
PROFESSIONAL INTERDISCIPLINARY STUDIES

School of Lifelong Learning

OFFICE: E.E. Thrash Universities Center

CLL 301 (3) Principled-Centered Leadership. The objective of this course is to help each participant increase proactive behavior, become more opportunity minded, increase self-esteem and build on mission and values. This course will empower people and organizations to significantly enhance their performance capability, both personally and professionally.

CLL 400 (3) Leadership Seminar. Examines various theories and models of leadership and their practical application in commercial recreation, resort operational settings and faith-based organizations. The course addresses the structure of commercial recreation organizations and styles of effective leadership in different situations within this venue. Students learn practical skills such as group process, problem solving, conflict resolution and negotiation, team building, and effective presentation skills. Students engage in resort management activities in a leadership role designed to provide leadership practice and develop confidence. This course provides the critical elements of analytical and intellectual examination and reflection of certain core issues in the practice of leadership in commercial recreation.

CLL 480 (1-3) Independent Study. This course provides students with the skills needed to conduct research and write substantive reports in both academia and practical work situations. Students are provided an opportunity to explore topics through interdisciplinary studies that they cannot adequately pursue in a traditional degree program. Students will engage in research which results in case or observation studies, research studies, research reports, or literature reviews/abstracts.

CLL 481 (1-3) Specialized Professional Training. This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

CLL 482 (1-3) Internship. This course provides valuable work-learn experience in a professional environment outside of the classroom. Students will be able to explore many different career areas, gain practical skills, and make industry contacts. A minimum of 150 clock hours of on-site training with a relevant agency is required for successful completion of this course.

CLL 483 (2) Special Field Research Project. This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

Human Resource Development:

CLHR 200 (3) Foundations of Human Resource Development. This course will provide an overview of the discipline and field of human resource development. The course will focus on how individuals and groups learn and interact within organizations. Topics will include strategic planning for human resource development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organizational learning theories.

CLHR 215 (3) Design, Delivery, and Facilitation of Training. This course is an introduction to provide theoretical and applied introduction to the analysis, design, development, implementation, and evaluation of training for adults in organizations. The learners will create a learning community to safely explore the theoretical and practical issues of adult learning research and theory.

CLHR 220 (3) Training, Developing, and Communicating. This course is designed to teach perspective trainers the importance of effective communication skills at every level of the training process. From assessing the audiences needs to developing and marking the training session, students will hone their communication skills and apply those skills to produce the types of documents required in an effective training program.

CLHR 310 (3) Management and Administration of the Training Function. This course addresses the principles and processes necessary to effectively manage and coordinate the training function in business and industry. Topics include strategic planning of the training function, responsibilities and tasks of managing training, analyzing training problems, managing training projects, facilities planning, legal and ethical considerations in training, budget and trends in the training and development field.

CLHR 320 (3) Conflict Resolution and Negotiation. Students will learn conflict resolution skills for managing and resolving conflicts in the workplace. Emphasis will be placed on alternate dispute resolution methodologies, including mediation and negotiation strategies. An extensive use of case studies as they relate to conflict resolution among peers, subordinates, and superiors will be examined. A special project will include the design and implementation of an Alternative Dispute Resolution (ADR) program for an organization.

CLHR 330 (3) Ethical Procedures in the Workforce. This course is designed to prepare students to apply ethical principles to issues that exemplify the kinds of moral challenges encountered in everyday life and the workplace. This course prepares the student to do ethical analysis, think critically about ethical issues, and evaluate ethical considerations which face human resource professionals and line managers as they relate to employee rights and employer responsibilities.

CLHR 415 (3) Program Planning and Development in Continuing Education. This course will examine methods for establishing a productive continuing education/lifelong learning program. The principles and procedures involved in designing, organizing, operating, and evaluating comprehensive continuing education and training programs will be explored. An emphasis will be placed upon the role and responsibilities of the program manager or director.

CLHR 425 (3) Assessing and Analyzing Training Needs. This course is designed to provide students with an opportunity to effectively plan, develop, and implement training for organizations. The course will allow students to determine the training needs of an organization, develop the training design, implement, and evaluate training material.

CLHR 450 (3) Human Resource Development Research Seminar. This seminar is designed for students to

examine critical issues in the area of human resource development using various research methodologies. Students will be able to evaluate how research has been used to study those critical issues.

