approval of the instructor

CHI-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: CHI-302, placement by examination, or approval of the instructor

CHI-402 Advanced Composition and Conversation II 3 credits

This course is the sequel to Chinese 401.

Prerequisite: CHI-401, placement by examination, or approval of the instructor

CHI-403 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.

Prerequisite: CHI-304 or approval of the instructor

CHI-404 Readings in Chinese Culture II 3

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

Prerequisite: CHI-401 or approval of the instructor

CHI-409 Special Topics in Chinese I 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.

Prerequisite: CHI-302 or permission of the instructor

CHI-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

CSC-151 Personal Computing 3 credits

This course provides a hands-on introduction to the use of computer software in the areas of word processing, spreadsheets, and database management, presentation, and programming. The software used will be MS-Word, MS-Excel, MS-Access, and MS-Power point.

Prerequisite: MAT-103 or placement

CSC-154 FORTRAN 3 credits

This course introduces the student to principles of computer programming via the FORTRAN programming language. The students will write, test, and debug a wide variety of programs to solve problems drawn from several disciplines.

Prerequisite: MAT-103 or placement

CSC-158 Computer Programming I 3 credits

This course is the first course in a year-long sequence required for Computer Science majors. It introduces the student to principles of computer programming via a structured programming language. The students will write, test, and debug a wide variety of problems drawn from several disciplines. The course will also address program design and program style.

Prerequisite: MAT-103

CSC-159 Computer Programming II 3 credits

This course is a continuation of CSC-158. The students will use a structured programming

language in problem solving. This course examines advanced features of programming languages such as use of pointers, file processing, and object oriented and event-driven 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

CSC-254 Data Structures 3 credits

This course will focus on algorithms, analysis, and the use of basic and advanced data structures. Among the specific data structures covered are strings, stacks, records, linked lists, trees and graphs. Recursion will also be covered. Sequential and random files, hashing and indexed sequential access methods for files will be discussed. Finally, some standard computer science algorithms (sorting and searching) will be discussed.

Prerequisite: CSC-159

CSC-255 COBOL 3 credits

This course will introduce the student to the fundamentals of COBOL programming. Specific topics include COBOL divisions, basic statements for arithmetic, logic branching, looping, control break, report writer and table processing.

Prerequisite: CSC-158

CSC-299 Internship 1-3 credits

CSC-353 Computer Organization and Assembly Language 3 credits

This course is intended as a first introduction to the ideas of computer architecture-both hardware and software. Assembly language programming is the central theme of the course. The attributes and operations of a macro assembler are discussed in some detail.

Prerequisite: CSC-254

CSC-354 Database Management 3 credits

This course will introduce students to the principles of single and multiple application of data base systems. In addition, it will develop graphical and logical skills that are used to construct logical models of information handling systems. Topics include data independence and data redundancy, comparative survey of nomenclature, logical and physical views of data, data description languages and the database management system, relational, hierarchal, and network approaches, operations informational systems, security and integrity, data flow diagrams, data dictionaries, analysis response requirements, and immediate access diagrams.

Prerequisite: CSC-254

CSC-355 Operating Systems 3 credits

An operating system is a program that acts as the link between the computer and its users. A well written operating system makes it easy and fun to use a computer. This course will introduce the student to the principles and concepts of operating systems design, discuss major issues of importance in the design, and show how different widely used operating systems have implemented the design ideas. In short, this course will teach what an operating systems does, how it may do it, and why there are different approaches.

Prerequisite: CSC-254

CSC-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 plus programming. Both usage and design will be emphasized.

Prerequisite: CSC-254

CSC-357 Computer Architecture 3 credits

This course is intended to explore the interface between a computer's hardware and its software. The interface is often called computer architecture. Starting from the basic ideas of assembly language programming, this course will give the students an idea of where the software stops and the hardware begins, and what things can be done efficiently in hardware and how.

Prerequisite: CSC-353

CSC-358 Artificial Intelligence 3 credits

This course is intended to explore the ideas and developments in Artificial Intelligence.

Applications of the LISP programming language in pattern recognition, game playing, image analysis, and problem solving will be covered. Also included among the topics are semantic sets, theorem proving, natural language analysis and learning systems.

Prerequisite: CSC-254

CSC-450 Topics in Computer Science 3 credits

This course will focus on involving students in independent projects dealing with current topics of current research interest in Computer Science. Students will be required to conduct a literature survey, carry out independent investigations projects, prepare a reports, and defend their work in an oral presentation.

Prerequisite: Senior Status

CSC-451 Computer Simulations 3 credits

This course demonstrates to the student how computers may be used to represent selected characteristics of real world systems by utilizing mathematical models. The simulation projects will be done using a simulation software package and a structured programming language.

Statistical analyses are carried out.

Prerequisite: CSC-254

CSC-452 Computer Graphics 3 credits

This course develops and applies the mathematical theory of computer graphics. The theory includes rotation, translation, perspective projection, and curve and surface description. The course will use a structured programming language. In addition, it will use available commercial graphic packages.

Prerequisite: CSC-254, MAT-122 and MAT-213

CSC-453 Compiler Construction 3 credits

This course is intended to explore the principal ideas and techniques of compiler construction. Topics include lexical analyzers, parsers, error detection, code generation, symbol tables, and formal languages.

Prerequisite: CSC-254 and CSC-353

CSC-454 Software Engineering 3 credits

This course will introduce the student to the principles and techniques involved in the generation of production quality software items. The emphasis will be on the specification, organization, implementation, testing and documentation of software products.

Prerequisite: CSC-254

CSC-455 Mathematical and Statistical Software 3 credits

This course will introduce the student to the currently available mathematical and statistical software on personal computers in particular, and mainframes in general. Hands-on activities with software items will form a major part of the course. The student will be trained not only to use the software items, but also interpret the results meaningfully as related to specific applications situations. The course is designed primarily for students interested in scientific and statistical computing and analysis. Report writing will be required on all projects.

Prerequisite: MAT-212 and MAT-313

CSC-456 Operations Research 3 credits

Operations Research is a very important area of study which tracks its roots to business applications. It combines the three broad disciplines of Mathematics, Computer Science, and Business Applications. This course will formally develop the ideas of developing, analyzing, and validating mathematical models for decision problems, and their systematic solution. The course will involve programming and mathematical analysis.

Prerequisite: MAT-212

CSC-457 Computer Networks 3 credits

This course is an introduction to local area and long haul computer communication networks, analysis, design and implementation of network protocols.

Prerequisite: CSC-159

ECO-101 Introduction to Business and Entrepreneurship 3 credits

This course is 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.

ECO-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

ECO-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 and ENG-102

ECO-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 and ENG-102

ECO-203 Principles of Accounting I 3 credits

This course provides an understanding of the basic concepts of accounting. Students are expected to acquire proficiency in accounting for proprietorships. Topics include recording transactions, preparations of basic financial statements and maintenance of ledger accounts.

Prerequisite: MAT-110 and ENG-102

ECO-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

ECO-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.

ECO-301 Price Theory 3 credits

The theory of consumer and firm behavior, general equilibrium and exchange market structure and performance, factor markets, the theory of distribution of income and inter-temporal decisions, the theory of economic policy are covered in this course.

Prerequisite: ECO-201, ECO-202, and MAT-131

ECO-302 Income Theory 3 credits

This course covers the theory of income determination, both static and dynamic, integrating the money supply, interest rates, the price level and technological change, with an emphasis on Keynesian economic theory. Macroeconomic policy design and evaluation and some of the basic econometrics models of the U.S. and Canadian economies will be studied.

Prerequisite: ECO-201, ECO-202, and MAT-131

ECO-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 will be examined.

Prerequisite: MAT-141, ECO-201, ECO-202, and ECO-204

ECO-307 Quantitative Methods II 3 credits

This course deals with further topics in multiple regression analysis. The course also includes applications using a computer package such as SAS or SPSS. Inventory models, linear programming applications in business: graphical methods and the simplex method, transportation and assignment problems, introduction to goal programming and integer programming, queuing theory: waiting-line models, Network models, simulation and Markov analysis will be covered.

Prerequisite: MAT-130, CSC 153, and ECO-306

ECO-313 Money and Banking 3 credits

This class is a study of monetary policy and the Federal Reserve system, financial markets and financial intermediaries, the regulation and structure of the commercial banking industry, and international banking.

Prerequisite: ECO-201, ECO-202, and ECO-204

ECO-315 Public Finance 3 credits

This course presents an analysis of various sources of financing government, such as taxation, debt and other non-tax revenues, in terms of their incidence and economic effects. An examination of current issues including the role of government in a market economy, functional specialization among the different levels of government, and policies toward poverty are included. This course is open to Juniors and Seniors in other departments

Prerequisite: ECO-201, ECO-202, and ECO-204; or Permission of the Instructor

ECO-317 Urban Economics 3 credits

This course presents an economic analysis of pressing urban problems with a view to gaining an understanding of those problems and developing solutions to them. Urban problems to be examined include poverty, housing, health, transportation, pollution, and crime. This course is open to Juniors and Seniors in other departments

Prerequisite: ECO-201 and ECO-202

ECO-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.

ECO-331 Intermediate Accounting I 3 credits

The topics considered in this course include an in-depth analysis of the treatment applicable to each balance sheet account, financial statements and net income concepts, generally acceptable accounting principles, and interpretation of financial statements.

Prerequisite: CSC 151, ECO-201, ECO-202, and ECO-204

ECO-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

ECO-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.

Prerequisite: CSC 151 and ECO-204

ECO-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.

Prerequisite: ECO-201, ECO-202, and ECO-204; or permission of the instructor

ECO-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.

Prerequisite: ECO-201, ECO-202, and ECO-203

ECO-336 Managerial Economics 3 credits

Decision-making in the modern business firm, demand and cost analysis, inventory problems, investment problems, and deterministic and probabilistic models of managerial operations are analyzed. Applications in transportation and other public utility corporations will be emphasized.

Prerequisite: MAT-141 and ECO-335

ECO-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.

Prerequisite: ECO-201 and 202; or Permission of the Instructor

ECO-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, and ECO-204

ECO-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

ECO-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.

Prerequisite: CSC 151, ECO-201, ECO-202, and ECO-204

Cross-Listed: CSC-340

ECO-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.

Prerequisite: MAT-130, MAT-141, ECO-201, ECO-202, and ECO-204

ECO-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.

Prerequisite: ECO-341

ECO-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.

Prerequisite: ECO-341

ECO-348 International Economics 3 credits

This course covers the International Monetary System in world trade and payments and the balance of payments, concepts, definitions and measurement. Theories of balance of payments adjustment under various exchange rate regimes, and capital flows. As well as foreign currency markets and their role in trade financing and investment. International lending and the foreign debt problems of less developed countries are covered.

Prerequisite: ECO-201 and ECO-202

ECO-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

ECO-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

ECO-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.

Prerequisite: ECO-301 and ECO-302

ECO-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.
Prerequisite: ECO-332

ECO-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

ECO-436 Business Communications 3 credits

This course offers an advanced analysis of communication processes, systems, and problems facing large organizations. Topics include analysis and practice in writing, listening, briefings, reports and career interviewing, searching, etc. Special emphasis is on management and supervision - controlling, directing, giving orders and instructions, employee performance, and communicating with the boss.
Prerequisite: ECO-335

ECO-437 Human Resource 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

ECO-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 and ECO-202

ECO-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

ECO-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.
Prerequisite: ECO-201, ECO-202, ECO-204, and ECO-335

ECO-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 . Corequisite: ECO-342

ECO-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 and ECO-341

ECO-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.

Prerequisite: Senior Status and ECO-454 . Corequisite: ECO-453

ECO-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.

Prerequisite: Senior Status and ECO-332

ECO-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.

Prerequisite: Senior Status, ECO-201, ECO-202, and ECO-204

ECO-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.

Prerequisite: Senior Status, ECO-301, and ECO-302

ECO-459 Senior Seminar 3 credits**ECO-495 Independent Research/Study 1-4 credits**

Independent research or study projects supervised by a member of the faculty.

EDU-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, analyzing relationships between ideas, developing test

taking and study skills, and increasing their chances for the successful completion of a university curriculum.

EDU-101 Critical Reading Skills 3 credits

The course is designed to develop the student's ability to critically analyze and evaluate what he or she reads as well as to provide a firm understanding of the reading process. The student will be required to independently establish mature purpose for reading and will be trained in the detection and refutation of a wide variety of logical errors in the writing and speech of others.

EDU-102 Oral Communications 3 credits

The course is designed to improve the student's ability to communicate orally using Standard English.

EDU-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

EDU-201 Introduction to Education 3 credits

This course includes an overview of the aims, organization and procedures to provide a systematic view of the whole field. Information is provided regarding the opportunities and requirements in education as a profession. The course also includes information pertaining to the philosophy and history of education and contains material designed for the general education of all students and professional orientation for prospective teachers. This is a course often open to all students.

EDU-202 Educational Psychology 3 credits

This course is designed to provide students with a thorough understanding of the human learning process and how learning is affected by personality, language, intelligence and values. The role of the teacher and/or parent in enhancing learning will be explored in detail as well as the effect of learning theories on classroom practice and procedures. The course will also provide students with practice in the construction, administration, and evaluation of classroom tests and the analysis of test results.

EDU-203 The Education and Psychology of the Exceptional Child 3 credits

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

EDU-204 Creative Arts in 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.

EDU-205 Speech for Education Majors 3 credits

This course will provide an opportunity for Education majors to improve the oral language skills they will need in the context of a classroom setting.

EDU-206 Foundations in Special Education 3 credits

Foundations of Special Education introduce students to basic facts and educational strategies for working with mentally retarded, learning disabled, emotionally and physically disabled students and gifted students. A brief history of special education programs will be included. Inclusion strategies and the Americans with Disabilities Act will be discussed. Students will receive an essential introduction and understanding of the purpose and goals of special education programs.

EDU-207 Sophomore Field Experience 1 credit

Students majoring in Education are required to complete a one-credit field experience, which includes twenty hours of on-site observation, participation in non-teaching duties and completion of a unit, which they will teach for the class. Students will meet to discuss the duties, academic assignment they complete and to hand in the final evaluation from their cooperating teacher to the field placement coordinator.

EDU-212 The Preschool Child 3 credits

The course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition and the relationship between language acquisition and mental development. Attention will also be given to the practical environmental dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided.

EDU-300 Curriculum Methods and Materials in Early Childhood Education 3 credits

Curriculum Methods and Assessments in Early Childhood Education gives an examination of early childhood education methodology with emphasis on the implementation of integrated curriculum which develops young children's ability to construct knowledge regarding language and writing, mathematics, science and inquiry, aesthetic expression and awareness, and social and group dynamics. It also explores the creation and management of learning environments that emphasize play, active manipulation of concrete materials, child choice and decision-making, exploration of the environment, and interaction with others. Several assessment strategies of early childhood students will be emphasized. Students will be required to complete a 20-hour field experience.

EDU-302 Methods in Secondary Education 3 credits

The methods and techniques of teaching in the school will be examined. Students will be taught methods of classroom management, the use and development of instructional materials, and approaches to guiding the learning experience.

EDU-303 Reading in the Content Area 3 credits

This course will provide a thorough examination of the reading process from a theoretical and practical point of view. Students will be given opportunities to develop instructional strategies and techniques grounded in an understanding of the reading process and the role that reading plays in the development of language.

EDU-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.

EDU-307 Junior Field Experience 1 credit

Students majoring in Education are required to complete a one-credit field experience, which includes twenty hours on on-site observation, participation in non-teaching duties and completion of a unit, which they will teach for the class. Students will meet to discuss the duties, the academic assignments they complete and to hand in the final evaluation from their cooperating teacher to the field placement coordinator.

EDU-310 Methods: Language Arts 3 credits

This course is designed to provide students with an opportunity to plan and implement instructional strategies in the Language Arts. Instructional methodologies and activities will be provided from which students can plan and evaluate their lessons. The students will be provided with an opportunity to teach in an elementary classroom in a local school. This is a speaking emphasis course. EDU-310 is taught in conjunction with EDU-312.

Prerequisite: EDU-207 and EDU-307

EDU-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.

Prerequisite: EDU-201 and EDU-202

EDU-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.

EDU-313 Literature for Children and Adolescents 3 credits

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

EDU-320 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.

EDU-325 Curriculum and Assessment Strategies in Special Education 3 credits

This course will present a variety of teaching strategies and educational materials designed to meet the individual needs of the learning disabled. It will concentrate on academic, language and perceptual motor programs as well as curriculum development for the educational environment. This course also focuses on experiences in testing children, writing prescriptions, and developing educational evaluations. It will include the study of tests used for psychological and educational assessment and the translation and interpretation of those data into remedial plans for different types of handicapped children.

Prerequisite: EDU-206

EDU-326 Teaching Special Education in the Secondary Education Classroom 3 credits

This course will instruct learners in methods for teaching Special Education students mainstreamed at the secondary level (Grades 9-12). This course will teach adaptations for instruction, managing classroom behavior, coordinating the learning environment, using computers and other learning equipment as well as constructing Individual Education Plans for a variety of disabilities. Using faculty and agency team collaboration will be discussed. Use of non-disabled peers to facilitate positive interaction with special education students will also be discussed. Developing the learning strengths of special education students will be emphasized.

Prerequisite: EDU-206

EDU-327 Teaching Students with Physical Disabilities 3 credits

The purpose of this course is to provide special education teachers with information regarding the types, therapies and specially designed interventions to be used in providing an appropriate education for students who have varied neuromuscular conditions. The role of parents, professional therapists and educators in collaborating to diagnose, prescribe and nurture the student will be discussed as will teaching peers to interact appropriately with the student who is disabled.

