Chadron State College

School Administration/Principalship

EDAD 633-0079-1

Spring 2014

Instructor: Dr. Linda Hunt Brown **Office:** Old Admin. Rm. 122
Office Phone: 308-432-6364 **e-mail:** lbrown@csc.edu

Cell Phone: 406-679-5675
Office Hours: Monday 2-3; Tuesday 10-11 and 1-2; Wednesday 10-11 and 1-3 and by appointment on SKYPE (user name: Linda.hb) or in my Vidyo conference room. (Please click on the link below to attend:
http://vportal.csc.edu/flex.html?roomdirect.html&key=DtpdIvUz1DCS
If you do not have a user account on this Portal, please enter your name in the "Guest Name" field and then click "Join". If this is your first time using Vidyo on your computer, you will be automatically prompted to install VidyoDesktop.)

Credit hours: Three graduate credits (3)
Description: *Examines the role of the school principal as a visionary, building manager, instructional leader, creator for a learning environment, and decision maker*. Focus on scheduling, co-curriculum activities, cultivating and maintaining collegial relationships, developing a school district vision, public and human relations, supervision of instruction, auxiliary services, working with community, and the school improvement process. Prerequisite: EDAD 636. (CSC course catalog) Prerequisite: An earned baccalaureate degree from a regionally accredited institution of higher education. EDAD 633 is a core requirement course for individuals who are seeking the Masters of Education degree in Educational Administration or may serve as an elective in a graduate program with approval of an advisor.

Required Text(s):

Hanson, K.L. (2009). **A Casebook for School Leaders: Linking the ISLLC Standards for Effective Practice** (3rd ed). Merrill/Pearson, Upper Saddle River, NJ ISBN 978-0-13-612682-9

Alvy, H.B. & Robbins, P. (1998). **If Only I Knew...Success Strategies for Navigating the Principalship.** Corwin Press/Sage, Thousand Oaks, CA ISBN 978-0-80-396644-4
Additional web-based journal articles will be provided within the course.

Student Learning Outcomes

This course is a required core course in the Masters of Education Educational Administration degree program. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit.

Education Administration Program Outcomes:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, thinking skills, human relations/diversity)

2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology/technology, professionalism, assessment, thinking skills, human relations/diversity)

3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, thinking skills, methodology/technology, professionalism)

4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, methodology/technology, human relations/diversity)

5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Human relations/diversity, communication, professionalism)

6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, thinking skills, human relations/diversity)

7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity)

Continue to develop as "Visionary Leaders" in the following areas:

Assessment: Know general assessment practices as related to the administration of the school, including the effects of laws and selection of "best practice."

Communication: Develop written and technological modes to develop effective, necessary, professional communication skills.

Critical thinking: Know theories and models as compared and contrasted with the demands of practice at all levels.

Human relations: Know how this essential component for administration relates to various groups involved with the school district, students and community.

Leadership: Examine models and effective practices at local, state and federal levels. Facilitate class discussion boards by individual students to promote individual growth.

Methodology: Examine strategies used by various power sources to enhance education at all levels.

Professionalism: Examine and practice ethical and professional principles of performance.

Specific EDAD 633 Learning Outcomes

The students will be able to:

1. Increase their understanding of the nature and functions of the principalship within a k12 school building.

2. Assess their ability and that of others in the performance of administrative and leadership roles.

3. Assess their potential as an effective school administrator and leader.

4. Expand their administrative and leadership skills through participation in reflective practice, group and individual activities, analysis of case studies, and other activities.

5. Develop an understanding of organizational structure and operation of schools; the human dimensions of school, including organizational culture and climate; and the social, political, and economic environment in which schools exist.

Method(s) of Instruction: Course methodology is web-based with threaded discussion boards, reading in texts and research articles, and reflective discourse between classmates and the instructor. Instructor feedback is a critical aspect of learning. We all like to know "how we are doing". To that end, this course will attempt to model transformational and constructivist learning processes that encourage a concept of problem-posing, connections with prior experience, reflection, and reflective discourse that help shape a new understanding.

