A Descriptive Study of Reform in Teacher Education at Histortically Black Colleges and Universities (HBCUs)

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Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

IN

CURRICULUM AND INSTRUCTION

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December 12, 1997

Blacksburg, Virginia

Keywords: Teachers, Education, Colleges, Black
A DESCRIPTIVE STUDY OF REFORM IN TEACHER EDUCATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs)

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ABSTRACT

This is a descriptive study of 47 teacher education programs at Historically Black Colleges and Universities (HBCUs). The study includes a characterization of changes made in teacher education programs and the catalyst for these changes.

The methodology for this study included gathering demographic data and data that revealed different changes in teacher education programs and their incentives. Surveys were sent to the deans/directors of teacher education at 97 HBCUs.

**Demographic data** The majority of the schools studied had undergraduate enrollments between 2,000 and 4,000. The highest degree offered by the majority of the schools studied was the undergraduate degree. The largest number of African American graduates per year was between 50 to 100 students.

**Changes made in teacher education programs over the past 10 years** The majority of the schools (76%) studied had
actively been involved in making changes in its teacher education programs over the past 10 years. Most of these programs revised their education core courses and increased academic advisement. Several schools also developed professional development schools.

**Catalyst for changes** These schools generally made changes to increase enrollment or to ensure that their preservice teachers would pass the National Teachers Examination or other state mandated credentialing and certification tests.
ACKNOWLEDGMENTS

The challenge of completing the requirements for the Doctor of Education degree in curriculum and instruction has required the understanding, support, and guidance of many.

I am indebted to my doctoral committee and my advisor Dr. Graham, for guidance, understanding, and expeditious responses. I thank Dr. Ron Bos, who encouraged and aided me to enter the doctoral program. I would like to thank Dr. Vernon L. Clark and Edna Ford Powell for their time and expertise during the editing process.

I would also like to thank my darling children, Keinya, Kenn II, and Khristi Jean for sacrificing a year away from family members, friends, and school to stay in Blacksburg with me for the year of residency. Thanks are due to my husband Kenneth and other immediate family for their love, support, and encouragement during this process.

Special thanks to Dr. Paulette Johnson and numerous other faculty and staff members of the Virginia State University family for their prayers, support, and encouragement during this process.

Finally, I would like to thank God for being ever present during this endeavor. Thanks.
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CHAPTER I
INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

Teacher education did not exist in any formal or structured way in the first 200 years of American history. However, teaching was still taking place in private homes and church communities. Three historic traditions have influenced ideas about teacher education: normal schools and teachers colleges, liberal arts colleges, and university schools of education (Feiman-Nemser, 1985).

During the nineteenth century, the first public normal school was opened in Lexington, Massachusetts. This public normal schools and several others provided the foundation for formal teacher education. These early normal schools, specifically those in states near and below the Mason-Dixon Lines, practiced the social policies of the era and, therefore, excluded Negro students. Where allowed, educational activities for Negroes were limited and narrowly focused in terms of curricula offerings. The Negro, or Colored, schools were expected to offer only nonacademic vocational trade curricula. Hampton Institute in Hampton,
Virginia, was encouraged to offer education and training in industrial/technical areas as its entire curriculum. All teachers of African Americans were encouraged by the White society to stress only training in technical trades with this population (Urban, 1990).

The resistance of the African American population to the nonacademic, limited education of its youth prompted a desire for an improved system of educating its youth. This desire and need among African American people for a post-secondary education that offered a greater range of professional and occupational opportunity generated a frenzy that resulted in the establishment of more than 110 colleges and universities whose exclusive mission was to address the needs of African Americans. These institutions are categorically referred to as Historically Black Colleges and Universities (HBCUs). Tuskegee Institute, in Tuskegee, Alabama, was established in 1881 and is the oldest historically black college or university in the United States. Booker T. Washington established Tuskegee Institute as a private Normal and Industrial Institute to provide African American students with educational opportunities that would enable them to be economically self-supporting (Estell & Kenyatta, 1994).
The following HBCUs were subsequently established prior to 1900: Wilberforce College, Cheyney State, Atlanta University, Shaw University, Virginia State University, Lincoln Institute (now Lincoln University), Talladega College, Augusta Institute (now Morehouse College), Biddle University (now Johnson C. Smith), Howard University and Scotia Seminary (now Barber-Scotia College), Tougaloo College, Alcorn College (now Alcorn State University), and Benedict College.