EDU-328 American Sign Language I 4 credits

This course will provide students with a signing vocabulary of more than 500 words in American Sign Language and will communicate them in sentences, describe events, and tell/understand simple stories. They will gain a sensitive perspective towards the emotional, psychological, and cultural needs of this exceptional population as well as survival language/signing skills that will enable them to communicate the basic needs for the deaf.

Prerequisite: EDU-328

EDU-329 American Sign Language II 4 credits

This course is designed for the participants to become fluent in the use of American Sign Language. The participants will gain a sensitive perspective towards the emotional, psychological, and cultural needs of this exceptional population as well as survival language/signing skills that will enable them to communicate basic needs for the Deaf. Through the class sessions, text, field trips, films, and guest speakers, the students will master the course outcomes. They will have a signing vocabulary of more than 500 words and will communicate in sentences, describe events, and tell/understand simple stories. A 40-hour field experience is required.

EDU-330 Effective Classroom Management Strategies 3 credits

This course incorporates current research on the most effective strategies for improving

classroom discipline, motivation, interpersonal relationships and academic performance. Attention will be given to aspects of diversity and/or multicultural factors that influence perceptions about classroom management, and to factors that may help facilitate mainstreaming efforts.

EDU-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

EDU-401 Student Teaching 12 credits

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

EDU-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.

EDU-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 area of Education. The student will select an area of emphasis and conduct a survey of theories, issues and research related to that area. This course will also provide an opportunity for students to discuss the student teaching experience in relation to the current research on teaching.

EDU-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

ENG-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.

ENG-101 Basic Writing Skills II 3 credits

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

ENG-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. In addition to other requirements, a student must pass an exit exam.

ENG-103 English Composition II 3 credits

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

ENG-10I Intensive Summer College Composition 3 credits

This course is offered in the summer for students who will begin college in the Fall to prepare for a research level composition course. It is designed to help students write college essays which call for critical reading, thinking, and writing skills and will include timed writing, fully processed essays, a research essay, and journals.

ENG-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 (essays, drama, poetry and fiction) and current news events. Five rhetorical modes will be reviewed. This course may be used only for completion of the WPE requirement and the credits will not be counted for graduation.

ENG-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

ENG-203 Public Speaking 3 credits

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

Prerequisite: ENG-103

ENG-204 Business Writing 3 credits

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

Prerequisite: ENG-103

ENG-205 Technical Writing 3 credits

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

Prerequisite: ENG-103

ENG-207 World Literature I 3 credits

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

Prerequisite: ENG-103

ENG-208 World Literature II 3 credits

This course is a continuation of ENG207 and covers the Eighteenth Century to the present, with

greater emphasis on a global recognition of contemporary writers.

Prerequisite: ENG-103

ENG-211 English Literature I 3 credits

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

Prerequisite: ENG-103

ENG-212 English Literature II 3 credits

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

Prerequisite: ENG-103

ENG-214 Literary Criticism 3 credits

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

Prerequisite: ENG-103

ENG-250 Introduction to Cinema 3 credits

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

Prerequisite: ENG-103

ENG-285 Harlem Renaissance 3 credits

This course is a multi-disciplinary study of culture through the artistic works of Black Americans. Readings will represent the first two decades of the twentieth century which include not only creative literary texts but also more formal texts and artistic genres.

Prerequisite: ENG-103

ENG-301 American Literature 3 credits

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

Prerequisite: ENG-103

ENG-304 Chaucer and the Medieval Scene 3 credits

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

Prerequisite: ENG-103

ENG-305 Seventeenth Century Literature 3 credits

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

Prerequisite: ENG-103

ENG-306 Eighteenth Century Literature 3 credits

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

Prerequisite: ENG-103

ENG-307 Romantic Literature 3 credits

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

Prerequisite: ENG-103

ENG-308 Victorian Literature 3 credits

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

Prerequisite: ENG-103

ENG-309 Journalism 3 credits

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

Prerequisite: ENG-103

ENG-310 Classical and Biblical Literature 3 credits

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

Prerequisite: ENG-103

ENG-311 Advanced Composition 3 credits

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

Prerequisite: ENG-103

ENG-312 Creative Writing 3 credits

This course is intended for the student who shows evidence of creative capabilities and who could benefit from the instruction of a professional writer. Students are taught to analyze a

variety of literary genres-as a means of developing a keen awareness of literary styles and techniques applicable to individual creative abilities.

Prerequisite: ENG-103

ENG-313 Literature for Children and Adolescents 3 credits

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

Prerequisite: ENG-103

Cross-Listed: EDU-313

ENG-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.

Prerequisite: ENG-103

ENG-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

ENG-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 turns of their functions, effects, socio-economics cultural and philosophical factors.

Prerequisite: ENG-316

ENG-319 Survey of African-American Literature 3 credits

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

Prerequisite: ENG-103

ENG-320 Studies in African-American Literature 3 credits

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

Prerequisite: ENG-103

ENG-321 Contemporary African Literature 3 credits

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

Prerequisite: ENG-103

ENG-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 communication majors.

Prerequisite: ENG-103

ENG-323 Media in Everyday Life 3 credits

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

Prerequisite: ENG-317

ENG-324 Media and Cultural Differences 3 credits

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

Prerequisite: ENG-103

ENG-326 Public Relations and Advertising 3 credits

This course reviews the research, theory, techniques, strategy, planning, and management of advertising and public relations. Law, ethics, and professionalism will be covered. The course will also review the contribution made by advertising to the United States economy and the principles and practices applied to mass media.

ENG-384 Linguistics I 3 credits

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

Prerequisite: ENG-103

ENG-385 Linguistics II 3 credits

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

Prerequisite: ENG-384

ENG-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a

department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

ENG-400 Methods in Teaching English 3 credits

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

Prerequisite: ENG-103

ENG-401 Shakespeare Survey 3 credits

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

Prerequisite: ENG-103

ENG-402 Studies in Shakespeare 3 credits

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

Prerequisite: ENG-103

ENG-403 Introduction to Television Production 3 credits

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

Prerequisite: ENG-103

ENG-404 Advanced Television Production 3 credits

This course covers television and video production techniques for recording picture and sound in the field environment. Introduction of the appropriate equipment utilized in the TV field environment is stressed, along with professional production techniques.

Prerequisite: ENG-103

ENG-405 Modern Poetry 3 credits

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

Prerequisite: ENG-103

ENG-406 Modern Fiction 3 credits

This course focuses on English, American, and Third World authors-from the late Nineteenth Century to the present. Offered in alternate years

Prerequisite: ENG-103

ENG-407 Modern Drama 3 credits

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

Prerequisite: ENG-103

ENG-408 Studies in Dramatic Literature 3 credits

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

Prerequisite: ENG-103

ENG-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.

Prerequisite: ENG-103

ENG-413 & 414 Senior Seminar I & II 3 credits

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

Prerequisite: ENG-103

ENG-415 Editing for Video 3 credits

This course will examine the theory and techniques of editing video for commercial, corporate, and education production. Students will learn the theory and practices of editing to construct continuity sequences. The development of editing skills will be achieved through laboratory exercises utilizing the University's television facilities.

Prerequisite: ENG-103

ENG-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

FRE-101 Elementary French I 4 credits

This course introduces students with no prior knowledge of the language to the basic structure of French through a variety of proficiency-oriented activities. All language skills (speaking, listening, reading and writing) are actively practiced in realistic communicative situations. The course also introduces students to the richness and diversity of francophone culture. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

FRE-102 Elementary French II 4 credits

The course is the sequel to French 101.

Prerequisite: FRE-101 or placement by examination

FRE-201 Intermediate French I 4 credits

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

Prerequisite: FRE-102 or placement by examination

FRE-202 Intermediate French II 4 credits

The course is a sequel to FRE-201.

Prerequisite: FRE-201 or placement by examination

FRE-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. Extensive oral and written task-based activities will be used.

Prerequisite: FRE-202 or placement by examination

FRE-302 Advanced French Composition and Conversation II 3 credits

The course is a sequel to FRE-301.

Prerequisite: FRE-301 or approval of the instructor

FRE-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: FRE-202

FRE-304 French Civilization and Culture in the Third World and the Americas 3 credits

The course is the sequel to FRE-303. It will study the influence of France in the former French colonies in North and Sub-Saharan Africa, Southeast Asia, Canada, Louisiana and the Caribbean.

The course will be conducted in collaboration with the departments of art, history, music, philosophy and political science.

Prerequisite: FRE-202

FRE-305 French Phonology 3 credits

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

FRE-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.

FRE-401 French Poetry 3 credits

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

Prerequisite: FRE-302

FRE-402 The Novel in France 3 credits

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

Prerequisite: FRE-302

FRE-403 French Drama 3 credits

This course will cover a selection of French drama. An extended essay in French will be

required. This course will normally be offered on a Tutorial Study for one or several students.
Prerequisite: FRE-302

FRE-405 African and Caribbean Poetry and Drama of French Expression 3 credits

This course is a comprehensive study of the Black writers from Africa and the Caribbean who use the French language; it will also study the literary and political movements which conditioned the emergence of this literature. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussions will be in English. French majors will be required to write their papers in French.
Prerequisite: FRE-202

FRE-406 African and Antillean Prose of French Expression 3 credits

This course will study selected essays of Black writers from African and the Caribbean who use the French language. The course will be open to students not majoring in French. Readings will be in French and in English where translations are available; lectures and discussion will be in English. French majors will be required to write their papers in French.
Prerequisite: FRE-202

FRE-407 Survey of French Literature I 3 credits

This course is a study of French literature from the Middle Ages through the Eighteenth Century.
Prerequisite: FRE-302

FRE-408 Survey of French Literature II 3 credits

This course is a study of French literature of the Nineteenth and Twentieth Centuries.
Prerequisite: FRE-302

FRE-409 Special Topics I 3 credits

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

FRE-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

GSC-101 & 102 Physical Science I & II 4 credits

These courses cover mechanics, motion, conservation laws, heat, wave motion, electricity and magnetism, light, atomic and nuclear physics, elements of chemistry, geology and astronomy. Special emphasis is placed on solving formulas and using graphs. Students with superior mathematical ability should take PHY 101-102 or PHY 103-104. Credit is not allowed for GSC 101-102 and for PHY 101-102 or PHY 103-104.
Prerequisite: Algebra

GSC-111 Environmental Science 4 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.

GSC-401 Seminar in Environmental Issue 2 credits

This course is a seminar course that functions as the final course in the minor in Environmental Issues. A number of environmental issues chose by the instructors and the students will be

examined and discusses from scientific, social, ethical, economic, and political perspectives. Students will be required to make oral presentations, prepare research papers, and participate in discussions. Outside speakers will be invited to participate.

HIS-101 & 102 Modern European History I & II 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.

HIS-103 & 104 Twentieth Century History I & II 3 credits each

This course will examine Twentieth Century world history from the point of view of the political, economic, cultural, and intellectual forces that have shaped it. The governments of the 19th century will be the primary view point. 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. The first half of the course will cover 1850-1945 and the second half of the course will cover 1945 to the end of the Cold War.

HIS-105 & 106 History of the United States I & II 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.

HIS-110 History of United States Since 1945 (Recent U.S. History) 3 credits

This course covers intensively the period of United States history since World War II. It reviews domestic politics and foreign affairs, with some emphasis upon current events.

HIS-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

HIS-205 & 206 History of Black People in the United States I & II 3 credits each

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.

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

HIS-207 & 208 History of England I & II 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. The first half of the course will cover 1060-1690 while the second half will cover 1690 to Elizabeth II. It is

designed to meet the needs of prelaw students and English literature majors as well as the interests of History Majors.

Offered: Alternate years

HIS-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.

HIS-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.

HIS-301 & 302 Medieval History I & II 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: Alternate years

HIS-303 & 303 Seminar in History I & II 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.

HIS-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.

HIS-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.

HIS-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.

HIS-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.

HIS-313 & 314 Diplomatic History of the United States I & II 3 credits each

This course traces the major developments in foreign policy and diplomacy from the time of the American Revolution to the present.

HIS-315 & 316 The Third Republic in France I & II 3 credits each

This course will be concerned with the politics and society of France during the Third Republic. The first half of the course will cover from 1770 to 1900 while the other half will cover from 1900 to the present. Important historical themes such as industrialization, the gradual democratization of the society, the conflict between church and state and the rise of political parties will be examined. Attention will also be given to the major intellectual currents of the period. Such a course will be of benefit not only to History Majors and Minors, but also to French Language Majors and to Political Science Majors who wish to study in some detail a country other than their own. The course will be limited to Juniors and Seniors. Exceptions to this stipulation may be made by the instructor.

HIS-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

HIS-401 & 402 Historical Methods I & II 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

HIS-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

HPR-101 Dimensions of Wellness (Required course of all majors) 2 credits

Health related topics studied in this course include health-related fitness, nutrition and weight control, stress management, drug and alcohol abuse, and disease prevention. Opportunities are provided to assess, develop, and implement individualized health-related programs.

HPR-102 Lifetime Sports (Required course of all majors) 1 credit

In this course, knowledge and skill are emphasized in two different lifetime sports (e.g., badminton and bowling; swimming and conditioning). A prescribed uniform is issued to all students formally enrolled in HPR 102. This uniform (shirt and shorts) is distributed from Rivero Hall. The laboratory fee associated with this course covers the uniform cost.

Prerequisite: Physical Exam on file with Health Services

HPR-105 Gymnastics: Tumbling and Apparatus 2 credits

This course teaches fundamental tumbling skills with emphasis on the analysis and evaluation of activity mechanics. Practical application of fundamental apparatus: even and uneven parallel

bars, high bar, side and pommel horses, and Swedish box. An emphasis is placed upon teaching methods, safety, and evaluation strategies.

HPR-110 Individual Sports 2 credits

Skills and knowledge needed to teach/deliver: archery, bowling, bicycling, canoeing, golf, track and field, and fitness are covered. Activity analysis will be emphasized.

HPR-125 First Aid and CPR 1 credit

Instruction and practice will be provided in proper first aid principles, procedures and emergency care including CPR training. Certification will be awarded to those students who meet the National Safety Council (NSC) requirements.

HPR-126 Computers for Health Education 3 credits

This course will introduce students to the potential uses of microcomputers in the field of health education. A broad range of hardware and applications will be covered: personal productivity software (database, word processing, graphics and communications), the Internet, health education software (health-risk appraisals, fitness assessments, stress and dietary analyses), statistical applications (SPSS), and legal/ethical issues related to the use of technology in health education. This course is designed to be hands-on experience for students who will demonstrate the ability to access and evaluate data using CD-ROM databases, computer networks, the Internet, and electronic mail.

Prerequisite: HPER Major

HPR-130 Introduction to Health, Physical Education and Recreation 3 credits

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

HPR-160 Personal and Community Health 3 credits

This class explores the problems and practices involved in the improvement of individual and community health; human sexuality; drugs and man; nature of communicable, chronic, degenerative, and acute diseases; air, water, and noise pollution.

HPR-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

HPR-200 Officiating of Sports 2 credits

This class covers the principles, techniques, rules and regulations for officiating dual and team sports. Theory and practice with required laboratory sessions in actual officiating.

HPR-206 Fitness Assessment and Management 3 credits

This course focuses on the principles of fitness management as they relate to health screening, fitness testing, health evaluations, nutrition, and exercise prescriptions. A practical approach will be stressed. Offered during the spring of even years

HPR-207 Health Promotion: Theory and Practice 3 credits

This course provides an introduction to the fields of health education and health promotions. The relationship of health education/promotion to other disciplines will be examined from pragmatic, philosophical, and historical contexts. Specific attention will focus upon the development of behaviors conducive to well-being. Theories of learning with applications to health education will be discussed. Competencies and skills of health educators will also be explored as well as current and future issues affecting the delivery of health promotion services.

Prerequisite: HPR-101 and ENG-102

Offered: Spring of Odd Years

HPR-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.

HPR-210 Dual Sports 2 credits

This class covers the skills and knowledge needed to teach/deliver: badminton, tennis, handball, fencing, wrestling, table tennis, billiards, and various table games. Activity analysis will be emphasized.

HPR-221 Basic Rhythmic Skills 2 credits

This course equips the student with the basic understanding of rhythmic skills and techniques used in schools, rehabilitation and recreational centers. It also intends to meet the needs of the student who desires to learn ethnic dance forms and to teach basic skills.

HPR-230 Aquatics 2 credits

This course provides aquatic activities for the advanced swimmer. Emphasis will be placed upon lifesaving skills as well as methods of aquatic instruction.

Prerequisite: Permission of instructor

HPR-246 Transcultural Health: A Global Perspective 3 credits

This course is designed to expand students' worldviews and explore cultural diversity among health-care clients. Students will examine both the differences and similarities that exist across cultures. Specifically, the Model for Cultural Competency (Purnell, 1998) will be used to study ten ethnocultural groups and the 12 domains of culture that influence their health status. The ethnic groups studied will include: African-Americans, Amish, Arab-Americans, Chinese-Americans, Egyptian-Americans, Jewish-Americans, Mexican-Americans, Navajo Indians, Puerto Ricans, and Vietnamese-Americans.

Prerequisite: HPR-101, SOC-101 or SOS-151

HPR-250 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.

Prerequisite: BIO-101 and HPR-101

HPR-275 Disease Prevention for the Elderly 3 credits

This course is designed to help safeguard and increase health of older adults. Topics include: normal (expected) structural and functional changes; common pathological conditions associated with aging; health assessment methods; nutritional and metabolic issues; activity and therapeutic exercise; sexuality; medications; and health care resources.

Prerequisite: BIO 101 and HPR-101

HPR-300 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 geopolitical significance of tourism.