Course Requirements: It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

Course Topics:

- Knowing Yourself
- Principal as Manager
- Principal as Leader
- Instructional Leadership

- Managing Relationships
- School/Building Legal Issues
- Developing Authentic Communication
- School-wide Behavior Plans
- Leading with Passion

A Key Instructional Methodology Collaborative Learning and Online Learning---The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. I will post a discussion prompt for each module group's discussion board. *You are encouraged to spend time each week talking to your principal or other administrators about the week's topics. These interview hours should be logged and reflected upon for your "Logged hours" assignment due April 21.*

- For the first part, reflect on the discussion prompt posted for your group. In order to be more thoughtful about your responses, I would recommend preparing your responses first on a word processor and then copy and paste them to the discussion board. Do not simply attach your Word Documents as your post. *Copy and paste your initial post into the response frame*. Your first response is to be posted by Thursday evening. Your response should be approximately two to three paragraphs (250 to 350 words) in length citing the key elements from the readings and your own experience to support your response.
- For the second part, I would like you to begin by reading through other group members' responses and provide feedback to two other members of your group regarding their response by midnight Sunday. I will read through each group's discussion and provide additional feedback to the group for each discussion question by Tuesday evening of each week. It is not helpful to your learning or your fellow group members to post late. I understand that with online courses it can be difficult to post daily. However, most students find success by simply making their first post and then checking the discussion thread twice more. The secondary post is to provide classmates feedback and a final time to read instructor feedback.
- Because the discussion boards are intended to be dynamic, I encourage you to treat them as such and resist the urge to post generic or ambiguous postings as if the discussion board was a correspondence course. You will be sharing your thoughts with fellow scholars and I will expect you to dig deep and demonstrate knowledge of the research presented in the unit by citing sources as you make your original post. You will receive ten points for every posting that includes both posting to the discussion questions and feedback to other students within the unit timelines. I know that sometimes technology can be frustrating so please do not hesitate to call me if you have any problems or concerns with Sakai or the course.
- You are encouraged to spend time each week talking to your principal or other administrators about the week's topics. **Please log these hours with a short reflection and the time (hour/minutes) which you spend.** These should be compiled into a log which you will submit as an ASSIGNMENT at the end of the semester. It is expected that you accumulate at least 10 total hours during the semester.

A special note regarding instructor feedback: I view adult learning as a cooperative process with students and instructors working together as "co-learners". With that being said, my highest priority is to provide prompt feedback and to act as a coach, mentor and facilitator. This "ideal" co-learner environment will only be accomplished if we both give our best efforts in the learning process. You have my commitment to always offer my best. In addition to instructor comments via the discussion boards, I will provide individual and confidential feedback within the online gradebook function when appropriate.

Contacting Your Instructor

As an instructor, I am honored to share my experience as a school administrator, and college instructor. If you need my immediate assistance feel free to contact me via my CSC email address and telephone numbers. I really want to have at least one phone or SKYPE conversation with you during the semester---the earlier in the semester the better. For your convenience, they are listed here….

Email: lbrown@csc.edu

Phone # 1 (308)432-6364 CSC Office 122 Old Adm

Phone #2 (605)745-3528 Home

SKYPE name: linda.hb

Technology Issues

Because EDAD 633 is an ONLINE course we want to take special care to provide several technology reminders. Here is a simple list of technology issues that are specific to the course and Chadron State's Sakai course management system.

1. Chadron State College prefers the use of Microsoft Internet Explorer as the browser for properly opening an online course materials. Using Mozilla Firefox on a PC will soon be frustrating as students try to open PDFs or other documents.

2. Checking your CSC e-mail regularly is essential for students to stay current with instructor announcements and possible changes in course procedures.

3. All assignments and tests need to be submitted via Sakai dropboxes or links designated by the instructor. Students should only send assignments via email attachment when approved by the instructor in advance.

4. At least twice during the course, students will be invited to participate in a SKYPE call (linda.hb). The web calls are designed to provide student to speak directly to the instructor in small groups and help clear up any questions regarding important course assignments or projects. If student cannot attend the scheduled web-call, please email me to set up another time. You will need to have SKYPE installed (free) and also a headset with microphone for the calls. I also recommend a webcam for the video component but this is not required.

Tentative Schedule:

Date	Readings/Topics	Learning Activities and Assignments
Jan. 13-17	*Introductions and Orientation* **Read: Sergiovanni articles linked at the end of syllabus**	Group discussions and responses on Sakai. Complete ROSTER portfolio with picture. **Begin creating Electronic Anthology.** Threaded **INTRODUCTIONS and reflection** discussions. Remember to start logging time you might spend conferring with your administrators.
Jan. 14-20	**Unit 1: Alvy/Robbins Chap. 1-3**. Rookie and Veteran Issues, Loneliness at the Top and the Time Juggernaut **Read Case Studies #20, #21 and #24.**	Threaded discussions: Your administrative rationale and past influences. Remember to log the time you spend conferring with your administrators. **SKYPE call: Brown will host a SKPYE call please sign up for a time on Thursday, January, 16 between 7:00-9:00 PM Mountain Time. CALL is optional.**
Jan. 21-27	**Unit 2: Alvy/Robbins Chap. 4** Instructional Leader **Read Case Studies #9, #2 and #39.**	Threaded discussions: Discuss strategies you feel are helpful in setting a tone of life-long learning and/or problem-solving within a school building. Remember to log the time you spend conferring with your administrators.
Jan.28-Feb. 3	**Unit 3: Alvy/Robbins Chap. 5 and 8.** Complex Relationships and Authentic Communications. **Read Case Studies # 8, #15 and #16.**	Threaded discussions. Remember to log the time you spend conferring with your administrators. **First Case Study Due. (Submit as separate attachment within Sakai assignment submission system by Sunday midnight of Unit. (Feb 3).**
Feb. 4-10	**Unit 4: Alvy/Robbins Chap. 6 and 10.** Management Issues, Balancing Leadership and Management.	Threaded Forum discussion. Remember to log the time you spend conferring with your administrators.

Date	Readings/Topics	Learning Activities and Assignments
	Read Case #30, #37, #42	Begin work on Reflection Paper.
Feb. 11-17	**Unit 5: Access online Journals for Reflection Paper Research Continue working on Reflection Paper. Continue working on Case Studies.** *Read Case #5, #26, #27*	No discussion Forum
Feb. 18-24	**Unit 6:** *Alvy/Robbins Chapter 7. Becoming A Lifelong Learner.*	Threaded Forum Discussion. Remember to log the time you spend conferring with your administrators.
	Read Case Studies #13, #14 and #18.	**Second Case Studies Due**. (Submit as separate documents within Sakai assignment submission system by Sunday midnight of Unit. (Feb. 24).
Feb. 25-March 3	**Unit 7: Alvy/Robbins ch. 13 and 14. Principal's Vision, What Often Forget.**	Threaded Forum Discussion. Remember to log the time you spend conferring with your administrators.
	Read Case Studies additional case studies of interest.	**Mid-Term anthology submission - Due on March 6, 2014**
		Mid-Term/anthology submission - Due on March 6, 2014
March 4-10	**Unit 8: Alvy/Robbins Chapter 9, Honoring the Experienced/Veteran Staff**	**Collaborative Discussion : Consider you own school environment.**
	Read Case Studies of interest.	**Identify at least three strategies from Chapter 9 that you will apply in your own setting to honor and validate the veteran faculty while still challenging them to accept positive change. Reflection Paper Due March 31st.**
March 11-17	**Unit 9: Alvy/Robbins Chapter 10**. Balancing Leadership and	Threaded discussions: **Discussion on puzzlers questions.** Remember to log the time you

Date	Readings/Topics	Learning Activities and Assignments
	Management.	spend conferring with your administrators.
		Third (final) Case Studies are due March 17th
March 18-24	**Unit 10: Alvy/Robbins Chapter 11. School Law, Master Contract…**	Threaded discussions: **Choose either the issue of "due process" in a discipline issue or "search and seizure". Describe a real situation where you followed the legal process appropriately according to guidelines suggested in Alvy/Robbins.** Remember to log the time you spend conferring with your administrators.
March 25 - March 31	**Unit 11: Work on Project Research**	**Reflection Paper Due.--3-31-14**
April 1-7	**Unit 12: Readings Alvy/Robbins Chapter 12. Proactive Behavior Plans**	Threaded discussions: **Describe the school-wide behavior plan in place in your own setting. Critique your school's behavior plan based on Alvy/Robbins comprehensive discussions.** Remember to log the time you spend conferring with your administrators.
April 8-14	**Unit 13: Alvy/Robbins Chapter 13 and 14. A Principal's Vision and What Principals Often Forget Clarity of Vision and the issue of "a principal's voice" is so critical.**	Threaded discussions: **Create a two part personal vision statement: as a person and as a principal. Add this to the discussion board.** Remember to log the time you spend conferring with your administrators.
April 15-21	**Unit 14: Administrative Log**	No assigned readings this week. **Focus on the Reflections for administrative log and anthology.** **Administrative Log Due April 21**.
April 22-April 28	**Unit 15: Anthology submission**	Threaded discussions.
		Anthology submission due: **5-3-14**
April 29-May5	**Unit 16:**	**Electronic Anthology-Due 5-3-14**

Date	Readings/Topics	Learning Activities and Assignments
Finals Week	**Electronic Anthology-Due 5-3-14**	

Grading Procedures: Total points will determine your grade for this class. Grades are determined by the following scale:

A = 93 - 100%

B = 86 - 92%

C = 76 - 85%

As we approach grading, it is reasonable to assume that a policy dealing with late or missing assignments should be established. I hold to the notion that learning should take precedence over strict policy enforcement. However, I also want to honor those students who consistently submit assignments on-time and with superior quality. I am willing to work with students who may need accommodation due to exceptional circumstances. Yet, I will retain my right as the course facilitator to deduct points for lateness as a matter of fairness for those students demonstrating strong dispositions of organization and time-management.

