



# Table of Contents

<b>The College</b> .....	4	International Education .....	29
Mission Statement .....	4	Nichols Study Abroad Exchange Programs .....	29
For More Information: Contact List .....	4	The Washington Center Internships .....	31
Policies Disclaimer .....	4	<b>Courses of Study</b> .....	32
Accreditation .....	5	Accounting .....	32
A Brief History of Lyon College .....	5	Anthropology .....	37
<b>Liberal Arts Education</b> .....	7	Art .....	47
Liberal Arts Education Principles at Lyon College .....	7	Biology .....	57
Lyon’s Liberal Arts Curriculum .....	7	Business Administration .....	71
Mission of Lyon’s Core Curriculum .....	8	Center for Transformative Teaching and Leadership .....	84
COR 100: Year One .....	8	Chemistry .....	116
<b>Academic Rules and Regulations</b> .....	15	Communication Studies Program .....	126
Criteria for Graduation .....	15	Computer Science .....	130
Advanced Standing .....	15	Core Courses .....	143
Advanced Standing by Examination .....	16	Data Science .....	145
Advanced Standing for International Baccalaureate .....	16	Economics .....	152
Transfer Credit .....	16	English .....	158
Advanced Standing for Military Service .....	16	Exercise Science Major .....	169
Academic Credit Hour Policy .....	16	Film and Media Studies .....	176
Academic Terms and Student Course Loads .....	17	Fine Arts Major .....	179
Student Registration .....	17	Foreign Language .....	184
Courses Changed or Dropped .....	18	French .....	185
Student Leave of Absence .....	19	Graduate Program .....	190
Independent Study .....	19	Health-Related Concentrations .....	200
Directed Study .....	19	History .....	215
Student Classification .....	20	Honors Fellows Program .....	223
Class Attendance .....	20	Interdisciplinary Course Offerings .....	226
Grades .....	20	International Studies .....	227
Incomplete Grades .....	21	Journalism .....	229
Grade Point Averages .....	21	Mathematics .....	231
Grade Reports and Grade Appeal Policy .....	21	Medical Humanities .....	240
The Dean’s List .....	21	Military Science .....	242
Graduation with Honors .....	22	Music .....	246
Academic Probation .....	22	Neuroscience .....	255
Academic Suspension .....	23	Non-Disciplinary Science .....	258
Confidentiality of Records .....	23	Nursing .....	260
Exceptions to Academic Policies .....	24	Outdoor Leadership .....	267
Accessibility Services .....	24	Physical Education .....	271
Transcript Requests .....	24	Physics .....	275
Graduation Rates .....	24	Political Science .....	278
<b>Degree Options</b> .....	28	Pre-Professional Programs .....	284
Major Fields of Study .....	28	Psychology .....	287
Minor Fields of Study .....	28	Philosophy, Religion, and Theology .....	297
Courses of Study .....	28	Spanish .....	305
Pre-Ministry Preparation .....	29	Theatre Arts .....	310
Concentrations .....	29	<b>Campus Life</b> .....	316

The Honor and Social Systems .....	316	Payment Plan Enrollment Deadlines .....	330
The Lyon College Honor Pledge .....	317	Refund Policies .....	331
Residence Life .....	317	Scholarships and Financial Aid .....	331
Edwards Commons .....	317	Applying for Financial Aid .....	331
Campus Organizations .....	317	Financial Aid Eligibility .....	332
Greek System .....	317	Some General Rules About Scholarship Maintenance .....	332
Honor Societies .....	318	Lyon Scholarship Maintenance Requirements .....	333
Student Government .....	318	Lyon College Scholarships .....	333
LEAP .....	318	Aid Programs of the State of Arkansas .....	335
Campus Ministry & Service .....	318	Federal Financial Aid Programs .....	335
Student Publications .....	319	Satisfactory Academic Progress for Students with Federal Assistance .....	336
The Scottish Heritage Program .....	319	Aid from Private External Sources .....	338
Opportunities in Music .....	319	Disbursement of Aid .....	338
Opportunities in Theatre .....	319	Verification of Federal and State Aid Awards .....	338
Cultural Events .....	319	Return of Aid .....	338
<b>Athletics</b> .....	321	<b>College Directory and Reference</b> .....	339
Intercollegiate Athletics .....	321	Board of Trustees .....	339
Athletic Eligibility .....	322	Teaching Faculty .....	339
Intramural Athletics .....	322	Emeritus Faculty and Administrators .....	342
<b>Student Life</b> .....	323	Endowed Faculty Positions .....	343
Counseling .....	323	<b>Administration</b> .....	345
Testing .....	323	<b>Honorary Degree Recipients</b> .....	347
Campus Safety .....	323	<b>Awards</b> .....	350
TRIO Programs .....	323	Faculty Awards: The Lamar Williamson Prize for Faculty Excellence .....	350
<b>Admission and Financial Aid</b> .....	324	Student Awards: The Charles H. Coffin Scholarship Medal .....	352
Admission to Lyon College .....	324	<b>Historical Records</b> .....	354
Categories of Entrance into Lyon College .....	324	<b>The Lyon College Campus</b> .....	355
Application Procedures .....	325	Academic Buildings .....	355
Enrollment Procedures .....	327	Athletic Facilities .....	355
Articulation Agreements .....	327	Residence Halls .....	356
High School Concurrent Opportunity .....	327	Administrative and Support Facilities .....	356
<b>Financial Information</b> .....	328	Other Facilities .....	357
Other Fees and Deposits .....	329		
Payment of Student Accounts .....	330		

# The College

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## Mission Statement

Founded in 1872, Lyon College is a four-year college of the liberal arts and sciences associated with the Presbyterian Church (U.S.A.). The following is the mission statement of the College:

*A selective, independent teaching and learning community affiliated with the Presbyterian Church (U.S.A.), Lyon College offers both a challenging undergraduate curriculum grounded in the liberal arts and select graduate programs. In a primarily residential setting, the Lyon College experience is guided by the Honor System and enlightened by co-curricular programs, service and experiential learning, and opportunities for leadership. Together these foster critical, creative thought and ethical, spiritual growth that will prepare students for fulfilling personal and professional lives committed to lifelong learning and service.*

## For More Information: Contact List

### For More Information

If you need information not included in this catalog, we welcome your questions. You may address inquiries to the offices indicated below. Also listed are the campus location and direct-dial telephone number of each office. For topics not listed, please contact the office of communications for referral.

**Telephone:** 870.307.7000

**TDD Number:** 870.307.7366

**Fax:** 870.307.7001

**Website:** [www.lyon.edu](http://www.lyon.edu)

### Academic Program

Office of Academic Services and Provost,  
Nichols Administration Building, 870.307.7332

### Admission

Office of Enrollment Services, Welcome Center,  
870.307.7250  
Toll-free 1.800.423.2542

### Alumni Affairs

Office of Alumni, Nichols Administration Building,  
870.307.7527

### Athletics

Office of the Athletic Director, Becknell Gymnasium,  
870.307.7220

### Career Development Center

Lyon Building, 870.307.7227

### Financial Aid

Office of Financial Aid, Welcome Center, 870.307.7257

### Finances and Fees

Business Office, Nichols Administration Building,  
870.307.7322

### Gifts and Bequests

Office of Institutional Advancement, Nichols  
Administration Building, 870.307.7211

### President's Office

Office of the President, Nichols Administration  
Building, 870.307.7201

### Scheduling Campus Events

Facilities Use Manager, Nichols Administration  
Building, and On-Campus Calendar Administrator,  
870.307.7340

### Student Life

Office of the Dean of Students, Edwards Commons,  
870.307.7314

### Transcripts

[www.studentclearinghouse.org](http://www.studentclearinghouse.org)

## Policies Disclaimer

The courses, regulations, and fees that appear in this catalog are announcements. They do not represent contractual obligations of Lyon College, which reserves the right to change courses, fees, room and board charges, and general academic regulations without notice, should circumstances warrant in the judgment of the College. Courses listed in this catalog may not be available every year. An official list of courses will be available before the beginning of each term.

## Accreditation

Lyon College is accredited by the Higher Learning Commission (30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504, 800-621-7440). Its Teacher Education curriculum is accredited and approved by the Arkansas State Department of Education. The College is approved by the State Approving Agency for Veterans' Training (a division of the State Department of Education). It is a member of the Council on International Education Exchange.

The baccalaureate degree program in nursing at Lyon College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## A Brief History of Lyon College

Founded in 1872, Lyon College (then Arkansas College) is the oldest college in Arkansas. Originally located on the "downtown" block the First Presbyterian Church of Batesville now occupies, the College remained under the leadership of the Long family for much of its first four decades. The Reverend Isaac J. Long served as president from the College's founding until his death in 1891, and his son, Eugene R. Long, served two terms as president from 1891 to 1895 and 1897 to 1913.

From its beginning, the College was co-educational and remained dedicated to a classical course of study into the early 20th century. The College expanded after World War I when administrators purchased land in the East End Heights section of town, later known as the middle campus. The boom years of the 1920s faded quickly, however, as the Arkansas economy sank into depression. By the early 1930s, the very survival of the College was in jeopardy. Through the untiring efforts of a group of Batesville supporters and alumni and the generosity of Arkansas Presbyterian families, the College recovered in time to participate in the post-World War II G.I. boom that filled the nation's classrooms.

In 1952, Dr. Paul M. McCain succeeded the Reverend John D. Spragins as president of the College. McCain's 17-year tenure as president saw steady progress including the move to the current campus in 1954;

accreditation by the North Central Association (NCA) in 1959; physical expansion during the 1960s; and the geographic and ethnic diversification of the student body.

During the 1970s and 1980s, President Dan C. West oversaw the implementation of significant curricular reforms, the introduction of innovative fundraising techniques, and the development of the Scottish Heritage Program. A bequest in 1981 of more than \$14 million by Miss Jean Brown of Hot Springs launched a drive that paved the way for a significant expansion of scholarship support for students and endowed faculty positions. In early 1980, the College also established a study-travel program that eventually grew to become the distinctive Nichols International Studies Program. A donation by Shuford Nichols, a trustee, and his wife, Laura, endowed the program.

In the 1990s, President John V. Griffith led a strategic planning process that placed the College on the path to distinction as a national liberal arts institution. During Griffith's tenure, the College changed its curriculum and built or expanded several buildings, including the Holloway Theatre (1991); the Lyon Business and Economics Building (1993); the president's residence, Bradley Manor (1994); and the upper division residence hall, Young House (1993). In 1994, it adopted the name Lyon College to honor a family that had served it with distinction for more than half a century. The College also created the state's only student-run honor system in 1994.

The regular recognition that has come to Lyon's faculty exemplified the College's growing regional and national reputation. Since 1989, the Carnegie Foundation for the Advancement of Teaching and the Council for the Support and Advancement of Education have recognized 14 members of the Lyon faculty as Arkansas Professors of the Year.

Dr. Walter Roettger became the 16th president of Lyon in 1998 and continued the transformation that his predecessor had put into motion. The Derby Center for Science and Mathematics opened in 2003 and the Kelley Baseball Complex opened in 2004.

In 2009, Dr. Donald Weatherman, a former Lyon professor of political philosophy, became the 17th president of Lyon. That fall, Lyon launched the Lyon Education and Adventure Program (LEAP), an outdoor program that takes advantage of the College's location in the Ozark foothills and its close proximity to rivers,

lakes, caves, and other natural attractions.

On October 26, 2010, a fire destroyed Edwards Commons, which included the dining hall, student center, and student life offices. A new campus center, also named Edwards Commons, opened in August 2012. In the fall of 2012, the College began an assessment and prioritization of all academic and administrative programs, a process designed to position the College for sustainability and growth. The French major was added to the curriculum. In 2013, the Board of Trustees approved the reinstatement of the football program, with fall 2015 marking the beginning of competition. Men's wrestling and women's wrestling were also introduced, followed by cross-country, marching band, and Symphonic Winds.

Dr. W. Joseph King succeeded Weatherman as the 18th president of Lyon College in 2017. Under his leadership, the ROTC military science concentration and the exercise science major and minor were approved in the spring of 2019. A new data science degree followed in April 2020. Dr. King also played a key role in making Lyon the first and only pet-friendly campus in the state. In response to the COVID-19 pandemic in the spring of 2020, the College had to make the unprecedented transition to remote instruction for the remainder of the spring semester and the following fall semester.

The College gradually brought students back to campus in the spring of 2021, developing new policies, organizing COVID testing schedules, and arranging vaccine clinics to ensure a safe learning environment.

Dr. Melissa Taverner succeeded Dr. King as the 19th president of Lyon College in 2022. She oversaw the transition to NCAA Division III for Lyon College Athletics, a move that embraced the College's dedication to academics and allowed the College to compete against other selective colleges with similar academic expectations. Additionally, she has been instrumental in organizing a partnership with White River Health on an RN-to-BSN nursing program at Lyon. The Nursing program began in January 2024 and utilizes both the Lyon campus and WRH resources.

Dr. Taverner worked with the Board of Trustees, as well as faculty and staff, to expand Lyon College's mission statement to offer select graduate programs, including a Master of Arts in Teaching and a Graduate Certificate in Teaching Deaf or Hard-of-Hearing Students.

Under her direction, the College began developing plans for proposed veterinary and dental schools located in central Arkansas. The schools will be part of the new Lyon College Institute of Health Sciences. The College's faculty assembly and Board of Trustees approved both proposals in March 2022, and the proposals for academic changes were approved by the Higher Learning Commission in 2022-2023.

The Lyon College School of Dental Medicine received initial accreditation by the American Dental Association Commission on Accreditation in February 2025 and will seat its inaugural class of 80 students in June 2025 at a campus in the Riverdale neighborhood of Little Rock.

The Lyon College School of Veterinary Medicine is pursuing accreditation by the American Veterinary Medical Association Council on Education. Pending the accreditor's approval, inaugural classes could start as early as 2026 on a campus co-located with Cabot Animal Support Services in Cabot.

# Liberal Arts Education

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Lyon College stands in a long tradition of liberal arts educational institutions designed to cultivate in their students the habits of reasoned thought. The purpose of this education is not simply the acquisition of knowledge, but the development of thoughtful, inquisitive, critical, and creative human beings. Persons who have the privilege of a liberal arts education appreciate and understand more of human experience, are equipped to serve others in fulfilling vocations and through civic responsibilities, make mature and reflective moral and spiritual commitments, and, as a result, lead richer and fuller lives.

## Liberal Arts Education Principles at Lyon College

The center of a liberal arts education is the development of essential intellectual abilities: reasoning clearly and critically, reading carefully and accurately, communicating precisely and persuasively, and interpreting with insight and imagination. This intellectual cultivation is accompanied by the acquisition of complementary values and virtues: intellectual honesty, the love of truth, fairness to opposing points of view, tolerance of reasoned dissent, and patience with complexity and ambiguity. These intellectual and affective qualities together produce a liberally educated person who habitually takes a thoughtful and informed approach to any issue.

The intellectual and personal development that is the heart of a liberal arts education occurs in many ways: through the advising received from faculty; from personal and informal association with faculty, staff, and other students; through participation in campus organizations and athletics and attendance at lectures and cultural events; through the house system; through the Honor and Social Systems; and through the Campus Ministry program. While each of these plays an important part, the chief means of a liberal arts education is the academic curriculum, comprising lectures, seminars, laboratories, studios, internships, and research.

The liberally educated person is the product of the critical, analytical, and creative study of established knowledge, principles, theories, and practices. A liberal arts education results from careful

consideration of issues that are of perennial and contemporary concern to thoughtful persons. It grows through reading and experiencing the moral, intellectual, and aesthetic expressions of human beings around the globe. In other words, a liberal arts education occurs through the critical transmission of and creative response to the world's cultural heritage.

Therefore, a liberal arts education cannot be narrowly focused. Those who take a reasoned approach to their experience must have a breadth of knowledge and understanding. To be liberally educated is to be broadly educated in the arts, the humanities, the natural sciences, and the social sciences.

## Lyon's Liberal Arts Curriculum

The liberal arts education Lyon College offers consists of three parts: the Core curriculum, a major, and elective courses. These three groups of courses, roughly equal in size, complement one another, creating a coherent and individualized liberal education for each Lyon graduate.

The Core curriculum develops the knowledge and abilities essential to a liberal arts education and to advanced studies at the College. In the Core, students also develop the abilities to think critically, to communicate clearly, to understand and use effectively quantitative information. Students also experience breadth of knowledge as they study many of the liberal arts and sciences disciplines available to them as majors.

The major adds depth to the learning students do in the Core as they encounter knowledge, theories, and methodologies of a single discipline, cultivating the ability to solve problems and to arrive at new understanding and insight from a narrowed disciplinary point of view.

Elective courses, whether taken for personal enrichment or to complete a second major, a minor or a concentration, round out students' education. They offer students the opportunity to pursue special interests, add depth in disciplines other than their majors, and make possible the combination of additional study beyond the Core in liberal arts disciplines for students majoring in a professional

discipline and the combination of some study in professional areas for students majoring in a liberal arts discipline.

## Mission of Lyon's Core Curriculum

The Core Curriculum of Lyon College reflects the commitment of the institution to the liberal arts and is the centerpiece of undergraduate education. This multi-year program of proficiency, core, and disciplinary courses provides undergraduate students with intellectual and practical skills necessary for academic success, to develop the capacity for lifelong learning, and for engaged citizenship. The Core Curriculum develops an appreciation of cultural differences, an understanding of the natural world, and experience with qualitative and quantitative research methods. Combining diverse coursework and meaningful service experiences, the Lyon Core contributes to students' development as reflective and informed humans.

The goals of the Core Curriculum, approved by both the Lyon College faculty and affirmed by the Board of Trustees are as follows:

- **Students will develop the skills that will enable them to be effective communicators.**
- **Students will engage a culture of inquiry and will demonstrate a willingness to ask questions and to pursue multidisciplinary solutions to complex problems. using critical thinking within an ethical framework.**
- **Students will demonstrate an awareness of and respect for the breadth and diversity of human cultures, and their intersection with the natural world.**
- **Students will actively participate in opportunities for service and community engagement through participation in curricular and co-curricular activities.**

- **Students will pursue and develop opportunities for self-reflection and self-examination.**

## COR 100: Year One

Year One is a one-credit freshman seminar course designed to help first-year students navigate successfully the transition to college. The college offers a wide range of seminar topics from which students can choose each year, and each section will have similar learning goals and outcomes that are independent of the seminar topic. Each group of approximately fifteen students is led by a carefully selected faculty mentor and two upper-division student mentors well-trained and qualified for this responsibility. The course assists new students in dealing with the inevitable changes and rapid growth they will experience in their transition to college and promotes an increased sense of self-efficacy. In addition, Year One fosters new social connections with other first-year students and across the Lyon community. Students who fail to pass Year One will automatically be registered for Year One in the next regular semester.

All first-time, full-time students who graduated from high school within the last two years take Year One. The provost must approve any exceptions. First-time, full-time students who enter during the spring semester take a modified version of this course. Transfer students who have successfully completed 18 or more credits at another institution do not take Year One.

Students who take Year One and who are also placed into MTH 001 and/or ENG 001 must also simultaneously enroll in COR 101 as a companion course to provide additional support and promote success.

The proficiency requirements ensure that each student has the ability to use the written word and mathematics as tools of thought and expression and to use a foreign language in a functional way.

Students who demonstrate proficiency in mathematics, writing, or foreign language will be exempted from the appropriate course or courses without credit.

## Rules Governing All Proficiency and Developmental Courses

**Definition of Passing:** A passing grade in any developmental or proficiency course is “C” or better, except for foreign language 102, in which a grade of “D” or better is considered passing.

### Developmental Courses

Developmental courses at Lyon College are: **ENG 001, MTH 001, and MTH 003.**

- Students placed into these courses must pass the course to satisfy the requirement.
- Upon successful completion of a developmental course, students shall be required to enroll in a proficiency-level course within the same discipline immediately in the following regular semester.
- Students who either drop or fail developmental courses must repeat a developmental course in the same discipline immediately in the following regular semester.
- A student who fails or drops a developmental course in the same discipline three times will be placed on academic suspension for one semester.
- Attempts in all developmental mathematics courses (MTH 001, MTH 003) will be counted collectively toward the three-attempt limit.
- On returning from suspension, the student must pass their developmental course(s), or they will be dismissed from Lyon College.
- A student’s grade must be finalized in a developmental course by the last day to add a class in the following term to proceed into a proficiency course.

### Proficiency Courses

Proficiency courses at Lyon College are: **ENG 101, ENG 102, MTH 101, MTH 103, MTH 105, foreign language 101, and foreign language 102.**

- Students placed into these courses must pass the class to satisfy the requirement.
- Students who either drop or fail in these courses must repeat a proficiency course in the same discipline immediately in the following regular semester.
- A student who fails or drops a proficiency course three times will be placed on academic suspension for one semester. Attempts in all proficiency mathematics courses (MTH 101, MTH 103, MTH 105) will be counted collectively toward the three attempt limit.
- On returning from suspension, the student must pass their proficiency course(s), or they will be dismissed from Lyon College.

## **Transfer of Proficiency/Developmental Courses**

- Developmental courses (those that do not count towards the 120 hours to graduate) completed at other institutions will not transfer to Lyon College. They may, however, be considered when determining placement in English and mathematics.
- Once students have matriculated at Lyon, they are advised not to take proficiency courses at other institutions with the intent of transferring them back to Lyon.
- For such a transfer to be approved, the student must pass a Lyon equivalency exam.

## **Composition and Reading Proficiency**

The English faculty has established rules to determine incoming students' writing and reading proficiency and placement on the basis of standardized test scores. Developmental courses taken at other institutions may also be considered in placement but do not transfer to Lyon. Students who are not placed out of ENG 001 will enroll immediately in the sequence as placed. Incoming students who demonstrate proficiency in ENG 101 may delay taking ENG 102 until the spring of their first year. Similarly, students who are placed into ENG 001 must enroll immediately in the course.

### **Proficiency and Placement**

1. Completing ENG001 (if placed into it), ENG 101, and ENG 102 is a continuous enrollment requirement, with the exception that a student placed into ENG 102 in the fall may wait until the spring semester to enroll in it.
2. Placement is based on ACT Reading section scores, SAT Evidenced-Based Reading and Writing scores, or Accuplacer Reading and Writing exam scores.

#### **2.1. Placement into ENG 001 if one of the student's highest scores is either**

- 19 or less on either ACT English or ACT Reading scores (SAT EBRW of 520 or less), or
- 249 or less on Accuplacer Writing and 236 or less on Accuplacer Reading

#### **2.2. Placement into ENG 101 if**

- 20 to 24 on ACT Reading score and 20 or higher on ACT English (SAT EBRW of 530 to 600), or
- 250 or higher on Accuplacer Writing and 237 or higher on Accuplacer reading

#### **2.3. Placement into ENG 102 if**

- 25 or higher on ACT Reading score and 20 or higher on ACT English (SAT EBRW of 610 or more)
- Placement into ENG 102 is not applicable via Accuplacer

3. There are two AP English exams that may serve for ENG 101 credit. See the AP Credit section later in this Handbook for details. Students who submit no official ACT, SAT, or Accuplacer scores from which to derive English placement may choose to take the ACT Residual Exam.

4.1. Students contact the Lyon College Enrollment Services Office and arrange to take the ACT Residual English and Reading sections.

4.2. The Registrar will review the score report to determine placement based on the ranges given on the previous page.

In the absence of (a) transfer credit for English courses that dictate placement, (b) official ACT/SAT/Accuplacer scores, or (c) residual ACT scores, then the default placement will be ENG 001 College English.

### **OPTION 1: Take an online diagnostic exam**

Step 1: Students complete an online English diagnostic exam housed within the “Becoming a Scot” process. The exam would be free to the student.

Step 2: and students submit their best piece of graded high school or college written work

Step 1 will decide whether the student goes into ENG 001. If the student satisfies the benchmark to get out of ENG 001 on the diagnostic, an English professor will read the writing sample to place the student into either ENG 101 or ENG 102.

### **OPTION 2: Complete the appropriate Accuplacer exam**

Step 1: Students complete the Writing and Reading exams. These exams are available at Lyon College (<https://www.lyon.edu/mac>) or at many other institutions. A small fee is associated with them.

Step 2: Ensure that the official score is submitted to the Lyon College Registrar.

The Registrar will review the score report to determine placement based on the following ranges:

- placement into ENG001: if the student scores 249 or lower on the Accuplacer Writing or 236 or lower on the Accuplacer Reading segments
- placement into ENG101: if the student scores a 250+ on the Accuplacer Writing and a 237+ on the Accuplacer Reading segments
- placement into ENG102: not applicable via Accuplacer

### **OPTION 3: Take the ACT Residual Exam**

Step 1: Students contact the Lyon College Enrollment Services Office and arrange to take the ACT Residual English and Reading sections.

Step 2: The Registrar will review the score report to determine placement based on the ranges given on the previous page.

### **OPTION 4: Be placed into College English**

In the absence of (a) transfer credit for English courses that dictate placement, (b) official ACT/SAT scores, (c) residual ACT scores, and (d) an online diagnostic test, then the default placement will be ENG 001 College English.

### **Mathematics Proficiency**

The mathematics faculty will determine incoming students’ mathematical proficiency on the basis of standardized test scores. College-level mathematics courses completed by the transfer students will also be considered by the mathematics faculty when determining their mathematics proficiency. Developmental courses taken at other institutions may also be considered in placement but do not transfer to Lyon. Incoming students who are placed into MTH 001 must enroll in the course during their first year. Students who are not placed out of MTH 101, MTH 103, and MTH 105 must enroll in one of these three courses during their first two years.

## Proficiency and Placement

The mathematics proficiency of new freshmen and transfer students without credit for MTH 101 College Algebra will be determined by using the students' highest mathematics scores on the ACT or SAT. For transfer students, other college-level mathematics courses completed will also be considered by the mathematics faculty when determining placement.

Full-time students who are not proficient in college algebra must take MTH 101/103 or MTH 105 during their first two years.

Place the student at the proper math level using the ACT/SAT scores given in the table below:

ACT Math Subscore Range	SAT Math Subscore Range	Placement	Proficiency Awarded (if any)
17 – 18	500 – 520	MTH 001	none
19 – 21	530 – 550	MTH 103 or MTH 105	MTH 001
22 – 23	560 – 580	MTH 101 or MTH 105	MTH 001
24 – 25	590 – 630	MTH 110* or MTH 105*	MTH 101*
26 and above (if and only if the student has completed trigonometry or pre-calculus with trigonometry; otherwise place in MTH110 or MTH105)	640 and above (if and only if the student has completed trigonometry or pre-calculus with trigonometry; otherwise place in MTH110 or MTH105)	MTH 210*	MTH 101* and MTH 110

\* If a student has earned proficiency in MTH 101 (24 or higher on the math section of the ACT), he or she may also then enroll in courses that require MTH101 as a prerequisite such as BIO110, BUS 323, ECO 208, etc.

Students who submit no official ACT or SAT score from which to derive mathematics placement may choose one of the following three options:

### OPTION 1: Take the Accuplacer Exam

Step 1: Students find a location that administers the Accuplacer Advanced Algebra and Functions exam, take the exam, and have scores sent to Lyon College.

Step 2: The Registrar will review the grade report to determine placement based on the following ranges:

- 200–220: MTH 003 and MTH 003L
- 221–236: MTH 001
- 237–252: MTH 103 and MTH 103L (highly recommended if passing MTH 003/001 with only a C)
- 253–268: MTH 101
- 269–284: MTH 110
- 285–300 + H.S. Trig: MTH 210 Calculus 1

### OPTION 2: Take the ACT Residual Exam

Step 1: Students contact the Lyon College Enrollment Services Office and arrange to take the ACT Residual Mathematics section.

Step 2: The Registrar will review the score report to determine placement based on the ranges given in the table on the previous page.

### **OPTION 3: Be placed into Intermediate Algebra**

In the absence of (a) transfer credit for math courses that dictates placement, (b) official ACT/SAT scores, (c) residual ACT scores, and (d) an Accuplacer score, then the default placement will be MTH 001 Intermediate Algebra.

### **Foreign Language Proficiency**

All degree-seeking students at Lyon College are required to demonstrate proficiency in a second language. For most students, proficiency will be achieved by taking and passing two semesters of a foreign language at Lyon College.

Any student who is not a native or heritage speaker of that language may opt to take FRN 101, SPN 101, or FGN 101. To take a course above the 101 level, students must demonstrate the appropriate level of proficiency by taking a foreign language placement exam. Students who have had two or more years of French, Latin, or Spanish in high school (grades 9–12) are encouraged to take a foreign language placement exam.

Students should normally take foreign language placement exams, which are available online, during the process of completing Becoming a Scot online well before Scot Week and Matriculation. Once completed, the exams may be returned to Lyon College by e-mail ([language.placement@lyon.edu](mailto:language.placement@lyon.edu)) or by USPS. The appropriate foreign language faculty will then assess the exams and send placement results by e-mail to the Registrar and the Dean of First-Year Studies for use in advising. Students should not expect that foreign language faculty will be available to evaluate placement exams that students bring with them or take on campus during Scot Week.

Students are often anxious about their performance on the placement exams. If they have a concern about their placement, they are welcome to talk with the foreign language faculty during the first week of the semester. They are sometimes embarrassed by their performance. You should reassure them and explain that most students place at the 101 level. The 101 courses assume no prior knowledge of the language.

Certain scores on appropriate Advanced Placement (AP) exams may also result in the awarding of language proficiency. See [this section](#) for more details.

Students are encouraged to complete their foreign language requirement as soon as possible. Once they have completed a 101 course with a grade of C or better, they are required to take the 102 course the following semester. Students who take a placement exam and place into a 102 course should take that course their first year; otherwise, they will have to retake the proficiency exam. Spanish 101 courses are typically offered only in the fall and 102 courses are typically offered only in the spring. French 101 and 102 courses may be offered in both semesters.

**NOTES: (1) normally students should start the foreign language sequence in the fall and complete it in the spring; and (2) it is not recommended that students wait to meet this requirement in their senior year, as failing one of the two required courses may cause a delay in their graduation.**

Students who wish to demonstrate proficiency in a second language by means other than (1) taking and passing two semesters of foreign language at Lyon College, (2) passing a proficiency exam as described above, or (3) submitting appropriate AP exam scores must fall into one of the following three categories:

- 1. Native English speakers who have studied a language not taught at Lyon College**

English-speaking students who wish to fulfill Lyon's foreign language requirement by demonstrating proficiency in a second language not taught at Lyon bear the burden of providing proof of their reading, writing, speaking and listening proficiencies in that language to the satisfaction of Lyon's foreign language faculty. This is done through a

letter from a qualified post-secondary instructor certifying the student's level of proficiency in that language. Such letters should be mailed directly to the Lyon College Registrar's office, and that office may consult with the foreign language faculty before awarding proficiency.

## **2. Heritage speakers of a language other than English**

Students whose primary and/or secondary education has been conducted in English (e.g. they have lived in the United States for a significant period of time) but who have also grown up speaking another language at home may use their proficiency in such a non-English language to satisfy Lyon's foreign language requirement. If that language is French, Spanish, or another language currently taught at Lyon College, then the student should meet with the faculty in that area to take the proficiency exam during the first week of the fall semester or the week before spring advising. The faculty will then notify the Registrar's office in writing or by e-mail whether or not the student has satisfied proficiency.

If the language in question is not currently taught at Lyon College, then the students bear the burden of providing proof of their reading, writing, speaking and listening proficiencies in that language to the satisfaction of Lyon's foreign language faculty. This is done through a letter from a qualified post-secondary instructor certifying the student's level of proficiency in that language. Such letters should be mailed directly to the Lyon College Registrar's office, and that office may consult with the foreign language faculty before awarding proficiency.

## **3. International students whose native language is not English**

International students who are admitted to Lyon College and whose formal primary and/or secondary school education in their home country was conducted in a language other than English use the fact that their proficiency in English was sufficient to merit admission to Lyon College to satisfy the College's academic foreign language requirement. Once the student's enrollment deposit, international status, and native language are confirmed, the Registrar will update the student's academic records to show foreign language proficiency in the appropriate courses in which their primary and/or secondary education was conducted, i.e., FRN 101-102, SPN 101-102, or FGN 101-102 (using the FGN if the student's primary/secondary education was in a foreign language not taught at Lyon College).

## **4. Lyon Foreign Language Courses Taken Outside of the College**

Current Lyon College students who take courses at a different institution (during the summer, for instance) in a foreign language taught at Lyon must take and pass a verification exam during the first week of either the fall or spring semester, whichever comes first, to transfer those courses to Lyon. Graduating seniors who have not met language proficiency requirements are discouraged from taking language courses the following summer, as doing so may result in having to repeat the course(s) at Lyon.

# Academic Rules and Regulations

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## Criteria for Graduation

To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete the Core curriculum, the requirements of at least one major, and at least 120 semester credits. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration. To graduate with a Bachelor of Science in Nursing degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Nursing Core Requirements (45 hours), the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.75 cumulative grade point average for all work taken at Lyon College and a 2.75 cumulative grade point average in their major, minor, and concentration.

Candidates for a degree must spend at least two semesters in residence as full-time students; attendance during summer terms alone is not sufficient. The last 30 hours toward a degree must be taken at Lyon. Students who are studying abroad and who have had their courses pre-approved to transfer to Lyon are exempt from this policy. Other students may petition, but under no circumstances may they receive relief for more than six hours.

Developmental courses (such as ENG 001 and MTH 001) are transcribed and graded, are counted when determining full-time status, and are counted toward a student's overall Lyon GPA. *However, developmental courses do not count toward the 120 hours required for graduation.*

Students may count only seven credits of physical education activity classes toward the hours required for graduation. A student may enroll in no more than one physical education activity course per semester.

A student's degree is conferred by Lyon College after the Registrar certifies that the student (1) has met all the requirements for graduation, (2) is in good academic and social standing, and (3) has discharged

all financial obligations to the College. Students who will have degrees conferred during or at the conclusion of a fall or spring term are expected to be present for and participate in that term's commencement ceremony unless exempted from this requirement by the provost through an academic petition. Students whose degrees are conferred during the summer term participate in the fall commencement.

Students with senior status who meet all other graduation requirements but will lack 6 hours or less of the 120-credit requirement by the end of the fall or spring terms may petition the provost to participate in the fall or spring commencement exercises, respectively, if they can demonstrate a plan to complete all degree requirements no later than the end of the next academic term (spring term for fall commencement, and summer term for spring commencement).

Students earning degrees are normally expected to complete their course of study at Lyon within four years. When this is not possible, students operate under the degree requirements of any single catalog under which they were enrolled during the 10-year period previous to their graduation. However, a student who allows four years to lapse before re-enrollment must re-enroll under the current catalog.

Lyon graduates may re-enroll at the College and complete an additional major and have it added to their transcript. To do so, they must complete at least 30 credits of the additional major at Lyon and must meet the major requirements of the catalog current when they re-enroll. The second major will not lead to a second degree, with the exception of Nursing.

## Advanced Standing

Students who have done exceptionally well in high school, taken college preparatory courses, or gained knowledge in some other way may receive college credit if they can demonstrate their knowledge and ability by examination. Students who have taken college courses at other accredited institutions of higher learning may also enter Lyon with advanced standing.

## Advanced Standing by Examination

Up to 33 semester credits may be earned by any combination of the following programs:

1. **ADVANCED PLACEMENT EXAMINATIONS**

Students may receive credit for courses administered by the Advanced Placement Program of the College Board. The determination of the exact course equivalence for AP credit will be made by the registrar in consultation with faculty in the appropriate discipline.

2. **CREDIT BY EXAMINATION**

Students with a strong academic background may petition the provost to take any course by examination. The student's petition must have the approval of the student's advisor and the division chair in whose division the course is located. The chair will consult with appropriate faculty members before making a decision and, if the petition is approved, determine which faculty member(s) will develop/choose the exam, administer it, and grade it. The grade earned on the exam will be recorded on the student's transcript. Academic credit for the course will be granted for a grade of "D" or better. A non-refundable fee per credit hour must be paid prior to taking the exam.

## Advanced Standing for International Baccalaureate

Lyon College awards up to 30 hours toward program requirements and graduation for documented scores of at least 5 on the higher-level tests in the International Baccalaureate program. However, no more than 8 credits may be earned in any one of the testing areas. Disciplinary faculty will determine the course equivalents to be awarded.

## Transfer Credit

A maximum of 72 hours can be transferred to Lyon College from accredited two-year and four-year institutions of higher learning, provided the courses are in areas of instruction offered by the College and

the grade earned was a "C" or better. (Pass/Fail courses will transfer if the student can demonstrate that the grade earned would have been a "C" or better.) Normally, Lyon will not accept correspondence course work. Transferred grades will appear on the student's transcript, but will not figure into the Lyon GPA. **Students enrolled in the RN-BSN program may transfer a maximum of 90 hours.**

Developmental courses (those that do not count towards the 120 hours to graduate) completed at other institutions will not transfer to Lyon College. They may, however, be considered when determining placement in mathematics and English.

Students academically suspended from another institution must wait at least one semester before being admitted to Lyon. They and students on academic probation at another institution will be admitted to Lyon on academic probation.

Students currently enrolled at Lyon must obtain permission to take academic work at other institutions if they wish to transfer the credit earned to Lyon. All Core proficiency courses with the exception of courses in foreign languages not offered at Lyon must be verified by Lyon examination before credit is awarded.

Lyon reserves the right to determine course equivalence for transfer credit. Transcripts will be evaluated by the registrar upon admission to the College, and students will be notified of their standing through their advisors.

## Advanced Standing for Military Service

The College grants academic credit for learning acquired in the military in accordance with the Guide to the Evaluation of Educational Experiences in the Armed Services. The one exception to this is that the College will not accept military service as physical education credit unless it is taken concurrently with the student's enrollment at the College.

## Academic Credit Hour Policy

The institutional process for assigning credit hours to courses, in accordance with federal regulations, is

based on minimum academic activity for students to achieve intended learning outcomes as verified by evidence of student achievement.

Each credit hour of instruction consists of approximately one hour of classroom or directed faculty instruction per week. In addition, students are expected to complete a minimum of two hours of “out of class” academic activity each week for each credit hour of instruction, for approximately fifteen weeks for one semester or the equivalent amount of academic activity over a different amount of time for semesters of other durations.

For classes offered in other formats leading to the award of academic credit, an equivalent amount of academic activity is required.

## **Academic Terms and Student Course Loads**

### **Academic Terms**

An academic year at Lyon College normally contains three terms, or semesters: summer, fall, and spring. The summer term normally consists of two sub-terms of 5 weeks each, with the first beginning near the end of May and the second near the end of June or early July. The fall and spring terms are normally 15 weeks long and normally begin in mid-August and mid-January, respectively. The College, at its discretion, may approve other terms for special needs in particular programs.

### **Student Course Loads**

The unit of measure at Lyon College is the semester credit. One hundred and twenty (120) semester credits are required for graduation. Therefore, a total of 30 credits during the academic year is considered a normal load.

For the fall and spring semesters, the minimum course load for a full-time student is 12 credits per semester.

The maximum course load is 18 credits per semester. Students wishing to take more than 16 credits per semester must have maintained the following grade point averages (GPA) in the preceding semester: for 17 credits, a 2.50 GPA; and for 18 credits, a 3.00 GPA.

Veterans, athletes, and students receiving financial aid are required to take a minimum of 12 credits during the fall term and 12 in the spring semester to be eligible for the benefits accorded to full-time students. Veterans may not count as part of their 12 credits a course taken on a pass-fail basis or a course repeated unless they are required by Lyon regulations to repeat it.

Six credits are considered a full-time load for summer sub-terms. Ten credits are the maximum load for a summer sub-term.

Audited courses do not carry credit and therefore do not count in a student's load.

## **Student Registration**

Students can receive credit only in those courses for which they are properly registered. Students are also held responsible for every course for which they register unless they officially drop or withdraw from the course by the stated deadlines. A student who is registered for a course at the end of the registration period (final day to enroll for a course) is considered to have “attempted” the course.

Registration is not complete or official until fees are paid or arrangements for payments have been made with the business office. Validation of registration must be completed by the final day to enroll.

## Courses Changed or Dropped

In **regular terms**, which include the Fall and Spring semesters, courses may be added through the fifth day of classes on my.lyon. Ordinarily, permission to add courses will not be granted after the fifth day of classes of each regular term. A course dropped before the 11th day of classes will not appear on the student's transcript. For each course dropped between the 11th day of classes and fifteen class days after the release of mid-semester grades, a grade of "W" (withdrawal) will appear on the transcript. Under exceptional circumstances, and with the provost's approval, a student may drop a course between the end of the fifteen-day class drop period following the release of mid-semester grades and the last day of classes; in this case, a grade of "WP" or "WF" will appear on the student's transcript. See the Table below for a summary.

For the **Summer terms**, the first day of classes is also the last day students may add a course. A course dropped before the 5th day of classes will not appear on the transcript, while courses dropped by the 12th day of classes will be recorded with a "W."

In the **Sub-terms**, available for students in the BSN program, accelerated courses, or courses approved by the Provost, courses can be added up to the third day of classes. A course dropped before the 6th day of classes will not appear on the transcript, while courses dropped by the 20th day will be recorded with a "W."

In **Mini-terms**, exclusively available for students in the BSN program, students may add courses through the third day of classes. A course dropped before the 5th day of classes will not appear on the transcript, and courses dropped by the 18th day will receive a "W" on the record.

In **all terms**, a course may not be dropped once the final examination period has begun except in the case of an extreme medical emergency and with the provost's permission; in this case, a grade of "WP" or "WF" will be issued.

Term	Add Course Deadline (by 5 PM on the following day of classes)	Drop – No Record (by 5 PM on the following days of classes)	Drop with "W" on Transcript (by 5 PM on the following days of classes)
<b>Regular Terms (Fall &amp; Spring)</b>  (Not counting final exams)	5 <sup>th</sup>	10 <sup>th</sup>	15 class days after mid-term grades are posted
<b>Summer Terms (Subterm 1 &amp; 2)</b>  (Not counting final exams)	1 <sup>st</sup>	4 <sup>th</sup>	12 <sup>th</sup>
<b>Sub-Terms (Fall and Spring)</b>  (Not counting final exams)	3 <sup>rd</sup>	5 <sup>th</sup>	20 <sup>th</sup>
<b>Mini-Terms</b>  (5 mini-terms throughout the year)	3 <sup>rd</sup>	4 <sup>th</sup>	18 <sup>th</sup>

If students are unable to complete their academic work, they may withdraw from the College prior to mid-term. A student may not withdraw from the College after mid-term grades are due, except for medical reasons. To withdraw from the College, a student must consult with the dean of students and receive the written permission of the provost and the dean of students. Their transcripts will indicate that their current courses were incomplete by recording either a “WP” or “WF” for each course. Failure to complete the withdrawal process within three business days after initiation will cause a grade of “F” to be recorded for every course in which they are enrolled. Students who have withdrawn from the College must be reviewed by the Admission and Financial Aid Committee before being readmitted.

A student may be withdrawn from a single course or from all courses under several other conditions. The College may withdraw a student following procedures stated in the Student Handbook. If students fail to meet the stated requirements of a course, the faculty member may request that the provost withdraw them from the course in question. Before administering the withdrawal, the provost will warn students that they are in jeopardy. (see *Class Attendance*). Any student may be administratively withdrawn from the College for social or academic irresponsibility.

Students who are enrolled at Lyon College on the 11th day of classes in a regular fall or spring term and who are not enrolled on the 11th day of class in the immediately-following spring or fall semester will be considered to have withdrawn from the College unless they (1) graduated or (2) applied for and received a leave of absence that covers the unenrolled term. Students who have withdrawn from Lyon College must reapply for admission (see *Applications Procedures*).

## Student Leave of Absence

To request a leave of absence, a student must consult with the dean of students. To be granted a leave of absence, a student must be in good academic standing and receive the written permission of the provost and the dean of students. The leave of absence will include a specified date of return and, where appropriate, any conditions for return, both to be determined when the leave is granted. Students on leave will be readmitted without re-application, retain their College-supported financial aid, select housing, and register at the same time as currently enrolled students. The process for returning from Leave of Absence can be found in the Student Handbook.

## Independent Study

A student may enroll in a course of study not listed in the Lyon College Catalog to pursue independent research. For this, a student needs a full-time faculty member to supervise the independent study. The course number prefix will conform to the appropriate discipline. Variable credit is allowed up to a total of six semester credits. The student must file with the registrar an independent study form signed by the full-time faculty member serving as supervisor, Chair of the Division in which credit is to be awarded, and the provost, before enrolling in the course. The College is not under any obligation to offer a course through independent study.

## Directed Study

A student may enroll in a course listed in the Lyon College Catalog as a directed study under the direction of a full-time faculty member in the discipline under which the course is listed. The normal course title and number will be listed on the student’s transcript preceded by the letters “D.S.” or “Directed Study.” The student must make arrangements for the directed study with the appropriate faculty member and

division chair and submit the signed Directed Study Form to the registrar for approval by the provost. The College and the faculty are not obligated to offer any course through directed study, and doing so will depend on many factors including faculty willingness and availability as well as whether the course could be taken at a regularly scheduled time in the future and whether it is a requirement for graduation.

## Student Classification

Classification lists will be compiled by the beginning of each term and will be based on the number of credits successfully completed.

- Freshman: less than 30 hours
- Sophomore: 30–59 hours
- Junior: 60–89 hours
- Senior: 90 plus hours

## Class Attendance

### Attendance Policy

Active participation and interaction with instructors and classmates are vital parts of learning. Therefore, no matter the style or format of a given course, Lyon College students are expected to attend, according to instructor-defined standards, all class periods for the courses in which they are enrolled. Instructors must record attendance promptly in the College's Learning Management System.

Occasionally, students may be prevented from attending classes for college-sponsored events or for other unavoidable and/or uncontrollable reasons. Absences due to such reasons are excused absences. Absences for college-sponsored events are always considered excused. Instructors, on a case-by-case basis, may consider other absences excused. For excused absences, instructors cannot penalize a student's participation or graded work without first offering a reasonable make-up opportunity.

Instructors who find that a student is absent from class excessively, excused or not, and also not making good-faith efforts to keep up and meet performance standards may request that the student be involuntarily dropped from the course. Before pursuing this, the instructor must have submitted an appropriate alert via the Early Alert system at least two calendar weeks prior so that the student will have had a warning that they are in jeopardy and have time to

correct the behavior and performance. Students will be given the opportunity to respond to an instructor's request to drop them. The final decision will be made by the Provost and communicated to the instructor, the student, the Registrar, and other relevant parties.

Students who are involuntarily withdrawn from a course will receive a W, WP, or WF in the course following the same rules that apply for voluntary withdrawals. Students may not be involuntarily withdrawn under this policy after the final exam period for the relevant term, sub-term, or mini-term has begun.

## Grades

Grades in courses for the term are indicated as follows: "A," meaning excellent; "B," good; "C," satisfactory; "D," poor, but passing; "I," incomplete; "F," failure; "P," passing; "W," withdrawal; "IP," in progress; "FL," failure, not included in GPA; "WP," withdrawal passing, not included in GPA; and "WF," withdrawal failing, not included in GPA; "AW," administrative withdrawal, included in GPA.

Pass/Fail: After gaining sophomore standing, any student may enroll for one elective each academic year on a pass/fail basis, provided that it is not a Core requirement or part of the student's major, concentration, or minor. Prerequisites for Nichols courses may not be taken pass/fail. Nichols courses may not be taken pass/fail without the instructor's permission. Students must notify the registrar within two weeks after the term begins if they wish to be graded on the pass/fail basis. Students must notify the registrar within two weeks after the term begins if they wish to remove the pass/fail grading basis. Such courses are not included in determining grade point average, and do not qualify for veteran's benefits.

Repeated Courses: When a student repeats a course, the grade for each attempt remains on the student's transcript. However, the most recent grade will be used in calculation of the student's grade point average and the awarding of credit hours. Repeated courses must be taken at Lyon.

Any student may audit a course. Audited courses are billed separately, do not carry credit or count in a student's course load, and will show a grade of "X" on

a student's transcript. Faculty are neither expected nor required to collect, evaluate, or grade work done by a student auditing their classes.

## Incomplete Grades

In cases where students are not able to complete the requirements of a course due to circumstances beyond their control, a grade of incomplete (I) is reported. Filing of an incomplete grade form is required. The student is required to complete the work no later than the last day to drop classes in the following semester as specified in the Catalog. If the incomplete is not removed, the grade becomes an "F."

## Grade Point Averages

The grade point is the evaluation of each course according to the grade received on a four-point scale. "A" carries four points, "B" three, "C" two, "D" one, "F" and "AW" zero per credit hour.

The grade point average is the total number of grade points divided by the total number of credits attempted. Courses dropped before the last day to drop a course are not counted as part of the total number of courses attempted for the purpose of computing the grade point average. Transferred grades are not calculated into the Lyon College GPA.

The following is an example of how the GPA is computed for a semester:

COURSE	SEMESTER CREDIT	GRADE	GRADE POINTS
RPH 110	3	B	3 times 3 = 9
CHM 220	4	B	4 times 3 =12
HIS 201	3	C	3 times 2 = 6
PSY 101	3	A	3 times 4 =12
TOTALS	13		= 39

Grade Point Average = 39 divided by 13 = 3.00

## Grade Reports and Grade Appeal Policy

### Grade Reports

Final grades are issued at the end of the fall, spring, and summer subterms. Mid-term grades will be issued

for courses in the fall and spring semesters only. Final and mid-term grades may be accessed online once they have been validated by the registrar's office.

### Grade Appeal Policy

Students are responsible for fulfilling the course objectives, assignments, and academic standards prescribed for each course in which they are enrolled. Thus grade appeals must be based on claims of computational errors or actions that are arbitrary, capricious, and/or discriminatory in nature. Grade appeals must be initiated by the add date of the next academic term. Appeals will be conducted in accordance with the following procedures.

The student contesting a grade is to first contact the faculty member involved and seek an informal resolution of the dispute. If the student is unable to resolve the complaint through informal consultation, the student may appeal the grade awarded to the chair of the academic division to which the faculty member is assigned. This appeal will be in writing and accompanied by all relevant documentation (syllabus, graded work, etc.). If the division chair is unable to resolve the grade appeal to the satisfaction of the parties involved, or the person giving the disputed grade is the division chair, then a written appeal with all relevant documentation may be made to the Chief Academic Officer. After consulting with the faculty member and the student, the Chief Academic Officer will reach a decision on the appeal. The decision of the Chief Academic Officer is final. Like other grade changes, these changes must be endorsed by the Chief Academic Officer. A grade change made against the desires of the faculty member will be so noted on the change of grade form. All parties to the grade appeal are to maintain strict confidentiality throughout the appeal process.

## The Dean's List

To be on the Dean's List, a student must earn a 3.75 grade point average on a minimum of 12 graded hours taken at Lyon in a semester. Grades earned at UACCB under the Transfer and Exchange Collaboration (TEC) do not count. Students with incomplete grades at the end of the semester will be eligible for the Dean's List designation if they complete their work by the date for removal of incomplete grades and meet the above criteria. Students must earn 12 credits exclusive of any elective Pass/Fail credits to be eligible for the Dean's List designation.

# Graduation with Honors

Cumulative grade point averages required for graduation with honors are as follows: summa cum laude, 3.90; magna cum laude, 3.75; and cum laude, 3.50.

## Academic Probation

A student will be placed on 1st-term academic probation if any one or more of the following conditions occur:

- The student's term grade point average is below 1.50 in any fall, spring, or full summer term (see notes about the summer term below).
- The student's cumulative grade point average fails to meet the minimum for good standing based on hours completed as shown below:

0-15 hours completed, 1.50;

16-29 hours completed, 1.75;

30-59 hours completed, 1.90;

60 or more hours completed, 2.00

The probationary term will be the next fall or spring term during which the student is enrolled in any Lyon College courses or the next summer term in which the student completes (with a letter grade, an AW, or a P or F) 5 credit hours or more.

### NOTES ABOUT THE SUMMER TERM AND ACADEMIC PROBATION/SUSPENSION POLICIES:

1. Lyon College typically offers two summer sub-terms. Those two sub-terms make up a single, full summer term.
2. If a student completes (with a letter grade, an AW, or a P or F) 5 credit hours or more during the entire summer term, then all summer classes taken during that term will count together as a **single** term for that student for the purposes of probation and suspension evaluation.
3. If a student completes (with a letter grade, an AW, or a P or F) 4 credit hours or less during the entire summer term, then that summer term will not be evaluated for probation, suspension, or removal of probation.

To promote academic success, any student on 1st-term probation must meet all of the following conditions:

### Restrictions

- Limit credit hours attempted to a maximum of 15 credit hours for a fall or spring term and a maximum of 12 credit hours for a summer term (6 credit hours per sub-term);
- Prohibition from holding an officer or representative position in student government;
- Prohibition from serving as a captain, co-captain, or any leadership position in any academic, athletic, social, or co-curricular team/organization

### Obligations

- Required attendance at two student success workshops during the probationary term;
- Development of an academic improvement plan/strategy with and that is approved by the Director of Student Empowerment. The plan must be submitted to the Provost by the end of the 15th day of class during a fall or spring probationary term or by the end of the 5th day of enrolled class during a summer probationary term.
- Failure to meet one or both of the obligations above will result in the student being placed on 2nd-term probation during the following term regardless of other circumstances.

The status of a student on 1st-term probation will be reviewed at the end of that term (fall, spring, or summer) and one of the following three things will occur:

- **Removal from probation** for the next enrolled term if the student's term and cumulative GPA meet the following minimums:

0-15 hours completed, 1.50;

16-29 hours completed, 1.75;

30-59 hours completed, 1.90;

60 or more hours completed, 2.00

- **Placement on 2nd-term probation** for the next enrolled *term* if the student's term GPA meets the minimum listed above but his or her *cumulative* GPA does not.

Students on 2nd-term probation are subject to the same restrictions and obligations for 1st-semester probation and, additionally, the student is barred from traveling for competitions, performances, excursions, or events outside of Independence County with a team or group representing Lyon College off-campus in any way (athletics, band, co-curricular activities, etc.) for the duration of the probationary term.

- **Placement on academic suspension** for the next term if the student's *term* GPA does not meet the minimums listed above.

## Academic Suspension

A student placed under academic suspension after the **fall** term cannot enroll in courses at Lyon College during the following spring term.

A student placed under academic suspension after the **spring** term *may* enroll in no more than 6 credit hours in the first summer sub-term and no more than 6-credit hours in the second summer sub-term.

A student placed under academic suspension after the **summer** term cannot enroll in courses at Lyon College during the following fall term.

To return to Lyon College after a suspension period, the student must first notify the Admissions office prior to the deadline for depositing for that semester. In the first term after a suspension period, the student must earn at least a 2.00 term GPA. In the second term after a suspension period, the student's cumulative GPA must meet the minimums stated above based on the total credit hours completed. Failure to meet either of these conditions will result in the student being permanently suspended from Lyon College with no option for readmission.

Students who are placed into them must earn a grade of "C" or better in ENG 001, ENG 101, ENG 102, MTH 001, MTH 003, MTH 101, MTH 103, MTH 105, and the first semester (101) of a foreign language to satisfy proficiency requirements. Students who either drop or earn a grade of less than a "C" in these courses must repeat the courses immediately in the following regular semester. **Students who are unsuccessful after three attempts in any proficiency course or developmental course will be placed on academic suspension. On returning from academic suspension,**

**the student must receive a C or better in their proficiency course(s) or they will be dismissed from Lyon College.**

## Confidentiality of Records

Lyon College provides access to educational records in accordance with the Family Educational Rights and Privacy Act (FERPA). The Privacy Act ensures the rights of students to inspect, amend and consent to disclosure of all "education records" covered by the Act. The parents and guardians of dependent students (declared as a dependent for income tax purposes) also have access to these education records. Under no circumstances may students be required to waive their rights under FERPA before receiving College services or benefits.

Student records not covered under this policy are employment records, medical and counseling records, law enforcement records maintained by the dean of students, financial records of parents, personal notes of Lyon faculty and staff, and confidential letters and recommendations for which students have waived their right to review.

The School discloses educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the School. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include:

- Person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel) who have been determined to have a legitimate educational interest
- Person serving on the Board of Trustees
- Student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks
- Person or company with whom the School has contracted as its agent to provide a service instead of using school employees or officials

(such as an attorney, auditor, collection agent, verification agencies such as the National Student Clearinghouse)

Lyon has designated in accordance with FERPA “directory information,” which is releasable without prior student consent. A list of directory information items is available from the registrar’s office. Students not wishing some or all of the directory information to be released must file with the registrar’s office a written request to this effect annually at the beginning for the fall semester.

Additional information on the College’s policy on the confidentiality of educational records can be obtained from the registrar’s office.

## Exceptions to Academic Policies

Unless otherwise specified, exceptions to the above academic policies may be granted by the provost through a formal, written academic petition process. Contact the Registrar for details.

## Accessibility Services

Students with disabilities that qualify under the Americans with Disabilities Act (ADA) may request reasonable academic accommodations through the Office of Academic Support and Accessibility located in the Morrow Building. Disabilities recognized by the ADA may include learning, psychiatric, and physical disabilities and chronic health disorders. Temporary

accommodations are also provided to students who have been injured and whose injuries affect their academic performance (concussion, injury to the dominant hand, etc.). To register for accommodations, a student must submit the appropriate accommodations registration forms and provide documentation that verifies need.\* The Director of Academic Support and Accessibility coordinates coverage by collaborating with all appropriate parties. Students must register for accommodations each semester.

\*If need cannot be verified at the time of registration, the Director of Academic Support and Accessibility may allow temporary accommodations and provide adequate time for verification of need to be secured and provided.

## Transcript Requests

Lyon College offers an electronic transcript request service to students through the National Student Clearinghouse. Transcript requests may be made in two ways: go to [studentclearinghouse.org](http://studentclearinghouse.org) or by requesting the student’s myLYON account.

## Graduation Rates

In accordance with the Student Right-to-Know Act, Lyon College annually publishes a report on graduation rates at the College. The report is available from the Office of Institutional Research or at [lyon.edu](http://lyon.edu)

Lyon College accepts credit for certain AP exam scores in various disciplines as described in the table below. If a student comes in with an AP score in a discipline not listed below, consult with the Registrar, but Lyon will not guarantee credit in disciplines not listed below.

In cases where consultation with or permission from disciplinary faculty is required, the disciplinary faculty will notify the Registrar of the credit to be awarded, if any, after the consultation has taken place.

Consult this link for a current list of AP exams available to students: <https://apstudent.collegeboard.org/apcourse>

### Disciplinary AP Exam Credit

Discipline/Exam	AP Score(s) Required	Credit
ART HISTORY	4 or 5	ART 201
STUDIO ART (DRAWING)	4 or 5	ART 101 OR, after consultation with the art faculty, possible credit for ART 110.
STUDIO ART (2-D DESIGN)	4 or 5	ART 101 OR, after consultation with the art faculty, possible credit for ART 120.
STUDIO ART (3-D DESIGN)	4 or 5	ART 101 OR, after consultation with the art faculty, possible credit for ART 234.
BIOLOGY	4 or 5	BIO 100
CALCULUS (AB)	3, 4, or 5	Score of 3 gives credit for MTH 110. Score of 4 or 5 gives proficiency for MTH 110 and credit for MTH 210.
CALCULUS (BC)	3, 4, or 5	Score of 3 gives proficiency for MTH 110 and credit for MTH 210. Score of 4 or 5 gives proficiency for MTH 110 and credit for MTH 210 and MTH 220.
CHEMISTRY	4 or 5	Possible credit for CHM 110/110L after consultation with the chemistry faculty.
COMPARATIVE GOVERNMENT AND POLITICS	4 or 5	POL 201
COMPUTER SCIENCE A	3, 4, or 5	CSC 115
ECONOMICS (MICRO or MACRO)	4 or 5	ECO 101
ENGLISH LANGUAGE AND COMPOSITION	4	ENG 101
ENGLISH LANGUAGE AND COMPOSITION	5; The student must also submit to the English faculty a research paper that demonstrates satisfactory command of research strategies	A score of 5 gives proficiency for ENG 101 and credit for ENG 102
ENGLISH LITERATURE AND COMPOSITION	4 or 5	COR 140
ENVIRONMENTAL SCIENCE	4 or 5	SCI 100
FRENCH	See details below.	See details below.
EUROPEAN HISTORY	4 or 5	COR 120 or HIS 202, depending on the student's choice.

Discipline/Exam	AP Score(s) Required	Credit
WORLD HISTORY: MODERN	4 or 5	COR 120 or HIS 202, depending on the student's choice.
UNITED STATES HISTORY	4 or 5	HIS 101 or HIS 102, depending on the student's choice.
MUSIC THEORY	4 or 5	MUS 110
PHYSICS 1	3 (possible after verification exam and consultation with physics faculty), 4, or 5	PHY 210/211 (with permission of physics faculty, PHY 241 may be substituted for PHY 211)
PHYSICS 2	3 (possible after verification exam and consultation with physics faculty), 4, or 5	PHY 220/221 (with permission of physics faculty, PHY 251 may be substituted for PHY 221)
PHYSICS C (MECHANICS)	3 (possible after verification exam), 4, or 5	Possible credit for PHY 240/241 after consultation with physics faculty)
PHYSICS C (ELECTRICITY AND MAGNETISM)	3 (possible after verification exam), 4, or 5	Possible credit for PHY 250/251 after consultation with physics faculty)
PRECALCULUS	3	MTH 110
PSYCHOLOGY	3, 4, or 5	PSY 101
SPANISH	See details on the next page.	See details on the next page.
STATISTICS	4 or 5	MTH 105
U.S. GOVERNMENT AND POLITICS	4 or 5	COR 120

### Foreign Language AP Credit

Note: where course credit may be granted, such credit is only available to students who are not native speakers of the language in question.

#### KEY

P = give proficiency (proficiency does not carry course credit but does allow the student to take the next class in sequence)

PX = possibly give proficiency after consultation with disciplinary faculty

C = give course credit

CX = possibly give course credit after consultation with disciplinary faculty

N = no credit or proficiency possible

### French LANGUAGE AND CULTURE AP exam

AP Score	FRN 101	FRN 102	FRN 201	FRN 202
3	PX	PX	N	N
4	P	P	CX	N
5	P	P	C	CX

**Spanish LANGUAGE AND CULTURE AP exam**

AP Score	SPN 101	SPN 102	SPN 201	SPN 202
3	PX	PX	N	N
4	P	P	CX	N
5	P	P	C	CX

**Spanish LITERATURE AND CULTURE AP exam**

AP Score	SPN 101	SPN 102	SPN 201	SPN 202
3	P	P	CX	N
4	P	P	C	CX
5	P	P	C	CX

# Degree Options

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## Major Fields of Study

Lyon College offers courses leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, depending on the major chosen and, in some cases, the course of study within the major. Lyon offers major programs of study in 23 specific fields of study:

### Bachelor of Arts

- Art
- Communication Studies
- Computer Science
- Computer Science and Game Development
- Economics
- Education
- English
- Fine Arts
- French
- History
- Mathematics
- Political Science
- Philosophy, Religion, and Theology
- Spanish
- Theater Arts

### Bachelor of Science

- Accounting
- Business Administration
- Chemistry
- Computer Science and Artificial Intelligence
- Computer Science and Cybersecurity
- Data Science
- Data Science and Artificial Intelligence
- Exercise Science
- Neuroscience

### Bachelor of Arts or Bachelor of Science

- Anthropology
- Biology
- Psychology
- \*Individualized

### Bachelor of Science in Nursing

\* Students may develop individualized majors with the approval of their advisor, the division chair, and the provost. The Veterans Administration will not pay for individualized majors. Students may also complete two

majors, but will receive only one degree. If the two completed majors result in different degrees (B.A. and B.S.), the student may decide which degree he or she will receive.

## Minor Fields of Study

A minor is an elective course of study that allows for some depth of study in a discipline, but not to the same extent as the major. A minor may be chosen by a student along with any major but is not a requirement for graduation. Lyon offers the following minors:

- Animal Behavior
- Animal Science
- Anthropology
- Art
- Biology
- Business Administration
- Communication Studies
- Chemistry
- Computer Science
- Data Science
- Economics
- Education
- English
- Exercise Science
- Film & Media Studies
- French
- Healthcare Administration
- History
- International Studies
- Marketing
- Mathematics
- Medical Humanities
- Music
- Music/Scottish Arts
- Physics
- Political Science
- Psychology
- Philosophy, Religion, and Theology
- Social Entrepreneurship
- Spanish
- Theater Arts

## Courses of Study

Visit the [Degrees](#) page to view all degrees offered at Lyon.

The breadth of understanding and the habits of disciplined thought that are the products of a

strong, undergraduate liberal arts education provide an excellent foundation for a range of professions. The courses of study offered at Lyon provide the basic intellectual and communication skills upon which success in professional school and in a profession largely depend.

*See the [Degrees](#) page for a list of the pre-professional curriculum programs offered at Lyon.*

## Pre-Ministry Preparation

Students interested in pre-ministerial preparation are encouraged to consult the college chaplain or any member of the religion faculty. Guidance, support, and assistance with course selection will be offered through such advisors. Though seminaries accept applicants with virtually any college major, the following are recommended as especially good preparation: English, history, and philosophy, religion and theology.

Regardless of their chosen major, pre-ministerial students should take courses in the following areas: English, history, religion, foreign language, philosophy, psychology, and theology. Students interested in pre-ministerial preparation should consult with a member of the religion faculty and the faculty of their chosen major to work out an effective course of preparation.

## Concentrations

Lyon offers concentrations in several professional fields. All concentrations must be taken in combination with a major. \*

1. Journalism
2. Pre-Law
3. Military Science
4. Outdoor Leadership
5. Pre-Dental
6. Pre-Medical
7. Pre-Nursing
8. Pre-Occupational Therapy
9. Pre-Optometry
10. Pre-Physician Assistant
11. Pre-Physical Therapy
12. Pre-Pharmacy
13. Pre-Veterinary

\*Students may select any major offered by the College.

## International Education

The International Education Office at Lyon offers three opportunities for experiences abroad: semester-and year-long study abroad exchange programs at selected foreign universities; Lyon study abroad centers; and travel courses. Scholarships are available for each type of overseas experience, with the awards going to longer-term study abroad. Students must consult with the director of International Education before seeking admission to either program.

## Nichols Study Abroad Exchange Programs

Lyon College believes that co-curricular activities, such as studying abroad, can deepen learning, improve language skills, critical inquiry, and cross-cultural understanding. Moreover, these opportunities are an underpinning of a Liberal Arts education.

1. **Exchange Programs:** These are programs in which Lyon College has established formal tuition exchange agreements with overseas partners. These partnerships allow Lyon students to study at partner institutions by paying tuition and fees at Lyon College but living and going to school in the host institution/city. Additionally, this lets designated partner school students to pay tuition and fees at their home institution but live and go to school here at Lyon College.
  - a. Duration: Fall / Spring / One year
  - b. Application Fee: \$30.00
  - c. Start process 7-9 Months before the desired term of study abroad.
2. **Third Party Programs:** These are programs that a vendor, provider, or host institution arranges in coordination with the Lyon College student and the Office of International Education. These programs typically have a higher cost associated with them, but you have more destination options.
  - a. Duration: Fall / Spring / One year
  - b. Start the process 7-9 Months before the desired term of study abroad

3. **Faculty-led Programs:** These programs are proposed and led by full-time Lyon College professors. These are typically 3-4 credit-hour courses that are offered with a travel component. Please note that these classes do meet regularly prior to departure or after arrival back on campus.

a. Duration: Typically, 7-18 days.

b. Application Fee: \$30.00

**Direct Exchange Partners:**

Akita International University (Akita, Japan); the University of Poitiers (Poitiers, France), where payment of language center fees is required); Catholic University of San Antonio, Murcia (Murcia, Spain); Myongji University (Seoul, S. Korea); The Hague University of Applied Sciences (The Netherlands); and UC Louvain-SLB (Brussels, Belgium).

Additionally, Lyon is part of the Irish-American Scholars Programs in Conjunction with the Association of Presbyterian Colleges and Universities, through which students can apply through to attend Belfast Metropolitan College, Queens University, St. Mary's University College, and the University of Ulster, all in Northern Ireland.

**Third-Party Programs:**

Please work with the Office of International Education directly for a list of resources.

**Faculty-Led Programs:**

These offerings change year-to-year. Please check with the Office of International Education, the Registrar's Office, or your advisor for any offerings that may be currently available.

**Admission to Program:**

**Outgoing** (Lyon College students studying away from Lyon College) students must submit the following:

Study Abroad Application / Payment of Application fee / Required Documents: Passport, current transcript, proof of medical insurance for the duration of the program and other documents as requested.