Generation after generation of freed slaves educated other freed slaves and produced a more self-assured and educated African American population. African Americans learned more and more about their historical and cultural heritage. They were able to matriculate at the HBCUs where expectations were high and there was genuine support and encouragement for success (Estell & Kenyatta, 1994).

For a large segment of the American public during this period, the Constitution of the United States was not biased to the point of totally outlawing the provision of educational opportunities for non-White people (Sunstein, 1993). Therefore, the education of African Americans received progressive though comparatively limited attention by the predominant culture. HBCUs have continued to provide
viable educational opportunities even though fiscal and social obstacles and confrontations have challenged the existence of a number of these institutions.

The survival of HBCUs has not reduced the potency of the obstacles HBCUs encounter today. They face some circumstances that are unique to the HBCU mission such as (a) serving as the primary and only vehicle for higher education and upward economic mobility for many students who represent extreme polarities in academic preparation for college as well as economic readiness to support matriculation, (b) the continuing need to develop and maintain fiscal stability and a viable identity during periods of multiculturalism, (c) the need to address the challenges to the integrity and image of a minority institution by various segments of the predominant culture particularly those challenges that emanate in whole or in part from years of separate and different treatment (Texas vs. Hopwood, 1996), and (d) the need to respond to the social mission of the institution by providing role models for African American and other students by providing a continuing stream of professionals in various vocations and particularly public school education. Levine (1993) and Darling-Hammond (1990) have reminded the profession that HBCUs also face the same types of challenges that confront
higher education generally.

There are some who seem to believe that the improvement of education for African Americans must be given special consideration in light of the challenges that African Americans and historically black educational entities have endured. In this regard, E. D. Hirsch (1996) advised educators generally against overly romanticized solutions and reactions to critical issues. Hirsch reported that the education world is long on the rhetoric of romantic individualism but short on ideas and hope; this individualism has often resulted in what Hirsch calls the application of therapy by illusion. This concept refers to the psychological and social improvements that supposedly can come from unearned gold stars and ubiquitous smiley faces awarded to whatever work students submit.

Orlando Patterson’s (1980) comments are also illuminating in the dialogue on the philosophical and social nature of African American education. He pointed out that the attitudes of teachers are critically important and must reflect the concern for the demonstrative quality of teaching and learning rather than simply giving students the impression that they are doing well simply to give self-
esteem a temporary and empty boost. The performances of students and, in turn, their institutions must measure up to the quality of the challenges confronting them.

As HBCUs attempt to address their social mission of providing role models for learners, the profession has been advised that public school teachers should reflect the population (Darling-Hammond, 1990). This quota-type recommendation is an attempt to help minority groups to have their representatives able to enjoy opportunities and visibility in the society. This recommendation does not seem to carry and, apparently based on historical data, has not necessarily carried regulatory authority with school systems, government agencies, and other agencies in the society (Hirsch, 1996). Minority enrollment in the public school is increasing while minority student enrollment in teacher education is decreasing. This inverse proportion of minority personnel entering the profession and the number of minority students in the schools create a major challenge for African American colleges and universities.

1967, no less than 83% of the African American K-12 teachers had at least one college degree from one of the HBCUs. In 1996, 69% of the African American K-12 teachers had at least one degree from one or more HBCUs. Even though the majority of K-12 African American teachers matriculated at HBCUs, the changing enrollment patterns in teacher education have created some fiscal challenges for these institutions.

A number of HBCUs are facing devastating financial cuts (NAFEO, 1996). Many have teacher education programs that are threatened by state demands to pass certification, credentialing tests or both. As Darling-Hammond (1990) stated, HBCUs need federal support to provide scholarships for African American teacher education students. These scholarships are needed to encourage and ensure that more minority students enter teacher education programs and then, upon graduation, enter the profession of education as a teacher.