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at http://www.csc.edu/publications/csc_student_handbook.pdf. Academic Policies, including academic dishonesty, can be found between pages 32-34.

Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with

nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.   Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; Crites 011).

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

Appendix A

Rubric for Weekly Collaborative Group Discussion Postings

Criterion/Evaluation	Level 1	Level 2
Content of the Postings	Student's responses reflect personal opinion, idea, or conclusion *without* support from course readings or other literature (4 points).	Student's responses reflections personal opinion, idea, or conclusion *with* support from course readings or other literature and is *posted on time* (8 points).
Quality of the Interaction (feedback to other group members	Student's interaction and feedback with other group members involved supporting or challenging ideas of others (1 point).	Student's interaction and feedback with other group members involved support or challenging ideas of others and was posted in a *timely manner* (2 points).

Evaluation Criteria for Legal Case Reviews

Criteria	Points and feedback

Criteria	Points
1. Critically analyze, evaluate, and synthesize the topic or issue and examine the issue using principles of non-discrimination, equal opportunity, due process and/or professional standards.	10
2. Articulate your own informed perspective on the issue and use the suggested Hanson criteria for review.	10
4. Well-written paper (use sound syntax and grammar) and proper APA format	5
Total Points	**25**

Evaluation Criteria for School Administration Topic Projects

Criteria	Points and feedback
1. Project is professionally presented and demonstrates professional standards and research of current practices.	50
2. Project demonstrates innovative practices with clear guidelines for implementation.	15
3. Project includes original synthesis from a variety of sources with proper citations.	25
4. Project is submitted on time within established due date using APA formatting	10
Total Points	**100**

Appendix B

Electronic Anthology Grading Rubric

Criteria	Points and feedback
The electronic anthology is due in the assignment link in Sakai by May 1, 2013. This anthology is a compilation of the totality of the work that you accomplish in this course. You will submit anthology submissions as assigned and then recompile the submissions into a final electronic anthology that will count for your final activity grade for this course. This single document submission will contain all of your pervious submissions, including your FORUM post, and the reflection pieces. The individual components within the Word document should be easy to follow and professionally presented. Any copying and pasting of documents need to be formatted into a seamless comprehensive document.	
1. A comprehensive table of contents with each assignment clearly labeled. 2. A student reflection of each Unit assignment. 3. An overall reflection on the electronic portfolio exercise	
The "A" anthology is a superior work sample. This anthology will have each piece of the semester work well documented and have an in-depth student reflections included for each assignment (not FORUMS). "A" anthologies are to be considered excellent work which is exceptionally well organized and posted in a timely	An "A" anthology – 45-50 points

fashion.

A "B" anthology will have all of the parts that are required of the assignment in place. The "B" anthology will be a work that is of quality and has parts that show the student has reflected upon the coursework and interacted with others in a collegial fashion.

A "B" anthology – 40-44 points:

A "C" anthology may have 1 missing portfolio piece, or 1 missing reflection piece. This anthology may have shallow or inferior reflective pieces for more than one submission. The anthology may not have the overall effort and perception levels expected of graduate work at CSC.

A "C" anthology – 34-39 points:

Total Points   **50**

Writing and APA Tips

Paraphrasing and Synthesis

The ability to clearly and concisely paraphrase or synthesize another's work is one of the most important skills needed to write research papers and dissertations at the graduate level of education. Although the terms are often used interchangeably, there is a distinction between the two. Paraphrasing is restating something is a simpler or clearer manner by using other words. Paraphrasing can also be a means of separating the wheat from the chaff of another's words. In this, you trim the paraphrase to include only the important idea(s). The steps of paraphrasing follow:

1. Read the original work two or three times.

2. Do something else for a few moments. Just make sure you don't think about the original work.

3. Write down what you believe to be important idea(s) of the original work.

4. Check your paraphrasing against the original work. If your original too closely matches the original, try the process again.

5. Sometimes there is phraseology from the original that is necessary to include in our paraphrasing. Be sure to place quotation marks around these phrases.

