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# Leadership and Supervision

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Instructor: Assistant Professor Tammy Bracewell, PhD

Class Location:

- Online

Class Duration:

- August 21-December 15, 2017

Office Hours: FH 217M, Mondays & Wednesdays 12:15-1:00, Tuesdays 10:00-2:30, or by appt. If you know you would like to meet with me it is always best to schedule an appointment, even if it is during office hours. This ensures you are given priority over walk-ins.

Email:

- [tammy.bracewell@tamuct.edu](mailto:tammy.bracewell@tamuct.edu) or Canvas inbox \*\*\* preferred\*\*\*
- Please direct all email communication through this email.
- When emailing, always identify yourself and what course you are in. In general, when communicating electronically you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication.
- I check my email several times a day. I check Canvas at least once a day. These are the two best ways to reach me. If you need to talk to me outside of office hours please email or message me.

**\*\*\*Note: This syllabus is subject to revisions when necessary throughout the semester. Students will be notified of any changes via Canvas.\*\*\***

## MODE OF INSTRUCTION AND COURSE ACCESS

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]

Students can access Canvas on the Texas A&M-Central Texas website: [www.tamuct.edu](http://www.tamuct.edu). Log in with your TAMUCT issued ID and your password. If you have difficulty using Canvas, contact Help Desk Central 24/7 by phone at (254) 519-5466 or live chat at <http://hdc.tamu.edu>.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

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## STUDENT-INSTRUCTOR INTERACTION

This is an online class. Most communication between the instructor and students will be me via Canvas and email and all students are able to schedule a telephone conference or meet with me during office hours.

I will check and reply to student emails on a daily basis – students should expect a response within 24 hours. Any deviations from this will be announced on Canvas. Checking Canvas frequently is important as this is where any class announcements will be posted.

It is HIGHLY recommended that you go into your “settings” in Canvas, select “notifications”, and elect to receive emails when announcements are made. You are responsible for obtaining information in a timely manner.

My preferred method of electronic student interaction is via Canvas. All students should identify the class they are in, use proper salutations and signatures, identify a question, be succinct, and maintain professionalism in any correspondence. Deviations from these guidelines will likely not receive a response. Additionally, students should check the syllabus before asking questions that are likely answered in the syllabus. If the answer is in the syllabus, that is what the response email will reference.

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### Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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### **911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **1.0 Catalogue Description**

An investigation of the personnel decision-making process used within criminal justice agencies. Areas to be investigated include recruitment, training, continuing education requirements, performance evaluation, fair employment practices, termination, and allocation of personnel.

### **2.0 Course Objectives**

By the end of this course, the student will be able to:

- 1.) Understand the four frames of organizations, structural, human resource, political, and symbolic.
- 2.) Be able to understand when to use strategies and tactics of a particular frame to engage in the most effective leadership.
- 3.) Critically evaluate different managerial situations.
- 4.) Demonstrate knowledge of the specialized skills of criminal justice management.

### **3.0 Required Textbooks**

Bolman, L. & Deal, T. (2013). *Reframing Organizations: Artistry, Choice, and Leadership* (5<sup>th</sup> edition). San Francisco: Wiley.  
ISBN: 9781118573334

### **Recommended Textbooks (2)**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. NOTE: This work will be referred to as the APA Manual in this syllabus and in the course.

Struck, W., & White, E. B. *The elements of style*. (Any edition will do.)

**NOTE: The student is expected to have an adequate knowledge of the essentials of grammar and writing style and of the guidelines for paper organization and referencing in accordance**

with the APA Manual. If the student does NOT have adequate knowledge in these areas, then the purchase and use of the two Recommended Textbooks is highly recommended. Failure to provide written work in accordance with the essentials of acceptable, English writing style and APA guidelines will result in poor grades.

#### SUPPLEMENTARY MATERIALS

Supplementary materials are available in Canvas. Students are responsible for supplementary materials.