Infant and Toddler Development:

CLIM 111 (3) Foundations of Infant and Toddler Studies.

This course provides an introduction to the overall care of infants and toddlers. The primary focus will be given to the value of play and exploration, as well as giving careful attention to those care-giving times, when relationships grow and an abundance of learning occurs. Students in this course are required to attend the Mississippi State Department of Health's Infant and Toddler Regulations and complete a minimum of twenty (20) clock hours of classroom observation or instructions.

CLIM 131 (3) Observing and Assessing the Behaviors of Very Young Children.

This course is designed to investigate assessment methods used when observing infants and toddlers in their educational or home environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Students in this course are required to complete a minimum of twenty (20) clock hours of classroom observation or instruction.

CLIM 171 (3) Health, Safety, and Development of Very Young Children.

This course will focus on the caregiver's role in optimizing children's well being; this course emphasizes preventing injury and illness and incorporating specific healthful practices into daily routines for infants and toddlers.

Commercial Recreation and Resorts:

CRR 410 (3) Administration of Commercial Recreation.

This course will focus on administrative functions required of the recreation professional. Course topics will include: organization structures, standards of service, staffing issues, accounting procedures, communication processes within organizations, and labor management relations.

CRR 411 (3) Leisure Services and Facilities

Marketing. This course allows students to study marketing principles, theories and concepts and the use of management principles (control to maximize marketing effectiveness of leisure services). A variety of case studies from the tourism, sport, entertainment, leisure, and hospitality industry will be discussed.

CRR 412 (3) Law, Legal Issues, and Risk Management.

Topics to be discussed will include liability and risk, jurisdiction, legal apparatus, and decision-making in commercial recreation and resort management. This course focuses on financial decision-making and the management of risk by commercial recreation corporations, recognizing the relationship between risk management and the overall goals of the organization. Emphasis is placed upon the identification, evaluation and management of commercial recreation organizational risks, which are broadly defined as encompassing operating and strategic as well as financial risks. This course will also acquaint participants with relevant case law and legal issues that pertain to risk assessment and management in the commercial recreation sector.

CRR 421 (3) Foundations of Commercial Recreation.

This course introduces the commercial recreation and tourism industry including history, definitions, and trends associated with the growth and development of commercial recreation and resorts. This course also examines the status, operations, and trends in specific types of commercial recreation industries.

CRR 422 (3) Introduction to the Gaming Industry.

Topics to be discussed will include casino history, regulations and modern operations, and the relationship between gaming and the hospitality industry. This course will provide students with an orientation to the historical background, terminology and regulatory aspects of the gaming industry. The course will explore all facets of the gaming operation, including food and beverage, cage operations, auditing, marketing and reporting. Students will examine the mathematics and utility analysis of gaming, including all newly introduced technologies and related practices for gaming operations.

CRR 423 (3) Commercial Recreation and Resort Programs.

This course focuses on the resort segment of the hotel industry, its history, planning, operations, and special considerations. Emphasis is placed on the study of recreational activities as they relate to the operations of a resort. Additional topics will include the analysis of commercial recreation, including design, development, and programming.

CRR 424 (3) Special Events Planning and Development.

This course provides students with an introductory approach to planning special events and conferences for various occasions. The course provides students with information on every aspect of organizing and managing special events, such as preparing

and managing the budget, scheduling, coordinating food and beverages, selecting décor and themes, entertainment, promotions, marketing, and staffing.

CRR 425 (3) Customer Relations. This course helps students to understand customers' needs and behaviors in the commercial recreation and resort environments. Students will learn to address challenges that arise from the needs and behaviors of the customer service situation. This class will also help students learn to develop and implement effective service standards, create service plans and to develop and monitor a customer service situation. Finally, students will develop the skills needed to effectively relate to customers and exceed their expectations. At the conclusion of this course, students will be able to effectively relate to both internal and external customers and plan for their total satisfaction.

Faith-Based Leaders:

FBL 406 (3) Faith-Based Leaders: Mentoring the Next Generation. In this course, students will have the opportunity to learn about and begin implementing the approaches to mentoring in their personal and professional lives. Students will examine and analyze the mentoring process as a means of training others in the practice of leadership of faith-based organizations. This course will help students develop a mentoring plan for equipping new leaders who can effectively lead and subsequently mentor others.

