



EDU 6532

# RESOURCE DIMENSION OF LEADERSHIP

## COURSE SYLLABUS



**Mississippi  
College**  
A CHRISTIAN UNIVERSITY

## **I. Course Title**

EDU 6532 Resource Dimension of Leadership

## **II. Course Credit**

Five semester hours

## **III. Prerequisites**

Admission to the Graduate School and membership in the Educational Leadership Program Cohort group and successful completion of the Mississippi College School Leadership Institute, EDU 6517 and EDU 6518.

## **IV. Course Professor**

Lead Professor

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## **V. Course Description**

A study of the fiscal, physical and human resources dimensions within a school district and their impact on the success of a school district. The course is designed to provide students who are aspiring administrators with the knowledge and skills necessary to best utilize the resources of a school district in ways which contribute most to instructional effectiveness and efficiency and to comply with local, state and federal mandates and accreditation standards.

## **VI. Course Rationale**

The Resource Dimension of Leadership is a required course in the M.Ed. in Educational Leadership Program. Local, state, and federal government officials, state departments of education, business and industry leaders, other special interest groups, and the general taxpayers are demanding more accountability from school boards and from education leaders in their use of funds for public education. As taxes are increased at all levels of government, school budgets are being more closely scrutinized, and taxpayers are demanding quality educational programs in the public schools in proportion to the amount of money provided. If educational leaders are to carry out their responsibilities as facilitators of teaching and learning, they must exercise all of their expertise, judgment, and diligence in managing the available fiscal, physical, and human resources entrusted to them. Administering the resources of a school district during a period of time of widespread social changes and demands for educational reform presents both challenges and opportunities. Upon completion of this dimension, students should possess a basic knowledge and basic skills to meet the challenges.

## VII. Course Objectives

Objectives are referenced to the ELLC Standards.

The aspiring school leader will demonstrate the knowledge, understanding, and skills necessary for an educational leader to work with the board, administrative team, staff, and community in ensuring the available resources of the school district are effectively, efficiently, and legally utilized in way which best can support the instructional program.

### **In the Fiscal Resources Area,**

this course is designed to enable prospective school leaders to:

- Explain the historical development of public school finance and the role of the government, at all levels, in funding and monitoring compliance with legal mandates. (1.2) (3.1) (3.2) (5.4) (6.1)
- Identify the terms associated with “taxation”, explain the Mississippi tax structure, and understand the calculation of taxes for public schools on personal and real property. (6.1) (6.2)
- Explain how public schools receive funding under the following programs: 16<sup>th</sup> Section and Chickasaw Cession. (6.1) (6.2)
- Identify and explain school revenue source allotments from local, state, and federal levels with emphasis on the Mississippi Adequate Education Program and determine the MAEP allotment for the student’s school district. (6.1) (6.2)
- Explain the legal aspects of school finance and identify significant court cases related to disparities in school funding and what the Mississippi legislature has done to address school funding disparities in the state. (5.1) (5.3) (5.4)
- Explain current laws in Mississippi related to funding for public secondary and elementary schools and the funding plans under the Education Reform Act of 1982, Educational Enhancement Act of 1991, and the Mississippi Accountability and Enhanced Education Program Act of 1997. (5.1) (5.3) (5.4) (6.1) (6.2)
- Compare and contrast the funding plans under the Minimum Education Program with the Mississippi Accountability and Enhanced Education Program Act of 1997. (3.1) (3.2) (6.1) (6.2) (6.3)
- Explore the budgetary process at the school and district levels. (6.1) (6.2) (6.3)
- Explain budget planning and implementation, including procedures for conducting a public hearing on a proposed budget, as well as, the legal requirements for the budget hearing, adoption of the budget, and reporting the necessary information to local and state officials. (3.1) (3.2) (6.1) (6.2) (6.3)
- Explain general purchasing and bidding procedures for public schools. (6.1) (6.2)
- Explain the procedures for financial accounting of public school funds in accordance with the Mississippi Financial Accounting Manual. Demonstrate

how technology may be utilized in budgeting, accounting, and reporting. (3.1) (3.2) (6.1) (6.2)

- Explain the legal requirements for Mississippi for selecting an auditor, and the procedures employed in auditing public school records and others laws and standards related to fiscal management. (3.1) (3.2) (6.1) (6.2)

### **In the Physical Resources Area,**

this course is designed to enable aspiring school leaders to:

- Explain the importance of maintaining school facilities and grounds at a level of quality, which provides students with an environment that is clean, safe, and healthy and maximizes teaching and learning. (3.1) (3.2) (3.3) (6.1) (6.2)
- Explain the functions associated with upkeep, repair, and replacement that ensures continuous usability of the physical plan, equipment, and service facilities, and the role of the building level and district level administrator in overseeing these functions. ((3.1) (3.2) (3.3) (6.1) (6.2)
- Explain the functions associated with plant operations, such as custodial services, grounds care, heating and cooling, asbestos management, fire safety, pest control, and plant security. (3.1) (3.2)
- Explain federal and state laws and accreditation requirements as they pertain to maintenance of a clean, safe, and healthy school climate. (3.1) (3.2)
- Explain the procedures for assessing school facility and other capital needs, and the available methods of funding capital needs, with emphasis on planning for and conducting a school bond election. (3.1) (3.2) (3.3) (6.1) (6.2)
- Explain procedures for facility planning, with emphasis on selecting and working with the architect on the architectural design and educational specifications. (3.1) (3.2)
- Explain federal and state laws as they pertain to bond issues, bond indebtedness, selling bonds, buildings, grounds and equipment specifications, program requirements, selection of bond attorney and architect(s), advertising for bids, and selecting a contractor. (3.1) (3.2)
- Explain the process for monitoring the construction of facilities, conducting a fiscal inspection, procuring furniture and equipment, and occupying the building. (3.1) (3.2)
- Explain procedures for the implementation, operation, and management of auxiliary services for a school district, including transportation, food services, and security services, and the important of maintaining these services at a high level of quality in order to facilitate the instructional program. (3.1) (3.2) (3.3) (6.1) (6.2)
- Explain federal and state laws and accreditation requirements related to transportation, food service, and security service. (3.1) (3.2)
- Explain the advantages and disadvantages of contracting for auxiliary services in lieu of the school district operating these services. (3.1) (3.2)

- Explain the laws related to using school property for non-school related purposes, particularly as they pertain to First Amendment religious activities and regulation of speech. (3.1) (3.2) (6.1) (6.2)
- Explain tort liability cases against school districts. (3.1) (3.2) (6.1) (6.2)

### **In the Human Resources Area,**

this course is designed to enable aspiring school leaders to:

- Explain the process in planning and projecting human resource needs through enrollment projections, attrition, and possible reduction-in-force situations. (3.1) (3.2) (6.1) (6.2)
- Explain the job interview process. (3.1) (3.2) ((6.3)
- Review job descriptions, job vacancy announcements, interview guides, and human relations policies. (3.1) (3.2) (6.1) (6.2)
- Explain administrative procedures for recruitment, selection, contracting with, and assignment of school personnel. (3.1) (3.2) (6.1) (6.2) (6.3)
- Explain the rights guaranteed citizens under the provisions of the following federal laws: Title IX, Age Discrimination Act, Americans with Disabilities Act, Family Medical Leave Act, and the 14<sup>th</sup> Amendment. (3.1) (3.2) (6.1) (6.2)
- Explain employment procedures under the Mississippi Education Employment Procedures Act. (3.1) (3.2) (6.1) (6.2)
- Explain the reasons considered grounds for termination of a teacher's and an administrator's contract. (3.1) (3.2) (6.1) (6.2)
- Explain the provisions needed to secure a teacher's license and the provisions of a teacher contract. (3.1) (3.2) (6.1) (6.2)
- Explain a teacher induction and orientation program for new employees. (3.1) (3.2) (6.1) (6.2)
- Differentiate between staff and professional development and explain their purpose in improving the proficiency of the teacher, the faculty, and the school. (2.3) (3.1) (3.2)
- Explain how an educational leader establishes credibility within the school and community, how this impacts his/her ability to establish high expectations of the staff, and how to effectively evaluate the performances of those whom he/she supervises. (2.2) (2.3) (3.1) (3.2)
- Explain the importance of adequate employee compensation and rewards as incentives to attract, compensate, and retain high performance employees. (2.2) (2.3) (3.1) (3.2)
- Explain Worker's Compensation law and the removal of sovereign immunity which affects tort liability claims. (3.1) (3.2)
- Explain Mississippi laws related to teacher strikes and union activities. (3.1) (3.2) (6.3)
- Explain the role of technology in managing personnel data and reporting to the Mississippi Department of Education. (3.1) (3.2)

## VIII. Materials

### Textbooks:

Financing Education in a Climate of Change, 12th Ed, Pearson Publishing, 2016, Vern Brimley, Jr., BYU, Deborah A. Verstegen, UNR, Rulon R. Garfield, BYU  
Detracking for Excellence and Equity ASCD, 2008,  
Carol Corbett Burris & Delia T. Garrity  
Fierce Leadership: A Bold Alternative to the Worst "Best" Practices of Business Today  
Crown Publishing, 2009, Susan Scott

NOTE: While purchasing textbooks for this class is not a requirement, it is strongly recommended as these are great references for any instructional leader.

### Other Resources:

MDE Office of Safe & Orderly Schools

<http://www.mde.k12.ms.us/OSOS>

- [School Buildings and Grounds](#)
- [School Bus Safety](#)
- [School Safety](#)
- [Pupil Transportation](#)
- [Driver Ed Program](#)
- [Online Resources](#)
- [Suicide – Bullying Prevention](#)

Individual Supplementary Article Links are active in the assignment for each.