6. Parenthetically cite your source in one of the preferred ways.

Example:

ORIGINAL

"However, a greater number of American students may come to realize that their employers will expect a new level of personal cultural competence in order to compete in the global marketplace. Consequently, the curricula of degree programs in American higher education will rapidly transform as entrepreneurial and market-driven universities receive intensified pressure to provide graduates who are mulitculturally competent, able to work in diverse settings, and knowledgeable of the global community."

Stromquist, N. P. (2002). *Education in a globalized world*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

PARAPHRASE

1. Stromquist (2002) believes that the force of economic globalization will lead to

higher education curriculum that will produce graduates that can walk the world as employees.

2. The continued pressures of economic globalization will lead employers to pressure institutes of higher education to produces world savvy graduates (Stromquist, 2002).

Synthesis is a blending of others' works together to show their relationship. It might help to think of it as paraphrasing on a larger scale; however, you will be required to relate different works to each other. Almost every paper you write in graduate school will require a literature review, which is a synthesis of the works related to your topic. The steps for synthesis are similar to those of paraphrasing, except now you are paraphrasing entire works:

1. Read the original at least twice.

2. Once you have read it, write a two to three sentence summation of why the work is important to your paper and how it relates to your topic. You might also write a brief explanation of how the work relates to other works in the field. You must be faithful

to the original. Do not change the source's ideas or intents.

3. Sometimes there is phraseology from the original that is necessary to include in your summation. Be sure to place quotation marks around these phrases.

4. While writing your literature review, parenthetically cite your source in one of the preferred ways.

5. Be sure to not just give a listing of work that has come before yours. This bibliography method is boring, and it adds nothing to your work. You want to place each work you cite in a context with each other work you cite. Explain in your synthesis how they relate to each other and how the findings/results/opinions of one work inform those of another work. You can also relate the main ideas of each work to a common theme or element of your topic. Your research paper does not take place in a vacuum. You are standing on the shoulders of giants, and the literature review (your synthesis of past works) shows exactly how you are balanced on those shoulders.

Online Resources:

http://owl.english.purdue.edu/ The Purdue Online Writing Lab is the gold standard for online writing help (includes APA and MLA style guides). On this site search for the term "paraphrase" or go to https://owl.english.purdue.edu/owl/resource/563/01/ I was going to include more sites, but OWL really is comprehensive. You can of course go to www.google.com and search "paraphrasing" or "synthesis writing".

Reference Examples

Althbach, P.G., Berdahl, R. O., Gumport, P.J. (2005). *American higher education in the twenty-first century: Social, political, economic challenges*. Baltimore: John Hopkins University Press

Note: if you are referencing a chapter in an edited book you need to reference the Author of the chapter and then give the book reference Johnstone, B.D. (2005) Financing higher education: Who should say?. In Althbach, P.G., Berdahl, R. O., Gumport, P.J. (2005). *American higher education in the twenty-first century: Social, political, economic challenges*. Baltimore: John Hopkins

University Press *Headings and Subheadings* are to be in *italics*

 First Weeks Readings Assignments

 Moral leadership by **Thomas J Sergiovanni**

http://www.tnellen.com/ted/tc/moral.html

 Multiple **Sergiovanni** topics highlighted:
http://www.eduweb.vic.gov.au/edulibrary/public/publ/research/nws/Research_Elert_Issue_3-nws.pdf

Moral Purpose, Community Must Guide School Reform, Says Sergiovanni

THE DEVELOPER - December 1996/January 1997

http://www.schoolsmovingup.net/saelp/rs/moral_purpose.pdf

 Taking the Lead: The Role of the Principal in School Reform

Found in:Connections 211 East Seventh St. • Austin, Texas 78701 • 512.476.6861 • 800.476.6861 • www.sedl.org/csrd   Southwest Educational Development Laboratory Comprehensive School Reform Demonstration Program
http://www.sedl.org/csrd/connections/oct00/oct00.pdf

Student Support Services

You can access Student Support Services through the Quick Links located at www.csc.edu/studentserv/.

Information for Students with Disabilities
Website: www.csc.edu/healthserv/counseling/index.csc
Phone: 308-432-6461

Accommodations for Students with Disabilities
Website: www.csc.edu/technology/students/disabilities.csc

Academic Support Services
Website: www.csc.edu/projectstrive/
Phone: 308-432-6068

Tutoring
Email Frances Gonzalez, Tutorial Services Counselor, at fgonzalez@csc.edu
Phone: 308-432-6381

Technology Help
Email IT Help Desk at helpdesk@csc.edu
Phone: 308-432-6311

Library
Email the reference desk at library@csc.edu   Phone: 308-432-6271