Prerequisite: HPR-328 or HPR-334 or permission of instructor

HPR-302 Leisure and Aging 3 credits

The physical, cognitive, and psychosocial aspects of aging are identified as well as their impact on the individual. A life cycle perspective is used in the analysis of leisure. The course will provide an overview of the recreation and leisure needs of the elderly, the various recreational settings that are available and appropriate leisure interventions. Students will be required to complete a site visit and a report

Prerequisite: SOC-101 and ENG-103

HPR-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 receiving credentials will be addressed.

Prerequisite: HPR-20G

HPR-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-130 or EDU-201

HPR-307 Physiology of Exercise 3 credits

This course examines the functions of the human body and the physiological changes in the human organism due to physical exercise as well as applications to specific problems of the health and physical education program.

Prerequisite: BIO-205 or permission of instructor

HPR-308 Kinesiology 3 credits

This course presents a study of the principles of human motion. Anatomical and mechanical analysis of everyday and physical education activities are emphasized for the purpose of promoting normal physical development and improvement of performance.

Prerequisite: BIO-205 or permission of instructor. PHY-101 recommended

HPR-310 Team Sports 2 credits

This course teaches the skills and knowledge needed to teach/deliver: field hockey, lacrosse, speedball, soccer, football, softball, volleyball, and basketball. Activity analysis will be emphasized.

HPR-311 Methods of Teaching Health and Physical Education 3 credits

Development of necessary skills and experiences essential for the teaching of health and physical education in elementary and secondary schools as well as principles, methods, curriculum patterns and resources will be addressed. Opportunities for individual teaching experience and observations off-campus will be provided.

Prerequisite: HPR-130 or HPR-305

HPR-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 130 or HPR-160 or permission of instructor

HPR-314 Athletic Injuries 3 credits

This course covers prevention of injuries in athletic activities, safety procedures, proper care of equipment, support methods and therapeutic modalities, and personal safety. Laboratory work will include clinical use of sports medicine equipment.

Prerequisite: BIO-205 or permission of instructor

HPR-315 Adapted Physical Education 3 credits

This course presents a multidisciplinary approach of physical education as an integral part of the Individualized Education Plan and Individualized Treatment Plan team. It also addresses psychomotor assessment, developmental teaching, and program implementation. All course materials are applicable to both disabled and non-disabled students. Included in the course are units on special populations presenting their needs, interests and implications for physical education and recreation. Students are afforded the opportunity to field test theoretical constructs, including leadership skills via laboratory experiences throughout the course.

Prerequisite: BIO-205, EDU 201, and PSY-101

HPR-320 Modern Dance 2 credits

This course presents a study of contemporary dance techniques and the basics of composition and promotes development of knowledge, skills, and appreciation of modern dance through the presentation of fundamental techniques. The course is designed to familiarize teachers and aspiring therapists with the elements of modern dance activities.

HPR-325 Drugs and Society 3 credits

This course addresses the use and abuse of drugs in our society. Substance abuse and its consequences will be examined from an inter-disciplinary approach: psychology, pharmacology, sociology, economics and education. This course will introduce personal and social life skills (decision making, communication, and coping skills) critical for prevention and intervention efforts. Additional course components include: drug prevention, program development, implementation, and evaluation. Guest speakers from varied academic departments (psychology, sociology, biology, economics and political science) will be utilized as well as community health

practitioners.

Prerequisite: HPR-101 and BIO-101

HPR-328 Community Recreation 3 credits

This course introduces students to community recreation, including the many challenges facing the recreational professional. The course emphasis will be on community recreation in terms of conducting needs assessments, program development rationale, facilitation and implementation of programs, budgeting, advertising and program evaluation. Practical experience in planning and conducting recreation programs will be provided.

Prerequisite: HPR-20G or HPR-130

HPR-333 Thera Rec Treatment Interventions 3 credits

This course provides a fuller understanding of group processes, implementing the treatment plan, learning the various therapeutic modalities and facilitation techniques available to certified therapeutic recreation specialists, and designing activity and group protocols. Students will learn a variety of methods and techniques relating to the therapeutic recreation process and current best practices. Students will learn hands-on leadership techniques and activity and group skills required for a practicing CTRS by assessing, planning, analyzing, and conducting groups during this course.

Prerequisite: TR Major, Junior Status or Permission of Instructor

HPR-334 Leisure Education 3 credits

This course will explore the concepts of leisure education counseling. There will be focus on leisure education as a component of comprehensive recreation services. Students will be exposed to theories, models and assessments used in leisure education programs. Students will design and conduct a leisure education curriculum for use with a specific disability group.

HPR-335 Therapeutic Recreation Programming 3 credits

This course is designed to provide students with in-depth coverage of the goals, content and process of therapeutic recreation programming. Topics include philosophical foundations, programming concepts and strategies, activity analysis, documentation, program evaluation and leadership skills and styles.

Prerequisite: HPR-304 or permission of instructor

HPR-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

HPR-398 Therapeutic Recreation Internship 2 credits

This is a clinical experience in a habilitation/rehabilitation setting under the supervision of a certified therapeutic recreation specialist (CTRS). The internship must be for a minimum of 12 weeks of full-time (40 hours per week).

Corequisite: Cumulative GPA 2.5, 2 general recreation and 2 upper level therapeutic recreation courses.

HPR-399 Health Science Internship 2 credits

This is a 10 week, 480 hours, off-campus clinical experience for TR students who have completed a minimum of two (2) 300-level general courses and two (2) 300-level therapeutic recreation courses. Students must obtain an internship that is directly supervised by a currently certified TR specialist (CTRS).

HPR-400 TR for Selected Populations 3 credits

This course provides the TR student with a more comprehensive understanding of TR treatment for individuals with disabling conditions. Specific disabling conditions include: physical disabilities, developmental disabilities, aging and mental illness. Students will learn a variety of methods and techniques relating to the therapeutic recreation process and current best practices. Students will design group protocols, develop teaching plans and write progress notes for each disabling condition presented.

Prerequisite: Senior Status and TR Major

HPR-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.

HPR-402 Administration of Health, Physical Education and Recreation 3 credits

This course is designed to introduce students to a variety of management practices and concerns relevant to the organization, administration and supervision of health, physical education and recreation programs and services. The course will emphasize administrative roles and responsibilities in an effort to enhance the students' professional awareness and preparation to enter the career world. A case analysis approach will be used to apply concepts and theories to practical situations.

Prerequisite: HPR-130 or permission of instructor

HPR-403 Internship Seminar 1 credit

This seminar will develop professional and interpersonal competencies necessary for successful internship and career development. Students will develop their personal philosophy in their chosen area of study; identify career and internship goals; critically analyze several potential intern programs based on standards of practice and individual career goals; and develop an awareness and understanding of professional conduct. This course should be taken in the semester prior to the internship.

Prerequisite: Junior Status

HPR-408 Research and Evaluation in Recreation 3 credits

This course is an introduction to basic research and evaluation skills. Students will learn to conduct research and to critically analyze research published in recreation and leisure studies. Literature reviews, assessment techniques, descriptive research methods, sampling, data analysis, scales of measurement, survey development and basic statistics will be presented. Students will complete a mini research study.

Prerequisite: CSC-150 or HPR-126 or permission of instructor

HPR-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.

HPR-415 Issues/Trends in Allied Health Professions 3 credits

Today the definition of wellness involves the interrelationship of many dimensions of health: physical, emotional, mental, social, and spiritual. This holistic approach requires individuals taking more responsibility for their own well being. Our health status is also affected by society, government and the environment. The purpose of this course is to introduce students to a variety of current issues and controversies related to the delivery of healthcare services. As future allied health professionals, students will also learn their roles and responsibilities to ensure the integration of healthcare services.

Prerequisite: Junior or Senior Status; Health Science, Biology, HPE or Therapeutic Recreation major

HPR-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

JAP-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 will also be stressed. The lecture is three hours; one additional hour is required for drill and laboratory.

Prerequisite: No prerequisite for JAP-101. For JAP-102: JAP-101; or placement by examination

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

Prerequisite: For JAP-201: JAP-102; For JAP-202: JAP-201; or placement by examination

JAP-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: JAP-202 or permission of the instructor

JAP-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: JAP-301 or permission of the instructor

JAP-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: JAP-302, placement test, or instructor's permission

JAP-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: JAP-303, placement test, or instructor's permission

JAP-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: JAP-302, placement test or instructor's permission

JAP-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: JAP-401, placement test, or instructor's permission

JAP-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.

JAP-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

JPN

Study Abroad Courses in Japan with KCP International

LAN-190 University Seminar I 3 credits

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LAN-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are

designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

LAN-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

MAT-103 Algebra I 3 credits

This course is designed to study the basic concepts of arithmetic and algebra, the real numbers, first degree equations of one variable, inequalities, exponents, polynomials, factoring, algebraic fractions, coordinate geometry and linear systems, rational exponents and radicals, quadratic equations.

Prerequisite: By Placement

MAT-104 Algebra & Applications 3 credits

This course consists of selected topics which may include linear models, polynomial and rational models, exponential models, mathematics of finance, systems of linear equations and matrices, linear programming, among others.

Prerequisite: MAT-103 or placement

MAT-110 Pre-Calculus I 3 credits

This course contains algebraic techniques, functions, and graphs which are essential in order to understand and use higher level mathematics. Topics include linear and quadratic equations and inequalities, function notation, combinations, translations and graphs of common functions.

Prerequisite: MAT-103 or By Placement

MAT-111 Pre-Calculus II 3 credits

This course is an introduction to advanced algebraic techniques, functions and graphs which are essential in order to understand and use higher level mathematics in courses beginning with calculus. Topics include conic sections, rational, exponential, logarithmic, and trigonometric functions.

Prerequisite: MAT-110 or placement

MAT-121 Calculus I 4 credits

This is the first course in the calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include: the straight line, functions, plane analytic geometry, limits, continuity, derivatives of algebraic and trigonometric functions, with applications to velocity, rates, extrema, curve plotting and optimization, differentials, Rolle's theorem, mean-value theorem, and integration.

Prerequisite: MAT-111 or placement

MAT-122 Calculus II 4 credits

This is the second semester course in the calculus sequence designed for students intending to major in mathematics, natural sciences, and engineering. The topics covered will include the applications of integration of algebraic and trigonometric functions, differentiation and integration of logarithmic and exponential functions, integration techniques, length of a curve, areas of surfaces, inverse trigonometric and hyperbolic functions, improper integrals, L'Hopital's

rule, and infinite series.

Prerequisite: MAT-121

MAT-130 Finite Mathematics 3 credits

This course is designed for students in the Social Sciences. The goal of the course is to give the student a working knowledge of the areas of mathematics that are most applicable to his or her particular discipline. Among the topics studied will be elementary matrix algebra, linear programming, logarithms, progressions, and the mathematics of finance.

Prerequisite: MAT-104 or MAT-110 or placement

MAT-131 Calculus for Life Science and Social Science Majors 4 credits

This course studies differential and integral calculus with a focus on its applications to business and economics. Topics to be covered are increments and rates, limits, the derivative, rules of differentiation, logarithmic differentiation, methods of integration, and applications of the definite integral to business and economics.

Prerequisite: MAT-104 or MAT-110 or placement

MAT-141 Elementary Statistics I 3 credits

This course is designed for students who need an elementary knowledge of statistics. The basic ideas of descriptive statistical methods are considered, including frequency distribution, measures of location and variation. It also includes permutation, combination and rules of probability, together with well-known probability distributions such as binomial, poisson, geometric, hyper geometric and multinomial.

Prerequisite: MAT-104 or MAT-110 or placement

MAT-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, chi-square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches. Emphasis will be placed on interpretation and use of the computer software packages.

Prerequisite: MAT-141

MAT-190 University Seminar I 3 credits

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MAT-201 Mathematics for Elementary Teachers I 3 credits

This course is designed for Elementary Education majors and covers a spectrum of fundamental mathematical concepts most applicable for teaching at the elementary level. Topics include problem solving, sets, numeration systems, functions, whole number operations, number theory, and fractions and decimals.

Prerequisite: MAT 103 or Placement

MAT-202 Mathematics for Elementary Teachers II 3 credits

This course is designed for Elementary Education majors and covers a spectrum of fundamental mathematical concepts most applicable for teaching at the elementary level. Topics include extensions to integers and the real number system, ratio and percent, statistics and probability,

geometry and measurement.

Prerequisite: MAT-201

MAT-211 College Geometry 3 credits

This course is designed for prospective high school teachers of mathematics. After a quick review of introductory topics in Euclidean geometry, the course will cover advanced topics in Euclidean geometry, and basic topics in non-Euclidean geometry.

Prerequisite: MAT-121

MAT-212 Mathematical Modeling 3 credits

This course is an introduction to the development and study of mathematical models. It is designed in such a way that students from other disciplines will find it useful as a summary of modern mathematical methods, and mathematics majors will benefit from applications of mathematics to real life problems. Undergraduate students from the Natural and Social Sciences will find most of the material accessible because the prerequisite is basic calculus.

Prerequisite: MAT-121 or MAT-131

MAT-213 Discrete Mathematics 3 credits

This course is designed as an elementary introduction to the discrete mathematical structures of computer science. Topics include sets, logic, Boolean algebra, combinatorics, graphs, trees, semigroups, groups, and examples of automata.

Prerequisite: MAT-104 or MAT-110

MAT-221 Calculus III 4 credits

This course is a continuation of MAT 122 including three dimensional Analytic Geometry, Partial derivatives, Multiple integrals, Vector Calculus, and their applications.

Prerequisite: MAT-122

MAT-222 Differential Equations 3 credits

Topics include solution methods and applications of first order differential equations, solution of higher order differential equations using the characteristic equation, the undetermined coefficients and variation of parameters methods, existence and uniqueness theorems for initial value problems, Laplace transforms, systems of linear differential equations.

Prerequisite: MAT-221

MAT-240 Combinatorics 3 credits

Combinatorics is frequently described as the mathematics of "counting without counting." It has a wide variety of applications in computer science, communications, transportation, genetics, experimental design, scheduling, and so on. This course is designed to introduce the student to the tools of Combinatorics from an applied point of view.

Prerequisite: MAT-104 or MAT-110

MAT-241 Mathematical Statistics I 3 credits

This is a 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.

Corequisite: MAT-221

MAT-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 (F) distributions, moment generating techniques, limiting distributions, and the central limit theorem.

Prerequisite: MAT-241

MAT-301 Set Theory and Logic 3 credits

This course consists of the study of sets and equivalence classes, Boolean algebra, the role of axiomatics in the structure of mathematics, basic principles of logic involving rules of modus ponens, reductio ad absurdum, propositional calculus, first order logic and the nature of mathematical proof.

Prerequisite: MAT-104 or MAT-110 or equivalent

MAT-310 Methods of Teaching Mathematics 3 credits

This course is a study of strategies, techniques, materials, technology, and current research used in the teaching of mathematical concepts to high school students. Students will review the traditional and contemporary standards involved in teaching mathematics at the secondary school level; develop an awareness of the professional resources, materials, technology and information available for teachers; prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by taking part in individual tutoring, observation at a high school, and/or presenting lessons at the appropriate level.

Prerequisite: Junior Status, Math or Math Ed Major

MAT-311 Linear Algebra 3 credits

The following topics will be covered in this course: vector spaces, subspaces, bases, dimension, linear dependence and independence, linear transformations, matrices, matrix operations, rank equivalence relations, eigenvalues, eigenvectors.

Prerequisite: MAT-122

MAT-313 Numerical Methods 3 credits

Modern computational algorithms for the numerical solution of a variety of applied mathematics problems are considered. Topics include numerical solution of polynomial and transcendental equations, acceleration of convergence, Lagrangian interpolation and least-squares approximation, numerical differentiation and integration.

Prerequisite: MAT-122 and CSC-154 or CSC-158

MAT-325 & 326 Modern Algebra I and II 3 credits each

The following topics will be covered in these courses: set theory, functions and mappings, permutations, theory of groups, rings and ideals, homomorphisms, integral domains, equivalence classes, residue classes, fields, modules.

Prerequisite: MAT-221 and MAT-301

MAT-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

MAT-400 Topics in Mathematics 3 credits

This course will focus on involving students in current topics or current research interests in Mathematics

Prerequisite: MAT-301, MAT-325 or MAT-421, or permission

MAT-421 Analysis I 3 credits

This is the first semester in the one-year sequence that is designed as a rigorous development of the fundamentals of analysis for mathematics majors. The following topics will be covered in this course: sets, sequences, limits, mean-value theorems, definite integral, Taylor's theorem, improper integrals, set functions, infinite sets, uniform convergence, and power series.

Prerequisite: MAT-221 and MAT-301

MAT-422 Analysis II 3 credits

This is the second semester course in the one-year sequence that is designed as a rigorous development of the fundamentals of analysis for Mathematics majors. The following topics will be covered in this course: improper integrals with parameters, gamma functions, transformations, curves and arc length, external problems, integrals over curves and surfaces, Green, Gauss, and Stokes theorems.

Prerequisite: MAT-421

MAT-423 & 424 Introductory Complex Variables I and II 3 credits each

The following topics will be covered in these courses: algebra of complex numbers; analytic functions; limits, continuity, derivative, Cauchy-Reimann conditions; elementary functions, exponential, trigonometric, hyperbolic, and logarithmic; integration, contour integration, winding number, Cauchy integral theorem and formula, Morera's theorem, and Liouville's theorem, series, harmonic functions, mappings by elementary functions, conformal mappings, and analytic continuation.

Prerequisite: MAT-221 and MAT-301

MAT-427 Introductory Topology 3 credits

This course is designed as a beginning course in Topology. The following topics will be covered: infinite, countable, and uncountable sets, real number system, general topological spaces, metric spaces, arcs and curves, the axiom of choice, Zorn's lemma and the well-ordering theorem.