## IX. Course Outline and Expectations

Module 1-2: Fiscal Resources, Part I & II

Module 3-5: Physical Resources, Parts I, II, & III

Module 6-7: Human Resources, Part I & II

Each Module includes Textbook Readings, Discussion Board Submissions & Peer Responses, Article Reviews, Application to ELLC Standards, and Reflections. There is also an introductory Discussion on students introducing themselves, as well as a final summative written submission to bring it all together.

### Participation/Attendance

For online courses, non-participation means the failure to login for any group assignments (i.e., chats, etc.), tests, or weekly assignments.

<https://www.mc.edu/faculty-staff/files/6913/8999/6219/A - 2.10 - Academic Affairs - Policy - Class Attendance.pdf>

## Academic Honesty

Mississippi College students are expected to be honest. Dishonesty, such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of University documents, records or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. Please read MC's University Policy 2.19 below for specific information regarding penalties associated with dishonest behavior at Mississippi College.

[https://www.mc.edu/faculty-staff/files/8313/8999/6222/A - 2.19 - Academic Affairs - Policy - Academic Honesty.pdf](https://www.mc.edu/faculty-staff/files/8313/8999/6222/A_-_2.19_-_Academic_Affairs_-_Policy_-_Academic_Honesty.pdf)

## Special Accommodations

In order for a student to receive disability accommodations under Section 504 of the Rehabilitation Act of 1973, he or she must schedule an individual meeting with Student Counseling and Disability Services (SCDS) before each semester or upon immediate recognition of the disability. The student must provide written documentation from a medical physician and/or licensed clinician that verifies his or her disability with recommended accommodations. Documentation must be current (within 3 years). SCDS will assist the student in notifying his or her professors about the recommended academic accommodations. Please contact Student Counseling and Disability Services to schedule an appointment with an available counselor: Phone - 601.925.7790;

Fax - 601.925.7793 or email them at [scds@mc.edu](mailto:scds@mc.edu). For additional information, visit <http://www.mc.edu/offices/counseling/student-disabilities>

## Course Communication Policy

All communication with faculty should be done through your Canvas course site and/or your MC email. For general questions about course items and resources, you should use the "Ask the Instructor" Discussion, located at the top of Pinned Discussions under the Discussion link in your course site. For questions regarding late assignments, grades or other personal matters, you should email your instructor through the Canvas inbox or your MC email.

You may expect a response to any inquiries within twenty-four (24) hours. You may expect feedback on course assignments within seventy-two (72) hours.

One (1) hour per week, your instructor will offer an optional time when you can meet "live" online to discuss course content.

## Course Communication Guidelines (Netiquette)

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use proper grammar and spelling, and avoid using text messaging shortcuts.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

## X. Technology Requirements

### Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection. Microsoft Word will be the expected format for submissions.

### Canvas Learning Management System

Canvas is the online learning management system used to host your course content. Students are provided with a [Student Guide](#) and an online ticketing service for course technical issues. To access the help desk and additional resources, access the **Help** option by clicking on the question mark icon in the navigation bar on the left side of your course page.

# XI. Grading and Evaluation

## Final Grade Calculation

Assessments	Percentages
8 Discussions	1% each = 8%
7 Article Reviews	2.5% each = 17.5%
7 Field Experience Apps	2.5% each = 17.5%
7 ELLC Application Essays	5% each = 35%
7 Reflections	1% each = 7%
Final Submission	15%
Total Percentage For Course	100%

***Discussion Submissions are due by Wednesday of each week with peer responses due by Friday of each week.***

***All Article, Field Experience, Application, and Reflection submissions are due each Sunday.***

***The Final Submission Culminating Paper is due the last day of class at 11:59PM***

## Grading

In determining the final course grade, the following scale is used:

96%-100% = A

90% - 95% = B

80% - 89% = C

0% - 79% = F

Students may expect feedback usually within 48 hours and certainly before the similar type of assignment is due the following week.

## Rubrics

Rubrics are included throughout the course with each assignment and will provide an understanding of how assignments will be assessed.

## Late Work Policy

The only late work that will be considered are those instances where the student has communicated with their instructor regarding unavoidable circumstances, *such as reporting an illness and submitting a doctor's note to their instructor.*

## XII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

## XIII. Course Topics

<b>Module 0</b>	Introduce Yourselves
<b>Module 1</b>	Fiscal Resources, Part I
<b>Module 2</b>	Fiscal Resources, Part II
<b>Module 3</b>	Physical Resources, Part I
<b>Module 4</b>	Physical Resources, Part II
<b>Module 5</b>	Physical Resources, Part III
<b>Module 6</b>	Human Resources, Part I
<b>Module 7</b>	Human Resources, Part II

## XIV. Additional Course Information

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.