A Lyon cumulative GPA of 3.0 or better / Must be in good financial standing/appropriate foreign language skills (if taking credit for foreign language credit) /

Each school may have additional requirements for admission.

**Incoming** (students from another institution who will only study at Lyon College for one semester up to one year), students must submit the following:

Study Abroad Application / Required Documents: Passport, current transcript (in English), Bank statement/letter showing/stating at least \$22,000 USD or more, Proof of English proficiency (TOEFL (79), IELTS (6.0), Duolingo (105), and other tests deemed acceptable by the Director of International Education may be used). Other documents as requested.

Incoming students must enroll in the Lyon College student health insurance program unless we have a waiver program with your institution. Please check with Lyon College Office of International Education or your home institution's international office for confirmation.

Students normally participate in a semester and year-long study abroad exchange programs during their sophomore and junior year(s) or the following. Students should get more information about their selected school's requirements and application deadlines from the Lyon Office of International Education.

Approval to participate in one of the exchange programs must be granted in advance by the Lyon International Education office, with approval from the program and the provost. Students will register in NIS 300 and/or 301.

Exchange students will pay Lyon tuition, any tuition differential between Lyon and host institutions, and any required fees. Exchange students are solely responsible for transportation, accommodations, meals, books and supplies, medical insurance, passport and visa fees, and personal expenses and debts related to study abroad. Students who fail to fulfill the terms of the exchange agreement, or who fail to successfully complete the approved course of study, or who fail to return to Lyon for at

least one semester following the exchange program, will be required to reimburse the College for any program-related expenses beyond direct payments to the College by the exchange student.

Lyon students may also participate in semester and year-long study abroad programs at institutions other than the approved exchange programs listed above. They will not be classified as Lyon students during the duration of such study, however. Accordingly, they are responsible for the full cost of such study abroad programs. Students are encouraged to apply for outside scholarships. While prior approval to participate in such programs is not required, students should consider applying for a leave of absence. In all cases, they must request permission in advance to transfer credit hours from these programs to Lyon. This approval process is the same as for any transfer credit request, except that the written approval of the Office of International Education is also required. As with all transferred courses, credit hours may be awarded toward program and/or graduation requirements, but the grades received in these courses will not be used in the calculation of the student's Lyon GPA.

## The Washington Center Internships

Lyon College has a formal affiliation with the Washington Center for Internships and Academic Seminars, an independent, nonprofit organization that sponsors internship programs in Washington, D.C., for college students from around the country. This enables Lyon students from all majors and concentrations to take advantage of the Center's many internship programs in the public, private, and nonprofit sectors in our nation's capital. Summer internships of eight weeks duration will receive six credit hours, three for intern activities and three for an on-site academic course. Interns may also arrange to do an additional three hours of directed study related to their internship in the summer. On-site courses are graded by the Washington Center faculty. A letter grade for the 6 hours of internship duties will be determined by the Lyon campus liaison for the Center, in consultation with supervisors of the internship and faculty members in the student's major.

Students may enroll in other internship programs and seek permission to transfer the credit to Lyon. Students enrolled in programs other than those offered by the Washington Center will not be classified as Lyon students during the duration of the programs. Thus they must be prepared to pay the full cost of such programs as they are not eligible for institutional aid, including scholarships or other forms of financial assistance through Lyon College.

# Courses of Study

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## Accounting

### Assistant Professors: Don Ray and Shensi Wang

The Accounting Major provides students with the accounting and business knowledge needed to sit for the CPA exam (NOTE: See state licensure requirements for full requirements to sit for the CPA exam and licensure in your state).

Accounting is a diverse dynamic field with many opportunities in private practice, industry, and government. All organizations hire accountants to maintain vital business and financial information needed to run the organization and to maintain compliance with rules and regulations mandated by the profession and government.

The Accounting Major prepares students to sit for the CPA Exam. In addition to the following required 30 upper-division Accounting credits, students are required to complete the 37 Business Core credits, for a total of 67 credits.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Accounting Major (BS)

### Summary of Requirements for a Major in Accounting - Business Core

Item #	Title	Credits
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
ACC 210	Financial Accounting	3
ACC 211	Managerial Accounting	3
BUS 210	Principles of Management	3
BUS 303	Business Law	3
BUS 311	Operations Management	3
ECO 320	Corporate Finance I	3
BUS 323	Statistical Applications to Business Decision Making	3
ECO 215	Investment Portfolio Management	1
BUS 415	Social Entrepreneurship	3
BUS 420	Business Capstone	3

## Accounting Major Requirements

Item #	Title	Credits
ACC 300	Accounting Systems	3
ACC 311	Intermediate Accounting I	3
ACC 312	Intermediate Accounting II	3
ACC 320	Cost Management I	3
ACC 325	Cost Management II	3
ACC 335	Foundations of Taxation	3
ACC 400	Governmental and Not-For-Profit Accounting	3
ACC 412	Auditing	3

## Accounting Major Electives

Item #	Title	Credits
	Accounting Major Electives	6

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	110-112

### Accounting Major Electives

## Accounting Electives (6 hours)

Item #	Title	Credits
ACC 382	Special Topics in Accounting	1-3
ACC 405	Advanced Tax Accounting	3
ACC 415	Advanced Accounting	3

## Accounting Course Descriptions

### ACC 210: Financial Accounting

A course designed for all students interested in understanding the financial accounting and reporting process. No previous background in accounting or business is required. The course focuses on developing an understanding of the accounting cycle and its role in converting data related to business events into financial knowledge, which is then used to inform decision-making by investors, creditors, and other external parties.

**Credits** 3

## **ACC 211: Managerial Accounting**

This course explores the internal use of accounting information in the organizations' decision-making process. Including Pro-forma financial statements, and basic concepts in entrepreneurial finance (Raising capital/ capital structure, managing cash flow- including burn rates and runways / operating budgets, introduction to capital budgeting, and firm valuation).

**Credits** 3

**Prerequisites**

ECO 101

## **ACC 300: Accounting Systems**

An introduction to the design, implementation, and control of accounting information systems. Students will perform a series of hands-on projects to reinforce the conceptual and theoretical aspects of accounting systems.

**Credits** 3

**Prerequisites**

ACC 211

## **ACC 310: Essentials of Accounting**

This is a comprehensive course which covers accounting principles associated with financial and managerial accounting. The course focuses on understanding and measuring business transactions and the capture of related economic data in the accounting system.

**Credits** 4

## **ACC 311: Intermediate Accounting I**

An advanced course studying the analysis, presentation and interpretation of operations and financial position with emphasis on accounting theory, critical evaluation of accounting concepts and controversial issues in accounting.

**Credits** 3

**Prerequisites**

ACC 210

ACC 211

## **ACC 312: Intermediate Accounting II**

This course is a continuation of Intermediate Accounting 1. Topics include long-term investments, long-term liabilities, capital stock, retained earnings, dividends, error correction, and incomplete records.

**Credits** 3

**Prerequisites**

ACC 311

## **ACC 320: Cost Management I**

An introduction to the basic concepts and tools associated with cost management information systems, including an in-depth examination of product costing, planning and control, and cost analysis within the context of the traditional, functional-based cost systems companies in both the manufacturing and service sectors use.

**Credits** 3

**Prerequisites**

ACC 211

## **ACC 325: Cost Management II**

Examination of the latest developments in course management systems Topics include activity-based costing, strategic cost management, process value analysis, kaizen costing, quality costing, productivity, environmental cost management, and the balanced scorecard. Students will also examine the role of cost information in management decision-making and the models used to facilitate this process.

**Credits** 3

**Prerequisites**

ACC 320

## **ACC 335: Foundations of Taxation**

This course will focus on an introduction to Federal Taxation policy and practice. Students will study the process of implementation of tax law and policy in the context of economic and social policy within the political process.

Students will also learn the practical requirements of current tax law and regulations as they pertain to individual taxpayers. Students will also apply this knowledge in the preparation of simple to moderately complex tax returns using software similar to what is used by professional tax preparers.

**Credits** 3

**Prerequisites**

ACC 210

ACC 211

## **ACC 382: Special Topics in Accounting**

Study of selected topics in Accounting. Prerequisites will vary.

**Credits** 1

-3

## **ACC 400: Governmental and Not-For-Profit Accounting**

A study of accounting principles, standards, procedures, and financial statements that apply to state and local governments, and not-for-profit organizations.

**Credits** 3

**Prerequisites**

ACC 312

## **ACC 405: Advanced Tax Accounting**

The course studies federal income taxation for partnerships, corporations, sub-s corporations, and estate and gift taxes.

**Credits** 3

**Prerequisites**

ACC 335

## **ACC 412: Auditing**

The purpose of this course is to emphasize concepts that enable the student to understand the philosophy and environment of auditing. An audit case is a major component of course assignments.

**Credits** 3

**Prerequisites**

ACC 300

## **ACC 415: Advanced Accounting**

This course emphasizes business combinations and the related consolidated financial statements. An expanded look at partnerships, segment reporting, and foreign currency translation is part of the coverage.

**Credits** 3

**Prerequisites**

ACC 312

# Anthropology

Associate Professor: Matthew Lebrato

Assistant Professor: Jason Kennedy

Anthropology examines the full scope of human diversity from the remote past to contemporary times. Drawing on humanistic and scientific knowledge, anthropologists explore humans as biological and cultural beings. At Lyon College, students gain a holistic understanding of humans as a biocultural species and immerse themselves in the critical themes, theories, concepts, and methods of contemporary anthropology. Through personalized attention and academic rigor, the Anthropology Program strives to produce students who are informed and engaged global citizens.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Anthropology Major (BA)

### Summary of Requirements for a Major in Anthropology

Item #	Title	Credits
ANT 100	Biological Anthropology	4
ANT 101	Introduction to Cultural Anthropology (OC)	3
ANT 120	Inequality in the Ancient World (OC)	3
ANT 140	Language and Culture (OC)	3

### Anthropology Electives (18 hours)

Item #	Title	Credits
ANT 182	Special Topics in Anthropology	1-4
ANT 201	Borders & Boundaries (OC)	3
ANT 202	Anthropology and Social Justice (OC)	3
ANT 205	Human Origins	3
ANT 210	Recipe for Humanity: How Food, Alcohol, and Drugs Make Society (HL)	3
ANT 240	Archaeological Method and Theory	3
ANT 282	Special Topics in Anthropology	1-4
ANT 305	Indigenous Knowledge in the Americas	3
ANT 320	Human Variation and Adaptation	3
ANT 323	Globalization	3
ANT 331	Gender and Culture	3
ANT 300	Global Health: Introduction to Medical Anthropology	3
ANT 311	Cultural Resource Management: Law and Practice	3
ANT 315	Villages to Empire: Archaeology of Mesopotamia	3
ANT 382	Special Topics in Anthropology	1-4

## Anthropology Research and Capstone (6 hours)

Item #	Title	Credits
ANT 307	Ethnographic Methods	3
ANT 310	Forensic Anthropology	4
ANT 400	Archaeological Artifact Analysis	4
ANT 405	Archaeology Field School	3-6
ANT 450	Senior Seminar	3
ANT 480	Field Study in Anthropology	1-3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	83-85

## Anthropology Major (BS)

### Summary of Requirements for a Major in Anthropology

Item #	Title	Credits
ANT 100	Biological Anthropology	4
ANT 101	Introduction to Cultural Anthropology (OC)	3
ANT 120	Inequality in the Ancient World (OC)	3
ANT 140	Language and Culture (OC)	3
ANT 320	Human Variation and Adaptation	3

## Anthropology Research and Capstone (6 hours)

Item #	Title	Credits
ANT 307	Ethnographic Methods	3
ANT 310	Forensic Anthropology	4
ANT 400	Archaeological Artifact Analysis	4
ANT 405	Archaeology Field School	3-6
ANT 450	Senior Seminar	3
	ANT 480 or BIO 480	1-4

## Laboratory Required Courses (8 credits)

Item #	Title	Credits
CHM 110	General Chemistry I (PS)	4

## Electives (21 credits minimum): At least three courses at 300 level & At least three courses from Anthropology

Item #	Title	Credits
ANT 182	Special Topics in Anthropology	1-4
ANT 201	Borders & Boundaries (OC)	3
ANT 202	Anthropology and Social Justice (OC)	3
ANT 205	Human Origins	3
ANT 210	Recipe for Humanity: How Food, Alcohol, and Drugs Make Society (HL)	3
ANT 240	Archaeological Method and Theory	3
ANT 282	Special Topics in Anthropology	1-4
ANT 300	Global Health: Introduction to Medical Anthropology	3
ANT 305	Indigenous Knowledge in the Americas	3
ANT 323	Globalization	3
ANT 331	Gender and Culture	3
ANT 382	Special Topics in Anthropology	1-4
BIO 250	Cell Biology	4
BIO 252	Genetics	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
BIO 282	Special Topics	1-4
BIO 300	Biostatistics	3
BIO 350	Microbiology (OC)	4
BIO 352	Molecular Biology	4
BIO 356	Biochemistry	4
BIO 364	Developmental Biology	4
BIO 370	Evolution	4
BIO 382	Special Topics in Biology	1-4
PSY 235	Statistics for the Behavioral Sciences (PS)	3
PSY 353	Introduction to Evolutionary Psychology	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	97-99

ANT 480 or BIO 480

## Choose one of the following:

Item #	Title	Credits
ANT 480	Field Study in Anthropology	1-3
BIO 480	Directed Research	1-4

# Anthropology Minor

The anthropology minor is a group of courses designed as a second field for students interested in exploring humans and human culture. There are four subfields in anthropology: biological anthropology, archaeology, linguistic anthropology, and cultural anthropology.

NOTES

\* Students may use ANT 101 to satisfy core requirements.

## Summary of Requirements for a Minor in Anthropology

Item #	Title	Credits
ANT 101	Introduction to Cultural Anthropology (OC)	3
	Anthropology Electives (6 credits) - Group A	6
	Anthropology Electives (9 credits) Group B	9
	Total Credits	18

### Anthropology Electives (6 credits) - Group A

Select two of the following:

#### **Group A (6 credits)**

Item #	Title	Credits
ANT 100	Biological Anthropology	4
ANT 120	Inequality in the Ancient World (OC)	3
ANT 140	Language and Culture (OC)	3

### Anthropology Electives (9 credits) Group B

## Group B (9 credits)

Item #	Title	Credits
ANT 182	Special Topics in Anthropology	1-4
ANT 201	Borders & Boundaries (OC)	3
ANT 202	Anthropology and Social Justice (OC)	3
ANT 205	Human Origins	3
ANT 210	Recipe for Humanity: How Food, Alcohol, and Drugs Make Society (HL)	3
ANT 282	Special Topics in Anthropology	1-4
ANT 305	Indigenous Knowledge in the Americas	3
ANT 307	Ethnographic Methods	3
ANT 320	Human Variation and Adaptation	3
ANT 323	Globalization	3
ANT 331	Gender and Culture	3
ANT 300	Global Health: Introduction to Medical Anthropology	3
ANT 310	Forensic Anthropology	4
ANT 311	Cultural Resource Management: Law and Practice	3
ANT 315	Villages to Empire: Archaeology of Mesopotamia	3
ANT 382	Special Topics in Anthropology	1-4
ANT 400	Archaeological Artifact Analysis	4
ANT 405	Archaeology Field School	3-6
ANT 450	Senior Seminar	3
ANT 480	Field Study in Anthropology	1-3

## Anthropology Course Descriptions

### ANT 100: Biological Anthropology

Human evolution has been driven by the complex interplay of environmental factors, cultural technologies, and biological adaptations. In this class and its associated laboratory section, we will provide a brief introduction to the diverse methods that researchers have developed to study these interactions, with an emphasis on the relationship between culture and biology. Students will learn basic evolutionary theory, examine humans and our relationship to living and extinct primates, explore the concept of race and human biological variation, and introduce modern applications of biological anthropology including forensics, epidemiology, and medical anthropology.

**Credits** 4

### ANT 101: Introduction to Cultural Anthropology (OC)

An introduction to cultural anthropology with emphasis on human behavior within a cultural context. Topics include religion, gender, social organization, and subsistence.

**Credits** 3

### ANT 120: Inequality in the Ancient World (OC)

Introduction to archaeological method and theory with a focus on the emergence of political institutions and social inequality in early states and empires.

**Credits** 3

## **ANT 140: Language and Culture (OC)**

An introductory to anthropological linguistics that looks at language from several perspectives, ranging from phonology (the study of the smallest units of sound) to the ways people use language in varying cultural contexts.

**Credits** 3

## **ANT 182: Special Topics in Anthropology**

Provides an introduction to a topic of particular anthropological concern.

**Credits** 1

-4

## **ANT 201: Borders & Boundaries (OC)**

What is a border? How do lines, real or imaginary, bring us together or divide us? What happens to those who don't fit comfortably on one side or the other, but rather inhabit the space of the border itself? This class will examine how boundaries—racial, ethnic, linguistic, socioeconomic, scientific, sexual, and otherwise—are constructed, maintained, crossed, challenged, and lived within. Not repeatable for credit.

**Credits** 3

## **ANT 202: Anthropology and Social Justice (OC)**

For over a century, anthropology in the United States has been founded on the twin principles of scientific objectivity and humanitarian equality. Anthropology has championed the fundamental equality and unity of all humans, even when politicians, the law, and mainstream society maintained segregation and inequality. Nonetheless, the role of anthropology as a discipline that “speaks for” marginalized groups is ambiguous. In this course, students will explore, reflect on, and debate the potential for anthropological research (and social science research broadly) to promote greater social justice. Not repeatable for credit.

**Credits** 3

## **ANT 205: Human Origins**

Examination of several aspects of physical anthropology, including the history of scientific thought, fossil records, human adaptation, and micro- and macroevolution.

**Credits** 3

## **ANT 210: Recipe for Humanity: How Food, Alcohol, and Drugs Make Society (HL)**

Consuming food is at once a biological necessity and a deeply socially charged event. Every calorie we consume is the result of our or someone else's labor. This fact means that what we choose to eat, whom we eat it with, how we eat it and the social contexts where we eat carry economic, political, social, or even religious significance. In this class we take an anthropological perspective on the consumption of food, alcohol and psychoactive substances to explore the ways that humanity has constituted itself through patterns of food consumption. We will explore the role of food in our biological evolution, in our historical trajectory and in our current lived experiences in a globally interconnected world.

**Credits** 3

## **ANT 240: Archaeological Method and Theory**

Examination of the historical background of the discipline of archaeology and the methods used in the recovery of data and the interpretation of archaeological finds.

**Credits** 3

## **ANT 282: Special Topics in Anthropology**

Focuses on an in-depth, intermediary topic of particular anthropological concern.

**Credits** 1

-4

## **ANT 300: Global Health: Introduction to Medical Anthropology**

Medical anthropology is the study of how health and illness are perceived and experienced by individuals and groups based on their cultural, historical and political trajectories. It has profound relevance for health professionals and researchers of disease and illness in diagnosing and treating patients across the world. This course provides an overview of the intersection of health, culture, and socio-economic power and the ways that health and illness are constructed cross-culturally.

**Credits** 3

## **ANT 305: Indigenous Knowledge in the Americas**

This course provides a cross-cultural introduction to diverse forms of knowledge and ways of knowing, focusing on indigenous peoples of America. Our inquiry is guided by three sets of questions: What are indigenous knowledge frameworks and how can we understand them on their own terms? Why are some forms of knowledge viewed as legitimate or even universal, while others are marginalized? How are individuals and groups negotiating and translating indigenous and western forms of knowledge? Not repeatable for credit.

**Credits** 3

### **Prerequisites**

ANT 101

Or permission of the instructor.

## **ANT 307: Ethnographic Methods**

This course examines ethnography, the primary research methodology used by cultural and other anthropologists. Each semester, the course will focus on a particular world region in order to highlight the diversity of ethnographic techniques and studies emanating from that region while providing a detailed knowledge of regional culture and history. In the process, students will learn about and practice ethnographic methods including sampling techniques, participant observation, interviews, surveys and various kinds of data analysis. We will examine traditional and less traditional forms of ethnography including autoethnography, visual ethnography and testimonio or life-history, and students will select one form to carry out and write-up for their own final grade in the course.

**Credits** 3

### **Prerequisites**

ANT 101

## **ANT 310: Forensic Anthropology**

In this laboratory course, students will learn the basics of forensic identification and interpretations of human skeletal materials within a medico-legal framework. Students will learn basic skeletal and dental analysis, the estimation of age, sex, stature, and ancestry from recovered materials, the identification of trauma and pathology, and forensic recovery techniques. Finally, this course will examine the legal responsibilities of forensic anthropology and its contributions to criminal investigations.

**Credits** 4

## **ANT 311: Cultural Resource Management: Law and Practice**

This course introduces the laws and practice of Cultural Resource Management (CRM) within an archaeological framework. Students will learn federal legislation governing archaeology in the United States and how to conduct CRM archaeological investigations, including submitting project proposals, community engagement, and the evaluation of ethical concerns in the field.

**Credits** 3

## **ANT 315: Villages to Empire: Archaeology of Mesopotamia**

This course offers a brief overview of the social and cultural history of the prehistoric and proto-historic periods of the Middle East. We will examine the principal research questions that have guided archaeological work in the region and how archaeologists and other scholars have attempted to answer them. In addition to the archaeological evidence, we will consider the relationship between the study of the past and the implications that it carries in the present.

**Credits** 3

## **ANT 320: Human Variation and Adaptation**

Exploration of the origins and processes of human biological variation and adaptation with emphasis on complex human behavior (culture) and how humans respond and adapt to the environment. These responses are viewed within a biocultural perspective; that is, with the knowledge that human biology must always be explored within behavioral and cultural contexts. Sources of variation are developmental, phenotypic, hereditary, gender, individual, population, evolutionary, ecological, sociocultural, and random (in probabilistic terms).

**Credits** 3

## **ANT 323: Globalization**

This course examines historical and contemporary studies of 'globalization,' a term that has become commonplace in popular and academic discourse. We consider globalization in terms of an apparently increasing velocity in the spread of ideas, commodities, laborers and capital around the world, but we take an anthropological approach to understanding this, meaning that we couple top-down or macro-level theory with deep attention to local experience through ethnographic research. The first part of the course focuses on what is meant by social scientists when we use terms like globalization, the second is devoted to 20th century histories, particularly development ideology, and the last third examines commodification and the global and local natures of consumption.

**Credits** 3

### **Prerequisites**

ANT 101

## **ANT 331: Gender and Culture**

In this course we examine the social construction of gendered identities in different times and places. We study culturally specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the concepts of gender acquisition, individual and social consequences of gender, and the interrelationships between gender and other categories for identity including race, class, age, ethnicity, occupation and sexuality. We also examine gender 'at home', and take a critical approach to understanding gender inequality and gender-based violence, as well as the role of Western expectations about gender in science, in discourses about politics, economics and global exchange, and in the arts and media.

**Credits** 3

### **Prerequisites**

ANT 101

## **ANT 382: Special Topics in Anthropology**

Focuses on an in-depth, upper-level topic of particular anthropological concern.

**Credits** 1

-4

### **Prerequisites**

ANT 101

Or permission of instructor.

## **ANT 399: Anthropology International Studies Course: Variable Topics**

Study of varying topics in anthropology. Includes a two-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **ANT 400: Archaeological Artifact Analysis**

In this course, students will learn the basics of artifact analysis across key classes of archaeological materials. This includes the provenience of raw materials, production techniques, intended function, and patterns of use and reuse. Key artifact classes examined include chipped stone tools, ceramics, ground stone tools, metal artifacts, and organic materials.

**Credits** 4

### **Prerequisites**

ANT 240

Or permission of the instructor.

## **ANT 405: Archaeology Field School**

This course is a practicum in archaeological survey and excavation methods designed to prepare students for a career in archaeology. Students will learn how to establish a survey grid and conduct surface and subsurface surveys to determine archaeological site locations. They will also learn basic excavation methods and site documentation following both Arkansas and federal standards. Additionally, students will learn basic processing techniques and Geographic Information Sciences skills for site analysis and presentation.

**Credits** 3

-6

### **Prerequisites**

ANT 240

Archaeological Method and Theory or petition for instructor approval.

## **ANT 450: Senior Seminar**

Focused research project on a selected topic.

**Credits** 3

### **Prerequisites**

Anthropology Major or Permission of Instructor

## **ANT 480: Field Study in Anthropology**

Anthropological research outside the classroom. Students will learn first hand which methods to utilize when conducting research and the potential problems they may encounter. Students must prepare a report regarding the complexities of applying anthropological concepts in research situations. Repeatable for credit.

**Credits** 1

-3

### **Prerequisites**

ANT 101 and permission of instructor.

## **ANT 485: Independent Study**

Concentrated study in a selected topic.

**Credits** 1

-3

### **Prerequisites**

Instructor approval

# Art

Professor: Dustyn Bork

Associate Professor: Maggie Gayle

Assistant Professor: Cody Norton

The art major offers a rich and diverse range of investigations across the disciplines of art practice and art history. Integrating extensive liberal arts offerings with a broad studio experience, majors will balance exploration with a focus on future goals. The art major prepares students for graduate school applications and works in art-related fields. It develops in students the necessary knowledge, technical skill, and commitment to work as an artist today. Students are immersed in a creative learning environment and encouraged to cultivate an approach to art-making that is informed by traditional two- and three-dimensional art practices, experimental approaches, and new digital technologies.

## NOTE

\* Students may use ART 201 and ART 202 to satisfy core requirements.

\* Students must complete requirements for a Major in Art and select one area of focus.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Art Major (BA)

### Summary of Requirements for a Major in Art

Item #	Title	Credits
ART 110	Drawing Studio I (PS)	3
ART 120	Two-dimensional Design (PS)	3
ART 201	World Art I	3
ART 202	World Art II	3
ART 234	Three-dimensional Studio I	3
ART 440	Advanced Studio Concepts (OC)	3
ART 490	Senior Project	3
	Art Electives (12 credits)	12
	Major In Art: Focus Electives	6

### Summary of Requirements for Drawing Focus

Item #	Title	Credits
ART 110	Drawing Studio I (PS)	3
ART 300	Drawing Studio II	3
ART 400	Advanced Drawing Studio	3

## Summary of Requirements for Digital Art Focus

Item #	Title	Credits
ART 220	Digital Studio I	3
ART 320	Digital Art Studio II	3

## Summary of Requirements for Art History Focus

Item #	Title	Credits
ART 230	History of Modern Art	3
ART 308	Renaissance Art	3

## Summary of Requirements for Painting Focus

Item #	Title	Credits
ART 232	Painting Studio I	3
ART 301	Painting Studio II	3

## Summary of Requirements for Printmaking Focus

Item #	Title	Credits
ART 233	Printmaking Studio I	3
ART 333	Printmaking Studio II	3

## Summary of Requirements for Sculpture and Expanded Practice Focus

Item #	Title	Credits
ART 234	Three-dimensional Studio I	3
ART 330	Sculpture I	3
ART 430	Sculpture II	3

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	85-87

### Art Electives (12 credits)

Typically 4 classes

Item #	Title	Credits
ART 101	Introduction to Visual Arts	3
ART 211	Photography Studio I	3
ART 204	Ceramics Studio I	3
ART 220	Digital Studio I	3
ART 230	History of Modern Art	3
ART 232	Painting Studio I	3
ART 233	Printmaking Studio I	3
ART 282	Special Topics in Art	3
ART 299	Art in Context	1
ART 304	Ceramics Studio II	3
ART 300	Drawing Studio II	3
ART 305	Gallery Practicum	2
ART 308	Renaissance Art	3
ART 310	Photography II	3
ART 320	Digital Art Studio II	3
	ART 323 or FMS 323	3
ART 333	Printmaking Studio II	3
ART 340	Film Studies	3
ART 382	Special Topics in Art	3
ART 399	Art International Studies Course: Variable Topics	1
ART 450	Independent Study	1-3
ART 482	Special Topics in Art	3

### Major In Art: Focus Electives

Choose courses for a specific art focus.

## Art Minor

The art minor is a body of courses designed as a second field for students interested in developing their understanding of the artistic process and their creative talents in the visual arts.

### NOTE

\* Students may take ART 101, and ART 201 or ART 202 to satisfy core requirements.

## Summary of Requirements for a Minor in Art

Item #	Title	Credits
ART 110	Drawing Studio I (PS)	3
ART 120	Two-dimensional Design (PS)	3
	ART 201 OR ART 202	3
	Art Electives (9 credits)	9
	Total Credits	18

### ART 201 OR ART 202

Item #	Title	Credits
ART 201	World Art I	3
ART 202	World Art II	3

### Art Electives (9 credits)

Typically 3 classes

Item #	Title	Credits
ART 101	Introduction to Visual Arts	3
ART 211	Photography Studio I	3
ART 204	Ceramics Studio I	3
ART 220	Digital Studio I	3
ART 230	History of Modern Art	3
ART 232	Painting Studio I	3
ART 233	Printmaking Studio I	3
ART 234	Three-dimensional Studio I	3
ART 282	Special Topics in Art	3
ART 299	Art in Context	1
ART 304	Ceramics Studio II	3
ART 300	Drawing Studio II	3
	ART 323 or FMS 323	3
ART 305	Gallery Practicum	2
ART 308	Renaissance Art	3
ART 310	Photography II	3
ART 320	Digital Art Studio II	3
ART 333	Printmaking Studio II	3
ART 340	Film Studies	3
ART 382	Special Topics in Art	3
ART 399	Art International Studies Course: Variable Topics	1
ART 440	Advanced Studio Concepts (OC)	3
ART 450	Independent Study	1-3
ART 482	Special Topics in Art	3

## Art Course Descriptions

### **ART 101: Introduction to Visual Arts**

An introduction to understanding and appreciating the visual arts. Students will learn to analyze art works according to their formal elements, context, and history.

**Credits** 3

## **ART 103: Human Expressions (OC)**

Human Expressions is a foundational art course designed to introduce students to a broad spectrum of visual art practices. This course offers hands-on experience across various artistic mediums, including sculpture, painting, drawing, and photography. Through a series of interactive projects and discussions, students will develop fundamental skills, explore different techniques, and cultivate their own creative voices. "Human Expressions" fosters an environment of exploration, experimentation, and personal expression, serving as an ideal starting point for any student interested in engaging with the visual arts.

**Credits** 3

## **ART 110: Drawing Studio I (PS)**

An introductory course for the development of basic drawing skills and practices with various drawing materials. Students will explore drawing as a process of seeing, develop technical skills, and engage in the use of drawing media as materials for communication. Course assignments will acquaint students with the basic elements and principles of design and emphasize discovering the "art" of drawing while perfecting the mechanics and skills required.

**Credits** 3

## **ART 120: Two-dimensional Design (PS)**

An introduction to the basic elements and principles of design and color theory as well as a wide range of problem-solving strategies. Working with balance, proportion, contrast, and color, students will develop the skills needed for more advanced work in their major area.

**Credits** 3

## **ART 201: World Art I**

A survey of Western and non-Western art from prehistory to the 13th century. Students will study cross-cultural influences and regional stylistic attributes.

**Credits** 3

## **ART 202: World Art II**

A survey of Western and non-Western art from the 14th century to the present. Students will study cross-cultural influences and regional stylistic attributes.

**Credits** 3

## **ART 204: Ceramics Studio I**

An introduction to the tools, techniques, and materials of ceramics. Students will explore a combination of hand-building and wheel-thrown forms.

**Credits** 3

## **ART 211: Photography Studio I**

An introduction to foundational photographic techniques including camera operation, image editing and manipulation, and printing. Students will cultivate the aesthetic and conceptual skills of photographic image-making. Success in this course is measured in the understanding of basic camera functions, basic imaging skills, conceptual development, and a final portfolio. (Same as JRN 102),

**Credits** 3

**Prerequisites**

ART 110 or 120

## **ART 220: Digital Studio I**

Focused study of digital imaging techniques and the industry standard software applications used by professional graphic designers, photographers, and multimedia artists. Students will learn how to use pertinent software and hardware through a series of in class tutorials and weekly assignments. This course is designed to introduce art majors to a wide breadth of digital arts.

**Credits** 3

**Prerequisites**

ART 110 or ART 120

## **ART 230: History of Modern Art**

Focused study of modern art movement from Realism to the present with emphasis on artistic innovation during this time of social, political, technological, and religious revolution. The course will cover major movements, including Expressionism, Surrealism, Pop Art, and Minimalism and closely inspect painting, sculpture, photography, and architecture.

**Credits** 3

## **ART 232: Painting Studio I**

Introduction to the conventions and material concerns of painting. These conventions of painting include color mixing, paint application, and the creation of imagery through sketching and the design process. Students will investigate both representational and abstract forms.

**Credits** 3

**Prerequisites**

ART 110 or ART 120

## **ART 233: Printmaking Studio I**

An introductory course designed to initiate a basic understanding of printmaking as an art form through the study and execution of monotype, relief, and intaglio processes.

**Credits** 3

**Prerequisites**

ART 110 or ART 120

## **ART 234: Three-dimensional Studio I**

An introduction to a wide range of three-dimensional materials. Course emphasis is on basic skills and craft as the building blocks for communication and conceptual expression in three dimensions. This course also introduces and encourages students to participate in the critique process, which teaches critical thinking and evaluation in order to improve the quality of student work.

**Credits** 3

**Prerequisites**

ART 110 or ART 120

## **ART 282: Special Topics in Art**

Study of selected topics in art. Prerequisites will vary.

**Credits** 3

## **ART 299: Art in Context**

A travel course that allows students to engage with artworks, learn about the exhibition and museum culture, and visit artist studios in the major artistic centers of the United States. The seminar portion of this class will include readings, discussions, and research presentations on special topics related to the travel itinerary. Repeatable for credit.

**Credits** 1

**Prerequisites**

ART 101, or 201, or 230, or 308, and permission of instructor.

## **ART 300: Drawing Studio II**

An advanced exploration of drawing skills and materials. Students will explore drawing as a process of observation, further develop technical skills, and engage in the use of drawing media as materials for communication.

**Credits** 3

**Prerequisites**

ART 110

## **ART 301: Painting Studio II**

Further investigation of the skills developed in ART 232 with the introduction of media and experimental techniques. Students will learn more advanced techniques in painting with an emphasis on individual interpretation and improvement of technical ability.

**Credits** 3

**Prerequisites**

ART 232

## **ART 304: Ceramics Studio II**

A further exploration of the tools, techniques, and materials of ceramic art production. Students will explore a combination of hand-building and wheel-thrown forms.

**Credits** 3

**Prerequisites**

ART 204

## **ART 305: Gallery Practicum**

Preparation for the professional practices of gallery management. This course explores how galleries and arts venues operate. Topics include types of exhibition spaces, exhibition development, budgeting, and financial considerations, marketing, and cultivating patrons and audiences. Activities include practical experience in curating, writing exhibition materials, curatorial exercises, creating marketing materials, and visits with galleries, curators, and arts administrators.

**Credits** 2

**Prerequisites**

ART 101

ART 110

ART 120

ART 201 or ART 202, and permission of instructor

## **ART 308: Renaissance Art**

Exploration of the artistic development of 15th and 16th century Europe with emphasis on Italian art and artists. Key topics will include patronage, urban development, perspective techniques, humanism, and the changing roll of the artist.

**Credits** 3

## **ART 310: Photography II**

Further investigation of the photography skills developed in ART 211.

**Credits** 3

**Prerequisites**

ART 211 or JRN 102

## **ART 320: Digital Art Studio II**

Further investigation of the digital imaging skills developed in ART 220. Students will study advanced techniques and hone their skills using industry-standard imaging software

**Credits** 3

**Prerequisites**

ART 220

## **ART 323: Moving Image**

An introduction to the production, application, and interpretation of time-based visual images such as film, video, and new media. Students will gain experience operating movie cameras, recording video and audio, and editing with computer software. They will also have opportunities to experiment with techniques such as analog filmmaking, animation, installation, projection, multimedia, and web applications. Emphasis will be placed on the application of time-based media within a Studio Art context, and students will cultivate both aesthetic and conceptual skills as makers of moving images. (Same as FMS 323 Moving Image)

**Credits** 3

**Prerequisites**

ART 101, or ART 110, or ART 120, or FMS 150

## **ART 330: Sculpture I**

This course builds on foundational sculptural skills while advancing students' technical proficiency, critical thinking, and visual communication through sculptural form. Emphasis is placed on material exploration and process, including welding, metal fabrication, woodworking, and other traditional and contemporary sculptural media, as well as the mixing of media and the use of nontraditional materials. Assignments are primarily student-driven and focus on conceptual development, careful planning, craftsmanship, and the successful execution of projects. Critique and discussion play a central role in the refinement of ideas and processes.

**Credits** 3

**Prerequisites**

ART 234

## **ART 333: Printmaking Studio II**

Further investigation of the skills developed in ART 233 with emphasis on concept and subject continuity with respect to modes of personal expression.

**Credits** 3

**Prerequisites**

ART 233

## **ART 340: Film Studies**

An examination of various classic and noncanonical films through close visual and diegetic analysis. Students will acquire the basic vocabulary necessary to analyze film as a visual medium and narrative discourse. They will examine major critical approaches to film through readings in secondary scholarship. Attendance at weekly evening screenings is required.

**Credits** 3

**Prerequisites**

ART 101, COR 140, or THE 101, or permission of instructor. (Same as ENG 340).

## **ART 382: Special Topics in Art**

Study of selected topics in art. Prerequisites will vary.

**Credits** 3

## **ART 399: Art International Studies Course: Variable Topics**

Study of varying topics in art. Includes a two-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **ART 400: Advanced Drawing Studio**

An advanced studio course focused on the development of a mature and conceptually driven drawing practice. Building on skills and methodologies developed in Drawing Studio II, students engage in sustained, self-directed projects that emphasize research, experimentation, and critical inquiry. Drawing is explored as both a traditional discipline and an expanded practice that may incorporate installation, mixed media, time-based processes, or interdisciplinary approaches. Students are expected to demonstrate advanced technical control, strong conceptual intent, and professional-level presentation. Critiques, written reflections, and artist statements support students in articulating their ideas and situating their work within contemporary drawing practices.

**Credits** 3

## **ART 420: Advanced Drawing Studio**

An advanced studio course focused on the development of a mature and conceptually driven drawing practice. Building on skills and methodologies developed in Drawing Studio II, students engage in sustained, self-directed projects that emphasize research, experimentation, and critical inquiry. Drawing is explored as both a traditional discipline and an expanded practice that may incorporate installation, mixed media, time-based processes, or interdisciplinary approaches. Students are expected to demonstrate advanced technical control, strong conceptual intent, and professional-level presentation. Critiques, written reflections, and artist statements support students in articulating their ideas and situating their work within contemporary drawing practices.

**Credits** 3

**Prerequisites**

ART 300

**Corequisites**

ART 110

## **ART 430: Sculpture II**

An advanced studio course focused on developing a mature, conceptually rigorous sculptural practice. Building on skills and methodologies from Sculpture Studio I, students engage in sustained, self-directed projects emphasizing research, experimentation, and critical inquiry. Greater independence is expected in the formulation of ideas, selection of materials, and resolution of form. Students are encouraged to situate their work within contemporary sculptural discourse and their personal artistic trajectories. The course emphasizes advanced problem-solving, professional-level craftsmanship, and articulate verbal and written communication through critiques, artist statements, and research presentations.

**Credits** 3

**Prerequisites**

ART 330 or ART 334

**Corequisites**

ART 234

## **ART 440: Advanced Studio Concepts (OC)**

Students work at an advanced level in the medium of their choice and develop the conceptual dimensions of their work through research on contemporary art.

**Credits** 3

**Prerequisites**

ART 320, ART 333, ART 310, or ART 332. May be taken more than once for credit.

## **ART 450: Independent Study**

Concentrated study in a selected topic.

**Credits** 1

-3

## **ART 482: Special Topics in Art**

Study of selected topics in art. Prerequisites will vary.

**Credits** 3

## **ART 490: Senior Project**

An independent project designed by the student with the guidance of art faculty. The student will produce a body of work that synthesizes the knowledge and skill acquired during their course of study in the art discipline. The course should result in a show that exhibits a well-developed body of work.

**Credits** 3

**Prerequisites**

ART 440 and Senior Status

# Biology

Professors: Cassia C. Oliveira and David Thomas

Associate Professors: Alexander Beeser and Maryline Jones

Assistant Professor: Eric South

Biology is the study of life in all of its abundance, variety, and complexity. Students in the biology major gain a broad knowledge of biological fact and theory, from the molecular to the ecosystem level. They develop their abilities to observe, analyze, and solve problems involving living systems.

Both Bachelor of Science and Bachelor of Arts degrees are available in biology. The B.S. degree is designed primarily for students interested in the health professions, a graduate degree, or employment in biology related fields.

## NOTES

\* Students may use BIO 111, CHM 105, CHM 110, MTH 110, PHY 210/211, and PHY 240/241 to satisfy core requirements.

\* CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Biology Major (BA)

### Summary of Requirements for a Major in Biology (BA)

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 220	General Botany	4
BIO 222	General Zoology	4
BIO 250	Cell Biology	4
BIO 252	Genetics	4
	BIO 340 or BIO 370	4
	BIO 300 or MTH 360 or PSY 235	3
BIO 495	Senior Evaluation	0
CHM 110	General Chemistry I (PS)	4
MTH 110	Elementary Functions	3
	Biology Major Electives - BA	18

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48

**BIO 340 or BIO 370**

Item #	Title	Credits
BIO 340	Ecology	4
BIO 370	Evolution	4

**BIO 300 or MTH 360 or PSY 235**

Item #	Title	Credits
BIO 300	Biostatistics	3
MTH 360	Probability and Statistics	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3

**Biology Major Electives - BA**

Select courses from this list for a total of 18 credits. At least 12 credits must be 300-level or higher; at least 3 courses must have labs. All science electives must be at least 200-level.

Any Biology course listed in the Biology Program at a 200-level or higher.

**Chemistry Electives**

Item #	Title	Credits
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
CHM 356	Biochemistry	4

**Exercise Science Electives**

Item #	Title	Credits
EXS 385	Exercise Physiology (OC)	3

**Physics Electives**

Item #	Title	Credits
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

**Psychology Electives**

Item #	Title	Credits
PSY 306	Animal Behavior I	3
PSY 353	Introduction to Evolutionary Psychology	3

## Science Electives

Item #	Title	Credits
SCI 282	Special Topics in Science	1-4
SCI 382	Special Topics in Science	1-4

## Biology Major (BS)

### Summary of Requirements for a Major in Biology Leading to a Bachelor of Science Degree

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 220	General Botany	4
BIO 222	General Zoology	4
BIO 250	Cell Biology	4
BIO 252	Genetics	4
	BIO 340 or BIO 370	4
	BIO 300 or MTH 360 or PSY 235	3
BIO 495	Senior Evaluation	0
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
MTH 110	Elementary Functions	3
	Physics Electives (4 credits)	4
	Biology Major Electives - BS	18

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	110-112

### BIO 340 or BIO 370

Item #	Title	Credits
BIO 340	Ecology	4
BIO 370	Evolution	4

### BIO 300 or MTH 360 or PSY 235

Item #	Title	Credits
BIO 300	Biostatistics	3
MTH 360	Probability and Statistics	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3

### Physics Electives (4 credits)

\* Students may use General Physics I or Fundamentals of Physics I to satisfy core requirements.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHY 210	General Physics I	3
PHY 211	General Physics I Laboratory	1
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1

## **Biology Major Electives - BS**

Select courses from this list for a total of 18 credits. At least 12 credits must be 300-level or higher; at least 3 courses must have labs. All science electives must be at least 200-level.

Any Biology course listed in the Biology Program at a 200-level or higher.

## **Chemistry Electives**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CHM 120	General Chemistry II (PS)	4
CHM 220	Organic Chemistry II (OC)	4
CHM 356	Biochemistry	4

## **Exercise Science Electives**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EXS 385	Exercise Physiology (OC)	3

## **Psychology Electives**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSY 203	Introduction to Biological Psychology	3
PSY 306	Animal Behavior I	3
PSY 353	Introduction to Evolutionary Psychology	3

## **Science Electives**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SCI 282	Special Topics in Science	1-4
SCI 382	Special Topics in Science	1-4

## **Animal Science Minor**

The Animal Science minor is designed to equip students with a comprehensive understanding of animal science, preparing them for careers in animal care and production, veterinary medicine, graduate studies, business management within the animal sector, and positions in the pharmaceutical and animal feed industries.

## Summary of Requirements for a Minor in Animal Science

Item #	Title	Credits
BIO 206	Introduction to Animal Sciences	3
BIO 207	Principles of Animal Nutrition	3
BIO 305	Animal Anatomy and Physiology	4

## Animal Science Electives (8-10 credits)

Item #	Title	Credits
BIO 222	General Zoology	4
BIO 307	Animal Breeding and Genetics	3
BIO 308	Parasitology (OC)	3
BIO 309	Animal Enrichment	3
BIO 350	Microbiology (OC)	4
BIO 352	Molecular Biology	4
BIO 356	Biochemistry	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 366	Histology (OC)	4
PSY 306	Animal Behavior I	3
	Total Credits	18-20

## Biology Minor

The biology minor is a course of study designed as a second field for students who wish to develop an understanding of the scientific study of living systems and organisms.

### NOTES

\* Students may use BIO 110, CHM 105 and CHM 110 to satisfy core requirements.

\* CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

## Summary of Requirements for a Minor in Biology

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 220	General Botany	4
BIO 222	General Zoology	4
	BIO 250 or BIO 252	4
	Biology Minor Electives (8 credits)	8
CHM 110	General Chemistry I (PS)	4
	Total Credits	28

### BIO 250 or BIO 252

Item #	Title	Credits
BIO 250	Cell Biology	4
BIO 252	Genetics	4

### Biology Minor Electives (8 credits)

Two Biology electives with labs (200+ level)

## Biology Course Descriptions

### **BIO 100: Biology in Context**

Study of the basic principles and unifying concepts of biology. Emphasis is placed on how biology increasingly plays a role in our everyday lives. Topics include organization of living matter, metabolism, reproduction, genetics, ecology and evolution. The course consists of both lecture and laboratory components. Cannot be counted toward biology major.

**Credits** 4

### **BIO 105: Principles of Fermentation Sciences**

Principles of Fermentation Sciences will cover the fundamental science of the fermentation processes, its history and culture and application to basic food science, microbiology, chemistry, biology and nutrition. Bio105 will introduce concepts relating to the utilization of grapes, grains and hops utilized by the fermentation industry. Students will be exposed to the basic methods and principles behind the fermentation process including production of bread, vegetables, beer, wine and bio-fuels. The course consists of both lecture and laboratory components. **Students must be 21 years of age or older by the first day of class.**

**Credits** 4

#### **Prerequisites**

BIO 100 or BIO 111

### **BIO 111: Principles of Biology**

Study of the integrated principles of biology with emphasis on molecular and cellular aspects of organisms, genetics, and organismal homeostatic mechanisms. The course consists of both lecture and laboratory components.

**Credits** 4

#### **Prerequisites**

MTH 101

MTH 103

Or proficiency.

### **BIO 182: Special Topics**

Study in a specific area of biology not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and/or fieldwork may be included.

**Credits** 1

-4

#### **Prerequisites**

Determined by the Instructor.

## **BIO 205: Biomedical Terminology**

A detailed introduction to the terminology used in health professions.

**Credits** 1

**Prerequisites**

Sophomore standing.

## **BIO 206: Introduction to Animal Sciences**

Introduction to the study of the selection, reproduction, nutrition, and marketing of beef and dairy cattle, swine, sheep, horses, and poultry. Scientific animal production and the importance of livestock and meat industries.

**Credits** 3

**Prerequisites**

BIO 111

Or permission of the instructor.

## **BIO 207: Principles of Animal Nutrition**

This is a course designed to introduce the study of animal nutrition in all aspects and is designed for biology majors and Animal science minors. Topics include the nutrition of companion animals, livestock, and exotic species. Topics will also include anatomy, physiology, and biochemistry of the gastrointestinal system, nutrient procurement and use, feed additives, growth stimulants, metabolic diseases, and diet therapy.

**Credits** 3

**Prerequisites**

BIO 111

## **BIO 220: General Botany**

General Botany is an introduction to the structure and life processes of plants and plant-like organisms (cyanobacteria, algae, fungi, etc.). Subjects include genetics, development, anatomy, physiology, evolution, and distribution. The course includes lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 111

CHM 105 or CHM 110

## **BIO 222: General Zoology**

General Zoology is an introduction to the structure and life processes of animals and animal-like organisms (protists, slime molds, etc.). Subjects include genetics, development, anatomy, physiology, evolution, and distribution. The course includes lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 111

CHM 105 or CHM 110

## **BIO 240: Human Microbiology**

This course emphasizes the biology of medically important microorganisms. Topics include the history of microbiology, cell structure and function, epidemiology, pathogenicity, and surveys of bacterial, fungal, and viral pathogens. The course includes both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 111 or BIO 260

**Recommended Prep**

CHM 105 or CHM 110

## **BIO 250: Cell Biology**

A detailed introduction to subcellular and cellular structure and physiology, including membrane structure and function, bioenergetics, transport mechanisms, and intercellular communication. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 111

CHM 110

## **BIO 252: Genetics**

An examination of the principles of inheritance and the structure, function, and regulation of genetic material in prokaryotes and eukaryotes. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 111

CHM 110

## **BIO 260: Human Anatomy and Physiology I**

The course is the first of a two-part sequence in human anatomy and physiology. The course consists of both lecture and laboratory components.

**Credits** 4

**Recommended Prep**

CHM105 or CHM110 and BIO111 are highly recommended.

## **BIO 262: Human Anatomy and Physiology II**

The second of a two-part sequence dealing with the structure and function of the human body. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 260

**Recommended Prep**

CHM105 or CHM110, and BIO111 are highly recommended.

## **BIO 282: Special Topics**

Study in a specific area of biology not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and/or field work may be included. Prerequisite: permission of the instructor.

**Credits** 1

-4

### **Prerequisites**

Determined by the instructor.

## **BIO 290: Introduction to Biological Research**

An introduction to research including literature searches, experimental methods, and proper recording and reporting of experimental results. May be repeated for credit.

**Credits** 1

-4

### **Prerequisites**

Permission of the instructor.

## **BIO 300: Biostatistics**

Exploration of the analysis of biological data including experimental design, data collection, describing and displaying data, inferential statistics, and interpretation of results. Students will gain proficiency in the use of statistical computing software. Special emphasis is placed on statistical methods utilized in genetics, epidemiology, human health, ecology, and agriculture.

**Credits** 3

### **Prerequisites**

MTH 110

BIO 111

## **BIO 303: Immunology**

This upper-division course is designed to provide undergraduate students with fundamental knowledge of the immune system at the molecular and cellular levels. In particular, it will introduce you to the molecules and cells that make up the human immune system and to the processes that lead to the recognition and elimination of pathogens.

**Credits** 3

### **Prerequisites**

BIO 250

## **BIO 305: Animal Anatomy and Physiology**

This course is designed to review the anatomy of domestic farm animals and common pets. This course is also designed to discuss the physiology of the various systems in common to all species and the differences in form and function where they exist.

**Credits** 4

### **Prerequisites**

BIO 206

BIO 222

## **BIO 307: Animal Breeding and Genetics**

Basic principles of Mendelian, population, and quantitative genetics as applied to the improvement of domestic animals. Selection, inbreeding, and crossbreeding strategies for genetic improvement of livestock.

**Credits** 3

### **Prerequisites**

BIO 111

BIO 206

## **BIO 308: Parasitology (OC)**

Parasites, “ones who eat at the table of another”, are shaping the biological world as they belong to all groups of organisms and infect plants and animals. This course is an introduction to the biology of parasitic organisms that can affect humans and animals (pets mainly), including life cycles, infection pathways, impacts on hosts, and diagnostics. Topics are explored via lectures, laboratory exercises, literature reviews, and discussion groups. This course is for people who are genuinely curious about parasites, have an interest in health-related fields (Veterinarian, Medical, Nurse...), or should know about parasites because of the following reasons: have pets, like to eat raw meat, live in places where they are exposed to parasites on a regular basis (yes Arkansas is one of those places).

**Credits** 3

### **Prerequisites**

BIO 222

BIO366 Comparative Physiology is recommended.

## **BIO 309: Animal Enrichment**

This class will teach students how to study, create, troubleshoot, and implement enrichment for animals. This course combines lectures and hands-on lab activities, providing an ideal learning experience for students interested in animals or animal-related professions.

**Credits** 3

### **Prerequisites**

BIO 111

PSY 101

## **BIO 312: Experiential Health Care**

An introduction to a wide array of topics on healthcare and healthcare systems in preparation for a practicum as a health coach. Topics include but are not limited to diabetes, cardiovascular disease, dementia, organization of healthcare systems, ethical considerations, and strategies for promoting healthy lifestyles. The course is discussion-based and requires active student engagement.

**Credits** 1

### **Prerequisites**

Junior standing with focus on a career in the healthcare industries (sophomores may petition to register for the class), minimum GPA of 3.0, and permission of instructor.

## **BIO 314: Experiential Health Care Practicum**

The second in a series of health coaching classes. Students who successfully complete BIO 310 will enter the practicum class directly. Students will be assigned a patient in the Batesville area and assist them in selected aspects of healthcare.

**Credits** 1

### **Prerequisites**

Completion of BIO 311 with a B or better and permission of the instructor.

## **BIO 320: Teaching in the Biology Laboratory**

Upper-level students who plan to attend graduate school, particularly those who intend to teach at the college level, may take this course to obtain teaching experience. Students will teach alongside a faculty member in a laboratory course they have successfully completed at the 100 or 200 level. Students will attend each laboratory section, assist in teaching the lab, give and receive feedback on lectures, and write a teaching philosophy.

**Credits** 1

**Prerequisites**

"B" grade or higher in the class taught.

Permission of the instructor.

## **BIO 330: Medical Cell Biology**

This course will focus on a singular human disease or condition (selected by the instructor) with particular emphasis on students learning how to leverage the primary scientific literature to gain a deeper understanding of the topic, and the experimental approaches used to synthesize this deeper understanding. Students will all present a paper of their choosing in a mini journal-club format.

**Credits** 1

**Prerequisites**

BIO 250

## **BIO 340: Ecology**

Ecology is an introduction to the relationships between biota and their environment with emphasis on limiting factors, competition, coevolution, energy flow, and population dynamics. The course includes lecture and laboratory components, and one Saturday field trip will be required.

**Credits** 4

**Prerequisites**

BIO 220

BIO 222

CHM 110

MTH 110

## **BIO 345: Speleology**

An introduction to the study of caves. Students will learn about the formation, ecology, evolution, and inhabitants of caves in the Ozarks and elsewhere. The course includes lecture and lab components.

**Credits** 4

**Prerequisites**

CHM 110

BIO 222

## **BIO 350: Microbiology (OC)**

Microbiology examines the structure, biochemistry, genetics, and physiology of microorganisms with an emphasis on bacteria. The course includes lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 250 or BIO 252

CHM 110

## **BIO 352: Molecular Biology**

In-depth study of the structure and regulation of prokaryotic and eukaryotic genes with an emphasis on recombinant DNA techniques and applications. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 252

## **BIO 356: Biochemistry**

Study of the chemical basis of life. The major biomolecules—proteins, carbohydrates, lipids, and nucleic acids—will be discussed with emphasis on their reactions and roles in living cells. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 220 or permission of instructor. (Same as CHM 356)

## **BIO 360: Comparative Physiology (OC/PS)**

Comparative Physiology provides an in-depth study of the physiological systems that maintain homeostasis in animals with emphasis on the design and function of these systems in different animals in response to the environmental pressures they face. The course consists of lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 250

CHM 110

## **BIO 364: Developmental Biology**

Study of the major processes which lead to the form and function of multicellular organisms. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 250 and BIO 252

## **BIO 366: Histology (OC)**

Study of the microscopic structure and function of animal tissues and organs. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

BIO 250

## **BIO 370: Evolution**

This course provides an in-depth study of patterns and processes of evolutionary change, and how biological diversity is originated and maintained. The course emphasizes how evolutionary principles are the foundation of modern biology and relevant to other disciplines. Topics include mechanisms of evolutionary change, fossil record, microevolution, macroevolution, population genetics, speciation, and human evolution. The course includes lecture and laboratory components.

**Credits** 4

### **Prerequisites**

BIO 220

BIO 222

### **Corequisites**

BIO 252

## **BIO 382: Special Topics in Biology**

Study in a specific area of biology not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and field work may be included.

**Credits** 1

-4

### **Prerequisites**

Determined by the instructor.

## **BIO 385: Exercise Physiology**

This course addresses the study of how the body (on the cellular, tissue, and organ system levels) responds in function and structure to 1) acute exercise stress, and 2) chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. Includes energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems. (Same as EXS 375)

**Credits** 3

### **Prerequisites**

EXS 201

BIO 260

CHM 105

## **BIO 399: Biology International Studies Course: Variable Topics**

Study of varying topics in biology. Includes a two-week Nichols trip. Prerequisites will vary.

**Credits** 1

### **Prerequisites**

Determined by the instructor.

## **BIO 420: Advanced Topics in Biology**

Advanced study in a specific area of biology. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and field work may be included.

**Credits** 1

-4

### **Prerequisites**

Determined by the instructor.

## **BIO 425: Advanced Biochemistry**

In-depth study of selected biochemical reactions and pathways of major biological and physiological significance, including synthesis and breakdown of important biomolecules, cell signaling pathways, and second messengers. The course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 356 or BIO 356 (Same as CHM 425)

## **BIO 475: Independent Study**

Independent study in a specific area of biology under the direction of the faculty.

**Credits** 1

-4

**Prerequisites**

Permission of the instructor.

## **BIO 480: Directed Research**

Independent research in approved areas of biology. Under direction of faculty, the student will define, design and complete an original research project and/or take part in a larger, ongoing research program. This course may be repeated for credit.

**Credits** 1

-4

**Prerequisites**

BIO 290, Junior standing and permission of instructor.

## **BIO 495: Senior Evaluation**

This course provides graduating seniors the opportunity to assess their knowledge of biology, and to assess the effectiveness of the biology program. Instead of regular class meetings, students will take a comprehensive exam, which will assess five major areas: cell biology, molecular biology & genetics, organismal biology, ecology & evolution, and analytical reasoning. The senior assessment also allows students to provide feedback concerning their individual learning experiences. Senior Evaluation must be taken before spring break of a student's graduating year. The course is graded pass/fail - satisfactory completion of the exam, regardless of score, is required for a passing grade.

**Credits** 0

**Prerequisites**

Senior standing and in their final semester.

# Business Administration

Assistant Professors: Patrick Lynch, Fariba Sanaei, and Peter Staples

The Business Administration major provides students with an understanding of complex business environments, administrative practices and processes, and the structure and role of organizations, through the entrepreneurial lens. It introduces students to the concepts and theories of management and decision-making while providing experience-based opportunities in which to apply these concepts. Students will focus their studies and select an emphasis in at least one of three areas: management, accounting, or finance. As students advance, they will have the opportunity to apply their knowledge by researching, writing, and presenting a business plan. Students will also have the opportunity to apply their learned skills to the management of a real fund, through an endowment-funded investment portfolio. The business administration major offers graduates the flexibility to choose between entry-level managerial positions, advanced study, and/or the launch of a new opportunity. In the Senior year, the program ends with a year-long Capstone Experience that includes Entrepreneurship, where student teams create a business plan. The teams then compete in a business plan competition in the second semester of the Capstone Experience.

## NOTES

\* Students may use ECO 101 and BUS 323 to satisfy core requirements.

\* Students may elect ECO 215 a second and third time.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Business Administration Major (BS)

### Summary of Requirements for a Major in Business Administration

Item #	Title	Credits
ACC 210	Financial Accounting	3
ACC 211	Managerial Accounting	3
BUS 206	Principles of Marketing (OC/PS)	3
BUS 210	Principles of Management	3
BUS 303	Business Law	3
	BUS 311 or BUS 330	3
BUS 323	Statistical Applications to Business Decision Making	3
BUS 415	Social Entrepreneurship	3
BUS 420	Business Capstone	3
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
ECO 215	Investment Portfolio Management	1
ECO 320	Corporate Finance I	3

## Additional Major Requirements: Accounting Emphasis

Item #	Title	Credits
ACC 311	Intermediate Accounting I	3
ACC 320	Cost Management I	3
ACC 335	Foundations of Taxation	3
	Accounting Electives	3

## Additional Major Requirements: Finance Emphasis

Item #	Title	Credits
ECO 330	Corporate Finance II	3
	Finance Electives	9

## Additional Major Requirements: Healthcare Administration Emphasis

Item #	Title	Credits
	Healthcare Administration Major Electives	3

## Additional Major Requirements: Management Emphasis

Item #	Title	Credits
	Management Electives	9

## Additional Major Requirements: Social Entrepreneurship Emphasis

Item #	Title	Credits
BUS 330	Business Process & Design Improvement (PS)	3
ECO 340	Sustainable Economic Development	3
BUS 458	Internship in Social Entrepreneurship/CSR	1-4
	One 300/400 level BUS or ECO Elective (3 credits)	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	92-98

### BUS 311 or BUS 330

Item #	Title	Credits
BUS 311	Operations Management	3
BUS 330	Business Process & Design Improvement (PS)	3

### Accounting Electives

Choose 1 of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ACC 312	Intermediate Accounting II	3
ACC 325	Cost Management II	3
ACC 300	Accounting Systems	3
ACC 382	Special Topics in Accounting	1-3
ACC 400	Governmental and Not-For-Profit Accounting	3
ACC 405	Advanced Tax Accounting	3
ACC 412	Auditing	3
ACC 415	Advanced Accounting	3

## Finance Electives

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ACC 382	Special Topics in Accounting	1-3
ECO 306	Econometrics	3
ECO 382	Special Topics in Economics	1-3
ECO 390	Money and Banking	3
ECO 401	Multinational Financial Management	3
ECO 410	International Economics	3
ECO 475	Investments	3
ECO 482	Special Topics in Economics	1-3
	BUS 450/455 Internship or Senior Thesis	3
ACC 311	Intermediate Accounting I	3
ACC 312	Intermediate Accounting II	3
ECO 340	Sustainable Economic Development	3
ECO 420	Public Finance	3
ECO 382	Special Topics in Economics	1-3
ECO 482	Special Topics in Economics	1-3

## Healthcare Administration Major Electives

Choose one of the following classes:

## Management Electives

### **Total Credits: 9**

Choose 3 of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BUS 315	Organizational Behavior	3
BUS 375	Human Resource Management	3
BUS 480	Business Strategy	3
	BUS 450/455 Internship or Senior Thesis	3
	BUS 382 OR BUS 470	3

One 300/400 level BUS or ECO Elective (3 credits)

## Business Administration Minor

The business administration minor is a course of study designed as a second field for students who wish to develop an understanding of the basic functions impacting the decision-making process in economic organizations.

### NOTES

\* Students may use ECO 101 to satisfy core requirements.

### Summary of Requirements for a Minor in Business Administration

Item #	Title	Credits
ACC 210	Financial Accounting	3
ACC 211	Managerial Accounting	3
BUS 206	Principles of Marketing (OC/PS)	3
BUS 210	Principles of Management	3
BUS 303	Business Law	3
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
	Total Credits	21

## Healthcare Administration Minor

### Summary of Requirements for a Minor in Healthcare Administration

Item #	Title	Credits
BUS 303	Business Law	3
BUS 323	Statistical Applications to Business Decision Making	3
BUS 375	Human Resource Management	3
	Total Credits	9

## Marketing Minor

### Summary of Requirements for a Minor in Marketing (Foundation Courses) 6 credits

Item #	Title	Credits
ECO 101	Principles of Economics I	3
PSY 101	Introduction to Psychology (PS)	3

## Marketing Courses (21 credits)

Item #	Title	Credits
BUS 310	Consumer Behavior	3
BUS 320	Digital Marketing	3
BUS 360	Business to Business Marketing	3
BUS 402	Marketing Research and Analysis	3
BUS 404	Highland Road Marketing - Practical Applications in Marketing	3
BUS 405	New Product Development	3
BUS 425	Advanced Theories in Marketing	3

## Marketing Minor Electives (Apply up to 6 credits)

Item #	Title	Credits
ANT 101	Introduction to Cultural Anthropology (OC)	3
ANT 140	Language and Culture (OC)	3
ANT 307	Ethnographic Methods	3
BUS 404	Highland Road Marketing - Practical Applications in Marketing	3
BUS 415	Social Entrepreneurship	3
COM 101	Mass Media and Society	3
COM 150	Introduction to Communication Theory	3
COM 225	Persuasion	3
COM 310	Communication and Technology	3
CSC 100	Introduction to Programming in C++ (PS)	3
DSC 105	Introduction to Data Science (OC/PS)	3
ECO 302	Intermediate Microeconomics	3
ENG 103	Oral Presentation	3
PSY 225	Social Psychology	3
PSY 210	Cultural Psychology	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3
PSY 250	Research Methods with Human Participants	3
	Total Credits	33

## Social Entrepreneurship Minor

The social entrepreneurship minor is designed to teach students fundamental concepts of business, economics, and entrepreneurship applied to creating positive sustainable social impact. The concepts from the courses are applicable to both startup and existing organizations. The most challenging social problems require holistic solutions, so students from all majors are welcome. Students in the minor will have the opportunity to collaborate with business students and students from other disciplines to apply their disciplinary knowledge to a capstone project.

## Summary of Requirements for a Minor in Social Entrepreneurship

Item #	Title	Credits
ECO 101	Principles of Economics I	3
ACC 211	Managerial Accounting	3
BUS 210	Principles of Management	3
ECO 340	Sustainable Economic Development	3
BUS 330	Business Process & Design Improvement (PS)	3
BUS 415	Social Entrepreneurship	3
BUS 420	Business Capstone	3
BUS 435	Special Topics in Social Entrepreneurship	1-4
	Upper Division Elective	3
	Total Credits	25-28

### Upper Division Elective

One 3-credit 300/400 level ACC, BUS, ECO, or Internship elective if the Business Capstone is not taken.

## Business Administration Course Descriptions

### **BUS 206: Principles of Marketing (OC/PS)**

A survey of activities involved in the marketing of products to consumer and industrial markets. Topics include pricing, product development, promotion, distribution, and environmental forces that affect marketing.

**Credits** 3

### **BUS 208: Career Professionalism**

Preparation of students for career success. Students will evaluate appropriate career direction, create relevant goals, identify transferable skills and experience, and effectively market themselves in resumes, cover letters, portfolios, networking environments, and employment interviews.

**Credits** 1

### **BUS 210: Principles of Management**

A survey of effective management techniques for achieving organizational objectives in business, non-profit institutions, and government agencies with emphasis the four basic functions of management: planning, organizing, leading, and controlling. The course introduces Social Entrepreneurship with a focus on the triple bottom line.

**Credits** 3

### **BUS 302: Governance, Business, and Society**

The course involves analyses of the intersection of government, business, law, and society. Policies, ethics, and the maintenance and regulation of competition at the local, national, and global levels are explored in relation to how organizations are governed – internally and externally.

**Credits** 3

#### **Prerequisites**

BUS 210

## **BUS 303: Business Law**

A systematic analysis of the legal concepts applicable to business organizations, legal rights and remedies, secured transactions, commercial paper, property, and bankruptcy.

**Credits** 3

### **Prerequisites**

Junior or senior status or permission of instructor.

## **BUS 310: Consumer Behavior**

An introduction to consumer behavior as it affects an organization's marketing strategy and policy decisions. The course offers various perspectives on marketing activities with emphasis on basic psychological, social, cultural, and situational influences.

**Credits** 3

## **BUS 311: Operations Management**

Examination of techniques and procedures relating to the design of operations, including planning and control, quality control, inventory management, maintenance management, and product planning systems. Not repeatable for credit.

**Credits** 3

### **Prerequisites**

BUS 210

BUS 323

## **BUS 315: Organizational Behavior**

An introduction to the management of individuals and small groups in the work place. This course studies the basic theory of behavior within organizations, including topics such as the dynamics of small groups, informal structures within an organization, and the significance of the social environment.

**Credits** 3

### **Prerequisites**

BUS 210

## **BUS 320: Digital Marketing**

Students will learn how companies and brands promote and build their businesses through digital platforms – websites, email, content marketing, video, and online ads. The class will also focus on the digital analytics needed to assess effectiveness – SEO, keywords, and Google Analytics.

**Credits** 3

## **BUS 323: Statistical Applications to Business Decision Making**

Exploration of the background necessary to run a statistical project from data collection through to analysis and interpretation of results with emphasis on probability distributions, statistical inference, and regression analysis.