Prerequisite: MAT-221 and MAT-301

MAT-475 & 476 Seminar I and II 3 credits each

This is a one year course of selected topics, papers, projects and research in mathematics, requiring a written report and an oral presentation.

Prerequisite: Permission

MAT-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

MIL

Army R.O.T.C. courses are offered in coordination with R.O.T.C. detachment at the University of Delaware.

MUS-100 Music Fundamentals 2 credits

This course covers the study of the basic musical elements that comprise a musical composition,

in addition to the practice of reading and writing music, and elementary aural skills as a prerequisite to Music Theory/Ear Training and Sight Singing. Open to all students.

MUS-101 & 102 Ear Training and Sight Singing I and II 2 credits each

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

MUS-103 & 104 Choral Music 1 credit

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

MUS-105 & 106 Music Theory I and II 3 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.

MUS-107 & 108 Piano I and II 1 credit each

This course consists of class instruction in piano.

MUS-109 & 110 Vocal Instruction I 1 credit

This course consists of Instruction in Voice.

MUS-190 University Seminar I 3 credits

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MUS-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.

MUS-201 & 202 Ear Training and Sight Singing III and IV 2 credits each

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

MUS-203 & 204 Music Literature and Styles 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.

MUS-205 & 206 Advanced Theory III and IV 3 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.

MUS-207 & 208 Class Piano III & IV 1 credit each

This course consists of class instruction in piano. It is open to all students.

MUS-219 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.

MUS-220 Instrumental Conducting 2 credits

This course includes the study and practice of the techniques of conducting instrumental ensembles of varying styles with special attention to rehearsal and performance techniques.

MUS-2E1 Concert Choir 1 credit**MUS-2E2 Opera Workshop 1 credit****MUS-2E3 Jazz Ensemble 1 credit****MUS-2E4 String Ensemble 1 credit****MUS-2E5 Woodwind Ensemble 1 credit****MUS-2E6 Brass Ensemble 1 credit****MUS-2E7 Concert Band 1 credit****MUS-2E8 Hand-Bell Choir 1 credit****MUS-2K1 Piano Private Lesson 1 or 2 credits****MUS-2K2 Organ Private Lesson 1 or 2 credits****MUS-2P1 Percussion Private Lesson 1 or 2 credits****MUS-2S1 Violin Private Lesson 1 or 2 credits****MUS-2S2 Viola Private Lesson 1 or 2 credits****MUS-2S3 Cello Private Lesson 1 or 2 credits****MUS-2S4 Bass Private Lesson 1 or 2 credits****MUS-2S5 Guitar Private Lesson 1 or 2 credits****MUS-2S6 Electric Bass Private Lesson 1 or 2 credits****MUS-2V1 Voice Private Lesson 1 or 2 credits****MUS-2W1 Flute Private Lesson 1 or 2 credits****MUS-2W2 Clarinet Private Lesson 1 or 2 credits****MUS-2W3 Saxophone Private Lesson 1 or 2 credits****MUS-2W4 Trumpet Private Lesson 1 or 2 credits****MUS-2W5 Trombone Private Lesson 1 or 2 credits**

MUS-2W6 Tuba Private Lesson 1 or 2 credits**MUS-303 & 304 Music Literature and Styles 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.

MUS-321 Arranging 3 credits

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

MUS-322 Composition 3 credits

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

MUS-323 Jazz in American Culture 3 credits

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

MUS-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

MUS-407 & 408 Piano Pedagogy I & II 1 credit each

These courses involve the techniques, literature, and methodologies designed to prepare piano majors (both performance and music education) to teach piano in individual and class settings.

MUS-415 Strings Teaching Methods 1 credit

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

MUS-421 Form and Analysis 3 credits

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

MUS-422 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: MUS-105, MUS-106 or permission of instructor

MUS-423 Elementary School Teaching 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.

MUS-424 Secondary School Teaching 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.

MUS-425 Brass Teaching Methods 1 credit

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

MUS-435 Woodwinds Teaching Methods 1 credit

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

MUS-445 Percussion Teaching Methods 1 credit

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

MUS-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

PEN-102 Engineering Drawing 4 credits

This one-semester course covers orthographic projection, auxiliary views, reactions, standard dimensions including limits, tolerances and allowances, isometric drawing, and the geometry of point, line, and area. Three hours of lecture and three hours laboratory per week are required.

PEN-103 Introduction to Engineering 4 credits

This one-semester course provides an introduction to engineering concepts and to the development of skills and orderly methods of solving problems. Engineering methods of analysis, measurement and error analysis, and advanced problem solving instruments are emphasized. Three hours of lecture and three hours of laboratory or field trips per week are required.

PEN-205 & 206 Seminar I & II 2 credits each

This two-semester sequence is required of Pre-Engineering majors in either their sophomore or junior years. Participants must present an acceptable oral report each semester. Also, participants must complete one development project each year. Two hours each week in seminar meetings is required.

PEN-209 & 210 Statics and Dynamics 3 credits each

This two-semester course is concerned with the principles of mechanics, the vector treatment of force systems, friction, kinetics of particles and rigid bodies, and with free-acceleration, work-energy, and impulse momentum methods. Engineering applications are emphasized.

Prerequisite: PHY 103-104; MAT 103 -104

PEN-305 & 306 Seminar III & IV 2 credits each

Participants must present at least one satisfactory written and one satisfactory oral report for each semester on a special problem 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 Pre-Engineering majors in either their sophomore or

junior year.

Prerequisite: PEN 205-206

PEN-307 & 308 Applied Electronics 4 credits each

This course teaches applications of active electronic devices and circuits. Required laboratory work includes the construction and calibration of various electronic devices.

Prerequisite: PHY 103-104; MAT 103-104

PHL-101 Introduction to Philosophy 2 credits

This course provides an introduction to philosophy through the examination of philosophical problems in the classic divisions of philosophy of ethics, metaphysics, and epistemology.

Students are encouraged to learn to "do" philosophy.

Prerequisite: Co-requisite: ENG 102

PHL-111 Everyday Ethics 3 credits

This course examines the ethical issues which arise in everyday life, especially issues concerning interpersonal communication. The course facilitates the development of critical thinking skills for approaching these issues.

PHL-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

PHL-201 Greek Philosophy 3 credits

This course covers Greek philosophy from its origin up to and through the medieval period. This includes examining the works of the Pre-Socrates, Socrates, Plato, Aristotle, Epicurus, epictetus, St. Augustine, St. Anslem, and St. Thomas Aquinas.

PHL-202 Modern Philosophy 3 credits

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

PHL-207 Biomedical Ethics 3 credits

This course examines the ethical theories and concepts as they apply to biomedicine, including the role of medical doctor and nurse, confidentiality and informed consent, patient's rights, medical experimentation on human subjects, involuntary civil commitment, abortion, sterilization of the mentally challenged, genetic engineering, and justice and health care.

PHL-208 Business Ethics 3 credits

This course examines the ethical theories and concepts as they apply to the concept of social responsibility and corporations, regulations, risk to consumers, workers, and the environment, advertising and deception, employee rights and obligations, affirmative action, sexual harassment, whistle blowing, and international business.

PHL-209 Media Ethics 3 credits

This course examines the ethical theories and concepts as they apply to moral issues in media, including truth and honesty, privacy, conflicts of interest, economic pressures and social

responsibility, civility, offensive content and freedom, treatment of juveniles, stereotypes and racism, and social justice.

PHL-211 African American Philosophy 3 credits

This course examines a select set of issues in the philosophical thinking of African American philosophers such as race and racism, separation and assimilation, violence liberation, social justice, and race and gender.

PHL-212 African Philosophy 3 credits

This course examines a select set of issues and historical developments in the philosophical thinking of Africans about Africa.

PHL-214 Topics in Philosophy 3 credits

This course examines selected philosophical issues and historical periods not covered in other courses in the Department of Philosophy. Topics vary.

PHL-215 Ethics 3 credits

This course examines central issues in moral philosophy from both a historical and contemporary point of view. Topics include virtue and the good of life, ethical judgment, relativism, egoism, utilitarianism, deontology, rights theory, and justice.

PHL-216 Contemporary Moral Problems 3 credits

This course examines a selection of contemporary moral issues in the following areas: abortion, euthanasia, suicide, sexual relations, terrorism, affirmative action, genetic engineering, treatment of animals, the environment, and capital punishment.

PHL-217 Critical Reasoning 3 credits

This course emphasizes the development of thinking skills, especially with regard to skills dealing with problems in everyday life. It includes meaning and definition, identification and reconstruction of arguments, evaluations of arguments, identification of fallacies, and writing argumentative papers.

PHL-218 Formal Logic 3 credits

This course is an introduction to the principles of formal logic, including deductive validity, truth-functional connectives, translation, truth tables, elementary inferences, predicate logic, and traditional syllogistic logic.

PHL-219 World Philosophy I 3 credits

This course provides a broad overview of the historical development of philosophy from the roots of philosophy in oral traditions to the Enlightenment. It includes Western traditions as well as philosophy from India, China, Japan, the Near and Middle East, and Africa.

PHL-220 World Philosophy II 3 credits

This course provides a broad overview of the historical development of philosophical thought from Kant and the nineteenth century through the twentieth century Western philosophy. The course includes recent philosophies in India, China, Japan, the Islamic World, and Africa.

PHL-301 Metaphysics 3 credits

This course examines the nature of metaphysics through the examination of the role of

metaphysical assumptions in moral, legal, social, political, religious, and scientific practices. Issues include the existence of God, the reality of value, the nature and persistence of the mind, the nature and identity of persons, the existence of the state and other collective entities, and causation and responsibility.

PHL-302 Philosophy of Religion 3 credits

This course examines issues such as the existence of God, divine attributes, religious experience, faith and reason, the problem of evil, miracles and revelation, death and immortality, pluralism and religion, and ethics and religion.

PHL-303 Legal Philosophy 3 credits

This course examines classical and contemporary views on the nature of law and legal reasoning. Also, it examines issues such as equality and liberty in constitutional law, punishment, excuses, and the nature of crime in criminal law, and causation and liability in tort law.

PHL-304 Environmental Philosophy 3 credits

This course examines classical and contemporary views of the images of nature and world views concerning the treatment of the environment and animals. Also, it considers ethical issues such as wilderness, preservation, animal rights, population and consumption, biodiversity, sustainable development and justice, and technology and the environment.

PHL-305 Existentialism 3 credits

This course begins with an examination of classical writings of existential philosophy. Following this, it moves to consider recent adaptations of existential thinking among Black philosophers and concludes with consideration of what is a viable form of existentialism.

PHL-306 Aesthetics 3 credits

This course examines selected topics in the nature of art and beauty. It includes discussion of formalism, expressionism, Marxism, criteria of art criticism, aesthetic perception, and theories of art. It addresses the question, "What is a work of art?"

PHL-307 Political Philosophy 3 credits

This course is an examination in political philosophy such as the nature and justification of the state, representation and democracy, justice, equality, rights, liberty, and oppression.

PHL-312 Twentieth Century Philosophy 3 credits

This course covers the great Western philosophical movements of the twentieth century. It examines the development of the analytical philosophy, including the positivists, Russell, Moore, Ryle, Wittingstein, and Austin, and the development of continental philosophy, including the Husserl, Sartre, and Heidegger.

PHL-390 University Seminar II 3 credits

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PHL-401 Epistemology 3 credits

This course is an examination of issues such as skepticism, induction, the gettier problem,

justification, foundationalism, theories of truth, internalism and externalism, naturalized epistemology, a priori knowledge, and perception.

PHL-402 Philosophy of Science 3 credits

This course is an examination of key issues in scientific knowledge such as the nature of scientific explanation, the validation of scientific theories, the historical development and the role of revolution in science, and realism versus anti-realism in science.

PHL-411 & 412 Philosophy Seminar 3/3 credits

This course examines a major philosophical problem or the writing of a major philosopher. The student writes an extended research paper on the selected problem or writer.

Prerequisite: PHL-401, PHL-301 or PHL-218

PHL-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

PHY-101 & 102 Introduction to Physics I & II 4 credits each

This two-semester course is an elective course for science and mathematics majors. Mechanics, heat, sound, electricity and magnetism, optics, and modern physics are covered without requiring a knowledge of calculus. Three hours of lecture and one hour of recitation per week are required. Students must be enrolled in PHY 161-162, Physics Laboratory. Students who have had or are taking calculus should enroll in PHY 103-104. Credit is not allowed for more than one of the three courses: PHY101-102, PHY 103-104, or GSC 101-102.

Corequisite: MAT 103 or the equivalent

PHY-103 & 104 General Physics 4 credits each

This two-semester course covers mechanics, heat, sound, electricity and magnetism, optics and modern physics using calculus. Three hours of lecture and one hour of recitation each week are required. Students must be enrolled in PHY 161-162, Physics Laboratory. Credit is not allowed for more than one of the three courses: PHY 101-102, PHY 103-104, or GSC 101-102.

Corequisite: MAT 121-122

PHY-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

PHY-203 Introduction to Optics 4 credits

This one-semester course studies geometrical and physical optics, wave theory of light, interference, diffraction, and optical measurements. Three lecture hours and one laboratory period per week are required.

Prerequisite: MAT 121-122; and PHY 103-104

PHY-204 Introduction to Modern Physics 4 credits

This one-semester course examines the failure of the classical theories of physics and the twentieth-century developments which replaced them including relativity and quantum theory. Three hours of lecture and one laboratory period per week are required.

Prerequisite: MAT 121-122; and PHY 103-104

PHY-205 & 206 Seminar I & II 2 credits

Physics majors must take this two-semester seminar in their junior or senior years. Participants must present at least one written and one oral report each semester on a topic of current interest. Participants must also complete one research or development project each year. Two hours per week are scheduled with the staff.

PHY-207 & 208 Electronics 3 credits

This two-semester course covers the theory and application of active electronic devices and circuits including semiconductor devices, amplifiers, and digital logic. Laboratory work includes the construction and calibration of electronic devices. Three lecture hours and one laboratory period each week are required.

Prerequisite: PHY 103-104; MAT 221

PHY-209 & 210 Mechanics I & II 3 credits each

This two-semester course examines translational and rotational formulations of Newton's laws with application to equilibrium and non-equilibrium problems, conservative and non-conservative forces, conservation laws, coordinate systems, and rigid body motion. Lagrangian and Hamiltonian dynamics are included. Three lecture hours are required.

Prerequisite: PHY-103-104 . Corequisite: MAT-221

PHY-301 & 302 Electricity & Magnetism I & II 3 credits each

This two-semester course examines electric and magnetic fields, DC and AC circuits, electric and magnetic properties of materials, Maxwell's equation, and electrical measurements. Three lecture hours are required.

Prerequisite: PHY-103-104 . Corequisite: MAT-221

PHY-305 & 306 Seminar I & II 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.

PHY-307 Elementary Astronomy 4 credits

This is a one-semester elective course fulfilling the university laboratory science requirement; the lectures are supplemented by use of slides, the Internet and the telescope. The observatory program will include studies of the moon, planets, and nearby stars. Three hours of lecture and one to three hours of laboratory are required.

PHY-309 & 310 Physical Measurement I & II 3 credits each

This two-semester course is organized around a selection of experiments which involve factual surveys and a quantitative evaluation of the physical phenomena. The physical theory is discussed including methods of experimental analysis. Electronics, solid state devices, and microcomputers are used.

Prerequisite: PHY 103-104; 203-204

PHY-311 & 312 Thermodynamics I & II 3 credits each

This two-semester course covers temperature, equations of state, and the first and second laws of

thermodynamics, state functions, entropy, kinetic theory, and applications. Three lecture hours per week are required.

PHY-313 & 314 Research I & II variable credits

These courses consist of independent laboratory and library work by junior and senior majors under the direction of a staff member. Three hours of work per week are required for each credit hour. Approval of the department head is required.

PHY-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

PHY-405 & 406 Theoretical Physics I & II 4 credits each

This two-semester course studies vector analysis with application to fluid dynamics, electricity and magnetism; differential equations of Legendre, Bessel, Hermite and Laguerre with applications to wave motion, heat conduction, and the quantum-mechanical harmonic oscillator and hydrogen atom; Fourier series and integrals; elements of complex variable and potential theory; and integral equations. Four class hours per week are required.

Prerequisite: PHY 209-210; MAT 221-222

PHY-407 & 408 Electromagnetic Theory I & II 4 credits each

This two-semester course studies electric and magnetic fields, scalar and vector potentials, the solution of boundary-value problems using Maxwell's equation, electromagnetic waves, and relativistic theory. Four hours of lecture per week are required. Offered on demand only.

Prerequisite: PHY 309-310, 301-302; MAT 221-222

PHY-409 & 410 Quantum Mechanics I & II 4 credits each

This two-semester course covers the basic principals of quantum mechanics with applications in atomic, nuclear, solid-state, and radiation physics. Four hours of lecture are required

Prerequisite: PHY 209-210; MAT 221

PHY-411 & 412 Special Topics in Physics I & II variable credits

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.

PHY-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

POL-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.

Prerequisite: ENG-100 and EDU-101

POL-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

POL-201 State and Local Government 3 credits

This course studies the organization, powers, functions and methods of formal government at the state and local levels.

POL-202 American National Government 3 credits

This course studies the organization and operations of the national government from the standpoint of constitutional principles, structure and functions, programs and policies.

Prerequisite: ENG-100 and EDU-101

POL-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 establish interest groups.

Prerequisite: POL-202

POL-204 The Legal System 3 credits

This course introduces the student to the American legal system and process. Criminal, civil, and juvenile systems will be studied and compared.