HBCUs have affected the African American community and society as a whole in a powerful way. Most African American teachers are first-generation college graduates. At least 49% of these teachers teach in communities where they have spent most of their adult lives (Darling-Hammond, 1990).
These teachers not only bring revenue back to the community but provide positive role models for African American youths.

The extent to which teacher education and other restructuring efforts in teacher education at HBCUs have influenced the quality of education in the country is still sparsely documented in the literature. This is important from an economic perspective because 76% of the HBCUs are state supported or state affiliated and receive tax support. The judicious stewardship of taxpayer funds demands that there be the conceptualization and implementation of productive and cost-saving educational reforms in HBCUs as well as in other institutions. The relationship between HBCU teacher education reform and the quality of education nationally is also important because HBCUs have traditionally provided the majority of the African American teachers who staff K-12 schools serving 50% and higher populations of African American students, and it is imperative that the increasing percentage of minority students receive the best education available and known to the profession. The relationship between and among HBCU teacher education reforms, educational restructuring at HBCUs, and the quality of education in the country
represents a critical gap in the professional literature and should not be ignored. This study, therefore, attempted to address this concern through the following research questions:

1. What are the recent reforms and restructuring efforts that have taken place in teacher education programs at HBCUs?

2. What was/were the reason(s) for these changes?

Statement of the Problem

This study sought to determine what changes have taken place over the past 10 years in teacher education programs at HBCUs. In those programs where reform efforts were discovered, the researcher sought to describe the reform efforts and the impetus for these changes.

The research questions for the study are as follows:

1. What changes in HBCU teacher education programs have occurred over the last 10 years?

2. What has been the impetus for these teacher education program changes at HBCUs?

Scope of the Study

Census sampling was used to survey the education deans at the 97 institutions identified by the National Association for Equal Opportunity in Higher Education
(NAFEO), the acknowledged association that represents historically Black colleges and universities, as historically Black institutions with programs in teacher education. The sampling will address the extent to which teacher education reform measures have occurred in the individual HBCUs and the impetus for the implementation or application of the reform measures.

Basic Assumptions

The following are the basic assumptions of this study:

1. The HBCU deans of education are knowledgeable of the teacher education reform actions that have occurred or that are ongoing at their universities.

2. The deans will respond truthfully to each question.

3. All 97 HBCUs have teacher preparation programs; some HBCUs have teacher certification programs, others have undergraduate, graduate degree programs in teacher education, or both.

Definition of Terms

Reform - Change; (Reform and change will be used interchangeably to mean modifications or alterations made in courses, requirements, graduation criteria, and procedures in teacher education programs)
HBCUs - Comprehensive colleges and universities established to promote and sustain academic programs for African Americans that integrate instruction, research, and extension/public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence (Virginia State University Mission Statement, 1996).

Census Sample - Using the entire population of HBCUs as identified by NAFEO for the study.

Teacher Education - Program of study presented at a college or university that is designed to prepare students to serve as a pre-kindergarten, an elementary school, middle school, or senior high school teacher in public or private schools.

Significance of the Problem

Education in American society is designed to eradicate or neutralize barriers, overcome obstacles and to open doors and minds to possibilities (Ayers, 1986). The state-mandated public, compulsory-attendance, education for "all" has created a demand that education be designed to meet the needs of a multidimensional population.

In data reported by the National Commission on Children, the plight of African American youths is a clear
and documented situation. The Commission reported that

- Nearly 13 million children live in poverty, over 2 million more than a decade ago. Nine and a half million of these 13 million children are African American, and 60% of the 2-million increase represents African American children.

- Of the 10 million children who do not have health insurance, 6 million are African American.

- Of the 53% of U.S. preschoolers who have not been fully immunized, 79% of this number are African Americans.

- On any given night, of the 100,000 children who are homeless, at least 60,000 of these are African American children.

- Of the million young people who join the ranks of runaways each year, 29% are African Americans.

- The overall percentage of students graduating from high school between 1985 and 1990 decreased for Whites, African Americans, and Hispanics.

- Dropouts are 3.5 times more likely to be arrested than high school graduates. African American dropouts have a higher arrest record than Whites (78% to 49%) and Hispanics (63% to 55%).