#### REQUIRED COURSE WORK

##### I. Discussions (8 at 25 points each=200 points)

These journal entries are a modification of a discussion question. Each student will respond to the prompt. Please read the directions for each entry at the beginning of the week. Some require you to watch videos while some require you to find things on your own. Your response will be posted to where the entire class can view the response. HOWEVER, you cannot view ANY responses until you post. This avoids getting answers from another student's post. I do want all students to benefit from the entries of their classmates. You will be able to respond to each other's entries. You will not directly be graded on the responses. However, you should note that if your response is not adequate, any additional information you give responding to other entries and questions posted to your response can add points to your grade. No posts after the due date will be considered for grading purposes.

##### A. Journal Response

Students are expected to read the assigned materials and complete any other work for the week *prior* to responding to the journal prompts. Your response should reflect your familiarity with the readings and other materials assigned. The student should inspect the Course Calendar and see what readings are assigned for that week. *This response should be at least a half page in length (about 300 words). A response that is not at least a half page in length will not be accepted for credit. A half page response is the minimum requirement and will be graded accordingly.* Students should keep in mind that this is a graduate course and responses closer to 500-600 words is necessary to obtain a satisfactory grade (A or B). Responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. The student should support his responses in some way with references to the reading that was assigned. Under no circumstances should a student quote from the textbooks; instead, he should express himself in his own words. Quotations will not be accepted for credit. It is also unnecessary for the student to cite sources using APA guidelines for the information that he is presenting. **So remember: no formal citations and no quotations.** This ill-advised practice merely adds clutter to the

discussion process and is inappropriate for our purposes. **Your responses must be posted by Friday at 11:59pm, Central Time.**

There are no makeups for journals, because we have moved on to the next topic after the deadlines. Each week we will have a new topic to discuss, and there will be no one left to read your post.

Points are awarded to students, based on the quality of response. Quality pertains to a student's responding in relevant, meaningful ways, based upon the assigned readings for that week.

Netiquette: All students are expected to follow rules of common courtesy and professionalism in all correspondence and assignments. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks will not be tolerated and may result in expulsion from the course.

You earn points for your journal entries according to the following:

✓	you completely answer the question. Failing to answer any portion of the question results in zero points.
✓	you are able to critically think about the issue discussed and support your answers with material from the text.
✓	your writing is average or above average.

**\*\*Note:** I encourage you all to reply to your classmate's posts. Doing so will encourage discussion. Additionally, it will likely enhance your grade. **Response posts are due by 11:59 PM on Sundays.** It is highly unlikely that you will obtain the maximum number of points without engaging in discussion with your peers.

**\*\*\*Note\*\*\* Please note that at this level you should be CRITICALLY reading the assigned readings. Many articles are written with a perceived bias. Part of critically evaluating a reading is noting these biases and drawing conclusions accordingly.**

**\*\*\*\*\*PLEASE TAKE NOTE OF DUE DATES AND TIMES...EVERY SEMESTER STUDENTS LOSE POINTS FOR NOT POSTING ON TIME\*\*\*\*\***

## Personal case papers (Total of 150 points)

Each student will compose a case paper. This grade is composed of three parts: a description of an event, an analysis of the event, and a class presentation.

- **The first paper** (personal case narrative) should describe an organizational event or experience that was significant or challenging for you. Choose this carefully because you will be exploring this incident throughout the term. I encourage you to choose an event that you believe you could learn from. The personal case should be a description, not an analysis or interpretation, of the events. Case writing is very much like telling a good story. When writing about a case in which you were involved, it usually works best to write in the first person. Describe what happened as you saw it, including your own thoughts and feelings (but make sure that your thoughts and feelings are labeled as such). It is usually best to focus the paper around a particular experience or series of experiences, rather than trying to cover many months or years. A single critical event (or sequence of events) usually works best. Examples include the early stages of a challenging project, a critical meeting, a tough decision, or a major conflict. Like a good drama, a good case rarely arises from a situation in which everything was smooth and easy. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting. This paper should be 3-5 pages in length. **50 points**