Prerequisite: POL-202

POL-20G Politics in the World System 3 credits

This course traces the history of the evolution of the world system, its basic properties and characteristics, and the dynamics of the relationships between the advanced industrialized countries 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: SOS-151

POL-300 Political Theory I 3 credits

The purpose of this course is: 1) to familiarize the student with the seminal literature and concepts of Western political philosophy; 2) to understand the continuity and innovation which characterize the Western tradition as well as its relevance to contemporary political problems; 3) to raise the consciousness of the student regarding the complexity of political realities and political thinking; and 4) to help the student to think more critically about his or her personal identity within politics. The course is organized around the study of classical political philosophy and covers the works of political thinkers from Plato to Machiavelli.

Prerequisite: POL-101 and three additional POL courses

POL-301 Political Theory II 3 credits

Whereas the first part of Political Theory was devoted to the study of classical political philosophy, the second part will focus explicitly on the nature and evolution of modern political social theory. Political philosophers and theorists discussed in this course include, among other, 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: POL-202 and three additional POL courses after POL-101

POL-302 Comparative Politics I 3 credits

This course examines the nature of the various institutions, structures, processes, and issues involved in postwar Western Europe politics and society.

Prerequisite: POL-101 and POL-201; or Permission of the Instructor

POL-303 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: POL-302

POL-304 International Relations 3 credits

This course studies the political and economic relationships among nation-states, the operation of international organizations, international law, and transnational forces.

Prerequisite: POL-101 and POL-201; or Permission of the Instructor

POL-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 world. The course also examines the goals, challenges, and problems facing American foreign policy in the post cold war era.

Prerequisite: POL-101 and POL-202; or Permission of the Instructor

POL-306 Comparative African Politics 3 credits

This course covers the comparative politics of selected states in East, West, and Southern Africa. Institutions and political processes are analyzed with attention to emerging relations among African states, the political economics of different African countries and their integration into the world system.

Prerequisite: POL-303 or Permission of the Instructor

POL-307 Latin American and Caribbean Politics 3 credits

This course studies the political evolution of Latin America and the Caribbean; factors conditioning governmental organizations and policies; and case studies of selected states.

Prerequisite: POL-303 or Permission of the Instructor

POL-309 Asian Politics 3 credits

This course covers the comparative politics and political institutions of selected communist and non-communist Asian states.

Prerequisite: POL-302 or Permission of the Instructor

POL-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: A Global Studies course or Permission of the Instructor

POL-311 Public Administration 3 credits

Public Administration is the study of the formulation and implementation of public policy. It includes the principles and practice of administration in government and public service organizations. Modern theories of public administration and public policy are applied to the study of bureaucracies, public budgeting, and management.

POL-313 Introduction to Public Policy 3 credits

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

POL-314 Urban Politics 3 credits

Urban Politics is the study of political behavior in the urban environment. The political cultures and political structures of various cities are analyzed with a view to determining how decisions and actions are made to deal with urban crises, and with the routing problem of delivering essential services. The impact of social and economic forces on the delivery of essential services is assessed.

Prerequisite: POL-201 or Permission of the Instructor

POL-316 Foreign Policy Making 3 credits

This course will describe, analyze, and evaluate the procedures for making foreign policy. Students will study how foreign policy making differs from domestic policy making and how the two are intertwined and interrelated. Focus will be directed to the dilemmas the United States faces as a democracy conducting foreign policy.

Prerequisite: POL-202 or Permission of the Instructor

POL-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 declines 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.

POL-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

POL-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: POL-202

POL-405 Selected Topics 3 credits

This is a seminar course that will explore selected topics in contemporary politics in depth. It may be taken more than once for credit. The topic is announced in advance.

Prerequisite: Permission of the Instructor

POL-410 Senior Seminar 3 credits

All majors in the department are required to write a senior research paper under the direction of a faculty member. Topics must be related to one or more of the different areas in the field of political science.

POL-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

POL-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.

POL-439 The Modern World System 3 credits

This course aims to provide a comprehensive overview and treatment of the origins and the evolution of the modern world-system. The course is concerned with examining and analyzing the structure, the mechanisms, and the dynamics of the formation and the expansion of the world capitalist economy, as well as with the actual standardization of time and space within the capitalist economy and the processes of social change.

POL-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. Students will participate in rigorous discussion and debate of the complex and often controversial concepts and issues.

POL-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.

POL-454 North-South Relations 3 credits

This course examines in depth, both from a theoretical and empirical perspective, the political economy of the North-South interaction from the time of colonialism to the present. Topics include the dynamics of imperialism, dependency, and underdevelopment, and the economic and political mechanisms that serve to perpetuate the ordinate/subordinate relationship between

advanced industrialized and peripheral countries.

Prerequisite: POL-304

POL-460 Workshop 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.

Prerequisite: POL-304 and POL-305

POL-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 (Africa, Latin America, South Asia, China, Russia, Europe and the US), and will make evident that globalization of production and finance is producing devastating and contradictory effects throughout the world.

POL-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

PSY-101 General Psychology 3 credits

A study of the basic subject matter of psychology and its approaches to gathering information. This course also explores the ways in which psychological knowledge can be applied to improving the quality of life for individuals, communities, and societies.

Prerequisite: EDU-100

PSY-103 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: PSY-101

PSY-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

PSY-206 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.

Prerequisite: PSY-101, PSY-103, BIO-101, and BIO-102

PSY-207 Human Sexuality 3 credits

This course is an examination of the factors related to the development of human sexual behavior, generally observed patterns of human sexuality, and current methods of research.

Prerequisite: PSY-101

PSY-208 Black Psychology 3 credits

This course is an examination of the behavior, attitudes, life-styles, and cultural heritage of Black Americans. It course provides students with past and current theory and research on the psychology of Blacks, and is organized around the premise that there is a distinctive, coherent Black American perspective that is evident in the behavior, attitudes, feelings, life-styles, and expressive patterns of Black Americans.

PSY-210 Statistics I 4 credits

This is a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. Topics include frequency distribution, central tendency, variability, z-scores, correlation, regression, probability, and distribution of sample means. An emphasis on computer-assisted techniques for conducting psychosocial and biobehavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS-UNIX, SPSS PC+, and SPSS for Windows.

Prerequisite: MAT 121 or MAT-131, PSY 101 and PSY-103

PSY-212 Statistics II 4 credits

This course provides a comprehensive introduction to basic statistical methods within the context of behavioral research and experimental design. It includes hypothesis testing, t-statistics, multiple comparisons, analysis of variance, chi-square, and other nonparametric tests, with an emphasis on computer-assisted techniques for conducting psychosocial and biobehavioral investigations, including data analysis, is accomplished by the use of languages such as SPSS-UNIX, SPSS PC+, and SPSS for Windows.

Prerequisite: MAT 121 or MAT-131, PSY-101, PSY-103, and PSY-210

PSY-301 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: PSY-101

PSY-302 Group Dynamics 3 credits

This course is an investigation of the interactions that occur within a group and will explore the way each person's behavior is influenced by and influences others in a group and how the structure of the group was developed, and how decisions are arrived at in a group situation.

Prerequisite: PSY-101

PSY-303 Organizational Psychology 3 credits

This course describes the application of psychological theory and research to the study of industrial, business, profit and nonprofit service, military and governmental organizations and emphasizes the interaction of individual perceptions, group dynamics, and organizational climates and strategies in maximizing the satisfaction and effectiveness of each component within and between complex organizations.

Prerequisite: PSY-101

PSY-304 Personnel Psychology 3 credits

A survey of the processes and philosophies of obtaining personnel, developing their abilities, and

preserving the health of the work force. The course covers the major activities of the personnel manager or human resources manager. This course covers the impact of the EEO guidelines for personnel management in the areas of recruitment, selection, promotion, training, and performance appraisal.

Prerequisite: PSY-101, PSY-103, PSY-210, PSY-212

PSY-305 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: PSY-101

PSY-307 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.

PSY-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: PSY-101

PSY-310 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: PSY-101

PSY-311 Psychology of Learning 3 credits

This course familiarizes the student with psychological theories that deal with human learning and behavior. Students also shall be exposed to studies pertaining to animal learning in that such studies are inextricably linked with the development of theories of human learning. The learning theories will be presented in such a way as to aid the student in distinguishing the major classifications of schools of thought. Emphasis will be placed on the application and evaluation of the theories. New approaches that challenge long-standing assumptions are to be discussed.

PSY-314 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: PSY-101

PSY-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.
Prerequisite: PSY-101, PSY-103; and PSY-305 or PSY-314

PSY-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.

Prerequisite: PSY-101, PSY-103, PSY-305, PSY-314, and PSY-316

PSY-319 Research Design and Analysis 4 credits

This course is an exploration of the analysis and quantitative methods in psychology. It introduces students to modern interpretations and uses of the classical psychophysical methods and to experimental design and the use of statistical methods to ensure the validity and reliability of various methods.

Prerequisite: PSY-101, PSY-103, PSY-210, PSY-212, MAT-110 or better

PSY-340 Health Psychology 3 credits

This course provides an introduction to the field of Health Psychology. The course emphasizes theoretical, conceptual, and methodological perspectives in the psychology of health, prevention, stress, and coping with illness. The course also highlights research methods and applied issues in health psychology such as social, biological bases of health and disease, measurement assessment, intervention and health promotion, the health care system, and ethics and professional issues in health psychology.

PSY-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

PSY-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.

Prerequisite: PSY 101 and PSY-103

PSY-403 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.

Prerequisite: PSY-101, PSY-103, PSY-210, PSY-212, PSY-319, and successful completion of the WPE

PSY-404 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.

Prerequisite: PSY-403

PSY-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

REL-101 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.

REL-166 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.

REL-188 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.

REL-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

REL-202 Religious Ethics 3 credits

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

REL-204 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.

REL-301 Modern Religious Thought 3 credits

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

REL-302 Philosophy of Religion 3 credits

This course is designed to acquaint students with not only the classical but also the current state of the debate in philosophy of religion. The course is intended to familiarize students with

philosophical issues in religion—both non-Western and Western religions presuppose respective basic philosophies, which this course analyzes. Also, the course deals with not only theistic religions but also the entire breadth of religions, covering non-theistic, Western, African and Eastern. Other themes include metaphysics, ethics and existence.

REL-303 Religion in American Culture 3 credits

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

REL-307 The African-American Religion 3 credits

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

REL-310 Martin Luther King, Jr. 3 credits

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

REL-341 Introduction to Theology 3 credits

This is a course designed to acquaint students with not only the classical but also the current state of systematic theology. The course is intended to familiarize students with theological issues. Also, the course deals with a variety of theology covering Western, African, Asian and Eastern perspectives in theology. Other themes include metaphysics, existence and ontology.

REL-380 Sacred Texts 3 credits

This is a study of selected scriptures from various religious traditions including such topics as history, doctrinal teachings, ethical systems, methods of organization, worship, devotion, ritual and meditation. The study pays special attention to the meaning of holiness, authority, inspiration and life.

REL-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

REL-401 Major Religions of the World 3 credits

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

REL-402 Seminar in Religion 3 credits

This course investigates the basic methods used in the study of religion and their application to significant problems in religion. The selection of problems to be studied will vary from year to

year. Primarily for Juniors and Seniors majoring in religion, this course is open to other qualified students with the consent of the department.

REL-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

RUS-101 Elementary Russian I 4 credits

This course emphasizes listening comprehension and oral practice; the printed and written alphabet and pronunciation; and essentials of grammar. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

RUS-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. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

Prerequisite: RUS-101 or placement by examination

RUS-201 Intermediate Russian I 4 credits

This course emphasizes grammar review; reading of short stories and plays of standard authors; conversation and composition. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

Prerequisite: RUS-102 or placement by examination

RUS-202 Intermediate Russian II 4 credits

This course emphasizes the reading of standard prose works; vocabulary building; analysis of structural patterns; practice in oral expression and composition. The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

Prerequisite: RUS-201 or placement by examination

RUS-301 Advanced Russian I 3 credits

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

Prerequisite: RUS-202

RUS-302 Advanced Russian II 3 credits

The course is a sequel to RUS-301.

Prerequisite: RUS-301

RUS-303 Russian Culture and Civilization 3 credits

This course 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: RUS-302

RUS-304 Russian Reading and Translation 3 credits

This course includes 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: RUS-302

RUS-401 Advanced Russian Composition and Conversation I 3 credits

Class lectures on Russian syntactic structures are supplemented by active oral drilling and written exercises and compositions.

Prerequisite: RUS-302

RUS-402 Advanced Russian Composition and Conversation II 3 credits

The course is a sequel to RUS-401.

Prerequisite: RUS-401

RUS-407 Masterpieces of Russian Literature I 3 credits

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: RUS-302

RUS-408 Masterpieces of Russian Literature II 3 credits

The course is a sequel to RUS-407.

Prerequisite: RUS-302

RUS-409 Special Topics 1-4 Credits

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

RUS-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

SEM-190 University Seminar I 3 credits

These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts. University Seminars I were formerly taught with departmental prefixes.

SOC-101 Introduction to Sociology 3 credits

This course is an introduction to the basic concepts of sociology, including socialization, groups, institutions, and social change.

SOC-190 University Seminar I 3 credits

See SEM-190. University Seminars I were formerly taught with departmental prefixes. These courses are primarily freshman orientation courses and are not intended to provide complete coverage of the topics suggested by the titles printed on transcripts.

SOC-201 General Anthropology 3 credits

This course is an introduction to the science of man and his works in the light of the findings of physical anthropology, cultural anthropology, archaeology, and linguistics.

This course is also taught as SOC-2AG to denote its designation as a Global Studies course.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-204 Human Geography 3 credits

This course will define the field of geography, its major subdivisions and basic concepts, and will consider the role of the human species as a major factor. Students will explore the complex nature of the relationship among physical geography, climate, ecology, human biology, and culture.

Prerequisite: SOC-101, SOC-201

SOC-205 Marriage and the Family 3 credits

This course has a special emphasis on the Black family and explores the myths related to the behavior and functioning of the Black family. Students will study the family as a social institution, including the parent-child relationship and its influence on child growth and personality development, mate selection, marital adjustment, parenthood, family disorganization, and the investigation of alternative family forms.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-208 Political Anthropology of African Societies 3 credits

This course explores the methods and strategies of crisis management in different societies in contemporary Africa. It begins with the study of pre-colonial political institutions such as bands, acephalous societies, and centralized kingdoms. It looks at how colonialism has tried to restructure pre-colonial institutions for its own purposes. It concludes with a discussion of the human and environmental cost of modernization.

Prerequisite: SOC-101

SOC-209 Institutional Racism 3 credits

This course will require participating students to embark on an investigation of social institutions and the manner in which groups are victimized and deprived of products and services of these institutions in systematic fashion. Analysis of institutional practices which result in this

penalization will be a major subject area.

This course is also taught as SOC-20E to denote its designation as an Empowerment course.

Prerequisite: SOC-101

SOC-212 Social Deviance 3 credits

This course examines the nature, definitions, and functions of deviant behavior; and the importance of the concept of deviance in regulating human behavior in organized society. It places special emphasis on the major theoretical approaches to the causes of deviance. Discussion is centered on general characteristics of deviance and deviant individuals and social and individual factors producing deviance. Specific etiological and therapeutic aspects of crime, delinquency, addictive behavior, mental illness, suicide, and sexual deviance all serve as important topics.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-243 Introduction to Human Services 3 credits

This course provides an introduction to a variety of human services and professions including health, mental health, corrections, rehabilitation, gerontology, and social welfare. A historical survey of human services is provided along with an overview of theoretical perspectives. The basic methods associated with the delivery of human services will also be addressed.

Prerequisite: SOC-101

SOC-244 Social Policy 3 credits

This course will cover the origin of social policy and the elements that influence its development. The historical, political, social and economic forces that effect policy will be addressed. The focus will be on current social policies as they are embodied in social welfare and human service programs.

Prerequisite: SOC-101

SOC-2AG General Anthropology

See SOC-201

SOC-301 Law and Society 3 credits

This course is a study of everyday legal problems in the areas of criminal, consumer, family, housing, and individual rights law. The course will enable students to analyze, evaluate and, in appropriate situations, resolve legal disputes.

Prerequisite: SOC-101

SOC-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: SOC-101, SOC-201

SOC-305 Research Methods 3 credits

This course teaches basic research methods in sociology, including survey and case techniques, participant-observation, and preparation of research reports.

Prerequisite: SOC-101

SOC-306 Social Statistics 3 credits

This course emphasizes application, both in terms of statistical projects and analysis of classical sociological contributions.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-310 Human Growth and Development 3 credits

This course is a study of human physical, mental, social, emotional and moral growth from the prenatal period to later adult years. The emphasis will be on life span development focusing on areas that students will need to be aware of as human service practitioners.

Prerequisite: SOC-101

SOC-311 The American Community 3 credits

This course is a study of the spatial aspects and social processes of community development and community organization as influenced by historical, ecological, sociological, political and economic factors. Special emphasis will be placed on the current conditions in Black communities. Such areas as housing, health, education, transportation and citizen participation will be examined.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-315 Court and Corrections 3 credits

This course is a study of the American court system at both the state and federal levels. The course examines roles of professional and nonprofessional courtroom actors, pretrial activities, stages of criminal trial, and sentencing. Judicial organizations as well as the history and development of courts will be studied.

Prerequisite: SOC-101

SOC-318 Sociological Theory 3 credits

This course is an introduction to the history of sociological theory from the French Revolution to the present, with emphasis on application to contemporary theoretical problems.

Prerequisite: SOC-101

SOC-319 Urban Sociology 3 credits

This course is an introduction to the study of urban society and the urbanization process, with emphasis on the Western world. The characteristics of the city, its ecology, institutions, and problems will be covered.