**Credits** 3

### **Prerequisites**

MTH 101 or MTH 103

## **BUS 330: Business Process & Design Improvement (PS)**

This course introduces concepts and tools for analyzing and improving existing processes or designing new ones. The main focus is on Lean Six Sigma concepts but includes other tools and concepts. The course also introduces the strategic application of quality management concepts and quality systems with an emphasis on value creation. Upon completion of the course, the student should understand and be able to apply the ASQ Six Sigma Yellow Belt Body of Knowledge.

**Credits** 3

### **Prerequisites**

ECO 101

BUS 210

ACC 211

Or permission of instructor.

## **BUS 335: Diversity and Inclusion**

The management of diversity and inclusion has evolved from a focus on compliance to a strategic-level effort with a demonstrated positive impact on an organization's performance. In the current business climate, companies that strive for both diversity and inclusion are achieving intended business results. They provide the proof that diversity and inclusion are much more than a legal or moral requirement; they're also a competitive advantage. This course provides an overview of the evolution of the management of diversity and inclusion and presents targeted and high-involvement diversity practices. It examines diversity in the contexts of teams and leaders, and it frames diversity in terms of current business and cultural challenges.

**Credits** 3

## **BUS 350: Business Internship**

Students will gain field experience through direct, supervised work in a selected, approved company. The internship will offer variable credit based on the hours worked during the semester (40 hours = 1 credit, 8- hours = 2 credits, 120 hours = 3 credits). Each student intern will provide periodic reports to the faculty supervisor. The course can be taken two times for credit.

**Credits** 1

-3

### **Prerequisites**

30 completed credit hours and a GPA of 2.75 or higher.

## **BUS 360: Business to Business Marketing**

The Business to Business (B2B) Marketing course will explore the principles and practices of marketing in a business-to-business context. The course will cover organizations' strategies and tactics to market their products and services to other businesses, including customer relationship management, segmentation, targeting, and more.

**Credits** 3

## **BUS 375: Human Resource Management**

Study of the process of managing human resources to achieve organizational objectives. Students will build a foundation for the process of personnel selection, development, and maintenance, as well as consider the activities of unions and other employee organizations.

**Credits** 3

## **BUS 382: Special Topics in Business Administration**

Study of selected topics in business administration. Prerequisites will vary.

**Credits** 1

-3

## **BUS 399: Business Administration International Studies Course: Variable Topics**

Study of varying topics in business administration. Includes a two-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **BUS 402: Marketing Research and Analysis**

Study of how management uses marketing information systems and marketing research as decision-making tools with emphasis on research design, questionnaire construction, sampling, data processing, quantitative analysis, and research applications.

**Credits** 3

**Prerequisites**

BUS 323

## **BUS 404: Highland Road Marketing - Practical Applications in Marketing**

A marketing class structured around an in-house student-run marketing services firm that involves designing a practical and academically rigorous course. This approach provides students with hands-on experience in applying marketing concepts and strategies in real-world scenarios, thus enhancing their learning and readiness for future professional roles. Cross-listed: ECON 101/PSY 101

**Credits** 3

**Prerequisites**

BUS 310

BUS 320

Or instructor approval.

## **BUS 405: New Product Development**

The New Product Development (NPD) course will explore how new products are brought to market – from concept development to commercialization. In this course, students will learn the fundamentals of product management and modern project management used to bring new products to market.

**Credits** 3

## **BUS 410: Organization Theory**

Holistic study of the organization, focusing on the major determinants of organizational effectiveness.

**Credits** 3

**Prerequisites**

BUS 210

## **BUS 415: Social Entrepreneurship**

Social Entrepreneurship is Part one of the capstone experience required for completion of the Business Administration Major and Social Entrepreneurship Minor. An examination of the activities involved in the planning, establishing, and launching a social business enterprise. Students will explore the various start-up options for businesses and non-profits, then prepare a business plan for the proposed enterprise.

**Credits** 3

**Prerequisites**

Senior status in the Business Major or Social Entrepreneurship Minor.

## **BUS 420: Business Capstone**

Part Two of the Business Capstone Experience. Students will complete the business plans started in BUS 415, prepare for and compete in the Arkansas Business Plan Competition. Additional topics include, project implementation, career development, and career planning.

**Credits** 3

**Prerequisites**

BUS 415

## **BUS 425: Advanced Theories in Marketing**

The Advanced Marketing Theories course will explore advanced marketing concepts, theories, strategies, and innovative new trends successfully used by marketers today. Students will learn advanced marketing strategies and techniques using research projects and case studies.

**Credits** 3

**Prerequisites**

BUS 310

BUS 315

## **BUS 430: International Business**

An overview of international business activities with emphasis on gaining an international perspective of cultural dynamics, business practices, political and legal environments, and global market strategies.

**Credits** 3

## **BUS 435: Special Topics in Social Entrepreneurship**

Special topics or projects in social entrepreneurship include participation in social business competitions as directed by the instructor. May be repeated for up to 4 credits if topics or projects are different.

**Credits** 1

-4

**Prerequisites**

BUS 415

And permission of the instructor.

## **BUS 445: Field Study in Small Business Management**

Practical experience exposing students to real business situations. Students will serve as consultants to small business owners in the region and prepare a case report at the end of the semester containing their findings and recommendations.

**Credits** 1

-3

### **Prerequisites**

Permission of instructor.

## **BUS 450: Internship in Business Administration**

Students will gain field experience through direct, supervised work in a selected, approved company. The internship will involve a minimum of 140 contact hours over the course of a semester, and interns will provide periodic reports to the faculty supervisor. Course can be taken two times for credit.

**Credits** 3

### **Prerequisites**

Declared Business or Economics major in senior year with cumulative GPA minimum of 2.75

## **BUS 455: Senior Thesis**

Students will conduct independent research on a selected subject in the area of business administration. Faculty members will guide students through the research process to accomplish agreed upon objectives, and students will submit a research paper and make an oral presentation at the end of the semester. Prerequisite:

**Credits** 3

### **Prerequisites**

Declared Business major in senior year.

## **BUS 458: Internship in Social Entrepreneurship/CSR**

Students will gain field experience through direct, supervised work in a selected, approved company. The internship will involve a minimum of 140 contact hours over the course of a semester, and interns will provide periodic reports to the faculty supervisor. The internship will primarily focus on Social Entrepreneurship or CSR (corporate social responsibility) topics and projects.

**Credits** 1

-4

### **Prerequisites**

Permission of the instructor

## **BUS 470: Topics in Business Administration**

Concentrated study of selected advanced topics in Management, Operations, Marketing, Human Resources, and Accounting. Prerequisites will vary.

**Credits** 1

-3

## **BUS 480: Business Strategy**

Examination of the problems involved in the formulation and execution of business policies and maintenance and development of an effective organization. Includes the use of case studies as a basis for discussion.

**Credits** 3

### **Prerequisites**

Declared major in final spring semester.

## **ECO 340: Sustainable Economic Development**

An introduction to key concepts in economic development with a focus on social and environmental sustainability. Topics are presented mainly from a regional economics perspective. The role of social entrepreneurship in creating social capital and economic development is also examined.

**Credits** 3

**Prerequisites**

ECO 101

## **HAM 120: Inside US Healthcare Policy**

This course introduces the US healthcare system and the practice of healthcare management. Students will learn how the healthcare industry functions and explore the roles and impacts of its various parts. Students will also have the opportunity to compare and contrast the US healthcare system with those of other nations.

**Credits** 3

## **HAM 220: Healthcare Justice, Law, and Ethics**

This course is an overview of healthcare law in the United States. It addresses the ethical and legal issues that healthcare providers and administrators face in the modern workforce, such as genetic engineering and rationing care; healthcare faces some of today's toughest ethical, legal, and justice challenges.

By the end of this course, students will understand how the legal environment shapes the medical profession and how to analyze and respond to a range of ethical and legal issues.

**Credits** 3

-3

**Prerequisites**

HAM 120

BUS 323

## **HAM 315: Healthcare Finance**

In this course, you'll learn how to develop financial strategies that not only keep healthcare businesses viable but also support ethical, high-quality patient care. From mastering budgeting to optimizing revenue cycles and ensuring compliance, you'll gain the expertise to help healthcare organizations thrive and impact patient care.

**Credits** 3

**Prerequisites**

BUS 303

## **HAM 320: Data-Driven Healthcare: Analytics, IT, and AI**

In this course, you'll dive deep into the transformative power of AI, learn how to analyze healthcare data to drive outcomes, and understand the IT systems that keep everything running securely. Students will acquire the programming and scripting skills (no prior experience needed) they need to analyze and explore data sets. By the end of this course, students will be able to perform statistical analyses of healthcare data and turn it into actionable information to improve healthcare systems.

**Credits** 3

**Prerequisites**

HAM 120

BUS 323

## **HAM 325: Strategic Healthcare Operations**

This course is an introduction to healthcare operations. Students will learn about operations and systems management within the context of healthcare systems, including how hospital supply chains function, and how to analyze operational processes to enhance efficiencies. By the end of this course, students will know how to evaluate and optimize hospital processes.

**Credits** 3

**Prerequisites**

HAM 120

BUS 323

## **HAM 480: Healthcare Innovation: Senior Capstone**

This course is the culmination of the work students conduct in the Healthcare Administration Minor. Students will step into the role of a healthcare consultant tasked with solving a real-world hospital case study, identifying challenges, analyzing data, proposing improvements, and ensuring compliance—all while considering financials. By the end of this course, students will have honed and refined their relevant skills and created a portfolio project to showcase to future prospective employers.

**Credits** 3

**Prerequisites**

HAM 120

HAM 220

BUS 323

ACC 210

# Center for Transformative Teaching and Leadership

**Director of Teacher Education and Associate Professor of Education: Kimberly Crosby, '92**

**Assistant Professors: Margaret Campbell**

**Part-time Assistant Professor: Cheryl Harris**

Firmly rooted in the liberal arts, Lyon College's teacher education program offers programs for teacher licensure in K-6 elementary education; 7-12 secondary education in English, life science, math, and social studies; and K-12 health, physical education, and coaching as well as instrumental and vocal music. In order to pursue teacher licensure, all candidates must agree to a criminal records check and meet testing and grade point average requirements prior to internship placement in their senior year. While finishing their major(s) in the senior year, all candidates formally admitted by the Liberal Arts Teacher Education Committee participate in a teaching residency in one of several local partnership school districts. Candidates must earn passing scores on the state-approved content assessment and on the pedagogical assessment prior to the recommendation for licensure. Candidates who are completing a licensure program may also pursue the K-12 Coaching endorsement by taking the required physical education courses and passing the state-approved content assessment in that area.

## **MISSION**

The Lyon College Teacher Education Program prepares educators to become effective teachers and leaders who educate using best practices; who engage with learners, families, colleagues, and community stakeholders; who inspire learner success; and who empower students to become self-directed learners and leaders.

## **VISION**

The Lyon College Teacher Education Program will produce excellent teachers and leaders who are prepared to meet the challenges of the profession.

## **VALUES**

- Program faculty strongly support the right of all students, regardless of gender, race, creed, family background or socioeconomic status, to be taught by a well-qualified teacher.
- We value a liberal education as the foundation of strong educator preparation in that it fosters the knowledge and dispositions necessary for supporting student learning and growth.
- We value collaboration with families, colleagues, educational partners, and community stakeholders to support the development of our students as professional educators and leaders.
- We value the dedication and commitment of our students to improving the quality of education for citizens in our state.
- We believe that a strong educational system is vital to a democratic society in which all members are equally represented, valued, and respected.

## **GOALS**

1. Educate using best practices in instructional design, delivery, and assessment to maximize student learning and growth.
2. Engage with learners, families, colleagues, and community stakeholders to improve teaching and learning.
3. Inspire learner success by modeling appropriate professional dispositions.
4. Empower students to become self-directed learners and leaders.

## **Title II**

Section 307 of Title II of the Higher Education Act mandates that the Department of Education collects data on state assessments and other requirements, standards for teacher licensure, and data on the performance of teacher preparation programs. In Arkansas, a system of multiple measures determines the quality of teacher education candidates using Praxis exams to measure content and pedagogical knowledge. Candidates must earn passing scores on the PRAXIS tests appropriate to their teaching areas.

## **Program Transitions/Admission Requirements**

There are three specific transition points in Lyon's teacher education program, including Transition One: Pre-Admission, Transition Two: Admission to Residency, and Transition Three: Exit from Program.

### **Transition One: Practicum Enrollment**

Students wishing to begin the junior-level practicum sequence must provide documentation of a 2.75 cumulative GPA from Lyon or a transfer institution prior to enrolling in Practicum I. Students who do not have the requisite GPA must get permission from the instructor and the Director of Teacher Education in order to enroll in a practicum course. Practicum students should declare a major in Education upon enrolling in Practicum I.

## Transition Two: Admission to Residency

Candidates for the student teaching residency must apply for admission during the semester immediately preceding the proposed placement. Candidates will be required to submit evidence of their preparedness for the residency and to sit for an interview with members of LATEC (Liberal Arts Teacher Education Committee) following submission of the required documentation. The following materials must be submitted electronically prior to the interview for admission:

- Candidate Information Form
- Names and email addresses of at least three references, one of whom must be the major advisor or another faculty member in the major discipline
- Philosophy of education statement or a typed statement explaining why you want to be a teacher
- Lyon transcript documenting at least a 2.9 cumulative GPA as well as a grade of “C” or higher in the following courses:
  - ENG 102 English Composition II
  - MTH 101 College Algebra OR MTH 103 College Algebra with Lab OR MTH 105 Math for the Liberal Arts
  - EDU 202 Overview of Teaching
- Formal observation evaluations from EDU 327 Teaching Practicum II

*PLEASE NOTE: Transferred credits will not be included in the GPA calculation for admission to the student teaching residency. Students who do not meet the cumulative GPA requirement of 2.9 or the course grade requirements will not be admitted, but may submit a written request to the Director of Teacher Education for reconsideration of admission upon meeting the requirements.*

## Transition Three: Exit from the Program/Residency Portfolio

Teacher candidates maintain a digital portfolio documenting their progress in the program beginning with EDU 202. The completed portfolio is submitted in the last semester of the senior year for review and final grading. The portfolio must be submitted electronically and must include a capstone narrative and selected artifacts from their education coursework. Candidates are provided with a checklist and rubric to aid them in preparing their portfolios for submission. All digital portfolios will be archived by Lyon in an electronic format. More information about the portfolio can be found in the Lyon College Teacher Education Handbook.

## Licensure:

Students who meet the criteria and are in good standing will have completed the Liberal Arts Teacher Education Program and will be recommended for an Arkansas teaching license. Candidates should be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or no contest or being found guilty by a jury or judge) for any offense listed in Arkansas Code Ann. §§ 6-17-410 and 6-17-414 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed, or subject to a pardon. **The discovery of a record of conviction for any felony/non-felony offense could result in the applicant being ineligible for an Arkansas educator’s license.** For any questions about this, please call the ADE legal office at 501.682.4227.

## Education Major [Elementary K-6] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

**\* Additional content requirements satisfied by the Core Curriculum include: COR 120 The American Experience, COR 140 Imagining Lives Through World Literature, and HIS 110 World Civilization I.**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprising of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Elementary Emphasis Requirements: Grades K-6

Item #	Title	Credits
EDU 306	Social Studies for the K-12 Classroom	3
EDU 320	Teaching Reading	3
EDU 324	Children's Literature	3
EDU 330	Literacy in the Disciplines	3
EDU 340	Teaching Stem in Elementary I: Mathematics/Technology	2
EDU 345	Teaching Stem in Elementary II: Science/Engineering/ Technology	2
MTH 105	Math for Liberal Arts (HL)	3
BIO 100	Biology in Context	4
SCI 100	Physical Science for the Liberal Arts	4
ANT 101	Introduction to Cultural Anthropology (OC)	3
	One course In Arkansas History	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	114-116

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

One course In Arkansas History

Item #	Title	Credits
HIS 366	Arkansas in the United States	3

## Education Major [English 4-8] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

**\* Additional content requirements satisfied by the Core Curriculum include: COR 120 The American Experience, COR 140 Imagining Lives Through World Literature, and HIS 110 World Civilization I.**

**Note: COR 140 is an additional content requirement that is satisfied by the Common Core**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprising of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Elementary Emphasis Requirements: Grades 4-8

Item #	Title	Credits
EDU 208	Disciplinary Literacy & Pedagogy	2
EDU 324	Children's Literature	3
EDU 330	Literacy in the Disciplines	3
EDU 464	Integrating Methods in K-6	3
ENG 300	Epic Poetry to the Novel (PS)	3
ENG 303	Romanticism to present (PS)	3
ENG 305	Global Shakespeare (PS)	3
ENG 337	Advanced Grammar	3
ENG 363	Advanced Composition	3
	Education 4-8 English Electives	9

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

### EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

Education 4-8 English Electives

## Education Major [English 7-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

***Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.***

**Additional content requirements satisfied by the Core Curriculum include COR 140 Imagining Lives Through World Literature.**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the**

requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## English Emphasis Requirements: Grades 7-12

Item #	Title	Credits
ENG 302	Survey of Global Anglophone Literature	3
ENG 320	Methods of Teaching English	2
ENG 337	Advanced Grammar	3
ENG 363	Advanced Composition	3
	Education [English 7-12] Electives - 9 Credits Required	9
	Education [English 7-12] Electives - 12 credits required	12
	Education [English] 400-level Elective	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

## Education [English 7-12] Electives - 9 Credits Required

Item #	Title	Credits
ENG 290	Survey of British Literature I	3
ENG 291	Survey of British Literature II (PS)	3
ENG 330	American Literature to 1900	3
ENG 331	American Literature from 1900	3

## Education [English 7-12] Electives - 12 credits required

12 credits at the 200-300 level

## Education [English] 400-level Elective

One 400-level English elective.

## **Education Major [Health, PE, and Coaching K-12] (BA)**

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprising of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Health, PE, and Coaching Emphasis Requirements: K-12

Item #	Title	Credits
PED 203	Theory of Coaching	3
PED 301	History and Principles	3
PED 303	Organization and Administration	3
PED 304	Methods for Teaching Team Sports in Secondary Schools	3
EXS 201	Health and Wellness	3
EXS 205	Nutrition Concepts for Exercise Science	3
EXS 207	First Aid and Care of Athletic Injuries	3
EXS 309	Motor Learning	3

## Education [PED/OLP] Activity Electives 4-credits

Item #	Title	Credits
	Education [PED/OLP] Activity Electives 4-credits	4

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	109-111

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

Education [PED/OLP] Activity Electives 4-credits

**PED/OLP electives must be taken in addition to 2 PED activity courses that satisfy the core requirement and must cover a minimum of four of the following physical education content areas:**

## **Games and Sports Electives**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PED 103	Volleyball	1
PED 104	Beginning Table Tennis	1
PED 108	Archery and Bowling	1
PED 109	Beginning Tennis	1
PED 110	Tennis and Badminton	1
PED 119	Basic Golf	1

## **Aquatics**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PED 102	Basic Swimming (non-swimmers Only)	1
PED 112	Beginning Swimming	1
PED 116	Intermediate Swimming	1

## **Dance and Rhythmic Activities**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PED 111	Aerobic Dance	1
PED 114	Yoga	1
PED 115	Beginning Scottish Highland Dance	1
PED 117	Varsity Cheerleading	1
PED 120	Tai Chi Chih	1
PED 122	Fundamentals of Dance	1

## **Fitness Activities**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PED 101	Physical Fitness (HL)	1
PED 113	Body Shaping	1

## **Outdoor Pursuits**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
OLP 120	Biking	1
OLP 122	Paddling	1
OLP 124	Sailing	1
OLP 125	Disc Golf	1
OLP 126	Backpacking	1
OLP 128	Rock Climbing	1
OLP 130	Scuba	1
OLP 160	Fishing	1
PED 121	Paddling	1
PED 126	Backpacking	1

## Individual-Performance Areas

Item #	Title	Credits
PED 182	Special Topics	1-3

## Education Major [Instrumental Music K-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

*Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.*

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Instrumental Music Emphasis Requirements: Grades K-12

Item #	Title	Credits
MUS 110	Music Theory	3
MUS 111	Musicianship I	1.5
MUS 112	Musicianship II	1.5
	Education [Music] Band 5-credits	5
MUS 205	Advanced Music Theory	3
MUS 420	Conducting	3
MUS 425	Methods and Materials in Teaching Music	3
	Education [Music] Piano 3-credits	3
	Education [Music] Instrument (6-credits - Multiple Instruments)	6
	Education [Music] Electives (6 Credits)	6

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

### EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

Education [Music] Band 5-credits

Item #	Title	Credits
MUS 120	Lyon College Marching Band	2
MUS 125	Lyon College Jazz Band	1
MUS 130	Lyon College Concert Band	1

Education [Music] Piano 3-credits

**Private Piano Lessons [3 Credits]**

MUS 151P - MUS 452P

Education [Music] Instrument (6-credits - Multiple Instruments)

**Private Instrument Lessons (Multiple Instruments) 6-Credits**

MUS 151I - MUS 452I

Education [Music] Electives (6 Credits)

## Education Major [Life Science 7-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

***Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.***

**\* CHM 105 may be needed as a prerequisite to CHM 110 and may be taken as part of the core requirements; MTH 110 may also satisfy a core requirement.**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

### Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Life Science Emphasis Requirements: Grades 7-12

Item #	Title	Credits
BIO 252	Genetics	4
MTH 110	Elementary Functions	3
CHM 110	General Chemistry I (PS)	4
	Education [Life Science 7-12] - 12 credits required	12

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	104-106

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

Education [Life Science 7-12] - 12 credits required

12 credits at the 300 level or above

## Education Major [Math 4-8] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included

in the required major.

\* Additional content requirements satisfied by the Core Curriculum include: COR 120 The American Experience, COR 140 Imagining Lives Through World Literature, and HIS 110 World Civilization I.

Note: MTH 101, MTH 105, and MTH 110 may also satisfy a core requirement.

NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, **students must successfully complete a minimum of 120 semester credit hours comprising of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Elementary Emphasis Requirements: Grades K-6

Item #	Title	Credits
EDU 208	Disciplinary Literacy & Pedagogy	2
EDU 340	Teaching Stem in Elementary I: Mathematics/Technology	2
EDU 464	Integrating Methods in K-6	3
MTH 101	College Algebra	3
MTH 105	Math for Liberal Arts (HL)	3
MTH 110	Elementary Functions	3
MTH 115	Discrete Mathematics	3
MTH 210	Calculus I	4
MTH 290	Foundations of Modern Mathematics	3
MTH 380	Modern Geometry	3
MTH 400	Secondary Methods in Mathematics	3
	CSC 100 or CSC 115	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

## CSC 100 or CSC 115

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 115	Introduction to Programming in Java	3

## Education Major [Math 7-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

***Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.***

\* Recommended electives: MTH 420 and MTH 440.

\* MTH 110 may also satisfy a Core Curriculum requirement.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Math Emphasis Requirements: Grades 7-12

Item #	Title	Credits
MTH 110	Elementary Functions	3
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
MTH 230	Calculus III	4
MTH 290	Foundations of Modern Mathematics	3
MTH 300	Differential Equations	3
MTH 330	Linear Algebra (PS)	3
MTH 360	Probability and Statistics	3
MTH 380	Modern Geometry	3
MTH 400	Secondary Methods in Mathematics	3
	CSC 100, CSC 109, or CSC 115	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	117-119

EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Education Major [Social Studies 4-8] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

**Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.**

**\* Additional content requirements satisfied by the Core Curriculum include: COR 120 The American Experience, COR 140 Imagining Lives Through World Literature, and HIS 110 World Civilization I.**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprising of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Elementary Emphasis Requirements: Grades 4-8

Item #	Title	Credits
EDU 208	Disciplinary Literacy & Pedagogy	2
EDU 306	Social Studies for the K-12 Classroom	3
EDU 464	Integrating Methods in K-6	3
HIS 101	The United States I	3
HIS 102	The United States II	3
HIS 110	World Civilization I	3
HIS 280	Historiography and the Historical Method	3
HIS 366	Arkansas in the United States	3
	Education 4-8 Social Studies Electives	6
ANT 101	Introduction to Cultural Anthropology (OC)	3
ECO 101	Principles of Economics I	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

### EDU 490 and EDU 491, or EDU 496

## EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

### Education 4-8 Social Studies Electives

6 credits

## Education Major [Social Studies 7-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

***Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.***

\* Additional content requirements satisfied by the Core Curriculum include COR 120, HIS 110, and COR 130

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

### Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Social Studies Emphasis Requirements: Grades 7-12

Item #	Title	Credits
HIS 101	The United States I	3
HIS 102	The United States II	3
HIS 280	Historiography and the Historical Method	3
HIS 320	Methods of Teaching Social Studies	2
	Education [Social Studies 7-12] History Electives - 9 credits required	9
ANT 101	Introduction to Cultural Anthropology (OC)	3
ECO 101	Principles of Economics I	3
EDU 306	Social Studies for the K-12 Classroom	3
	One additional Social Science Elective (3 credits required)	3
	One course In Arkansas History	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

### EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

Education [Social Studies 7-12] History Electives - 9 credits required

9 credits – 1 course each in European, World, and U.S. History

One additional Social Science Elective (3 credits required)

One course In Arkansas History

Item #	Title	Credits
HIS 366	Arkansas in the United States	3

## Education Major [Vocal Music K-12] (BA)

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following

licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

*Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.*

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Education [Teacher Education Program Core]

Item #	Title	Credits
EDU 202	Overview of Teaching (OC)	3
EDU 327	Teaching Practicum	2
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
EDU 403	Integrating the Liberal Arts in the K-12 Classroom	3
EDU 467	Development & Learning in the Classroom	3
EDU 468	Assessment of Learning & the Learner	3
	EDU 490 and EDU 491, or EDU 496	15

## Vocal Music Emphasis Requirements: Grades K-12

Item #	Title	Credits
MUS 110	Music Theory	3
MUS 111	Musicianship I	1.5
MUS 112	Musicianship II	1.5
	MUS 140 - Lyon College Concert Choral [4 credits]	4
MUS 205	Advanced Music Theory	3
MUS 420	Conducting	3
MUS 425	Methods and Materials in Teaching Music	3
MUS 431	Vocal Pedagogy	3
	Education [Music] Piano 3-credits	3
	Education [Music] Voice 4-credits	4
	Education [Music] Electives (6 Credits)	6

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	116-118

EDU 490 and EDU 491, or EDU 496

### EDU 490 and EDU 491 or EDU 496

Item #	Title	Credits
	EDU 490 and EDU 491	15
EDU 496	Student Teaching Residency	15

MUS 140 - Lyon College Concert Choral [4 credits]

Education [Music] Piano 3-credits

**Private Piano Lessons [3 Credits]**

MUS 151P - MUS 452P

Education [Music] Voice 4-credits

**Private Voice Lessons [4 Credits]**

MUS 151V - MUS 452V

Education [Music] Electives (6 Credits)

# Education Minor

## Summary of Requirements for a Minor in Education

Item #	Title	Credits
PSY 101	Introduction to Psychology (PS)	3
EDU 202	Overview of Teaching (OC)	3
EDU 328	Integrating Technology in the Classroom	3
EDU 335	Educating Diverse and Exceptional Learners (PS)	3
PSY 310	Child and Adolescent Development	3
PSY 339	Learning and Cognition	3
	Total Credits	18

## K-12 Art Education Emphasis

The Education Major prepares teacher candidates for teaching at the K-6, 7-12, and K-12 levels in specified content areas. This course of study combines a solid foundation in disciplinary content, coursework focusing on educational theory and pedagogy, and professional training and extensive field experience in partner school classrooms appropriate for the selected teaching emphasis. Students may prepare for licensure in the following licensure levels and content areas:

K-6 level (multidisciplinary – includes English language arts, mathematics, social studies, and science);

4-8 level in English, mathematics, or social studies

7-12 level in English, life science, mathematics, or social studies

K-12 level in art, health, physical education, and coaching; vocal and/or instrumental music

Candidates will complete a full-year student teaching residency in an assigned partner school classroom. Semester 1 (EDU 490) requires that candidates complete a minimum of 270 hours in the residency classroom. Semester 2 (EDU 491) requires candidates to complete a minimum of 360 hours in the residency classroom. Candidates who will be graduating no later than December 2026 may request an alternative full-day one-semester residency placement with approval from the education program director.

Candidates will be individually advised concerning their need for additional coursework in order to meet licensing requirements or to prepare for the Praxis II content knowledge exam(s). These courses may or may not be included in the required major.

***Students pursuing a secondary or K-12 teaching license must complete the education requirements and the concurrent requirements for the teaching emphasis as listed below.***

**Additional content requirements satisfied by the Core Curriculum include COR 140 Imagining Lives Through World Literature.**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for an Emphasis in K-12 Art Education

Item #	Title	Credits
ART 101	Introduction to Visual Arts	3
ART 110	Drawing Studio I (PS)	3
ART 120	Two-dimensional Design (PS)	3
ART 201	World Art I	3
ART 204	Ceramics Studio I	3
ART 211	Photography Studio I	3
ART 220	Digital Studio I	3
ART 232	Painting Studio I	3
ART 233	Printmaking Studio I	3
ART 440	Advanced Studio Concepts (OC)	3
EDU 323	Teaching Art in K-12	2

### Art Emphasis Requirements: Choose one of the following - [3 Credits]

Item #	Title	Credits
ART 234	Three-dimensional Studio I	3
ART 300	Drawing Studio II	3
ART 301	Painting Studio II	3
ART 304	Ceramics Studio II	3
ART 310	Photography II	3
ART 320	Digital Art Studio II	3
ART 333	Printmaking Studio II	3
	Total Credits	35

## Center for Transformative Teaching and Leadership Course Descriptions

### EDU 202: Overview of Teaching (OC)

This course provides an introduction to the teaching profession highlighting the foundations of the education system in the United States and the role of teachers in that system. Students will be introduced to Charlotte Danielson's Framework for Teaching Evaluation Instrument and its use in supporting Arkansas teachers' performance and development. Students will gain practical experience by completing a minimum of 20 hours of classroom observation through video and in-person sessions in a public school setting.

**Credits** 3

**Prerequisites**

**Sophomore status or permission from the instructor**

## **EDU 208: Disciplinary Literacy & Pedagogy**

This course focuses on developing awareness of the foundational principles of the science of reading as it pertains to literacy instruction in the content areas, as well as knowledge and skills related to content-area instructional methods and strategies. Students will learn how to identify high quality instructional materials (HQIM) for use in instructional planning and practice.

**Credits** 2

**Prerequisites**

EDU 202

Or permission from the instructor.

## **EDU 306: Social Studies for the K-12 Classroom**

This topics course will focus on social studies content appropriate for the K-12 classroom, with emphasis on physical and human geography, sociology, and economics.

**Credits** 3

**Prerequisites**

EDU 327 as a pre-requisite or co-requisite

## **EDU 308: Early Literacy Practicum (K-2)**

This practicum provides teacher candidates with structured, early field-based experiences focused on PK-2 foundational literacy instruction aligned with the Science of Reading (SOR). Candidates will observe high-quality literacy teaching, engage in small-group and one-on-one instruction, administer early literacy assessments, and apply evidence-based instructional practices using HQIM. Throughout the practicum, candidates will complete a literacy case study for one K-2 student, analyze assessment data, plan and deliver instruction, and reflect on student learning. Candidates will teach one informal lesson and one formally evaluated lesson using SOR-aligned practices. This practicum bridges coursework and classroom application, preparing candidates for residency-level teaching responsibilities. Field Experience Requirement: Minimum 30 hours in a K-2 classroom with an approved mentor teacher.

**Credits** 1

**Prerequisites**

EDU 202 or equivalent.

**Corequisites**

EDU 320

## **EDU 310: Early Literacy Practicum (K-2)**

This practicum provides teacher candidates with structured, early field-based experiences focused on PK-2 foundational literacy instruction aligned with the Science of Reading (SOR). Candidates will observe high-quality literacy teaching, engage in small-group and one-on-one instruction, administer early literacy assessments, and apply evidence-based instructional practices using HQIM. Throughout the practicum, candidates will complete a literacy case study for one K-2 student, analyze assessment data, plan and deliver instruction, and reflect on student learning. Candidates will teach one informal lesson and one formally evaluated lesson using SOR-aligned practices. This practicum bridges coursework and classroom application, preparing candidates for residency-level teaching responsibilities.

**Credits** 1

**Prerequisites**

EDU 320 Teaching Reading (or equivalent)—to be taken concurrently with EDU320 in the fall semester.

## **EDU 320: Teaching Reading**

Exploration of theories and strategies that reflect best practice in reading instruction. Students will learn how to diagnose reading difficulties, use intervention strategies to assist struggling readers, and foster disciplinary literacy across the curriculum. Students will also gain practical experience by completing a minimum of 10 hours of classroom observation and directed experiences in reading instruction.

**Credits** 3

**Prerequisites**

**EDU 327 as a corequisite or permission from the instructor**

## **EDU 323: Teaching Art in K-12**

This course focuses on the content and pedagogical knowledge and skills necessary for teaching art education in the K-12 educational setting. Course topics include implementing a choice-based curriculum, assessing student work, teaching art to diverse students, using inquiry methods to explore art, and creating art using diverse media.

**Credits** 2

**Prerequisites**

EDU 325

## **EDU 324: Children's Literature**

Evaluation and selection of developmentally appropriate texts from the various genres in children's literature. Students will learn to use effective instructional practices and resources for teaching children and adolescents to read and respond critically to literary texts.

**Credits** 3

**Prerequisites**

**Sophomore status**

## **EDU 327: Teaching Practicum**

The teaching practicum is an introduction for pre-service teachers to the four domains of Charlotte Danielson's Framework for Teaching and to the development of professional dispositions and knowledge of effective instructional practice. Course content will focus on organizing content knowledge for student learning, creating environments that are conducive to student learning, developing the instructional skills necessary for guiding student learning, and demonstrating growth within the profession. Supervised classroom participation experiences of at least 30 hours in approved settings are required in grades and/or disciplines appropriate to students' areas of licensure. Fee required.

**Credits** 2

**Prerequisites**

EDU 202

**And a minimum cumulative GPA of 2.75 or instructor permission.**

## **EDU 328: Integrating Technology in the Classroom**

Designed to prepare teacher candidates to effectively integrate technology into classroom practice, this course focuses on using technological resources and tools to enhance learning through standards-based content instruction and pedagogical best practices. Course topics align with the International Society for Technology in Education (ISTE) standards for students and teachers.

**Credits** 3

**Prerequisites**

**EDU 327 as a corequisite or permission from the instructor**

## **EDU 329: Teaching Physical & Health Education in K-12**

This course focuses on the content and pedagogical knowledge and skills necessary for teaching physical education and health in the K-12 educational setting. Course topics include developing a skills-based approach, teaching to the national standards for physical and health education, developing meaningful curriculum and assessments, and implementing effective instructional practices.

**Credits** 3

**Prerequisites**

**EXS 201 or permission of instructor**

**Corequisites**

**EXS 201 or permission of instructor**

## **EDU 330: Literacy in the Disciplines**

Preparation of students to teach reading, writing, and reasoning processes that support learning in the various content areas across the curriculum. The course focuses on the knowledge and skills specific to selecting appropriate texts, understanding text structures, and organizing instruction for discipline-related purposes that connect reading, writing, speaking, and listening to content area curricula.

**Credits** 3

**Prerequisites**

**EDU 320 or permission from the instructor**

## **EDU 335: Educating Diverse and Exceptional Learners (PS)**

This course will assist teacher candidates in becoming caring, reflective, and competent professionals and preparing them to meet the educational needs of diverse and exceptional learners. It will take into consideration cultural, economic, language, and other differences found in learners as well as explore different types and levels of intelligence, resilience, and motivation.

**Credits** 3

**Prerequisites**

EDU 202

## **EDU 336: Educating Diverse and Exceptional Learners Field Experience**

Directed experience in a diverse setting applicable to teacher education and/or professional growth. Corequisite: EDU 335 or consent from instructor. May be repeated for additional elective credit.

**Credits** 1

## **EDU 340: Teaching Stem in Elementary I: Mathematics/Technology**

Designed to prepare teacher candidates to teach mathematics at the elementary school (K-6) level, this course will focus on the knowledge and skills necessary for meeting common core and disciplinary content standards as well as Arkansas teacher standards and competencies. It includes an emphasis on technology integration.

**Credits** 2

## **EDU 345: Teaching Stem in Elementary II: Science/Engineering/Technology**

Designed to prepare teacher candidates to teach science at the elementary school (K-6) level, this course will focus on the knowledge and skills necessary to meet disciplinary content standards and the Arkansas teacher standards and competencies. It includes emphases on engineering and technology integration.

**Credits** 2

## **EDU 382: Special Topics in Education**

Study of selected topics in education. Prerequisites will vary.

**Credits** 3

## **EDU 399: Education International Studies Course: Various Topics**

Studies of varying topics in education. Includes a two-week Nichols trip. Prerequisites will vary depending upon course topic.

**Credits** 1

## **EDU 403: Integrating the Liberal Arts in the K-12 Classroom**

This course provides an introduction to planning and teaching integrated thematic units in the K-12 classroom. Topics will include interdisciplinary teaching and learning, instructional models for a variety of teaching purposes, and pedagogical practices that support student learning. Students will create an interdisciplinary thematic unit that incorporates content from a variety of disciplines including the humanities, fine arts, social sciences, mathematics, and sciences and that is developmentally appropriate for the target age group and responsive to diverse student needs.

**Credits** 3

**Prerequisites**

EDU 327

## **EDU 450, 451: Directed Study**

Directed individual study in an area accepted for teacher certification or professional growth.

**Credits** 1

-3

**Prerequisites**

Must be approved by LATEC before being placed in an internship or residency.

## **EDU 460: Directed Multicultural Experience**

Directed experience in an area accepted for teacher certification or professional growth.

**Credits** 1

-3

**Prerequisites**

Must be approved by LATEC before being placed in an internship or residency.

## **EDU 464: Integrating Methods in K-6**

This course prepares teacher candidates to integrate liberal arts methods into core elementary subjects (K-6), focusing on art, music, movement, and their connections to other disciplines, such as social studies and literacy. Candidates will develop materials, create interdisciplinary lesson plans, and apply effective teaching methods using High-Quality Instructional Materials (HQIM) while meeting content standards and Arkansas teacher competencies.

**Credits** 3

**Prerequisites**

EDU 327

**Corequisites**

**Enrollment in Residency or permission of instructor**

## **EDU 467: Development & Learning in the Classroom**

This course examines the typical developmental process from birth through adolescence and will emphasize how a child's development impacts their learning in the classroom. Topics will include changes in physical, cognitive, social, and personality development and the major theories of the field. In addition, we will focus on cultural and educational issues that coincide with the study of child and adolescent development. Application of developmental theory to practice is provided through several hands-on learning activities and child observations.

**Credits** 3

**Prerequisites**

**Admission to Residency**

**Corequisites**

EDU 490 or EDU 491

## **EDU 468: Assessment of Learning & the Learner**

This course provides an examination of the uses of assessment practices and strategies to improve student learning in the K-12 classroom. Focus will be on methods, materials, and decision-making skills necessary for developing authentic assessments that are formative or summative and appropriate evaluating student learning.

**Credits** 3

**Prerequisites**

**Admission to Residency**

**Corequisites**

EDU 490 or EDU 491

## **EDU 490: Teaching Residency I**

The teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. This is the first semester of a two-semester sequence. The resident must complete a minimum of 270 hours in the assigned residency classroom. Prerequisites: Must be formally admitted to the residency by LATEC

**Credits** 6

**Prerequisites**

Formal admission by LATEC

## **EDU 491: Teaching Residency II**

The teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. This is the second semester of a two-semester sequence. The resident must complete a minimum of 360 hours in the assigned residency classroom. Prerequisites: Successful completion of EDU 490 Teaching Residency I.

**Credits:** 9

**Credits** 9

**Prerequisites**

EDU 490

## **EDU 496: Student Teaching Residency**

The student teaching internship is designed to provide the teacher candidate with a realistic mentored experience in planning, managing, and teaching at the desired licensure level. The accompanying seminar is designed to enable the intern to integrate theory and practice and to find professional support from peers and faculty. The one-semester internship option is offered as an alternative to the year-long internship. Accepted students must gain approval for this course from both the major and education advisors. The internship will be split across the appropriate grade levels. Fee required.

**Credits** 15

**Prerequisites**

Must be approved by LATEC before being placed in an internship or residency.

# Chemistry

Professor: Irosha Nawarathne

Assistant Professors: Matthew Thompson and Mengfan Zhu

The chemistry major is designed to guide students toward understanding the principles underlying the composition, structure, and properties of substances—both natural and man-made—and the transformations they undergo. The program emphasizes helping students become knowledgeable observers and independent, imaginative problem-solvers, using state-of-the-art equipment in a laboratory setting.

Students pursuing the Bachelor of Science in Chemistry may select one of three emphases: Chemical Careers, Health Sciences, or Material Science. Students may declare only one emphasis.

The chemistry program offers three degrees of Bachelor of Science with the emphases listed below:

1. B.S. Major in Chemistry with Chemical Careers Emphasis
2. B.S. Major in Chemistry with Health Sciences Emphasis
3. B.S. Major in Chemistry with Material Science Emphasis

The B.S. in Chemistry with Chemical Careers Emphasis is designed primarily for students who wish to pursue graduate studies within the chemical sciences or seek employment in chemistry-related fields. Students planning to enter health-allied professional schools may choose a B.S. in Chemistry with Health Sciences Emphasis or B.S. in Chemistry with Material Science Emphasis degree. Further information and course requirements are listed under each emphasis.

- Students may take CHM 105, CHM 110, MTH 210, and PHY 240/241 to satisfy core requirements.
- CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Chemistry Major with Chemical Careers Emphasis (BS)

Students may use CHM 105, CHM 110, MTH 210, and PHY 240/241 courses to satisfy common core requirements.

CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

CHM 365 and PHY 250 has pre-requisite of MTH 220, Calculus II.

Note: All students pursuing the Bachelor of Science in Chemistry are highly encouraged to take PHY 250

## Summary of Core Requirements for a Major in Chemistry (BS)

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
CHM 224	Quantitative Analysis	3
CHM 302	Instrumental Analysis	4
CHM 370	Junior Seminar	1
CHM 490	Senior Seminar	1
MTH 210	Calculus I	4
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1
	PHY 220 OR PHY 250	3
PHY 251	Fundamentals of Physics II Laboratory	1

## Additional Required Courses: (13-14 credits)

Item #	Title	Credits
CHM 355	Physical Chemistry I	3
CHM 410	Advanced Inorganic Chemistry and Nanomaterials	3
MTH 220	Calculus II (OC)	4

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	96-103

## PHY 220 OR PHY 250

Item #	Title	Credits
PHY 220	General Physics II	3
PHY 250	Fundamentals of Physics II	3

## Chemistry Elective: Chemical Careers (3-4 credits)

Select one of the following:

Item #	Title	Credits
CHM 356	Biochemistry	4
CHM 365	Physical Chemistry II	3
CHM 382	Topics in Chemistry	1-4
CHM 482	Topics in Chemistry	3

# Chemistry Major with Health Sciences Emphasis (BS)

The other course option can be substituted to fulfill the chemistry elective requirement.

\*Students may use this course to satisfy core requirements.

CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

Methods of Chemical Research can be completed by taking CHM 280 or CHM 480 credit/s.

Meet 3 hours a week of chemical research for a minimum of two semesters.

CHM 365 has a pre-requisite of MTH 220 Calculus II.

## Summary of Requirements for a Major in Chemistry (BS)

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
CHM 224	Quantitative Analysis	3
CHM 302	Instrumental Analysis	4
CHM 370	Junior Seminar	1
CHM 490	Senior Seminar	1
MTH 210	Calculus I	4
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1
	PHY 220 OR PHY 250	3
PHY 251	Fundamentals of Physics II Laboratory	1

## Additional Required Courses: (7-8 credits)

Item #	Title	Credits
CHM 356	Biochemistry	4
	Chemistry Elective: Health Science Emphasis (3-4 credits)	3-4

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	90-97

## PHY 220 OR PHY 250

Item #	Title	Credits
PHY 220	General Physics II	3
PHY 250	Fundamentals of Physics II	3

## Chemistry Elective: Health Science Emphasis (3-4 credits)

### One of the following:

Item #	Title	Credits
CHM 355	Physical Chemistry I	3
CHM 410	Advanced Inorganic Chemistry and Nanomaterials	3
CHM 382	Topics in Chemistry	1-4
CHM 482	Topics in Chemistry	3

## Chemistry Major with Material Science Emphasis (BS)

The other course option can be substituted to fulfill the chemistry elective requirement.

\*Students may use this course to satisfy core requirements.

CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

Methods of Chemical Research can be completed by taking CHM 280 or CHM 480 credit/s.

Meet 3 hours a week of chemical research for a minimum of two semesters.

CHM 365 has a pre-requisite of MTH 220 Calculus II.

## Summary of Requirements for a Major in Chemistry with Material Science Emphasis

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
CHM 224	Quantitative Analysis	3
CHM 302	Instrumental Analysis	4
CHM 370	Junior Seminar	1
CHM 490	Senior Seminar	1
MTH 210	Calculus I	4
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1
	PHY 220 OR PHY 250	3
PHY 251	Fundamentals of Physics II Laboratory	1

## Additional Required Courses: (6-7)

Item #	Title	Credits
CHM 410	Advanced Inorganic Chemistry and Nanomaterials	3
	Chemistry: Material Sciences Emphasis (6-7 credits)	3-4

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	89-96

### PHY 220 OR PHY 250

Item #	Title	Credits
PHY 220	General Physics II	3
PHY 250	Fundamentals of Physics II	3

### Chemistry: Material Sciences Emphasis (6-7 credits)

#### One of the following:

Item #	Title	Credits
CHM 355	Physical Chemistry I	3
CHM 356	Biochemistry	4
CHM 382	Topics in Chemistry	1-4
CHM 482	Topics in Chemistry	3

## Chemistry Minor

The chemistry minor is a course of study designed as a second field for students who wish to explore the scientific investigation of the composition, structure, properties, and transformation of natural and man-made substances.

### NOTES

Students may use CHM 105, CHM 110, and PHY 240/241 to satisfy common core requirements.

CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.

CHM 365 has a prerequisite of MTH 220, Calculus II.

### Summary of Requirements for a Minor in Chemistry

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
CHM 302	Instrumental Analysis	4
	Chemistry Minor Electives	6-8
	Total Credits	26-32

## Chemistry Minor Electives

Two of the following courses:

### Two of the following:

Item #	Title	Credits
CHM 224	Quantitative Analysis	3
CHM 355	Physical Chemistry I	3
CHM 356	Biochemistry	4
CHM 365	Physical Chemistry II	3
CHM 382	Topics in Chemistry	1-4
CHM 410	Advanced Inorganic Chemistry and Nanomaterials	3
CHM 482	Topics in Chemistry	3
	PHY 210 or PHY 240	3
PHY 241	Fundamentals of Physics I Laboratory	1

## Chemistry Course Descriptions

### CHM 105: Introduction to Chemistry \*

An introductory course for students with little or no background in chemistry who wish to pursue further study in the sciences. Topics focus on basic mathematical skills, estimation, chemical nomenclature, stoichiometry, acids and bases, and data analysis. Students will exercise their problem-solving skills throughout the course. Course consists of lecture and laboratory components.

**Within the Biology and Chemistry Majors and Minors, \* CHM 105 is not required for students who enter Lyon College with a score of 25 or better on the ACT mathematics section (or equivalent SAT score) and a grade of "C" or better in high school chemistry.**

**Credits** 4

**Corequisites**

MTH 101 or MTH 103

### CHM 110: General Chemistry I (PS)

Fundamental concepts of chemistry, including stoichiometry, atomic structure, chemical bonding, periodic properties, energetics, chemical reactivity, and descriptive chemistry of the elements. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

MTH 101/103 or a 25 or better on the ACT mathematics section (or equivalent SAT score) and a "C" or better in high school chemistry, or a grade of "C" or better in CHM 105

### CHM 120: General Chemistry II (PS)

Fundamental concepts of chemistry, including the behavior of matter, solutions, acids and bases, molecular and ionic equilibria, electrochemistry, and kinetics. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

"C" or better in CHM 110

## CHM 182: Topics in Chemistry

Exploration of the modern aspects of classical chemistry, including organic, inorganic, analytical, and physical chemistry and biochemistry. Appropriate for all students. Elective credit. May be taken more than once for credit with permission of instructor.

**Credits** 1

-4

## CHM 210: Organic Chemistry I

Study of carbon compounds with emphasis on fundamental types of aliphatic and aromatic compounds and their structure, nomenclature, preparations, reactions, and practical applications. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 120

## CHM 220: Organic Chemistry II (OC)

Continuation of CHM 210 with emphasis on aliphatic and aromatic compounds and their structure, nomenclature, preparations, reactions, and practical applications. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 210

## CHM 224: Quantitative Analysis

Exploration of the physical principles of analytical chemistry that further develop the classical (non- instrumental) methods of chemical analyses. Course consists of lecture on possibly a few hands-on experiences, if any. Topics include basic data handling, statistics, error propagation, acids and bases, redox chemistry, and chemical equilibrium as they apply to the methods to be treated in the laboratory setting using case studies. Students will examine applications of volumetric analysis, redox titrimetry, potentiometry, and gravimetry and complete qualitative analysis.

**Credits** 3

**Prerequisites**

CHM 120

## CHM 280: Introduction to Chemical Research

An introduction to independent research, including literature searches, experimental methods, and proper recording and reporting of experimental results.

**Credits** 1

-3

**Prerequisites**

CHM 110 and permission of instructor.

## CHM 282: Special Topics in Chemistry

Exploration of the modern aspects of classical chemistry, including organic, inorganic, analytical, and physical chemistry and biochemistry. Appropriate for all students. Elective credit. May be taken more than once for credit with permission of instructor.

**Credits** 1

-4

## **CHM 302: Instrumental Analysis**

Theory, operation, and application of various instruments used in a laboratory. Topics include infrared spectroscopy, ultraviolet-visible spectrophotometry, spectrophotofluorometry, atomic absorption spectroscopy, emission spectroscopy, nuclear magnetic resonance spectroscopy, mass spectroscopy, gas chromatography, and high performance liquid chromatography. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 220 or permission of instructor.

## **CHM 304: Environmental Chemistry**

Study of chemistry and the environment. Topics include toxicology, common pollutants, sampling for pollutants in air and water, and techniques used in analysis. Course consists of lectures, demonstrations, laboratory experiments, and field work.

**Credits** 4

**Prerequisites**

CHM 120

## **CHM 355: Physical Chemistry I**

An introduction to the basic principles of physical chemistry with emphasis on the kinetics and molecular dynamics of chemical reactions and the laws of thermodynamics and their relationship to equilibria in chemistry. Students will analyze experimental data using case studies, solve complex problems, and develop scientific data reporting skills. Course consists of lecture on possibly a few hands-on experiences, if any.

**Credits** 3

**Prerequisites**

CHM 120, MTH 210, and either PHY 210 or PHY 240

## **CHM 356: Biochemistry**

Study of the chemical basis of life with emphasis on the major biomolecules—proteins, carbohydrates, lipids, and nucleic acids—and their reactions and roles in living cells. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 220 or permission of instructor. (Same as BIO 356)

## **CHM 365: Physical Chemistry II**

Introduction to the physical chemistry principles that concern the structure of individual atoms and molecules, concentrating on quantum mechanics and spectroscopy. This course will examine how the viewpoints of quantum mechanics and thermodynamics are brought together to discuss statistical thermodynamics with emphasis on the analysis of complex problems and experimental data using case studies, and the improvement of scientific communication skills. Course consists of lecture on possibly a few hands-on experiences, if any.

**Credits** 3

**Prerequisites**

CHM 220

MTH 220

PHY 250

## **CHM 370: Junior Seminar**

The junior seminar allows students to develop their research and oral skills by reading and presenting information from current primary chemical literature. Each student must deliver a series of oral presentations on topics from the literature. Attendance at weekly departmental seminars and discussions is required.

**Credits** 1

### **Prerequisites**

Junior standing or permission of instructor.

## **CHM 382: Topics in Chemistry**

Exploration of the modern aspects of classical chemistry, including organic, inorganic, analytical, and physical chemistry and biochemistry. Appropriate for all students. Elective credit. May be taken more than once for credit with permission of instructor.

**Credits** 1

-4

## **CHM 390: Internship in Chemistry**

Practical experience in chemistry or a related field of the student's choosing, with supervision by professionals. Offered every semester and in the summer as an elective for upper-class students who are interested in sampling a particular field of chemistry as a career opportunity.

**Credits** 1

-3

### **Prerequisites**

Junior or senior standing and permission of instructor.

## **CHM 399: Chemistry International Studies Course: Variable Topics**

Study of varying topics in chemistry. Includes a two-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **CHM 410: Advanced Inorganic Chemistry and Nanomaterials**

An in-depth study of advanced inorganic chemistry with emphasis on theoretical foundations and their application to modern nanomaterials. Topics include quantum mechanical models of atoms and molecules; symmetry and group theory; molecular orbital theory; solid-state structure; electronic properties of solids; and the chemistry of transition-metal and main-group systems. The course explores how electronic structure and symmetry principles govern magnetic, optical, and electronic behavior in extended solids and nanoscale materials. Additional topics may include advanced characterization methods, inorganic materials design, and critical analysis of primary literature. The course consists primarily of lectures and may include literature discussions or project-based components.

**Credits** 3

### **Prerequisites**

CHM 224 OR CHM 302

Or permission of the instructor.

## **CHM 425: Advanced Biochemistry**

In-depth study of selected biochemical reactions and pathways of major biological and physiological significance. Topics include synthesis and breakdown of important biomolecules, cell signaling pathways, and second messengers. Course consists of both lecture and laboratory components.

**Credits** 4

**Prerequisites**

CHM 356 or BIO 356. (Same as BIO 425)

## **CHM 450: Directed Study**

Individual work on special topics in chemistry.

**Credits** 1

-3

## **CHM 480: Directed Research**

Independent research to acquaint students with the methods and techniques of chemical research.

**Credits** 1

-3

**Prerequisites**

CHM 220

## **CHM 482: Topics in Chemistry**

Exploration of the modern aspects of classical chemistry, including organic, inorganic, and physical chemistry and biochemistry.

**Credits** 3

**Prerequisites**

Junior standing or permission of instructor.

## **CHM 490: Senior Seminar**

Taken in the final semester of the senior year, this course is designed to review the competency of each student in chemistry. Students will deliver a formal presentation consisting of an oral lecture and a written paper. Seminar topics for the presentation are chosen by the students in consultation with the faculty. All presentations are to be prepared under the supervision of a faculty member. Attendance at weekly departmental seminars and discussions is required.

**Credits** 1

**Prerequisites**

CHM 370 and senior standing.

# Communication Studies Program

Assistant Professor: Michael Brown James

The Communication Studies Program at Lyon College seeks to cultivate in students the knowledge and ability to use communication theory and practice to connect people, groups, and organizations. Students will employ effective communication strategies to inform, educate, and collaborate, strengthening connections between individuals and groups to create a stronger, more equitable world.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Communication Studies Major (BA)

### Summary of Requirements for a Major in Communication Studies

Item #	Title	Credits
COM 101	Mass Media and Society	3
COM 150	Introduction to Communication Theory	3
COM 225	Persuasion	3
COM 305	Media Law	3
COM 310	Communication and Technology	3
COM 490	Communication Studies Capstone	3
ENG 103	Oral Presentation	3
ENG 363	Advanced Composition	3
THE 213	Fundamentals of Voice and Diction	3
PRT 205	Introduction to Ethics	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3

### Choose four courses (12 credits)

Item #	Title	Credits
JRN 203	News Writing	3
JRN 303	News Editing	3
ART 220	Digital Studio I	3
COM 200	Interpersonal Communication	3
FMS 150	Introduction to Film and Screen Cultures	3
FMS 382	Special Topics: Radio Programming	1-3
JRN 102	Fundamentals of Photography	3
COM 301	Organizational & Small Group Communication	3
PSY 382	Special Topics	
COM 482	Special Topics:	3
COM 450	Independent Study	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	91-93

## Communication Studies Minor

### Summary of Requirements for a Minor in Communication Studies

Item #	Title	Credits
COM 101	Mass Media and Society	3
COM 150	Introduction to Communication Theory	3
COM 310	Communication and Technology	3

### Three of the following courses with faculty approval (\*Pending final approval)

Item #	Title	Credits
JRN 303	News Editing	3
ART 220	Digital Studio I	3
FMS 150	Introduction to Film and Screen Cultures	3
FMS 382	Special Topics: Radio Programming	1-3
JRN 102	Fundamentals of Photography	3
PSY 382	Special Topics	
PSY 382	Special Topics	
COM 482	Special Topics:	3
COM 450	Independent Study	3
	Total Credits	18

## Communication Studies Program Course Descriptions

### COM 101: Mass Media and Society

This course explores issues in the interaction between mass media, culture, and society. It is intended to help students develop a critical perspective on mass media, considering the interplay between media institutions, media content, culture, audiences, and social institutions and practices.

**Credits** 3

### COM 150: Introduction to Communication Theory

This course examines various theories that attempt to describe, explain, and/or predict human communication behavior. Theories are studied in the contexts of the communication field: interpersonal, small group, public, organizational, mass media, intercultural, and gender. Students are encouraged, through structured assignments, to apply the theories to their own lives.

**Credits** 3

#### **Prerequisites**

COM 101

## **COM 200: Interpersonal Communication**

This course introduces the principles and theories of interpersonal communication. This course examines human behavior in various personal and professional contexts, emphasizing effective communication skills, communication competence, conflict resolution, and the development and maintenance of personal relationships. Through theoretical frameworks, practical exercises, and case studies, students will develop a deeper understanding of the role communication plays in their personal and professional lives.

**Credits** 3

## **COM 225: Persuasion**

An investigation of rhetorical and behavioral theories of persuasion, the devising of persuasive campaigns, as well as the consumption and generation of persuasive messages in a variety of communication settings. Applicable for a wide variety of disciplines and careers including business, psychology, law, and human relations in addition to general communication.

**Credits** 3

## **COM 301: Organizational & Small Group Communication**

This course introduces communication within organizations and communication within small groups and teams. This course explores the theories, practices, and challenges of organizational communication and the dynamics of teams and leadership. Topics will include group decision-making, collaboration and competition, group roles, organizational structures, and relationships, managing change, and understanding the complexities of teamwork.

**Credits** 3

**Prerequisites**

ENG 102

## **COM 305: Media Law**

This course explores foundational law and legal issues pertaining to mass media and society in America. It is intended to provide students with knowledge of communication rights and the constraints on those rights, as well as how they apply to organizations and individuals within journalism, advertising, entertainment media, and public relations.

**Credits** 3

**Prerequisites**

ENG 101

**Corequisites**

ENG 102

## **COM 310: Communication and Technology**

This course will explore the characteristics and functionality of communication technologies. A major focus will be placed on identifying the unique properties of new communication technologies and how they can be leveraged to achieve effective and targeted communication.

**Credits** 3

**Prerequisites**

COM 101

## **COM 450: Independent Study**

This course provides communication studies majors and minors an opportunity for self-directed learning under the supervision and guidance of a faculty member. This course is designed for students who would like to explore more specialized topics and research or want to develop unique and creative projects that align with personal interests and goals within the parameters of the communication studies program.

**Credits** 3

**Prerequisites**

ENG 102

## **COM 482: Special Topics:**

Study of selected topics in communications. Prerequisites will vary.

**Credits** 3

## **COM 490: Communication Studies Capstone**

The communication studies capstone is the culminating experience for students majoring in Communication Studies. In this course, students will synthesize learning and integrate and apply the knowledge and skills acquired in the major. Through a combination of creative projects, research, and analysis, students will demonstrate their ability to think critically, communicate effectively, and contribute meaningfully to the field of communication.

**Credits** 3

**Prerequisites**

Senior standing.

## **PSY 382: Special Topics**

## **PSY 382: Special Topics**

# Computer Science

## Assistant Professor: Pietro Dall'olio

Computer Science is a rapidly changing and exciting field. Its impact on our lives is evidenced by the variety of uses of information technology in business, industry, entertainment, science, and government, to name a few. The Computer Science Major focuses on the foundations of the computer sciences including areas such as software and hardware design, mathematical foundations of computer science, and complexity of computation. The program is designed to give students an enduring foundation for future professional growth. The program blends theory and practice into a learning experience that gives students the capability to apply computer and information systems technology to a wide range of disciplines.

- MTH 115 and MTH 210 may also be used to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Computer Science Major (BA)

### Summary of Requirements for a Major in Computer Science

Item #	Title	Credits
	MTH 115 or MTH 290	3
MTH 210	Calculus I	4
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 240	Data Structures with C++	3
CSC 255	Computer Architecture	3
CSC 265	Algorithms	3
CSC 310	Mathematical Foundations of Computer Science	3
CSC 320	Programming Languages	3
CSC 420	Operating Systems	3
	CSC Electives (9 credits)	9

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	83-85

### MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

## CSC Electives (9 credits)

3 electives at the 300/400 level; one may be a 300/400 level MTH class.

# Computer Science and Artificial Intelligence (BS)

## Summary of Requirements for a Major in Computer Science and Artificial Intelligence

Item #	Title	Credits
	MTH 115 or MTH 290	3
	CSC 100, CSC 109, or CSC 115	3
CSC 240	Data Structures with C++	3
CSC 245	Introduction to Digital Logic	3
CSC 255	Computer Architecture	3
CSC 265	Algorithms	3
CSC 310	Mathematical Foundations of Computer Science	3
CSC 420	Operating Systems	3
CSC 482	Special Topics in Computer Science	3
DSC 305	Machine Learning	3

## Artificial Intelligence Core

Item #	Title	Credits
CSC 271	Introduction to Generative AI	3
CSC 272	Career Navigation and Exploration in AI	3
CSC 373	Predictive Modeling in AI	3
CSC 474	Prescriptive AI	3
CSC 450	Independent Study	1-3

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	89-93

## MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

## CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Computer Science and Cybersecurity (BS)

### Summary of Requirements for a Major in Computer Science and Cybersecurity

Item #	Title	Credits
	MTH 115 or MTH 290	3
	CSC 100, CSC 109, or CSC 115	3
CSC 240	Data Structures with C++	3
CSC 245	Introduction to Digital Logic	3
CSC 255	Computer Architecture	3
CSC 265	Algorithms	3
CSC 310	Mathematical Foundations of Computer Science	3
CSC 330	Database Theory and Application	3
CSC 410	Data Communications and Networks	3
CSC 420	Operating Systems	3

### Cybersecurity Core

Item #	Title	Credits
CSC 181	Introduction to Cybersecurity	3
CSC 283	Network and System Security	3
CSC 284	Cybercrime and Governance	3
CSC 385	Security Operations	1-3
CSC 386	Ethical Hacking	3
CSC 488	Cybersecurity Capstone	3

### Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	92-96

### MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

### CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Computer Science and Game Development (BA)

### Summary of Requirements for a Major in Computer Science and Game Development

Item #	Title	Credits
	MTH 115 or MTH 290	3
	CSC 100, CSC 109, or CSC 115	3
CSC 240	Data Structures with C++	3
CSC 245	Introduction to Digital Logic	3
CSC 255	Computer Architecture	3
CSC 265	Algorithms	3
CSC 310	Mathematical Foundations of Computer Science	3
CSC 320	Programming Languages	3
CSC 330	Database Theory and Application	3
CSC 420	Operating Systems	3
CSC 482	Special Topics in Computer Science	3

### Game Development Core

Item #	Title	Credits
CSC 191	Introduction to Games	3
CSC 292	Content and Systems Design	3
CSC 394	C# Programming	3
CSC 496	Capstone Project: Building a Game	3

### Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	91-93

### MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

### CSC 100, CSC 109, or CSC 115

One of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Computer Science Minor

The Computer Science minor is a course of study designed for students who wish to obtain a working knowledge of Computer Science fundamentals, to include computational theory, discrete structures, and the application of Logic to both hardware and software development. A minor in Computer Science can enhance the value of a wide variety of majors.

Students may develop an individualized major by doing research or taking an internship.

### NOTE

\* Students may use MTH 115 and MTH 210 to satisfy core requirements.

## Summary of Requirements for a Minor in Computer Science

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	MTH 115 or MTH 290	3
MTH 210	Calculus I	4
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 240	Data Structures with C++	3
CSC 245	Introduction to Digital Logic	3
CSC 265	Algorithms	3
	CSC Elective (3 credits)	3
	<b>Total Credits</b>	<b>22</b>

### MTH 115 or MTH 290

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

### CSC Elective (3 credits)

One Computer Science elective.

# Computer Science Course Descriptions

## **CSC 100: Introduction to Programming in C++ (PS)**

An introduction to structured programming, including conditional statements, loops, functions, input, output, and use of various data types. Object-oriented features are introduced.

**Credits** 3

**Prerequisites**

MTH 101 or MTH 103

## **CSC 105: Digital Humanities (PS)**

An introduction to the theory and methods of Digital Humanities. Topics will include digital text encoding (XML), text computation and analysis, data visualization, and geographic information system (GIS) mapping.

**Credits** 3

## **CSC 109: Introduction to Programming in Python**

This course assumes students have no prior programming experience and then introduces them to the Python programming language. Topics include basic programming concepts, problem-solving methods, algorithm development, program design and learning the use of packages/ libraries useful for data processing tasks.

**Credits** 3

**Prerequisites**

MTH 101

## **CSC 115: Introduction to Programming in Java**

An introduction to object-oriented programming using Java. Topics include problem-solving methods, algorithm development, program design, testing, debugging, and documentation.

**Credits** 3

**Prerequisites**

MTH 101 or MTH 103

## **CSC 181: Introduction to Cybersecurity**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

**Credits** 3

**Prerequisites**

CSC 100, CSC 109, or CSC 115

## **CSC 191: Introduction to Games**

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA (International Game Developers Association) to help everyone interested in the games industry start on the right foot.

**Credits** 3

**Prerequisites**

CSC 100, CSC 109, or CSC 115

## **CSC 230: Web Development**

This course introduces basic web page development techniques. Topics include HTML, CSS, scripting languages, and commercial software packages used in the development of web pages. The course also includes detailed discussion of design practices, such as the appropriate use of text and graphics, font and color selection, navigation techniques, media formats, and methods of enhancing the user experience. At the conclusion of this course, students will be able to use specified markup languages to develop basic web pages.

**Credits** 3

**Prerequisites**

CSC 100, CSC 109, or CSC 115

## **CSC 240: Data Structures with C++**

Fundamentals of data structures as they are used for the efficient storage and manipulation of data. Topics include common data structures that are used in various computational problems, such as stacks, queues, trees, lists, and heaps

**Credits** 3

**Prerequisites**

MTH 101 and one of the following: CSC 100, CSC 115 or CSC 109

## **CSC 245: Introduction to Digital Logic**

An introduction to digital electronic circuits and techniques. Boolean algebra, digital logic gates, registers, automata theory, and integrated circuits.

**Credits** 3

**Prerequisites**

MTH 115 or MTH 290

## **CSC 255: Computer Architecture**

Introduction to computer organization and the basic structure of a modern programmable computer. Topics covered include the von Neumann architecture, the CPU, pipelining, memory hierarchy, assembly/ machine language, and the basic laws underlying performance evaluation.

**Credits** 3

**Prerequisites**

CSC 240 and CSC 245

## **CSC 265: Algorithms**

Study of algorithmic paradigms including divide and conquer algorithms, greedy methods, dynamic programming, heuristics, and probabilistic algorithms.

**Credits** 3

**Prerequisites**

CSC 240

## **CSC 271: Introduction to Generative AI**

Generative AI is AI that can produce new content – answers, code, music, art, video, and more. Those who harness it are more productive, more in-demand, and more highly paid. Those who don't will be left behind. This lightly technical intro will teach you the foundational skills to level up your understanding of transformers, LLMs, and more. By the end of this course, you will engineer better prompts and apply chain-of-thought techniques to generate AI solutions. (Same as DSC 271.)

**Credits** 3

**Prerequisites**

CSC 100, CSC 109, or CSC 115

CSC 240

## **CSC 272: Career Navigation and Exploration in AI**

AI jobs are exploding, but the pathways to discover and land them aren't always clear. In this course, you'll explore the wide – and growing – variety of career pathways your AI skills unlock. You'll understand salaries, growth trends, target jobs, and the skills needed to land them. You'll deepen an understanding of resume and interview skills, achievable goals, and careers that meet your needs for meaning, excitement, and a lucrative financial future. (Same as DSC 272.)