\*\*\*A title page is needed for this paper and does not count towards the minimum number of pages. References are NOT needed for the first paper.\*\*\*

- **The second paper** (case analysis). This paper will integrate what you have learned about the four frames and how the incident may proceed differently with your new perspective. This paper should be 7-10 pages in length. You will essentially be reframing your experience while bringing in theory.
- Papers will be graded on the following:
  1. Quality and thoroughness of analysis.
  2. Clear focus, organization, writing, and presentation.
  3. Internal consistency of the arguments.
  4. Accurate and effective use of theory to reflect on and provide new insights into personal case experiences.
  5. References are needed for this paper: a minimum of 5 peer reviewed journal articles are required. You may use additional references. However, the minimum is 5.

### \*\*\*Cautions\*\*\*

Common errors in the past have included the following:

1. Providing description of case events (what happened) rather than analysis of the events—good analysis tells *why* things happened.
2. Trying to discuss every single aspect of the case—it is better to write thoroughly about a few well-defined topics than superficially about many.
3. Making inferences and generalizations without providing data from the case to support the generalizations, examples to help define them, and/or theory references to ground them (for example, you might say that everyone in the case wanted

“involvement” and “participation”—How do you know that? What evidence do you have? What do you mean by involvement and participation?).

4. Ignoring theory and writing only about opinions—good papers take a set of theoretical ideas and show how those ideas can be applied to some specific aspect of the case.

5. Ignoring one’s own interpretations and restating theory after theory from the readings—good papers use theory to support insights and to cast a new light on personal experiences and observations.

\*\*\*\*ALL PAPERS MUST CONFORM TO APA STANDARDS with ONE exception. It is expected that this paper will be written in 1<sup>st</sup> person because it is a personal experience\*\*\*\*

**100 points**

\*\* It is expected that this paper be written in 1<sup>st</sup> person because it is your own experience...this is a deviation from most academic papers. A title page, abstract, and references are needed for this paper and do not count towards the minimum pages due. \*\*

The papers shall be graded according to the following rubric:

Qualities & Criteria	Poor	Good	Excellent
<b>Format/Layout</b> <ul style="list-style-type: none"> <li>• Presentation of the text</li> <li>• Structuring of text</li> <li>• Requirements of length, font, and style</li> <li>• APA style</li> </ul> <i>(Weight: 20%)</i>	Follows poorly the requirements related to format and layout.	Mostly follows the requirements related to format and layout.	Closely follows all the requirements related to format and layout.
<b>Content</b> <ul style="list-style-type: none"> <li>• Elements of topics to be addressed</li> <li>• Information is correct</li> <li>• Coherency</li> </ul> <i>(Weight: 40%)</i>	Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.	Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.	Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.
<b>Quality of Writing</b> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Grammar and English usage</li> <li>• Organization and coherence</li> </ul> <i>(Weight: 20%)</i>	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent.	Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways.
<b>Citations, References, &amp; Style</b> <ul style="list-style-type: none"> <li>• APA style</li> <li>• Sources correctly cited regarding content of sources</li> </ul>	Essay fails to follow APA guidelines and sources are incorrectly cited for content expressed in sources.	Essay mostly follows APA guidelines and sources are (mostly) cited correctly for content.	Essay follows APA guidelines and sources are correctly cited for content.

(Weight: 20%)			
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**III. Annotated Bibliography (AB) (100 points)**

Each student will complete an annotated bibliography with 15 sources. Your sources must be peer reviewed journal articles. Any other source will not count towards your 15. Your AB must cover one or more of the following topic(s) as they relate to a CJ component:

- Organizational Function
- Human Resource issues such as hiring, firing, handling of complaints, etc...
- Promotional issues
- Organizational structure
- Symbolism: for example: symbolism at police funerals
- Political Influence in decision making
- \*\*\* you may also choose similar topics, however, they must be related to this course and the CJ system\*\*\*

This link has information on the stylistics of an AB  
<https://owl.english.purdue.edu/owl/resource/614/01/>

I will post an example of an AB in canvas.