Prerequisite: SOC-101

SOC-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-101, SOC-203

SOC-321 Ethnography of West Africa 3 credits

The course deals with the subject of fieldwork defined recently as "a form of enquiry in which one immerses oneself personally in the ongoing social activities of some individual or group for the purposes of research" (Wolcott, 1995:12). It also examines the techniques, theories, and concepts relevant to sound cross-cultural ethnographic work. It will attempt to study the traditional notions of the specialized area of doing fieldwork such as the "emic" and the "etic" approaches, "participant observation", "interactive and non-interactive methods" as well as the various levels of interpretative analysis.

Prerequisite: SOC-101

SOC-322 Forensic Science 3 credits

This course examines scientific aspects of the criminal investigation. The major emphasis is placed upon the collection, analysis, preservation, and processing of physical evidence. Some of the topics to be covered include the crime scene search, fingerprints, blood analysis and DNA identification, firearms, hair, fibers, paint and questioned documents.

Prerequisite: SOC-101

SOC-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-101, SOC-203

SOC-325 Social Gerontology 3 credits

This course studies the role of the aged in our society, the provision of services and assistance to the aged, the rise of senior citizen power as seen in health and housing and social program development by federal, state and local governmental and private organizations. As well, the problems of the aged and methods of approaches to meeting the problems of aging in our society will be studied.

Prerequisite: SOC-101

SOC-327 Child Welfare Services 3 credits

This course will be concerned with the human growth and development of the child in our

society. It will be concerned with the delivery and administration of social services for children. The position of the Federal government and that of the states will be explored as to the protection of and care for children in our society.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-336 Population 3 credits

Calculation and interpretation of birth, death and migration rates, relation of demographic trends to other aspects of social change, recent trends in fertility, mortality, migration and their relation to social factors and the problems of population estimation and of population policy will be covered in this course.

Prerequisite: SOC-101

SOC-339 Medical Information for Rehabilitation Professionals 3 credits

This course is designed to develop basic knowledge pertaining to medical aspects of disabling conditions. Relevant terminology, the structure of medicine in the United States, and the rehabilitation process will be addressed. In addition, the roles of various medical professions will be examined. A full range of medical, psychological, social, and spiritual treatment interventions and methodologies will be studied.

Prerequisite: SOC-101

SOC-341 Field Placement 6 credits

This course requires the placement of the student in a social agency or community project under supervision. It is an internship in which the theoretical aspects of working with people are put into practice. Assignments will be adjusted to fit the student and to facilitate growth in direct practice skills. A field instruction seminar is also involved for one meeting a week on campus.

Prerequisite: SOC-101, Human Service major and SOC-307 or SOC-308

SOC-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.

Prerequisite: SOC-101

SOC-345 Criminal Investigation 3 credits

This course is a study of the elements and process of an investigation; a survey of scientific crime detection methods; identification and preservation of evidence and report writing. Topics to be covered include concepts and strategies of private security investigation.

Prerequisite: SOC-101

SOC-346 Community-Based Corrections 3 credits

The concept of correction without incarceration; an examination of program alternatives to criminal justice processing, jail detention, and incarceration; programs for juveniles; problems

and needs of female offenders and drug and alcohol offenders are dealt with in this course.

Prerequisite: SOC-101

SOC-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-101, SOC-203

SOC-348 Juvenile Delinquency 3 credits

This course is an examination of the nature and scope of delinquency; the characteristics of the juvenile offender; prevention, control, and treatment programs.

Prerequisite: SOC-101

SOC-349 Introduction to Victimology 3 credits

This course is a study of the victims of street crimes. The focus will be on the victim-offender relationship, victim types, and conflicts between victims and the criminal justice system.

Prerequisite: SOC-101

SOC-350 Comparative Law Enforcement 3 credits

This course is a study and comparison of law enforcement systems, practices, and ideologies outside of the United States with an emphasis on strategies of crime control.

Prerequisite: SOC-101, SOC-203 and SOC-320

SOC-351 Comparative Criminal Justice 3 credits

This course examines and compares the legal and criminal justice systems of different nations. It focuses on historical, political and social factors, and explains their influence on legal institutions and systems of justice. The course discusses points of divergence between other societies and the United States in perceived causes of crime and differing approaches to rehabilitation and crime prevention. Countries representing Europe, Africa, Asia and Latin America are included.

Prerequisite: SOC-101

SOC-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.

Prerequisite: SOC-101

SOC-353 Criminal Evidence 3 credits

This course provides students the opportunity to develop their understanding of the manner in which legal issues and disputes are resolved by trial. The class focuses on the manner in which

the trial system works and the reasoning behind the rules governing its operation, including rules of evidence: the mechanics of the adversary system, relevancy, reliability, and rules of exclusion based on policy considerations other than relevancy and reliability. Topics and activities include such learning tools as videotapes, mock trials, observation of actual court trials, lectures, take-home assignments, and exams.

Prerequisite: SOC-101, SOC-203 and SOC-352

SOC-354 Anthropology of Religion 3 credits

This course employs the rules of the sociological method to explore religion. It identifies the characteristics of the sacred and its function in explaining the inexplicable. On the one hand, effort is made to distinguish the sacred from the profane and, on the other, magic from religion. It concludes with an exploration of the controversy surrounding the difference between religion and spirituality.

Prerequisite: SOC-101

SOC-390 University Seminar II 3 credits

See Requirements for Graduation in Academic Regulations. University Seminar II courses are designed to serve as a capstone experience. Students must take a University Seminar II in a department other than the department of their major. The courses are not intended to provide complete coverage of the topics reflected in the titles of the courses.

SOC-410 Senior Seminar 3 credit

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.

Prerequisite: SOC-101

SOC-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

SOS-151 AfricanAm Experience 3 credits

This multidisciplinary course is designed to give students an overview of the tremendous body of knowledge about the African-American Experience. It is intended that the course should provide a significant reorientation of perspectives on American history. Beyond this, the course aims at (1) exposing the students intellectually to the academic importance of studies in African-American Experience, (2) exposing students to the academic materials in the different areas of the experiences of African-Americans in the United States, (3) providing students with a theoretical framework for further research in the field of African-American studies, and (4) giving students an understanding of the contributions of African-Americans to the overall development of the United States.

SPN-101 Elementary Spanish I 4 credits

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

SPN-102 Elementary Spanish II 4 credits

This course is the sequel to SPN-101.

Prerequisite: SPN-101 or placement by examination

SPN-201 Intermediate Spanish I 4 credits

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

Prerequisite: SPN-102 or placement by examination

SPN-202 Intermediate Spanish II 4 credits

This course is the sequel to SPN-201.

Prerequisite: SPN-201 or placement by examination

SPN-301 Advanced Spanish: Composition and Conversation I 3 credits

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

Prerequisite: SPN-202 and/or approval of the instructor, or placement by examination

SPN-302 Advanced Spanish: Composition and Conversation II 3 credits

This course is a sequel to SPN-301.

Prerequisite: SPN-301 and/or approval of the instructor, or placement by examination

SPN-303 Spanish Civilization 3 credits

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

Prerequisite: SPN-202

SPN-304 Hispanic Civilization and Culture in the Americas 3 credits

This course studies Spanish American civilization and culture from pre-Columbian times to the present.

Prerequisite: SPN-202

SPN-305 Spanish Phonology 3 credits

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

Prerequisite: SPN-302

SPN-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 interpretative essays on works studied in the course.

SPN-401 Spanish Poetry 3 credits

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

SPN-402 The Spanish Novel 3 credits

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

SPN-403 Spanish Drama 3 credits

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

SPN-405 Latin American Poetry & Drama 3 credits

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

Prerequisite: SPN-302

SPN-407 Survey of Spanish Literature 3 credits

This course studies Spanish literature from the Middle Ages to the present. Students will acquire a general knowledge of the history of Spanish literature as well as knowledge of specific texts.
Prerequisite: SPN-302 . Corequisite: SPN-303 is desirable.

SPN-408 Survey of Spanish American Literature 3 credits

This studies Spanish American literature from the Colonial period to the present. The student will acquire a general knowledge of the history of Spanish American literature as well as knowledge of specific texts. Special emphasis will be given to the literature of under-represented groups.

Prerequisite: SPN-302. . Corequisite: SPN-304 is desirable.

SPN-409 Special Topics 3 credits

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

SPN-495 Independent Research/Study 1-4 credits

Independent research or study projects supervised by a member of the faculty.

SWA-101 & 102 Elementary Swahili I & II 4 credits each

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

SWA-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 four hours per week in combination of class time and language laboratory.

Prerequisite: SWA-102 or the equivalent

SWA-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: SWA-202 or the equivalent

YOR-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 three lecture hours and one supervised lab hour.

YOR-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 three lectures hours and one supervised lab hour.

Prerequisite: YOR-101

YOR-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: YOR-102

YOR-202 Intermediate Yoruba II 4 credits

This course is a continuation of YOR 201. 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.

Prerequisite: YOR-201

GRADUATE PROGRAMS

Lincoln University's graduate programs include the Master of Science in Administration, the Master of Education, the Master of Science in Mathematics, the Master of Science in Reading, the Master of Science in School Administration, and the Master of Human Services. Programs for persons who seek only certification from their state's Department of Education are available and are tailored to meet the needs of each individual.

The programs are offered at Lincoln's Urban Center that is conveniently located at 3020 /Market Street in Philadelphia – just one block from the train station. The classes schedules are specifically designed for the working adult who can attend classes on Saturdays and weekday evenings.

We have created a dynamic and diverse learning community that brings out the best in people--challenging them to excel as individuals while also enabling them to experience the value of teamwork and sharing success with others.

At the program level, our approach is best described as practical, friendly and flexible. We believe that the right balance of cutting-edge theory and hands-on experience is the key to an education that will provide options, flexibility and a lifetime of opportunities for our graduates.

Adding to the practical feel of Lincoln University's MSA experience is the nature of our faculty. First-class instructors populate our faculty. Many are actively involved in outside assignments that place them on the front lines of challenging educational administrative positions and business organizations in and around the nation.

Administration, Education, and Mathematics Programs

Professor	Emma Clark, Ed.D. William K. Dadson, Ph.D.
Distinguished Professor:	Abdulalim Abdullah Shabazz, Ph.D.
Assistant Professor	Oswald Richards,
Adjunct Assistant Professor	Leonard J. Fitts, Ed.D.

The programs in Administration, Education, and Mathematics include:

Master of Education with concentrations in:

- Elementary Education (K-6)
- Early Childhood Education (N-3)
- Biology (6-12)
- Chemistry (6-12)
- Mathematics (6-12)
- Physics (6-12)

Master of Science in Reading (K-12)

Master of Science in School Administration

Master of Science in Mathematics

Master of Science in Administration with concentrations in:

- Budget and Finance

- Education Administration
- Human Resource Administration

Teacher Certification Programs in:

- Elementary Education
- Early Childhood Education
- Secondary Education
- Reading Specialist
- Supervisor
- Principal

Admission Requirements

The Administration, Education and Mathematics programs require a Bachelor's degree from an accredited college or university with a grade point average of 2.7 on a scale of 4.0. An applicant with a GPA less than 2.7 in their undergraduate program will be considered for provisional status when there is strong evidence of their ability to complete the program with a 3.0 GPA or better. The Graduate Record Examination (GRE) and or Miller's Analogies Tests are not routinely required, but may be requested if they are considered essential to the admission decision.

The application for admission will require official transcripts for all postsecondary institutions attended; recommendations from two persons, one of which should be a supervisor or professor; and an essay (more than 500 words) that describes your academic background, your goals, and your career plans. Completed applications must be received not less than two weeks prior to the term of admission.

The Master of Education with concentrations in biology, chemistry, mathematics, and physics require an undergraduate degree or a minimum of eighteen credit hours (undergraduate or graduate) with a grade of "C" or better in the corresponding discipline.

The Master of Science in Reading requires a minimum of two years teaching at either the elementary or secondary level.

The Master of Science in Mathematics requires a Bachelor's degree from an accredited institution with a minimum cumulative GPA of 2.7 and a significant number of courses in higher mathematics. Applicants may be asked to take additional mathematics courses prior to admission to the MSM program.

The Master of Science in School Administration requires (1) a Bachelor's degree from an accredited institution with a minimum cumulative GPA of 2.7, (2) a minimum of 5 years teaching experience, and (3) a satisfactory recommendation from the applicant's immediate supervisor (administrator or supervisor).

The Master of Education

M.Ed. Core Requirements

EDU-600 Contemporary Issues in Education

EDU-601 Theoretical Foundations of Reading Instruction

EDU-602 Human Growth and Development

EDU-604 Educational Assessment and Evaluation

MSA-732 Foundations of Education

Either: MSA-725 Thesis Seminar I

and: MSA-726 Thesis Seminar II

Or: MSA-755 Seminar in Qualitative Methods for Applied Social Science Research
(6 credits) and a Comprehensive Examination

One of the Concentrations

The Elementary Education Concentration

The M.Ed. Core Requirements

EDU-605 Reading in the Content Area

EDU-607 Literature and Literacy

EDU-621 Creative Arts

EDU-623 Methods in Science/Social Studies

EDU-625 Methods in Elementary Classroom (Math)

The Early Childhood Education Concentration

The M.Ed. Core Requirements

EDU-607 Literature and Literacy

EDU-611 Integrating Reading/Language Arts

EDU-618 Infant and Child Development

EDU-619 The Preschool Child

One elective with departmental approval

The Biology Concentration

The M.Ed. Core Requirements

BIO-601 Cellular Biology

BIO-602 Immunology

BIO-603 Microbial Ecology

BIO-604 Molecular Genetics

The Chemistry Concentration

The M.Ed. Core Requirements

CHE-601 Advanced Analytical Chemistry

CHE-602 Advanced Organic Chemistry

CHE-603 Advanced Inorganic Chemistry

CHE-604 Advanced Biochemistry

CHE-605 Chemical Thermodynamics

The Mathematics Concentration

The M.Ed. Core Requirements

MAT-623 Complex Variables I

MAT-625 Abstract Algebra I

MAT-629 Foundations of Mathematics

MAT-631 Theory of Sets

MAT-641 Applied Mathematics I

The Physics Concentration

The M.Ed. Core Requirements

PHY-611 Mathematical Physics

PHY-612 Experimental Physics

PHY-621 Classical Mechanics

PHY-622 Electromagnetic Theory

PHY-631 Quantum Mechanics

PHY-632 Solid State Theory

Upon satisfactory completion of the Master of Education programs, the student will qualify for a Pennsylvania Instructional I Teaching Certificate in the corresponding area of specialization.

The Master of Science in Mathematics

MAT-621 Real Analysis I

MAT-622 Real Analysis II

MAT-623 Complex Variables I

MAT-624 Complex Variables II

Either: MAT-625 Abstract Algebra I

and MAT-626 Abstract Algebra II

or: MAT-641 Applied Mathematics I

and MAT-642 Applied Mathematics II

MAT-627 Topology

Either: Pass a language examination

or Complete an approved course as a research tool

Either: **Thesis Option**

MAT-675 Seminar I

MAT-676 Seminar II

Examination on the Thesis

One additional graduate mathematics elective

or: **Comprehensive Exam Option**

Comprehensive Examination

Three additional graduate mathematics electives

The Master of Science in Reading

EDU-601 Theoretical Foundations of Reading Instruction

EDU-603 Reading and Language Disabilities

EDU-605 Reading in the Content Area

EDU-607 Literature and Literacy

- EDU-609 Planning and Organizing Reading Programs
 - EDU-610 Practicum: Remedial, Corrective, and Development Reading
 - EDU-611 Integrating Reading/Language Arts
 - EDU-613 Research Seminar in Reading
 - EDU-615 Adult Reading
 - EDU-617 Advanced Topics in Reading
- A thesis is required and is normally prepared in conjunction with EDU-613 and EDU-617

The Reading Specialist Certification

Certification as a Reading Specialist in Pennsylvania (a K-12 certificate) requires the first six of the courses listed for the MSR (EDU-601, 603, 605, 607, 609, and 610).

The Master of Science in School Administration

- EDU-604 Educational Assessment and Evaluation
- EDU-756 The Principalship
- EDU-757 Instructional Leadership
- EDU-758 School Community Relations
- EDU-759 Elementary and Secondary Principals Internship I
- EDU-760 Elementary and Secondary Principals Internship II
- MSA-710 Human Resource Management
- MSA-725 Thesis Seminar I
- MSA-726 Thesis Seminar II
- MSA-734 School Law
- MSA-736 Elementary and Secondary School Administration
- MSA-738 Curriculum Design and Improvement
- MSA-747 Management of School Fiscal Affairs

Eligibility for an Elementary Principal's Certificate requires an Elementary teaching certificate and at least five years teaching experience. Eligibility for a Secondary Principal's Certificate requires an Secondary teaching certificate and at least five years teaching experience. Middle school principals may hold either an Elementary Principal or a Secondary Principal Certificate.

Persons who already hold a Master's degree may choose to complete a Certification Program by completing all of the MSSA requirements with the exception of the two thesis seminars.

The Supervisor Certification Program

- EDU 602 Human Growth and Development
- EDU 604 Educational Assessment and Evaluation
- EDU 736 Elementary and Secondary School Administration
- EDU 738 Curriculum Design and Improvement
- EDU 757 Instructional Leadership
- EDU 758 School Community Relations
- EDU 761 Internship in School Supervision
- MSA 710 Human Resource Management
- MSA 742 Supervision & Instruction in the Elementary and Secondary Schools

MSA 747 Management of School Fiscal Affairs

When a student has successfully completed all requirements for the MSSA, principal or supervisory program at Lincoln University, he or she will have satisfied the academic requirements for a Principal's or a Supervisor's Certificate in Pennsylvania. Lincoln University will endorse the successful candidate for certification. The Pennsylvania State Department of Education will officially grant the certificate.