**Credits** 3

**Prerequisites**

CSC 271

## **CSC 283: Network and System Security**

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

**Credits** 3

**Prerequisites**

CSC 181

CSC 240

## **CSC 284: Cybercrime and Governance**

This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies and procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem.

**Credits** 3

**Prerequisites**

CSC 283

## **CSC 285: Career Navigation and Exploration in Cybersecurity**

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them.

**Credits** 3

**Prerequisites**

CSC 181

## **CSC 292: Content and Systems Design**

If you've ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components, and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions.

**Credits** 3

**Prerequisites**

CSC 191

## **CSC 301: Junior Internship**

Practical experience through a supervised internship. Students can conduct their internships on-site, working under the supervision of computing/automation/IT professionals, or on eIntern.

**Credits** 1

-2

**Prerequisites**

CSC 100 and permission of instructor

## **CSC 310: Mathematical Foundations of Computer Science**

Introduction to mathematical topics as they relate to computer science, such as finite state automata, regular expressions, context-free grammars, Turing machines, and unsolvability.

**Credits** 3

**Prerequisites**

CSC 265

## **CSC 320: Programming Languages**

A study of programming languages, their data, paradigms, and design and implementation issues. Topics include language representation, control structures, binding, run-time environment, exception handling, information handling, encapsulation and static and dynamic types.

**Credits** 3

**Prerequisites**

CSC 310

## **CSC 330: Database Theory and Application**

An introduction to the theory of databases, database design, and database application development. Topics include database models such as relational, network, hierarchical, object-oriented, and distributed. Students will apply this theory to the development of an actual database application.

**Credits** 3

**Prerequisites**

MTH 115 or MTH 290 and one of the following: CSC 100, CSC 115, or CSC 109

## **CSC 373: Predictive Modeling in AI**

This course brings the predictive power of AI to your toolbox. You'll discover how to analyze, interpret, and forecast complex data using AI tools. Learn through hands-on activities and practice techniques like regression analysis and neural networks. You'll also explore how to fill in missing data and estimate your confidence in your predictions. By the end of this course, you'll have in-demand skills for your career and be ready to take on more advanced studies. (Same as DSC 373)

**Credits** 3

**Prerequisites**

CSC 271

CSC 265

## **CSC 385: Security Operations**

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place.

**Credits** 1

-3

**Prerequisites**

CSC 283

## **CSC 386: Ethical Hacking**

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system.

**Credits** 3

**Prerequisites**

CSC 385

## **CSC 393: Unity I: Working with Unity**

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA (International Game Developers Association), will introduce you to developing games in Unity. By the end of this course, you'll learn how to build a fully functioning game within the Unity system, including all key elements. This online course has optional live sessions.

**Credits** 3

**Prerequisites**

CSC 191

CSC 292

## **CSC 394: C# Programming**

C# is a modern, general purpose, object oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. This online course has optional live sessions.

**Credits** 3

### **Prerequisites**

CSC 100, CSC 109, or CSC 115

CSC 240

## **CSC 401: Senior Internship**

Practical experience through a supervised internship. Students can conduct their internships on-site, working under the supervision of computing/automation/IT professionals, or on eIntern.

**Credits** 1

-2

### **Prerequisites**

CSC 100 and permission of instructor

## **CSC 410: Data Communications and Networks**

An introduction to the theory and practice of computer networks, software protocols, communication hardware, error detection, and handling.

**Credits** 3

### **Prerequisites**

CSC 265 and CSC 310

## **CSC 415: Numerical Analysis**

Examination of error analysis, interpolation, approximate differentiation, approximate integration, solutions to differential equations, matrix manipulation, and solutions to systems of linear equations. (Same as MTH 415)

**Credits** 3

### **Prerequisites**

MTH 210 and one of the following: CSC 100, CSC 115, or CSC 109

## **CSC 420: Operating Systems**

An introduction to the components and organization of operating systems. Batch, interactive and distributed operating systems will be considered. Other topics include multiprogramming, multiprocessing, concurrent programming, memory management, and resource allocation.

**Credits** 3

### **Prerequisites**

CSC 265

## **CSC 450: Independent Study**

Individual work on special topics in computer science.

**Credits** 1

-3

### **Prerequisites**

Permission of instructor.

## **CSC 474: Prescriptive AI**

Prescriptive AI teaches you the highest-value technical AI skills available. You'll use the advanced techniques of optimization, evolutionary computation, surrogate modeling, and agent building, helping you use AI for its true superpower: faster, better business decisions. Through real-world challenges and hands-on projects in decision-making, robotics, and more, you'll be able to frame problems and train models that make you a desirable hire in any industry. (Same as DSC 474)

**Credits** 3

**Prerequisites**

CSC 373

DSC 305

## **CSC 482: Special Topics in Computer Science**

Study of selected topics in computer science. Prerequisites will vary.

**Credits** 3

## **CSC 485: The Future of Cybersecurity**

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks.

**Credits** 3

**Prerequisites**

CSC 283

## **CSC 488: Cybersecurity Capstone**

The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications.

**Credits** 3

**Prerequisites**

CSC 386

CSC 420

## **CSC 495: Unity II: Advanced Unity Programming**

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform, and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Associate: Programmer exam.

**Credits** 3

**Prerequisites**

CSC 393

## **CSC 496: Capstone Project: Building a Game**

This course is intended as a culmination of all a student's work in the Unity Game Development major. Students will work in groups to build a game in the unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build, and test their game. Students will be evaluated based on the quality of their game, and their internal project management processes. This online course has optional live sessions.

**Credits** 3

**Prerequisites**

CSC 292

CSC 394

# Core Courses

Core Courses deliver multiple Core Goals and Outcomes. Some “COR” coursework is required for all students. Other “COR” coursework may be generalist or multi-disciplinary studies that are purpose-built for the Core Curriculum.

## Core Courses Course Descriptions

### **COR 100: Year One**

An introduction to college life. Students will further develop the personal and academic skills necessary for success in college. A service project is central to the course.

**Credits** 1

### **COR 101: Strategies for College Success**

COR 101 is a companion to YearOne, Lyon’s first-year experience seminar, which is designed to reinforce the academic and social skills that contribute to a successful adjustment to college life. COR 101’s course objective is to facilitate the student’s academic transition from secondary to post-secondary situations through applied practice in study skills that establish and support student success in the first semester of college.

**Credits** 1

### **COR 110: Searching (HL)**

This course explores the “Big Questions” of human experience and equips students to think through those questions with diverse responses from a range of historical and cultural contexts. Students will examine diverse worldviews and continually examine and refine their own as they explore these questions as the backbone of the course: “How should I live my life?,” “How can we understand the world?,” and “How should we live together?”

**Credits** 3

### **COR 120: Conversations: the American Experience**

This course explores interconnections between government, political science, and political theory. Students will explain the fundamental institutions and ideas of the American political tradition. At least three assigned readings will come from a common list of “transformative texts,” taught in common across all sections.

**Credits** 3

### **COR 130: Conversations: Building the Modern World**

This course explores world history from roughly 1450 to the present, emphasizing the cultural, economic, intellectual, and political developments that have shaped our world.

Students will learn how concepts of citizenship, sovereignty, human rights, and modernity have changed over time to develop broad contextual knowledge for understanding the world in which we live. They will also practice historical literacy skills, including historical thinking, historical empathy, analysis of evidence, and writing. Several assigned readings will come from a common list of “transformative texts” to encourage students to ask substantive questions of themselves and their worldviews.

**Credits** 3

## **COR 140: Conversations: Imagining Lives Through World Literature**

Students in this course read narratives from world literature that raise important ethical questions. They apply those questions to their own thoughts and experiences, concluding the course in an exercise of what Martha Nussbaum calls the “narrative imagination.” At least 50 percent of the assigned narratives come from a common set of “transformative texts” from diverse cultures, with at least two common to every section, and at least one course reading or assignment will engage with the featured production in the theater program.

**Credits** 3

**Prerequisites**

Recommended: ENGO01

# Data Science

Data is being generated at all times, arriving from multiple sources at an incredible rate. Nearly every device connected to the internet is generating data, and those capable of analysis and study of it are increasingly in demand. The ongoing generation of “big data” has resulted in a new job market: business leaders, scientists, engineers, and leaders from all walks of life have realized that they need scientists with the knowledge and ability to analyze, and understand the implications of the data and then communicate their findings. In addition to the data that is being constantly generated through modern commercial use of the internet, an abundance of data has been in existence for some time. The proper study and understanding of the implications of this data is increasingly important.

The Lyon College Data Science program will provide students with the theoretical background and initial problem-solving experiences focusing on three general broad areas: science, business and economics, and social sciences and humanities.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Data Science Major (BS)

### Summary of Requirements for a Major in Data Science

#### Computer Science Core Competence - 15 Credits

Item #	Title	Credits
	CSC 100, CSC 109, or CSC 115	3
	MTH 115 or MTH 290	3
CSC 240	Data Structures with C++	3
CSC 265	Algorithms	3
CSC 330	Database Theory and Application	3

#### Math Core Competence - 11 Credits

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
	Math Core Competence Electives	3

#### Data Science Core Competence - 7 Credits

Item #	Title	Credits
DSC 105	Introduction to Data Science (OC/PS)	3
DSC 205	Introduction to Advanced Data Science	4

## Data Science Specialization - 6 Credits

Item #	Title	Credits
DSC 302	Data Visualization	3
DSC 305	Machine Learning	3
DSC 450	Data Science Independent Study	3
DSC 482	Data Science Special Topics	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	85-87

### CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

### MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

### Math Core Competence Electives

#### **One of the following: [3 Credits]**

Item #	Title	Credits
MTH 330	Linear Algebra (PS)	3
MTH 360	Probability and Statistics	3
BUS 323	Statistical Applications to Business Decision Making	3
CSC 415	Numerical Analysis	3
MTH 415	Numerical Analysis	3

# Data Science and Artificial Intelligence (BS)

## Summary of Requirements for a Major in Data Science and Artificial Intelligence

Item #	Title	Credits
	MTH 115 or MTH 290	3
	CSC 100, CSC 109, or CSC 115	3
CSC 240	Data Structures with C++	3
CSC 265	Algorithms	3
CSC 330	Database Theory and Application	3

## Data Science and Artificial Intelligence Math Core

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
	BUS 323 or MTH 330 or CSC 415/MTH 415 or MTH 360	3

## Data Science and Artificial Intelligence + Specialization

Item #	Title	Credits
DSC 105	Introduction to Data Science (OC/PS)	3
DSC 205	Introduction to Advanced Data Science	4
DSC 305	Machine Learning	3

## Data Science and Artificial Intelligence Applied AI Concentration

Item #	Title	Credits
DSC 271	Introduction to Generative AI	3
DSC 272	Career Navigation and Exploration in AI	3
DSC 373	Predictive Modeling in AI	3
DSC 474	Prescriptive AI	3
DSC 450	Data Science Independent Study	3

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	97-99

### MTH 115 or MTH 290

Item #	Title	Credits
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

### CSC 100, CSC 109, or CSC 115

One of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

BUS 323 or MTH 330 or CSC 415/MTH 415 or MTH 360

**Choose one:**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BUS 323	Statistical Applications to Business Decision Making	3
CSC 415	Numerical Analysis	3
MTH 330	Linear Algebra (PS)	3
MTH 360	Probability and Statistics	3
MTH 415	Numerical Analysis	3

## Data Science Minor

### Summary of Requirements for a Minor in Data Science

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DSC 105	Introduction to Data Science (OC/PS)	3
	CSC 100, CSC 109, or CSC 115	3
	MTH 115 or MTH 290	3
DSC 205	Introduction to Advanced Data Science	4
CSC 240	Data Structures with C++	3
DSC 302	Data Visualization	3
CSC 330	Database Theory and Application	3
	Data Science Minor Elective	3
	Total Credits	25

CSC 100, CSC 109, or CSC 115

One of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

MTH 115 or MTH 290

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MTH 115	Discrete Mathematics	3
MTH 290	Foundations of Modern Mathematics	3

## Data Science Minor Elective

Item #	Title	Credits
CSC 265	Algorithms	3
MTH 330	Linear Algebra (PS)	3
MTH 360	Probability and Statistics	3
CSC 415	Numerical Analysis	3
DSC 305	Machine Learning	3
DSC 482	Data Science Special Topics	3

## Data Science Course Descriptions

### **DSC 105: Introduction to Data Science (OC/PS)**

This course provides a general overview of the common topics in the data science domain. Students are introduced to data collection, data engineering, machine learning algorithms and packages, data visualization techniques and related programming tools and frameworks.

**Credits** 3

**Prerequisites**

CSC 100 or CSC 109 or CSC 115, and MTH 115 or MTH 290

### **DSC 205: Introduction to Advanced Data Science**

Data collection, data engineering, machine learning algorithms and packages, data visualization, and related programming tools and frameworks. These topics are covered in DSC 105, but here they will be discussed in more depth, and projects will reflect real world challenges. In addition, data mining techniques and more advanced machine learning algorithms will be introduced. In some cases, the statistical concepts behind some of the algorithms will be discussed. Projects may involve text and image classification tasks, developing regression models, etc.

**Credits** 4

**Prerequisites**

DSC 105

Or permission of the instructor.

### **DSC 271: Introduction to Generative AI**

Generative AI is AI that can produce new content - answers, code, music, art, video, and more. Those who harness it are more productive, more in demand, and more highly paid. Those who don't will be left behind. This lightly technical intro will teach you the foundational skills to level up your understanding of transformers, LLMs (Large Language Models), and more. By the end of this course, you will engineer better prompts and apply chain-of-thought techniques to generate AI solutions. (Same as CSC 271.)

**Credits** 3

**Prerequisites**

CSC 100, CSC 109, or CSC 115

CSC 240

## **DSC 272: Career Navigation and Exploration in AI**

AI jobs are exploding, but the pathways to discover and land them aren't always clear. In this course, you'll explore the wide - and growing - variety of career pathways your AI skills unlock. You'll understand salaries, growth trends, target jobs, and the skills needed to land them. You'll deepen an understanding of resume and interview skills, achievable goals, and careers that meet your needs for meaning, excitement, and a lucrative financial future. (Same as CSC 272.)

**Credits** 3

**Prerequisites**

DSC 271 (Introduction to Generative AI)

## **DSC 302: Data Visualization**

This course presents the art and science of turning data into readable graphics. We'll explore the design and creation of data visualizations based on data available and tasks to be achieved. This process includes data modelling, data processing, mapping data attributes to graphical attributes, and strategic visual encoding. Students will evaluate the effectiveness of visualization designs and create their own data visualizations.

**Credits** 3

**Prerequisites**

CSC 100, or CSC 109, or CSC 115, or permission of the instructor.

## **DSC 305: Machine Learning**

This course aims at providing mathematical explanations of the machine learning models discussed in DSC 105 and DSC 205. Topics include probability, probabilistic models, statistical concepts related to machine learning, and analysis of some of the popular machine learning models with the help of probability and statistics. Projects will reflect real world challenges and will aim at discovering how machine learning models work.

**Credits** 3

**Prerequisites**

DSC 105, DSC 205, CSC 265, or permission of the instructor.

## **DSC 373: Predictive Modeling in AI**

This course brings the predictive power of AI to your toolbox. You'll discover how to analyze, interpret, and forecast complex data using AI tools. Learn through hands-on activities and practice techniques like regression analysis and neural networks. You'll also explore how to fill in missing data and estimate your confidence in your predictions. By the end of this course, you'll have in-demand skills for your career and be ready to take on more advanced studies. (Same as CSC 373.)

**Credits** 3

**Prerequisites**

DSC 271

CSC 265

DSC 205

## **DSC 401: Data Science Applications and Programming**

This course will offer programming languages and techniques necessary to process and analyze data. Special emphasis will be on advanced use of Python and R languages to analyze datasets from a variety of disciplines and industries.

**Credits** 3

**Prerequisites**

CSC 245

## **DSC 402: Data Science Capstone**

Students will apply their data science knowledge and technology to a real world scenario. Students can accomplish this by working with a local businesses, acquiring data from governmental entities, or through an internship. The capstone will conclude with a final deliverable report and presentation to the business, government, or internship entity.

**Credits** 3

## **DSC 450: Data Science Independent Study**

Individual work on special topics in data science.

**Credits** 3

## **DSC 474: Prescriptive AI**

Prescriptive AI teaches you the highest-value technical AI skills available. You'll use the advanced techniques of optimization, evolutionary computation, surrogate modeling, and agent building, helping you use AI for its true superpower: faster, better business decisions. Through real-world challenges and hands-on projects in decision-making, robotics, and more, you'll be able to frame problems and train models that make you a desirable hire in any industry. (Same as CSC 474.)

**Credits** 3

### **Prerequisites**

DSC 373

DSC 305

## **DSC 482: Data Science Special Topics**

Study of selected topics in data science.

**Credits** 3

### **Prerequisites**

Prerequisites will vary depending on course.

# Economics

Associate Professors: Mahbubul Kabir and Radek Szulga

Assistant Professor: Peter Staples

Economics is the science of choice in the face of scarcity and different consumption options. Limited resources, time, labor supply, energy, knowledge—such factors as these define the boundaries of possibilities and require human beings and societies to make choices. Economic theory is an attempt to capture the essence of that decision-making process, free of the details of particular situations.

Students in the economics major learn to use this theoretical foundation to analyze decision-making throughout society, from an individual's decision to purchase a car to a state's decision to raise or lower taxes. In the classic sense of a liberal arts education, students learn to use the tools of economics as a key to understanding the human experience and as a guide to individual, business, and societal action. This understanding of the forces underlying our economy—and, to a great degree, our society—provides a strong foundation for a range of professions and business careers. The economics major is a solid preparation for graduate studies in economics, business administration, finance, law, and public policy.

## NOTES

\* Students may use ECO 101 and BUS 323 to satisfy core requirements.

\* Students may substitute MTH 210 (Calculus I) for ECO 208.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Economics Major (BA)

### Summary of Requirements for a Major in Economics

Item #	Title	Credits
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
ACC 210	Financial Accounting	3
ACC 211	Managerial Accounting	3
ECO 208	Quantitative Methods in Business, Economics, and Decision Science	3
BUS 323	Statistical Applications to Business Decision Making	3
ECO 301	Intermediate Macroeconomics	3
ECO 302	Intermediate Microeconomics	3
ECO 306	Econometrics	3
ECO 390	Money and Banking	3
	Economics Electives (12 credits)	12

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	88-90

### Economics Electives (12 credits)

Select four Economics courses at the 300 level or above to satisfy this requirement.

## Economics Minor

The economics minor is a course of study designed as a second field for students seeking an understanding of the tools of economic theory and their use in analyzing the decision-making process on both an individual and a societal level.

### NOTES

\* Students may use ECO 101 to satisfy core requirements.

\* Students may substitute MTH 210 (Calculus I) for ECO 208.

## Summary of Requirements for a Minor in Economics

Item #	Title	Credits
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
ECO 208	Quantitative Methods in Business, Economics, and Decision Science	3
BUS 323	Statistical Applications to Business Decision Making	3
	ECO 301 OR ECO 302	3
	Economics Electives (6 credits)	6
	Total Credits	21

### ECO 301 OR ECO 302

Item #	Title	Credits
ECO 301	Intermediate Macroeconomics	3
ECO 302	Intermediate Microeconomics	3

### Economics Electives (6 credits)

Select two Economics courses at the 300 level or above to satisfy this requirement.

# Economics Course Descriptions

## **ECO 101: Principles of Economics I**

An introduction to economics with an emphasis on the fundamentals of economic principles and current economic policy issues. Topics include scarcity of resources, production and consumption, international trade, supply and demand, taxes, welfare state, poverty, income inequality, economic output of an economy, price level, inflation, unemployment, long-run determinants of economic growth, and financial systems.

**Credits** 3

**Prerequisites**

MTH 001 or MTH 101 or MTH 103

## **ECO 102: Principles of Economics II**

Continuation of ECO 101. Students will apply the demand and supply model to analyze the effects of market intervention and understand market efficiency and the consequences of market failure, explore different market paradigms with analytical tools (microeconomics), review long-run determinants of economic growth and the role of monetary institutions in the economy (macroeconomics), and employ the aggregate demand and supply model to understand short-run economic fluctuations and the effectiveness of monetary and fiscal policy tools.

**Credits** 3

**Prerequisites**

ECO 101

## **ECO 208: Quantitative Methods in Business, Economics, and Decision Science**

Development of essential mathematical tools for business, economics, and other decision sciences. Topics include applications of algebra and differential calculus, including optimization techniques.

**Credits** 3

**Prerequisites**

MTH 101 or MTH 103

## **ECO 215: Investment Portfolio Management**

An introduction to stock and bond markets. Students will experience semester-long activities and manage an investment portfolio. Students may enroll in this course a maximum of three times, earning 3 credits. Graded on a pass/fail basis.

**Credits** 1

**Prerequisites**

ECO 101 and ACC 211

## **ECO 301: Intermediate Macroeconomics**

Focused study of macroeconomics. Topics include national income accounting, determinants of consumption and investment spending, international capital flows, financial asset holdings, long-run economic growth, business cycles, monetary and fiscal policy, and unemployment.

**Credits** 3

**Prerequisites**

ECO 102 and either ECO 208 or MTH 210

## **ECO 302: Intermediate Microeconomics**

Focused study of microeconomics with analytical investigation of consumer choice, production costs, and firm behavior, including critical examination of different market paradigms. Topics include choice under uncertainty, problems with asymmetric information, externalities, and the use of game theories in analyzing strategic behavior of firms.

**Credits** 3

**Prerequisites**

ECO 102 and either ECO 208 or MTH 210

## **ECO 305: Game Theory**

Analysis of strategic social interactions with the tools of game theory. Fundamental concepts such as strong dominance, Nash equilibrium, mixed strategies, sub-game perfect equilibrium, and backward induction are covered. Emphasis is on applications in economics and business, including topics in industrial organization, as well as topics in political science.

**Credits** 3

**Prerequisites**

ECO 101

## **ECO 306: Econometrics**

This course introduces the student to the theory and basic empirical tools of econometrics. Applications of standard methods to data are emphasized: parameter estimation, hypothesis testing, and forecasting. In the context of Ordinary Least Squares, the focus is on violations of Classical Assumptions such as model misspecification, omitted variable bias, multicollinearity, serial correlation, and heteroscedasticity. Extensive use is made of hands-on work with data sets.

**Credits** 3

**Prerequisites**

ECO 102 and (BUS 323 or MTH 360) or instructor approval.

## **ECO 320: Corporate Finance I**

Study of the basic concepts and analytical tools necessary for financial decision making with emphasis on time and risk as determinants of present value, bond and stock valuation, capital budgeting, capital asset pricing model, cost of capital, and capital structure.

**Credits** 3

**Prerequisites**

ACC 211, and ECO 102

## **ECO 330: Corporate Finance II**

Continuation of ECO 320. Using the case method, computer simulations and spreadsheet applications, students will work individually and in teams to further their understanding of financial systems analysis.

**Credits** 3

**Prerequisites**

ECO 320

## **ECO 350: Business and Professional Ethics**

Examination of professional responsibility with case studies of ethical issues in business and the professions. (Same as RPH 350).

**Credits** 3

## **ECO 370: Political Economy of Public Issues**

Discussion and research of current public debates and interests in which both governmental and economic forces and interests are joined. Students will present their research to the class and write a major paper.

**Credits** 3

**Prerequisites**

ECO 102 or consent from instructor. (Same as POL 370)

## **ECO 382: Special Topics in Economics**

Study of selected topics in economics. Prerequisites will vary.

**Credits** 1

-3

## **ECO 390: Money and Banking**

Evolution of monetary and financial systems with integrated international aspects, including interest rates, financial markets and institutions, and monetary policy.

**Credits** 3

**Prerequisites**

ECO 102

## **ECO 401: Multinational Financial Management**

An examination of financial management in an international setting. Includes analysis of exchange rate determination, exchange rate risk, international financial crises, macroeconomic and political country risk, as well as issues in corporate finance including cash flow, capital management, and international investment.

**Credits** 3

**Prerequisites**

ECO 102

## **ECO 410: International Economics**

The exploration of various theories of international trade and finance with emphasis on factors affecting trade and financial flows and the commercial and trade policy implications on these flows. Students will also examine exchange rate regimes, balance of payments, and the role of international institutions such as the World Trade Organization, the World Bank, and the International Monetary Fund.

**Credits** 3

**Prerequisites**

ECO 102

## **ECO 420: Public Finance**

An application of microeconomic theories analyzing the role of government in providing public goods and services to a predominantly market economy. Students will examine collective decision-making, types of taxes, local public finance, and government expenditure programs and tax systems with emphasis on their efficiency, equity, and incentive aspects.

**Credits** 3

**Prerequisites**

ECO 102

## **ECO 425: Environmental Economics**

Examination of the interactions between production and consumption and the natural environment. Students will use microeconomic theories of externalities and public goods to model environmental problems and efficient solutions and analyze command-and-control based solutions and market-based solutions. Students will also discuss current environmental policy issues and use analytical decision-making tools such as environmental risk analysis and benefit-cost analysis to evaluate environmental projects.

**Credits** 3

**Prerequisites**

ECO 102

## **ECO 430: History of Economic Thought**

Study of the evolution of ideas central to economic theory and the development of currently accepted ideas.

**Credits** 3

## **ECO 475: Investments**

Application of finance tools to the valuation of different types of securities, such as stocks, bonds, and options with emphasis on how to combine these securities into portfolios that provide the best risk-return profile for a given investor.

**Credits** 3

**Prerequisites**

BUS 323, ECO 320, and either ECO 208 or MTH 210

## **ECO 482: Special Topics in Economics**

Study of selected topics in economics. Prerequisites will vary.

**Credits** 1

-3

# English

Professors: Wesley Beal and Terrell Tebbetts

Assistant Professor: Melissa Johnson and Melissa Merte

Instructor: Rebecca Sharp, '05

Students majoring in English love language because they understand its power to reflect and to shape human experience, and they work hard at mastering it. As readers, they become good analysts of style and content, character, and theme, with an understanding of the traditions and tools of writing and an ability to develop their own disciplined and creative responses to whatever they read—whether they are reading Shakespeare’s *Othello* or a corporate annual report. As writers, they become masters of the principal tool of thought—language—sometimes becoming published writers before they graduate. This mastery of the written word—both as a critical and insightful reader and as an adept and creative writer—provides an excellent foundation for a wide range of professions and for a fulfilling life of continued learning.

## NOTE

- COR 140 can also be used to satisfy core requirements.
- At least 9 credits must be above the 200 level.
- Three credits must be at the 400 level.
- Six credits may be taken in the foreign language above the 100 level.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## English Major (BA)

### Summary of Requirements for a Major in English

Item #	Title	Credits
	English Major: Electives (100 - 300 level) (4 courses)	12
	English Experiential Learning Elective (One Course)	1-3
ENG 300	Epic Poetry to the Novel (PS)	3
ENG 303	Romanticism to present (PS)	3
ENG 305	Global Shakespeare (PS)	3
ENG 363	Advanced Composition	3
	English Major: Required Credits (400+ level)	6

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	77-81

### English Major: Electives (100 - 300 level) (4 courses)

## English Experiential Learning Elective (One Course)

Students must complete one of the following experiential learning opportunities to bolster career readiness after Lyon College:

### **English Experiential Learning Elective (One Course)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDU 327	Teaching Practicum	2
ENG 310	Career Readiness for the English Major	1-3
FMS 370	Practicum	1
JRN 372	Practicum in Writing	1-3
JRN 401	Internship	3
POL 460	Practicum in Politics	1-3
THE 210	Theatre Practicum	1

## English Major: Required Credits (400+ level)

### **English Major Electives (6 credits)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 402	Seminar in Global Anglophone Literature	3
ENG 433	Nineteenth-century British Literature	3
ENG 441	Shakespeare	3
ENG 442	Faulkner	3
ENG 443	Major Writers	3
ENG 448	Advanced Creative Writing Intensive	3
ENG 450	Independent Study	1-4
ENG 482	Advanced Topics in Literature	3

## **English Minor**

The English minor is a course of study designed as a second field for students interested in exploring their love of language, developing their abilities as a critical reader, and honing their use of words as a tool of the mind.

### **Summary of Requirements for a Minor in English**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	English Minor Electives: 200-300 level (2 courses)	6
	English Survey Course (3 credits)	3
	English Writing Course (3 credits)	3
	English Minor Elective: 400 level (1 course)	3
	Total Credits	15

## English Minor Electives: 200-300 level (2 courses)

### English Survey Course (3 credits)

## Choose one:

Item #	Title	Credits
ENG 300	Epic Poetry to the Novel (PS)	3
ENG 303	Romanticism to present (PS)	3
ENG 305	Global Shakespeare (PS)	3

## English Writing Course (3 credits)

## Choose one:

Item #	Title	Credits
ENG 160	Introduction to Creative Writing (OC)	3
ENG 337	Advanced Grammar	3
ENG 360	Creative Writing Workshop in Poetry	3
ENG 361	Creative Writing Workshop in Fiction	3
ENG 363	Advanced Composition	3
ENG 448	Advanced Creative Writing Intensive	3

## English Minor Elective: 400 level (1 course)

# English Course Descriptions

## **ENG 001: College English**

This course focuses on basic rules of grammar and usage, as well as on skills for reading college-level material. Students will gain practice in writing sentences and paragraphs, focusing especially on common errors. They will learn to distinguish between main and supporting ideas. The course will prepare students for success in ENG 101 and 102 and across the curriculum. As a developmental course, this course does not satisfy proficiency requirements. It does not count toward any degree requirement including elective credit. It does count toward the students GPA courseload.

**Credits** 3

## **ENG 101: English Composition I**

Basic college expository writing, emphasizing mastery of purpose, focus, organization, development, and mechanics.

**Credits** 3

## **ENG 102: English Composition II**

Essay-writing emphasizing stylistic development through more difficult expository tasks: argumentation, persuasion, textual analysis, and a research paper.

**Credits** 3

**Prerequisites**

ENG 101

## **ENG 103: Oral Presentation**

An experiential course covering basic approaches to a variety of formal and informal oral presentations, including informative lectures, persuasive speeches, verbal presentations of texts, and other forms of public communications, ENG 103 focuses attention on non-verbal as well as verbal skills and builds skill and confidence through practice in a workshop format.

**Credits** 3

**Prerequisites**

ENG 101

## **ENG 105: Introduction to World Literature**

Through reading and analysis of literary works spanning a range of world histories, cultures, traditions, and canons, the course explores literary forms with an emphasis on transnationalism and encountering the Other.

**Credits** 3

**Prerequisites**

ENG 101

Or ENG 101 proficiency

## **ENG 140: Writing in the Sciences**

The course teaches scientists to become more effective writers, using practical examples and exercises. Topics will include general principles of good writing, tips to improve writing efficiency and reduce anxiety, instructions in scientific formatting, and guidelines for publication and peer review. Students from non-science disciplines can also benefit from the exposure to science-specific writing experiences.

**Credits** 1

## **ENG 160: Introduction to Creative Writing (OC)**

Introduction to Creative Writing is a multi-genre course that leads beginners through three sections: poetry, fiction, and creative nonfiction. Each unit will consist of reading assignments, discussions, in-class writing exercises, creative projects, and workshops exploring the craft, technique, and applications of each genre. The course concludes with public readings, in which students will practice oral communication skills.

**Credits** 3

**Prerequisites**

ENG 101

## **ENG 203: Classical Mythology and Literature**

This course studies ancient Greek and Roman mythology as depicted in classical literature.

**Credits** 3

**Prerequisites**

ENG 102 or permission of instructor.

## **ENG 205: Environment and Literature**

The course will explore literature on environment-related topics, drawing from studies of nature writing, ecocriticism, environmental humanities, environmental justice, and ecocinema. Literature, media, and scholarship on specific environmental topics and social justice issues may be introduced. For students interested in biology, anthropology, social justice, and environmental studies.

**Credits** 3

**Prerequisites**

ENG 102

## **ENG 209: Welsh Mythology**

A survey of Welsh mythology and literature from the 6th to 15th centuries.

**Credits** 3

**Prerequisites**

ENG 102

## **ENG 210: Studies in Fiction**

An introductory course designed to teach students how to interpret and analyze the novel and/or the short story.

**Credits** 3

**Prerequisites**

ENG 102

**Corequisites**

ENG 102

## **ENG 211: Introduction to Poetry**

An introductory course designed to teach first- and second-year students how to read and respond to poetry.

**Credits** 3

**Prerequisites**

ENG 102

**Corequisites**

ENG 102

## **ENG 212: Topics in Literature**

An introductory course designed to teach students how to read and analyze literature through the study of a particular theme. Readings may include a variety of genres such as poetry, fiction, drama, and the essay.

**Credits** 3

**Prerequisites**

ENG 102

**Corequisites**

ENG 102

## **ENG 215: Introduction to Shakespeare**

An introductory course designed to teach students how to read and interpret Shakespeare.

**Credits** 3

**Prerequisites**

ENG 102

**Corequisites**

ENG 102

## **ENG 290: Survey of British Literature I**

Survey of major British literary works from Beowulf through to the 18th century, with emphasis on the British interpretation and appropriation of the Western literary tradition. Readings include Beowulf; Chaucer; medieval romance; Renaissance epic, drama, and poetry; and Restoration and 18th century satire.

**Credits** 3

**Prerequisites**

ENG 102 and 105

## **ENG 291: Survey of British Literature II (PS)**

The sequel to ENG 290. Readings include major works of Romantic, Victorian, and twentieth-century British literature, including poetry, fiction, and the essay.

**Credits** 3

**Prerequisites**

ENG 102 and 105

## **ENG 300: Epic Poetry to the Novel (PS)**

This course thinks about the development and evolution of fundamental literary genres, including epic poetry, drama, the sonnet, and the rise of the novel. Through our studies together, we will consider how and why these genres have proved so enduring across time and place. Readings will span global cultural traditions, but following the genealogy of literary development from epic poetry, students should expect to synthesize American, British, and European readings. The course will conclude with the rise of the novel in the early 18th century, serving to prepare students for further study on the movement- periodization that subsequently begins to organize literary culture later in the century (ENG 303).

**Credits** 3

**Prerequisites**

ENG 102

## **ENG 302: Survey of Global Anglophone Literature**

Survey of Anglophone literature, with an emphasis on postcolonial methods.

**Credits** 3

**Prerequisites**

One 200-level English course and either junior standing or permission of the instructor.

## **ENG 303: Romanticism to present (PS)**

This course explores cornerstone literary periods: romanticism, realism, modernism, postmodernism, and the Program Era. Organized by the periods that shape literary culture beginning in the late 18th century, this course complements the study of the evolution of literary genres and forms in Epic Poetry to the Novel. Readings will span global cultural traditions, but due to the historical origins and practices of literary periodization, students should expect a focus on American, British, and European readings.

**Credits** 3

**Prerequisites**

ENG 102

## **ENG 305: Global Shakespeare (PS)**

An upper-level course designed to teach students to read and interpret Shakespeare alongside texts interpreting and responding to Shakespeare from a variety of global perspectives.

**Credits** 3

**Prerequisites**

ENG 102

## **ENG 310: Career Readiness for the English Major**

This experiential learning course will prepare the student for meaningful work after the English major. Students will gain experience through direct, supervised work with a site that is selected and approved by the career services office. In some cases, a student may complete this credit through work with the Wheelbarrow, if approved by the publication's faculty sponsor, or on faculty-led projects, if approved by the faculty member. Work may include, for instance, grant-writing, book publication and sales, public relations, or content creation. The student will complete a series of reflection assignments and regular meetings with the instructor of record. This course can be taken two times for credit.

**Credits** 1

-3

### **Prerequisites**

Junior standing and declared English major.

## **ENG 320: Methods of Teaching English**

Materials, methods, and latest trends in teaching literature and writing. Analysis of test assessments, NCTE standards, and state-mandated requirements, including Arkansas Frameworks and ACTAAP.

**Credits** 2

### **Prerequisites**

Teaching internship (or corequisite)

## **ENG 323: Nineteenth Century British Poetry**

Survey of either Romantic or Victorian poetry, adding more detail and depth to the basic coverage of these periods provided in the general British Survey (ENG 291). Romantic poets will include Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley. The Victorian offering will cover major poets from Tennyson through Hardy and Hopkins.

**Credits** 3

### **Prerequisites**

ENG 290 or 291 (or corequisite)

## **ENG 330: American Literature to 1900**

Survey of American literature until 1900, focusing on the development of romanticism, realism, and naturalism. Readings may also include studies of colonists' writing as well as documents from the founding of the republic.

**Credits** 3

### **Prerequisites**

ENG 290 or ENG 291

## **ENG 331: American Literature from 1900**

Survey of American writers of the 20th century, including those of the Lost Generation, the Fugitive Movement, the Harlem Renaissance, the Depression era, modernism, and the contemporary scene.

**Credits** 3

### **Prerequisites**

ENG 102 and either 105, 203, 210, 211, 212 or 215

## **ENG 333: Modern Poetry**

Examination of 20th-century poetry in English. Usually focusing on poetry written since World War II, the course varies in its approach, sometimes surveying the works of influential poets, sometimes looking in depth at a few of these poets and their contributions to the art and craft of poetry.

**Credits** 3

**Prerequisites**

ENG 290 or 291 (or corequisite)

## **ENG 334: American Fiction of the 20th Century**

Study of selected 20th-century American novels and short stories. Course focus varies from a historical survey of 20th-century American fiction writers to in-depth study of a theme or themes.

**Credits** 3

**Prerequisites**

ENG 290 or 291

## **ENG 335: British Fiction**

Varying studies of the 18th, 19th, or 20th century.

**Credits** 3

**Prerequisites**

ENG 290 or 291 (or corequisite)

## **ENG 337: Advanced Grammar**

Study of both traditional and modern grammar, with some emphasis on philology and the teaching of English in multi-cultural schools.

**Credits** 3

## **ENG 340: Film Studies**

An introduction to the basic vocabulary necessary to analyze film as a visual medium and narrative discourse. Various classic and noncanonical films will be examined through close visual and diegetic analysis. Major critical approaches to film will be examined through readings in secondary scholarship. Attendance at weekly evening screenings is required. (Same as ART 340)

**Credits** 3

**Prerequisites**

ART 101, COR 140, or THE 101, or permission of instructor.

## **ENG 360: Creative Writing Workshop in Poetry**

An intensive workshop in the art and discipline of writing poetry, concentrating on the process of writing poems from perception and inspiration through the rigors and satisfaction of revision. Experience in writing poetry expected.

**Credits** 3

**Prerequisites**

ENG 211 and permission of instructor.

## **ENG 361: Creative Writing Workshop in Fiction**

Development of creative perception, thinking, and imagination in the writing of fiction. Experience in writing creatively expected.

**Credits** 3

**Prerequisites**

ENG 102 and permission of instructor.

## **ENG 363: Advanced Composition**

For students from any major planning to attend graduate and professional schools. Extended writing in the students' own fields of study. Open only to students with a "B" or "A" in English 102; others should seek permission of instructor.

**Credits** 3

## **ENG 365: Introduction to Contemporary Critical Theory**

An introduction to the theory and practice of several vital critical approaches to literature, including cultural-historical, psychoanalytic, deconstructive, and feminist methodologies. Readings will include selections from primary theoretical texts by such figures as Freud, Lacan, Kristeva, Irigaray, Barthes, Derrida, Saussure, and Foucault, as well as selected literary texts to be interpreted through the various critical methods. This course is highly recommended for students interested in attending graduate school in literature, arts, and humanities. (Same as RPH 360)

**Credits** 3

**Prerequisites**

ENG 290 or 291 OR any 300-level foreign-language literature course. Students in other disciplines who are interested in critical theory may enroll with permission of instructor.

## **ENG 366: Topics in Critical Theory**

This course offers an in-depth study of one of the fields of critical theory. Whether on feminisms, historical materialism, psychoanalysis, film theory, the digital humanities, or other subfields, this course will deepen students' exposure to critical theory and will provide further practice in applied reading. This course is therefore highly recommended for students planning to attend graduate school in the arts or humanities.

**Credits** 3

**Prerequisites**

Junior or Senior standing

## **ENG 399: English International Studies Course: Variable Topics**

Study of varying topics in English. Includes a 2-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **ENG 402: Seminar in Global Anglophone Literature**

This seminar may offer a comparative study of the Anglophone traditions or isolate its focus to a particular regional tradition, whether African, Latin American, East Asian, so forth. The course may explore relationships between English and other languages, as well as relationships between literature and the visual or other arts.

**Credits** 3

**Prerequisites**

One 300-level English course and either junior standing or permission of the instructor.

## **ENG 433: Nineteenth-century British Literature**

Varying studies of the Romantic or Victorian periods or of selected topics. This course may explore comparisons between British and continental works, or between literature and the visual arts.

**Credits** 3

**Prerequisites**

ENG 291 and junior standing

## **ENG 441: Shakespeare**

Survey of Shakespeare's comedies, histories, and tragedies using a variety of critical approaches to develop rich and cohesive understandings of the texts. Theatre majors who have completed THE 232 are exempt from the ENG 290 prerequisite.

**Credits** 3

**Prerequisites**

One 300-level ENG literature course and junior standing. Prerequisite/corequisite: ENG 363

## **ENG 442: Faulkner**

This seminar involves reading and discussing the novels and short fiction of William Faulkner, using several critical approaches to enrich discussion. Students have the opportunity to take a short excursion to Mississippi to visit sites used in the fiction and tour Faulkner's home.

**Credits** 3

**Prerequisites**

One 300-level ENG literature course and junior standing. Prerequisite/corequisite: ENG 363

## **ENG 443: Major Writers**

Concentrated reading and study of the works of one or two of the great writers of European, English, and American literature.

**Credits** 3

**Prerequisites**

One 300-level ENG literature course and junior standing. Prerequisite/ corequisite: ENG 363

## **ENG 448: Advanced Creative Writing Intensive**

An intensive writing seminar, including a final project, for advanced students in poetry, fiction, creative nonfiction, playwriting, or screenwriting.

**Credits** 3

**Prerequisites**

One of the following (must be in the same genre as the advanced course): ENG 360 (for poetry), ENG 361 (for fiction), ENG 363 (for creative nonfiction), THE 340 (for playwriting or screenwriting), or consent of the writer-in-residence.

## **ENG 450: Independent Study**

Concentrated study in selected fields.

**Credits** 1

-4

## **ENG 482: Advanced Topics in Literature**

A senior-level study of a particular theme or topic. Essential assignments will include seminar-style presentation to classmates and a significant research project.

**Credits** 3

**Prerequisites**

200-level ENG coursework

# Exercise Science Major

## Assistant Professors: Allyn Byars and Mayron Faria de Oliveira

The Exercise Science Program offers an academic major with two tracks, each with a challenging curriculum. Both, the Health and Wellness Track and the Health Professions track lead to a Bachelor of Science degree. The Exercise Science Program also coordinates the Activity/Wellness courses that are a part of the general education requirements for all undergraduates. The Exercise Science curriculum promotes critical thinking, encourages the development of leadership skills, and prepares students for careers in and continued study of the application of the principles of human movement, exercise, and healthy living.

The mission of the Exercise Science Program at Lyon College is to discover and promote knowledge of human movement and performance to improve the health and quality of life of individuals at all stages of life and society as a whole.

The Exercise Science major is open to all qualified Lyon College students following the prescribed admission pathway:

1. Students who are in their first year at Lyon (either freshmen or transfers) who express an interest in majoring in Exercise Science must meet with the Exercise Science faculty to evaluate their preparedness for the program, and to plan a course of study that will support their entry. At a minimum, EXS 201 should be completed with a C or better the freshman year.
2. Students in their second pre-baccalaureate year may declare the Exercise Science major provided that they have a cumulative GPA of 2.5 or higher and that they have completed EXS 201, EXS 205, and BIO 111 with a C or better. If the GPA threshold is not met, the student can work with the Exercise Science faculty to develop a remediation plan that provides an opportunity for the student to meet all of the admissions requirements.

**Students may use the following courses to satisfy Core requirements: BIO 111, CHM 105, CHM 110, PSY 101, and RPH 205**

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

# Exercise Science Major - Fitness & Wellness Track (BS)

## Summary of Requirements for a Major in Exercise Science - Fitness & Wellness Track

Item #	Title	Credits
EXS 201	Health and Wellness	3
EXS 205	Nutrition Concepts for Exercise Science	3
EXS 207	First Aid and Care of Athletic Injuries	3
EXS 302	Kinesiology	3
EXS 309	Motor Learning	3
EXS 320	Fitness Assessment and Exercise Prescription	4
EXS 385	Exercise Physiology (OC)	3
EXS 450	Senior Seminar in Exercise Science	3
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
	CHM 105 or CHM 110	4
PSY 101	Introduction to Psychology (PS)	3
	PSY 235 or BUS 323	3
PSY 290	Human Development (HL)	3
PRT 205	Introduction to Ethics	3

### Choose two from the following courses (5-6 credits):

Item #	Title	Credits
	BIO 312 and BIO 314	2
	PSY 208 or PSY 339	3
OPL 150	Outdoor Leadership	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	104-107

### CHM 105 or CHM 110

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4

### PSY 235 or BUS 323

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
BUS 323	Statistical Applications to Business Decision Making	3

## BIO 312 and BIO 314

Item #	Title	Credits
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1

## PSY 208 or PSY 339

### **PSY 208 or PSY 339**

Item #	Title	Credits
PSY 208	Introduction to Cognitive Psychology	3
PSY 339	Learning and Cognition	3

## **Exercise Science Major - Health Professions Track**

### **Summary of Requirements for a Exercise Science Major - Health Professions Track**

Item #	Title	Credits
EXS 201	Health and Wellness	3
EXS 205	Nutrition Concepts for Exercise Science	3
EXS 207	First Aid and Care of Athletic Injuries	3
EXS 302	Kinesiology	3
EXS 309	Motor Learning	3
EXS 320	Fitness Assessment and Exercise Prescription	4
EXS 385	Exercise Physiology (OC)	3
EXS 450	Senior Seminar in Exercise Science	3
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
	CHM 105 or CHM 110	4
PHY 210	General Physics I	3
PHY 211	General Physics I Laboratory	1
PSY 101	Introduction to Psychology (PS)	3
	PSY 235 or BUS 323	3
PRT 205	Introduction to Ethics	3

### **Choose two from the following (5-6 credits):**

Item #	Title	Credits
	BIO 312 and BIO 314	2
EXS 400	Pathophysiology	3

## **CORE CURRICULUM**

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	105-108

### CHM 105 or CHM 110

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4

### PSY 235 or BUS 323

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSY 235	Statistics for the Behavioral Sciences (PS)	3
BUS 323	Statistical Applications to Business Decision Making	3

### BIO 312 and BIO 314

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1

## **Exercise Science Minor**

Students may use BIO 111, and PSY 101 to satisfy Core requirements.

### **Summary of Requirements for a Minor in Exercise Science**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EXS 201	Health and Wellness	3
EXS 205	Nutrition Concepts for Exercise Science	3
EXS 302	Kinesiology	3
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
PSY 101	Introduction to Psychology (PS)	3
	Exercise Science Elective	3
	<b>Total Credits</b>	<b>23</b>

### Exercise Science Elective

#### **One 200 - 400 Level Exercise Science Elective**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EXS 205	Nutrition Concepts for Exercise Science	3
EXS 207	First Aid and Care of Athletic Injuries	3
EXS 309	Motor Learning	3
EXS 320	Fitness Assessment and Exercise Prescription	4
EXS 385	Exercise Physiology (OC)	3
EXS 382	Special Topics	3
EXS 450	Senior Seminar in Exercise Science	3

# Exercise Science Major Course Descriptions

## **EXS 201: Health and Wellness**

Provides the necessary information, opportunities, and strategies needed to obtain lifetime wellness.

**Credits** 3

## **EXS 205: Nutrition Concepts for Exercise Science**

An introductory course in contemporary nutrition issues that focuses on the fundamentals of nutrition that affect human function and well-being, covering basic physiology, nutrients and dietary standards and analysis.

**Credits** 3

## **EXS 207: First Aid and Care of Athletic Injuries**

Presents instruction and orientation in prevention and care of common athletic injuries.

**Credits** 3

## **EXS 280: Introduction to Exercise Research**

This course, Introduction to Exercise Research, will introduce students to the fundamental concepts, methods, and techniques used in studying exercise science. Exercise research provides essential insights across multiple fields, including physical therapy, athletic training, coaching, kinesiology, and sports science. A foundational knowledge in exercise research will allow students to critically evaluate existing studies, understand the principles behind experimental design, and appreciate the role of scientific research in advancing knowledge on health, performance, and physical rehabilitation. This course aims to equip students with the tools to investigate and analyze the impact of exercise on health and performance, setting the groundwork for more advanced studies in the field. This course will allow students to work on independent and/or ongoing group research projects.

**Credits** 1

-4

### **Prerequisites**

BIO 260

### **Corequisites**

BIO 262

Or instructor permission

## **EXS 302: Kinesiology**

Study of the muscular-skeletal system of the human body and the mechanics of human motion and its application to physical activities.

**Credits** 3

### **Prerequisites**

BIO 260

## **EXS 309: Motor Learning**

Provides knowledge of various factors that may affect learning and performance of human movement activities.

**Credits** 3

## **EXS 320: Fitness Assessment and Exercise Prescription**

Introduction to the appropriate selection and application of exercise testing, and the use of testing results to construct an activity or exercise plan designed to address health issues. The course includes lecture and lab components.

**Credits** 4

**Prerequisites**

BIO 111, BIO 260, BIO 262, EXS 201, or permission of instructor.

## **EXS 382: Special Topics**

Special Topic in Exercise Science

**Credits** 3

## **EXS 385: Exercise Physiology (OC)**

This course addresses the study of how the body (on the cellular, tissue, and organ system levels) responds in function and structure to 1) acute exercise stress, and 2) chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. Includes energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems. (Same as BIO 385)

**Credits** 3

**Prerequisites**

EXS 201

BIO 260

BIO 262

CHM 105

## **EXS 400: Pathophysiology**

This course promotes a contemporary understanding of conditions affecting the human body. Students will gain accurate information on risk factors, treatments, symptom manifestations, and mechanisms of disease across the lifespan. Intertwined through this understanding includes an approach to epidemiology within specified populations.

Cross-listed: NUR

**Credits** 3

**Prerequisites**

BIO 260

**Corequisites**

BIO 262

## **EXS 450: Senior Seminar in Exercise Science**

Capstone course for Exercise Science that integrates theory, research, and practical experience in the field with career exploration and preparation. Preparation for external certification exams (ACSM and/or NSCA) is included.

**Credits** 3

### **Prerequisites**

EXS 201

EXS 205

EXS 302

EXS 320

BIO 260

Or senior status as a declared Exercise Science major or minor.

## **EXS 490: Directed Research**

This advanced course, Directed Research in Exercise Science, offers students the opportunity to deepen their research skills by working on independent or faculty-led research projects within the field of exercise science. Building on foundational knowledge and methodologies, students will engage in hands-on research that explores complex topics related to exercise physiology, biomechanics, sports science, physical rehabilitation, and other related fields. Through this course, students will refine their abilities in experimental design, data collection, advanced statistical analysis, and interpretation of results. Emphasis is placed on conducting high-quality research with potential for contribution to peer-reviewed publications, conference presentations, and practical applications in health, performance, and clinical settings. This course is designed to cultivate advanced research competencies, critical thinking, and scientific communication, preparing students for graduate studies or professional research roles in exercise science.

**Credits** 1

-4

### **Prerequisites**

BIO 260

BIO 262

EXS 280

# Film and Media Studies

## Film and Media Studies Minor

**Associate Professor: James Martell**

The Film & Media Studies Minor provides the opportunity for the study of film history, criticism, analysis, theory, and the cinematographic elements and techniques that transpose human experience from diverse cultures on to the screen. It exposes students to a range of cinematic works, styles, and movements in order to enlarge their awareness of the medium's significance as an art form, as a technology, and as a means of cultural and political expression. The minor consists of required courses and practica combined with upper-division elective courses from a range of disciplines that introduce students to the practice and critical study of film and screen cultures.

### **ELECTIVES:**

Students must choose 9 credits from the Film Production Dramatic Writing and Study of Film as Significant Course Content categories. At least one course must come from Category I, and at least one from Category II.

### **Summary of Requirements for a Minor in Film & Media Studies**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
FMS 150	Introduction to Film and Screen Cultures	3
ENG 340	Film Studies	3
FMS 370	Practicum	1
FMS 450	Independent Study	1-3

### **Category I: Film Production Dramatic Writing (Total 9 Credits from Categories I & II)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ART 211	Photography Studio I	3
	ART 323 or FMS 323	3
THE 340	Playwriting Workshop	3

### **Category II: Study of Film as Significant Course Content (Total 9 Credits from Categories I & II)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BUS 382	Special Topics in Business Administration	1-3
ENG 215	Introduction to Shakespeare	3
FMS 382	Special Topics in Film and Screen Cultures	3
FRN 382	Special Topics in French	3
HIS 325	History and Film	3
MUS 291	Topics in Music History	3
POL 349	The German Political and Cultural Tradition	3
POL 382	Special Topics in Political Science	3
SPN 335	Hispanic Cinema	3
	<b>Total Credits</b>	<b>17-19</b>

## ART 323 or FMS 323

Item #	Title	Credits
ART 323	Moving Image	3
FMS 323	Moving Image	3

# Film and Media Studies Course Descriptions

## **FMS 150: Introduction to Film and Screen Cultures**

Course examines the basic elements that distinguish film, television, and screen cultures from other aesthetic forms, including editing, cinematography, sound and mise-en-scene, and how these components work together to create a narrative.

**Credits** 3

## **FMS 323: Moving Image**

An introduction to the production, application, and interpretation of time-based visual images such as film, video, and new media. Students will gain experience operating movie cameras, recording video and audio, and editing with computer software. They will also have opportunities to experiment with techniques such as analog filmmaking, animation, installation, projection, multimedia, and web applications. Emphasis will be placed on the application of time-based media within a Studio Art context, and students will cultivate both aesthetic and conceptual skills as makers of moving images. (Same as ART 323 Moving Image)

**Credits** 3

### **Prerequisites**

**ART 101 or ART 110 or ART 120, or FMS 150**

## **FMS 370: Practicum**

Experiential learning with local film festival or other activity proposed and organized by student in consultation with faculty associated with the minor.

**Credits** 1

### **Prerequisites**

FMS 150 or permission of instructor.

## **FMS 382: Special Topics in Film and Screen Cultures**

Studies in selected topics in film and screen cultures. Topics will vary based on instructor.

**Credits** 3

### **Prerequisites**

FMS 150 or permission of instructor.

## **FMS 382: Special Topics: Radio Programming**

Special topics in Film & Media Studies

**Credits** 1

-3

## **FMS 450: Independent Study**

Concentrated study of a particular subject in film and screen cultures.

**Credits** 1

-3

### **Prerequisites**

FMS 310 or permission of instructor.

# Fine Arts Major

Professor: Dustyn Bork and Fonzie Geary II

Associate Professors: Maggie Gayle

Assistant Professors: Bethany Neese and Cody Norton

The fine arts major broadly educates in the liberal arts tradition with the unique ability for each student to tailor their educational goals within an interdisciplinary and independent environment. Students acquire knowledge from diverse perspectives in the fields of fine arts and explore the role of the arts in society and culture. The degree equips students with the technical, theoretical, and applicable skills needed to effectively communicate, analyze, perform, organize, and create in the dynamic spaces of fine arts. The curriculum allows opportunities for exploration within an emphasis rich with historical precedents and contemporary practices. Students will attend events, perform, collaborate, and learn to work with peers on campus and in the broader community in the pursuit and study of fine arts. This will culminate in mastery of essential skills to become lifelong pursuers of the arts and will equip the fine arts graduate with the skills necessary to engage with others to inspire community involvement through arts projects, engaging cultural institutions, and increase and encourage patrons of the arts. The major requirements and capstone coursework prepare students for careers in technical, performative, and administrative aspects of fine arts and/ or further studies in graduate school.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Fine Arts Major

### Summary of Requirements for a Major in Fine Arts

Item #	Title	Credits
FAM 105	Introduction to Fine Arts	3
	ART 101 or MUS 105 or THE 101	3

### Historical Context Requirements

Item #	Title	Credits
	Fine Arts Major - Historical Context Requirements	9

### Practice Requirements

Item #	Title	Credits
	Fine Arts Major - Practice Requirements	9

### Compose Requirements

Item #	Title	Credits
	Fine Arts Major - Compose Requirements	9

## Practical Electives

Item #	Title	Credits
	Fine Arts Major - Practical Elective	3
Item #	Title	Credits
	Fine Arts Major - Capstone	4

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	86-88

ART 101 or MUS 105 or THE 101

## Fine Arts Major [Introduction]

Item #	Title	Credits
ART 101	Introduction to Visual Arts	3
THE 101	Introduction to Theatre	3
MUS 105	The Language of Music	3

## Fine Arts Major - Historical Context Requirements

Select at least one course from each discipline below:

**Group A: Art**

**Group B: Music**

**Group C: Theater**

### Group A [Art]

Item #	Title	Credits
ART 201	World Art I	3
ART 202	World Art II	3

### Group B [Music]

Item #	Title	Credits
MUS 311	Medieval and Renaissance Music	3
MUS 320	Baroque and Classical Music	3
MUS 325	Nineteenth- and Twentieth-century Music	3
MUS 291	Topics in Music History	3
MUS 295	World Music	3

### Group C [Theater]

Item #	Title	Credits
THE 301	Modern Drama	3
THE 383	World Theatre History	3

## Fine Arts Major - Practice Requirements

Select at least one course from each discipline below:

**Group A: Art**

**Group B: Music**

**Group C: Theater**

### **Group A [Art]**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ART 110	Drawing Studio I (PS)	3
ART 120	Two-dimensional Design (PS)	3
ART 234	Three-dimensional Studio I	3
ART 204	Ceramics Studio I	3
ART 211	Photography Studio I	3
ART 220	Digital Studio I	3

### **Group B [Music]**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MUS 110	Music Theory	3
MUS 111	Musicianship I	1.5

### **Group C [Theater]**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 213	Fundamentals of Voice and Diction	3
THE 232	Acting I	3
THE 205	Theatre Design	3
THE 206	Scenic Painting	3

## Fine Arts Major - Compose Requirements

Select at least one from each group below:

**Group A: Art**

**Group B: Music**

**Group C: Theater**

### **Group A [Art]**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ART 204	Ceramics Studio I	3
ART 211	Photography Studio I	3
ART 220	Digital Studio I	3
ART 230	History of Modern Art	3
ART 234	Three-dimensional Studio I	3
ART 232	Painting Studio I	3
ART 308	Renaissance Art	3
ART 333	Printmaking Studio II	3

## Group B [Music]

Item #	Title	Credits
MUS 293	Topics in Performance Practice	3
MUS 420	Conducting	3
MUS 430	Church Music	3

## Group C [Theater]

Item #	Title	Credits
THE 333	Acting II	3
THE 340	Playwriting Workshop	3
THE 353	Principles of Directing	3

### Fine Arts Major - Practical Elective

Select one from the following:

Item #	Title	Credits
ACC 210	Financial Accounting	3
ENG 361	Creative Writing Workshop in Fiction	3

### Fine Arts Major - Capstone

Item #	Title	Credits
FAM 250	Internship	2
FAM 490	Fine Arts Senior Capstone	2

## Fine Arts Major Course Descriptions

### **FAM 105: Introduction to Fine Arts**

An independent project designed by the student with the guidance of fine arts faculty advisor. The student will produce a significant project, lecture, presentation, performance, or exhibition of research that synthesizes the knowledge and skills acquired during their course of study in the fine arts major.

**Credits** 3

### **FAM 250: Internship**

Practical fieldwork in an arts or cultural events venue. Students will work closely with an advisor or mentor in directed, supervised work with an area arts organization. Students should be in Junior or Senior status of the major to complete and have approval for their site prior to enrolling. Can be taken summer term before Senior year.

**Credits** 2

#### **Prerequisites**

Junior or Senior status in Major

## **FAM 490: Fine Arts Senior Capstone**

An independent project designed by the student with the guidance of fine arts faculty advisor. The student will produce a significant project, lecture, presentation, performance, or exhibition of research that synthesizes the knowledge and skills acquired during their course of study in the fine arts major.

**Credits** 2

**Prerequisites**

Senior status in Major

# Foreign Language

## Foreign Language Course Descriptions

### **FGN 101: Beginning Language I**

Fundamentals of grammar with conversation and/or literary emphasis in a language not ordinarily taught at Lyon.

**Credits** 3

### **FGN 102: Beginning Language II**

Continuation of FGN 101. Fundamentals of grammar with conversation and/or literary emphasis in a language not ordinarily taught at Lyon.

**Credits** 3

# French

## Associate Professor: James Martell

The French major is a course of study designed for students interested in developing their fluency in French and gaining an understanding of culture and literature that comes from the study of a foreign language.

Students majoring in French are strongly encouraged to study abroad.

Students may complete their coursework by studying for a summer or a semester at the University of Poitiers, France, or at another institution in a French-speaking country after consulting with the French faculty at Lyon.

*Students may skip FRN 101 and 102 if they have equivalent language proficiency in French.*

### NOTE

\* FRN 101 and FRN 102 may also be used to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## French Major (BA)

### Summary of Requirements for a Major in French

Item #	Title	Credits
FRN 101	Beginning French I	3
FRN 102	Beginning French II	3
FRN 201	Intermediate French I	3
FRN 202	Intermediate French II	3
FRN 211	Intermediate French Conversation	1
FRN 212	Intermediate French Conversation	1
FRN 311	Advanced French Conversation	1
FRN 312	Advanced French Conversation	1
FRN 315	Advanced Grammar and Composition	3
FRN 320	French Linguistics and Phonetics	3
	French Electives - Literature (6 credits)	6
	Two Advanced Electives (6 credits)	6
FRN 450	Independent Study	1-3

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	81-85

## French Electives - Literature (6 credits)

Select two of the following advanced French electives with a focus on literature:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
FRN 340	Eighteenth-century French Studies	3
FRN 345	Nineteenth-century French Studies	3
FRN 355	Contemporary France	3
FRN 382	Special Topics in French	3

## Two Advanced Electives (6 credits)

Students may take these classes in another division in consultation with the French faculty. Classes may include but are not restricted to the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HIS 340	The French Revolution and Napoleon	3
HIS 357	Early Modern France	3
ENG 365	Introduction to Contemporary Critical Theory	3
ENG 340	Film Studies	3

## **French Minor**

The French minor is a course of study designed as a second field for students interested in developing their fluency in French and gaining an understanding of culture and literature that comes from the study of a foreign language.

### **NOTE**

\* Students may use FRN 101 and 102 to satisfy core requirements.

## **Summary of Requirements for a Minor in French**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
FRN 101	Beginning French I	3
FRN 102	Beginning French II	3
FRN 201	Intermediate French I	3
FRN 202	Intermediate French II	3
	Two advanced French Electives (6 credits)	6
	<b>Total Credits</b>	<b>18</b>

## Two advanced French Electives (6 credits)

300 and/or 400 level

# French Course Descriptions

## **FRN 101: Beginning French I**

Introduction to French language and culture with focus on speaking, listening, writing, and reading.

**Credits** 3

## **FRN 102: Beginning French II**

Introduction to French language and culture with focus on speaking, listening, writing, and reading. FRN 101 (or exemption) is a prerequisite for FRN 102.

**Credits** 3

### **Prerequisites**

FRN 101

## **FRN 201: Intermediate French I**

Review of grammar with emphasis on reading, writing, listening, speaking, vocabulary building, and idiomatic self-expression. Introduction to works of several modern writers and practice with tapes.

**Credits** 3

### **Prerequisites**

FRN 101 and FRN 102

## **FRN 202: Intermediate French II**

Review of grammar with emphasis on reading, writing, listening, speaking, vocabulary building, and idiomatic self-expression. Introduction to works of several modern writers and practice with tapes.

**Credits** 3

### **Prerequisites**

FRN 101 and FRN 102

## **FRN 211: Intermediate French Conversation**

French conversation at the intermediate level. Graded on a pass/fail basis.

**Credits** 1

### **Prerequisites**

FRN 102 or permission of instructor.

## **FRN 212: Intermediate French Conversation**

French conversation at the intermediate level. Graded on a pass/fail basis.

**Credits** 1

### **Prerequisites**

FRN 102 or permission of instructor.

## **FRN 311: Advanced French Conversation**

French conversation at the advanced level. Graded on a pass/fail basis.

**Credits** 1

### **Prerequisites**

FRN 202 or permission of instructor.

## **FRN 312: Advanced French Conversation**

French conversation at the advanced level. Graded on a pass/fail basis.

**Credits** 1

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 315: Advanced Grammar and Composition**

Study of advanced grammar points and stylistic features of written French. Students will develop advanced language skills with an emphasis on writing.

**Credits** 3

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 320: French Linguistics and Phonetics**

French Linguistic and Phonetics is a course intended for students who have had some previous study of French. It is intended to provide students who wish to take advanced courses in French with systematic, comprehensive review, and enhancement of French pronunciation, to increase aural comprehension. Prerequisite FRN 202 or permission of instructor.

**Credits** 3

## **FRN 340: Eighteenth-century French Studies**

Introduction to 18th-century French thought, culture, and history and continued work on language skills.

**Credits** 3

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 345: Nineteenth-century French Studies**

Introduction to 19th-century French literature, culture, and history and continued work on language skills.

**Credits** 3

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 350: Twentieth-century French Studies**

Introduction to 20th-century French literature, culture, and history and continued work on language skills.

**Credits** 3

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 355: Contemporary France**

Introduction to contemporary French literature, culture, and history and continued work on language skills.

**Credits** 3

**Prerequisites**

FRN 202 or permission of instructor.

## **FRN 382: Special Topics in French**

Study of selected topics in French. Prerequisites will vary.

**Credits** 3

## **FRN 399: French International Studies Course: Variable Topics**

Study of varying topics in French culture. Includes a 2-week Nichols trip to a French-speaking country.

**Credits** 1

**Prerequisites**

FRN 102

## **FRN 450: Independent Study**

**Credits** 1

-3

# Graduate Program

## Graduate Certificate in Teaching Deaf or Hard of Hearing Students

The Graduate Certificate in Teaching Deaf or Hard of Hearing Students provides a pathway to obtaining the Arkansas licensure endorsement for Teachers of Hearing-Impaired Students K-12. The program provides a firm foundation of professional knowledge, skills, and dispositions through challenging coursework and professional mentoring in conjunction with classroom experience. The coursework is offered through a hybrid teaching model that blends online coursework with weekly face-to-face meetings offered either remotely or in person and is comprised of eight courses (24 graduate credit hours). Candidates beginning the program in a fall term can complete the requirements in four semesters.

### Additional Licensure Requirements

Candidates completing the program must earn a passing score on the state-required licensure exam in order to be eligible for the licensure endorsement in Teaching Hearing Impaired Students K-12.

### Admission Requirements

Lyon College admits candidates who demonstrate that they can contribute to and benefit from the Lyon experience. Admission is not limited by age, race, gender, disability, sexual orientation, or national origin of the applicant. Admission requirements include the following:

1. Graduate Student Application Form
2. Official transcript from an accredited college or university demonstrating a bachelor's degree with a cumulative GPA of 2.75 or higher on a four-point scale or a GPA of 3.0 or higher in the last 60 hours of coursework. If applicable, candidates must also submit official transcripts for any graduate coursework completed.
3. Evidence of Arkansas Educator Licensure\*
4. Preferred minimum of 2 years of teaching experience
5. Demonstrated fluency in American Sign Language or concurrent enrollment in ASL coursework or training leading to proficiency
6. Current federal criminal background check (see below)
7. Written Goal Statement (should reflect a desire to pursue a career that furthers the education of deaf and hard of hearing students)
8. Letter of Recommendation that addresses effective work with infants, children, or adolescents and/or families.

\*Note: The licensure endorsement is intended for those who are currently licensed to teach in Arkansas. Candidates who are licensed teachers in other states should determine whether the program meets professional licensure requirements in those states.

### Background Checks

Prior to placement in an internship classroom, candidates must submit to a criminal history check (ASP & FBI) and an Arkansas Child Maltreatment Central Registry check or provide evidence of current background check approval.

### Program Sequence

Courses will be offered in sixteen-week terms, and it is expected that students will enroll in two three-credit courses to earn six graduate credit hours per regular semester. Coursework will be offered in summer terms as well. Students can complete the program in one and one-half years of continuous enrollment.

