

Leadership & Supervision



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Instructor: Assistant Professor Tammy Bracewell, PhD
Class Location: FH 211
Class Duration: August 27-December 14, 2018, 9:30am-10:45am
Office Hours: FH 217M, Tuesdays 8:00-9:30, 10:45-12:00 & 5:30-6:00, Thursdays 8:00-9:30 10:45-12:00, 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 or Canvas inbox *** preferred***
- When messaging/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.*****

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. (2015). Reframing Organizations: Artistry, Choice, and Leadership (6th edition). San Francisco: Wiley.
ISBN: 9781118573334

Recommended Textbooks (2)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th 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 material may take the form of handouts, oral presentations and references from your instructor, presentations by students, and articles we read. Supplementary materials are handed out in class or emailed to your TAMUCT email account.

MODE OF INSTRUCTION AND COURSE ACCESS

This class meets face to face with some online components and resources. As this class has online components, students must be able to access Canvas. Students can access Canvas on the Texas A&M-Central Texas website: 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>.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

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.

STUDENT-INSTRUCTOR INTERACTION

This is a lecture class with online components. Most communication between the instructor and students will be in person. However, students can contact me via Canvas and email. 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.

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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4.0 COURSE REQUIREMENTS

Personal case paper and presentation (Total of 200 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 this assignment.

- **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. 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.

*****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**** **100 points**

** It is expected that this paper be written in 1st 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. **

- Presentations**-All students will present his/her paper to the class on a specified day. Presentations should include a visual aid such as a powerpoint presentation. They should include the story of the event, how the frames relate to the situation, and what you have learned from your self-examination. Additionally, students should relate their experience to a possible criminal justice management situation. Students should bring copies of the annotated bibliography for the class. Presentations should be between 20-25 minutes. All powerpoints will be submitted via Canvas. **50 points**

CATEGORY	Excellent	Good	Poor
Effectiveness (10%) Sources (10%)	Project includes all material needed to gain a comfortable understanding of the topic. All sources (information and graphics) are accurately documented in the desired format. 9-10	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. All sources (information and graphics) are documented, but 1-2 errors 7-8	Project is missing more than two key elements. More than 2 errors in documenting sources. 0-6
Sequencing of Information/ Organization (20%)	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. 9-10	Most information is organized in a clear, logical way. One slide or item of information seems out of place. 7-8	Some information is logically sequenced. An occasional slide or item of information seems out of place. 0-6
Spelling and Grammar (20%)	Presentation has no misspellings or grammatical errors. 9-10	Presentation has 1-2 misspellings, and/or 1-2 grammatical errors. 7-8	Presentation has more than 2 grammatical and/or spelling errors. 0-6
Use of Graphics (10%) Presentation (30%)	All graphics are attractive (size and colors) and support the theme/content of the presentation. 9-10 Speaker is clear and easy to understand. Does not simply read slides. Speaker is very familiar with topic and is able to answer general questions. 18-20	A few graphics are not attractive but all support the theme/content of the presentation. 7-8 Speaker is mostly clear and demonstrates a familiarity with the topic. 13-17	Several graphics are unattractive AND detract from the content of the presentation. 0-6 Speaker is somewhat or not clear and does not demonstrate and adequate familiarity with topic. Speaker reads the slides. 0-12

Annotated Bibliography and presentation

Each student is responsible for presenting one article to the class. The articles will be available on blackboard and assigned on the first day of class. Students will prepare an annotated bibliography to handout to their fellow students. The presenting student should give an overview of the article and relate it to the textbook. ALL students are expected to read the assigned article prior to class. The annotated bibliography is due on Blackboard no later than 11:59 PM the Sunday before it is scheduled to be discussed in class. An appropriate time limit for this presentation is 10-15 minutes. **50 points**

*******ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED TO THE SPECIFIED BLACKBOARD DROPBOX BY THE SPECIFIED DAY. IF SUBMITTED IN AN ATTACHMENT I WILL ONLY ACCEPT MICROSOFT WORD*******

I WILL NOT ACCEPT ASSIGNMENTS SUBMITTED VIA EMAIL OR MESSENGER

ALL ASSIGNMENTS ARE DUE NO LATER THAN 11:59PM ON THE SUNDAY OF THE DUE WEEK FOR EXAMPLE, THE FIRST PAPER IS DUE NLT 11:59PM ON OCTOBER 9TH

*******ARTICLE DUE DATES ARE THE DAY BEFORE CLASS VIA BLACKBOARD. FOR EXAMPLE, THE ARTICLE DISCUSSED ON 9/12 IS DUE ON BLACKBOARD NLT 9/11 AT 11:59PM*******

Class participation

Students are expected to attend class and be prepared to engage in active discussion over the topics of that day. Students who do not show up to class will not receive participation points for that day. Additionally, if a student attends and is either not prepared or does not participate in discussions no points will be awarded. **50 points (5 points for 10 classes, the exam and presentation days do not count).**

Exams

There will be 2 exams in this class. Each exam is worth **100 points**, the final is comprehensive.

