

EDUC 5370-110 Techniques of Research

Spring 2019 rev. 01.13.2019

Texas A&M University-Central Texas

Class Location & Time: On Line Course

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Joseph A. Vasek

Office: Warrior Hall, Room 322T

Phone: 254-519-5457

Email: austin.vasek@tamuct.edu

Office Hours:

Tues, Wed, Thurs – 10:00am until 2:00pm – Also by special appointment as needed.

Mode of instruction and course access:

This course meets face to face, with possible modification to hybrid delivery.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I respond to emails and phone calls as soon as possible. I have office hours each week and also use Canvas for grades and syllabi.

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 911Cellular 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

Course Overview and description:

Explore fundamental concepts and tools of research applied to psychological and educational problems. Study rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report, and representative research designs.

Course Objective:

Techniques of Research is a required course for all options in the Master of Education degree. It is an introductory course designed to assist the beginning graduate student in the acquisition of an understanding of research process and methodology. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom. Special attention is given to the development of high level skill for locating, evaluating, and documenting library materials. Students are provided opportunities for the development of their abilities for analytical methodology and to demonstrate their understanding of the research process through the development of a research proposal on an approved topic. Students will analyze, synthesize and evaluate professional literature and present the research proposal.

Student Learning Outcomes:

1. Identify the principles of research by recognizing and comparing the characteristics of the following models of quantitative and qualitative research models: survey, correlation, causal-comparative, experimental, case study, ethnographic and action. (Discussion, quizzes, presentations, exams, and writing assignments.)
2. Describe the advantages of the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a scientific research study by developing a research study (i.e., research question(s), sample, method of data collection and analysis, and major findings and conclusions). (Discussion, quizzes, presentations, exams, and writing assignments.)
3. Using electronic and institutional resources, conduct library research to design and present an original research proposal for conducting a potential study using (with instructor guidance) the manuscript guidelines established according to the Publication Manual of the American Psychological Association (APA). (Library research, technology utilization, writing assignments, and completed research proposal.)
4. Write a research proposal that includes: the development of an appropriate research topic, specific research questions, a critical review of literature, the research model, sample selection, procedure for collection and analysis of data, and procedures to ensure the validity and reliability of the findings. (Library research, writing assignments, and completed research proposal.)
5. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process. (Discussion, quizzes, presentations, exams, and writing assignments.)
6. Develop a formal video presentation of their research proposal. (Presentation.)

Competency Goals Statements (certification or standards):

Texas Teacher Standards:

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards:

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and

their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

In TASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Reading and Textbook(s):

Mills, G. E. & Gay L.R. *Educational Research* (2019). (12 ed.). Pearson, New York. ISBN: 9780134784229

Patten M. L. (2017) (10th Ed.). *Understanding Research Methods*. Glendale CA.: Pyczak. ISBN: 9780415790529

Optional Resources:

Publication Manual of the American Psychological Association, 6th ed (2009). Washington, DC. ISBN: 9781433805615

Galvan, J.L. (2014). *Writing literature reviews*, 6th ed. Glendale, CA: Pyczak. ISBN: 9781936523375

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

Evaluation and Assessments

Research Topic (20 Pts.).
Research Proposal – Introduction (50 Pts.).
Research Proposal – Literature Review (50 Pts.).
Research Proposal – Methodology (50 Pts.).
Research Proposal – Video (50 Pts.).
CITI Training (40 Pts.).
Digital Polarization (20 Pts.).
15 Quizzes (10 Pts. Each, 150 points).
Article Analysis 1 (40 Pts.).
Article Analysis 2 (40 Pts.).
Professional Disposition (20 Pts.).

Grading Criteria and Conversion (530 total points)

Grades will be assigned at the end of the semester on the following basis:

A = 90% of 530
B = 80% of 530
C = 70% of 530

Student Learning and Assessments:

Research Topic Title (20 Pts.).

Submit Research Topic Title and narrative with brief justification/rationale. **Outcomes 1, 2, 3, 4**

Research Proposal - Introduction (50 Pts.).

Students will research, write, and submit an introduction section related to their Research Topic. **Outcomes 1, 2, 3**

Research Proposal - Literature Review (50 Pts.).

Students will research, write, and submit a review of the current research literature related to their Research Topic. **Outcomes 1, 2, 3**

Research Proposal - Methodology (50 Pts.).

Students will research, write, and submit research questions for their research and identify/justify the methodology they will propose for their research. **Outcomes 1, 2, 3, 4**

Research Proposal – Video (50 Pts.).