### Delivery and Support

Courses will be offered using a hybrid teaching model that combines asynchronous online coursework with weekly face-to-face or remote meetings with course instructors. The program will utilize Canvas as the learning management system to provide access to course resources and assignments. Instructors will be expected to adhere to Lyon College’s policies regarding the quality of online teaching and will be required to complete online training provided by the College covering best practices in online instruction based on the Quality Matters Standards.

## Summary of Requirements for Deaf Education Graduate Certificate

Item #	Title	Credits
EDU 622	Historical, Social, and Mental Health Context for Deaf Learners and Education	3
EDU 624	Linguistics of American Sign Language	3
EDU 626	Introduction to Audiology for Deaf Educators	3
EDU 628	Language Acquisition and Deprivation in DHH Children	3
EDU 630	Special Education Law: IEP Practices and Accommodations for DHH Learners	3
EDU 632	Teaching Literacy in an ASL/English Bilingual Classroom Course	3
EDU 634	Teaching Deaf and Hard of Hearing Learners: Curriculum, Instruction & Evidence-Based Practices	3
EDU 690	Internship & Seminar for Deaf/HH Professional Practice	3
	Total Credits	24

## Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) offers an alternative pathway to Arkansas teacher licensure for those who have earned a bachelor’s degree from an accredited institution of higher education and who wish to pursue a career in the teaching profession. The degree provides a firm foundation of professional knowledge, skills, and dispositions through challenging coursework and professional mentoring in conjunction with intensive classroom experience in a year-long teaching residency. Teacher candidates may pursue teacher licensure in the following content areas and levels:

- Elementary Education K-6
- Middle Childhood 4-8 in English language arts, mathematics, science, and social studies
- Secondary 4-12 in computer science
- Secondary 7-12 in English/Language arts, biology/life science, chemistry, mathematics, and social studies
- Broad Range K-12 in art, foreign languages (French or Spanish), physical education, and music (vocal and/or instrumental)

The MAT degree consists of 36 credit hours and is designed to prepare candidates using a hybrid teaching model that blends online coursework with weekly face-to-face meetings offered either remotely or in person. Candidates beginning the program in a summer term can complete the degree in fifteen months, while those beginning in the fall semester will be able to finish in less than two years. The program offers two pathways to complete the Residency requirements:

### Pathway 1: Teaching Residency

In Pathway 1, teacher candidates may complete the residency requirement by teaching full-time in the subject area and grade level(s) for which they are seeking licensure. In order to follow this pathway, candidates must be working as teacher of record under the Rules Governing Educator Licensure in Arkansas and meet all other requirements for admission to the program. Candidates will be awarded six credit hours in each of two semesters for their full-time work in the classroom.

### **Pathway 2: Traditional Residency**

In Pathway 2, teacher candidates who are not employed as teacher of record will be placed in a two-semester, half-day residency where they will complete the field experience requirements for the degree in conjunction with their coursework.

### **Program Admissions**

To be unconditionally admitted to the MAT program, candidates must meet the following requirements:

1. Submit a completed graduate student application form.
2. Provide an official transcript demonstrating the completion of an undergraduate degree in an eligible discipline from an accredited college or university with a cumulative GPA of 2.75 or higher on a four-point scale or a GPA of 3.0 in the last 60 hours of coursework. If applicable, candidates must also submit official transcripts for any graduate coursework completed.
3. Submit passing scores on the Praxis subject area exam for the desired teaching license.
4. Provide three references. Two references must be professional in nature.
5. Provide a professional goals statement and rationale for seeking admission to the program.
6. Sit for an interview (virtual or in-person) with the admissions committee.

Candidates may be conditionally admitted under the following conditions:

- The cumulative undergraduate GPA is 2.5 or higher with a GPA of 3.0 or higher on at least 30 credit hours of coursework in the intended teaching discipline.
- Praxis subject area scores provided are near passing [within two Standard Errors of Measurement (SEM) of the state-required cut score]. Candidates must submit passing scores on all required testing prior to recommendation for licensure.

### **Background Checks**

Prior to placement in a residency classroom, candidates must submit to a criminal history check (ASP & FBI) and an Arkansas Child Maltreatment Central Registry check. Information on background check requirements and processes can be found on the Department of Education website here.

**Please note:** Candidates should be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or no contest or being found guilty by a jury or judge) for any offense listed in Arkansas Code Ann. §§ 6-17- 410 and 6-17-414 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed, or subject to a pardon. The discovery of a record of conviction for any felony/non-felony offense could result in the applicant being ineligible for an Arkansas educator's license. See [Disqualifying Offenses for Licensure or Employment in Arkansas Public Schools \(PDF\)](#).

### **Additional Licensure Requirements**

- **Candidates completing programs in elementary K-6, social studies 4-8, or social studies 7-12 must complete three college credit hours in Arkansas History at an accredited institution of higher education or the 45-hour professional development course in Arkansas History offered through Arkansas IDEAS.**
- **All candidates must complete required professional development in family and community engagement, child maltreatment training, teen suicide awareness and prevention, dyslexia awareness, and human trafficking awareness. These trainings may be obtained on Arkansas IDEAS.**

## **MAT Course Descriptions**

### **EDU 505 Foundations of Effective Teaching & Learning (3 credits)**

This course focuses on the foundational skills required for early success in the classroom. Topics will include the TESS domains (from Danielson's Framework for Teaching), principles of classroom management, teacher collaboration, and professional dispositions and ethics. Course content will focus on organizing content knowledge for student learning, creating environments that are conducive to student learning, developing the instructional skills necessary for guiding student learning, and demonstrating growth within the profession. Candidates should complete this course in the summer prior to field placement or employment on a provisional license.

### **EDU 510 Science-based Reading and Literacy Instruction (3 credits)**

This course focuses on preparing pre-service teachers to effectively teach reading and literacy skills based on the science of reading. Course topics include the science of reading research as well as concepts of print, phonological and phonemic awareness, phonics and word study, development of reading comprehension, and reading assessment and instruction.

### **EDU 515 Disciplinary Literacy & Pedagogy (3 credits)**

This course focuses on developing teacher candidate awareness of the foundational principles of the science of reading as it pertains to literacy instruction in the content areas, as well as their knowledge and skills related to content-area instructional methods and strategies.

### **EDU 520 Child & Adolescent Development (3 credits)**

The purpose of this course is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of child and adolescent development. Topics will include biological, cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussions.

### **EDU 525 Learning & Cognition (3 credits)**

The emphasis of this course is on how humans learn. The purpose is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of learning and cognition. The course will also give students hands-on experience with learning and memory principles, describing these in relation education and provide students with useful tools in understanding thinking, learning, and teaching; as such the areas of memory, learning styles, motivation, and knowledge transfer will be specifically addressed.

### **EDU 530 Models & Methods for Quality Instruction (3 credits)**

This course focuses on the knowledge, skills, and dispositions necessary for high quality, authentic instructional practice. Topics will include instruction using interdisciplinary teaching and learning, instructional models for a variety of teaching purposes, and pedagogical practices that support student learning. Students will design an

interdisciplinary thematic unit that incorporates content from a variety of disciplines including the humanities, fine arts, social sciences, mathematics, and sciences as appropriate. Prerequisite/Corequisite: EDU 505 Foundations of Effective Teaching and Learning

**EDU 535 Integrating Technology into the K-12 Classroom (3 credits)**

Designed to prepare teacher candidates to effectively integrate technology into classroom practice, this course focuses on using technological resources and tools to enhance learning through standards-based content instruction and pedagogical best practice. The course explores how technology may be leveraged as a tool to facilitate changes in the way teachers teach and students learn, and ultimately to stimulate positive changes in education both locally and globally. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching to promote student learning. Course topics align with the International Society for Technology in Education (ISTE) standards for students and teachers.

**EDU 605 Culture, Equity, and Engagement in Educational Settings (3 credits)**

This course explores diversity, equity, and engagement in educational settings within the sociopolitical context of the present day. Readings and discussions will focus on how societal and educational systems impact student learning and how culturally responsive educators can provide high quality instruction to a diverse student population.

**EDU 610 Education Law, Ethics, and Advocacy (3 credits)**

This course focuses on foundational legal and ethical principles upon which school leaders should base their decisions in their work as educators and as advocates for their students, their colleagues, their communities, and the teaching profession.

**EDU 615 Residency & Seminar I (6 credits)** The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Residents who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Residents who are not employed by a school district will be placed in a classroom with a mentor teacher. This is the first semester of a two-semester sequence. The resident must complete a minimum of 270 hours in the assigned residency classroom.

**EDU 620 Residency & Seminar I (6 credits)** The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Residents who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Residents who are not employed by a school district will be placed in a classroom with a mentor teacher. This is the second semester of a two-semester sequence. The resident must complete a minimum of 360 hours in the assigned residency classroom.

## Summary of Requirements for a Masters of Arts in Teaching [Elementary K-6]

Item #	Title	Credits
EDU 505	Foundations of Effective Teaching and Learning	3
EDU 510	Science-based Reading and Literacy Instruction	3
EDU 520	Child Development and Learning in K-12 I	3
EDU 525	Child Development and Learning in K-12 II	3
EDU 530	Models & Methods for Quality Instruction	3
EDU 535	Integrating Technology into the K-12 Classroom	3
EDU 605	Culture, Equity, and Engagement in Educational Settings	3
EDU 610	Education Law, Ethics, and Advocacy	3
EDU 615	Residency & Seminar I	6
EDU 620	Residency & Seminar II	6

## Summary of Requirements for a Masters of Arts in Teaching [4th-8th, 4th-12th, 7th-12th, & K-12]

Item #	Title	Credits
EDU 505	Foundations of Effective Teaching and Learning	3
EDU 515	Disciplinary Literacy & Pedagogy	3
EDU 520	Child Development and Learning in K-12 I	3
EDU 525	Child Development and Learning in K-12 II	3
EDU 530	Models & Methods for Quality Instruction	3
EDU 535	Integrating Technology into the K-12 Classroom	3
EDU 605	Culture, Equity, and Engagement in Educational Settings	3
EDU 610	Education Law, Ethics, and Advocacy	3
EDU 615	Residency & Seminar I	6
EDU 620	Residency & Seminar II	6

## Graduate Program Course Descriptions

### EDU 505: Foundations of Effective Teaching and Learning

This course focuses on the foundational skills required for early success in the classroom. Topics will include the TESS domains (from Danielson's Framework for Teaching), principles of classroom management, teacher collaboration, and professional dispositions and ethics. Course content will focus on organizing content knowledge for student learning, creating environments that are conducive to student learning, developing the instructional skills necessary for guiding student learning, and demonstrating growth within the profession. Candidates should complete this course in the summer prior to field placement or employment on a provisional license.

**Credits** 3

### EDU 510: Science-based Reading and Literacy Instruction

This course focuses on preparing pre-service teachers to effectively teach reading and literacy skills based on the science of reading. Course topics include the science of reading research as well as concepts of print, phonological and phonemic awareness, phonics and word study, development of reading comprehension, and reading assessment and instruction.

**Credits** 3

## **EDU 515: Disciplinary Literacy & Pedagogy**

This course focuses on developing teacher candidate awareness of the foundational principles of the science of reading as it pertains to literacy instruction in the content areas, as well as their knowledge and skills related to content-area instructional methods and strategies.

**Credits** 3

## **EDU 520: Child Development and Learning in K-12 I**

This course is part one of a two-course sequence that emphasizes how children develop and learn. The purpose of this course is to provide students with a graduate-level introduction to the theory, empirical research, and practical educational applications of development and learning. Topics will include biological, cognitive, affective, social, and personality development. The focus will be almost exclusively on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussions.

**Credits** 3

## **EDU 525: Child Development and Learning in K-12 II**

This course is part two of a two-course sequence that emphasizes how children develop and learn. The purpose of this course is to continue the focus on theory, empirical research and practical educational applications of development and learning. Topics will include learning and memory, language development, literacy, motivation, and social cognition. This course will also provide students with useful tools in understanding teaching within the context of child development, exploring the impact that family structure, peers, and the media has on children's learning.

**Credits** 3

## **EDU 530: Models & Methods for Quality Instruction**

This course focuses on the knowledge, skills, and dispositions necessary for high quality, authentic instructional practice. Topics will include instruction using interdisciplinary teaching and learning, instructional models for a variety of teaching purposes, and pedagogical practices that support student learning. Students will design an interdisciplinary thematic unit that incorporates content from a variety of disciplines including the humanities, fine arts, social sciences, mathematics, and sciences as appropriate.

**Credits** 3

### **Prerequisites**

EDU 505

## **EDU 535: Integrating Technology into the K-12 Classroom**

Designed to prepare teacher candidates to effectively integrate technology into classroom practice, this course focuses on using technological resources and tools to enhance learning through standards-based content instruction and pedagogical best practices. The course explores how technology may be leveraged as a tool to facilitate changes in the way teachers teach and students learn, and ultimately to stimulate positive changes in education both locally and globally. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching to promote student learning. Course topics align with the International Society for Technology in Education (ISTE) standards for students and teachers.

**Credits** 3

## **EDU 605: Culture, Equity, and Engagement in Educational Settings**

This course explores diversity, equity, and engagement in educational settings within the sociopolitical context of the present day. Readings and discussions will focus on how societal and educational systems impact student learning and how culturally responsive educators can provide high quality instruction to a diverse student population.

**Credits** 3

## **EDU 610: Education Law, Ethics, and Advocacy**

This course focuses on foundational legal and ethical principles upon which school leaders should base their decisions in their work as educators and as advocates for their students, their colleagues, their communities, and the teaching profession.

**Credits** 3

## **EDU 615: Residency & Seminar I**

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Residents who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Residents who are not employed by a school district will be placed in a classroom with a mentor teacher. This is the first semester of a two-semester sequence. The resident must complete a minimum of 270 hours in the assigned residency classroom. Prerequisites: Admission to the MAT program. Credits: 6

**Credits** 6

## **EDU 620: Residency & Seminar II**

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public school classroom. The seminar is designed to both enable the resident to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Residents who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Residents who are not employed by a school district will be placed in a classroom with a mentor teacher. This is the second semester of a two-semester sequence. The resident must complete a minimum of 360 hours in the assigned residency classroom. Prerequisites: Successful completion of EDU 615 Residency I. Credits: 6

**Credits** 6

## **EDU 622: Historical, Social, and Mental Health Context for Deaf Learners and Education**

This course explores the historical, social and mental health factors that influence the Deaf learner's educational journey. Learning enhances our understanding of the impact of these factors and leads to identifying approaches that promote positive educational, psychological, emotional, and social development. The course begins by exploring current educational practices in historical context and then looks at different aspects of a Deaf child's experiences that impact social and mental health, including connections to the student's familial and educational environment.

**Credits** 3

## **EDU 624: Linguistics of American Sign Language**

This course is designed to examine the linguistic properties of ASL, including phonology, morphology, syntax, and semantics, and how signed languages differ and are like spoken languages. Students will be introduced to the linguistic and culturally based communication issues that impact the process between Deaf and hearing persons.

**Credits** 3

## **EDU 626: Introduction to Audiology for Deaf Educators**

This course focuses on the knowledge and skills necessary for basic understanding of the hearing process for normal hearing as well as deaf/hard of hearing individuals. Topics will include anatomy and physiology, hearing evaluations, and intervention strategies that may be available for students. Students will participate in discussions on hot topics in audiology as they relate to deaf education practices.

**Credits** 3

## **EDU 628: Language Acquisition and Deprivation in DHH Children**

This course addresses several theories regarding language acquisition and language deprivation with a focus on the direct educational impacts. The course is divided into three main sections: Language Development through ASL, Language Development through Speech, and Language Deprivation Syndrome.

**Credits** 3

**Prerequisites**

EDU 622

## **EDU 630: Special Education Law: IEP Practices and Accommodations for DHH Learners**

This course is an intensive study of the legislation and litigation involved with individuals with disabilities, specifically concentrating on deaf and hard of hearing (DHH) students between the ages of birth–21years. A historical as well as current study of legislation used as the basis for providing special education services on the federal and state level will be covered. The legal system on the federal and state level is covered as well as critical litigation that has influenced the field of special education, specifically the cases that relate to educating DHH students.

**Credits** 3

## **EDU 632: Teaching Literacy in an ASL/English Bilingual Classroom Course**

This course is designed to give teachers confidence with research-based instructional techniques and strategies in the area of teaching reading to deaf students. Topics will cover best practices and current trends in second language acquisition while emphasizing explicit instruction, progress monitoring and targeted assessments designed to monitor growth of deaf students. By providing a foundation in ASL/English Bilingual strategies, teachers can move beyond traditional instruction to improving literacy across the curriculum.

**Credits** 3

## **EDU 634 : Teaching Deaf and Hard of Hearing Learners: Curriculum, Instruction & Evidence-Based Practices**

This course is a study of the philosophical foundations, principles, and practices of effective instruction for deaf students. Based on the assumption that the best teachers critically consider what to teach, how to teach, and how to assess students and their classes, this course nurtures a well-developed and thoughtful intellectual framework that helps teachers make sound educational decisions based upon the myriad of factors that influence those decisions.

**Credits** 3

## **EDU 690: Internship & Seminar for Deaf/HH Professional Practice**

The internship is designed to provide students with a realistic mentored field experience in planning, managing, and teaching deaf and hard of hearing students. The accompanying seminar is designed to enable the intern to integrate theory and practice and to find professional support from peers and faculty on the Arkansas School for the Deaf campus.

**Credits** 3

# Health-Related Concentrations

## Pre-Health Related Concentrations

Professional schools in health-related fields have very specific admission requirements. Students interested in these areas should begin planning their undergraduate curriculum as early as possible.

Any student who is interested in pursuing a career in one of these areas should contact the chair of the Pre-professional Advisory Committee, or another science division faculty member, upon matriculation at Lyon. While some health profession programs do not require a student to complete a bachelor's degree in order to apply, it is generally recommended that the student do so because of the competitive edge provided by a completed liberal arts education.

## Pre-Dental Concentration

### Biology:

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### Chemistry:

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

The Pre-Dental Concentration prepares students to take the Dental Admission Test (DAT), and meet the requirements for dental school admission. The concentration may be added to any major, but usually is coupled with the Biology Major. This curriculum is based upon the requirements for the Lyon College School of Dental Medicine (LCSDM). Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. The required courses must be completed with a minimum grade of C. Only one pre-health professions concentration may be declared.

### NOTE

**\*Students may use BIO 111, CHM 110, PHY 210/211, PHY 240/241, SPN 101, and SPN 102 to satisfy Core requirements.**

### **Lyon Dental Early Admission Programs (3+3 and 4+3)**

Lyon College offers two accelerated pathways for students aspiring to a career in dentistry through its partnership with the Lyon College School of Dental Medicine (LCSDM) in Little Rock. Both programs offer highly qualified pre-dental students at Lyon College conditional early acceptance to the LCSDM, contingent upon successful completion of all program requirements. These streamlined pathways help reduce the overall time, stress, and cost of their dental education.

The **3+3 Early Admission Program** allows highly qualified students to complete three years of undergraduate coursework in Batesville and three years of dental school at LCSDM, earning both a Bachelor's degree and a Doctor of Medicine in Dentistry (DMD) in just six years.

The **4+3 Early Admission Program** offers a similar opportunity for students who prefer or require four years to complete their undergraduate studies before transitioning to dental school.

Both tracks emphasize academic excellence, early planning, and a strong commitment to the dental profession. While students may pursue any major, degrees in Biology or Chemistry are strongly recommended. Admission to either program is highly competitive and includes academic benchmarks, shadowing experience, and an interview process. These programs are ideal for driven students seeking a clear, structured path to dental school and a head start in the profession. More details can be found at: <https://www.lyon.edu/lyon-dental-early-admission-program>

## Summary of Required Biology Courses (12 credits)

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 250	Cell Biology	4
BIO 252	Genetics	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
BIO 308	Parasitology (OC)	3
BIO 340	Ecology	4
BIO 350	Microbiology (OC)	4
BIO 352	Molecular Biology	4
BIO 366	Histology (OC)	4

## Other required courses:

Item #	Title	Credits
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
	BIO 356 OR CHM 356	4
	Physics I & Physics II	8
	Total Credits	40

## BIO 356 OR CHM 356

Item #	Title	Credits
BIO 356	Biochemistry	4
CHM 356	Biochemistry	4

## Physics I & Physics II

Item #	Title	Credits
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

# Pre-Medical Concentration

## Biology:

Professors: Cassia C. Oliveira and David Thomas

Associate Professors: Alexander Beeser and Maryline Jones

Assistant Professor: Eric South

## Chemistry:

Professor: Irosha Nawarathne

Assistant Professors: Matthew Thompson and Mengfan Zhu

The Pre-Medical Concentration prepares students to take the Medical College Admission Test (MCAT), and meet the admissions requirements for medical school. The concentration may be added to any major, but usually is coupled with the Biology Major. This curriculum is based upon the requirements of the University of Arkansas for Medical Sciences. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

## NOTE

\*Students may use BIO 111, CHM 110, PHY 210/211, PHY 240/241, PSY 235, SPN 101, and SPN 102 to satisfy Core requirements.

## Summary of Requirements

Item #	Title	Credits
BIO 111	Principles of Biology	4
	BIO 220 or BIO 222	4
BIO 252	Genetics	4
	BIO 356 OR CHM 356	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
	Physics I & Physics II	8
	Social Science/Humanities Electives (2 Courses) *	6
	Stats Electives (3 Credits)	3

## Recommended Courses

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
BIO 250	Cell Biology	4
BIO 262	Human Anatomy and Physiology II	4
BIO 303	Immunology	3
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
BIO 350	Microbiology (OC)	4
BIO 352	Molecular Biology	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 364	Developmental Biology	4
BIO 366	Histology (OC)	4
NEU 301	Neuroscience Foundations	3
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

### BIO 220 or BIO 222

#### Choose one:

Item #	Title	Credits
BIO 220	General Botany	4
BIO 222	General Zoology	4

### BIO 356 OR CHM 356

Item #	Title	Credits
BIO 356	Biochemistry	4
CHM 356	Biochemistry	4

### Physics I & Physics II

Item #	Title	Credits
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

### Social Science/Humanities Electives (2 Courses) \*

ANT, ECO, PSY, PRT

\* Psychology and Sociology are strongly recommended, or Anthropology, Ethics, Logic, Philosophy, Religion, or Theology courses.

### Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

## Pre-Occupational Therapy Concentration

### Biology:

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### Exercise Science:

**Assistant Professors:** Allyn Byars and Mayron Faria de Oliveira

### Psychology:

**Associate Professor:** Robert Miller

**Assistant Professors:** Britt Florkiewicz, Robert Miller, and Jes Parker

The Pre-Occupational Therapy Concentration prepares students to take the Graduate Record Exam (GRE), and meet the admissions requirements for occupational therapy school. The concentration may be added to any major, but usually is coupled with the Biology Major or Psychology Major. This curriculum is based upon the requirements for most doctoral-level Arkansas Occupational Therapy schools. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

Completion of specified prerequisite courses with an earned grade of C or better for each course.

### NOTES

\* Students may use ANT 101, PSY 101, PSY 235, BIO 111, CHM 105/CHM 110, and PHY 210/PHY 211, PHY 240/241, SPN 101, and SPN 102 to satisfy core requirements.

\* The BIO 111, CHM 110, and PHY 210 courses vary based on specific graduate program requirements.

## Summary of Requirements

Item #	Title	Credits
ANT 101	Introduction to Cultural Anthropology (OC)	3
BIO 205	Biomedical Terminology	1
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
	PHY 210/211 or PHY 240/241	4
PSY 101	Introduction to Psychology (PS)	3
PSY 205	Introduction to Abnormal Psychology	3
PSY 290	Human Development (HL)	3
	Stats Electives (3 Credits)	3

## Recommended Courses

Item #	Title	Credits
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
	CHM 105 or CHM 110	4
EXS 302	Kinesiology	3
PSY 203	Introduction to Biological Psychology	3
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

### PHY 210/211 or PHY 240/241

Select either General Physics I or Fundamentals of Physics I.

Item #	Title	Credits
PHY 210	General Physics I	3
PHY 211	General Physics I Laboratory	1
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1

### Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

### CHM 105 or CHM 110

Item #	Title	Credits
CHM 105	Introduction to Chemistry *	4
CHM 110	General Chemistry I (PS)	4

## Pre-Optometry Concentration

### **Biology:**

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### **Chemistry:**

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

**Physics:****Associate Professor: Stuart Hutton**

The Pre-Optometry Concentration prepares students to take the Optometry Admission Test (OAT), and meet the admissions requirements for optometry school. The concentration may be added to any major, but usually is coupled with the Biology Major or the Chemistry Major. This curriculum is based on the requirements of Southern College of Optometry. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

**NOTES**

\* Students may use BIO 111, CHM 110, MTH 210, PHY 210/211, PHY 240/241, PSY 101, PSY 235, SPN 101, and SPN 102 to satisfy Core requirements.

\* Molecular biology may be substituted for BIO 356 Biochemistry.

**Summary of Requirements**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 111	Principles of Biology	4
BIO 222	General Zoology	4
BIO 350	Microbiology (OC)	4
	BIO 352 or BIO/CHM 356	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
MTH 210	Calculus I	4
	Physics I & Physics II	8
PSY 101	Introduction to Psychology (PS)	3
	Stats Electives (3 Credits)	3
	Social Science/Humanities Electives (6 Credits)	6

**Recommended Courses**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 205	Biomedical Terminology	1
BIO 250	Cell Biology	4
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
BIO 360	Comparative Physiology (OC/PS)	4
CHM 220	Organic Chemistry II (OC)	4
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

**BIO 352 or BIO/CHM 356**

## BIO 352 or BIO/CHM 356

Item #	Title	Credits
BIO 352	Molecular Biology	4
	BIO 356 OR CHM 356	4

## Physics I & Physics II

Item #	Title	Credits
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

## Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

## Social Science/Humanities Electives (6 Credits)

ANT, ECO, HIS, POL, RPH, PSY (beyond PSY 101)

## Pre-Pharmacy Concentration

### Biology:

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### Chemistry:

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

The Pre-Pharmacy Concentration prepares students to meet the admissions requirements for pharmacy school. The concentration may be added to any major, but usually is coupled with the Biology Major or the Chemistry Major. This curriculum is based upon the requirements of the University of Arkansas for Medical Sciences. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

A final grade of C or better is required in each of the prerequisite courses.

## NOTES

\* Students may use BIO 111, CHM 110, MTH 210, PHY 210/211, PHY 240/241, PSY 235, SPN 101, and SPN 102 to satisfy Core requirements.

## Summary of Requirements

Item #	Title	Credits
BIO 111	Principles of Biology	4
	BIO 220 or BIO 222	4
BIO 350	Microbiology (OC)	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
MTH 101	College Algebra	3
	Math/Science Pre-Health Electives (9 credits)	9
	Non-Science Pre-Health Concentration Electives (20 Credits)	20

## Recommended Courses

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
BIO 220	General Botany	4
BIO 250	Cell Biology	4
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
BIO 330	Medical Cell Biology	1
	BIO 356 OR CHM 356	4
BIO 360	Comparative Physiology (OC/PS)	4
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

BIO 220 or BIO 222

### Choose one:

Item #	Title	Credits
BIO 220	General Botany	4
BIO 222	General Zoology	4

Math/Science Pre-Health Electives (9 credits)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 250	Cell Biology	4
BIO 252	Genetics	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
BIO 300	Biostatistics	3
BIO 356	Biochemistry	4
BIO 360	Comparative Physiology (OC/PS)	4
CHM 224	Quantitative Analysis	3
CHM 355	Physical Chemistry I	3
CHM 356	Biochemistry	4
MTH 220	Calculus II (OC)	4
	PHY 220/PHY 221	4

### Non-Science Pre-Health Concentration Electives (20 Credits)

ANT, ART, ECO, ENG, FGN, HIS, MUS, POL, PRT, PSY, THE

### BIO 356 OR CHM 356

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 356	Biochemistry	4
CHM 356	Biochemistry	4

## **Pre-Physical Therapy Concentration**

### **Biology:**

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### **Chemistry:**

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

### **Exercise Science:**

**Assistant Professors:** Allyn Byars and Mayron Faria de Oliveira

The Pre-Physical Therapy Concentration prepares students to take the Graduate Record Exam (GRE), and meet the admissions requirements for physical therapy school. The concentration may be added to any major, but usually is coupled with the Biology Major or Psychology Major. This curriculum is based on the requirements of the University of Central Arkansas. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

A final grade of C or better is required in each of the prerequisite courses.

## NOTES

\* Students may use BIO 111, CHM 110, PHY 210/211, PHY 240/241, PSY 101, PSY 235, SPN 101, and SPN 102 to satisfy Core requirements.

## Summary of Requirements

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
	Biology Electives 200 level or higher (3-4 Credits) (Not Botany)	3-4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
	Physics I & Physics II	8
PSY 101	Introduction to Psychology (PS)	3
	Stats Electives (3 Credits)	3

## Recommended Courses

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

### Biology Electives 200 level or higher (3-4 Credits) (Not Botany)

Not Botany

### Physics I & Physics II

Item #	Title	Credits
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

### Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

# Pre-Physician Assistant Concentration

## Biology:

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

## Chemistry:

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

The Pre-Physician Assistant Concentration prepares students to take the Graduate Record Exam (GRE), and meet the admissions requirements for physician assistant school. The concentration may be added to any major, but usually is coupled with the Biology Major. This curriculum is based upon the requirements for the University of Arkansas for Medical Sciences. Other schools may have additional requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health professions concentration may be declared.

A final grade of C or better is required in each of the prerequisite courses.

## NOTES

\* Students may use BIO 111, CHM 110, PSY 101, PSY 235, SPN 101, and SPN 102 to satisfy core requirements.

## Summary of Requirements

Item #	Title	Credits
BIO 111	Principles of Biology	4
BIO 222	General Zoology	4
BIO 252	Genetics	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4
BIO 350	Microbiology (OC)	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
PSY 101	Introduction to Psychology (PS)	3
	Stats Electives (3 Credits)	3

## Recommended Courses

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
BIO 250	Cell Biology	4
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
	BIO 356 OR CHM 356	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 364	Developmental Biology	4
BIO 366	Histology (OC)	4
CHM 220	Organic Chemistry II (OC)	4
ENG 103	Oral Presentation	3
PSY 203	Introduction to Biological Psychology	3
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3

### Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

Item #	Title	Credits
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

### BIO 356 OR CHM 356

Item #	Title	Credits
BIO 356	Biochemistry	4
CHM 356	Biochemistry	4

## Pre-Veterinary Concentration

### **Biology:**

**Professors:** Cassia C. Oliveira and David Thomas

**Associate Professors:** Alexander Beeser and Maryline Jones

**Assistant Professor:** Eric South

### **Chemistry:**

**Professor:** Irosha Nawarathne

**Assistant Professors:** Matthew Thompson and Mengfan Zhu

The Pre-Veterinary Concentration prepares students to take the Veterinary College Admission Test (VCAT) and/or Graduate Record Exam (GRE), and meet the admissions requirements for veterinary school. The concentration may be added to any major, but usually is coupled with the Biology Major. This curriculum is based upon the requirements for the Lyon College School of Veterinary Medicine (LCSVM). Other schools may have additional

requirements. Lyon College proficiency and common core courses (ENG 101 & 102, MTH 101, etc.) are not included here, even though many schools list them as prerequisites. Some of these courses may have prerequisites not shown. Only one pre-health profession concentration may be declared.

A final grade of C or better is required in each of the prerequisite courses.

## NOTES

\*Students may use BIO 111, CHM 110, PHY 210/211, PHY 240/241, PSY 235, SPN 101, and SPN 102 to satisfy Core requirements.

## Summary of Required Courses

Item #	Title	Credits
BIO 207	Principles of Animal Nutrition	3
BIO 111	Principles of Biology	4
BIO 252	Genetics	4
BIO 350	Microbiology (OC)	4
	BIO 356 OR CHM 356	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
CHM 210	Organic Chemistry I	4
CHM 220	Organic Chemistry II (OC)	4
	Physics I & Physics II	8
	Stats Electives (3 Credits)	3
ENG 103	Oral Presentation	3

## Recommended Courses

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
BIO 206	Introduction to Animal Sciences	3
BIO 222	General Zoology	4
BIO 250	Cell Biology	4
BIO 305	Animal Anatomy and Physiology	4
BIO 303	Immunology	3
BIO 307	Animal Breeding and Genetics	3
BIO 308	Parasitology (OC)	3
BIO 309	Animal Enrichment	3
BIO 340	Ecology	4
BIO 352	Molecular Biology	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 364	Developmental Biology	4
BIO 366	Histology (OC)	4
BIO 370	Evolution	4
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
PSY 101	Introduction to Psychology (PS)	3

## BIO 356 OR CHM 356

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIO 356	Biochemistry	4
CHM 356	Biochemistry	4

### Physics I & Physics II

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4

### Stats Electives (3 Credits)

BIO 300 Biostatistics is recommended.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSY 235	Statistics for the Behavioral Sciences (PS)	3
MTH 360	Probability and Statistics	3
BIO 300	Biostatistics	3

# History

Associate Professor: Edward Tenace

Assistant Professors: Kieran O'Keefe and Wu Qu

The study of history is a crucial aspect of a liberal education. History provides a sense of perspective on the processes of social, political, and economic change that have literally shaped the world. The study of history deepens and broadens one's understanding of the ways institutions and attitudes bring about change over time.

Lyon history students experience the varied work of the modern historian, especially the historian as a detective and as an interpreter. Working with both evidence and ideas in the classroom and in the field, history majors have the opportunity to refine their skills in critical reading, reasoning, research, and writing.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## History Major (BA)

### Summary of Requirements for a Major in History

Item #	Title	Credits
HIS 101	The United States I	3
HIS 102	The United States II	3
HIS 110	World Civilization I	3
HIS 280	Historiography and the Historical Method	3
	Additional 200- level History Courses (2 courses):	6
	Upper level (300+) History Courses (6 courses):	18
HIS 475	Seminar in History	3
HIS 480	Senior Seminar	3

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	88-90

#### Additional 200- level History Courses (2 courses):

\* Any 200-level History Course except for HIS 280.

\* Courses must be taken with Lyon College History Faculty.

#### Upper level (300+) History Courses (6 courses):

- 2- 300-level courses in European History\*
- 2 - 300-level courses in World History\*
- 2 - 300-level courses in American History\*

\*Courses must be taken with Lyon College History Faculty

## History Minor

This course of study is designed as a second field for students interested in history and in developing their skills in reasoning, research, and writing.

### NOTE

\* HIS 110 and HIS 112 are the required common core before the senior year.

## Summary of Requirements for a Minor in History

Item #	Title	Credits
HIS 101	The United States I	3
HIS 102	The United States II	3
HIS 110	World Civilization I	3
	History Courses 200/300 level - (2 courses):	6
	<b>Total Credits</b>	<b>15</b>

### History Courses 200/300 level - (2 courses):

Choose two History courses at the 200 or 300 level focused on different geographic areas (the United States, Europe, or World History).

## History Course Descriptions

### **HIS 101: The United States I**

The history of the United States from the colonial period to Reconstruction.

**Credits** 3

### **HIS 102: The United States II**

The history of the United States from Reconstruction to the present.

**Credits** 3

### **HIS 110: World Civilization I**

This course offers a general history of civilization, emphasizing the economic, intellectual, political and cultural aspects that have contributed to the development of our world. It covers the period up to 1715.

**Credits** 3

## **HIS 112: World Civilization II**

General history of civilization emphasizing the economic, intellectual, political, and cultural aspects that have contributed to the development of our world. Covers the period since 1715.

**Credits** 3

## **HIS 210: Latin American History**

This class surveys Latin American history from the eve of first encounters between Americans and Europeans in 1492 to the present: over 500 years of history for a vast region spanning Mexico, Central America, the Caribbean, and South America. Students will explore historical processes like encounters between Europeans, Americans, and Africans; Spanish and Portuguese colonialism in the New World; struggles for independence and construction of new Latin American states; class struggle, revolution, and counterrevolution in the twentieth century; and globalization, neoliberalism, and inequality in the twenty-first century.

**Credits** 3

## **HIS 220: Comparative Revolutions**

This course offers a comparative history of a historical phenomenon: revolution. Throughout the semester, this class will consider multiple modern revolutions across the globe. It will begin with an exploration of the political theory of the Enlightenment, before considering specific revolutions, including but not limited to the American, French, Haitian, Mexican, and Russian. Besides comparing and contrasting various revolutions, this course will ask a number of questions related to revolutionary change, including what causes revolutions? Who makes a revolution? What leads to success or failure in a revolutionary situation? How should we define conceptions such as democracy, freedom, and liberty?

**Credits** 3

## **HIS 250: War, Institutions, and Society to 1815**

The History of Warfare from Ancient Times to the end of the Napoleonic era. In addition to examining the developments of warfare in terms of tactics, strategy, and technology, the course will set warfare in a social and institutional context as a major driver of change. Emphasis will be given mainly to Western military developments but we will also examine the way non-Western societies interacted, responded, and adapted to the Western way of war.

**Credits** 3

## **HIS 251: War, Institutions, and Society since 1815**

The History of Warfare from the mid-19th century to the present. In addition to examining the main developments in modern warfare, the course will set the study of warfare in a social and institutional context as a major driver of change. We will examine the development of such concepts as total war, conventional war, guerrilla warfare, and the rise of terrorism. Emphasis will be on such well known conflicts as the American Civil War, the Wars of European Unification, the World Wars, and the various anti-colonial wars.

**Credits** 3

## **HIS 280: Historiography and the Historical Method**

This course explores the process of doing history and allows students to practice those processes and discuss the merits of different approaches to studying the past. Students will be exposed to the concept of historiography, its role within the discipline, and its importance regarding historical research. This course prepares students for upper-level courses, including HIS 480. Required for history majors.

**Credits** 3

## **HIS 282: Special Topics in History**

Study of selected topics in history.

**Credits** 3

**Prerequisites**

Prerequisites may vary.

## **HIS 300: The Cuban Revolution**

An exploration of the complex history of the Cuban Revolution. We will embrace a methodology that examines Cuban history from within, while also devoting attention to the significant role that Cuba and Cubans have played in the international arena, especially since 1959. While much of the scholarship on Cuba has taken a top-down approach focused on political leaders and their policies, we will use creative examination of primary sources to build our own, bottom-up analysis of the social and cultural impacts of the revolution. We will seek to develop answers to difficult questions about the nature of popular democracy and totalitarian rule, the success of the Cuban Revolution in fulfilling its stated goals, and the ways that the revolutionary project has impacted the real lives of real people.

**Credits** 3

## **HIS 301: British History I**

The principle events surrounding the formation of England from the Norman Conquest to the end of the Stuart monarchy in 1714 with additional examination of England's relation to its Celtic neighbors, the beginnings of the British Empire, and the creation of Great Britain.

**Credits** 3

## **HIS 302: British History II**

The main political, social, economic, and cultural developments in Britain since 1714. Students will also examine British colonialism, Britain's role in international affairs, and relations among the various territories that make up the United Kingdom itself.

**Credits** 3

## **HIS 303: History of Ireland**

Survey of the history of Ireland from the arrival of the Celts to the present-day conflict in Northern Ireland with major emphasis on explaining how Ireland's history shaped and continues to shape its present.

**Credits** 3

**Prerequisites**

HIS 201 or permission of instructor.

## **HIS 305: Britain and the British Empire**

A wide-ranging introduction to the history of Britain and the British Empire from the 16th century to the present with emphasis on the changing political system, the development of the British state, and the maintenance of an overseas Empire.

**Credits** 3

## **HIS 309: The Early American Republic**

This course will explore the history of the early American republic, ranging from 1787 to 1848. Often overshadowed by the American Revolution that preceded it and the Civil War that followed, these decades were crucial to the development of the United States. It was during this period that Americans established the Constitution, developed the first political parties, debated how democratic the new nation should be, and argued over how to create a “more perfect union.” The early republic also saw crucial developments concerning slavery and the fate of Native Americans. This course will examine topics such as the creation of the U.S. Constitution, the birth of American partisanship, the War of 1812, the Market Revolution, the expansion of slavery, Indian Removal, Jacksonian Democracy, and the Mexican–American War.

**Credits** 3

## **HIS 310: Colonial America**

A study of the colonial era of American history from the Columbian Encounter of 1492 through the French and Indian War. Students will explore the diverse peoples, cultures, and colonies across the Americas with a special focus on cultural exchange and conflict between European, Indigenous, and African peoples. Other topics include motivations for colonization, imperial wars, the growth of slavery, and the economic, political, and cultural development of European colonies.

**Credits** 3

## **HIS 314: The American Revolution**

A study of the era of the American Revolution, beginning with the French and Indian War and continuing to the War of 1812. Students will learn about the place of the thirteen colonies in the British Empire, the causes of the American Revolution, the course of the Revolutionary War, and the birth of a new nation under the Articles of Confederation and the U.S. Constitution. The course will consider whether the Revolution was a radical event, and explore the period from a variety of perspectives, including the Founding Fathers, common soldiers, women, African Americans, and American Indians.

**Credits** 3

## **HIS 316: 16th Century Europe**

A survey of the main developments in European history between 1480–1610. Topics include the rise of the Habsburgs under Charles V; the impact of the Reformation; the Religious Wars; Spanish colonization overseas; the Military Revolution; and the Habsburg bid for European hegemony under Philip II; and the expansion of the Ottoman Empire in the Western Mediterranean and Eastern Europe.

**Credits** 3

### **Prerequisites**

HIS 110 or HIS 112 or permission of instructor

## **HIS 317: U.S. and the World I**

This course explores the origins of the United States’ relationship with the globe, ca. 1776 until 1919. Throughout the semester we will examine how domestic politics, gender, ideology, and race shaped broader US interactions with the globe. We will also consider how a revolutionary and anti-colonial republic became an imperial power.

**Credits** 3

### **Prerequisites**

HIS 101

## **HIS 318: U.S. and the World II**

This course investigates the history of the United States' interactions with the globe after World War I, including with Europe, Africa, Asia, and the Middle East. It will introduce students to important events, people, and the historiography of the subject.

**Credits** 3

**Prerequisites**

HSI 102 or permission of instructor

## **HIS 319: 19th Century Europe**

This course treats the main event in the History of Europe from 1814 to 1914. It will treat such topics as the Congress of Vienna; the age of Metternich; the liberal revolutions especially the those of 1848; the Crimean War; the rise of Louis Napoleon; the Wars of Italian and German Unification; the rise of Socialism and Anarchism; New Imperialism; and the political polarization of Europe at the end of the century. Attention will also be given to artistic and literary movements such as Romanticism; Realism; and Naturalism.

**Credits** 3

**Prerequisites**

HIS 112 or permission of instructor

## **HIS 320: Methods of Teaching Social Studies**

An introduction to the materials, methods, and latest trends in the teaching of social studies.

**Credits** 2

## **HIS 321: 17th Century Europe**

A survey of the main developments in European in the 17th century. Topics include the Thirty Years War; the Little Ice Age; the English Civil Wars; the Franco-Spanish conflict; the reign of Louis XIV of France; and the Glorious Revolution.

**Credits** 3

**Prerequisites**

HIS 110

## **HIS 325: History and Film**

A showcase of several films based on real historical events. Students will research both the films and the actual events from the standpoint of professional historians, ascertain their historical veracity, and demonstrate how films are the reflection of the society that produced them. Film topics will vary but treat such issues as war, revolution, imperialism, colonialism, and the struggle of classes and social order.

**Credits** 3

## **HIS 334: Recent European History**

Dominant currents in Europe and their dependencies from the Congress of Vienna to the present.

**Credits** 3

## **HIS 340: The French Revolution and Napoleon**

An exploration of the causes and consequences of this very decisive period which witnessed the destruction of the Old Regime and the birth of the modern state. Students will consider the ideology of the Enlightenment, social and political reforms, the forces of radicalism and popular violence, and the origin of nationalism, as well as examine the career of Napoleon and its impact on Europe.

**Credits** 3

**Prerequisites**

HIS 201 or permission of instructor.

## **HIS 355: The Reformation**

An exploration of the causes and consequences of the Reformation with emphasis on understanding the role of the major reformers such as Luther, Calvin, and Loyola. In addition, students will explore the Reformation's sociopolitical and cultural dimensions. (Same as RPH 358)

**Credits** 3

**Prerequisites**

HIS 201 or permission of instructor.

## **HIS 356: The Spanish Golden Age**

Spanish culture and society during the Golden Age of the 16th and 17th centuries. Through the study of historical texts, students will explore some of the major issues of the age (the Inquisition, the Counter-Reformation, the problem of ethnic and religious minorities, and the rise and fall of an empire).

**Credits** 3

**Prerequisites**

HIS 201 or permission of instructor.

## **HIS 357: Early Modern France**

The history of France from the “new monarchs” of the 15th century to the end of the Ancient Regime in 1789. Course content will focus on students gaining an understanding of such traditional themes as the consolidation of the French kingdom, the Renaissance monarchy, the wars of religion, the development of absolutism, Louis XIV, the Enlightenment, and the forces that would eventually unleash the French Revolution. Great stress will be placed on understanding the larger economic and social forces that helped shape French history. In addition, students will explore some of the recent work in the areas of gender and cultural history.

**Credits** 3

**Prerequisites**

HIS 201, or permission of instructor.

## **HIS 361: The Civil War**

An examination of the Civil War as a military conflict with great emphasis on understanding the strategy, operations, and tactics employed by both sides. In addition, students will study the war in the context of international diplomacy and domestic politics as well as its impact on the nation.

**Credits** 3

**Prerequisites**

HIS 101 or permission of instructor.

## **HIS 366: Arkansas in the United States**

Arkansas from exploration to the present.

**Credits** 3

## **HIS 367: Life in 20th Century America**

The history of the United States from the 1900s to the 1990s. Social history, domestic politics, influence of the media and popular culture will serve as themes while considering such topics as the Progressive Era, The Roaring Twenties, the home front during World War II, the Great Depression, Cold War culture, counterculture during the 1960s, and others.

**Credits** 3

**Prerequisites**

HIS 102 or permission of instructor.

## **HIS 382: Special Topics in History**

Study of selected topics in history. Prerequisites will vary.

**Credits** 3

## **HIS 411, 412: Readings in History I & II**

Reading and review of three to six monographs each semester. Tutorial.

**Credits** 1

-3

## **HIS 460: Practicum in History**

**Credits** 1

-3

## **HIS 475: Seminar in History**

These reading- and writing-intensive seminars provide opportunities for concentrated work on a particular theme, national experience, or methodology to develop subject expertise and research acuity. Students will critically assess previous historians' work and refine their expository skills in writing and speech. Topics vary by instructor.

**Credits** 3

**Prerequisites**

HIS 280

Or by permission of the instructor.

## **HIS 480: Senior Seminar**

Preparation of a major research paper with some study of methodology in history.

**Credits** 3

**Prerequisites**

Senior standing, HIS 101, HIS 102, HIS 201, HIS 202, and HIS 280

## **HUM 282: Special Topics in Medical Humanities**

Study of selected topics in the Medical Humanities. Course content and structure will vary according to the interests of the instructor.

**Credits** 3

**Prerequisites**

Prerequisites will vary.

# Honors Fellows Program

## Honors Fellows Program

**Associate Professor: Stephanie Saunders**

### Admission to the Program

First-time, full-time students are invited to interview for the Honors Fellows Program after either:

1. scoring 27 or better on the ACT or 1250 or better on the SAT, or
2. scoring an unweighted 3.7 GPA or better

In both cases, a student must also meet proficiencies in ENG 001 and MTH 001 prior to matriculation

Lyon students who enter the College without meeting the requirements of the Honors program may apply to become Honors Fellows if they complete the first year with a GPA of 3.5 or better and submit an application to the Honors director. Likewise, transfer students may be admitted when they demonstrate a 3.5 GPA in courses given transfer credit and submit an application to the Honors director. In these cases, students will likely have to make up for missed Honors sections of common-core courses by adding to their total Honors Points requirement (see below).

### Honors Fellow Curricular Requirements

- Honors sections of COR 120H\* **Conversations: the American Experience** and COR 140H\* **Conversations: Imagining Lives Through World Literature** taken in the first year
- Fulfillment of two Honors contracts (for 3- or 4- credit courses)
- Completion of 10 Honors points (or more for late-entering Honors Fellows; see below)
- HON 400 Honors Capstone (3 credits)

\* These courses also satisfy Core requirements

### Honors Points

Students who become Honors Fellows after the common-core sequence has begun must add 1 point to their total Honors Points requirement for each 3-credit common-core course not taken in an Honors cohort. Likewise, students who apply AP credits or transfer credits toward the common-core sequence must add 1 point to their total Honors Points requirement for each 3-credit common-core course not taken in an Honors cohort. Honors Fellows must complete 10 Honors points; they are encouraged to formulate a timetable to completion with the Honors director. Honors Fellows may repeat a points category no more than four times.

The allocation of points is:

4 points: Double-majoring

4 points: Study abroad

3 points: Additional year (six-credit sequence) of the foreign language beyond core and major requirements

3 points: Nichols trip

2 points: Honors Fellows domestic travel

2 points: Presentation of new work at undergraduate or professional conference or at juried exhibition or production off campus

3 points: Publication in a peer-reviewed journal or juried, off-campus exhibition

2 points: Additional honors contract beyond the two required for the program

1 point: Attendance of professional conference off-campus

1 point: Completion of the Introduction to Postgraduate Fellowships course

1 point: Executive officer of SGA-recognized organization

1 point: Internship off-campus

1 point: Academic year of service as Resident Assistant or Resident Director

1 point: Semester as Supplemental Instructor

1 point: Semester of College-affiliated or -sponsored vocal or instrumental ensemble, or billed participation in theater production

1 point: Semester of research/arts assistantship

1 point: Lead an Honors Fellows Salon

1 point: Year of varsity athletics

### **GPA Maintenance, Probation, and Suspension**

Honors Fellows must maintain a cumulative GPA of 3.25 or better to graduate as an Honors Fellow. An Honors Fellow whose GPA falls below 3.25 will devise and implement a formal plan to improve her GPA in consultation with the HFP director.

## **Summary of Requirements for the Honors Fellows Program**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	Honors Sections	6
	Honors Points (10 points)	
HON 400	Honors Capstone (OC)	1
	Total Credits	7

### Honors Sections

## **COR 120H and COR 140H**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COR 120	Conversations: the American Experience	3
COR 140	Conversations: Imagining Lives Through World Literature	3

### Honors Points (10 points)

Completion of 10 Honors points (or more for late-entering Honors Fellows; see the Honors Fellows Program section above for more details).

## Honors Fellows Program Course Descriptions

### **HON 210: Experiencing the City**

Open to Fellows in their second year, this course offers study and in situ experience of an American city. Students will study major themes pertaining to the city's history and present, such as immigration and labor. They will visit the city in a cohort, balancing group activities devised by the course instructor and personal itineraries of their own devising.

**Credits** 1

**Prerequisites**

Second-year standing, good standing in the HFP, course fee, and other requirements according to travel authorities and destination

### **HON 300: Introduction to Postgraduate Fellowships**

Open to all students of junior standing, this course introduces students to the processes of applying for major postgraduate fellowships and grants. Students will review opportunities for postgraduate study such as Fulbright grants and the Truman Scholarship. Students will study and gain practice in the core components of applications for these awards: the construction of a resume or curriculum vitae, a statement of purpose, and interviewing.

**Credits** 1

**Prerequisites**

Permission of instructor

### **HON 400: Honors Capstone (OC)**

A capstone experience in which Honors Fellows complete either a creative project or a research project in consultation with interdisciplinary project advisory committees that will be cultivated by the Fellow. Fellows will meet weekly in seminar form to develop their projects.

**Credits** 1

**Prerequisites**

Senior standing in the Honors program.

# Interdisciplinary Course Offerings

## Interdisciplinary Course Offerings Course Descriptions

### **NIS 300, 301: Semester Abroad / Variable Credit**

Study abroad under an approved exchange program. Prerequisite: Cumulative GPA of 3.0 or better, junior standing, and approval of the director of the Nichols program.

### **RLS 201: Residence Life Seminar**

Introduction to human relations and policy issues for prospective student residence life staff.

**Credits** 1

**Prerequisites**

Selection as Residence Life Staff.

# International Studies

## International Studies Minor

**Associate Professor: Jaeyun Sung**

At a time when intellectual and professional endeavors of all kinds have an increasingly international dimension, the minor in international studies is a secondary field of specialization that provides an understanding of the global aspects of contemporary problems. The minor will complement and expand the scope of a student's major in any discipline. As an interdisciplinary minor, international studies draws upon the disciplines of political science, economics, history, foreign languages, and anthropology.

A minor in international studies requires students to participate in an appropriate study abroad program in order to develop an understanding of how nations interrelate culturally, politically, and economically.

### Summary of Requirements for a Minor in International Studies

Item #	Title	Credits
	ISM: Language	12
	ISM: Foreign Study	
POL 201	Comparative Politics	3
POL 205	World Politics	3
	ISM: Electives	12
	Total Credits	30

#### ISM: Language

Four semesters of a modern foreign language (through 202) or demonstrated proficiency at that level.

#### ISM: Foreign Study

A study-travel course or other approved foreign-study experience.

#### ISM: Electives

Select four of the following elective courses, with no more than two in any one discipline. No more than one may be applied to the student's major.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ANT 101	Introduction to Cultural Anthropology (OC)	3
BUS 430	International Business	3
ECO 410	International Economics	3
FRN 350	Twentieth-century French Studies	3
HIS 303	History of Ireland	3
POL 297	International Conflict	3
POL 315	U.S. Foreign and Security Policy	3
POL 346	International Law and Organizations	3
POL 358	Modern Russia	3
PRT 150	World Religions	3
SPN 300	Spanish Field Experience	2
SPN 360	Hispanic Culture and Civilization	3

# Journalism

## Journalism Concentration

The journalism concentration at develops the thinking, writing, and editing skills needed for professional writing careers in business and journalism. The concentration prepares students to join corporate editing and writing staffs as well as the editing and reporting staffs of newspapers and magazines.

Students following the journalism concentration choose majors appropriate to their intellectual and professional interests. Some might select an English major, for example, to focus on critical verbal skills, while others might select political science to develop understanding of political events important to news and editorial writing. Still, others might select Spanish, art, or economics. Students in the journalism concentration are free to select whatever major suits their individual interests and needs.

Lyon graduates with courses from the journalism concentration have been particularly successful after joining the reporting staffs of daily newspapers and the writing and editing staffs of professional organizations. Many of them have also moved easily into marketing positions. Their success has stemmed from their ability to think critically, write clearly, solve problems, and lead.

### *Recommended electives:*

Print journalists have recommended that students develop fields of reporting expertise—in the arts and literature, for example, or politics, science, or business. In addition, Spanish is a useful tool for both reporters and business writers. Students should talk with their concentration advisor about appropriate options.

## Summary of Requirements for a Journalism Concentration

Item #	Title	Credits
JRN 102	Fundamentals of Photography	3
JRN 203	News Writing	3
JRN 303	News Editing	3
ART 220	Digital Studio I	3
ENG 363	Advanced Composition	3
JRN 372	Practicum in Writing	1-3
JRN 373	Practicum in Editing	1-3
JRN 401	Internship	3
	Total Credits	20-24

## Journalism Course Descriptions

### JRN 102: Fundamentals of Photography

An exploration of basic camera and digital darkroom techniques. Students will cultivate the aesthetic and conceptual skills of photographic image making. Success in this course will be measured in the understanding of basic camera functions, basic digital imaging skills (scanning, retouching, printing), conceptual development, and a final portfolio. (Same as ART 102)

**Credits** 3

## **JRN 203: News Writing**

An introduction to basic news and news feature writing with practical experience. Style and form of media news writing included.

**Credits** 3

## **JRN 303: News Editing**

Principles of editing for the print media with emphasis on AP style, design, layout, newsroom organization and management, and the use of computers.

**Credits** 3

## **JRN 372: Practicum in Writing**

Practical experience in writing for publication under professional supervision. Placement on student newspaper, yearbook, or in the Lyon marketing and communications office. Prerequisite: JRN 203 or permission of instructor.

**Credits** 1

-3

### **Prerequisites**

JRN 203

## **JRN 373: Practicum in Editing**

Practical experience in editing material for publication under professional supervision. Placement on student newspaper, yearbook, or in the Lyon marketing and communications office. Prerequisite: JRN 303 or permission of instructor.

**Credits** 1

-3

### **Prerequisites**

JRN 303

## **JRN 382: Special Topics in Journalism**

Study of selected topics in journalism. Prerequisites will vary.

**Credits** 3

## **JRN 401: Internship**

Professional experience in publications through work at a business or news organization. With the assistance of college faculty and staff, students will find a part-time job during the academic year or a full-time job during the summer. Prerequisite: JRN 372 or 373.

**Credits** 3

### **Prerequisites**

JRN 372

JRN 373

## **JRN 450: Independent Study / Variable Credit**

Concentrated study in selected topic.

**Credits** 1

-3

# Mathematics

**Professors: Tharanga Wijetunge and Jeremy Chapman**

**Assistant Professor: Wesley Perkins, '15**

**Director of Developmental Mathematics: Meredith Wright, '04**

Mathematics is the language of nature, the Rosetta stone by which we come to understand the inner structure and form of our universe. It is also the language of computers and the key to the burgeoning Information Age. As a tool for understanding the world, it is perhaps the oldest and most enduring— and still, today, one of the most dynamic and exciting. Students in the mathematics major develop an understanding of mathematics as a vital tool of the mind.

The mathematics major is both rigorous and flexible. It provides students a foundation upon which to pursue graduate studies in mathematics or professional training in areas such as law or engineering while permitting them the flexibility to pursue minors in other liberal arts disciplines and to prepare themselves to teach in secondary school. Graduates receive a Bachelor of Arts degree in mathematics.

Students who wish to teach secondary school mathematics must satisfy admission requirements for the Liberal Arts Teacher Education Concentration (LATEC) and complete the general education core and education theory curriculum in the secondary education certification program. Additionally, prospective mathematics teachers must take MTH 400, which may be used as a general elective but not as a mathematics elective. We recommend that prospective mathematics teachers take MTH 360 and 380 as mathematics electives.

## NOTES

MTH 210 may be used to satisfy core requirements.

MTH 400 may NOT be used to satisfy the Mathematics Elective requirement.

PHY 240, 241, 250, and 251 are recommended general electives.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Math Major: Actuarial Science Track [BA]

**Professors: Tharanga Wijetunge and Jeremy Chapman**

**Assistant Professor: Wesley Perkins, '15**

**Director of Developmental Mathematics: Meredith Wright, '04**

Actuaries use mathematics, statistics, and financial theory to assess the risk of potential events, and they help businesses and clients develop policies that minimize the cost of that risk.

Individuals with this degree can find stable employment in private corporations, investment firms, banks, consulting agencies, insurance carriers, and government offices. Typically employed as an Actuary, folks with a bachelor's in Actuarial Science can also pursue careers as Data Analysts or other related occupations.

According to the Bureau of Labor Statistics (BLS), the median salary for an Actuary in 2020 was \$111,030, and the number of jobs in Actuarial Science is expected to grow 18% from 2019 to 2029 - driven by the changing needs of the insurance industry.

\* Students may use ECO 101 and MTH 210 to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Summary of Requirements for a Major in Math: Actuarial Science Track

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
MTH 230	Calculus III	4
MTH 290	Foundations of Modern Mathematics	3
MTH 300	Differential Equations	3
MTH 330	Linear Algebra (PS)	3
MTH 420	Abstract Algebra I	3
MTH 440	Advanced Calculus I	3
	CSC Elective Group: Actuarial Science Track	3
MTH 225	Mathematical Theory of Interest	3
	Math Elective Group: Actuarial Science Track	3
MTH 425	Actuarial Science and Risk Management with R	3
DSC 105	Introduction to Data Science (OC/PS)	3
DSC 205	Introduction to Advanced Data Science	4
ECO 101	Principles of Economics I	3
ECO 102	Principles of Economics II	3
ACC 210	Financial Accounting	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	101-103

### CSC Elective Group: Actuarial Science Track

Choose one of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Math Elective Group: Actuarial Science Track

Choose one of the following:

Item #	Title	Credits
MTH 325	Probability for Actuaries	3
MTH 360	Probability and Statistics	3

## Mathematics Major (BA)

### Summary of Requirements for a Major in Mathematics

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
MTH 230	Calculus III	4
MTH 290	Foundations of Modern Mathematics	3
MTH 300	Differential Equations	3
MTH 330	Linear Algebra (PS)	3
MTH 420	Abstract Algebra I	3
MTH 440	Advanced Calculus I	3
	Mathematics Major Electives (9 credits)	9
	CSC 100, CSC 109, or CSC 115	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	83-87

## Mathematics Major Electives (9 credits)

Select three mathematics courses at the 300/400 level. MTH 400 may not be used for this requirement.

### CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

## Mathematics Minor

The mathematics minor is a course of study designed as a second field for students who wish to develop their understanding of mathematics as a tool of the mind.

## NOTES

Students may use MTH 210 to satisfy core requirements.

MTH 400 may NOT be used to satisfy the Mathematics Elective

In the list of elective options, CSC 310 has MTH 115 or MTH 290 as a prerequisite.

## Summary of Requirements for a Minor in Mathematics

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
	Mathematics Electives (9-10 credits)	9-10
	CSC 100, CSC 109, or CSC 115	3
	Total Credits	20-21

### Mathematics Electives (9-10 credits)

Three of the following:

Item #	Title	Credits
MTH 230	Calculus III	4
MTH 290	Foundations of Modern Mathematics	3
MTH 300	Differential Equations	3
MTH 330	Linear Algebra (PS)	3
MTH 360	Probability and Statistics	3
MTH 380	Modern Geometry	3
MTH 415	Numerical Analysis	3
MTH 420	Abstract Algebra I	3
MTH 440	Advanced Calculus I	3
MTH 445	Special Topics	3
CSC 310	Mathematical Foundations of Computer Science	3

### CSC 100, CSC 109, or CSC 115

One of the following:

Item #	Title	Credits
CSC 100	Introduction to Programming in C++ (PS)	3
CSC 109	Introduction to Programming in Python	3
CSC 115	Introduction to Programming in Java	3

# Mathematics Course Descriptions

## **MTH 001: Intermediate Algebra**

This course prepares students for College Algebra. Coverage will include basic algebraic operations, polynomials, rational expressions, exponents and radicals, linear equations, quadratic equations, radical equations, absolute value equations, solving inequalities, functions, and graphing. This course may NOT be used to satisfy mathematics proficiency at Lyon College and it does NOT count toward the 120 hours necessary to graduate. **It DOES count in a student's course load and DOES count toward a student's GPA. Students who earn less than a 'C' grade in this course must repeat it.**

**Credits** 3

**Prerequisites**

Math ACT of 17 or above.

## **MTH 003: Intermediate Algebra w/Lab**

This course prepares students for College Algebra. Coverage will include basic algebraic operations, polynomials, rational expressions, exponents and radicals, linear equations, quadratic equations, radical equations, absolute value equations, solving inequalities, functions, and graphing. This course may NOT be used to satisfy mathematics proficiency at Lyon College and it does NOT count toward the 120 hours necessary to graduate. **It DOES count toward a student's course load and DOES count toward a student's GPA. Students who earn less than a 'C' grade in this course must repeat it.**

**Credits** 3

**Prerequisites**

Math ACT of 17 or above.

**Corequisites**

MTH 003 LAB

## **MTH 101: College Algebra**

A review of algebra and the study of functions, including the polynomial, rational, exponential, and logarithmic functions and their graphs.

**Credits** 3

**Prerequisites**

MTH 001 or MTH 003

or Math ACT of 22 or above.

## **MTH 103: College Algebra with Lab**

An extended review of algebra and the study of functions, including polynomial, rational, exponential, and logarithmic functions and their graphs.

**Credits** 3

**Prerequisites**

MTH 001 or MTH 003

Or Math ACT of 19 or above.

## **MTH 105: Math for Liberal Arts (HL)**

Exponential growth and decay, simple interest, compound interest, inflation, loans, combinations, permutations, probability, odds, expectation, frequency distributions, descriptive statistics, and the normal distribution.

**Credits** 3

**Prerequisites**

MTH 001 or MTH 003

Or Math ACT of 19 or above.

## **MTH 110: Elementary Functions**

Exponential, logarithmic, and trigonometric functions and elementary matrix theory including determinants and systems of equations in preparation for calculus.

**Credits** 3

**Prerequisites**

MTH 101

Or MTH 103

## **MTH 115: Discrete Mathematics**

Sets and set operations, combinatorics, and elements of graph theory.

**Credits** 3

**Prerequisites**

MTH 101

Or MTH 103

## **MTH 182: Special Topics in Mathematics**

An exploration of one or more topics in mathematics not included in the list of courses in the catalog. Course content and structure will vary according to the interests of the instructor. The course name and appropriate prerequisites will be announced well in advance.

**Credits** 1

-4

**Prerequisites**

Permission of Instructor

## **MTH 210: Calculus I**

Limits, differentiation, and integration of algebraic, trigonometric, logarithmic, and exponential functions with their applications.

**Credits** 4

**Prerequisites**

MTH 110 or permission of instructor.

## **MTH 220: Calculus II (OC)**

Applications and techniques of integration, sequences, infinite series, and transcendental functions.

**Credits** 4

**Prerequisites**

MTH 210 or permission of instructor.

## **MTH 225: Mathematical Theory of Interest**

Actuaries focus on using math and statistics to evaluate risk and make strategic decisions. This course covers a range of topics relevant to actuaries, including measurement of interest rates, interest theory, and the pricing of bonds, mortgages, annuities, and other financial instruments. This course will also fully cover all content required by the Society of Actuaries Financial Mathematics (FM) Exam and its equivalents. This online class has optional live sessions.

**Credits** 3

**Prerequisites**

MTH 210

## **MTH 230: Calculus III**

Vectors and polar coordinates, functions of several variables, partial differentiation, multiple integration, and line integrals, as well as Green's Theorem, Stokes' Theorem, and Gauss' Theorem.

**Credits** 4

**Prerequisites**

MTH 220 or permission of instructor.

## **MTH 290: Foundations of Modern Mathematics**

An introduction to the method of formal proof. Topics include logic, set theory, relations, functions and cardinality.

**Credits** 3

**Prerequisites**

MTH 210 or permission of instructor.

## **MTH 300: Differential Equations**

Ordinary differential equations and Laplace transforms.

**Credits** 3

**Prerequisites**

MTH 220

MTH 330 is recommended.

## **MTH 325: Probability for Actuaries**

Actuaries and quantitative professionals deal primarily in probabilities. This course will cover a wide range of topics and introduce you to core probability concepts needed for actuarial and quantitative work. You will be able to apply to concepts of probability to real-world scenarios. This course will also fully cover all content required by the Society of Actuaries P Exam and its equivalents. This online class has optional live sessions.

**Credits** 3

**Prerequisites**

MTH 210

MTH 220

MTH 230

## **MTH 330: Linear Algebra (PS)**

Algebra of finite dimensional linear spaces, linear transformations and matrices, eigenvalues, and eigenvectors.

**Credits** 3

**Prerequisites**

MTH 220

## **MTH 360: Probability and Statistics**

Elementary probability, distribution functions, sampling, and testing statistical hypothesis.

**Credits** 3

**Prerequisites**

MTH 220

## **MTH 380: Modern Geometry**

Euclidean and non-Euclidean geometries.

**Credits** 3

**Prerequisites**

MTH 290

## **MTH 400: Secondary Methods in Mathematics**

Preparation of mathematics students for their roles as secondary mathematics teachers.

**Credits** 3

## **MTH 415: Numerical Analysis**

Error analysis, interpolation, approximate differentiation, approximate integration, solutions to differential equations, matrix manipulation, and solutions to systems of linear equations. (Same as CSC 415)

**Credits** 3

**Prerequisites**

MTH 210 and one of the following: CSC 100, CSC 115, or CSC 109

## **MTH 420: Abstract Algebra I**

An introduction to the algebraic structure of the integers and groups, including equivalence relations, subgroups, normal subgroups, homomorphisms, Lagrange's theorem, and Sylow's theorem.

**Credits** 3

**Prerequisites**

MTH 290 and 330 or permission of instructor.

## **MTH 421: Abstract Algebra II**

A continuation of MTH 420, including rings, fields, Galois theory, and solvability by radicals.

**Credits** 3

**Prerequisites**

MTH 420

## **MTH 425: Actuarial Science and Risk Management with R**

This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, RStudio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences program.

**Credits** 3

**Prerequisites**

MTH 210, MTH 225, and either CSC 100, CSC 109, or CSC 115

## **MTH 440: Advanced Calculus I**

The real numbers; series; continuous, uniformly continuous, differentiable, and integrable functions; sequences; compact sets; the Heine-Borel theorem; the Bolzano-Weierstrass theorem; limits; and the fundamental theorem of calculus.