The Master of Science in Administration

The Budget and Finance Concentration

MSA-703 Managing Diversity and Change
 MSA-704 Management Information Services
 MSA-710 Human Resources Management
 MSA-744 Executive Accounting and Finance
 MSA-725 Thesis Seminar I
 MSA-726 Thesis Seminar II
 MSA-750 Financial Management I
 MSA-751 Financial Management II
 MSA-752 Strategic Marketing I
 MSA-753 Strategic Marketing II

The Educational Administration Concentration

MSA-703 Managing Diversity and Change
 MSA-704 Management Information Services
 MSA-710 Human Resources Management
 MSA-744 Executive Accounting and Finance
 MSA-725 Thesis Seminar I
 MSA-726 Thesis Seminar II
 MSA-734 School Law
 MSA-736 Elementary and Secondary School Administration
 MSA-738 Curriculum Design and Instructional Improvement
 MSA-742 Supervision and Instruction in the Elementary and Secondary Schools

The Human Resource Management Concentration

MSA-703 Managing Diversity and Change
 MSA-704 Management Information Services
 MSA-710 Human Resources Management
 MSA-744 Executive Accounting and Finance
 MSA-725 Thesis Seminar I
 MSA-726 Thesis Seminar II
 MSA-720 Human Development
 MSA-722 Professional Ethics
 MSA-724 Strategies of Community and Program Development
 MSA-746 Strategic Management

The Master Of Human Services Program

Professors:	Szabi Ishtai-Zee, Ph.D., Director Linda J. Stine, Ph.D.
Associate Professor:	Virginia Johnson-Smith, Ph.D.
Assistant Professor:	Efthimia Bastas, Ph.D. Violet Plantz, M.S.W.
Associate Director:	Jernice Lea, M.A.
Field Coordinators Recruiters	Nancy Jenkins-Ryons, M.Ed. 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. The ability of an applicant to complete the course of study is determined through rigorous testing and an extensive review of his or her academic skills and professional experience. Thus, persons with demonstrated skills and knowledge may gain admission to the program even if they do not hold baccalaureate degrees.

The MHS graduates have proven that the Program successfully develops the analytical and professional skills required for the managerial and leadership positions in human services agencies of all types. The Program's high level of academic rigor has been proven by the many MHS graduates, both with and without baccalaureate degrees, who have subsequently earned doctoral degrees at major research universities.

Students who enroll in the program do not need to leave their jobs or relocate in order to complete the program. In fact, they must be employed 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 Program is competency based, requiring students to apply relevant academic theory to problems encountered in agency practice. Students attend academic classes on Saturdays. In addition, a Field Integration Seminar is held one evening each week. The Program requires 54 hours of academic credit, a cumulative grade-point average of 3.00 (B) or better, takes two years to complete and leads to a Master of Human Services (MHS) degree.

The MHS Program is a performance-based approach to education that organizes skills and theories into five basic competency units: Self-Directed Learning, Helping-Relationships, Group Processes, Community Planning and Program Management, and Planned Change and Organizational Development (see Curriculum Matrix, below). The subject matter of each competency is studied from the viewpoint of six dimensions: Values (Ethics), Self and Others (Psychology), Systems (Sociology), Skills (Communication/Research), Integration, and Constructive Action. The classes held at Lincoln's Urban Center on Saturdays address the first four of these, while the last two are addressed one evening during the week in the Field Integration Seminar. These field seminars are located where students cluster geographically, usually at an agency or local university site. The purpose of the field seminar is to integrate the

student's work activities in the agency with the theoretical material presented in the Saturday coursework.

For each competency unit the student is required to complete a field project or Constructive Action (CA). The field project demonstrates the understanding of theory, organization of ideas, the appropriate application of new concepts to practice, and the explanation of new steps to be taken.

In the last year of the Program, students conduct an extensive change project which is a culmination of all previous field projects, and focuses upon a specific immediate change for better service delivery within the student's agency. The final written project is presented and defended orally before the faculty, the preceptor and an external evaluator.

The Lincoln University MHS Program is one of the few graduate programs which requires the student to obtain a preceptor (mentor) to work with them throughout the Program. The nature of the MHS Program, the needs of the students, and the part that agencies play in the student's education make the role of the preceptor an indispensable one.

Admissions Requirements

Individuals holding the baccalaureate degree must have a minimum of one year of paid human services experience. Applicants who do not hold a baccalaureate degree must have five years or more of progressive, paid work experience in the human services to qualify for admission to the MHS Program. The high school diploma or the General Educational Diploma (GED) is required if the applicant has not earned the baccalaureate degree. The applicant must also be currently employed as a staff member of a human services agency in order to be eligible for admission to the MHS Program. Students must remain employed full-time in a human services position throughout their graduate studies.

Admissions Procedures

A prospective student must submit a completed resumé and application form with essay; forward an official academic transcript based on the completion of the high school diploma, the GED, or the bachelor's degree; submit the preceptor information form; forward the supervisor's evaluation form; and pay an application/testing fee. The applicant then takes the admissions test. Applicants must complete and pass all admissions examinations. The tests are administered by Lincoln University personnel. (An interview may be required to complete the admissions process.)

Academic Preparation

Prior to beginning the MHS Program, applicants may be required to sharpen their academic skills by participating in one of three levels of training in writing and critical thinking in the Pre-Master's program (see Curriculum Matrix, below). The Pre-Master's program also provides instruction in word processing and Internet skills via the personal computer. All Pre-Master's students are required to have computer access.

MASTER OF HUMAN SERVICES PROGRAM CURRICULUM MATRIX

DIMENSIONS	COMPETENCY UNIT I Fall	COMPETENCY UNIT II Spring	COMPETENCY UNIT III Summer	COMPETENCY UNIT IV Fall	COMPETENCY UNIT V Spring
	Self-Directed Learning	Helping Relationships	Group Processes	Community Planning and Program Management	Planned Change and Organizational Development
VALUES	HUS 611 Ethics for Human Services	HUS 621 Professional Ethics	HUS 631 Ethics and Groups	HUS 641 Community Program Management and Social Justice	HUS 651 Ethics of Intervention and Change
SELF & OTHERS	HUS 612 Psychology for Human Services	HUS 622 Theories of Helping	HUS 632 Dynamics of Face-to- Face Groups	HUS 642 Strategies for Community and Program Development	HUS 652 Psychology of Planned Change
SYSTEMS	HUS 613 Sociology for H. S.: Introduction to Systems	HUS 623 Human Systems and Helping Relationships	HUS 633 Social Analysis of Human Systems	HUS 643 Social Planning and Organizational Management Systems	HUS 653 Planned Change in Organizations and Social Systems
SKILLS	HUS 614 Communication Skills for the H.S. Practitioner	HUS 624 Helping and Problem Solving Skills	HUS 634 Skills in Social Research and Problem Solving I: Foundations	HUS 644 Skills in Social Research and Problem Solving II	HUS 654 Program Evaluation Skills
FIELD INTEGRATION	HUS 615 Theory and Practice Integration	HUS 625 Theory and Practice Integration	HUS 635 Theory and Practice Integration	HUS 645 Theory and Practice Integration	HUS 655 Theory and Practice Integration
CONSTRUC- TIVE ACTION	HUS 616 Constructive Action	HUS 626 Constructive Action	HUS 636 Constructive Action	HUS 646 Constructive Action	HUS 656 Constructive Action

PRE-MASTER'S - Writing and Critical Thinking Skills CURRICULUM MATRIX

LEVEL	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
LEVEL I (Basic Level)	SOC 49A Basic Writing in the H.S. SOC 50A Basic Critical Thinking Skills for the H.S. Practitioner (6 Credits)	SOC 49B Advanced Writing in the H.S. SOC 50B Advanced Critical Thinking Skills for the H.S. Practitioner (6 Credits)	
LEVEL II (Intermediate Level)		SOC 501 Communication Applications in the H. S. SOC 502 Critical Thinking in the Social Sciences SOC 503 Technical Applications in H.S. Communication (8 credits)	
LEVEL III (Accelerated Level)			SOC 501 Communication Applications in the H.S. SOC 503 Technical Applications in H.S. Communication (6 credits)

GRADUATE COURSE DESCRIPTIONS

BIO-601 Cellular Biology 4 credits

This graduate course is offered to students enrolled in the Master of Science Program in Education is a required course for those students majoring in Secondary Education with a Biology emphasis. This course provides students the opportunity to enhance their understanding of the cell in both prokaryotic and eukaryotic systems. Cell processes such as transport and cell signaling will be addressed as well as the mechanisms of cell replication.

BIO-602 Immunology 4 credits

This graduate course is offered to students enrolled in the Master of Science Program in Education is a required course for those students majoring in Secondary Education with a Biology emphasis. This course provides students the opportunity to enhance their understanding of the immune systems, the immune response, hypersensitivity, autoimmunity, immune suppression, and immune deficiency.

BIO-603 Microbial Ecology 4 credits

This graduate course offered to students enrolled in the Master of Science Program in Education is a required course for those students majoring in Secondary Education with a Biology emphasis. The purpose of this course is to provide the student with a good understanding of the relationships that exist between microorganisms interact with each other, and with plant and animal populations. Also, we will cover the physiological ecology of these organisms and their roles in biogeochemical cycling. The final portion of the course will be devoted to biotechnological aspects of microbial ecology.

BIO-604 Molecular Genetics 4 credits

This graduate course offered to students enrolled in the Master of Science Program in Education is a required course for those students majoring in Secondary Education with a Biology emphasis. This course provides students the opportunity to enhance their understanding of the chemical nature of the gene. Bacterial, viral and eukaryotic systems will be examined with respect to their role in determining the mechanisms of gene expression. The applications of recombinant DNA technology in elucidating the molecular causes of human diseases will be addressed.

CHE-601 Advanced Analytical Chemistry 3 credits

This course is designed to teach students Acid base complexation, redox and solubility equilibria; complexes in analytical chemistry; optical spectroscopy; absorption spectroscopy; luminescence; chromatography; electrochemistry. Each student is required to assist in the lab (see guidelines above) for the undergraduate course Quantitative Analysis.

CHE-602 Advanced Organic Chemistry 3 credits

This course is designed to teach students stereochemistry, reaction mechanisms, molecular rearrangements, conformational analysis, synthesis of complex organic molecules, free- radical polymers, heterocyclic compounds, organometallics. Each student is required to assist in the lab (see guidelines above) for the undergraduate course Organic Chemistry.

CHE-603 Advanced Inorganic Chemistry 3 credits

This course is designed to survey selected areas of inorganic chemistry including metal carbonyls, metal-metal bonds and clusters, hydrides, organometallics, homogeneous catalysis, and bio-inorganic chemistry. Each student is required to assist in the lab (see guidelines above) for the undergraduate course Inorganic Chemistry.

CHE-604 Advanced Biochemistry 3 credits

This course is designed to teach students detailed lessons on enzyme mechanisms, metabolism and expression and transmission of genetic information. Each student is required to assist in the lab (see guidelines above) for the undergraduate course Biochemistry.

CHE-605 Chemical Thermodynamics 3 credits

This course is designed to teach students the underlying dynamic and statistical nature of thermodynamics with focus mainly on equilibrium thermodynamics. Each student is required to assist in the design, preparation and implementation of at least two undergraduate laboratory experiments for the undergraduate course Physical Chemistry 1.

EDU-600 Contemporary Issues in Education 3 credits

This course is designed to provide students with an understanding of contemporary issues in education from a philosophical, political, economical, and social perspective. Current reforms and their implications for the improvement for education on the local, state and federal levels will be examined. Students will investigate and evaluate reform issues as they relate to the restructuring of American schools.

EDU-601 Theoretical Foundations of Reading Instruction 3 credits

This course is designed to provide teachers with 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.

EDU-602 Human Growth and Development 3 credits

This course provides a broad overview of the field of human development. It covers the entire range of human life from conception through death. Specifically, students will be introduced to the lifespan that encompasses the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, adolescence, early and middle adulthood, and later adulthood. Within these periods, discussions will focus upon physical, cognitive, and social-personality development. Theories, research and applications will examine both the traditional areas of the discipline as well as more recent innovations.

EDU-603 Reading & Language Disabilities 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.

EDU-604 Educational Assessment & Evaluation 3 credits

This is an introductory course designed to provide students with an understanding of the role of assessment and evaluation as utilized in educational settings. Emphasis will be placed on

assessment of students, teachers, instructional practices, and schools. Opportunities for reviewing and interpreting evaluation tools and data will be provided. The social, political, and cultural perspectives of assessment and changing paradigms will be among the topics investigated.

EDU-605 Content Reading in the Middle and Secondary School 3 credits

This course is designed to develop students' understandings of appropriate pedagogy for integrating reading, writing, and study strategies into content area instruction. Emphasis will be placed on blending theoretical perspectives with practical applications.

EDU-607 Literature & Literacy 3 credits

This course will offer an exploration of literature for children and adolescents and the development of literacy through literature. The course will focus on theoretical and practical aspects of the study of literature. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the K-12 school curriculum.

EDU-609 Planning and Organizing Reading Programs 3 credits

This course is designed to provide opportunities for students to acquire knowledge of principles, methods, and guidelines for organizing reading programs, which effectively meet the needs of individual learners. Emphasis is given to various innovative organizational practices used in developmental, corrective, and remedial programs today as well as the role of the reading specialist in effecting exemplary programs.

EDU-610 Practicum: Remedial, Corrective And Developmental Reading 3 credits

This field course designed to develop graduate students' practical facilities with providing effective instruction for students who are experiencing severe to moderate difficulties in reading/language, and for students in regular developmental programs. The central focus of the course will be in-the-field experiences in which each graduate student will work weekly with the student whom s/he diagnosed during ED 603, and will conduct a developmental lesson with a group of students. This will be combined with case staffing at the University which will consist of problem-solving and developing strategies for use with a range of reading/language strengths and needs. The course will provide a venue for applying learning's from the full range of courses taken in the Lincoln University Graduate Reading Program.

EDU-611 Integrating the Reading/Language Arts Curriculum 3 credits

This course is designed for the Master of Science graduate student/teacher. The course surveys the critical issues of theory and practice related to the integration of reading and language arts. We will draw on the varied perspectives from the research literature and from our own experiences as learners and teachers. We will examine our own assumptions about learning and language in order to generate questions for observation, discussion and research.

EDU-613 Research Seminar in Reading 3 credits

This course is designed to facilitate the development of the Masters Thesis. It will enable students to read and react critically to research in the field of reading/writing. Students will analyze educational research as they investigate their original research. Emphasis will be placed on the analysis of data and conclusions. A master's thesis is the final requirement.

EDU-615 Adult Reading 3 credits

This course is designed to acquaint students with theory and practice related to adult literacy. It will explore adult learning theory, the socio-cultural situation of adult literacy, and programs designed to meet the expressed needs of the adult learner. Specifically, the course will familiarize reading specialists with the operation of programs traditionally called “functional”, with intergenerational literacy programs in the schools, with GED preparation classes, and with developmental reading courses at the two- and four-year college level.

EDU-617 Advanced Topics in Reading 3 credits

This course is designed to facilitate advanced exploration of topics related to reading and research in reading and research in reading, viewing them in the broader context of school operation and reform. In addition, students will be guided in the initial stages of development of their research for their master's thesis.

EDU-618 Infant and Child Development 3 credits

This course will use an open, integrated approach to early childhood education, with comment based upon research and theory as well as the most current position papers in the field. The course is comprehensive in nature, covering theories of development as well as stages of development and explaining infant and toddler behavior as the child develops its physical, social, emotional, cognitive, and creative selves. The primary focus of the course is "Birth to Twelve Months", the secondary focus is aged twelve months through three years of age.

EDU-619 Early Childhood: The Preschool Child 3 credits

This course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition, and the relationship between language acquisition and mental development. Attention will also be given to the practical environment dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided.

EDU-621 Creative Arts in the Elementary Classroom 3 credits

This course will acquaint students with the basic philosophy concerning art, music, and movement in the elementary classroom and the principles of creative teaching as they relate to these areas. Students will be introduced to various media and techniques in art, and the function of music and movement in the regular classroom. The creative arts will be presented as vehicles for inclusion: for revealing the cultural heritage's of all of the world's peoples, and for experiencing curricula in ways which provide access to those of diverse learning styles and backgrounds.

EDU-623 Methods in Science and Social Studies 3 credits

This course is designed to provide a practical, functional approach to the design and integration of the content areas of social studies and science in the elementary school. Major emphasis include: (1) knowledge of basic social studies and science concepts and processes, (2) systematic instructional design of lessons and units, (3) questioning, thinking and problem-solving, (4) inclusion of literature in the study of science and social studies, (5) teaching/learning strategies, and (6) evaluation techniques. The application of technology is an integral aspect of the course.

EDU-625 Methods: Elementary School Mathematics 3 credits

This course is designed to provide an examination of mathematics in the elementary school. Students will be given opportunities to develop instructional strategies and techniques and will use them in an elementary school classroom. This course is one of the final methods before student teaching. It is important, therefore, that the student demonstrate mastery of the theory and skills through class work, tests, assignments and fieldwork. In order to student teach, the student will need a "C" or better in this course (all other education courses). The student will also need to demonstrate mastery of elementary school mathematics skills through testing (pre and post). Additionally, the course for instruction examines, applies, and integrate technology.

EDU-666 Middle School Child 3 credits

This course provides an in-depth study of the physical, cognitive, emotional, and social growth of the adolescent. It reviews the implications that the adolescent developmental stages have on student success in the middle school environment and strategies for increasing the effectiveness of teaching and learning in middle school classrooms. Students will gain an understanding and familiarity with the current educational trends and issues affecting middle school education today.

EDU-756 Principalship 3 credits

This course will explore the Principalship using specific points of view such as reflective proactive practice or instructional leadership. Students will be provided with a clear organizational framework for school leadership. One that will enable principals to repeatedly adapt themselves to new and unique setting with public school environments. They will explore strategies for providing systematic ways in which the novice can structure a professional social-interaction perspectives with special emphasis on work group development, ongoing instructional leadership, diagnostic methods, and the reflective approach to becoming a principle.