FBL 407 (3) Development and Operation of Family Life Centers and Programs.

This course will provide students with information on how to develop and operate family life centers and programs. Students will be exposed to a variety of educational programs, information on assessing the needs and resources within the community, preparing a budget, and establishing policies and procedures for a family life center. In addition, students will be exposed to information on dealing with the challenges and concerns of family living.

FBL 408 (3) Community Relations for Faith-Based Organizations.

This course will provide information on helping communities build their own capacity for improving the quality of life for people in the community. Also, the course will explore plans to develop media relations and programs to enhance their communities. This course will explore strategies for building strong relationships in the communities that serve faith-based organizations.

FBL 409 (3) Managing Faith-Based Personnel and Volunteers. In this course, students will learn how to better organize their efforts to manage faith-based personnel and volunteers. It will provide clear definitions of paid personnel and volunteers as well as eliminate the legitimate and mythical staff fears associated with these populations. Additionally, students will gain information on motivating and supervising diverse types of people.

FBL 418 (3) Organizational Leadership for Faith-Based Leaders. This course is designed to familiarize learners with various elements of leadership in community development activities and social service programs. These elements are goal setting, strategic planning, delegation, team building, and training. This course will focus upon updating and developing essential leadership skills for leaders in faith-based organizations.

FBL 419 (3) Communication Skills for Faith-Based Leaders. This class will focus on the development and practice of organizational and interpersonal communication skills (oral and written), with some emphasis on conflict management. Students will learn communication styles and the strengths and weaknesses inherent in each. Emphases will include communicative needs of faith-based organizations. Students will learn to assess and improve themselves as well as assist their peers to become better communicators.

FBL 420 (3) Financial Management for Faith-Based Leaders. This course will teach students how faith-based organizations can adopt successful financial practices by exploring all aspects of income and expenditures within faith-based environments. Additionally, this course examines ways to balance organizational missions with financial stability. Students will learn how to manage financial resources such as accounting and financial reporting, budgeting, collecting account receivable, risk management, and insurance.

University Success–Lifelong Learning:

UNIV 105 (2) University Success for Adult Learners. This course is designed to assist adult learners in maximizing their potential to achieve academic success by providing a general orientation to the functions and resources of the University. The course is designed to help each student establish personal and professional goals and assess barriers to personal, academic and career goals. In addition, the course is designed to provide students with positive learning experiences utilizing instructional methods of lectures, demonstrations, small and large group discussions, consultants and technology.

The course will provide students with information on how to apply skills needed to take notes, communicate effectively, and develop good study skills to be successful college students. Students will have the opportunity to engage students in action research, leadership skills, library initiatives, and enrichment workshops/seminars activities relative to their academic, social and professional success.

COMMUNICATIVE DISORDERS

Department of Communicative Disorders
OFFICE: 3825 Ridgewood Road, Suite 8

CMD 211 (3) Introduction to Communicative Disorders. Describes normal speech, language, and cognitive development. The nature, symptoms, and etiology relating to articulation, voice, fluency, motor disorders, impaired hearing, delayed language, and acquired neurological language disorders are discussed. Open to Juniors and Seniors in other departments.

CMD 219 (3) Phonetics. Provide general knowledge about the nature of speech sounds, how they are formulated, vocalized, and visually symbolized. Auditory recognition and discrimination between phonemes are stressed. The dynamics of speech sounds are considered in relation to pronunciation, phonetic change, and dialectal variation. Open to Juniors and Seniors in other departments.

CMD 310 (1) Introduction to Clinical Practicum. Prerequisite: CMD 211, 219, 312, 316, and 321. An introduction to clinical methods and procedures. The student will earn twenty-five (25) clock hours in observation that are needed for ASHA 's Certificate of Clinical Competence. The student must have earned a GPA of at least 2.5 (on a 4-point scale). Restricted to majors only.

CMD 312 (3) Anatomy and Physiology of the Speech Mechanism. Basic course designed for an in-depth study of the anatomical structures of the head, neck, and trunk. The physiology of these structures will be related to the process of normal breathing and verbal speech production.

CMD 316 (3) Speech and Hearing Science. An introductory course in psychological measures of speech production, speech perception, and speech acoustics. Students will be introduced to basic elements of the physics of sound and acoustic cues relevant to the perception of speech and non-speech auditory stimuli. Open to Juniors and Seniors in other departments.