**Credits** 3

**Prerequisites**

MTH 220 and 290

## **MTH 441: Advanced Calculus II**

A continuation of MTH 440 to multivariate calculus, including sequences and series of functions, uniform convergence and power series, partial derivatives, the Inverse and Implicit Function Theorems, and multiple integrals.

**Credits** 3

**Prerequisites**

MTH 440

## **MTH 445: Special Topics**

An exploration of one or more advanced undergraduate topics in mathematics not included in the list of courses in the catalog. The course name and appropriate prerequisites will be announced well in advance.

**Credits** 3

## **MTH 447: Mathematics Seminar**

Taken in the senior year, resulting in a paper to be presented to the faculty.

**Credits** 1

-4

## **MTH 450: Independent Study**

Individual work on special topics in mathematics.

**Credits** 1

-4

# Medical Humanities

## Medical Humanities Minor

Anchored in transformative texts, the Medical Humanities minor prepares students for a range of health-science careers. This minor may be added to any major but usually is coupled with those associated with nursing, pre-dental, pre-medical, and pre-veterinarian studies. The Medical Humanities minor deepens students' capacities for critical thinking, empathy, and tolerance for ambiguity—each of which is increasingly valued in health science fields.

### Summary of Requirements for a Minor in Medical Humanities

Item #	Title	Credits
	Medical Humanities Minor Electives (6 Credits)	6
BIO 205	Biomedical Terminology	1
	BIO 205 or HUM 105	1
HUM 375	Bridging Health and Humanities Seminar (OC)	3

### Recommended Courses (3 Credits):

Item #	Title	Credits
ENG 140	Writing in the Sciences	1
BIO 312	Experiential Health Care	1
BIO 314	Experiential Health Care Practicum	1
	Total Credits	10-13

### Medical Humanities Minor Electives (6 Credits)

#### Choose Two Electives

Item #	Title	Credits
ANT 305	Indigenous Knowledge in the Americas	3
ANT 300	Global Health: Introduction to Medical Anthropology	3
ENG 212	Topics in Literature	3
HIS 382	Special Topics in History	3
HUM 282	Special Topics in Medical Humanities	3
PRT 205	Introduction to Ethics	3

### BIO 205 or HUM 105

Item #	Title	Credits
BIO 205	Biomedical Terminology	1
HUM 105	Health and Society	1

# Medical Humanities Course Descriptions

## **HUM 105: Health and Society**

This class examines the ways in which culture, history, economics, and power shape patterns of wellness and disease in the United States and beyond. Emphasis is placed on developing critical thinking, ethical reasoning, and communication skills essential for future health professionals. This class also supports MCAT preparation by reinforcing key concepts related to behavioral and sociocultural determinants of health.

**Credits** 1

## **HUM 375: Bridging Health and Humanities Seminar (OC)**

This capstone experience is designed to make students of the Medical Humanities bring together what they learned in the minor while developing a public-facing project related to a particular subject of interest in the health sciences. Students will integrate the interdisciplinary character of their liberal arts education and their comprehension of the medical humanities field in the development and their capstone projects. At least one-third of assigned readings come from a common set of "transformative texts."

**Credits** 3

### **Prerequisites**

Completion of Medical Humanities electives and requirements.

# Military Science

## Military Science

The Army Reserve Officer Training Corps (ROTC) is a series of elective college courses, taken in conjunction with a full load of academic courses. Participation in ROTC instruction in leadership and management helps students develop discipline, physical stamina, and confidence. The ROTC program augments the Lyon College's strategic goals by emphasizing academic excellence and the development of personal integrity, honor, and responsibility.

## Military Science Concentration

**Military Science Instructor: Jerry Bowling**

The Military Science and Leadership (MSL) concentration is offered in conjunction with the affiliate Reserve Officers Training Corp (ROTC) program at Lyon College and offers a pathway to commissioning as an officer in the U.S. Army (active duty), the U.S. Army Reserve (USAR) or the Army National Guard. The eight MSL courses required for contracted cadets will generate a total of 18 credit hours toward their undergraduate degree, and provide military career preparation in the areas of leadership, soldiering, and the roles and uses of the armed forces.

## Summary of Requirements for a Concentration in Military Science

Item #	Title	Credits
MSL 101	Introductory to the Army	1
MSL 102	Foundations of Agile and Adaptive Leadership	1
MSL 201	Leadership and Decision Making	2
MSL 202	Army Doctrine and Team Development	2
MSL 301	Training Management and the Warfighting Functions	3
MSL 302	Applied Leadership In Small Unit Operations	3
MSL 401	The Army Officer	3
MSL 402	Company Grade Leadership	3
	Total Credits	18

## Military Science Course Descriptions

### MSL 101: Introductory to the Army

Focuses on introduction to the Army and critical thinking. It introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. Includes a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

**Credits 1**

**Corequisites**

MSL 150

## **MSL 102: Foundations of Agile and Adaptive Leadership**

Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leader's to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

**Credits** 1

### **Corequisites**

MSL 150

## **MSL 150: Military Science Lab**

This course will allow students to practice and hone the skills learned in the classroom. The primary focus will be on the proper execution of battle drills while allowing ample opportunities to exercise and develop leadership skills. At the conclusion of this course, the student will be able to plan, coordinate, navigate, motivate, and lead a platoon in future operational environments. Since Lab 150 is repeatable it would count for activity credits toward graduation requirements as determined by the course catalog. This class must be taken in conjunction with any other course from the MSL series of classes. Repeatable for credit.

**Credits** 1

## **MSL 201: Leadership and Decision Making**

Focuses on leadership and decision making. The course adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self- assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

**Credits** 2

### **Corequisites**

MSL 150

## **MSL 202: Army Doctrine and Team Development**

This course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

**Credits** 2

### **Corequisites**

MSL 150

## **MSL 301: Training Management and the Warfighting Functions**

This is an academically challenging course where students will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, students will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre.

**Credits** 3

### **Prerequisites**

MSL 101, MSL 102, MSL 201, and MSL 202 or acceptable equivalent.

### **Corequisites**

MSL 150

## **MSL 302: Applied Leadership In Small Unit Operations**

This is an academically challenging course where students will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare students for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY.

**Credits** 3

### **Prerequisites**

MSL 101, MSL 102, MSL 201, MSL 202, and MSL 301 or acceptable equivalent.

### **Corequisites**

MSL 150

## **MSL 401: The Army Officer**

Focuses on development of the Army Officer. It is an academically challenging course where students will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Students will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course students will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

**Credits** 3

### **Prerequisites**

MSL 101, MSL 102, MSL 201, MSL 202, MSL 301, and MSL 302 or acceptable equivalent.

### **Corequisites**

MSL 150

## **MSL 402: Company Grade Leadership**

Students will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes readings, small group assignments, briefings, case studies, practical exercises, and an Oral Practicum as the final exam. The Oral Practicum explores students' knowledge of how they will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

**Credits** 3

### **Prerequisites**

MSL 150

MSL 101, MSL 102, MSL 201, MSL 202, MSL 301, MSL 302, and MSL 401

## **MSL 480: Special Problems in Military Science**

This is an academically challenging course where the student will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at the platoon level. This course includes reading assignments, self-directed research assignments, briefings, case studies, practical exercises, and a Capstone Exercise in place of the final exam. The student will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their cadre, PMS, and other instructors who will evaluate you using the Cadet Officer Evaluation Report (COER). At the conclusion of this course, the student will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course.

**Credits** 3

**Prerequisites**

MSL 401

MSL 402

# Music

Assistant Professor: Bethany Neese

Adjunct: John Christian

Adjunct Organ/Piano: Skye Hart

Adjunct Strings: Barbara Reeves

College Accompanist: Skye Hart

At Lyon, we speak the language of music, endorsing its traditional role in the liberal arts. The music major is thus rooted in the history and theory of music as well as in performance. It is well-suited to students who wish to pursue graduate study in performance and composition, or potential church musicians, music health practitioners, and music entrepreneurs who wish to study music in tandem with other disciplines.

In addition to studying music in the classroom, music majors develop performance skills (in voice, piano, organ, or selected instrumental areas) through private lessons with a member of the music faculty. A basic level of piano skill is expected of all music majors; therefore, students must pass a piano proficiency examination by their senior year. All music majors must also complete a senior project that culminates in a public recital, lecture-recital, or lecture.

Music students are required to participate in ensemble classes in some capacity.

## NOTE

\* Students may use MUS 105 or MUS 110 to satisfy core requirements.

\* To satisfy the Individual Lessons requirement, three hours of private lessons, not including those the student may wish to take in order to pass the piano proficiency examination, should be taken on one instrument or in voice. Additional private lessons may be taken, but may not be considered as music elective hours.

**\*To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Music/Scottish Arts Minor

Advisor: James Bell

The music/Scottish arts minor is a program of study for students interested in the music of Scotland, particularly bagpiping. Successful completion of minor will enable students to sit for examinations from the various organizations that administer certification in Scotland.

## NOTE

\* Students may use MUS 110 to satisfy core requirements.

\* Students must take 4 semesters of MUS 163 Pipe Band.

## Summary of Requirements for a Minor in Music/Scottish Arts

Item #	Title	Credits
MUS 110	Music Theory	3
MUS 111	Musicianship I	1.5
MUS 163	Pipe Band	1
MUS 163	Pipe Band	1
MUS 163	Pipe Band	1
MUS 163	Pipe Band	1
MUS 263	Ceol Mor I (classical Bagpipe I)	3
MUS 363	Ceol Mor II (classical Bagpipe II)	3
MUS 463	Ceol Mor III (classical Bagpipe III)	3
	One Music Elective (200 level or above)	3
	<b>Total Credits</b>	<b>20.5</b>

One Music Elective (200 level or above)

## Music Minor

The music minor is a course of study designed as a second field for students wishing to explore interests and develop talents in the area of music.

### NOTE

\* Students may use MUS 110 to satisfy core requirements.

## Summary of Requirements for a Minor in Music

Item #	Title	Credits
MUS 110	Music Theory	3
MUS 111	Musicianship I	1.5
	Music History Elective	6
	Individual Lessons (2 credits)	2
	Ensemble (2 semesters)	2-4
	Music Electives (3 Credits)	3
	<b>Total Credits</b>	<b>17.5-19.5</b>

### Music History Elective

Select 2 of the following

Item #	Title	Credits
MUS 291	Topics in Music History	3
MUS 295	World Music	3
MUS 311	Medieval and Renaissance Music	3
MUS 320	Baroque and Classical Music	3
MUS 325	Nineteenth- and Twentieth-century Music	3

### Individual Lessons (2 credits)

Two hours of private lessons in one instrument or voice.

### Ensemble (2 semesters)

Select 2 semesters of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MUS 100	Lyon College Gospel Choir	1
MUS 120	Lyon College Marching Band	2
MUS 125	Lyon College Jazz Band	1
MUS 130	Lyon College Concert Band	1
MUS 140	Lyon College Concert Chorale	1
MUS 163	Pipe Band	1

### Music Electives (3 Credits)

## Music Course Descriptions

### **MUS 100: Lyon College Gospel Choir**

This ensemble performs a wide range of gospel music, both on- and off-campus. Repeatable for credit.

**Credits** 1

### **MUS 105: The Language of Music**

An introduction to the Western musical traditions. Students will begin by surveying the fundamental aspects of musical language, including notation and basic theory, and then proceed to an examination of several compositions, ranging from symphonies and operas to the avant-garde and popular works of the 20th century.

**Credits** 3

### **MUS 110: Music Theory**

A study of diatonic harmonic practice, beginning with triads and ending with seventh chords. Other topics include cadence types, nonharmonic tones, phrase structure, voice leading, and harmonic progression.

**Credits** 3

### **MUS 111: Musicianship I**

An introduction to sight singing, keyboard harmony, and the development of aural skills.

**Credits** 1.5

## **MUS 112: Musicianship II**

Continued study of sight singing, keyboard harmony, and the development of aural skills.

**Credits** 1.5

**Prerequisites**

MUS 111

## **MUS 114: Piano Class**

Designed for students with little or no piano background. Explores basic methodology of keyboard technique, sight-reading, and repertoire building. Must be taken with little or no piano experience as preparation for piano proficiency. May be substituted by the music major for one semester of MUS 151P.

**Credits** 1

## **MUS 115: Voice Class**

Basic principles of singing for the student with little or no previous vocal training. Can be used to prepare music majors and non-majors to take private lessons. May be substituted for one semester of MUS 151V.

**Credits** 1

## **MUS 120: Lyon College Marching Band**

An ensemble that marches and plays at football games. Smaller pep bands will be drawn from the full ensemble to play at other events. May be repeated for credit.

**Credits** 2

## **MUS 125: Lyon College Jazz Band**

Instrumental training in a variety of jazz styles. Performances will be scheduled for appropriate occasions both on- and off-campus. May be repeated for credit.

**Credits** 1

## **MUS 130: Lyon College Concert Band**

Training in band literature to all students with abilities on woodwind, brass, or percussion instruments. Performances will be scheduled for appropriate occasions both on- and off-campus. May be repeated for credit.

**Credits** 1

## **MUS 140: Lyon College Concert Chorale**

Vocal performance in a wide variety of literature, ranging from larger choral-orchestral works to folksongs and spirituals. The Concert Chorale presents several concerts each year, both on- and off-campus. The Concert Chorale is open to any interested student who passes a brief audition. May be repeated for credit.

**Credits** 1

## **MUS 150: Beginning Guitar**

Instruction for beginning students in the fundamentals of guitar playing. Students must provide their own instrument. This course may be taken only once for credit.

**Credits** 1

## **MUS 151I, 152I: First Year Instrument, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 1510, 1520: First Year Organ, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 151P, 152P: First Year Piano, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 151V, 152V: First Year Voice, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 163: Pipe Band**

Instruction for beginners and experienced players in playing the Great Highland Bagpipe, including applicable music theory. Experienced players may audition to join the performing pipe band, which holds weekly practice sessions and performs at numerous public events and competitions throughout the region. The band takes one to two major trips each year. Students without practice chanters must purchase their own. May be repeated for credit.

**Credits** 1

## **MUS 205: Advanced Music Theory**

A study of chromatic harmonic practice, including secondary, borrowed, Neapolitan, and augmented- sixth chords. Other topics will include modulation, counterpoint, and form. A major project will be the composition of a fugue.

**Credits** 3

**Prerequisites**

MUS 110

## **MUS 251I, 252I: Second Year Instrument, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 2510, 2520: Second Year Organ, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 251P, 252P: Second Year Piano, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 251V, 252V: Second Year Voice, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 263: Ceol Mor I (classical Bagpipe I)**

An introduction to the fundamentals of piobaireachd (the technique and literature of the classical Highland bagpipe). Students can expect to learn all basic embellishments used in ceol mor, as well as the use of cadenceds and simple phrase structures. The student will learn a minimum of one complete tune.

**Credits** 3

## **MUS 291: Topics in Music History**

An examination of a major composer, genre, or repertory from a historical perspective.

**Credits** 3

## **MUS 292: Topics in Music Theory**

An examination of a major composer or a group of works defined by genre or repertory from a theoretical perspective. Topics may also include particular analytical methods or the history of music theory.

**Credits** 3

## **MUS 293: Topics in Performance Practice**

An examination of a particular aspect of applied music studies, including historical performance practices.

**Credits** 3

## **MUS 295: World Music**

A survey of the music of the world's peoples in its social context, including the Americas, Africa, Europe, Indonesia, India, and Asia.

**Credits** 3

## **MUS 311: Medieval and Renaissance Music**

A study of the history and literature of the music of Medieval and Renaissance eras.

**Credits** 3

## **MUS 320: Baroque and Classical Music**

A study of the history and literature of the music of Baroque and Classical eras.

**Credits** 3

## **MUS 325: Nineteenth- and Twentieth-century Music**

A study of the history and literature of the music of the nineteenth and twentieth centuries.

**Credits** 3

## **MUS 330: Hymnody**

A survey of Christian hymnody and its role in worship from the first century of Christianity to the present, incorporating the study of selected texts, tunes, authors, and composers.

**Credits** 3

## **MUS 351I, 352I: Third Year Instrument, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 351O, 352O: Third Year Organ, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 351P, 352P: Third Year Piano, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 351V, 352V: Third Year Voice, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 363: Ceol Mor II (classical Bagpipe II)**

A continuation of MUS 263 to include a comparison of the various canntaireachd sources. There will be further study of phrase structures and the various advanced embellishments. Students can expect to learn additional tunes.

**Credits** 3

**Prerequisites**

MUS 263

## **MUS 399: Music International Studies Course: Variable Topics**

Study of varying topics in music. Includes a 2-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **MUS 420: Conducting**

Conducting techniques for the music major, including score reading, rehearsal techniques, and performance practices.

**Credits** 3

## **MUS 425: Methods and Materials in Teaching Music**

Preparation for music majors working toward public school certification in music.

**Credits** 3

## **MUS 430: Church Music**

A course designed to develop the variety of skills required of the church musician, including service playing and anthem accompaniment, console conducting, the planning and selection of music for worship, and the development of a church music program.

**Credits** 3

## **MUS 431: Vocal Pedagogy**

This course presents the materials for and the methods of singing. It is designed for prospective teachers of singing.

**Credits** 3

**Prerequisites**

MUS 351V

## **MUS 433: Keyboard Pedagogy**

This course presents the materials for and the methods of working with keyboard instruments. It is designed for prospective teachers of keyboard instruments.

**Credits** 3

**Prerequisites**

MUS 351O or 351P

## **MUS 450: Independent Study**

Directed individual study in an area accepted for professional growth.

**Credits** 1

-3

## **MUS 451I, 452I: Fourth Year Instrument, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 451O, 452O: Fourth Year Organ, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 451P, 452P: Fourth Year Piano, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 451V, 452V: Fourth Year Voice, Individual Lessons**

(By permission of instructor only)

**Credits** 1

-2

## **MUS 463: Ceol Mor III (classical Bagpipe III)**

Involved study including the various accepted styles of the current year's Silver Medal tunes. Students will learn how to interpret music based on accepted fundamentals of ceol mor.

**Credits** 3

**Prerequisites**

MUS 363

## **MUS 499: Senior Recital**

A capstone experience for the music major consisting of a project culminating in the form of a public recital, lecture recital, or lecture of a musicological nature.

**Credits** 1

**Prerequisites**

MUS 351V, 351O, 351I, or 351P and permission of instructor.

# Neuroscience

## Biology:

Professors: Cassia C. Oliveira and David Thomas

Associate Professors: Alexander Beeser and Maryline Jones

Assistant Professor: Eric South

## Psychology:

Associate Professor: Robert Miller

Assistant Professors: Britt Florkiewicz, Brandon Porter, and Jes Parker

The Neuroscience major provides students with a foundational understanding of the biology and function of the nervous system and brain. The major offers courses spanning topics from the intricate processes that control neural activity to the anatomy and function of brain regions and the intersection of neurobiology and behavior. True to the liberal arts experience, the Neuroscience major draws from several academic disciplines, and students in the major will take many courses in biology and psychology as well as neuroscience as they develop their understanding of how the brain and nervous system produce the mind and behavior. The program also emphasizes research methodology, data analysis, and statistics as it pertains to the study of the nervous system and behavior.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Neuroscience Major (BS)

### Summary of Requirements for a Major in Neuroscience

Item #	Title	Credits
BIO 250	Cell Biology	4
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
PSY 101	Introduction to Psychology (PS)	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3
PSY 250	Research Methods with Human Participants	3
NEU 301	Neuroscience Foundations	3
NEU 302	Biological Basis of Perception & Movement	3
NEU 303	Cognitive Neuroscience	3
NEU 401	Clinical Neuropathology	3
NEU 490	Senior Evaluation	0
	Neuroscience Elective Courses	10-11

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	99-102

## Neuroscience Elective Courses

Select 3 courses, at least one from each group

### Group A

Item #	Title	Credits
BIO 252	Genetics	4
BIO 352	Molecular Biology	4
BIO 356	Biochemistry	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 364	Developmental Biology	4

### Group B

Item #	Title	Credits
PSY 312	Sensation & Perception	3
PSY 339	Learning and Cognition	3
PSY 353	Introduction to Evolutionary Psychology	3

## Neuroscience Course Descriptions

### NEU 301: Neuroscience Foundations

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals. This online class features optional live sessions.

**Credits** 3

**Prerequisites**

CHM 110

CHM 120

### NEU 302: Biological Basis of Perception & Movement

Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Neuroscience Fundamentals to allow students to understand the impact of core neuroscience concepts.

**Credits** 3

**Prerequisites**

NEU 301

## **NEU 303: Cognitive Neuroscience**

Cognitive Neuroscience is the study of the biological process which underlies behavior, learning, thought, and experience. This course builds on students' understanding of neuroscience and psychology to explore information processing, behavior, language, and more. Special attention is paid to the neurological factors which drive behavior and give rise to a range of disorders.

**Credits** 3

**Prerequisites**

NEU 302

PSY 101

BIO 111

## **NEU 401: Clinical Neuropathology**

This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both.

**Credits** 3

**Prerequisites**

NEU 303

PSY 101

## **NEU 490: Senior Evaluation**

This course provides graduating seniors the opportunity to assess their knowledge of neuroscience, and to assess the effectiveness of the program. Instead of regular class meetings, students will complete a set of assessment tools, including a knowledge test and surveys that allows students to provide feedback concerning their individual learning experiences. The course is graded as pass/ fail.

**Credits** 0

**Prerequisites**

Senior standing

## **PSY 250: Research Methods with Human Participants**

This course will introduce students to the language of research, ethical principles and challenges, and the elements of doing research with human participants. This class is designed for non-psychology majors and cannot be substituted for PSY 240.

**Credits** 3

**Prerequisites**

PSY 235 **or**

BIO 300 **or**

BUS 323

# Non-Disciplinary Science

## Non-Disciplinary Science Course Descriptions

### **SCI 100: Physical Science for the Liberal Arts**

An introduction to the physical sciences, including physics, chemistry, astronomy, and earth science. Students will examine how that knowledge is discovered and how they can use it to understand the natural world. Course consists of both lecture and laboratory components. Cannot be counted toward Biology, Chemistry, or Physics majors or minors.

**Credits** 4

**Prerequisites**

MTH 101, MTH 103, or MTH 105

### **SCI 101: Introduction to Model Rocketry**

Model rocketry uses the same principles of physics and engineering as full-scale rocketry to propel a vehicle from Earth's surface and recover it safely. Students will design, build and fly at least three basic model rockets during the course. Some meetings outside of the normal class time may be required for launches.

**Credits** 1

**Prerequisites**

MTH 101 recommended

### **SCI 182: Special Topics in Science**

Study in a specific area of science not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory and/or field work may be included. Prerequisite: permission of the instructor.

**Credits** 1

-4

**Prerequisites**

Variable

### **SCI 201: Intermediate Model Rocketry**

Model rocketry uses the same principles of physics and engineering as full-scale rocketry to propel a vehicle from Earth's surface and recover it safely. Building upon skills learned in Introduction to Model Rockets, students will design, build and launch at least three model rockets: payload, two-stage, and mid-power. Some meetings outside of the normal class time may be required for launches.

**Credits** 1

**Prerequisites**

SCI 101

### **SCI 270: Science Practicum**

**Credits** 1

-3

## **SCI 282: Special Topics in Science**

Study in a specific area of science not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and/or field work may be included. Prerequisite: permission of the instructor.

**Credits** 1

-4

**Prerequisites**

Variable

## **SCI 360: Methods in Teaching Science**

A course designed for prospective secondary science teachers that emphasizes hands-on experimentation in teaching science process skills, techniques, and data collection and analysis.

**Credits** 1

-3

## **SCI 382: Special Topics in Science**

Study in a specific area of science not covered by regularly listed courses. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory and/or field work may be included. Prerequisite: permission of the instructor.

**Credits** 1

-4

**Prerequisites**

Variable

# Nursing

## Advisor: Becky Le

The program is designed to enhance the nurse's career-long learning by focusing on the expected competencies of a professional nurse. The BSN program curriculum and practice experiences allow opportunities for engagement in academic-practice partnerships that improve expertise and increase the overall quality of care within populations. The program builds on and expands established nursing knowledge, skills, and attitudes by providing research-based nursing science, principles of nursing leadership, and a liberal arts foundation.

## Mission:

The mission of the Lyon College BSN undergraduate degree program is to provide associate-level nursing graduates with an educational foundation grounded in the liberal arts and the expert practice of nursing. The nurse earning the BSN is prepared to be a professional health care practitioner who provides compassionate care based on scholarship and evidence, and who serves as the link between the individual, family, community, population, and the complex health care system across the lifespan. The heart of the graduate BSN student is to improve the physical, emotional, and spiritual lives of those in their care while maintaining the highest standards of clinical judgment, values, scholarship, quality, safety, and leadership.

## Program Goals:

- Provide a well-rounded curriculum in liberal arts and sciences as a foundation for the advancement of nursing and career-long learning;
- Provide a nursing program designed to meet the present and future needs of complex healthcare systems by preparing RNs at the baccalaureate level for the improvement of measurable health outcomes through evidence-based practice.
- Facilitate students' expansion and mastery of knowledge, skills, and dispositions essential for clinical effectiveness and individual performance.
- Promote faculty and student practice experiences relating to the promotion of health in diverse individuals, families, communities, and populations.

## Program Learning Outcomes:

- **Clinical Judgement:** students will use reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.
- **Holism:** students will synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of healthcare environments.
- **Quality and Safety:** students will employ the nursing process, scholarship, patient care technologies, and healthcare informatics to support safe nursing practice.
- **Interprofessional Collaboration:** students will utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.
- **Core Values:** students will apply ethical and legal standards of professional nursing including advocacy, professional accountability, and responsibility in the provision of professional nursing care.
- **Systems Based Leadership:** students will integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety
- **Determinants of Health:** students will incorporate principles of comprehensive health assessment, health education, health promotion, cultural competency, and disease prevention in person centered nursing care of individuals and populations from birth to death.

- **Respectful Care:** students will value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.

Lyon College Mission and Goals Concepts	Nursing Mission and Goals Concepts
Service	Holism Practice Experiences
Experiential Learning	Practice Experiences
Leadership	Systems Based Leadership
Critical and Creative Thought	Clinical Judgement
Ethical and Spiritual Growth	Core Values Respectful Care
Communicators	Interprofessional Collaboration
Inquiry and Critical Thinking	Clinical Effectiveness Quality and Safety
Cultural Awareness	Determinants of Health
Community Engagement	Academic-Practice Partnerships
Self-Reflection and Self-Examination	Individual Performance

Program Goals	Program Learning Outcomes
Provide a well-rounded curriculum in liberal arts and sciences as a foundation for the advancement of nursing and career-long learning.	Clinical Judgement Holism Core Values Respectful Care
Provide a nursing program designed to meet the present and future needs of complex healthcare systems by preparing RNs at the baccalaureate level for the improvement of measurable health outcomes through evidence-based practice.	Clinical Judgement Quality and Safety Interprofessional Collaboration Core Values System Based Leadership Determinants of Health
Facilitate students' expansion and mastery of knowledge, skills, and attitudes essential for clinical effectiveness and individual performance.	Clinical Judgement Holism Core Values System Based Leadership Respectful Care
Promote faculty and student practice experiences relating to the promotion of health in diverse individuals, families, communities, and populations.	Clinical Judgement Holism Core Values Determinants of Health

### Pre-Nursing Entry Pathway

The Pre-Nursing entry pathway prepares students for admission to an RN licensure program and completion of the BSN degree. Based on the completion of admission criteria, students may begin Lyon College courses before, during, or after entering a nursing licensure program. 40 block credits will transfer from the RN licensure program. The early admissions program will accelerate the number of BSN prepared nurses in our workforce while maximizing the graduate's eligibility for diverse employment options.

AAS Nursing students will be eligible for early admission into Lyon College's RN to BSN program based on the review and/or confirmation of:

- Acceptance into Lyon College at Lyon College's sole discretion

- Official Transcript of AAS Nursing Program in Progress
- Completion of all general education requirements for the associate degree with a cumulative GPA of 2.75, and 9 credits of nursing courses with a cumulative GPA of 2.0 or higher.
- Students will sign a “Release of Information” agreement so that both institutions are able to view and receive relevant student information.

Students will be eligible for continued concurrent enrollment based on:

- Continued Good Standing within the AAS Nursing program: Any failure or loss of "student in good standing" status in the AAS Nursing courses (any earned grades below C) will result in the automatic withdrawal from the AAS-BSN concurrent enrollment curriculum.
- Academic good standing within the RN to BSN program based on the criteria established in Lyon College’s Catalog and the School of Nursing’s Student Handbook.

Graduation eligibility for the RN-BSN program is based on:

- AAS Conferred Degree. Students must first graduate from the AAS Nursing program.
- Completion of all BSN courses and success on the NCLEX-RN.
- Proof of licensure as a registered nurse must be supplied to the School of Nursing at Lyon College prior to the student being awarded a BSN degree.
- Completion of the degree requirements for the BSN with a cumulative GPA of 2.75

### **Post-Nursing Entry**

The degree completion program at Lyon College is designed for nurses who have already gained the RN qualification and professional licensure. 40 block credits will transfer from the RN licensure program.

Prospective students will be eligible for admission into Lyon College’s RN to BSN program based on the review and/or confirmation of:

- Unencumbered valid RN license
- Cumulative GPA of 2.75 and an Associate or Diploma Degree with a major in Nursing
- Students who do not meet the minimum GPA requirement, or have not taken NCLEX, may be admitted on academic probation based on the formal appeal and consideration of the Nursing Faculty Council.
- Basic Computer Skills
- Submission of a Scholarly Writing Sample in APA format
- NEX or TEAS Scores
- Completion of the COR Nursing Student Success Course

Students will be eligible for continuing in the RN to BSN program based on:

- Continued unencumbered RN license in the state they are completing the practice experience.
- Students must achieve a 2.0 for each individual major nursing course. If a 2.0 is not achieved, the student is required to repeat the course.
- Students whose cumulative GPA falls below 2.75 will be placed on academic probation for the next term.
- Students who are unable to achieve a 2.0 in any two Nursing courses will be suspended from the Nursing program.

**Graduation eligibility for the RN-BSN program is based on:**

- **Completion of the degree requirements for the BSN with a cumulative GPA of 2.75**

**Note:** To graduate with a Bachelor of Science in Nursing degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of Nursing Core Requirements (26 credit hours), General Electives (12 credit hours), RN Courses (40 credit hours), and core curriculum requirements (45 credit hours). They must also earn at least a 2.75 cumulative grade point average for all work taken at Lyon College and a 2.75 cumulative grade point average in their major, minor, and concentration.

Nursing Core Classes should be taken in sequence. Exceptions may be made on a case by case basis.

Quantitative Methods or Calculus may count as credit for Statistics.

## The Bachelor of Science in Nursing [BSN]

### Summary of Requirements for a BS in Nursing

Item #	Title	Credits
NUR 310	Quality & Safety Improvement Methods	3
NUR 320	Scholarship in Nursing (PS)	3
NUR 330	Comprehensive Assessment & Health Outcomes	3
NUR 340	Competency in Leadership Practice (HL)	3
NUR 410	Nursing Informatics Processes and Technologies	3
NUR 420	Pathophysiology	3
NUR 430	Person-Centered Care through the Lifespan	4
NUR 490	Population Health Nursing Capstone (OC)	4
NUR 495	Senior Evaluation	0

### RN Courses

Item #	Title	Credits
	RN Courses [Associates Degree in Nursing]	40

### General Electives (Nursing)

Item #	Title	Credits
	General Electives [Nursing]	12

### Core Requirements

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	120-123

### RN Courses [Associates Degree in Nursing]

Qualifying credits from an Associate Degree in Nursing

### General Electives [Nursing]

## Electives [Nursing]

Item #	Title	Credits
BIO 240	Human Microbiology	4
BIO 260	Human Anatomy and Physiology I	4
BIO 262	Human Anatomy and Physiology II	4

## Nursing Course Descriptions

### **NUR 201: Nursing - Summer Study Away**

Nursing coursework at a partner community college during the Summer semester.

Variable Credits.

#### **Prerequisites**

ENG 101

EXS 205

PSY 101

BIO 260

Prerequisite: ENG 101, EXS 205, PSY 101, BIO 260, MATH 1213 with a "C" or better.

Passing Grade on the Nursing Entrance Exam, and Approval of the Director of the Nursing program.

### **NUR 202: Nursing - Fall Study Away**

Nursing coursework at a partner community college during the Fall semester.

Variable Credits.

#### **Prerequisites**

ENG 101

EXS 205

PSY 101

BIO 260

Prerequisite: ENG 101, EXS 205, PSY 101, BIO 260, MATH 1213 with a "C" or better.

Passing Grade on the Nursing Entrance Exam, and Approval of the Director of the Nursing program.

### **NUR 203: Nursing - Spring Study Away**

Nursing coursework at a partner community college during the Spring semester.

Variable Credits.

#### **Prerequisites**

ENG 101

EXS 205

PSY 101

BIO 260

Prerequisites: ENG 101, EXS 205, PSY 101, BIO 260, MATH 1213 with a "C" or better.

Passing Grade on the Nursing Entrance Exam, and Approval of the Director of the Nursing program.

## **NUR 310: Quality & Safety Improvement Methods**

This course prepares the RN-BSN student to identify and analyze the knowledge, skills, and attitudes needed to enhance the role of the baccalaureate prepared professional nurse. The course examines current issues and ethical dilemmas impacting the nursing profession and evaluates the legality of policies governing nursing practice. The RN-BSN student will understand these practice and academic standards, and the process of quality and safety measurement, as it leads to improved patient outcomes. This course contains a practice experience.

**Credits** 3

## **NUR 320: Scholarship in Nursing (PS)**

This course introduces research methodology, critical appraisal of research literature, identification of clinical problems for study, and application of evidence. This course contains a practice experience.

**Credits** 3

## **NUR 330: Comprehensive Assessment & Health Outcomes**

This course equips students with the knowledge and skills to complete a comprehensive health assessment. The course assesses human differences, biases, and stereotypes to provide culturally competent nursing care. This course contains a practice experience.

**Credits** 3

## **NUR 340: Competency in Leadership Practice (HL)**

This course focuses on the principles of leadership and management in various healthcare settings. The course integrates the concepts of communication, delegation, conflict resolution, and organizational structure. This course contains a practice experience.

**Credits** 3

## **NUR 382: Special Topics in Nursing**

This course covers an area of nursing not covered by the regular curriculum. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and practical work may be included.

Repeatable for credit under different topics. This course contains a practice experience.

**Credits** 1

-4

### **Prerequisites**

Permission of Instructor

## **NUR 410: Nursing Informatics Processes and Technologies**

This course introduces computers and nursing informatics focusing on applications to the nursing profession and healthcare system. The concepts of electronic health, mobile health, and telehealth are examined to enhance patient-centered care outcomes. This course contains a practice experience.

**Credits** 3

## **NUR 420: Pathophysiology**

This course promotes a contemporary understanding of conditions affecting the human body. RN-BSN students will gain accurate information on risk factors, treatments, symptom manifestations, and mechanisms of disease across the lifespan. Intertwined through this understanding includes an approach to epidemiology within specified populations.

**Credits** 3

## **NUR 430: Person-Centered Care through the Lifespan**

This course addresses developmental tasks and responses to changes across the lifespan. The nursing process is focused on holistic wellness, disease prevention, chronic disease care, regenerative, restorative, hospice, and palliative care. This course contains a practice experience.

**Credits** 4

## **NUR 470: Independent Study**

Independent study in a specific area of nursing under the direction of the faculty. Repeatable for credit under different topics. This course contains a practice experience.

**Credits** 1

-4

**Prerequisites**

Permission of Instructor

## **NUR 482: Advanced Topics in Nursing**

This course covers an advanced area of nursing not covered by the regular curriculum. Course content and structure will vary according to the interests of the instructor. Lecture, laboratory, and practical work may be included. Repeatable for credit under different topics. This course contains a practice experience.

**Credits** 1

-4

**Prerequisites**

Permission of Instructor

## **NUR 490: Population Health Nursing Capstone (OC)**

This course analyzes the nursing role as it relates to health patterns across populations. RN-BSN students will engage in collaborative activities including development of interventions and policies that strive towards health equity and improved health outcomes for all. The course provides an integrated practice experience exploring the concepts of community-based nursing and determinants of health.

**Credits** 4

## **NUR 495: Senior Evaluation**

This course provides graduating seniors the opportunity to assess their knowledge of nursing, and to assess the effectiveness of the RN to BSN program. The senior assessment also allows students to provide feedback concerning their individual learning experiences. Senior Evaluation must be taken before mid-term student's graduating semester. The course is graded pass/fail; satisfactory completion of the exam, regardless of score, is required for a passing grade. This course contains a practice experience.

**Credits** 0

**Prerequisites**

**Final Semester**

# Outdoor Leadership

## Outdoor Leadership Concentration

Associate Professor: Kim Crosby, '92

The outdoor leadership concentration was created to take advantage of and advocate the use of the outdoor resources available to the College and to increase the academic, ethical, and social development of students through experiential learning. It is a multidisciplinary program that works closely with LEAP (Lyon Education and Adventure Program).

### NOTE

\* Current certification in first aid, CPR, and AED are prerequisites for OLP 301.

### Summary of Requirements for an Outdoor Leadership Concentration

Item #	Title	Credits
OLP 150	Outdoor Leadership	3
EXS 201	Health and Wellness	3
	OLP 205 OR OLP 210	1-3
LED 201	Principles of Leadership	1
OLP 301	Outdoor Leadership Internship*	1-3
	OLP Ethics Elective	3
	OLP Activity Electives	2
	Total Credits	14-18

### OLP 205 OR OLP 210

Item #	Title	Credits
OLP 205	Wilderness First Responder (WFR)	3
OLP 210	Wilderness First Aid (WFA)	1

### OLP Ethics Elective

Select 1 of the following:

Item #	Title	Credits
PRT 205	Introduction to Ethics	3
PRT 350	Business and Professional Ethics	3

### OLP Activity Electives

Select 2 of the following:

\* Students may also select certain pre-approved BIO courses (birding, caving, etc.)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
OLP 120	Biking	1
OLP 122	Paddling	1
OLP 124	Sailing	1
OLP 126	Backpacking	1
OLP 128	Rock Climbing	1
OLP 130	Scuba	1

## Outdoor Leadership Course Descriptions

### **LED 100: Thriving Scots**

Structured engagement course designed to connect co-curricular participation with academic learning, career readiness, and personal development. Students complete approved campus and community engagement activities and submit guided reactions linking those experiences to transferable skills and professional growth. Restricted to first-year students participating in a Residential Learning Community (RLC).

**Credits** 1

#### **Prerequisites**

None. Restricted to first-year students participating in a Residential Learning Community (RLC).

### **LED 201: Principles of Leadership**

Basic principles of leadership, including leadership theory, the relational leadership model, the context of leadership in groups, and ethics and leadership. Through discussion, lecture, research, readings and activities, students will be challenged to think critically and imaginatively about the foundations of leadership. Students will be responsible for crafting their own model of leadership that reflects the material covered in the course.

**Credits** 1

### **LED 202: Leadership Seminar**

This course will expand on the theories and models of leadership that were covered in LED 201 through interactive discussions with local, state, regional, and national leaders. Speakers will be from a variety of backgrounds, including (but not limited to) education, politics, law, business, and non-profits. The discussions will take place both on-campus and at off-site locations.

**Credits** 1

#### **Prerequisites**

LED 201

### **OLP 120: Biking**

Basics of biking with emphasis on appropriate gear, basic bike maintenance, trip planning (including risk management and logistics), and developing competence in basic biking skills. Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

### **OLP 122: Paddling**

Different modes of paddling, including canoeing, kayaking, and stand-up paddle boarding with emphasis on appropriate gear, trip planning, risk management, and logistics. Students will achieve basic competence in paddling skills. Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

## **OLP 124: Sailing**

An introduction to skippering a keelboat of approximately 16 to 27 feet in length by day in light to moderate winds in different lake conditions. Students will learn basic sailing terminology, parts and functions, helm commands, basic sail trim, points of sail, buoyage, seamanship, and safety (including basic navigation rules to avoid collisions and hazards). Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

## **OLP 125: Disc Golf**

Disc Golf is a course designed to introduce students to basic disc golf skills and knowledge. The course includes instruction concerning the basic skills of the game as well as technique, strategy and etiquette. Emphasis will be placed on an understanding of the game and its basic rules and regulations.

**Credits** 1

## **OLP 126: Backpacking**

Basics of backpacking with emphasis on appropriate gear, trip planning and logistics, risk management, and developing competence in basic backpacking and camping skills. Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

## **OLP 128: Rock Climbing**

Basics of rock climbing with emphasis on appropriate gear, knots, climb site risk management, trip planning and logistics, and developing competence in basic rock climbing skills. Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

## **OLP 130: Scuba**

Upon completion of this course, students will be certified in Self Contained Underwater Breathing Apparatus or SCUBA. Students will learn SCUBA concepts in the classroom, dive techniques in the pool, and check out dives with instructors in open water. Preference will be given to students who have declared a concentration in outdoor leadership.

**Credits** 1

## **OLP 150: Outdoor Leadership**

Principles and practices of leadership in experiential education with emphasis on being an efficient, safe, and ethical leader. Students will share leadership duties in a three day, two night outdoor experience with their peers putting their gained leadership skills to use in the outdoors.

**Credits** 3

### **Prerequisites**

Must have gone on at least two LEAP weekend activities and have written approval from instructors of those activities.

## **OLP 160: Fishing**

This is a beginner's level introduction to conventional fishing and fly fishing the beautiful waters of Arkansas. You will learn about fishing equipment, basic knot tying, local aquatic insect life, the hydraulics of a stream, different baits, and how to tie your own flies and how properly cast. For the trip final, we will go on a full day/multi-day fishing trip and put the skills you mastered to use.

**Credits** 1

## **OLP 205: Wilderness First Responder (WFR)**

Examination of the tools required to make critical decisions in remote locations. Classroom lectures and demonstrations are combined with realistic scenarios where mock patients will challenge the student to integrate learning. After course completion, students will be certified as Wilderness First Responders. This course will be offered in January before the spring semester, as a summer course in May, or as a spring break course. Preference for admission into this class will be given to students who have declared a concentration in outdoor leadership.

**Credits** 3

## **OLP 210: Wilderness First Aid (WFA)**

Examination of the tools required to make critical decisions in remote locations. Classroom lectures and demonstrations are combined with realistic scenarios where mock patients will challenge the student to integrate learning. After course completion, students will be certified with a Wilderness First Aid certificate. This course will be offered as a weekend course. Preference for admission into this class will be given to students who have declared a concentration in Outdoor Leadership.

**Credits** 1

## **OLP 282: Special Topics**

This course allows students to take additional course work in outdoor leadership.

**Credits** 1

-3

## **OLP 301: Outdoor Leadership Internship\***

This course is designed for students to take knowledge gained from leadership courses and apply it in the field. Students will plan and lead multiple LEAP events throughout the semester.

\* Students may also take the internship at another school/agency in the summer.

**Credits** 1

-3

## **OLP 320: Outdoor Education Travel: Variable Topics**

Study of various topics in outdoor education. Includes 1-day to 2 week outdoor education trip. Prerequisites will vary.

\*Students may also take the internship at another school/agency in the summer.

**Credits** 1

-3

# Physical Education

## Physical Education Course Descriptions

### **PED 101: Physical Fitness (HL)**

An introduction to the concepts of physical fitness and the means of embodying them in a lifelong setting.

**Credits** 1

### **PED 102: Basic Swimming (non-swimmers Only)**

Basic techniques and skills of swimming and diving.

**Credits** 1

### **PED 103: Volleyball**

Instruction, rules, strategy, and practice in the fundamentals of volleyball.

**Credits** 1

### **PED 104: Beginning Table Tennis**

Instruction, rules, strategy, and practice in the fundamentals of table tennis.

**Credits** 1

### **PED 105: Healthy Living (HL)**

This course introduces students to concepts of healthy living and the means of embodying them in a lifelong setting. Through a unique topic designed and delivered by a Lyon College staff or faculty member, students will develop their attitudes regarding physical activity, demonstrate their knowledge of a particular physical activity, and demonstrate consistent effort in the physical activity.

**Credits** 1

### **PED 108: Archery and Bowling**

Fundamental skills, strategy, rules, scoring, and practice in archery and bowling.

**Credits** 1

### **PED 109: Beginning Tennis**

Instruction, rules, and practice in the fundamentals of tennis.

**Credits** 1

### **PED 110: Tennis and Badminton**

Fundamental strokes, strategy, rules, scoring, and practice in tennis and badminton.

**Credits** 1

### **PED 111: Aerobic Dance**

An introduction to movement routines for developing and maintaining cardiorespiratory endurance.

**Credits** 1

## **PED 112: Beginning Swimming**

Basic techniques and instructions of swimming.

**Credits** 1

## **PED 113: Body Shaping**

Continuation of the fundamentals of physical fitness, including aerobic conditioning and weight training.

**Credits** 1

## **PED 114: Yoga**

An introduction to the fundamental theories and practices of hatha yoga with emphasis on yoga asanas (physical postures). Asanas help improve an individual's overall postural alignment and allow the body and all its systems to function more efficiently and become more resilient. The practice of yoga offers lifelong tools to increase self-awareness, strength, flexibility, endurance, and balance within the body all while reducing stress and increasing kinesthetic intelligence.

**Credits** 1

## **PED 115: Beginning Scottish Highland Dance**

An introduction to traditional Scottish dances such as the sword dance and Highland Fling.

**Credits** 1

## **PED 116: Intermediate Swimming**

Instruction and practice in all basic swimming strokes and water safety.

**Credits** 1

## **PED 117: Varsity Cheerleading**

Designed for prospective and active cheerleaders, and prospective cheerleader sponsors. Graded on a pass/fail basis. This course is not repeatable for credit.

**Credits** 1

## **PED 119: Basic Golf**

Basic instruction in all phases of play, emphasizing rules and etiquette to promote golf as a lifetime sport.

**Credits** 1

## **PED 120: Tai Chi Chih**

An introduction to both the theory and practice of tai chi chih. Tai chi chih is a non-competitive, non-martial arts form of movement that promotes physical strength and balance, and at the same time enhances focus, concentration, and emotional wellness. It is also an excellent program for relieving stress. It is appropriate for all ages and abilities and can be easily adapted for those with physical disabilities or limitations.

**Credits** 1

## **PED 121: Paddling**

This course teaches the different modes of paddling including canoeing, kayaking, and stand-up paddle boarding. It will focus on appropriate gear, trip planning, risk management, and logistics. Students will achieve basic competence in paddling skills. Preference will be given to students who have declared a concentration in Outdoor Leadership. (Same as OLP 122)

**Credits** 1

## **PED 122: Fundamentals of Dance**

Students learn form, position, muscle control, flexibility, and the basic movements to bring them to a level that will enable them to enjoy and develop a love for the art of dance. (Same as THE 122)

**Credits** 1

## **PED 124: The Biggest Winner**

This course will prepare the student, with a BMI greater than 25, to achieve and maintain a healthy body weight for life. The class explores sound nutrition, weight management principles, and the identification and use of appropriate weight management tools. Weekly weigh-ins will be required. The class may be repeated, as needed, to reach optimal BMI.

**Credits** 0

## **PED 126: Backpacking**

An introduction to the basics of backpacking that focuses on appropriate gear, trip planning and logistics, course materials, and competence in basic backpacking skills.

**Credits** 1

## **PED 130: Varsity Sports**

Participation in a varsity sport for a full season. Graded on a pass/fail basis. This course is not repeatable for credit.

**Credits** 1

## **PED 182: Special Topics**

This course allows students to take additional coursework in PE. Repeatable for credit under different topics.

**Credits** 1

-3

## **PED 203: Theory of Coaching**

Study of contest management, schedule planning, and effective coaching of individual and team sports.

**Credits** 3

## **PED 215: Advanced Scottish Highland Dance**

A continuation of principles taught in PED 122, giving the student an in-depth view of a variety of dance forms such as ballet, tap, jazz, lyrical, modern, and musical theatre while fine tuning the body, building cardiovascular health, and giving each participant a sense of well being.

**Credits** 1

**Prerequisites**

PED 115

## **PED 282: Topics in Dance**

A continuation of principles taught in PED 122, giving the student an in-depth view of a variety of dance forms such as ballet, tap, jazz, lyrical, modern, and musical theatre while fine tuning the body, building cardiovascular health, and giving each participant a sense of well being. (Same as THE 282)

**Credits** 1

### **Prerequisites**

THE 122 or PED 122 or permission of instructor.

## **PED 301: History and Principles**

History, philosophy, aims, current problems, and fundamental principles of physical education.

**Credits** 3

## **PED 303: Organization and Administration**

Problems relative to the organization and administration of a physical education program in public schools.

**Credits** 3

## **PED 304: Methods for Teaching Team Sports in Secondary Schools**

Methods, materials and activities for coaching with an emphasis on effective coaching techniques. This would include planning practices, game preparation, scouting and game analysis of sports such as basketball, football and baseball.

**Credits** 3

# Physics

## Physics Minor

**Associate Professor: Stuart Hutton**

The physics minor is a course of study designed as a second field for students who wish to develop a deeper understanding of physics.

### NOTE

\* Students may use MTH 210, PHY 240, and PHY 241 to satisfy core requirements.

### Summary of Requirements for a Minor in Physics

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
	PHY 210/211 or PHY 240/241	4
	PHY 220/221 or PHY 250/251	4
PHY 335	Modern Physics	3
	Physics Electives (300-400 level)	4
	<b>Total Credits</b>	<b>23</b>

#### PHY 210/211 or PHY 240/241

Select either General Physics I or Fundamentals of Physics I.

Item #	Title	Credits
PHY 210	General Physics I	3
PHY 211	General Physics I Laboratory	1
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1

#### PHY 220/221 or PHY 250/251

Select either General Physics II or Fundamentals of Physics II.

Item #	Title	Credits
PHY 220	General Physics II	3
PHY 221	General Physics II Laboratory	1
PHY 250	Fundamentals of Physics II	3
PHY 251	Fundamentals of Physics II Laboratory	1

#### Physics Electives (300-400 level)

Select 4 credits of additional physics electives at the 300 or 400 level.

# Physics Course Descriptions

## **PHY 210: General Physics I**

Newtonian mechanics, sound propagation, heat transfer, and thermodynamics using algebra and trigonometry.

**Credits** 3

**Prerequisites**

MTH 110 or permission of instructor.

## **PHY 211: General Physics I Laboratory**

Experimental techniques for Physics I.

**Credits** 1

**Corequisites**

PHY 210

## **PHY 220: General Physics II**

Study of electricity, magnetism, light, and optics using algebra and trigonometry.

**Credits** 3

**Prerequisites**

PHY 210

## **PHY 221: General Physics II Laboratory**

Experimental techniques for Physics II.

**Credits** 1

**Corequisites**

PHY 220

## **PHY 235: Introduction to Digital Logic**

An introduction to digital electronic circuits and techniques. Boolean Algebra, digital logic gates, registers, automata theory, and integrated circuits. (Same as CSC 245)

**Credits** 3

**Prerequisites**

MTH 115

## **PHY 240: Fundamentals of Physics I**

Principles of Newtonian mechanics, sound propagation, heat transfer, and thermodynamics employing differential and integral calculus.

**Credits** 3

**Prerequisites**

MTH 210 or permission of instructor.

## **PHY 241: Fundamentals of Physics I Laboratory**

Experimental techniques for PHY 240.

**Credits** 1

**Corequisites**

PHY 240

## **PHY 250: Fundamentals of Physics II**

Study of the basic principles of electromagnetism, light propagation, and optics employing differential and integral calculus.

**Credits** 3

**Prerequisites**

MTH 220 and either PHY 210 or PHY 240 or permission of instructor.

## **PHY 251: Fundamentals of Physics II Laboratory**

Experimental techniques for PHY 250.

**Credits** 1

**Corequisites**

PHY 250

## **PHY 282: Special Topics in Physics**

Study of selected topics in physics. Prerequisites will vary.

**Credits** 3

## **PHY 321: Independent Study**

Directed study on an individual basis covering topics from advanced physics.

**Credits** 1

-3

**Prerequisites**

PHY 210 or 240, PHY 220 or 250, and permission of instructor.

Course may be repeated for up to 3 credits.

## **PHY 335: Modern Physics**

Relativity, elementary particles, quantum mechanics, wave and particle theories, and spectra.

**Credits** 3

**Prerequisites**

PHY 220 or PHY 250 or permission of instructor.

## **PHY 382: Special Topics in Physics**

Study of selected topics in physics. Prerequisites will vary.

**Credits** 3

## **PHY 390: Seminar in Physics**

Students research areas from advanced physics and deliver oral presentations supported by a formal paper.

**Credits** 1

**Prerequisites**

MTH 220 and either PHY 220 or PHY 250 or permission of instructor.

Course may be repeated for credit once.

# Political Science

Professor: Scott Roulier

Associate Professor: Jaeyun Sung

Political science is the study of political systems and the ideas that bring them into being, transform them, and sustain them. Students in the political science program at Lyon examine such enduring concepts as freedom, justice, equality, order, and power; explore the practical and ethical dimensions of contemporary issues, and compare political systems throughout the world. The study of political science provides students with a deeper understanding of the nature and responsibilities of citizenship and builds a strong foundation for a range of careers and professions, including public service.

Students may use COR 120 to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Political Science Major (BA)

### Summary of Requirements for a Major in Political Science

Item #	Title	Credits
POL 201	Comparative Politics	3
POL 205	World Politics	3
POL 220	Introduction to Research Methods in Political Science	3
	POL 351 OR POL 353	3
POL 455	Senior Seminar	3
	Political Science Electives (18 credits)	18

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	79-81

### POL 351 OR POL 353

Item #	Title	Credits
POL 351	Ancient Political Philosophy	3
POL 353	Modern Political Philosophy	3

### Political Science Electives (18 credits)

# Political Science Minor

The Political Science minor is designed for those students who wish to supplement their major field of study with valuable political knowledge.

## Summary of Requirements for a Minor in Political Science

Item #	Title	Credits
	Seven courses in political science (21 credits)	21
	Total Credits	21

### Seven courses in political science (21 credits)

These courses must be selected from at least two of the political science subfields: American government, comparative politics, international relations, and political philosophy. At least four of these courses must be at the 300 level or above.

## Political Science Course Descriptions

### **POL 105: The American Experience**

An introduction to the main institutions and ideas in the American political tradition for all first-year students who wish to enhance their ability to perform duties of citizenship within that tradition.

**Credits** 3

### **POL 201: Comparative Politics**

A survey of governments and politics in the industrialized and developing nations. Students will examine what it means to compare political systems and explore the ideological foundations, political institutions, and political performance of governments in Europe, Asia, Latin America, and the Middle East.

**Credits** 3

### **POL 205: World Politics**

A review of the main issues and problems confronted by nation-states as they interact with each other in the international system with emphasis on peace and war, integration and disintegration, and the nature of foreign policy formulation.

**Credits** 3

### **POL 206: Model United Nations**

Study of the structures and procedures of the United Nations in preparation for student participation at intercollegiate model United Nations conferences. Students will be expected to become familiar with both the United Nations as an institution and the policies of the countries they will be representing. Approval of the instructor is required for enrollment. May be repeated for up to three credits.

**Credits** 1

## **POL 210: Introduction to Legal Studies (OC)**

A general introduction to the study of law that offer students a broad liberal arts perspective on the important role law plays in our society. Students will gain a working knowledge of criminal and civil procedure, learn about the state and federal court systems, read and analyze court opinions, and participate in an appellate simulation. In addition, this course will include modules on the philosophy of law and sociology of law.

**Credits** 3

## **POL 220: Introduction to Research Methods in Political Science**

An introduction to the basic empirical research design and quantitative methodologies for testing theories in political science. Students gain statistical techniques for analyzing large datasets and exposure to the empirical political science literatures.

**Credits** 3

### **Prerequisites**

COR 120

Permission of instructor.

## **POL 250: Political Issues and Public Policy**

Study of significant issues in public policy with emphasis on the ability to address such issues from different philosophical and ideological perspectives.

**Credits** 3

## **POL 282: Special Topic in Political Science**

Study of selected topics in political science.

**Credits** 3

## **POL 288: Political Parties, Campaigns & Elections**

Study of the nature, organization, and operations of American political parties in government and in the electoral process. Students will examine different types of elections and how campaign strategies differ depending on the type of election and the political environment.

**Credits** 3

## **POL 297: International Conflict**

Analysis of the phenomena of war and conflict between nation-states. Students will explore various explanations for war and evaluate these through examination of various conflicts in the 20th century. In addition, students will examine methods for limiting conflict.

**Credits** 3

### **Prerequisites**

POL 205

## **POL 302: Arkansas State and Local Government**

General features of state constitutions, powers of governors, state legislative structure and processes, state judicial systems, and structure and form of municipal and county governments. Emphasis on Arkansas government.

**Credits** 3

## **POL 315: U.S. Foreign and Security Policy**

The evolution of U.S. foreign and security policy with particular attention to the Cold War and post-Cold War eras. In addition students will examine the policy-making process, including the role of public opinion, the mass media, and Congress. (Same as HIS 315)

**Credits** 3

**Prerequisites**

POL 205 or permission of instructor.

## **POL 325: American Political Institutions**

This course defines the responsibilities of and focuses on the interactions among the major branches of government - congress, the Presidency, and Supreme Court.

**Credits** 3

## **POL 335: Politics of Urban Spaces**

This course will introduce students to the institutions and practices of urban spaces ( e.g. planning/zoning, governance structures, and policymaking) and to the political, social, economic, and environmental consequences associated with various urban models, i.e. suburbs, garden cities, modernist and new urbanist developments. Attention will also be given to the way urban design affects race, class, and gender relationships. Prereq: A 200-level political science course is recommended.

**Credits** 3

**Recommended Prep**

A 200-level political science course is recommended.

## **POL 340: Environmental Politics & Policy**

Through case studies, this course will expose students to the legal, economic, and political challenges posed by environmental threats and will also introduce them to and require them to evaluate the effectiveness of proposed solutions to these problems. Prereq: A 200-level political science course is recommended.

**Credits** 3

**Recommended Prep**

A 200-level political science course is recommended.

## **POL 343: International Political Economy**

This course seeks to explain the political causes and consequences of globalization throughout history, including in the issue areas of international trade, finance, and migration. For each of these issue areas, students will analyze how politics shape the foreign economic policies pursued by governments as well as how changes in the global economy affect the preferences and bargaining power of state and non-state actors.

**Prerequisites**

POL 205 (World Politics) is recommended.

## **POL 346: International Law and Organizations**

An introduction to the basic principles of public international law in the rules of war, the law of the Seas, and human rights, and a survey of the related functions of the United Nations.

**Credits** 3

**Prerequisites**

POL 205

## **POL 349: The German Political and Cultural Tradition**

The development of German political ideas and the evolution of German constitutional arrangements from the Reformation to the present. In addition to the Sonderweg thesis—which seeks to explain and understand Germany’s embrace of authoritarian political institutions—students will explore the rich German liberal and democratic tradition. In order to comprehend the complexity of German political thought, students will study the artifacts and writings of artists, philosophers, filmmakers, and poets, as well as historians and politicians. (Same as HIS 349)

**Credits** 3

## **POL 351: Ancient Political Philosophy**

Examination of the political thinkers who started the Western political tradition. Concentrating on original sources, students will consider the origin of political philosophy in selected works by such authors as Xenophon, Plato, and Aristotle. (Same as RPH 351)

**Credits** 3

## **POL 353: Modern Political Philosophy**

Study of major political thinkers such as Machiavelli, Locke, Rousseau, Hume, and Marx. Students will concentrate on selected works and topics that have influenced contemporary politics. (Same as RPH 353)

**Credits** 3

## **POL 358: Modern Russia**

The transformation of Russia in the 20th century with special attention to the factors leading to the collapse of communism in the Gorbachev era and the efforts to establish democratic institutions in the region thereafter. (Same as HIS 358)

**Credits** 3

### **Prerequisites**

POL 201 or permission of instructor.

## **POL 368: Asian Politics**

Comparative survey of government and governmental institutions in Asia with particular emphasis on identifying key political, economic, and social trends affecting the region.

**Credits** 3

## **POL 370: Political Economy of Public Issues**

Discussion and research of current public debates and interests in which both governmental and economic forces and interests are joined. Students will present their research to the class and write a major paper. (Same as ECO 370)

**Credits** 3

### **Prerequisites**

ECO 102 or consent of instructor.

## **POL 371: The Middle East**

Survey of the Middle East from the rise of Islam to the present day with emphasis on the development of Islamic society and culture and the impact and influence of the West. Particular attention will be given to the rise of nationalism, the Arab-Israeli Conflict, and the development of Islamic fundamentalism. (Same as HIS 371)

**Credits** 3

### **Prerequisites**

HIS 201 and 202 or permission of instructor.

## **POL 380: Civil Liberties**

An examination of the civil rights and liberties guaranteed by the Bill of Rights. Special attention will be given to the study of criminal defendants' rights (the Fourth, Fifth, and Sixth Amendments), freedom of speech and religion (First Amendment), equal protection (Fourteenth Amendment), and the right to privacy.

**Credits** 3

## **POL 382: Special Topics in Political Science**

Study of selected topics in political science. Prerequisites will vary.

**Credits** 3

## **POL 399: Political Science International Studies Course: Variable Topics**

Study of varying topics in political science. Includes a 2-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **POL 450: Directed Study**

Concentrated study in one or more areas of government.

**Credits** 3

## **POL 455: Senior Seminar**

This course will provide students with the opportunity to take stock of the concepts, knowledge and methods they have learned in major courses by conducting original research in the field of political science.

**Credits** 3

### **Prerequisites**

POL 220 or permission of instructor

## **POL 460: Practicum in Politics**

This course offers an experiential opportunity to bridge the gap between theoretical knowledge and practical application within political science. Variable Credit.

**Credits** 1

-3

# Pre-Professional Programs

## Pre-Professional Concentrations

The breadth of understanding and the habits of disciplined thought that are the products of a strong, undergraduate liberal arts education provide an excellent foundation for a range of professions. The courses of study offered at Lyon provide the basic intellectual and communication skills upon which success in professional school and in a profession largely depend.

## Pre-Engineering Curriculum

### Associate Professor Stuart Hutton

Lyon College offers several demanding programs to prepare students for an engineering degree. The 3-2 program, wherein students attend Lyon for three years, completing the core curriculum and all requirements for their particular major (usually mathematics), and then transfer to their engineering school of choice for the remaining two years. Students earn their degree from Lyon by transferring ABET-accredited engineering credit hours from a coherent engineering program as documented by the school catalog in order to satisfy Lyon graduation hours. Students will also receive an engineering degree from their school of choice following the completion of that school's individual requirements. Formal agreements exist between Lyon and the University of Arkansas, Missouri University of Science and Technology, and the University of Minnesota but entry into other schools is possible.

Pre-engineering students and the pre-engineering advisor work together to determine course schedules. The requirements and time frames may vary based upon student interest and preparation.

Lyon also offers the opportunity to receive a bachelor's degree from Lyon and a Master of Engineering degree from the University of Minnesota. This program involves four years at Lyon and, typically, two years at the University of Minnesota. Students may need to take several extra courses before proceeding through the graduate curriculum; the number of courses will vary by major and emphasis. Admission is not guaranteed.

### NOTES

\* Students may use MTH 210, CHM 110, PHY 240 and ECO 101 to satisfy core requirements.

\* Students who begin their mathematics with MTH 110 may have to spend an extra summer or year before transferring to an engineering school.

\* The language of the programming course must be C++.

\* EM 50, Engineering Mechanics Statics is not taught at Lyon. Arrangements should be made to complete this course at an ABET-accredited engineering school as required by the program of choice after completion of the physics sequence PHY 240, 241 and PHY 250, 251.

## Summary of Minimal Requirements

Item #	Title	Credits
MTH 210	Calculus I	4
MTH 220	Calculus II (OC)	4
MTH 230	Calculus III	4
MTH 300	Differential Equations	3
CHM 110	General Chemistry I (PS)	4
CHM 120	General Chemistry II (PS)	4
PHY 240	Fundamentals of Physics I	3
PHY 241	Fundamentals of Physics I Laboratory	1
PHY 250	Fundamentals of Physics II	3
PHY 251	Fundamentals of Physics II Laboratory	1
CSC 100	Introduction to Programming in C++ (PS)	3
ECO 101	Principles of Economics I	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
	HIS 101 OR HIS 102	3
	Humanities or social science electives (12-15 credits)	12-15
EM 50	Engineering Mechanics Statics	3
	Total Credits	61-64

### HIS 101 OR HIS 102

Item #	Title	Credits
HIS 101	The United States I	3
HIS 102	The United States II	3

### Humanities or social science electives (12-15 credits)

## Pre-Law Concentration

### Professor Scott Roulier

Studies and surveys have consistently shown that the best preparation for law school is to earn a bachelor's degree in any rigorous major requiring analytical reasoning, careful reading, and effective speaking and writing. Thus the pre-law concentration is not designed to substitute for but to augment major requirements. The Pre-law Committee has identified the following courses as providing the knowledge, understanding, and intellectual skills important to success in law school. Students with any Lyon major may elect to take this concentration.

#### *Additional Opportunities for Students in Lyon's Pre-Law Concentration*

**Law Club:** Provides visits to law schools as well as interactions with law students and practicing attorneys who graduated from Lyon.

**LSAT Prep:** Provides sample testing and scoring as well as tips on how to improve scores.

**Internships:** Selected students work in the offices of practicing attorneys.

**Model UN:** Students participate in activities important to international law.

**NOTE**

Students in the pre-law concentration will be taking COR 120 as a Core requirement or majoring in business, English, and political science and thus taking some of these courses for both purposes.

### **Summary of Requirements for a Pre-Law Concentration**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 210	Introduction to Legal Studies (OC)	3
BUS 303	Business Law	3
ENG 363	Advanced Composition	3
POL 380	Civil Liberties	3
	Total Credits	12

# Psychology

Associate Professor: Robert Miller

Assistant Professors: Britt Florkiewicz, Jes Parker, and Brandon Porter

Psychology, the study of behavior and mental processes, is a social, behavioral, and cognitive science. The psychology major at Lyon introduces students to the empirical study of human and animal behavior and such diverse mental faculties and processes as perception, memory, intelligence, problem solving, and decision making. Students are also introduced to a wide range of current professional issues and responsibilities regarding both the academic discipline and the applied profession of psychology.

All psychology students develop an understanding of the social, psychological, and biological causes of behavior and an understanding of the effects of these factors on a variety of psychological phenomena, including interpersonal relationships, human growth and development, learning, personality, and abnormal behavior. In addition, they are introduced to the application of basic psychological principles in a variety of endeavors, including counseling and other areas of clinical psychology and education.

There are two major offerings from the Psychology program, a Bachelor of Science and a Bachelor of Arts. Majors who pursue a B.S. will become skilled researchers and wise consumers of scientific psychological research, designed to prepare students for graduate study in psychology or related fields. Students who pursue the B.A. major tend to be interested in applied aspects of the discipline and will gain practical experience in the field through a supervised internship in their junior or senior year. Both majors are designed to prepare students for work in psychology and related fields. Additionally, a background in psychology is appropriate and valuable for students planning to enter such professions as business, education, law, medicine, social work, and the ministry.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Psychology Major (BA)

### Summary of Requirements for a Major in Psychology (BA)

Item #	Title	Credits
PSY 101	Introduction to Psychology (PS)	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3
PSY 240	Introduction to Research Methods	3
PSY 332	History and Systems of Psychology (OC)	3
PSY 341	Professional Development in Psychology	1
PSY 443	Senior Internship	3
PSY 490	Senior Exit Survey in Psychology	0
	Five Pillars of Knowledge Courses (PSY)	15
	Psychology Upper Electives (300 & 400 level classes)	12
	Psychology Elective (200 level)	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	92-94

### Five Pillars of Knowledge Courses (PSY)

Item #	Title	Credits
PSY 225	Social Psychology	3
PSY 290	Human Development (HL)	3
PSY 203	Introduction to Biological Psychology	3
PSY 205	Introduction to Abnormal Psychology	3
PSY 208	Introduction to Cognitive Psychology	3

### Psychology Upper Electives (300 & 400 level classes)

### Psychology Elective (200 level)

## Psychology Major (BS)

### Summary of Requirements for a Major in Psychology (BS)

Item #	Title	Credits
PSY 101	Introduction to Psychology (PS)	3
PSY 235	Statistics for the Behavioral Sciences (PS)	3
PSY 240	Introduction to Research Methods	3
PSY 332	History and Systems of Psychology (OC)	3
PSY 341	Professional Development in Psychology	1
PSY 485	Senior Thesis	3
PSY 490	Senior Exit Survey in Psychology	0
	Five Pillars of Knowledge Courses (PSY)	15
	Psychology Upper Electives (300 & 400 level classes)	12
	Psychology Elective (200 level)	3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	92-94

### Five Pillars of Knowledge Courses (PSY)

Item #	Title	Credits
PSY 225	Social Psychology	3
PSY 290	Human Development (HL)	3
PSY 203	Introduction to Biological Psychology	3
PSY 205	Introduction to Abnormal Psychology	3
PSY 208	Introduction to Cognitive Psychology	3

### Psychology Upper Electives (300 & 400 level classes)

### Psychology Elective (200 level)

## Animal Behavior Minor

The animal behavior minor is a course of study designed as a second field for students who wish to develop a deeper understanding of animal behavior.