OTHER INFORMATION REGARDING THE COURSE

I. Late assignments: Late assignments will generally not be accepted. In the event a student misses a class for a legitimate reason (work or medical) advanced notice is required to make up any work. The attendance points cannot be made up, regardless of the reason for the absence. Documentation will be required for any late work accepted. There are very few reasons that late notice may be acceptable such as you were in a severe car accident and just regained consciousness.

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. Note: I will ONLY accept assignments that are submitted properly: through Canvas Do not email or send me a message with an attachment. You MUST submit the assignment in the appropriate location within the assignments section. Additionally, if you have questions....ASK!

V. Posting of Grades: All student grades will be posted in the Blackboard 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	
First Paper	50 Points	
Second Paper	100 Points	
Presentation	50 points	
Participation	50 points	
Annotated Bib.	50 points	
Total	500	
448-500 points	A	
398-447 points	B	
348-397 points	C	
298-347 points	D	
<298points	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.

Grading of writing assignments will be based on the following rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style <i>(Weight: 25%)</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.
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <i>(Weight: 50%)</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.
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage 	Essay is poorly written and contains flagrant spelling and grammatical	Essay is mostly well-written, without spelling or grammatical errors. Essay is	Essay is well-written, without spelling or grammatical errors. Essay is

<ul style="list-style-type: none"> Organization and coherence <p>(Weight: 25%)</p>	errors. Essay is poorly organized, lacks clarity, and incoherent.	well organized, is clear, and ideas are presented in coherent ways.	well organized, clear, and ideas are presented in coherent ways.
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**Note on papers: You are expected to proof, edit, and submit a refined final version of your papers. If you do not do this you will not receive an “A”. A paper with multiple grammatical and formatting errors will not receive an “A”.

6.0 Course Calendar¹

Week

8/28	Introduction	
9/4	Chapters 1-2 Degnegaard (2015) How to Design for Large-Scale Multi-Stakeholder Co-Creation Initiatives: Reframing Crime Prevention Challenges with the Police in Denmark	
9/11	Chapters 3-4 Walker. Science and Politics in Police Research: Reflections on Their Tangled Relationship	
9/18	Chapters 5-6 Gilbert, M.J. (1997). The illusion of structure: A critique of the classical model of organization and the discretionary power of correctional officers. <i>Criminal Justice Review</i> , 22(1), 49-44.	
9/25	Chapters 7-8 Kerbs, et al. (2009). Discretionary decision making by probation and parole officers the role of extralegal variables as predictors of responses to technical violations. <i>Journal of Contemporary Criminal Justice</i> , 25(4), 424-441.	

10/2	Chapters 9-10 Rosecrance, J. (1987). Getting rid of the prima donnas: The bureaucratization of a probation department. <i>Criminal Justice and Behavior</i> , 14(2), 138-155. Review	
10/9	Chapters 1-10 & supplementary materials	
10/16	Chapters 11-12 Feeley, M. (1973). Two models of the criminal justice system: An organizational perspective. <i>Law and Society Review</i> , 407-425.	
10/23	Chapters 13-14 Björk. Fighting Cynicism Some Reflections on Self-Motivation in Police Work	
10/30	Chapters 15-16 Ferguson, J.L. (2002). Putting the 'what works' research into practice: An organizational perspective. <i>Criminal Justice and Behavior</i> , 29(4), 472-492.	
11/6	Chapters 17-18	
11/13	Chapters 19-20	Analysis Paper Due
11/20	Catch up day	
11/27	Chapter 21 Presentations	
12/4	Presentations	
12/11	FINAL EXAM	

Important University Dates:

August 27, 2018	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes.
August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration
September 3, 2018	Labor Day-University Closed
September 12, 2018	Deadline to drop 16-Week Classes with No Record
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 12, 2018	Deadline for Fall Admissions Applications
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester
November 22, 2018	Thanksgiving-University Closed
November 23, 2018	Thanksgiving-University Closed
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office.
December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends
December 17, 2018	Student End of Course Survey Closes (16- and Second 8-Week Classes)

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].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic 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 Office 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 Office 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 web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. 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>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division

of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at 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 85,000 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 24 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 [<http://tamuct.libguides.com/index>].

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.