EDU-757 Instructional Leadership 3 credits

This course is designed to help prospective principals and supervisors increase their knowledge and skills in the primary area of curriculum instruction. The course presents concepts and research findings that when understood can improve the student's problem solving and leadership effectiveness. Emphasis is place on the student's problem solving and leadership effectiveness. Emphasis is placed on the development skills associated with instruction, pedagogy and evaluation. The various modes of strategic planning for instruction, feedback and assessment are covered. The problems of change will be discussed along with how to run an effective school. School-based management, applications of total quality management, and structuring staff evaluation and supervision will also be discussed.

EDU-758 School Community Relations 3 credits

This course will explore innovative approaches to school and community relations. It will examine strategies for increasing effective interactions between diverse segments of public school communities. Focus will be placed on the development of school governance systems, which are sensitive and responsive to the needs of the community. Students will examine the role of the school administrator as a community organizer, liaison to the business community, communicator with various publics and educational leaders in the community.

EDU-759 & EDU-760 Elementary & Secondary Principals Internship I and II 3 credits

This course is a two-part sequence whereby students will enroll and complete EDU 759 and enroll and complete EDU 760 the following semester for a total of 6 credit hours. The purpose of this internship is to provide elementary and secondary principle candidates two semesters of experiential learning activities. Prove them with on-the-job methods and practices of successful school leadership. Candidates will be able to demonstrate integrated experiential, empirical and theoretical knowledge of school administration and leadership.

EDU-761 Internship in School Supervision 3 credits

The internship in School Supervision is a supervised, professional, on-site field experience in a supervisory setting. During the field experience, a full-time practicum in schools, the candidate for Supervisory I Certificate will be able to assume the role of the supervisor in practice under the guidance of well-qualified school personnel actively engaged in supervision. University faculty will regularly observe the intern site to confer, to counsel, and to evaluate as the candidate relates theory to practice.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-631 Ethics and Groups 1 credit

The course considers the ethical questions of social groups and small groups. Social groups are

examined in terms of issues of racism, sexism, classism, etc. Models are viewed from an ethical perspective, including, for example, rights of minority members, and cooperation.

HUS-632 Dynamics of Face-to-Face Groups 1 credit

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

HUS-633 Social Analysis of Human Systems 1 credit

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

HUS-634 Skills in Social Research and problem-solving I: Foundation 1 credit

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

HUS-635 Theory and Practice Integration Seminar 1 credit

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

HUS-636 Constructive Action 1 credit

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

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-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.

HUS-655 Theory and Practice Integration Seminar 2 credits

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

HUS-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.

HUS-662 Clinical Assessment and Testing 3 credits

This course will examine a variety of assessment and testing methods, interviewing procedures, and observational techniques associated with the formulation of diagnostic impressions and treatment plans in human service settings. Emphasis will be given to multi-modal and eclectic appraisals of cognitive, affective, social, vocational, interests/aptitude, achievement, intellectual and personality aspects of functioning.

Prerequisite: Master's degree in Human Services, Psychology, Counseling, Sociology or related disciplines.

HUS-672 Psychopathology and Diagnosis 3 credits

This course will provide a comprehensive review of current models, theories and principles pertinent to the identification, description and delineation of major mental disorders. Concepts and terminology from the DSM-IV will be detailed and applied to salient clinical concerns and situations arising in human service agencies. Cases and illustrations will be drawn from participants' clinical experiences. Special emphasis will be placed upon the factors, reasoning, judgements and extrapolations that underlie the process of clinical diagnosis and prognosis.

Prerequisite: Master's degree in Human Services, Psychology, Counseling, Sociology or related disciplines.

MAT-621 & 622 Real Analysis I and II 3 credits each

These are courses in the theory of Lebesgue Measure and integration, Banach and Hilbert spaces, product measures and product integration.

Prerequisite: MAT 221 and MAT 301 or MAT 325

MAT-623 & 624 Complex Variables I and II 3 credits each

These courses cover the theory and applications of functions of a complex variable, topics include analytic functions, contour integration, harmonic functions, conformal mappings, analytic continuation and Riemann surfaces.

Prerequisite: MAT 221 and MAT 301 or MAT 325.

MAT-625 & 626 Abstract Algebra I and II 3 credits each

These courses cover basic theory of groups, fields, rings and modules. Advanced topics include Sylow theorems, Galois theory and category theory.

Prerequisite: MAT 311 and MAT 301 or equivalent

MAT-627 Topology 3 credits

This course is a study of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces.

Prerequisite: MAT 221 and MAT 301 or equivalent

MAT-629 Foundations of Mathematics 3 credits

These courses are a study of basic concepts and ideas in the philosophy and the foundations of the mathematical sciences, with topics varying with the needs of the students.

Prerequisite: MAT 221 and MAT 301 or equivalent.

MAT-631 Theory of Sets 3 credits

This is a compact course including topics such as descriptive theory of sets and functions, cartesian products, relations, counting, transfinite arithmetic, well ordered sets, cardinal numbers, equivalence of the Axiom of choice, well-ordering theorem, and Zorn's lemma.

Prerequisite: MAT 301 or equivalent.

MAT-641 & 642 Applied Mathematics I and II 3 credits each

This course is a study of various techniques of applied mathematics including Green's function, string vibration, integral and differential operators in Hilbert space, spectral analysis and the Laplace transform.

Prerequisite: MAT 222 and MAT 301.

MAT-675 & 676 Thesis Seminar I and II 3 credits each

These courses are a study of a research topic leading to a graduate Master's thesis.

MSA-701 Research Methodology 3 credits

This course is designed to introduce the student to social research methods. Emphasis will be placed on the processes of research and evaluation used by the social scientist/educator to examine areas of human behavior, to identify educational needs of targeted populations, to develop and assess education intervention procedures and programs and to recommend areas for policy focus. The students will examine the role of the researcher; the relationship between theory and data; conceptualization of research questions, hypotheses, research designs, methodological issues in social research; sampling; specification and measurement of outcomes; evaluation of program elements and entire programs; methods of social science and behavioral research; and the practical limitations and ethical issues related to research. Overall, the course will provide the student with introductory skills required for contributing to knowledge in education and human services, becoming better social and behavioral scientists and critical consumers of research.

MSA-703 Managing Diversity and Change 3 credits

This course will enable all participants to bring their cultural heritage's to the surface as the first step in developing an understanding of the impact on selves and others, and provide them with the freedom to expand their cultural repertoires of skills, knowledge and attitudes necessary to maximize their capacity to benefit from and utilize cultural diversity. This course will involve highly interactive experiences with brief lectures, large and small group discussions, personal disclosure, audiovisuals, self-evaluation assessment and on the spot feedback to help students to recognize the multiple dimensions of human diversity and to gain the knowledge, attitude and skills important to effective intercultural interactions and multicultural organizational development.

MSA-704 Management Information Systems 3 credits

This course will provide students with knowledge of the technology available to build systems and will show how that technology is used to create a systems architecture that meets the information processing needs of a business. It will also explain the systems analysis and design process and explain how the designer and the user interact to develop a successful system.

MSA-708 Organizational Behavior 3 credits

This course provides an experiential understanding of behavioral science theories, concepts and research findings that are directed towards effectively influencing human behavior within the organization for the purpose of implementing organizational development and change strategies. It will examine the behavior of individuals within groups, organizations and complex systems, professional ethics, management of diversity, conflict, globalization, leadership, power, motivation, communications and team building.

MSA-710 Human Resource Management 3 credits

The purpose of this course is to teach students the basic concepts of management. The emphasis will be on human resource management in the highly competitive global environment. We will address current issues in management and discuss case studies. The current legal and political environment will be the background for studying governmental influences on organizations.

MSA-720 Human Development 3 credits

This course focuses 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.

MSA-722 Professional Ethics 3 credits

The 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.

MSA-724 Strategies of Community and Program Development 3 credits

This course will set forth principles of systems 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.

MSA-725 Thesis Seminar I 3 credits

This course is designed to provide students skills and knowledge useful for the integration of theory and practice utilizing basic and applied research for pragmatic problem solving. Students will select from one of three options for completing their requirements for the Master's degree: 1) master's thesis, 2) project proposal, and 3) comprehensive exam. A written and oral presentation of the thesis proposal, or comprehensive examination plan. Students opting for the comprehensive examination will undergo an intensive battery of essay questions designed around their content knowledge of their area of specialization. All students must prepare a thesis plan/project which provides a synopsis of their proposed option and justification for the choice given their long range professional goals. All plans must be approved by the instructor.

MSA-726 Thesis Seminar II 3 credits

As part of the Master of Science in Administration Program (MSA), the students are required to write a thesis. The thesis for the business concentration reflects the critical review and analysis of

the major theoretical frameworks through which economics and business administration have evolved; the linkages between the above frameworks and current ideas and practices in economics and business administration; and the identification and conceptualization of economics and business problems into a researchable hypothesis. The thesis will reflect the students' understanding of how to synthesize research data and other information into an effective written document.

MSA-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, and 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.

MSA-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, rules and regulations, and the common law in an objective manner. Moreover, the students will be challenged to concern themselves not only with what school law is, but with what it should be.

MSA-736 Elementary and Secondary School Administration 3 credits

This course is designed to equip current and future elementary and secondary principals with the processes, concepts, and competencies required to change complex organizational environments. The goal is to prepare effective leaders who can shape and direct effective schools. Emphasis will be given to the various dimensions of the leadership role in schools and to problem-solving and decision-making processes.

MSA-738 Curriculum Design and Instructional Improvement 3 credits

This course is designed to provide teachers, supervisors, and school administrators with the realistic concepts of curriculum and instruction as used in schools. The course examines the major educational curricular philosophies, both historical and current, and their implications for the development of curriculum in a classroom; managing a curriculum in a school or local school setting; curriculum policy-making; and the development of curriculum plans and materials. The course provides opportunity to design instructional units across the various disciplines.

MSA-740 Special Topics in Human Resource Management 3 credits

This course is designed to facilitate advanced exploration of topics related to administration in the school community viewing them in the broader context of school operation and school reform.

MSA-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.

MSA-744 Executive Accounting and Finance 3 credits

This course is designed to provide the students with an understanding of the fundamental concepts and techniques in accounting and finance that can be used to extract usable information for financial decision making. The overall goal is to develop students' practical skills in analyzing and interpreting financial data, basic budgeting concepts, financial planning and control and evaluating long term investment opportunities necessary for maximizing corporate or organizational value.

MSA-746 Strategic Management 3 credits

This course will teach students the concepts and techniques of strategic management, i.e. developing a vision and a mission, setting objectives, crafting a strategy, strategy implementation and execution, and finally evaluating performance, reviewing the situation and initiating corrective adjustments. We will discuss why strategic management is an ongoing process, who are the strategy managers, and the benefits of a "strategic approach" to managing.

MSA-747 Management School Fiscal Affairs 3 credits

This course will examine how schools finance formulas and structures work, their primary role in state-local intergovernmental fiscal policy and the policies of education fiscal decision making. The intent of this course is to take some of the mystery out of school finance and substantially raise an understanding of this important component of education policy. To open up the world of school finance, to deepen understanding of how funding mechanisms for schools work, and to improve school funding and education productivity.

MSA-750 Financial Management I 3 credits

This course is designed to introduce the student to a broad range of financial management concepts. Students will learn the analytical skills necessary to make good financial decisions. The emphasis is on decision making. Interrelated concepts from investment financial and banking are introduced. This course familiarizes the students with the latest thinking in corporate finance.

MSA-751 Financial Management II 3 credits

This course offers managers in all types of organizations who rely heavily on managerial information the tools for decision-making, planning, and control. The goal of this course is to acquaint students of management with the fundamentals of managerial accounting. The emphasis throughout the course is on using accounting information in managing an organization. This course includes frequent descriptions of the actual managerial practices of real-world organizations.

MSA-752 Strategic Marketing I 3 credits

This course offers an introduction to the concept, language and tools foundational to the process of strategic thinking. Integration of the traditional disciplines of marketing, economics and strategic planning will be facilitated through a dynamic, real world marketing computer simulation. Important to this study is environmental, political, and socioeconomic factors and the

contribution each make to the process of strategic decision-making in an increasingly global marketplace.

MSA-753 Strategic Marketing II 3 credits

This course offers an introduction to the concepts, language and tools foundational to the process of strategic thinking. Integration of the traditional disciplines of marketing, economics and strategic planning will be facilitated through a dynamic, real world marketing computer simulation.

MSA-755 Seminar Qualitative Methods in 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 survey relevant concepts, theoretical explanations, and epistemological background as well as hands-on experiences in research practice.

MSA-761 Employee and Labor Relations 3 credits

This course examines employee relationships with management in both a union and non-union environment. It addresses issues such as policy formulation, complaint systems, employee rights, methodology of performance appraisals, employee morale and motivation and factors affecting employee health, safety, and security. It includes coverage of laws and regulations regarding labor-management relationships, administration of labor contracts, mediation and arbitration processes, collective bargaining, strategies of negotiation, unfair labor practices, and the management of organization-union relations.

MSA-762 Compensation Analysis and Benefits Planning 3 credits

This course examines the legal and regulatory factors affecting compensation and benefit administration. It reviews compensation philosophies, economic factors affecting pay plans as well as the type and characteristics of specific compensation and benefit programs.

MSA-763 Organizational Staffing 3 credits

This course examines legal, regulatory and organizational factors affecting staff selections and development. It includes all applicable federal laws and practices as well as employee orientation, selection, recruitment, promotion, training and career development.

PHY-611 Mathematical Physics 3 credits

A very intensive course covering the Mathematical Methods that a physical scientist must know: vector analysis; Tensor Analysis; Curvilinear Coordinate Special functions; The Calculus of residues; Contour integrate among other topics will be covered in all rigor.

PHY-612 Experimental Physics 3 credits

This course is designed to expose advanced students to a selection of experiments on the quantitative evaluation of physical phenomena. Laboratory lectures and discussion will focus on the general theory and techniques used to perform and interpret experiment.

PHY-621 Classical Mechanics 3 credits

This is an intense course covering advanced mechanics. The following topics will be treated in detail: The Calculus of variations variational approaches lagrangian dynamics; the Hamiltonian

formulation; the Central Force problem, Rutherford scattering; Calculation of orbits and trajectories; Poisson Brackets; The Classical Principle of Relativity Rules and Regulations of Course.

PHY-622 Electromagnetic Theory 3 credits

An intense course on classical Electromagnetic Theory including Maxwell's Equations; Electro Statics; Magnetostatics; Applications of Maxwell's Equations to Electromagnetic waves; wave guides, Lorentz covariance of Maxwell's equations. electric & magnetic fields in matter. the classical theory of fields.

PHY-631 Quantum Mechanics 3 credits

An intense course in both the foundations and applications of modern Quantum Mechanics including the following topics: Breakdown of Classical Physics; the Old Quantum Theory; Schrodinger's Equation; the Bound State Problem via WKB; Central Forces; Angular Momentum; the Hydrogen Atom and Perturbation Theory.

PHY-632 Solid State Theory 3 credits

An intense survey course on Solid State Physics including; Solids, Metals, group theory; phonons, scalar magnons; Field Theory as applied to elementary excitations in solids; Debye and Einstein theory of specific Heat. Other advanced topics such as; Ising Model, Field theory on a lattice, Criticality, order Parameters and phase transitions will be treated as time permits.

SOC-49A Basic Writing in the Human Services 4 credits

This course provides practice in the fundamentals of effective writing. Working in a computer laboratory, students will strengthen their grammar and organizational skills, with emphasis placed on mastering the conventions of standard written English and editing for clarity and correctness.

SOC-49B Advanced Writing In Human Services 4 credits

Building on the foundation of SOC 49A, this course introduces students to increasingly more sophisticated writing situations. Working in a computer laboratory, students will discuss, analyze and practice a variety of advanced academic and job-related writing tasks, with emphasis on refining grammar skills and developing a professional writing style.

SOC-501 Communication Applications in Human Services 2 credits

This course presents an exploration of the fundamentals of effective communication in academic and human service environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

SOC-502 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.

SOC-503 Technical Applications in Human Service Communication 4 credits

This class provides computer-assisted and teacher-directed writing practice. In a laboratory setting, students will review and refine their grammar and organizational skills, while learning

word processing and multi-media applications as tools for producing effective professional writing.

SOC-50A Basic Critical Thinking Skills for the Human Service Practitioner 2 credits

This basic course introduces the interrelated processes involved in critical thinking, such as asking the right questions, identifying and challenging assumptions, formulating hypotheses, and exploring alternative ways of viewing and solving problems. Students will demonstrate understanding of these processes through short oral and written assignments.

SOC-50B Advanced Critical Thinking Skills for the Human Service Practitioner 2 credits

Building on the foundation of SOC50A, this course will help students refine their critical thinking skills through reading and analyzing social science texts. Emphasis will be placed on the production of clearly written, carefully reasoned, and well supported arguments.

THE FACULTY AND ADMINISTRATION OF LINCOLN UNIVERSITY

The Faculty

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ALMA MATER

By A. Dennee Bibb, '11

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

For we love ev'ry inch of thy sacred soil,
Ev'ry tree on thy campus green;
And for thee with out might
We will ever toil
That thou mightest be supreme.
We'll raise thy standard to thy sky,
Midst glory and honor to fly.
And constant and true
We will live for thee anew,
Our dear old Orange and Blue.
Hail! Hail! Lincoln.

MASCOT: LION

COLORS: ORANGE AND BLUE

MOTTO: "If the son shall make you free, ye shall be free indeed."