*Students may use PSY101 and BIO110 to satisfy core requirements.*

### Summary of Requirements for a Minor in Animal Behavior

Item #	Title	Credits
PSY 101	Introduction to Psychology (PS)	3
BIO 111	Principles of Biology	4
BIO 222	General Zoology	4
PSY 306	Animal Behavior I	3
PSY 307	Animal Behavior II	3
	Animal Behavior Electives (A)	3-4
	Animal Behavior Electives (B)	3
	Total Credits	23-24

### Animal Behavior Electives (A)

#### Choose one of the following electives:

Item #	Title	Credits
BIO 309	Animal Enrichment	3
BIO 340	Ecology	4
BIO 345	Speleology	4
BIO 360	Comparative Physiology (OC/PS)	4
BIO 370	Evolution	4
BIO 382	Special Topics in Biology	1-4

### Animal Behavior Electives (B)

## Choose one of the following psychology electives:

Item #	Title	Credits
PSY 209	The Psychology of Pet Ownership	3
PSY 203	Introduction to Biological Psychology	3
PSY 208	Introduction to Cognitive Psychology	3
PSY 308	Primate Perspectives on Behavior and the Brain	3
PSY 312	Sensation & Perception	3
PSY 353	Introduction to Evolutionary Psychology	3

## Psychology Minor

The psychology minor is a course of study designed as a second field for students who wish to develop an understanding of the scientific study of behavior and the mind.

### Summary of Requirements for a Minor in Psychology

Item #	Title	Credits
PSY 101	Introduction to Psychology (PS)	3
	Five Pillars of Knowledge Courses (PSY)	15
PSY 490	Senior Exit Survey in Psychology	0
	Total Credits	18

### Five Pillars of Knowledge Courses (PSY)

Item #	Title	Credits
PSY 225	Social Psychology	3
PSY 290	Human Development (HL)	3
PSY 203	Introduction to Biological Psychology	3
PSY 205	Introduction to Abnormal Psychology	3
PSY 208	Introduction to Cognitive Psychology	3

## Psychology Course Descriptions

### PSY 101: Introduction to Psychology (PS)

An overview of the scientific study of behavior, and its causes, prediction, and control.

**Credits** 3

### PSY 182: Topics in Psychology

Examination of a selected area of psychological research or applied psychology.

**Credits** 1

-4

#### Prerequisites

PSY 101

## **PSY 203: Introduction to Biological Psychology**

Examination of the underlying brain mechanisms responsible for behavior. Topics include research methods used to study the brain, functional organization of the nervous system, properties of neurons, sensory and motor systems, and neural mechanisms related to memory, language, emotion, and intelligence.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 205: Introduction to Abnormal Psychology**

Examination of the definition and etiology of major types of psychological disorders from the perspective of several psychological theories. Attention is given to their diagnosis, assessment, treatment, and related ethical concerns.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 208: Introduction to Cognitive Psychology**

The intent of this course is to introduce the basic concepts and findings of cognitive psychology, including, but not limited to, the topics of perception, attention, motor control, learning, memory, language, categorization, imagery, judgment and decision-making, and problem-solving. Cognition will be discussed from the perspectives of information processing and cognitive neuroscience.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 209: The Psychology of Pet Ownership**

The goal of this course is to study the pet-ownership relationship from a variety of psychological perspectives (biological, clinical, cognitive, developmental, and social). We will focus on proximate-level (i.e., how) and ultimate-level (i.e., why) explanations for this relationship. This course will provide you with the skills and tools needed to better understand yourself and the animals you may encounter/interact with.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 210: Cultural Psychology**

This course seeks to help students develop an understanding and valuing of diversity, based on the principles of awareness, knowledge and skills as they relate to the areas of worldview, identity, and acculturation. Student will be able to articulate differences among cultural communities, whether of ethnicity, race, religion, gender or socioeconomic status, is critical to understanding attitudes, beliefs, and behavior.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 220: Psychology of Women and Gender**

Survey of theory and research on the meaning of gender and its impact on women's development.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 225: Social Psychology**

A holistic approach to the study of individuals interacting with other individuals and groups within social, psychological, and cultural environments.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 235: Statistics for the Behavioral Sciences (PS)**

An introduction to descriptive and inferential techniques for analyzing research data. Topics covered include central tendency, variability, distributions, Z-scores, analysis of variance, correlation, regression, and nonparametric tests of significance.

**Credits** 3

**Prerequisites**

MTH 101, MTH 103, or MTH 105, and PSY 101

## **PSY 240: Introduction to Research Methods**

Study of research methods in the behavioral sciences. Students are introduced to basic design and practical procedures in carrying out research, as well as ethical considerations in gathering data.

**Credits** 3

**Prerequisites**

PSY 235

## **PSY 282: Special Topics**

Examination of a selected area of psychological research or applied psychology.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 290: Human Development (HL)**

Study of the physical, cognitive, emotional, and social development of the individual from birth through adulthood. (Same as EDU 290)

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 303: Psychology of Parenting**

This course explores the psychology of the parent-child relationship, focusing specifically on parenting. The course will examine and discuss models of parenting, factors that predict parenting behavior, the scientific basis of effective parenting and discipline, and the impact that parenting has on development across the lifespan.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 305: Child Psychopathology**

In this course, psychological disorders that develop in childhood and adolescence are examined, including autism spectrum disorders, ADHD, learning and cognitive disabilities, and behavioral disorders. In addition, the course explores issues of risk and resilience, interventions and treatments, and the controversies and ethical issues surrounding diagnosis, classification, and treatment of disorders in children and adolescents.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 306: Animal Behavior I**

To date, we have identified over 2 million distinct animal species living on planet Earth. Most psychologists are interested in studying the brain and behavior of only one of these species: humans. But what about the remaining animal species? What kinds of brains do they possess, and what kinds of behaviors do they exhibit? The goal of this course is to provide an overview of the various theoretical approaches that are used to study the brain and behavior of animals (other than humans).

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 307: Animal Behavior II**

Animal behavior research has changed dramatically over the past 100 years. The goal of this course is to provide students with the opportunity to learn more about the applications and techniques used in animal behavior research today. This course will help students bridge the gap between previous coursework (i.e., Animal Behavior I) and applied experience through labs & independent research. This class will emulate the structure of a research lab and will result in a final paper & presentation on a topic of the student's choosing.

**Credits** 3

**Prerequisites**

PSY 306

## **PSY 308: Primate Perspectives on Behavior and the Brain**

The human brain is an incredibly complex structure that allows us to perform amazing behaviors (such as language). But how (and why) did this structure evolve? What features of the brain and behavior are unique to humans? Widespread among other animals? This course will examine the evolutionary origins of the human brain and behavior by studying our closest living relatives: the non-human primates. In this class, students will develop effective research and writing strategies which will culminate into a final paper.

**Credits** 3

**Prerequisites**

PSY 306

## **PSY 310: Child and Adolescent Development**

Examination of the development processes from conception through adolescence. Topics include physical, cognitive, social, and personality development from the perspective of the major theories of the field. In addition, students will focus on cultural and educational issues that arise from the study of the development of children and adolescents.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 312: Sensation & Perception**

A biopsychological analysis of sensory systems and the organization of sensory input into perception. This course covers the five primary sensory / perceptual systems: vision, audition, body sensation, olfaction, and gustation. It is strongly encouraged that students have completed a lab science before attempting this course.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 332: History and Systems of Psychology (OC)**

Study of the evolution of modern psychology from its origins in philosophy and natural science to contemporary thought in psychology.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 338: Personality Psychology**

Study of contemporary theory, research, and assessment in personality.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 339: Learning and Cognition**

Examination of the major theories of learning and cognition and identification of a variety of research tools useful in understanding thinking, learning, and teaching.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 340: Intermediate Research Methods**

Continuation of the statistical concepts acquired in PSY 235 and experimental methods acquired in PSY 240. Students will learn the advanced tools needed to engage in and evaluate research specific to the social sciences. Specifically, they will design and collect data using a variety of research methods and analyze data employing advanced statistical analysis.

**Credits** 3

**Prerequisites**

PSY 235 and 240

## **PSY 341: Professional Development in Psychology**

This course focuses on planning for a future with an undergraduate degree in psychology and encourages students to research personal career development and the contemporary workforce. Students will be exposed to information designed to assist in the clarification, selection, and pursuit of a career in psychology or a related field.

**Credits** 1

**Prerequisites**

Officially declared psychology major and completion of PSY 101 or permission of instructor.

## **PSY 345: Human Sexuality Across the Lifespan**

Examination of human sexuality from psychological, biological, behavioral, social, and historical perspectives.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 353: Introduction to Evolutionary Psychology**

This course provides an in-depth exploration of the phylogenetic origins of human nature, specifically addressing the presence and nature of evolved psychological mechanisms that solve challenges relevant to survival and reproduction in ancestral environments. Topics covered will include competition, cooperation, natural and sexual selection, inclusive fitness, status, intersexual conflict, kinship, mating strategies, disease and predator avoidance, food acquisition and selection, and more. Throughout coverage of these topics, the role of theoretical perspectives and experimental evidence will be particularly emphasized.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 382: Topics in Psychology**

Examination of a selected area of psychological research or applied psychology.

**Credits** 3

**Prerequisites**

PSY 101

## **PSY 399: Psychology International Studies Course: Variable Topics**

Study of varying topics in psychology. Includes a 2-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **PSY 410: Psychological Testing**

A study of the nature and theory of individual and group tests of intelligence, personality, interests and attitudes.

**Credits** 3

**Prerequisites**

PSY 235 and PSY 240

## **PSY 443: Senior Internship**

A capstone course for psychology majors. Students will gain field experience through direct, supervised contact with professionals in psychology and related fields. In addition to on-site responsibilities, students will write a comprehensive paper integrating the field experience and psychological theory and formally present the paper in an open forum.

**Credits** 3

**Prerequisites**

PSY 235

PSY 240

and the permission of the instructor.

## **PSY 450: Independent Study**

Study of selected topics in psychology.

### **Prerequisites**

Permission of instructor and junior or senior standing.

## **PSY 485: Senior Thesis**

A seminar-based capstone course for psychology majors. Students will design and conduct individual research projects that may be suitable for submission to journals or presentations at conferences. Students are guided through the research process on a topic of their choice, designing a study, gathering and analyzing data, and writing the results in an APA-formatted research report. Prerequisites/corequisites: PSY 235, PSY 240, PSY 340, and permission of instructor.

**Credits** 3

### **Prerequisites**

PSY 235

PSY 240

**and permission of the instructor.**

## **PSY 486: Senior Thesis II**

A continuation of PSY 485. Students can continue to work on research they began in PSY 485.

**Credits** 3

### **Prerequisites**

PSY 485 and permission of instructor.

## **PSY 490: Senior Exit Survey in Psychology**

This course will provide graduating seniors the opportunity to provide valuable feedback about their experiences in the psychology program. This course does not meet throughout the semester, and instead only requires students to – before finals week – take a senior exit survey online which will assess knowledge of concepts, theories, and principles of psychology, relevant to the primary disciplines within psychology (such as social psychology, biological psychology, developmental psychology, and abnormal psychology) as well as research methods and statistics. Also, the senior exit survey will provide students with the opportunity to provide feedback regarding their own learning, engagement, challenges, and successes during their time in the program. This survey provides the faculty in the psychology program with invaluable data as to the strengths and areas for development and growth within the psychology program and curriculum. Must be taken pass/fail.

**Credits** 0

### **Prerequisites**

Senior standing

# Philosophy, Religion, and Theology

Assistant Professor: Scott Williams

The philosophy, religion, and theology major at Lyon College offers students a broad range of courses rich in philosophical and theological thought. Because it combines rigor and clarity of thought and expression with concern for all aspects of the human condition, the study of Philosophy, Religion, and Theology also provides a strong foundation for a range of professions.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Philosophy, Religion, and Theology (BA)

### Summary of Requirements for a Major in Philosophy, Religion, & Theology Foundations: Group A (3 courses/9 credits)

Item #	Title	Credits
PRT 110	Old Testament	3
PRT 120	New Testament	3
PRT 130	Introduction to Christian Theology	3
PRT 140	Philosophy as a Way of Life	3
PRT 150	World Religions	3
PRT 205	Introduction to Ethics	3

### Summary of Requirements for a Major in Philosophy, Religion, & Theology Foundations: Group B (3 courses/9 credits)

Item #	Title	Credits
PRT 160	Logic (What Are Arguments?)	3
PRT 210	Epistemology (What Is Knowledge?)	3
PRT 215	Metaphysics (What is Real?)	3

### Philosophy, Religion, & Theology History (3 courses/9 credits)

Item #	Title	Credits
PRT 220	Ancient Greek Philosophy	3
PRT 225	Classical and Later Chinese Philosophy	3
PRT 305	Medieval Jewish, Christian, and Islamic Philosophy	3
PRT 310	Modern European Philosophy	3
PRT 315	Ancient and Medieval Christian Theology	3
PRT 351	Ancient Political Philosophy	3
PRT 353	Modern Political Philosophy	3
PRT 358	The Reformation	3

## Philosophy, Religion, & Theology Electives (3 courses/9 credits)

Item #	Title	Credits
PRT 230	Philosophy/Theology of Disability	3
PRT 235	Philosophy and Theology of Gardens and Gardening	3
PRT 335	Ethics, Religion, and Theology	3
PRT 340	Systematic Christian Theology	3
PRT 345	Philosophy of Religion	3
PRT 350	Philosophy of Science	3
PRT 360	Introduction to Contemporary Critical Theory	3
PRT 365	Topics in Religion	3
PRT 370	Topics in Philosophy	3

## Core Curriculum

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	82-84

## Philosophy, Religion, and Theology Minor

### Summary of Requirements for a Minor Philosophy, Religion, & Theology (2 courses/6 credits)

Item #	Title	Credits
PRT 110	Old Testament	3
PRT 120	New Testament	3
PRT 130	Introduction to Christian Theology	3
PRT 140	Philosophy as a Way of Life	3
PRT 150	World Religions	3
PRT 205	Introduction to Ethics	3
PRT 160	Logic (What Are Arguments?)	3
PRT 210	Epistemology (What Is Knowledge?)	3
PRT 215	Metaphysics (What is Real?)	3

### Summary of Requirements for a Minor Philosophy, Religion, & Theology - History (2 courses/6 credits)

Item #	Title	Credits
PRT 220	Ancient Greek Philosophy	3
PRT 225	Classical and Later Chinese Philosophy	3
PRT 305	Medieval Jewish, Christian, and Islamic Philosophy	3
PRT 310	Modern European Philosophy	3
PRT 315	Ancient and Medieval Christian Theology	3
PRT 351	Ancient Political Philosophy	3
PRT 353	Modern Political Philosophy	3
PRT 358	The Reformation	3

## Summary of Requirements for a Minor Philosophy, Religion, & Theology - Electives (2 courses/6 credits)

Item #	Title	Credits
PRT 230	Philosophy/Theology of Disability	3
PRT 235	Philosophy and Theology of Gardens and Gardening	3
PRT 335	Ethics, Religion, and Theology	3
PRT 340	Systematic Christian Theology	3
PRT 345	Philosophy of Religion	3
PRT 350	Philosophy of Science	3
	Total Credits	18

## Philosophy, Religion, and Theology Course Descriptions

### PRT 110: Old Testament

Introduction to critical and interpretive methods in the study of the Old Testament.

**Credits** 3

### PRT 120: New Testament

Introduction to critical and interpretive methods in the study of the New Testament.

**Credits** 3

### PRT 130: Introduction to Christian Theology

Basic beliefs and forms of the Christian religion.

**Credits** 3

### PRT 140: Philosophy as a Way of Life

An introduction to Philosophical traditions from around the world, with emphasis on how a Philosophical tradition may be a good way of living your life on a day to day basis. We'll discuss Aristotelianism, Confucianism, Daoism, and Stoicism as competing proposals for what is true about and what is good for, and how you live your life.

Students are encouraged to cultivate specific intellectual virtues such as curiosity, carefulness, autonomy, humility, and open-mindedness. In all discussions, we are truth-seeking and promoting what is good. By the end of the course, students will argue for which is the best philosophical way of life. This course is designed according to the Philosophy As a Way of Life pedagogy, whose key principles are (i) the pursuit of a good life, (ii) engaging diverse content and peers, (iii) student-led dialogue, and (iv) immersive assignments. After learning about a philosophical way of life, students will live that way of life by doing some daily exercises (for one week) that are based on that philosophical way of life. This twofold approach of study and practice will help students to make informed judgments about which philosophical way of life best gets at what is true about human life and good for human life. The course concludes with a GREAT DEBATE in which most students try to persuade other students (the "judges") by reasoned argument about which philosophical way of life is best. Throughout the course, students will be introduced to some concepts from Logic, Epistemology, and Metaphysics to help them more fully engage with these competing philosophical proposals for how you should live your life.

**Credits** 3

## **PRT 150: World Religions**

Survey of several major living religions, including Hinduism, Buddhism, Taoism, Confucianism, Shinto, Judaism, and Islam. Students will study each religion in terms of its social, cultural, historical, ritual, and symbolic experiences.

**Credits** 3

## **PRT 160: Logic (What Are Arguments?)**

An introduction to informal, syllogistic, and propositional logic. Topics include fallacies, valid and invalid syllogistic forms, and natural deduction in elementary symbolic logic. Emphasis will be placed on the development of basic logic skills in everyday communication and reflection.

**Credits** 3

## **PRT 205: Introduction to Ethics**

The course examines the place of ethics within philosophy and religion, major ethical theories, and how ethical theories can be applied to contemporary issues, such as abortion, homosexuality, capital punishment, the environment, and euthanasia.

**Credits** 3

### **Prerequisites**

ENG 102

## **PRT 210: Epistemology (What Is Knowledge?)**

An introduction to the main questions, methods, and figures in the fields of Epistemology. Important topics may include the definition of knowledge, the structure of epistemic justification, internalism vs. externalism about epistemic justification, Skepticism, Perceptual Justification, Testimonial Knowledge, the epistemology of (Religious) Disagreement, or Virtue Epistemology. (Fall, every other year)

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 215: Metaphysics (What is Real?)**

This class is an introduction to the main questions, methods, and figures in the fields of Metaphysics- which is about what is ultimately real. Important topics may include Truthmakers, Properties, Particulars, Composition, Causation, Passage of Time, Persistence, Social Ontology, or Free Will. Questions include: What makes a sentence true? Are feelings, colors, or any attributes at all, real? Do small things (e.g., particles) ever compose a whole (e.g., a human being, a rose bush)? What is causation? What is time? Does anything exist for longer than a moment? What is a social construction (e.g., a garden, a gender, a race, a sport)? What is free will? What is a comprehensive metaphysical worldview?

**Credits** 3

### **Prerequisites**

One RPH/PRT course.

## **PRT 220: Ancient Greek Philosophy**

A survey of Ancient Greek Philosophy, including figures such as the 'pre-Socratics', Socrates, Plato, Aristotle, as well as later figures like Porphyry, Plotinus, and/or Iamblichus. Topics include metaphysics, philosophical anthropology, ethics, political philosophy, and philosophy of religion.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 225: Classical and Later Chinese Philosophy**

A survey of classical and later Chinese philosophy. Topics to be covered include ethics, metaphysics, political philosophy, philosophy of gender, and/or epistemology. Figures include classical Chinese philosophers such as Kongzi (Confucius), Mozi, Yang Zhu, Mengzi, The School of Names, Laozi, Zhuangzi, Xunzi, Han Feizi, as well as some (later) Chinese Buddhists, and some Neo-Confucians.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 230: Philosophy/Theology of Disability**

This course is a philosophical examination of impairment and disability in personal and social contexts. Students will be introduced to histories of disability and Disability Studies. Disability Studies will be put in conversation with Metaphysics, History of (Western) Philosophy, Feminist and Queer Theory, Political Philosophy, Ethics, and/or Theology of Disability. Students will be challenged to think anew their beliefs and behaviors with regard to persons with disabilities in light of concerns of justice, interpersonal relationships, ethics, and systematic oppression.

**Credits** 3

### **Prerequisites**

One RPH/PRT course.

## **PRT 235: Philosophy and Theology of Gardens and Gardening**

How do gardens and gardening turn into a good human life and a just society? How do gardens and gardening relate to one's religious commitments or practices? In this course, we will explore gardens from around the world, diverse gardening practices, and how they support various conceptions of a good human life, just societies, and how they relate to different religious beliefs and practices. We engage with documentaries about gardens from around the world. We explore local gardens, and even grow our own lettuce. We will come to understand how gardening practices can help us to cultivate intellectual virtues, moral virtues, and aesthetic sensibilities. This course is cutting-edge, since the 'philosophy of gardens and gardening' is a budding field of inquiry.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 305: Medieval Jewish, Christian, and Islamic Philosophy**

An introduction to the work of Jewish, Christian, and Muslim philosophers in the medieval period. Topics may include ethics, political philosophy, metaphysics, philosophical anthropology, and/or philosophy of religion. Figures may include Augustine, Boethius, Gregory of Nyssa, Yahya Ibn 'Adi, Al-Farabi, Ibn Sina (Avicenna), Ibn Rushd (Averroes), Saadia, Moses Maimonides, Anselm, Thomas Aquinas, Henry of Ghent and/or John Duns Scotus.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 306: Logic**

Study and practice of the basic skills of critical thinking, including deductive, inductive, analogical, cause-effect, statistical analysis, and normative argument.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course or permission of the instructor.

## **PRT 310: Modern European Philosophy**

A survey of Modern European Philosophers, from the early modern to late modern periods. Topics may include metaphysics, epistemology, philosophy of gender, philosophy of religion and/or ethics. Figures may include Christine de Pizan, Laura Cereta, Margaret Cavendish, René Descartes, Thomas Hobbes, John Locke, Johannes Leibniz, David Hume, Baruch Spinoza, Immanuel Kant, and/or Thomas Reid.

**Credits** 3

### **Prerequisites**

One RPH/PRT course.

## **PRT 315: Ancient and Medieval Christian Theology**

A survey of major topics and influential theologians in the history of Christian theology from the 200s to the 1300s. Topics may include: Trinity, Incarnation, Interpretation of the Bible, Ecumenical Councils, Salvation, Icons, and Theological Ethics. We will study a variety of theologians, men and women, from the Greek, Latin, Syriac, and/or Arabic speaking worlds.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 335: Ethics, Religion, and Theology**

Building on the Introduction to Ethics course, this course dives into ways in which Ethics relates to Religion and Theology. We will look at several religious traditions (e.g., Judaism, Christianity, Islam, Buddhism). Topics covered include how God relates to morality, Divine Command theories, the Moral Gap between what we ought to do and our ability to do what we ought, and/or how religious or theological resources (beliefs, practices) relate to the existence of suffering. We also study theological revisions/challenges to several popular ethical theories (Eudaimonism, Utilitarianism, and Deontology), and/or how religious/theological resources may inform debates regarding forgiveness and mercy.

**Credits** 3

### **Prerequisites**

Ethics (PRT 205)

## **PRT 340: Systematic Christian Theology**

Systematic Theology is a branch of Theology concerned with summarizing the doctrinal traditions of a religion (as Christianity), especially with a view to relating the traditions convincingly to the religion's present-day setting. This course includes systematic Christian theology from Roman Catholic, Eastern Orthodox, and/or Protestant perspectives. Topics may include the Knowledge of God, Revelation, Biblical Hermeneutics, Divine Attributes, the Trinity, the Incarnation, Pneumatology, Soteriology, Ecclesiology, Sacraments, Prayer, and/or the Afterlife.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 345: Philosophy of Religion**

Examines major approaches to the philosophical understanding of religion. Drawing from classical, medieval, and contemporary authors from Western and non-Western traditions, questions such as the nature of religion, the nature and existence of God, the problem of evil, the nature of religious experience, the relationship between faith and reason, and the nature of immortality will be investigated.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 350: Business and Professional Ethics**

Examination of professional responsibility with case studies of ethical issues in business and the professions. (Same as ECO 350)

**Credits** 3

## **PRT 350: Philosophy of Science**

This course offers an introduction to key issues and debates in the philosophy of science, examining how scientific knowledge is developed, justified, and understood. Students will explore questions about what distinguishes science from other forms of inquiry, how scientific theories relate to evidence and observation, and what it means for science to offer objective or truthful representations of the world. Topics include the problem of induction, the nature of scientific explanation, the structure of theories, theory change and scientific revolutions, and ongoing debates between realism and anti-realism. The course also considers the social and ethical dimensions of scientific practice, including the influence of values, gender, and culture in the production and interpretation of scientific knowledge. Readings will include both classic works—by philosophers such as Hume, Popper, Kuhn, and Feyerabend—and contemporary perspectives that connect philosophical analysis to developments in modern science. Emphasis will be placed on cultivating the ability to think critically about scientific reasoning and to engage thoughtfully with the broader intellectual and social contexts of science.

**Credits** 3

### **Prerequisites**

One prior RPH/PRT course.

## **PRT 351: Ancient Political Philosophy**

An examination of the political thinkers who started the Western political tradition. Concentrating on original sources, students will consider the origin of political philosophy in selected works by such authors as Xenophon, Plato, and Aristotle. (Same as POL 351)

**Credits** 3

## **PRT 353: Modern Political Philosophy**

Study of major political thinkers such as Machiavelli, Locke, Rousseau, Hume, and Marx. Students will concentrate on selected works and topics that have influenced contemporary politics. (Same as POL 353)

**Credits** 3

## **PRT 358: The Reformation**

An exploration of the causes and consequences of the Reformation with emphasis on understanding the role of the major reformers such as Luther, Calvin, and Loyola. In addition, students will explore the Reformation's sociopolitical and cultural dimensions. (Same as HIS 355)

**Credits** 3

**Prerequisites**

HIS 201 or permission of instructor.

## **PRT 360: Introduction to Contemporary Critical Theory**

An introduction to the theory and practice of several vital critical approaches to literature, including cultural-historical, psychoanalytic, deconstructive, and feminist methodologies. Readings will include selections from primary theoretical texts by such figures as Freud, Lacan, Kristeva, Irigaray, Barthes, Derrida, Saussure, and Foucault, as well as selected literary texts to be interpreted through the various critical methods. This course is highly recommended for students interested in attending graduate school in literature, arts, and humanities. (Same as ENG 365)

**Credits** 3

**Prerequisites**

ENG 290 or 291 OR any 300-level foreign-language literature course. Students in other disciplines who are interested in critical theory may enroll with permission of instructor.

## **PRT 365: Topics in Religion**

Study in areas such as biblical interpretation, systematic and historical theology, and world religions.

**Credits** 3

**Prerequisites**

Permission of instructor.

## **PRT 370: Topics in Philosophy**

Study in areas such as philosophical psychology and philosophical perspectives on various contemporary moral problems.

**Credits** 3

**Prerequisites**

Permission of instructor.

## **PRT 450: Independent Study**

Concentrated study in selected fields.

# Spanish

Associate Professors: Monica Rodriguez and Stephanie Saunders, '02

Instructor: Joseph Ivy

In a world where all fields of endeavor are becoming increasingly international and multicultural, fluency in another language and an understanding of other cultures have become keys that open a wide variety of opportunities – both personal and professional. Spanish majors have the opportunity to develop a facility in the use of both spoken and written Spanish and to build a knowledge of its literature and cultural heritage. The major prepares students for graduate school, teaching, or a range of professions grounded in bilingualism.

*Students may skip SPN 101 and 102 if they have equivalent language proficiency.*

## NOTE

\* Students may use SPN 101 and 102 to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Spanish Major (BA)

### Summary of Requirements for a Major in Spanish

Item #	Title	Credits
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 300	Spanish Field Experience	2
SPN 333	Advanced Grammar and Composition	3
SPN 360	Hispanic Culture and Civilization	3

### Spanish Electives [Choose three]:

Item #	Title	Credits
SPN 325	Spanish in the Community	3
SPN 326	Introduction to Hispanic Literature	3
SPN 335	Hispanic Cinema	3
SPN 350	Methods of Teaching Spanish	3
SPN 370	Spanish American Short Story	3
SPN 382	Special Topics	3

## Spanish Electives [Chose one]:

Item #	Title	Credits
SPN 415	U.S. Latino Literature	3
SPN 450	Independent Study	1-3

## CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	78-80

## Spanish Minor

The Spanish minor is a course of study designed as a second field for students interested in developing their fluency in Spanish and gaining the increased insights into culture and literature which result from the study of a foreign language.

*Students may skip SPN 101 and 102 if they have the equivalent language proficiency.*

### NOTE

\* Students may use SPN 101 and 102 to satisfy core requirements.

## Summary of Requirements for a Minor in Spanish

Item #	Title	Credits
SPN 101	Beginning Spanish I	3
SPN 102	Beginning Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3

## Spanish Minor Electives [Choose two]:

Item #	Title	Credits
SPN 325	Spanish in the Community	3
SPN 326	Introduction to Hispanic Literature	3
SPN 333	Advanced Grammar and Composition	3
SPN 335	Hispanic Cinema	3
SPN 360	Hispanic Culture and Civilization	3
SPN 370	Spanish American Short Story	3
SPN 382	Special Topics	3
	Total Credits	18

# Spanish Course Descriptions

## **SPN 101: Beginning Spanish I**

Fundamentals of grammar with emphasis on oral proficiency. Extensive use of audio and video resources in language lab.

**Credits** 3

## **SPN 102: Beginning Spanish II**

Fundamentals of grammar with emphasis on oral proficiency. Extensive use of audio and video resources in language lab.

**Credits** 3

**Prerequisites**

SPN 101 or equivalent

## **SPN 201: Intermediate Spanish I**

Review of grammar with emphasis on reading, writing, listening, speaking, vocabulary building, and idiomatic self-expression. Introduction to works of several modern writers.

**Credits** 3

**Prerequisites**

SPN 102 or equivalent

## **SPN 202: Intermediate Spanish II**

Review of grammar with emphasis on reading, writing, listening, speaking, vocabulary building, and idiomatic self-expression. Introduction to works of several modern writers.

**Credits** 3

**Prerequisites**

SPN 102 or equivalent

## **SPN 300: Spanish Field Experience**

Spanish field experience provides opportunities for students to engage with the Hispanic community in Batesville. Spanish students will volunteer to assist students in ESL classes at UACCB, BHS, and The Ozark Literacy Project. Pass/Fail.

**Credits** 2

**Prerequisites**

SPN 201 or SPN 202

## **SPN 325: Spanish in the Community**

Spanish in the Community is designed to develop the knowledge and skills required for effective communication in the target language. Students will collaborate with professionals to gain practical experience through a chosen service-learning site. In this setting, students will apply course materials (vocabulary, readings and activities) to tutor, interpret and translate on site.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 326: Introduction to Hispanic Literature**

Introduction to Hispanic Literature introduces students to the formal study of Peninsular and Latin American literature through the study of some of its most representative works and periods. In this course, literature is an object of rigorous study that is accessed through the particularities of the genres studied and the tools provided by literary theory for its analysis.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 333: Advanced Grammar and Composition**

In-depth examination of the elements of Spanish grammar with practice in written compositions and oral presentations.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 335: Hispanic Cinema**

A selection of major films produced in Spain and Latin America that combines a verbal and visual experience. The course may vary in its selection of films, sometimes offering Peninsular films and at other times Latin American films or a combination of both. Students will learn historical developments of film in Spain and Latin America; analyze films from a critical perspective; and compare films with screenplays, novels, or short stories. This course can serve as either a Peninsular or Latin American advanced elective.

**Credits** 3

**Prerequisites**

SPN 202 or permission of instructor.

## **SPN 350: Methods of Teaching Spanish**

Modern methods of instruction in foreign language and culture from middle school through high school with emphasis on materials, planning, and classroom techniques.

**Credits** 3

**Prerequisites**

Permission of instructor.

## **SPN 360: Hispanic Culture and Civilization**

Cultural survey of Spain and Latin America emphasizing history, literature, and other arts. Taught in Spanish.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 370: Spanish American Short Story**

An examination of the genre of the Latin American short story that alternates by semester between the short stories of the Peruvian Amazon region and the Southern Cone region (Argentina and Uruguay). The course will cover major authors, trends, and works of these respective regions. Taught in Spanish.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 382: Special Topics**

Study of a major author or authors and their works. Taught in Spanish.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 399: Spanish International Studies Course: Variable Topics**

Study of varying topics in Hispanic culture. Includes a 2-week Nichols trip to a Spanish-speaking country.

**Credits** 1

**Prerequisites**

SPN 102

## **SPN 415: U.S. Latino Literature**

An examination of the literary works written by major authors from the three main Hispanic communities of the U.S.A.: Cuban-American, Mexican-American, and Puerto Rican. Students will read and analyze texts in different genres, such as theater, essay, short story, and novel. Students will write a research paper. Taught in Spanish.

**Credits** 3

**Prerequisites**

SPN 202

## **SPN 450: Independent Study**

Concentrated study in selected fields.

**Credits** 1

-3

**Prerequisites**

Permission of instructor.

# Theatre Arts

Professor: Fonzie Geary II

Associate Professor: Maggie Gayle

Dramatic art represents the culmination of all arts put forth for the purpose of advancing human interaction, reflecting and challenging broader culture, and fostering a firmer sense of the individual self. Students investing in the study of dramatic art will develop skills in oral communication, research methods, interpersonal relationships, and team building collaboration. In addition, students will develop skills in the critical evaluation of text and performance in a variety of perspectives including theoretical, cultural, and historical as a means of better understanding the world around them.

Theatre arts are required to participate in all Harlequin Theatre productions in some capacity.

## NOTE

\* Students may use THE 101 to satisfy core requirements.

**NOTE: To graduate with a Bachelor of Arts or Bachelor of Science degree from Lyon College, students must successfully complete a minimum of 120 semester credit hours comprised of our required Core curriculum, the requirements of at least one major (credit hours vary per major), and a selection of our Liberal Arts electives. They must also earn at least a 2.00 cumulative grade point average for all work taken at Lyon College and a 2.00 cumulative grade point average in their major, minor, and concentration.**

## Theatre Arts Major (BA)

### Summary of Requirements for a Major in Theatre Arts

Item #	Title	Credits
THE 101	Introduction to Theatre	3
THE 104	Introduction to Technical Theatre	3
THE 204	Costume Tech	3
THE 205	Theatre Design	3
THE 206	Scenic Painting	3
	THE 210 OR THE 212	1
THE 213	Fundamentals of Voice and Diction	3
THE 232	Acting I	3
THE 301	Modern Drama	3
	THE 310 OR THE 312	1
THE 333	Acting II	3
THE 340	Playwriting Workshop	3
THE 353	Principles of Directing	3
THE 383	World Theatre History	3
THE 480	Senior Capstone	3

### CORE CURRICULUM

Item #	Title	Credits
	Core Curriculum Requirements (In addition to Major hours)	46-48
	Total Credits	86-88

## THE 210 OR THE 212

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 210	Theatre Practicum	1
THE 212	Theatre Practicum	1

## THE 310 OR THE 312

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 310	Theatre Practicum	1
THE 312	Theatre Practicum	1

## **Theatre Arts Minor**

The theatre arts minor is a course of study designed as a second field for students interested in the theatre arts and in improving their communication skills.

### **Summary of Requirements for a Minor in Theatre**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 101	Introduction to Theatre	3
THE 104	Introduction to Technical Theatre	3
THE 232	Acting I	3
	THE 210/212/310/312	3
	THE Electives	9
	<b>Total Credits</b>	<b>21</b>

## THE 210/212/310/312

Choose 3 of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 210	Theatre Practicum	1
THE 212	Theatre Practicum	1
THE 310	Theatre Practicum	1
THE 312	Theatre Practicum	1

## THE Electives

Choose 3 of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
THE 204	Costume Tech	3
THE 205	Theatre Design	3
THE 206	Scenic Painting	3
THE 301	Modern Drama	3
THE 333	Acting II	3
THE 340	Playwriting Workshop	3
THE 353	Principles of Directing	3
THE 383	World Theatre History	3

## Theatre Arts Course Descriptions

### **THE 101: Introduction to Theatre**

Survey of basic theatrical elements including acting, playwriting, directing, design, history, and dramatic literature that demonstrates the significance of theatre in society both Western and non-Western.

**Credits** 3

### **THE 104: Introduction to Technical Theatre**

An introduction to technical theatre and set construction. Lectures provide background and theory; laboratory hours teach hands-on skills needed in the technical theatre environment including scenery, props, lighting, sound, design, and scene painting.

**Credits** 3

### **THE 204: Costume Tech**

An introduction to costume technology. Lectures provide background and theory; laboratory hours teach hands-on skills needed in a theatrical costume shop including sewing, patterning and alterations.

**Credits** 3

### **THE 205: Theatre Design**

An integrated overview of the theory and practice of design for the stage. Basic skills and crafts are emphasized as the building blocks for communication in theatre. Students will be introduced to and participate in the critique process, which teaches critical thinking and evaluation in order to improve the quality of student work.

**Credits** 3

### **THE 206: Scenic Painting**

An introduction to scenic painting for theatre. This is practical training with hands-on experience in technique. Students will be learning the process of painting a show through planning, research, color mixing, scenic painting techniques, and even how to clean up.

**Credits** 3

## **THE 210: Theatre Practicum**

Practical work on a Harlequin Theatre production as actor, backstage technician, or front of house personnel. No previous theatre experience required. Assignments are made by the instructor during the term student is registered. Maximum credit allowed for graduation is 4 credits. (200-level credits must be completed before 300-level credits)

**Credits** 1

## **THE 212: Theatre Practicum**

Practical work on a Harlequin Theatre production as actor, backstage technician, or front of house personnel. No previous theatre experience required. Assignments are made by the instructor during the term student is registered. Maximum credit allowed for graduation is 4 credits. (200-level credits must be completed before 300-level credits)

**Credits** 1

## **THE 213: Fundamentals of Voice and Diction**

Study of the process for improvement of voice production, vocal placement, and diction through the use of vocal exercises and readings from dramatic and non-dramatic literature.

**Credits** 3

## **THE 232: Acting I**

This course serves as an introduction to Stanislavski-based theories, techniques, and repetition practices of acting. The training centers upon the Meisner technique. Students will learn the basic Meisner components beginning with repetition and continuing through doors and activities, followed by beginning scene work.

**Credits** 3

### **Prerequisites**

THE 101

## **THE 301: Modern Drama**

A seminar-based course that examines Western playwrights from George Buchner (1835) to the present through reading and discussion. The seminar will vary from a survey to a concentration on selected playwrights.

**Credits** 3

## **THE 310: Theatre Practicum**

Practical work on a Harlequin Theatre production as actor, backstage technician, or front of house personnel. No previous theatre experience required. Assignments are made by the instructor during the term student is registered. Maximum credit allowed for graduation is 4 credits. (200-level credits must be completed before 300-level credits)

**Credits** 1

## **THE 312: Theatre Practicum**

Practical work on a Harlequin Theatre production as actor, backstage technician, or front of house personnel. No previous theatre experience required. Assignments are made by the instructor during the term student is registered. Maximum credit allowed for graduation is 4 credits. (200-level credits must be completed before 300-level credits)

**Credits** 1

## **THE 333: Acting II**

This course serves as an extension of skills and concepts learned in THE 232. Students will learn more advanced components of the Meisner Technique such as Spoon River and more in depth character and script analysis. In addition, students will gain exposure in studying other major acting theorists and practitioners such as Adler, Strasberg, and Hagen.

**Credits** 3

**Prerequisites**

THE 232

## **THE 340: Playwriting Workshop**

An intensive writing workshop exploring the art of writing a play. Students will learn the art of rewriting, as well as the art of writing a play. Prerequisite THE 101 or permission of instructor.

**Credits** 3

## **THE 353: Principles of Directing**

The process of directing for the stage through the study of script analysis and the presentation in class of scenes from plays directed by the student.

**Credits** 3

**Prerequisites**

THE 101

## **THE 382: Special Topics in Theatre**

Study of selected topics in theatre. Prerequisites will vary.

**Credits** 3

## **THE 383: World Theatre History**

Survey of world theatre from its ritualistic beginnings to the present day. It will include readings of selected plays from world cultures. (Same as HIS 383)

**Credits** 3

**Prerequisites**

THE 101

## **THE 399: Theatre International Studies Course: Variable Topics**

Study of varying topics in theatre. Includes a 2-week Nichols trip. Prerequisites will vary.

**Credits** 1

## **THE 450: Independent Study**

Directed study in special areas of theatre.

**Prerequisites**

Permission of instructor.

## **THE 480: Senior Capstone**

Students will design and produce, with guidance from theatre faculty, a theatre project independent of the program's mainstage productions with the goal of showcasing the knowledge acquired during their course of study in theatre.

**Credits** 3

**Prerequisites**

THE 210 OR THE 212

THE 232

THE 310 OR THE 312  
and Senior Standing

# Campus Life

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Student life at Lyon College is infused with a strong sense of community, enriched by the Honor and Social Systems, which afford students a great measure of personal freedom while requiring of them an equal measure of responsibility. A supportive campus culture provides an excellent backdrop for the College's campus life programs, designed to encourage learning, growth, participation, and leadership. Within the College community, the role of the student life staff is to foster an atmosphere in which learning and growth are primary emphases. Lyon's student life programs are geared toward the development of the whole person, with attention to the intellectual, emotional, social, physical, and spiritual dimensions of learning and maturing.

Lyon students take active roles in all aspects of college life. The Student Government Association gives students a voice in shaping institutional goals and priorities. Through the Honor and Social Systems, students take responsibility for maintaining the highest standards of integrity and responsibility within their Community.

Social life on the campus is active and varied. Lyon students are inventive and energetic in their social and recreational pursuits, and an extensive program of student activities offers entertainment, participation, cultural diversity, recreation, and collegiality. Lyon students also participate in a variety of campus organizations. Clubs, societies, and special interest groups bring faculty, staff, and students together to explore shared interests. Publications and artistic opportunities provide students with creative outlets. The LEAP allows students to take full advantage of Lyon's location in the Ozarks. Lyon is the only private college in Arkansas that sponsors national sororities and fraternities.

There are numerous opportunities for spiritual growth and service at the College. Weekly worship services are available on campus, and area places of worship welcome Lyon students. The college chaplain works with Campus Ministries to provide leadership and direction to campus religious activities centered around worship, study, fellowship, service, and spiritual development.

Campus life is an important dimension of the educational experience at Lyon. It exposes students to

a diversity of persons, opinions, and lifestyles and provides them with daily opportunities to play productive roles in the life of an active community of learners.

## The Honor and Social Systems

Lyon students commit themselves to high standards of personal integrity through the Honor and Social Systems. These incorporate an honor pledge, a code of honorable conduct, standards of student behavior, and a series of procedures carried out by the Honor and Social Councils, which are chosen by the student body. Beginning in the 1920s, students and faculty experimented with an honor system, but this experiment was abandoned after World War II. The Lyon College Honor System was re-established in 1992, when the college community voted to adopt a new system, reaffirming the institution's commitment to standards of honor.

The Honor System is based upon the belief that Lyon undergraduates are mature individuals, capable of acting honorably in academic matters without faculty surveillance, and that they should be encouraged to take responsibility for their own conduct as individuals and as a community. By signing the Lyon College Roll of Honor, students commit themselves to the ideals embodied in the Honor System—integrity, responsibility, and a regard for others—and recognize their own responsibility to assist in maintaining an environment in which honorable conduct is expected.

The Social System was developed in 1994 as an outgrowth of the Honor System and in keeping with the philosophy that students should assume a significant role in shaping their lives at Lyon. The system establishes a code of conduct by which Lyon students agree to abide.

The Social System is maintained and administered by students through the Social Council, made up of 19 students. The Council's responsibility is to uphold the College's Social System and to uphold the rights of each student during investigations and hearings. The Council investigates allegations, conducts hearings when necessary, and may impose penalties up to and including expulsion. The full text of the Standards of Student Behavior is in the Student Handbook.

# The Lyon College Honor Pledge

*"I will abstain from all fraud in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited, nor tolerate this conduct in any member of the community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic Work."*

The Honor System is maintained and administered by students through the Honor Council, made up of 22 students. The purpose of the Honor Council is to foster a spirit of honor on campus and to hear and act upon alleged violations of the Honor Code.

The Honor Council is empowered to try students who are accused of Honor Code violations and, in the event of a conviction, to impose penalties up to and including expulsion from the College.

The full text of the Honor Code is found in the Student Handbook.

## Residence Life

The integration of academics and co-curricular life is embodied in the design of the residential life program at Lyon. On-campus residence life is designed around small group living, with each residence area under the leadership of resident directors and resident assistants. Group activities and programs to support personal development—with an emphasis on intellectual, social, emotional, physical, and spiritual growth—are a part of the residential life program.

Two Faculty/Staff Resident Mentors live on campus and design programs to integrate the academic and co-curricular aspects of campus life: Young House (established in 1993) and Spragins House (established in 1997).

Single, full-time students under 21 years of age and living 45 or more miles from the Lyon campus are required to reside on campus. Single, full-time students under 21 years of age may commute daily from the home of their parents or legal guardians if within 45 miles of the campus. Students who are veterans, reside with their spouse, or are 21 years of age or older may reside off-campus provided that they

have submitted an application to live off-campus to the Office of Student Life prior to the assignment of on-campus housing. All students living in College residences are required to have a campus meal plan. Exceptions to these policies must be approved by the Dean of Students. See the Student Handbook for more information on rules and regulations pertaining to residence life.

## Edwards Commons

Edwards Commons is the central gathering and programming space for students, student activities, recreation, and campus dining. Completed in August 2012, Edwards is one of the newest campus buildings. It contains the Scot Shop, student mailboxes, the dining room, the Lyon Den, student programming spaces, a multipurpose game room, a cardio exercise room; conference rooms, the counseling center, and the Office of Student Life.

## Campus Organizations

Clubs, societies, and special interest groups abound at Lyon. Existing organizations are evaluated each year to ensure continued alignment with the College's values. Students may propose new organizations of interest by following the procedures outlined in the Student Handbook.

The Student Involvement Board (SIB) provides activities and diverse entertainment for students, faculty, staff, and the surrounding community. SIB brings comedians, novelty performers, and musical groups to campus and works to uphold campus traditions and establish new ones. It also plans various other opportunities and activities. Through its programs, SIB promotes cross-campus involvement and unity as well as enrichment of the liberal arts education.

## Greek System

One-third of the students living on campus belong to Greek social organizations: Alpha Xi Delta, Chi Omicron, Kappa Sigma, Phi Mu, and Tau Kappa Epsilon. Fraternities and sororities play an important role in providing an active social climate for the campus. They also emphasize service to the College and the community.

## Honor Societies

Alpha Chi (juniors and seniors whose GPAs rank in the top 10%) heads the list of academic honor societies at Lyon. Others include Alpha Lambda Delta (freshmen whose GPAs rank in the top 20%), Alpha Psi Omega (national dramatics fraternity), Chi Beta Phi (national scientific honorary fraternity), Kappa Delta Pi (national education honorary fraternity), Kappa Pi (international honorary art fraternity), Omicron Delta Epsilon (economics honorary fraternity), Phi Alpha Theta (national history honor society), Phi Sigma Tau (national philosophy honor society), Sigma Beta Delta (business, management and administration majors), Sigma Delta Pi (national Spanish honor society), Psi Chi (psychology majors), Sigma Tau Delta (national English honor society) and Theta Alpha Kappa (national religion honor society). The College also sponsors Mortar Board, the National Honor Society for college seniors.

## Student Government

The Student Government Association (SGA) gives Lyon students a voice in shaping institutional priorities. Students present their ideas, opinions, and concerns and become involved in the development of college policies. Through its budgetary resources, the SGA has a direct influence on the quality of campus life by providing programs, co-sponsoring others, and appropriating funds to support various student initiatives in strengthening the quality of campus life.

The four executive officers of the SGA—the president, vice president, secretary, and treasurer—are elected by a vote of the student body. The SGA officers, along with elected representatives of all campus residences, commuter students, elected representatives of each class, and various appointed representatives make up the Student Assembly, a student organization responsible for legislating issues of student life and an important element in the College governance system.

Every student admitted to Lyon is a member of the SGA. Students are encouraged to vote in elections and to convey their opinions and concerns to their representatives, who work with the administration to plan activities and strengthen student life at the College. The SGA Constitution and Bylaws can be found in the Student Handbook.

## LEAP

The Lyon Education & Adventure Program (LEAP) provides opportunities for students, faculty, and staff to have fun, learn, grow, and develop outdoor skills, leadership skills, and an appreciation for the environment. This program takes advantage of the ready accessibility to the many opportunities afforded by Lyon's location in the foothills of the Ozark Mountains.

Outdoor recreation trips are at the forefront of the program along with workshops and clinics to learn new skills in the outdoors and apply them to the classroom and life. LEAP also offers a leadership development program designed to put students in leadership roles, allow them to practice their decision-making skills, and experience self-discovery, confidence, and other leadership skills. Students can also attend skill workshops and become co-leaders on outdoor trips. They can progress through the program to become a full trip coordinator and then eventually plan and run trips themselves. This responsibility requires a commitment to the program and some additional medical training and competence.

Outdoor recreation trips are open to all students. There is a selection process for participation in the leadership development program.

## Campus Ministry & Service

Campus Ministry and Service is based on the conviction that opportunities for religious expression, the search for moral values, and responsible community involvement are fundamental to education.

Programming offers a broad spectrum of activities and experiences designed to inspire life-long religious inquiry, faith dialogue, community service, and personal growth in a way that is relevant to campus life as well as to the concerns of society and the global community. Weekly chapel services offer the College community worship opportunities and a forum for the development of worship leadership skills and tools for discerning a vocational call. Participation in these activities is voluntary. Under the direction of the campus chaplain, Lyon Campus Ministries sponsors special events, fellowship activities, and service projects.

## Student Publications

Students interested in writing, editing, design, photography, advertising, and publishing have the opportunity to work on the campus newspaper, *The Highlander*.

Students under the guidance of a student publications board produce these publications. The Highlander plays an important role in informing the college community and exploring the range of opinions on campus issues.

## The Scottish Heritage Program

Founded by Presbyterians in 1872, Lyon College has, over the years, celebrated its Scottish heritage in many ways. From the choice of its athletic mascot, the Scots, the College has developed a distinctive and multifaceted program that is known and respected throughout the United States, Canada, and the United Kingdom. In addition to an international prize-winning pipe band, Lyon's Scottish heritage is promoted through a Scottish arts bagpipe minor, college credit courses in Highland dance and drumming, and an instructional outreach program. Our unique Lyon College tartan is registered in Scotland.

From the humble beginning of three members, the Lyon College Pipe Band has grown into a highly competitive group. The band earned the distinction of placing second in its grade at the 2001 World Pipe Band Championships in Glasgow, Scotland. The College offers Scottish Heritage scholarships to pipers, drummers, and dancers, within a range of skill levels.

Founded in 1979, Lyon College's annual *Arkansas Scottish Festival* combines a three day Scottish festival with games, music, and food, with the College's fall homecoming celebration, and has become one of the best known Scottish festivals in the south, with thousands of attendees each year.

## Opportunities in Music

Lyon College students enjoy a range of opportunities to express and explore their love of both vocal and instrumental music.

The Lyon College Concert Chorale is open to any interested student who passes a brief audition. The Choir performs a wide variety of literature, ranging from larger choral-orchestral works to folk songs and spirituals. The Concert Chorale presents several on-campus performances each year, including two large-scale concerts, as well as the annual Christmastime Festival of Carols service. Students involved in instrumental ensembles experience travel and enrichment through performance. All band members are an integral part of the college community supporting athletics, special events, and promoting Lyon College throughout the state, region, and nation.

The Lyon College Gospel Choir is a vocal ensemble open to students and community members regardless of their faith. The ensemble performs a variety of song forms drawn from the African American religious tradition, including traditional and contemporary gospel, anthems, and spirituals. The choir is devoted to using its art not only to entertain but also to worship.

## Opportunities in Theatre

Harlequin Theatre, the oldest collegiate theatre organization in Arkansas, presents major productions in the fall and spring. Students from all disciplines are welcome to participate as actors, technicians, and designers. The completion of the Holloway Theatre in 1991 provided the Harlequin Theatre with a space designed to meet the diversified needs of modern collegiate theatre.

Theatre at Lyon is part of the liberal arts educational process. Students are given opportunities to act, direct, design, and write plays. Every year select students attend and often compete at the Region VI Kennedy Center American College Theatre Festival.

## Cultural Events

To support the broadening influence of the liberal arts curriculum, Lyon College provides its students with a variety of cultural events each year, ranging from lectures to art exhibits to concerts to films to theatre.

Such ongoing series as the Hugh B. Patterson Endowed Lecture Series, the Ashley-Lewis Endowed Concert and Recital Series, the Dan C. and Sidney Childs West

String Music Endowment, and the Leila Lenore Heasley Prize Lecture support the College's efforts to provide an environment rich in cultural offerings.

# Athletics

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## Intercollegiate Athletics

The intercollegiate athletic program at Lyon College provides student athletes with experienced coaching, appropriate facilities, and challenging competition.

Women's varsity teams at Lyon compete in basketball, cross country, golf, soccer, softball, volleyball, and wrestling. Men's varsity teams compete in basketball, baseball, cross country, golf, football, soccer, and wrestling.

The Scots are student-athletes, recruited both for academic promise and athletic excellence. Students may try out for these teams and for the varsity cheerleading squad that provides them with support. As a member of the St. Louis Intercollegiate Conference - National Collegiate Athletic Association Division III (NCAA D3), the intercollegiate athletic program at Lyon is governed by regulations of the conference and the NCAA D3.

Varsity athletic facilities include Becknell Gymnasium, home to Lyon basketball and volleyball; Gillam Family Athletic Complex, home to Lyon baseball, football, and wrestling; soccer and softball fields; lighted tennis courts; and a cross-country course.

# Athletic Eligibility

To participate in intercollegiate athletics, a student must:

1. be enrolled in at least 12 credit hours at Lyon College,
2. have a cumulative Lyon College GPA of at least 2.000,
3. have passed at least two-thirds of credit hours attempted at Lyon College during the previous two full-time semesters (at least one fall & one spring semester) at Lyon College, inclusive of any summer classes taken during the previous academic year of attendance at Lyon College (note that grades of F, W, AW, I, FL, WP, and WF do not count as passing, and see Academic Terms on page 13 for the definition of an academic year that includes fall, spring, and summer terms).

Criterion 2 and 3 do not apply to first-time or transfer students who have not yet completed at least one fall and one spring semester at Lyon College. See Categories of Entrance to Lyon College on page 302 for definitions of student types.

A student may compete while enrolled less than full-time, provided the student is enrolled in the final semester of the baccalaureate program and the College certifies that the student is carrying (for credit) the courses necessary to complete degree requirements.

The GPA used in eligibility determination of FTFT and transfers will be calculated after two full-time semesters (at least one fall & one spring semester) at Lyon College. The GPA used in eligibility determination for returning students who have completed two full-time semesters or more of attendance at Lyon College will be calculated at the end of each academic term (semester).

If a student-athlete is unable to complete their academic work in any full-time term of attendance and is approved for a medical withdrawal, the courses from which they are withdrawn at that time will not count towards attempted hours for athletic eligibility. The students must have consulted with the dean of students plus received written permission from the provost and the dean of students for a medical withdrawal to be approved.

Once the certification of eligibility decision has been made, a student must be eligible or cease all participation in intercollegiate athletics competitions until the next subsequent certification period. A student becomes immediately ineligible during a semester if he or she drops below 12 enrolled credit hours.

A student-athlete deemed ineligible may practice, but by NCAA rules, the student will be charged a season of competition if they practice on/after the first competition date in their sport.

## Intramural Athletics

The intramural athletic program at Lyon is an integral part of campus life. In addition to providing an opportunity for students to build healthy and active lifestyles, physical skills, and good sportsmanship, the program provides a frequent and natural occasion for camaraderie and fun.

The program offers an extensive schedule of competitions. Teams and individuals participate in flag football, basketball, softball, tennis, volleyball, badminton, free throw shooting, table tennis, miniature golf, horseshoes, campus golf, and a variety of special competitions.

Facilities for recreational athletics include an auxiliary gym, basketball courts; a weightlifting and fitness area; an aerobics gym; lighted tennis courts; an outdoor walking track; fields for football, soccer, and softball; and a sand volleyball court.

# Student Life

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## Counseling

Lyon College counseling is committed to helping all students achieve maximum benefit from attending Lyon. A full-time licensed professional counselor provides both counseling and consultation services to students. These services strive to meet the psychological needs of students by providing a safe, supportive, and confidential environment that empowers students to explore personal and interpersonal concerns. For most students, the college years represent many unique challenges. This time is one of significant personal exploration, growth and decision-making regarding one's values, interpersonal relationships, and life goals, all within a challenging academic environment.

Students can be seen individually for appointments at no cost to the student. Educational programs relating to mental health issues also offered through this office. Various resources provided by this office include books, videos and pamphlets on a variety of topics and a website with links on a multitude of mental health issues. Local community resources are also available to students through referral by the college counselor. Any costs associated with the use of community resources are the responsibility of the student.

## Testing

Lyon serves as a national test center for the American College Test (ACT), Scholastic Assessment Test (SAT), The Praxis Series: Professional Assessments for Beginning Teachers (PRAXIS I and II), and ACCUPLACER.

## Campus Safety

Professional safety personnel provide security service 24-7. Campus Safety officers enhance the safety of people and property on campus, interact with students to increase their awareness of security and safety issues, assist with energy conservation, and help maintain college policies.

## TRIO Programs

The College hosts two Upward Bound programs, which assist selected area high school students in preparing for college and provide Lyon students opportunities to serve as mentors, counselors, and tutors. The APPLE Project serves students throughout the school year and during a summer residential session. The Upward Bound Math/Science Program provides a summer enrichment program with emphasis in math and science and a limited academic-year component, administered primarily by e-mail and mail to students in selected Arkansas high schools.

# Admission and Financial Aid

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## Admission to Lyon College

Lyon College seeks to enroll students who can contribute to and benefit from the education the College offers. The College draws students from a variety of educational and social backgrounds. Students with lively intellects, a strong work ethic, a capacity for leadership, good character, and emotional maturity will find Lyon to be a supportive and fulfilling environment.

Lyon reviews applicants and admits students prepared for an academically rigorous environment and demonstrating strong leadership and activity experience. Because the academic preparation of students in high school or college is so important in developing their capacity to succeed at Lyon, the enrollment services office, in reviewing applicants' admission materials, pays close attention to the quality of the curriculum available to and taken by them.

Lyon expects students to demonstrate their seriousness of purpose by participating in a college preparatory curriculum throughout their high school careers. Prospective students are encouraged to take advantage of the challenging curriculum that is available to them. Ordinarily, qualified high school applicants for admission are recommended to take at least 15 high school units in the following subjects: English (4 units); mathematics, including algebra I and II and geometry (3 units); social studies (3 units); natural sciences, including, if possible, one lab science (3 units); and foreign language (2 units). Lyon strongly recommends applicants to take a challenging curriculum in the twelfth grade, including mathematics and science courses and, if possible, a foreign language at a level beyond the second year.

A high school diploma is expected of matriculants to Lyon College. Applicants who have earned a General Education Development (GED) certificate in lieu of a high school diploma must submit GED scores with their applications. A minimum GED score of 165 is required.

Lyon College respects the high school experience as

reflected in official transcripts and therefore admits students on a test-blind basis. ACT and/or SAT, or Accuplacer scores can be submitted to enhance an application if desired and to aid the College in determining financial aid awards and course placement. Admission is not limited by age, race, gender, disability, sexual orientation, or national origin of the applicant.

Admission to Lyon College does not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, veteran status, or sexual orientation in the administration of its educational or admissions policies, scholarships and loan programs, and athletic and other college-administered programs.

## Categories of Entrance into Lyon College

Students may apply to Lyon College as degree-seeking or non-degree-seeking students. A student in either category may apply as a full-time (not less than twelve semester hours) or part-time (fewer than twelve semester hours) student. Degree-seeking students may apply for entry in the fall or spring semester, although it is more common for them to enter Lyon in the fall; degree-seeking students who wish to integrate the RN to BSN or MAT programs may also apply for entry in the summer; non-degree-seeking students may apply for entry in the fall, spring, or summer term. Only degree-seeking students (full- or part-time) are eligible for financial aid. A degree-seeking incoming student can take developmental classes (ENG 001 and MTH 001) at Lyon in the summer prior to their first semester at the College, as those classes do not carry college credit.

A degree-seeking student who has earned a high school diploma or a GED certificate but has not enrolled full-time as a degree-seeking student at another institution of higher learning prior to enrolling at Lyon is classified as a first-time student. College credits earned before the student has completed their high school diploma or GED do not change a student's classification as a first-time student. A degree-seeking student who has earned a high school diploma or a GED certificate and afterwards has enrolled full-time as a degree-seeking student at another institution of higher learning prior

to enrolling at Lyon is classified as a transfer student. A student who enrolled at Lyon as a degree-seeking student withdrew prior to completing a baccalaureate degree, and seeks readmission as a degree-seeking student may be classified either as a transfer student or as a readmitted student, depending on circumstances.

Professional and graduate students are degree-seeking students who have earned a baccalaureate degree from an accredited institution and are enrolled in one of Lyon College's graduate or professional programs.

There are also several categories of non-degree-seeking students. An auditing student is one who only enrolls in one or more courses without receiving credit. A post-baccalaureate student is a full- or part-time student who already holds a baccalaureate degree from an accredited institution. A transient student is a student who is pursuing a degree at another institution of higher learning while taking courses at Lyon.

## Application Procedures

All persons wishing to enroll at Lyon College must submit a completed application to and be accepted for admission by the enrollment services office.

Applications are considered on a rolling basis. The final application deadline is normally two weeks (14 calendar days) prior to the first day of an academic term.

Students applying for admission must submit the following application materials.

1. First-year students
  - A. An application for admission.
  - B. Either an official high school transcript from each high school attended or a GED certificate (minimum score of 165). A minimum 3.0 GPA (on a 4-point scale) in the core academic courses such as mathematics, English, history, and the sciences is expected.
- Students wishing to transfer Advanced Placement (AP) or International Baccalaureate (IB) credit may do so in accordance with College guidelines, upon receipt by the registrar of an official

transcript issued by the College Board (for AP credit) or International Baccalaureate.

- First-year students who have taken any college coursework must also submit an official academic transcript from those institutions for evaluation for transfer credit. First-year students wishing to transfer credit from another college should refer to the "Academic Rules and Regulations" section for the institutional policy on accepting transfer credits.

Applicants whose high school GPA is less than 3.0 will undergo a careful, holistic review by the Admissions and Financial Aid Committee to determine admission.

### 2. Transfer students

A. An application for admission.

B. Official college transcripts from each college attended. This must include evidence of good academic and social standing at the last institution attended. A minimum 2.5 GPA (on a 4-point scale) in core academic courses such as mathematics, English, history, and the sciences is expected. Refer to the "Academic Rules and Regulations" section for the institutional policy on accepting transfer credits.

C. Applicants with coursework earned at non-accredited institutions will be asked to verify transferable credits via placement tests. Students wishing to transfer Advanced Placement (AP) or International Baccalaureate (IB) credit may do so in accordance with College guidelines, upon receipt by the registrar of a transcript issued by the College Board (for AP credit) or International Baccalaureate.

D. Official high school transcripts if the applicant graduated high school in the last three years or the applicant has attempted less than 12 hours of college credit.

### 3. International students - Residency Status Determination:

We define an international applicant as someone who is a citizen or permanent resident of a

country other than the United States and who will be studying in the United States on a temporary non-immigrant visa.

All required documentation must be submitted to and received by the Lyon College Admissions Office in order for applications to be evaluated.

International Students are required to submit the following documents:

A. Appropriate international student application (Intl first-time entering, Intl transfer, Intl exchange, Intl transient).

B. Proof of English Proficiency: Official ACT (English subscore of 19), SAT (Evidence Based Reading and Writing subscore of 520), TOEFL (minimum 79), iTEP (minimum 3.8), Duolingo (minimum 105), IELTS (minimum 6.0), Graduation from an English-speaking high school, Accuplacer (minimum 250+ on the Accuplacer Writing and a minimum 237+ on the Accuplacer Reading segments), and any other tests and their equivalences as deemed valid by the Directors of Admissions and International Education.

C. Official high school/secondary school transcript or successful completion of required exit examinations. English translations are required. Whole document or course-by-course evaluations may be required upon request from the Office of Admissions. This must be completed by a NACES or AICE active member.

D. Official transcripts from any non-US college or universities attended. This must be evaluated by an NACES agency if student would like to receive advanced standing.

E. Official transcripts from any US schools and/or universities attended.

4. To be unconditionally admitted to the MAT program, candidates must meet the following requirements:
  1. Submit a completed graduate student [application form](#).
  2. Provide an official transcript demonstrating the completion of an undergraduate degree in an eligible discipline from an accredited

college or university with a cumulative GPA of 2.75 or higher on a four-point scale or a GPA of 3.0 in the last 60 hours of coursework. If applicable, candidates must also submit official transcripts for any graduate coursework completed.

3. Submit passing scores on the Praxis subject area exam for the desired teaching license.
4. Provide three references. Two references must be professional in nature.
5. Provide a professional goals statement and rationale for seeking admission to the program.
6. Sit for an interview (virtual or in-person) with the admissions committee

Candidates may be conditionally admitted under the following conditions:

- The cumulative undergraduate GPA is 2.5 or higher with a GPA of 3.0 or higher on at least 30 credit hours of coursework in the intended teaching discipline.
- Praxis subject area scores provided are near passing [within two Standard Errors of Measurement (SEM) of the state-required cut score]. Candidates must submit passing scores on all required testing prior to recommendation for licensure.

Prior to placement in an internship classroom, candidates must submit to a criminal history check (Arkansas State Police, FBI, and Arkansas Child Maltreatment Central Registry).

#### 5. Students seeking readmission

A. An application for readmission.

B. Official transcripts of any college work attempted in the period of absence.

C. Students seeking readmission are required to provide a statement outlining their reasons for withdrawing and for seeking to re-enroll and presenting a case that they can succeed at Lyon if readmitted. The enrollment services office may ask applicants to supply additional information or documentation in support of the statement.

#### 6. Non-degree seeking students

Students applying for admission as non-degree seeking students must submit a Non-Degree Seeking Student Application, obtained from the enrollment services office, and any supporting materials requested.

## Enrollment Procedures

New degree-seeking full-time students must submit a non-refundable \$250 enrollment deposit. Offers of admission may be held open until May 1, the Candidate's Common Reply Date as agreed upon by the National Association of College Admission Counseling.

Prior to the first day of class at Lyon, students are required to submit their final, official transcript(s) from any high school, college, or other educational institution they have attended. Final high school transcripts must include the graduation date. Any health records required by the state of Arkansas must also be submitted by that time. Students that do not submit these required items may be placed on an academic hold. If a student's final transcript demonstrates a level of academic achievement that is markedly below that established at the time of admission—or below a "C" average for the final term before transfer to Lyon—the College reserves the right to revoke its offer of admission.

## Articulation Agreements

Lyon has articulation agreements with Ozarka College in Melbourne, Arkansas State University-Beebe, Arkansas State University-Newport, Northwest Arkansas Community College, and the University of Arkansas Community College at Batesville that allow students who complete all or a significant portion of the Associate of Arts degree at those institutions to transfer easily to Lyon. Satisfactory completion of an Associate of Arts (A.A.) degree at these two-year colleges with at least 60 hours of transferable coursework will guarantee junior standing at Lyon. Remedial courses are not transferable toward a Lyon degree.

In order for coursework to transfer to Lyon, the student must have earned at least a "C" in all courses used to satisfy Lyon's degree requirements.