**III. Midterm Exam (100 points)**

**IV. Final Exam (100 points)**

**OTHER INFORMATION REGARDING THE COURSE**

**I. Late assignments:** Late assignments will generally not be accepted. I suggest you plan ahead and begin working on assignments now. The only reasonable excuse is that you were in the hospital for an entire week and could not post on the discussion board or something similar.

**II. Supplementary Material:** Additional information may be given that supplement the topics to be addressed. This supplementary material is designed to broaden the educational experience and create more variety to the usual lecture/discussion format of class presentations. You are responsible for all information in the supplementary material.

**III. Extra Credit:** Extra credit is not available in this class.

**IV. Civility:** While this is a management class it is inevitable that some sensitive topics (race, religion, etc...) will be discussed. All students are expected to treat each other with respect. You may disagree but you must do so with civility. Rude and degrading behavior will not be tolerated.

**V. Posting of Grades:** All student grades will be posted in the Canvas grade book and students should monitor their grading status through this tool.

**VI. Grading Criteria Rubric and Conversion:**

Final course grades will be assessed on the following scale:

Assignment	Points	My Grade
Exam 1	100 points	
Exam 2	100 points	
Paper 1	50 points	
Paper 2	100 Points	
Discussions	200 points	
Annotated Bib	100 points	
<b>Total</b>	<b>650</b>	
582-650 points	A	
517-581 points	B	
452-516 points	C	
387-451 points	D	
<451points	F	

**At the end of the semester there will be NO curve and no extra points given. It is up to YOU to ensure you have the grade you want.**

**6.0 Course Calendar<sup>1</sup>**

ALL ASSIGNMENTS DUE BY 11:59pm  
first post due/responses due

Week			
8/28		Introduction	Discussion (non graded) Sept 1/Sept 3
9/4		Chapters 1-2	Discussion 1 Sept 8/Sept10
9/11		Chapters 3-4	Discussion 2 Sept 15/Sept17
9/18		Chapters 5	<b>Paper 1 Due 9/24</b>
9/25		Chapters 6-7	Discussion 3 Sept 29/Oct 1
10/2		Chapters 8	Discussion 4 Oct 6/Oct 8
10/9		Exam Chapters 1-10	<b>Available 10/13-10/15</b>
10/16		Chapters 9-10	Discussion 5 Oct 20/Oct 22
10/23		Chapters 11	Discussion 6

			Oct 27/Oct 29
10/30		Chapters 12-13	Discussion 7 Oct 3-Oct 5
11/6		Chapters 14	Discussion 8 Oct 10/Oct 12
11/13		Chapters 15-16	<b>AB Due 11/19</b>
11/20		Chapters 17-18	
11/27		Chapter 19-20	Final Paper Due 12/3
12/4		Chapter 21	
12/11		<b>FINAL EXAM</b>	

#### Important University Dates:

August 28, Add/Drop/Late Registration begins  
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
 September 1, Priority Deadline to Submit Graduation Application  
 September 4, Labor Day, CAMPUS CLOSED  
 September 5, Last day to drop 1st 8-week classes with no record  
 September 13, Last day to drop 16-week classes with no record  
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
 October 6, Deadline to submit graduation  
 October 20, Last day to withdraw from the University (1st 8-week classes WF)  
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
 October 30, Last day to drop 2nd 8-week classes with no record  
 November 10, Veteran's Day  
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
 November 23-24, Thanksgiving, CAMPUS CLOSED  
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
 December 15, Last day to file for Degree Conferral (Registrar's Office)  
 December 15, Commencement (End of Fall Term)  
 December 25-January 1, WINTER BREAK

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#### UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

#### Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

#### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also

contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

#### Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [Imdavis@tamuct.edu](mailto:Imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

#### The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

#### University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at

A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

