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Evaluation of Graduate Research Training  
in a College of Education

Edward A. Nelson, Jr., Director, and  
James H. ...

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facilitate extension and application of the procedures to other institutions  
considering reviewing their research requirements

Effectiveness may be evaluated from a number of differing perspectives. The  
four component evaluation model proposed by Staffleeban encompasses evaluation  
of the context, the inputs, the processes, and the products of a program. Implications  
of the model for practice of these components depends, of course, on the purposes and  
methods for the evaluation. For example, if the purpose is to evaluate  
a program operating from problems with inputs, the model suggests that all  
external goals and objectives, all organizational characteristics and needs are to be  
questioned. In addition, the evaluation of the program should be based on the  
assumptions that the program is based on. The model also suggests that the  
methods for the evaluation should be based on the program's goals and objectives.  
Goals, the characteristics of the staff, their external characteristics, and the external  
performance of the program should be considered. The model also suggests  
examining the program's goals, objectives, and characteristics. The model also  
suggests that the evaluation should be based on the program's goals and objectives.

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Accordingly, the Board of the College appointed a committee to develop guidelines for an appropriate M.T. sequence for research, thesis, and dissertation for all graduate programs in the college.

Analysis of this task indicated that knowledge and level of student training from the graduate program necessary for research for a science degree in a graduate program is not as high as that of a specialized knowledge of science research methodology, and as a consequence, of what subjects ought to be taught.

As a result of this study, the Board of the College has decided to require that all graduate students in the College of Science and Mathematics complete a minimum of 12 credit hours of graduate-level research methodology courses for the M.T. degree.

The Board of the College has also decided to require that all graduate students in the College of Science and Mathematics complete a minimum of 6 credit hours of graduate-level research methodology courses for the M.T. degree.

The Board of the College has also decided to require that all graduate students in the College of Science and Mathematics complete a minimum of 3 credit hours of graduate-level research methodology courses for the M.T. degree.

The Board of the College has also decided to require that all graduate students in the College of Science and Mathematics complete a minimum of 1 credit hour of graduate-level research methodology courses for the M.T. degree.

The Board of the College has also decided to require that all graduate students in the College of Science and Mathematics complete a minimum of 0 credit hours of graduate-level research methodology courses for the M.T. degree.

available, textbooks, and related research. The final edition of the instrument was composed of 17 items, classified within the following general categories:

1. Formulating Research Questions
2. Designing and Conducting Investigations
3. Analyzing Data
4. Interpreting Results and Presenting Information

Other categories of research skills comprised the remainder of the instrument. These were developed to measure competencies which are necessary, as well as related to the process, to conduct research.

The comprehensive compilation of research skills needed by students, even without regard to the nature of data that were available, was regarded as a somewhat arbitrary decision. It is felt that the inclusion of research skills in the instrument was based on the assumption that the majority of students would be able to conduct research, at least a limited one, and that the instrument would be used to measure the degree of their ability to do so. The instrument was designed to measure the degree of their ability to do so, and it was felt that the instrument would be used to measure the degree of their ability to do so. The instrument was designed to measure the degree of their ability to do so, and it was felt that the instrument would be used to measure the degree of their ability to do so.

The instrument was designed to measure the degree of their ability to do so, and it was felt that the instrument would be used to measure the degree of their ability to do so. The instrument was designed to measure the degree of their ability to do so, and it was felt that the instrument would be used to measure the degree of their ability to do so. The instrument was designed to measure the degree of their ability to do so, and it was felt that the instrument would be used to measure the degree of their ability to do so.



Table 13 indicates the number of students enrolled in TPI 101 in the England Fall semester of 1979. The significance of these figures lies in their representation of the overall demand for the public law research course. The data also show the degree levels and department of origin of the students enrolled in the TPI 101 class. Comparisons of these data were made for all research classes.

Table 14 presents a breakdown of the same data as Table 13, but with the students classified by degree level and within departmental categories. Thus, the data reflects the enrollment and departmental distribution of students enrolled in the TPI 101 class. In general, the total enrollment in the research classes is relatively low. The data also shows that the majority of students enrolled in the TPI 101 class are from the Law Department. This is not surprising since the TPI 101 class is a public law research course. The data also shows that the majority of students enrolled in the TPI 101 class are from the Law Department. This is not surprising since the TPI 101 class is a public law research course.

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