Each student will combine all three parts (introduction, literature review, and methodology) into one paper. Each student will make a video summarizing and presenting their proposal. **Outcomes 1, 2, 3, 4, 6**

15 Quizzes (approx. 10 Pts. Each). (150 Pts.).

The quizzes involve various aspect of research and include quantitative and qualitative analysis. Each Quiz is worth approximately 10 points. **Outcomes 1 & 5.**

Article Analysis 1 (40 Pts.). Students will write an analysis of a research article related to their Research Topic. The article may be qualitative or quantitative and should include a topic relevant to their teaching. **Outcomes 1 & 5.**

Article Analysis 2 (40 Pts.). Students will write an analysis of a research article related to their Research Topic. The article may be qualitative or quantitative and should include a topic relevant to their teaching. **Outcomes 1 & 5.**

CITI Training Go to the CITI homepage: <https://about.citiprogram.org/en/homepage/> See instructions. **(40 Pts.). Outcomes 1 & 2.**

Digital Polarization. (20 Pts.)

- 1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>
- 2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
- 3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
- 4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

Professional Disposition (20 Pts.).

Professionalism is related to those professional conduct expectations related to the teaching profession. Examples include class attendance, timely assignments, academic honesty, respectful behavior in class and on line, cooperative collaboration with peers and professionals, commitment to becoming a reflective professional educator and flexibility in professional situations, etc...

COURSE OUTLINE AND CALENDAR

The instructor reserves the right to modify the syllabus and assignments for this course.

	Patten Text	Mills & Gay Text	Notes
Week 1	Intro to Empirical Research Experimental vs Nonexperimental	Ch 1&2	Quiz 1
Week 2	Types of Nonexperimental Variables in Nonexperimental	Ch 3&4	Quiz 2 CITI Training
Week 3	Variables in Experimental Res in Hypothesis, Purpose, Question	Ch 5&6, 11	Quiz 3 Research Topic
Week 4	Quant vs Qual Research: I	Ch 18&19	Quiz 4 Digital Polarization

	Quant vs Qual Research: II Introduction and Literature Review		
Week 5	Ethical Considerations in Research The Role of Theory in Research Describing Participants	Ch 20&21	Quiz 5 Article Analysis 1
Week 6	Reasons for Reviewing Literature Organizing a Literature Review Describing Measures	Ch 7&8	Quiz 6 Research Proposal INTRO
Week 7	Preparing to write a critical review Creating a Synthesis	Ch 9&10	Quiz 7
Week 8	Biased and Unbiased sampling Simple Random and Systematic Sampling	Ch 12&13	Quiz 8 Article Analysis 2
Week 9	Other Methods of Sampling Sampling and Demographics	Ch 14	Quiz 9
Week 10	Introduction to Validity Judgmental Validity	Ch 15 & 16.	Quiz 10 Research Proposal LIT REVIEW
Week 11	Measures of Reliability Norm & Criterion Referenced Test	Ch 17	Quiz 11
Week 12	True Experimental Designs Quasi-Experimental Designs	Ch 22	Quiz 12
Week 13	Descriptive and Inferential Statistics Introduction to the Null Hypothesis	Ch 23	Quiz 13 Research Proposal METHODOLOGY
Week 14	Descriptions of Nominal Data Shapes of Distributions		Quiz 14 Professional Disposition
Week 15	Mean median and mode Mean and standard deviation		Quiz 15 Research Proposal VIDEO
Week 16	TBD	TBD	TBD

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Other 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.

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 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](https://www.tamuct.edu/student-affairs/access-inclusion.html) 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](https://www.tamuct.edu/student-affairs/index.html) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 WHall, 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](https://tamuct.mywconline.com/) 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) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late Work:

Late work loses 10% for each day it is late! You must turn your work in by the end of the day. (Midnight) for which it is due.

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.

Copyright. (*YEAR*) by (*FACULTY NAME*) at Texas A&M University-Central Texas, (*FACULTY COLLEGE*); 1001 Leadership Place, Killeen, TX 76549; 254-(*FACULTY COLLEGE PHONE*); Fax 254-(*FACULTY COLLEGE FAX*); (*FACULTY EMAIL*)

Your Instructor

Austin Vasek, Ed.D.

Program Coordinator & Assistant Professor, Educational Leadership

Texas A&M University-Central Texas

1001 Leadership Place
Warrior Hall, Suite 322T
Killeen, TX 76549

(P) 254.519.5457 (E) austin.vasek@tamuct.edu