## High School Concurrent Opportunity

The High School Concurrent opportunity allows local high school rising juniors and seniors with a cumulative 3.25 high school GPA or 20 ACT composite score to enroll in up to five Lyon courses (maximum of 20 total credit hours) at a reduced price per class (excluding lab and course fees) before they graduate from high school. Concurrent student prices apply to all Lyon fall, spring, and summer courses, depending on availability and academic eligibility. To apply to the program, students need only inform the enrollment services office of their interest and submit Non-Degree Seeking Applications along with qualifying transcripts and/or ACT scores.

# Financial Information

Lyon College is committed to making an educational experience of the highest quality available to qualified students. Tuition and fees account for about 45 percent of Lyon’s educational investment in its students. With a combination of affordable costs, extensive merit-based scholarship and financial aid programs, and academic programs of quality, Lyon has been regularly recognized as one of higher education’s best bargains among private, selective liberal arts colleges.

## Fees for 2026-27

The following summary outlines the basic charges by semester and year for the 2026–27 academic year.

Regular Undergraduates	Semester	Year
<b>Tuition *</b> (12-17 credits)	\$14,950	\$31,396
Housing	\$2,885	\$5,944
Dining Plan	\$2,490	\$4,980
Student Activity Fee	\$120	\$240
Technology Fee	\$500	\$1000
Health & Wellness Clinic Visits	\$150	\$300
Campus Enhancement Fee (Not applicable to FT Freshmen)	\$75	\$150
<b>Total basic cost for typical student</b>	<b>\$21,020</b>	<b>\$44,010</b>

<b>Tuition per credit:*</b>	
Overload, more than 17 credits	\$800
More than 5 credits, fewer than 12 credits per semester	\$930
5 credits or fewer	\$475
<b>New Student Orientation Fee</b>	
Freshmen & Transfers - Applied first semester	\$150
International Students - Applied first semester	\$250

<b>Deaf Education Certificate</b>	\$410 /credit hour
<b>Masters of Arts in Teaching</b>	\$410 /credit hour
<b>RN to BSN</b>	\$335 /credit hour

Residential Housing Options* (Annual Rates)	Hall	Double	Single
Standard Housing	Blandford Hall Bryan Hall Hoke-McCain Hall Love Hall Spragins Hall	\$5,942	n/a
Premium Housing	Brown & Barton Apartments McRae Hall Whiteside Hall Wilson Hall Wilson & Rogers Hall	\$7,004	n/a
Pet Friendly	Bryan Hall	\$7,140	n/a

Other Housing	Sturbridge (Single Bedrooms)	n/a	\$10,000
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<b>Residential Dining Options*</b>		<b>Semester</b>	<b>Annual</b>
Unlimited Plan	Unlimited Meals + \$100 Flex per semester	\$2,880	\$5,760
18 Meals-Premium	18 meals/week + \$100 Flex per semester	\$2,780	\$5,560
18 Meals	18 meals/week + \$15 Flex per semester	\$2,705	\$5,410
14 Meals-Premium	14 meals/week + \$125 Flex per semester	\$2,580	\$5,160
14 Meals (Base)	14 meals/week + \$25 Flex per semester	\$2,490	\$4,980
10 Meals-Premium	10 meals/week + \$135 Flex per semester	\$2,430	\$4,860
10 Meals	10 meals/week + \$35 Flex per semester	\$2,390	\$4,780
<b>Commuter Dining Options*</b>		<b>Semester</b>	<b>Annual</b>
Commuter Meal Plan-Premium	5 meals/week + \$100 Flex per semester	\$1,000	\$2,000
Commuter Meal Plan	5 meals/week + \$50 Flex per semester	\$950	\$1,900
<i>Note: Commuter options are only available for non-residential students</i>			

<b>Presidential Scholars</b> (per credit)	\$140
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<b>Summer School Fees (2026)</b>	
Tuition per credit	\$275
Room per summer sub-term (students taking classes)	\$600
Room per summer sub-term (students performing research)	\$0

*\*The College reserves the right to increase this charge if an increase in food or utility costs should demand.*

## Other Fees and Deposits

### Non-refundable Enrollment Deposit: \$250

A \$250 deposit is required from all students upon acceptance for admission. Of this amount, \$150 will be applied to the student's account upon registration for the academic term, while the remaining \$100 is held as a damage deposit. Upon departure from Lyon College, the damage deposit will be applied to any outstanding balance. Graduating seniors will receive a refund of any credit balance resulting from their damage deposit. Students who leave Lyon College prior to graduating will forfeit any unused portion of the damage deposit.

### International Student Health Insurance: \$1,446 per year

All international students attending Lyon are required to have active health care and accident insurance. Recognizing the various forms of foreign health care programs, the College has available a health care plan that is designed to meet the needs of international students. International students who have active coverage through other healthcare plans will have the opportunity to waive the College plan. International students not covered by such plans will be required to participate in the College plan to be billed at the rate of \$602.50 for the fall semester (August-December) and \$843.50 for the spring semester (January-July). The College plan is provided by an independent insurance agency. The price is subject to change.

## Tuition/Room and Board Refund Insurance

- \$153.50 (Commuters)
- \$224.50 (Residential Students)

Lyon has available, through a private company, a tuition refund plan. This is an insurance policy designed to return to the student's account 70% of tuition, room, and board charge when a student must withdraw from a semester due to medical reasons. The cost of coverage is 1.05% of the student's total tuition, room, and board costs. Specifics are included with each semester's billing. Those who do not wish to participate in this program will have the opportunity to waive the coverage by the first week of class.

### Transcript Fees:

Online—Electronic: \$10.65 (+ processing fee)

Online—Paper: \$12.80 (plus postage)

Credit by Examination: \$475/credit hour

Returned Check Charge: \$30

Commencement Fee (Graduating seniors): \$190

Audit Fee (per credit): \$100

Individual Music Lessons\*: \$280 / credit hour

\*Course fees listed on schedule with each specific course.

In addition, students should expect to budget at least \$1,000 for books and supplies during the school year.

## Payment of Student Accounts

Student fees are due and payable at the beginning of each semester before completion of registration and admission to classes. A bill is mailed approximately one month before the beginning of each semester so that students may pay semester charges prior to formal registration. Students who have not made satisfactory payment arrangements, i.e., cleared the business office, by the beginning of classes will be regarded as delinquent. A delinquent student account is subject to penalties as listed in the Student Handbook. Summer school charges are due before the beginning of class.

There are two payment options offered at Lyon College:

1. Term bills may always be paid in a lump sum at the semester's beginning. These payments can be made through the Lyon College cashier at 870.307.7322 or via Transact. There are no additional fees with full payment via Transact. There is, however, a 3% fee for credit card payments through the Business Office.
2. Lyon College partners with Transact Campus Payments, Inc. to offer payment plans to students for tuition and fees. These payment plans make paying for your education more affordable as they offer you the opportunity to spread payments over time. These plans are interest free; however, there is a \$50.00 per semester administrative fee payable to Transact. Several plans are available, so you can choose the one that best fits your needs.

## Payment Plan Enrollment Deadlines

### Fall 2025

*Full payments may be made on Nelnet's e-Cashier through August 22, 2025.*

Last day to enroll online	Required down payment	Number of payments	Months of payments
July 2	None	5	July–November
August 1	None	4	August–November
August 22	25%	3	September–November

### Spring 2026

*e-Cashier available on November 17, 2025.*

*Full payments may be made on e-Cashier through January 16, 2026.*

Last day to enroll online	Required down payment	Number of payments	Months of payments
December 3	None	5	December–April
December 31	None	4	January–April
January 15	25%	3	February–April

NOTE: All down and full payments are processed immediately!

As a payment reminder, Nelnet will email monthly statements to all students who have chosen a payment plan via Nelnet.

## Refund Policies

Refunds for students officially withdrawing from college during the 2026–27 academic year will be made as follows:

Before the first day of class, there will be a 100% tuition refund. From the first day of class to the end of the first week of classes, there will be an 80% tuition refund. From the end of the first week to the end of the second week of classes, there will be a 60% tuition refund. From the end of the second week to the end of the third week of classes, there will be a 40% tuition refund. From the end of the third week to the end of the fourth week of classes, there will be a 20% tuition refund. From the end of the fourth week and thereafter, there will be no refunds. Refunds are not applicable for summer terms or any other short-term class.

If the student withdraws during Lyon’s refund period, all of the student’s institutional scholarships and grants will be returned to his/her sources on a basis consistent with the College’s refund policy. For example, a student who withdraws and receives an 80% tuition refund will receive 20% of his/ her institutional scholarships and grants for that semester, equaling a percentage of the tuition he/she was charged for the semester.

Enrollment is checked as of the College’s census day (the 11th day of class) each semester for certifying enrollment/hours necessary to receive state scholarships and grants. If the student is enrolled in the required number of hours as of the census date and withdraws subsequent to that date, he/she is allowed to keep the entire semester disbursement of the state scholarship or grant, even if his/her institutional scholarship(s) and or grant(s) are being pro-rated. Return of Title IV (federal) aid is discussed below in the section “Return of Aid.” Private outside scholarships are not returned to the donor unless the donor specifically requires it.

All outstanding student accounts become due and payable immediately upon a student’s withdrawal.

Board refunds will be made on a pro rata basis consistent with the number of weeks remaining in the semester after withdrawal.

Room charges follow the same refund schedule as tuition, see above.

A tuition refund plan is available through a private insurance carrier to guarantee partial refund of tuition, room, and board charges in the event of a medical withdrawal from the semester.

Appeals of institutional refund policy by parents or students who feel that individual circumstances warrant exceptions from the published policy may be addressed in writing to:

Controller, Lyon College  
P.O. Box 2317  
Batesville, AR 72503

## Scholarships and Financial Aid

At Lyon College, we are committed to making an educational experience of the highest quality available to qualified students. With a combination of affordable costs, extensive merit-based scholarship and financial aid programs, and academic programs of quality, Lyon College has been regularly recognized as one of higher education’s best bargains among private, selective liberal arts colleges.

## Applying for Financial Aid

To establish their eligibility for the widest possible range of financial aid opportunities, students should file a FAFSA and specify that they want it sent to Lyon by listing Lyon’s Federal school code (001088) on it. Students who wish to be considered for Federal and need-based Lyon aid programs must file a FAFSA. (For more details, see the “Financial Aid Programs” section below.) FAFSA forms can be completed online at [www.studentaid.gov](http://www.studentaid.gov). Students must file a new FAFSA prior to each year in which they wish to receive federal aid.

Lyon assigns priority in the awarding of financial aid to students whose FAFSAs are received by March.

After this date, the College will continue to work with students to make a Lyon education possible for them,

but cannot assure the full availability of Federal, state, or institutional funds. While only accepted students can be offered institutional financial assistance, students who have not yet been notified of their acceptance should not delay applying for federal, state, and/or outside aid.

## Financial Aid Eligibility

Students' financial aid eligibility is dependent on their academic and social standing as defined in the section on "Academic Rules and Regulations" above and in the Student Handbook. Students in good academic and social standing and students on probation are eligible for at least some forms of financial aid. Students who have been suspended from the College are ineligible for financial aid of any kind. They may reapply for financial aid when they reapply for admission.

Because FTFT students are ordinarily expected to complete their degree requirements within four years, Lyon institutional aid is renewable for eight semesters of full-time enrollment, or until the student has earned 120 total credits. Students unable to complete degree requirements within four years may receive Federal financial aid and may appeal to the Admission and Financial Aid Committee through the financial aid office for a renewal of their Lyon aid, for an additional one or two semesters depending on the circumstances. Lyon and state aid may not be applied toward summer session costs. However, some forms of Federal aid may be used for that purpose; a Pell Grant to use toward summer tuition (summer Pell) is available for students who received a Pell Grant in the previous fall and/or spring semester. If a Lyon student has not used up the federal loans for which s/he was eligible during the fall/spring academic year, s/he may be able to use those remaining funds toward summer classes taken at Lyon. Students who receive financial aid from Federal, state of Arkansas, or Lyon sources must meet specified minimum academic performance requirements that are intended to encourage the completion of a degree in a timely manner. These minimum requirements relate to the number of credit hours that a student has completed and the grade point average that s/he has earned. Requirements for Federal and Lyon aid programs are outlined below. Students from the state of Arkansas should contact the financial aid office or the Arkansas Department of Higher Education website [www.adhe.edu](http://www.adhe.edu) to obtain current academic performance requirements for state scholarship programs.

## Some General Rules About Scholarship Maintenance

**Course Loads:** All Lyon College-funded scholarships (financial aid) require a minimum course load of at least 12 hours per semester at Lyon College (as recorded on the official census day each semester, which is generally the 11th day of class each semester).

**However, the majority of State of Arkansas scholarship programs require a course load of at least 15 hours per semester (as recorded on the official census day each semester). Waitlisted Hours:** do not count as enrolled hours – only actually enrolled hours count. **Pass/fail:** Pass/fail courses and remedial courses for which a student is enrolled do count as enrolled hours. **Repeating Courses:** Students who repeat a course may count the course only once toward credit hour requirements. **It is the student's responsibility to know all of his/her scholarship maintenance requirements and the student should verify that he/she is enrolled in the necessary course load to maintain all aid. Students wishing to reduce course loads after enrollment should contact the office of financial aid to ensure that their aid will not be affected.** **GPA:** Scholarships funded by Lyon College all have specific cumulative GPA requirements, though they vary by type. Lyon GPAs do not include coursework taken at another institution, whether taken concurrently in high school, prior to transferring into Lyon, or during a summer while enrolled at Lyon. For the purpose of maintaining state scholarships (funded by the AR Dept. of Higher Education, such as the AR Challenge, or Governor's Distinguished Scholarship), grade points earned at another institution may be used by the ADHE in recalculating an overall cumulative GPA; it is the student's responsibility to submit transcripts from both Lyon and the other institutions to the ADHE for such a recalculation. It is the student's responsibility to know all of his/her scholarship GPA maintenance requirements. Students who are unsure of the GPA requirements to maintain their scholarship(s) should contact the office of financial aid.

**Most students will have financial aid from more than one source and many will have aid from two or all three major sources – Lyon College, the Department of Education (federal government), and the Arkansas Department of Higher Education (state government). Each of these major sources has its own policies regarding financial aid eligibility and maintenance,**

so it is important that the student understand the sources of his aid and the accompanying requirements for maintaining all of his financial aid.

## Lyon Scholarship Maintenance Requirements

### Residency Requirements

- All Lyon students, unless automatically exempt (as stated in the Residence Life section of the catalog) are required to reside on campus or in campus-owned housing.
- Students holding a Lyon Honors Fellowship must live on campus their first year and are subject to the Lyon Resident Policy in subsequent years.

### Academic Requirements

- Students holding a Lyon Honors Fellowship will have their cumulative GPAs reviewed at the end of each academic year. The minimum cumulative GPA requirement for a Lyon Honors Fellowship is 3.25

Students failing to meet the minimum cumulative GPA requirements will lose their Lyon Honors Fellowship.

### Other Lyon Scholarships (Academic and Performance)

1. Students holding all other Lyon scholarships (academic, fine arts, transfer, etc.), grants, and awards, may have their cumulative GPAs reviewed at the end of each academic semester for academic good standing. A minimum cumulative GPA of 2.0 is required for all other Lyon scholarships.
2. See [Academic Probation](#).
3. Should the student not raise their cumulative GPA at the end of the probation semester to the level required for 'good academic standing', they will be suspended from the College and may result in an adjustment of their Lyon aid.

### Loss of Lyon Scholarships

- Students who have had their financial aid adjusted due to academics may appeal that decision. They must submit a written appeal to the director of financial aid detailing the extenuating circumstances that resulted in their

deficient academic performance causing the adjustment of their aid. The appeal will be evaluated by the Admission and Financial Aid Committee.

- Students who are suspended or lose their scholarships at the end of the spring semester may elect to go to summer school at Lyon. Summer credit at Lyon will be calculated into their cumulative Lyon GPA and could impact the reinstatement of their scholarship and good standing at the College.

## Lyon College Scholarships

### Lyon Scholarships for 2025-26

Lyon offers the following merit-based and need-based scholarship programs for the 2025-26 academic year. Lyon reviews its scholarship programs annually and makes modifications as appropriate.

Consequently, the number and size of awards may vary from year to year. Institutional scholarship maintenance requirements are outlined in the section on "Financial Aid Eligibility" (see above). Scholarship maintenance requirements that are specific to particular scholarships are outlined in the scholarship descriptions that follow below.

### Lyon Honors Fellowships

A select number of entering freshman students will be invited to apply and interview for limited spots in the prestigious Lyon Honors Program – a rigorous course of study designed to provide highly skilled, motivated students the opportunity to study, travel, hone their research skills, and exchange ideas in a challenging and supportive academic environment. With an offer of a Lyon Honors Fellowship comes an additional, generous annual stipend. Lyon Honors Fellowships are valid for up to eight semesters of full-time study as long as the student maintains a cumulative grade point average of 3.25 by the end of the first year and each year thereafter and meets all other institutional scholarship maintenance scholarship requirements. Freshman Lyon Honors Fellows are required to reside on campus.

### Merit-Based Scholarships

Lyon College awards academic merit-based aid according to a review of a student's application and academic performance. These amounts are annual and renewable for up to eight semesters of undergraduate

study provided that the student maintains requirements. Students will be notified of their award by the Admissions Office staff after being accepted.

### **International & Transfer Scholarships**

Lyon welcomes qualified transfer students who have demonstrated their academic ability and commitment to the pursuit of higher education at other institutions. Lyon College offers academic scholarships to accepted students transferring to Lyon from two-year and four-year institutions.

### **International Baccalaureate Scholarships**

Accepted applicants who are International Baccalaureate Diploma candidates receive a \$1,000 award in addition to their main Institutional (Lyon-funded) scholarship. IB Diploma candidacy must be confirmed by the student's high school if not listed on the transcript. However, total institutional aid may not exceed the amount of tuition.

### **Performance Affinity Awards**

Lyon offers a limited amount of performance awards annually to members of the entering students who demonstrate outstanding ability in music, theatre, or visual art. These performance awards may be stacked with all other Lyon institutional scholarships and grants, except Lyon Fellowships. (Only one performance award per student)

Candidates must schedule a campus audition or portfolio review through the Admissions Office.

### **Audition expectations:**

- **Vocal Music:** Two contrasting pieces with sheet music for piano accompaniment; an accompanist is provided.
- **Theatre:** Two contrasting 1-minute monologues (reflecting your age and gender).
- **Visual Art:** Portfolios should consist of no more than 15 works of art, reflecting the student's ability to use a variety of mediums. We prefer actual works over digital files, though exceptions can sometimes be made.
- **Instrumental Music (Marching, Concert, or Jazz Band):** Two contrasting pieces, with scales up to three sharps and three flats, two octaves.
- **Scottish Heritage:** demonstrate outstanding ability in piping, drumming, or Highland dance. Scottish fiddle, accordion, or other instruments may also be considered.

### **Competitive Club Scholarships**

Lyon has many clubs, or 'affinity groups', that students can participate in. These groups capture a wide range of interests, talents, and abilities of the students who are attracted to a great school like Lyon College. Lyon's affinity groups/club sports are:

- **Archery**
- **Band**
- **Cheer and Dance**
- **Choir**
- **Esports**
- **LEAP (Lyon Education Activities Program): Disc Golf, Cycling, Rock Climbing**

Students who participate in these sports/activities are recruited specifically for these programs and can receive scholarship offers to participate in the activity at Lyon College. The scholarships may be combined with academic scholarships, and have the same basic maintenance requirement as most other institutional scholarships (full-time enrollment, minimum 2.0 cumulative GPA, Good Academic Standing). As with other participation scholarships, these can be combined with other Lyon scholarships, excluding Lyon Fellowships, but not beyond the total cost of tuition.

### **Military Friendly Scholarships**

Lyon College welcomes veterans and their dependents with VA benefits to Lyon College. We are proud to partner with the VA in funding a superior education for our brave veterans and their dependents. We welcome VA beneficiaries with Chapters 31, 33, and 35 benefits. Obtain your Certificate of Eligibility from the VA and bring it to us - we'll take it from there!

Students receiving Chapter 33 VA benefits will receive Lyon's military-related scholarships, replacing all previously offered institutional scholarships and grants.

### **Lyon College Legacy Award (Additional Materials Required)**

- Lyon College is proud to offer incoming freshmen the Legacy Award—a \$500 per year grant, renewable up to 4 years. The Legacy Award will be available for any incoming student who is the

sibling, child, or grandchild of a Lyon College/ Arkansas College graduate or current full-time Lyon student. That's \$2,000 off your tuition, over 4 years, just for picking the same college as your sibling, parent, or grandparent! This \$500 per year Legacy Award will be awarded in addition to any and all other Lyon institutional scholarships and grants, though total institutional aid shall not exceed the full cost of tuition.

- To request a legacy award application, ask your Admissions Counselor, or call 870.307.7250, or email [financialaid@lyon.edu](mailto:financialaid@lyon.edu).

## Aid Programs of the State of Arkansas

**NOTE: Specific maintenance requirements exist for the following State of Arkansas scholarships and grants. It is the student's responsibility to know those scholarship maintenance requirements. They can be found at the Arkansas Department of Higher Education's website [www.adhe.edu](http://www.adhe.edu).**

To apply for the following Arkansas grants and scholarships, go to [sams.adhe.edu/scholarship](http://sams.adhe.edu/scholarship).

**NOTE: the deadline for the Arkansas Challenge Scholarship application is July 1st of each year. The application deadline for the Governor's Distinguished Scholarship is February 1st of each year.**

The state of Arkansas offers a number of financial aid programs to Arkansas residents who attend college in-state. The availability of, and the requirements governing students' eligibility for, these programs are subject to change. Thus, applicants from the state of Arkansas should contact the financial aid office or the Arkansas Department of Higher Education (1.800.54.STUDY) or go to [www.adhe.edu](http://www.adhe.edu) for the latest information on all state financial aid programs.

**The Arkansas Academic Challenge (Lottery) Scholarship** program provides annual grants to students who meet specified criteria related to academic performance in high school, and coursework completed in high school. These scholarships amount to between \$2,000 and \$5,000 per year, depending upon the student's year in school. Applications are available online at [sams.adhe.edu](http://sams.adhe.edu) and must be submitted by July 1. Students receiving funds through

this program must maintain specified credit hour and grade point average requirements to retain their eligibility.

As of July 1, 2019, students selected as National Merit Finalists or students with a composite ACT score of 32 or higher or an SAT of 1410 or higher may be eligible for the **Governor's Distinguished Scholarship**. This scholarship currently provides an annual stipend of up to \$10,000. The deadline for this program is February 1 of each year.

Other financial aid may be available to students in the form of special grants offered through the Arkansas Department of Social and Rehabilitative Services and the Veterans Administration. Appropriate state or local offices should be contacted for additional information.

## Federal Financial Aid Programs

Federally funded financial aid programs in the form of grants, loans, and work-study opportunities are available. Most Federal programs are designed for students with demonstrated financial need. The amount of a student's demonstrated need is based on a calculation derived from a student's FAFSA of the difference between what a student and his or her family can reasonably afford to contribute to the cost of attending college and the actual cost of attendance. Because the FAFSA is the basis of the calculation of need, all students must file a FAFSA prior to each year in which they wish to receive federal aid. Aid from Federal sources is renewable for up to twelve semesters of full-time study as long as recipients meet specified minimum academic performance requirements. (See the "Satisfactory Academic Progress" section below.)

Need-based grants are available through the Federal Pell Grant (up to \$7,395 annually). The size of a student's awards depends upon the level of his or her demonstrated need. Federal grants do not have to be repaid.

Part-time work opportunities are also available to students through the Federal Work-Study program. Students must demonstrate financial need to receive funding through these programs, which allow students to work approximately 4 hours per week to earn money to use toward educational expenses. Students

are paid the current state minimum wage. The College is careful to design work-study assignments so that they do not interfere with a student's studies.

Students with demonstrated financial need may also be awarded low-interest student loans through the subsidized Federal Direct Loan program. Annual maximum loan levels for the Federal Direct Loans – the most popular student loan program – are as follows: freshman year, \$5,500; sophomore year, \$6,500; junior and senior years, \$7,500. An origination fee of approximately 1% is deducted from all Direct Loans, which means the amount of loan that a student receives will be less than the amount requested.

Students without demonstrated need are eligible for loans through the unsubsidized Federal Direct Loan program. All but \$2,000 of the amounts shown above MAY be subsidized, depending on the student's remaining 'need' after all other gift aid is considered. On any portion of a loan classified as 'subsidized', the federal government will pay the interest while the student is enrolled in school while seeking his bachelor's degree. A student can pay back interest on a quarterly or semi-annual basis or can elect to defer interest payments until after college. If interest payments are deferred, the interest will be capitalized, which means the interest is added to the principal loan amount. Early principal repayment is allowed on either type without penalty.

**Federal Direct PLUS (Parent) Loans** are also available to parents of undergraduate students to assist with college financing. Maximum loan levels vary, and loans are only made to parents without adverse credit histories. If a parent is denied a PLUS loan, the student may borrow up to \$4,000 or \$5,000 in additional funds (depending on grade level) through the unsubsidized Federal Direct Student Loan program. Families are not required to demonstrate the financial need to receive funding through the PLUS loan program.

To retain their Federal aid, part-time students must meet the same credit hour and grade point average requirements as full-time students. The financial aid office will assess their progress in meeting credit hour requirements by pro-rating the number of hours in which they are enrolled as a percentage of the minimum credit hour requirement for full-time status and extending the time allowable for degree completion by a proportionate amount. For further details concerning the financial aid eligibility of part-time students, please contact the financial aid office.

For additional information on Federal aid programs, students should contact the financial aid office.

## Satisfactory Academic Progress for Students with Federal Assistance

### Lyon College Satisfactory Academic Progress Policy

In accordance with federal regulations, to be eligible to receive and maintain any Title IV (federal) aid, a student must make satisfactory degree progress. The satisfactory academic progress (SAP) of students will be monitored at the end of each fall, spring, and summer semester.

SAP is measured in three ways:

- Students must progress qualitatively by earning the required number of grade points,
- Students must progress quantitatively by completing the required percentage of cumulative hours attempted, and
- Students must complete their program of study within a reasonable time period.

### Qualitative Measure

For the qualitative portion of the SAP requirement, hours attempted (see left column below) means all graded hours a student takes at Lyon or transfers to Lyon. These hours include passed and failed courses, repeated courses, courses dropped with a "W," "WP," or "WF," courses in which a student has been assigned an "I," and courses taken for a grade of pass or fail. Grade point averages, however, (see right column below) are based solely upon credits earned while enrolled at Lyon College.

Minimum SAP qualitative requirements are as follows:

Total Hours Attempted	Minimum Cumulative GPA
0-29	1.75
30-59	1.90
60 and over	2.00

Students transferring to Lyon College are assumed to be maintaining satisfactory academic progress. Hours transferred from previously attended schools (including concurrent college hours taken while in high school) will be considered when establishing total hours attempted for GPA requirements, as well as determining the maximum number of hours allowed for financial aid eligibility.

## Quantitative Measure

Students receiving financial aid must also satisfactorily complete with a grade of “D” or better 67% of cumulative hours attempted. Attempted hours are all hours a student is enrolled in past the last date a student can drop the class without a record of the course. Incompletes and withdrawals will not be considered passing grades.

- **Withdrawals:** Courses with a grade of “W” will affect the quantitative measure of academic progress in determining eligibility and maintaining financial aid.
- **Audit Courses:** Courses taken for audit do not count for credit or graduation and, therefore, are not counted in determining eligibility for receiving or maintaining financial aid.
- Courses taken pass/fail are counted for quantitative measurements (pace and maximum time frame).
- **Repeated Courses:** If a student repeats a class at Lyon, only the most recent grade will be in the GPA calculation, but the hours from all attempts will be included in qualitative measurements.

## Maximum Hours to Complete Course of Study

Students must complete their degree requirements within a normal time frame. To remain eligible to receive financial aid, students must complete their degree requirements within 150% of the published length of their academic program. In most cases students will be eligible to receive financial aid during the first 180 attempted hours as an undergraduate, whether or not they received financial aid or whether or not the course work was successfully completed. This includes both Lyon College and transfer hours. A student will be placed on federal financial aid suspension if his course work is in excess of 180 hours or if at any time it becomes clear that the student will

not meet the quantitative standards by graduation date. This particular quantitative measurement will be monitored at the end of each spring semester.

## Financial Aid Warning

Students who fail to meet the minimum Satisfactory Academic Progress requirements, as listed above, will be placed on financial aid warning. Letters will be sent to notify students of their addition to the financial aid warning list. The letter will state the required SAP minimums and inform the students that they have a one-semester probationary period in which to meet SAP requirements, during which time the students are allowed to keep their federal financial aid. Students on warning who meet SAP as of the end of the probationary period will be eligible to continue receiving financial aid.

## Financial Aid Suspension

Students who fail to meet the minimum SAP requirements at the end of the probationary warning period will be placed on the financial aid suspension list, and will not be eligible to receive any further financial aid. The mere passage of time will not restore eligibility to students who have lost eligibility for failure to meet SAP requirements.

Students may appeal the financial aid suspension if unusual circumstances beyond their control prevented them from meeting satisfactory academic progress. Students who are placed on financial aid suspension will be sent a letter informing them of their suspension, the SAP minimums required for reestablishing SAP, and information on how to appeal their suspension.

## Regaining Financial Aid Eligibility

There is another way to regain financial aid eligibility besides the appeal process. Financial aid eligibility can be re-established after students improve their academic record to meet the minimum standards required by the SAP policy by enrolling in classes the next term without the assistance of federal financial aid funds. If students do meet SAP through this course work, their federal aid will be reinstated for the following term. If, in attempting to meet SAP, students take classes at a school other than Lyon, they must submit an official transcript from the other school to the Lyon registrar. The financial aid office will then re-evaluate the students’ SAP status.

## Aid from Private External Sources

In the event that students with need-based aid obtain an aid award from a private external source, the financial aid office reserves the right to reduce their institutional award by an amount equal to that of the private external award. Students must report the receipt of financial assistance from private external sources to the financial aid office.

## Disbursement of Aid

All financial aid awards except for work study and grants from private external sources are credited to students' accounts on the 11th class day pending completion of verification, loan entrance counseling and master promissory note, if required. Grants from private external sources are not credited to a student's account until Lyon receives the funds. Work study earnings are paid directly to students every month. Students can apply work-study earnings to their student accounts by endorsing their check and presenting it to the business office.

## Verification of Federal and State Aid Awards

Students who receive federal or state aid may be selected for verification of the financial information that they provided in their aid application. Students selected for verification will be required to provide information in addition to that which they have already provided. Students should submit the required documents to the financial aid office within two weeks of the verification request. The financial aid office will not certify a Federal Direct Loan application or authorize federal or state financial aid to be applied to a student's account until verification is complete. If the information provided in the verification is different from that contained in the original financial aid application, the financial aid office will re-evaluate students' aid application using the verified information.

## Return of Aid

If students who receive federal aid withdraw prior to completing 60% of a term (including the summer subterm), the financial aid office must return a portion

of the students' federal funds to the federal government. The percentage of the federal aid disbursed for the term that must be returned is equal to the percentage of the term that the student did not complete.

Funds that must be returned to the Department of Education are returned within 45 days of the date on which the student withdrew. In this situation, the student could owe Lyon a balance for the amount of federal aid that was returned.

If the student withdraws during Lyon's refund period, all of the student's institutional scholarships and grants will be returned to their sources on a basis consistent with the College's refund policy (see the 'Refund Policies' section above). For example, a student who withdraws and receives an 80% tuition refund (i.e. is charged 20% of tuition for the semester) will receive 20% of his/her institutional scholarships and grants for that semester, equaling the percentage of tuition he/she was charged for the semester.

Enrollment is checked as of the College's census date (the 11th day of class) each semester for certifying enrollment/hours necessary to receive state scholarships and grants. If a student is enrolled in the required number of hours as of the census date and withdraws subsequent to that date, he/she is allowed to keep the entire semester disbursement of the state scholarship or grant, even if his/her institutional scholarship(s) and/or grant(s) are being pro-rated. Private outside scholarships are not returned to the donor unless the donor specifically requires it.

# College Directory and Reference

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**Wu Qu**

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**Dr. Mengfan Zhu**

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# Emeritus Faculty and Administrators

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## **Fred Wann, '59**

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## **Garry Wann**

Professor Emeritus of Business Administration. B.S., M.B.A., J.D., University of Arkansas

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## **Virginia Wray**

Dean of Faculty Emerita. B.A., Westhampton College, University of Richmond; M.A., Bryn Mawr College; Ph.D., University of South Carolina

## Endowed Faculty Positions

**The William Clark Brown, Sr., Professorship in Chemistry** was established by the late Mr. W. C. Brown and the late Miss Jean Brown of Hot Springs in memory of their father, Mr. William Clark Brown, Sr. The income from this endowment will be used to support a distinguished professor of chemistry.

**The Rountree Caldwell Bryan Professorship in Education** was established in October 1986 with a portion of the bequest from the estates of Rountree C. and Willie Dillard Bryan of Osceola. Income from this endowment will be used to support a designated professor of education.

**The Clark N. and Mary Perkins Barton Professorship in Management** was established in December 1980 by Mrs. Clark N. Barton of El Dorado. The income from the endowment will be used to support a designated professor of business administration.

**The J. William and Catherine Mills Bellamy Professorship in Business** was established in July 1983 by Mr. and Mrs. J. William Bellamy of Pine Bluff. The income from this endowment will be used to support a designated professor of business administration.

**The Pauline M. and Brooks Bradley Professorship in the Social Sciences** was established in 1992 by a bequest from the estate of Pauline M. and Brooks Bradley of Little Rock. The income from the endowment will be used to support a designated professor in the social sciences.

**The Jean Brown Professorship in Music** was established with a portion of her bequest in 1982. Income from this endowment will be used to support a designated professor of music.

**The Josephine Emily Brown Professorship in Music** was established by the late Jean Brown of Hot Springs, in memory of her sister, Miss Josephine Brown. The income from this endowment will be used to support a designated professor of music.

**The Josephine E. Brown Professorship in Religion** was established by her family to endow the teaching of religion in memory of her interest in the Presbyterian Church and in Christian higher education. Income will be used to support a designated professor of religion.

**The W. Brown, Jr., Professorship in English** was established in 1980 by a gift from the late W. C. Brown of Hot Springs, a former trustee of the College and a member of the Class of 1915. The income from this endowment will be used to support a designated professor of English.

**The Willie Dillard Bryan Professorship in Biology** was established in October 1986 with a portion of the bequest from the estates of Rountree C. and Willie D. Bryan of Osceola. Income from this endowment will be used to support a designated professor of biology.

**The William Jefferson Clinton Professorship in International Politics** was established by an anonymous gift in 1992. Income from this endowment will be used to support a designated professor of international politics.

**The Martha Heasley Cox Endowed Chair in American Literature** was established by Dr. Martha Heasley Cox, '38, of San Francisco, California, with a charitable gift annuity in 2005 and additional funds in a bequest. The income from the annuity fund remainder and bequest will be used to support a distinguished professor of American literature.

**The J. William Fulbright Professorship in Modern Languages** was established by Henry and Carolyn Nichols of Little Rock in 1992. The income from the endowment is used to support a designated professor of modern languages.

**The Frank and Marion Bradley Lyon Professorship in Accounting** was established in April 1984 by Mr. and Mrs. Frank Lyon, Sr., of Little Rock. Mr. Lyon was a former Chairman of the Board of Trustees. Income from the endowment will be used to support a designated professor of accounting.

**The Paul M. McCain Professorship in History** was established in 1980 with grants from the National Endowment for the Humanities and the Frost Foundation of Denver and named in honor of Dr. Paul M. McCain, twelfth President of Lyon College. The income from this endowment will be used to support a designated professor of history.

**The W. Lewis McColgan Professorship in Religion** was established by the First Presbyterian Church, Pine Bluff, in April 1979 in honor of the late Dr. W. Lewis

McColgan, who served as that church's minister from 1947 to 1974. The income from this endowment will be used to support a designated professor of religion.

**The J. Paul Smith Professorship in Mathematics and the Sciences** was established in 1982 with a portion of the bequest from Mr. Smith's estate and as a memorial to his support of the College. Income from this endowment will be used to support a designated professor of one of these disciplines.

**The Anne J. Stewart Professorship** *in* Economics was established in April 1984 by Mrs. Anne J. Stewart of Dallas, Texas, a former trustee of the College. Income from the endowment will be used to support a designated professor of economics.

**The John Dyer Trimble, Sr., Professorship in Political Philosophy** is in memory of Mr. Trimble, who attended Lyon College. The income from this endowment will be used to support a designated professor of political philosophy.

# Administration

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## **Melissa Taverner**

President. B.A., Randolph–Macon Women’s College; M.Sc., University of Reading; Ph.D., University of Virginia

## **Anthony K. Grafton\***

Executive Vice President for Academic Affairs and Provost. B.S., University of Arkansas at Monticello; Ph.D., University of Oklahoma

## **Gina Garrett, '93\***

Vice President of Advancement. B.A., Lyon College

## **Thomas Newton\***

Vice President for Enrollment Management. BA, Stephen F. Austin State University; MLA, Southern Methodist University

## **Jeremiah Cherwien\***

Vice President of Information Services and Chief Information Officer. B.A., Gustavus Adolphus College, M.S., Boston University., Ed.D., Maryville University

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## **Cindy Barber, '85**

Executive Director of Alumni Engagement. B.S., Lyon College

## **Branndii Peterson**

Executive Director of TRIO Project. B.A., Southern University and A&M College; M.H.A., University of Arkansas; MBA, University of Phoenix; Ph.D., Jackson State University

## **Kristi Price\***

Executive Director of Institutional Affairs. B.A., University of Central Arkansas; M.Ed., University of Missouri

## **Tommy Tucker, '84**

Executive Director of Financial Aid. B.A., Arkansas College

## **Nikki Yonts**

Associate Dean for Curriculum Development and Assessment. B.A., Washington State University; M.S., Ph.D., Oklahoma State University

## **Kenton Adler**

Director of Development for Scottish Heritage. B.A., Metropolitan State University of Denver

## **Margaret Alsop, '11**

College Chaplain. B.S., Lyon College; M.Div., Columbia Theological Seminary

## **Scarlett Barnes**

Senior Associate Director of Enrollment Services. B.S., Ouachita Baptist University

## **James Bell**

Director of Scottish Heritage

## **Alexandrya Burroughs**

Director of Advancement Services and Data Analytics

## **Emily Dyer, '19**

Director of Academic Support & Accessibility. B.A. Lyon College; M.S. Grand Canyon University

## **Tami Hall**

Registrar

## **Kevin Jenkins, '90**

Director of Athletics. B.S., Lyon College

## **Robert Krapohl**

Director of the Library. B.A., University of Florida; M.L.S, University of Albany, SUNY; Ph.D., Baylor University

## **Carol Langston\***

Director of College Communications. B.S., Arkansas State University, M.B.A., University of Central Arkansas

## **Rebecca Le**

Director of Nursing Education. B.S., Oklahoma City University; M.A., Southern Nazarene University; Ph.D., Oklahoma City University

## **Amanda Mathews**

Director of Admissions Operations

## **Jennifer Morrison**

Director of Health and Wellness. RN, BSN, Arkansas State University; APRN, Walden University

## **Pamela Palermo**

Executive Director of Community Engagement

## **Nicolas Pattillo**

Director of International Education

**Randy Peterson\***

Director of Institutional Research

**Jeffrey Roper**

Associate Director of Financial Aid

**Matthew Sherman**

Director of Safety. A.A.S., University of Arkansas  
Community College

**Donald Taylor, '01**

Director of Thriving Scots Program. B.S., Lyon College;  
M.Ed., University of Arkansas

**Tamija Tucker-Mays**

Director of First-Year Advising. A.A., Reedley Junior  
College; B.A., West Virginia Institute of Technology;  
B.A., West Virginia Institute of Technology; M.Ed.,  
Georgia Southern University

**Jill Varner**

Associate Controller. B.S., California State University,  
Bakersfield

**\*Member of the President's Cabinet**

# Honorary Degree Recipients

Honorary degrees are awarded to individuals to recognize outstanding achievement in the honorees' respective fields and for the advancement of the principles for which the College stands.

<b>1876</b> James Stacy, D.D. A. W. Pitzer, D.D. Isaac J. Long, D.D.	<b>1878</b> Henry B. Boude, D.D.	<b>1880</b> Samuel W. Davies, D.D. James H. McNeilly, D.D.
<b>1881</b> U. M. Rose, LL.D. Julien C. Brown, A.M. Walter W. Killough, A.M.	<b>1883</b> A. Ross Kennedy, D.D.	<b>1884</b> W. P. Paxson, D.D. A. H. Garland, LL.D.
<b>1885</b> James L. Martin, D.D.	<b>1888</b> R. H. Crozier, D.D.	<b>1889</b> T. Jeff Stubbs, Ph.D.
<b>1890</b> Joseph W. Martin, LL.D. Julien C. Brown, LL.D.	<b>1891</b> J. R. Hoeverton, D.D.	<b>1893</b> J. M. Brown, D.D.
<b>1894</b> Marshall W. Daggett, D.D. E. M. Munroe, D.D.	<b>1895</b> Richard B. Willis, D.D.	<b>1896</b> A. W. Milster, D.D.
<b>1900</b> T. J. Horne, D.D. W. K. Patterson, D.D.	<b>1901</b> D. C. Rankin, D.D.	<b>1903</b> Arthur G. Jones, D.D. C. P. Bridewell, D.D.
<b>1904</b> B. M. Shive, D.D.	<b>1905</b> Malcolm McKay, D.D.	<b>1906</b> E. Dixon Brown, D.D.
<b>1908</b> C. C. Williams, D.D. Eugene C. Bingham, D.D.	<b>1914</b> William Moore Scott, D.D. M. S. Smith, D.D.	<b>1917</b> W. S. Lacy, D.D.
<b>1921</b> H. L. Paisley, D.D. R. K. Timmons, D.D.	<b>1922</b> George H. Lacy, D.D. W. R. Anderson, D.D. A. G. Jones, D.D.	<b>1923</b> T. C. McRae, LL.D.
<b>1924</b> William H. Irvine, D.D. John T. Barr, D.D.	<b>1925</b> George McKee, '07, D.D. J. W. Cobb, D.D. J. M. Williams, D.D. E. B. Tucker, D.D.	<b>1926</b> Stuart Oglesby, D.D. Frank K. Dudley, D.D. James V. Johnson, D.D.
<b>1927</b> Hugh Robertson, '13, D.D. James F. McKenzie, D.D.	<b>1928</b> R. C. Long, D.D.	<b>1930</b> Julian S. Sleeper, D.D.
<b>1931</b> C. E. Newton, D.D.	<b>1932</b> E. David Shepperson '31 D.D. Omar G. Davis, D.D. Ury McKenzie, LL.D.	<b>1934</b> J. N. Heiskell, LL.D. John R. Richardson, D.D.
<b>1935</b> B. C. Boney, D.D.	<b>1936</b> W. B. Sullivan, D.D. A. C. McKinnon, D.D.	<b>1937</b> Abner Robertson, '22, D.D.
<b>1941</b> Harmon B. Ramsey, '27, D.D. Robert Dwight Ware, '04 D.D.	<b>1942</b> J. Herndon McCain, '27, D.D. John D. Spragins, '20, D.D.	<b>1943</b> Otis L. Graham, '25, D.D. Alexander Henry, '29, D.D. John P. Morrow, '28, D.D.
<b>1944</b> Thomas Brewster, D.D.	<b>1945</b> S. T. Bryant, D.D.	<b>1946</b> Walker B. Healey, D.D.

<b>1947</b> R. D. Nolen, D.D. J. W. Butler, D.D. Margaret M. Jacobs, D.D.	<b>1948</b> Archie C. Smith, D.D. Horace L. Vilee, D.D. Claude D. Wardlaw, D.D.	<b>1949</b> Frank R. Young, '15, D.D. Stuart H. Salmon, D.D. Harry King, D.D.
<b>1950</b> J. Leighton Scott, D.D. Kenneth F. Snipes, '29, D.D. W. L. McColgan, D.D.	<b>1951</b> Roy L. Davis, D.D. L. T. Lawrence, D.D. H. T. Kidd, D.D.	<b>1952</b> James A. Millard, Jr., D.D. Charley Boyce Robinson, D.D.
<b>1953</b> J. Russell Cross, D.D. Frank H. Harrin, D.D.	<b>1954</b> Vance Barron, '38, D.D. J. W. Bryson, D.D. Ira Nelson Barnett III, '21, LL.D.	<b>1956</b> Ellis G. Mosley, D.D. Frank Lyon, Sr., LL.D.
<b>1957</b> Stephen L. Cook, '42, D.D. William C. Brown, Jr., '15, L.D.	<b>1958</b> John S. Bennett, '36, D.D.	<b>1960</b> Lula G. Parse, LL.D. Basil Hicks, '40, D.D.
<b>1961</b> Jac Ruffin, D.D. Gen. Hugh Cort (Ret.), LL.D.	<b>1962</b> Maynard M. Miller, D.D. Richard B. Hardie, Jr., D.D.	<b>1964</b> Jeanette Rockefeller, L.H.D. Evelyn Green, L.H.D.
<b>1965</b> Margaret P. Lester, LL.D.	<b>1966</b> Van Weathersby, LL.D.	<b>1968</b> W. W. Shaver, Jr., LL.D.
<b>1972</b> William K. Kryder, D.D. Joe Norton, LL.D.	<b>1972</b> William S. McLean, D.D. Paul M. McCain, Litt.D.	<b>1977</b> Edward S. Bayless, D.D. H. G. M. (Gary) Jones, '50 D.D. J. Gaston Williamson, LL.D.
<b>1980</b> H. Carter Jeffery, '32, L.H.D. Glenn A. Railsback, Jr., L.H.D.	<b>1981</b> Robert K. Bennett, D.D. Thelma Pickens, '22, Litt.D.	<b>1982</b> J. Howard Edington, D.D.
<b>1983</b> William H. Dunklin, LL.D.	<b>1985</b> Stanley D. Farmer, D.D. John E. Mays, L.H.D. Robert H. Leslie, D.D.	<b>1987</b> John W. Edwards, L.H.D.
<b>1988</b> Hillary R. Clinton, LL.D. Lyndon M. Jackson, D.D.	<b>1989</b> Roberta D. Brown, Litt.D. Marion B. Lyon, L.H.D.	<b>1990</b> Mary Barton, Litt.D. David B. Orr, L.H.D.
<b>1991</b> J. William Fulbright, LL.D.	<b>1992</b> Bess Millen Wolf, '30, L.H.D.	<b>1993</b> Ben E. Owens, '59, L.H.D. Dan C. West, D.S.T.
<b>1994</b> William Carl Garner '38, L.H.D. Harold F. Ohlendorf, L.H.D. John J. Truemper, Jr., L.H.D.	<b>1995</b> Violet W. Miller, L.H.D. Thomas E. Lasswell, '40, L.H.D. Fred T. Griffin, '33, L.H.D. Robert A. Young III, L.H.D.	<b>1996</b> David H. Pryor, LL.D. Edwin A. Lupberger, L.H.D.
<b>1997</b> Charles J. Hoke, L.H.D. Virginia Porter Kirk, L.H.D. Frank Lyon, Jr., L.H.D.	<b>1998</b> Roberta M. Bustin, '64, L.H.D.	<b>1999</b> Martha Heasley Cox, '38, L.H.D. Hester Ashmead Davis, L.H.D. Dale L. Bumpers, LL.D.
<b>2000</b> Graham Holloway, L.H.D. Doyle W. Rogers, L.H.D.	<b>2001</b> John Eldon Miller, LL.D. John V. Griffith, L.H.D. Harry P. Ward, L.H.D.	<b>2002</b> Wanda M. Hicks, '53, L.H.D. Doin E. Hicks, '53, L.H.D.
<b>2003</b> George Kell, L.H.D. Wilson Powell, L.H.D.	<b>2004</b> Alan G. MacDiarmid, L.H.D. Thomas "Mack" McLarty, L.H.D. Lloyd John Ogilvie, L.H.D.	<b>2005</b> Gen. Wesley Clark, LL.D. Jo Luck, L.H.D.
<b>2006</b> Richard H. Ekman, L.H.D. Stephen J. Trachtenberg, LL.D. Mary Steenburgen, L.H.D.	<b>2007</b> Paul Greenberg, L.H.D. Keith Jackson, L.H.D.	<b>2008</b> David L. Warren, L.H.D.

<b>2009</b> David Chester Itkin, L.H.D. John David Mooney, L.H.D.	<b>2010</b> James R. Check, L.H.D.	<b>2011</b> William Branch, Jr., L.H.D. Dickson Flake, L.H.D.
<b>2013</b> Raymond A. Lacroix, Jr., L.H.D.	<b>2017</b> James D. Simpson III, L.H.D. Charles B. Whiteside III, L.H.D.	<b>2021</b> Terrell Tebbetts, L.H.D.
<b>2025</b> Henry Nichols, L.H.D.		

# Awards

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## Faculty Awards: The Lamar Williamson Prize for Faculty Excellence

The Lamar Williamson Prize for Faculty Excellence provides a cash award to one outstanding faculty member each year and a permanent silver prize cup. The faculty member is chosen each year by a committee and then is asked to present a publishable paper at a public convocation. Past recipients of the award are the following:

**Roberta Bustin**

J. Paul Smith Professor of Chemistry (1980)

**Terrell Tebbetts**

W. C. Brown, Jr., Professor of English (1981)

**George Lankford**

Pauline M. and Brooks Bradley Professor in the Social Sciences (1982)

**Dorothy Landis Gray**

Jean Brown Professor of Music (1983)

**Jane Bush Fagg**

Professor of History (1984)

**Daniel W. Fagg, Jr.**

Paul M. McCain Professor of History (1985)

**Donald V. Weatherman**

John D. Trimble, Sr., Professor of Political Philosophy (1986)

**Bert E. Holmes**

W.C. Brown, Sr., Distinguished Professor of Chemistry (1987)

**Ann A. Rhodes**

Professor of Psychology (1988)

**Edward N. Mosley**

Professor of Mathematics (1989)

**Robert K. Holyer**

W. Lewis McColgan Professor of Religion (1990)

**Virginia F. Wray**

Associate Professor of English (1991)

**Scott Peterson**

Willie D. Bryan Associate Professor of Biology (1992)

**Thomas E. Cooper**

Anne J. Stewart Associate Professor of Economics (1993)

**George Chlebak**

Professor of Art (1994)

**Bart L. Lewis**

J. William Fulbright Professor of Modern Languages (1995)

**John Dahlquist**

Professor of History (1996)

**James L. Rulla**

Associate Professor of Mathematics (1997)

**Andrea Hollander Budy**

Visiting Assistant Professor of English (1998)

**Russell T. Stinson**

Josephine E. Brown Professor of Music (1999)

**Teresa B. Murphy**

Assistant Professor of Education (2000)

**Cassie L. Creighton**

Associate Professor of Accounting (2001)

**Barrie Bondurant**

Associate Professor of Psychology (2002)

**Alan H. McNamee**

Frank and Marion Bradley Lyon Professor of Accounting (2003)

**Robert G. Gregerson**

Willie Dillard Bryan Associate Professor of Biology (2004)

**Scott M. Roulier**

Associate Professor of Political Science (2005)

**Frank L. Winfrey**

Clark N. and Mary Perkins Barton Professor of Management (2006)

**David J. Thomas**

Associate Professor of Biology (2007)

**Tim Lindblom**

Associate Professor of Biology (2008)

**Paul Bube**

W. Lewis McColgan Professor of Religion (2009)

**Martha Beck**

Professor of Philosophy (2010)

**David Pace**

Associate Professor of Chemistry (2011)

**Catherine Bordeau**

Associate Professor of French (2012)

**Patrick Mulick**

Associate Professor of Psychology (2013)

**Mark Schram**

Associate Professor of Biology (2014)

**Anthony Grafton**

Professor of Chemistry (2015)

**Jeremy Chapman**

Associate Professor of Mathematics (2016)

**Bradley Gitz**

William Jefferson Clinton Professor of International Politics (2017)

**Nikki Yonts**

Assistant Professor of Psychology/Education (2018)

**Wesley Beal**

Associate Professor of English (2019)

**Cassia Oliveira**

Associate Professor of Biology (2020)

**Dustyn Bork**

Professor of Art (2021)

**Tharanga Wijetunge**

Professor of Mathematics (2022)

**Irosha Nawarathne**

Associate Professor of Chemistry (2023)

**Monica Rodriguez**

Associate Professor of Spanish (2024)

**Kimberly Crosby, 92**

Associate Professor of Education (2025)

# Student Awards: The Charles H. Coffin Scholarship Medal

The Charles H. Coffin Scholarship Medal is awarded each year to an honor graduate of Lyon College who has taken at least his or her last three years of work here as a regular student. The award, in the form of a gold medal, represents the highest award conferred upon a Lyon College student. It was founded around the turn of the century by Charles H. Coffin of New York City, Class of 1884, as the Alumni Medal. After his death in 1916, the award was endowed by a gift from a classmate of the original donor and renamed the “Charles H. Coffin Scholarship Medal.” After the mold for the medal was lost, Eugene Sloan, '12, loaned his personal Coffin Medal to the College so that another die could be cast. His lifelong respect for the medal caused Mr. Sloan’s family to create the Eugene Sloan Endowment for the Coffin Medal to underwrite the cost of the medal. Records are still being searched in order to compile a complete list of recipients. The following list is incomplete:

1906 Eula Maxfield Garrott	1907 George T. McKee
1908 Horace Sloan	1909 Stuart R. Oglesby
1910 E. B. Paisley	1912 Eugene Sloan, Christine Murphy
1914 Malcolm E. Evans	1915 M. S. Smith, Jr.
1916 Fred Maxfield	1918 Jan McMurray
1921 Ira Nelson Barnett III	1922 John Quincy Wolf
1925 William A. Sensabaugh	1926 Etta Brewer
1927 Miriam Alice Anderson, Lillian Jimerson, Avon Shannon	1928 Marguerite Glant Shannon, Stuart H. Salmon
1929 Marjorie Norton	1930 Bess Millen Wolf
1931 Marjorie Witherspoon	1932 Mary Ross Wood
1933 Ella Myrl Dobson, Wilma Stanley	1934 Allie Beth Dent, Doris Wray, Lois Thomas
1935 Leila Heasley	1936 Martha Cantley, Dorothy Ross
1939 Lillie Mae Martin, Frances Ross	1940 Frances Chaney
1942 Betty Wasson, M. E. Wasson	1944 Mary Engels
1946 Charline Bryant	1947 Kathleen Sharp
1948 Lowell Southerland	1949 James Vernon Balch
1950 Gary Jones	1951 Pearl Ottinger
1952 Joan Creason	1953 Joyce Virginia Shillcutt
1954 Evelyn Willard	1955 Von Dean Gray
1956 Marjorie Stuart	1957 Jim Gillaspay
1958 Ernestine Teeter	1959 Barbara Buford
1960 Jacob C. Turner	1961 Mike Collins
1962 James Logan Morgan, Jr.	1963 Moorene Goff Newton
1964 Roberta Mae Bustin	1965 Mary King
1966 Lamar Middleton	1967 Mayola Satterfield
1968 Clifford Jackson	1969 Lance Jones
1970 Ronnie Gerald Brogdon	1971 Ray Hamlett
1972 Billy Wayne Bristow	1973 Peggy Reynolds
1974 Mary Ann Gray	1975 Mark Wood
1976 Mara Marlin	1977 Joan Rodella Chisam
1978 Jeannie Dacus Whitener	1979 Keith Stillwell
1980 Karen Sue Calaway	1981 William L. Garner

1982 John Collins	1983 Doug Punke
1984 Marsha Allen	1985 Cynthia Britton Barber
1986 Patty L. Keeton Burks	1987 David Wesley Duke
1988 Benjamin Carl Blount	1989 Jennifer Smith
1990 Leroy Roberts II	1991 Roger Weitkamp
1992 Benjamin Weston	1993 Shane Robert Smith
1994 Heather James	1995 Rebecca Osborne
1996 Robert Gregory Tebbets	1997 Elizabeth Susan Neelly
1998 Leslie Lynn Chambliss	1999 Brandon Colby Flygare
2000 Kimberly Dickerson	2001 David McCullars
2002 Jonathan Thompson	2003 M. Danielle Temple
2004 Edlira Bashari	2005 Justin Holt
2006 Adam Long	2007 Robert Bailey
2008 Robert Frank	2009 Leah Byers
2010 April Burns	2011 Elena Rodriguez
2012 Andrew Todd	2013 Jon-Michael Poff
2014 Jonathan Dannatt	2015 Ralynn Brann
2016 Robbi Riggs	2017 Hope Woods
2018 Hannah Templin	2019 Jordan Trant
2020 Robert Luke Shackelford	2021 Zachary Ward
2022 Hannah Wu	2023 Nikkolette Perkins
2024 Thien-Kim T. Ho	2025 Chase Orf

# Historical Records

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## Chairs of the Board of Trustees

T. R. Welch 1872-1883  
A. R. Kennedy 1883-1890  
J. W. Butler 1890-1893  
H. G. Bunn 1893-1899  
Charles F. Penzel 1899-1901  
James P. Coffin 1901-1926  
Thomas C. McRae 1926-1929  
Stuart R. Oglesby, Jr 1929  
Van M. Howell 1930-1933  
H. L. Paisley 1934-1938  
David Shepperson, Sr 1939-1940  
J. Herndon McCain 1941-1944  
S. M. Bone 1944-1956  
John P. Morrow, Sr 1956-1966  
Shuford R. Nichols 1966-1976  
Frank Lyon, Sr 1976-1987  
Robert A. Young III 1987-1995  
Graham Holloway 1995-1998  
Robert A. Young III 1998-2003  
Frank Lyon, Jr 2003-2006  
Raymond A. LaCroix, Jr 2006-2012  
Perry Wilson 2012-2023  
Victor Werley 2023-

## Presidents of Lyon College

Isaac J. Long 1872-1891  
Eugene R. Long 1891-1895  
John I. Cleland 1895-1897  
Eugene R. Long 1897-1913  
J. P. Robertson 1913-1915  
W. S. Lacy 1916-1923  
E. B. Tucker 1923-1931  
Ury McKenzie 1931-1932  
W. S. Lacy 1932-1937  
John Crockett 1937-1939  
John D. Spragins 1942-1952  
Paul M. McCain 1952-1969  
R. W. Wygle 1969-1972  
Dan C. West 1972-1988  
John V. Griffith 1989-1997  
Walter B. Roettger 1998-2009  
Donald V. Weatherman 2009-2017  
W. Joseph King 2017-2021  
Melissa Taverner 2021-

## Academic Deans of Lyon College

Evander D. Brown 1917-1918  
Eugene R. Long 1918-1919  
R. K. Timmons 1919-1925  
Lincoln Barker 1925-1929  
Samuel Watkins Williams 1929-1932  
Thomas M. Lowry, Jr 1932-1936  
Samuel Watkins Williams 1936-1945  
Harry King 1945-1954  
Lorne K. McAdams 1954-1957  
Harry King 1957-1958  
Roland B. Dickison 1958-1962  
Roberta Dorr Brown 1962-1964  
Glen Haddock 1964-1966  
Roberta Dorr Brown 1966-1973  
Edward N. Mosley 1973-1975  
Robert E. Knott 1975-1977  
Roberta Dorr Brown 1977-1978  
John T. Dahlquist 1978-1992  
Robert K. Holyer 1992-1997  
J. William Moncrief 1997-2000  
John M. Peek 2000-2010  
Virginia F. Wray 2010-2015  
Philip Cavalier 2015-2017  
Paul Bube 2017-2018  
Melissa Taverner 2018-2021  
Anthony K. Grafton 2021-

# The Lyon College Campus

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## Academic Buildings

The ALPHIN HUMANITIES BUILDING is named in honor of Hazel C. Alphin of El Dorado. Formerly the dining hall, it was remodeled into a classroom and faculty office building in 1984-85. It contains five classrooms, two seminar rooms, faculty offices, the Kresge Art Gallery, the Fulkerson Art Studio, a drawing studio, and a faculty lounge. The Alphin Room, named in memory of Hendrick Alphin, is used for Board of Trustees' meetings and other special gatherings.

The BROWN CHAPEL AND FINE ARTS BUILDING is named in memory of William Clark Brown, Sr., Allen Brown, and Josephine Brown, all of Hot Springs. Named in memory of Eugene Sloan, Class of 1912, the Sloan Auditorium seats 500 and is used for plays, concerts, convocations, and lectures. The Edwards Pipe Organ, a Holtkamp tracker pipe organ, was installed in 1980. The Ellebracht Chapel is named in memory of Eleanor Ellebracht, Class of 1958; this small chapel is used for campus worship services and holds a small Pilcher pipe organ. The Bevens Music Room on the south side of the building is used for recitals, receptions, and meetings. The building also contains offices and classrooms for music faculty, practice rooms, a recording studio, and a choir and band room.

The HOLLOWAY THEATRE was completed in 1991 and is named in memory of I. Graham Holloway, '80. It contains a 150-seat black box theatre that can be set up for either three-quarter-round or proscenium theatre and support facilities, including a rehearsal room, a green room, set and costume workshops, and storage areas.

The LYON BUSINESS AND ECONOMICS BUILDING was completed in 1993. It contains Nucor Auditorium, the Entergy Computer Center, a computer classroom, five classrooms (including four Harvard Business School-style lecture rooms), two conference rooms, three seminar rooms, four team rooms, and twenty-two faculty offices. It houses the Career Center and the First Year Advisors. The 3rd-floor office suite provides offices for the director of institutional research. The building's clock tower houses the 24-bell Tower Campbell Carillon.

The MABEE-SIMPSON LIBRARY was built in 1975 and renovated and expanded in 1995. It contains stacks, a faculty lounge, seminar rooms, offices, workrooms, reference and periodical collections, and the Dorothy P. Sydenstricker Room, which houses the College's archives, rare book collection, and Regional Studies Center.

The DERBY CENTER FOR SCIENCE AND MATHEMATICS is named in honor of Lawrence E. and Marilyn Church Derby of Warren, Arkansas. This 60,854-square-foot facility was completed in 2003. The Derby Center is home to the College's biology, chemistry, computer science, data science, exercise science, mathematics, neuroscience, physics, and psychology programs. It contains 13 instructional labs, 7 classrooms and seminar rooms, and 18 faculty offices.

## Athletic Facilities

The JAMES C. BECKNELL, SR., PHYSICAL EDUCATION BUILDING was completed in 1970 and underwent a partial renovation in the summer of 2001. It contains a gymnasium with seating for 1,600, a fitness center featuring weights and aerobic equipment, a smaller gymnasium, classroom, training room, coaches offices, and public lockers.

The DENNIS AND EVA GILLAM ATHLETIC COMPLEX includes the following facilities located on the eastern border of campus:

- FRED WANN FIELD, Lyon's baseball park, was completed in 1997. Adjacent to it is the Kirk Kelley Baseball Complex, a 7,200-square-foot facility with a 60x80-foot workout area, coaches' offices, and locker room. The facility was completed in 2004 and is named in honor of former head baseball coach Kirk Kelley.
- The HATCHER WRESTLING CENTER was completed in 2014 thanks to a very generous gift by Mr. Greg Hatcher of Little Rock, Arkansas. The 7,800-square-foot Center includes a workout area, locker rooms, and offices.
- A FOOTBALL TRAINING FACILITY was completed in 2016. The 22,000-square-foot facility includes a workout area, training room, weight room, locker room, conference space, and offices. A practice field was completed in 2014.

The MARSHAL HUSER SOCCER FIELD to the south of the Becknell Physical Education Building features a regulation soccer field.

The LYON TENNIS COMPLEX to the east of the Becknell Education Building features six competition courts with Flintkote surfaces.

The HOWARD AND MARY HOUSE SOFTBALL FIELD, Lyon's softball park, was completed in spring 2009 and is located south of Huser Soccer Field.

## Residence Halls

BLANDFORD HALL is named in memory of Dr. Eugene C. Blandford, a former professor of Latin. It houses 32 students.

The BARTON STUDENT HOUSING UNITS are named in honor of Mary Barton of El Dorado. They house 48 students in six units, each of which contains four bedrooms, two baths, and a central living area.

The BROWN STUDENT HOUSING UNITS are named in honor of the Reverend Charles W. Brown of El Dorado, Arkansas. Located just west of the Barton units, they house 36 students in six units.

BRYAN HALL, named in honor of the late Rountree C. and Willie D. Bryan of Osceola, houses 48 students.

HOKE-McCAIN HALL houses 92 students. It is named in honor of former trustee Charles J. Hoke of El Dorado and Dr. Paul M. McCain, a former president of Lyon.

LOVE HALL is named in memory of Gordon Love of Hughes. It houses 32 students.

McRAE HALL is named in memory of former Governor Thomas C. McRae and Carleton McRae, '29. Completed in 1989, it houses 35 students in double-occupancy suites.

SPRAGINS HALL is named in memory of Dr. John D. Spragins, a former president of Lyon. This was the first building constructed on the present-day campus and was renovated in 1986. The building contains fifteen suites with four students sharing two bedrooms, two study rooms, and a bath. It houses 60 students.

The CHARLES B. WHITESIDE III HALL is named in honor of former Lyon College trustee Charles Whiteside of Little Rock. The hall houses 100 students.

The MICHAEL E. AND PERRY LEE WILSON HALL is named in memory of former Lyon College trustee Michael E. Wilson and in honor of his son and current trustee and Chairman of the Board Perry Lee Wilson. The hall houses 100 students.

WILSON & ROGERS HALL, which houses 35 students in double-occupancy suites, was completed in 1989. It is named in honor of trustees Dr. R. Sloan Wilson of Little Rock and Doyle W. Rogers, Jr., of Batesville.

## Administrative and Support Facilities

The WELCOME CENTER houses the enrollment services and student financial aid offices. It provides a reception area for prospective students and their parents, as well as private conference areas.

BRADLEY MANOR is the honorary residence of the president of Lyon. Completed in 1994, it is named in honor of the family of the late Marion Bradley Lyon.

EDWARDS COMMONS, a 44,000-square-foot campus center, was completed in August 2012. It contains the campus store; student mailboxes; the dining room and bistro; student programming space; Scot Shop, a game room; student government offices; conference rooms; counseling center, health, and wellness clinic, and the student life office. The original Edwards Commons was destroyed by fire in October 2010. Edwards Commons was named for the late John W. and Lucille Welman Edwards of Batesville. Mr. Edwards was a former trustee and banker.

The MAINTENANCE BUILDING is located at the south end of Huser Field.

The MORROW BUILDING houses the Morrow Academic Center (MAC), which includes the Office of Academic Support and Accessibility. The MAC offers students academic support through a variety of peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well as providing a relaxing study area and computer lab. MAC staff collaborate with students who have documented disabilities to arrange for

appropriate academic accommodations. The Morrow Building is named in honor of former Chair of the Board of Trustees John Patterson Morrow, Sr.

The NICHOLS ADMINISTRATION BUILDING was completed in 1975 and remodeled in 2001. It is named in honor of the late Shuford R. Nichols, a former chairman of the Board of Trustees, and provides offices for the president, academic services and provost, vice president for institutional advancement, vice president for business and finance, registrar, director of alumni and parent services, director of marketing and communications, director of human resources, controller, cashier, and other administrative staff of the College.

The TEMP houses the Scottish Heritage Program, a fine arts studio, and a meeting space.

The LYON EDUCATION AND ADVENTURE PROGRAM is located in the house at 301 23rd Street.

## Other Facilities

The WILLIE BRYAN BRIDGE AND WALKWAY around the College lake was completed in 1981.

The COUCH MEMORIAL GARDEN, named in memory of the late Jessie J. Couch of Pine Bluff, contains the Ellis G. Mosley Alumni Fountain, benches, and landscaped areas of shrubs and trees.

The FACULTY HOUSE is located on 23rd Street adjacent to the campus. It contains meeting rooms and a guest suite for two persons.

The GRIGSBY HOUSE is a log house (circa 1867) which was moved from nearby Bethesda in 1976 and restored by the College. It was dedicated in 1983 and provides a museum and working laboratory for folklore classes.

The HIGHLAND HOUSE is located on Bearette Street adjacent to the campus. It contains meeting rooms and a lecture hall.

The MARION BRADLEY LYON GUEST HOUSE is located on 23rd Street adjacent to the campus. It contains guest suites that can accommodate up to six persons. Its decoration and most of its furnishings were a gift from Mrs. Lyon.