- Eighty-two percent 82% of all people behind bars are
high school dropouts and nationally, 72% of incarcerated males are African American. Dropouts are six times more likely to become unmarried parents, and African American teen-age drop-outs and Hispanic dropouts exceed other groups by significant percentages. Every year, approximately 1 million teenage girls become pregnant. Births to single teens increased 16% from 1986 to 1991, and births to African American teen-age girls increased 27%.

- Homicide is the leading cause of death among minority youths age 15-19 and is increasing for White youths.
- Reported child abuse increased by 48% between 1986 to 1991. African American participation in this percentage is 34%.
- Fifty percent of America's adults are functionally illiterate and 69% of this group are African Americans (Hirsh, 1996).

African American children and adults contribute significantly to these statistics. It is imperative that teacher education programs ensure that their graduates are prepared to interact instructionally and attitudinally with this growing population of people who will come to schools with a range of nonschool-related situations that will
impact upon the quality of teaching and learning in the classroom. Reform efforts must equip teacher educators and K-12 teachers with the skills and abilities to teach, instruct, and work with the products of the circumstances reported by the National Commission on Children.

Those who restructure teacher education programs at HBCUs and those who serve in that same capacity at other institutions must be knowledgeable of these events and how the programs should be modified in light of these statistics. If teacher education programs cannot equip teachers to respond instructionally to these students, then those programs would appear to have diminishing value to the people who need their services most.

This research was designed to identify and describe the reform efforts in teacher education programs at HBCUs. A pilot study revealed (11 out of 15 HBCUs) that reform and restructuring efforts are ongoing in the schools/departments/divisions of education at HBCUs and that the deans/directors in these schools were eager to share information in support of this study (see Appendix C, 73 for pilot questions). A study of the teacher education programs at four HBCUs (Xavier University, Tuskegee Institute, Bethune-Cookman College, and Norfolk State University) by Garibaldi (1989) revealed that the changes made in the
teacher education programs yielded significant results in each of the schools. Increased enrollments and improved performance on teacher certification and credentialing tests were among the findings.

The professional literature, however, is limited in published documentation of reform activities in HBCU teacher education programs. The Journal of Teacher Education, published by the American Association of Colleges for Teacher Education (AACTE), consistently publishes articles that reflect prevailing issues, practices, research, trends, and so forth in the field of teacher education. The Journal of Teacher Education has published very little that directly addressed teacher education at HBCUs. Although the Journal of Teacher Education has addressed articles that relate to diversity in teacher preparedness, its publications on HBCU teacher education programs is nonexistent (The Journal of Teacher Education Annuals, 1980-1996).

A review of the advertised themes from The Journal of Teacher Education and other publications in higher education and teacher education do not indicate that HBCU-teacher education programs will be highlighted during the 1997 publication year (The Journal of Teacher Education, 1996;
The Kappan, 1996; NEA Today, 1996; AERA, 1996). This absence of attention to the HBCU teacher education program reform efforts highlights the importance of the Garibaldi study and the study of this writer. The effort of this writer goes beyond the Garibaldi study by increasing the sample of HBCUs studied in a single effort. The present study is a valuable documentation of the reforms and rationale for the reforms that have taken place in teacher education in HBCUs throughout the country.

There were certain differences noted in the pilot responses and the review of literature related to diction, the grouping of survey items, and the development of cross-check questions and items that led the researcher to change the focus of the research questions and the structure and outline of the survey instrument. These changes were made to ensure that data would be generated that could address the research questions more directly and provide a basis for continued research in these areas.
CHAPTER II
REVIEW OF LITERATURE
INTRODUCTION

This chapter reviews the professional literature on educational reform efforts in teacher education at Historically Black Colleges and Universities (HBCUs). This review is presented in three parts: (a) historical perspective of teacher education at HBCUs, (b) catalyst for changes in teacher education, and (c) recent reforms in teacher education at HBCUs. This review concludes with a summary of the literature.

Historical Perspectives

Traditionally, teacher education has provided a continuing supply of teachers for K-12 education (Doyle, 1990). There are more than 400,000 preservice teachers enrolled each year in teacher education. However, in 1985 there was a decline in the number of African American teachers enrolled. Many organizations, including the Holmes Group and the National Council for the Accreditation of Teacher Education (NCATE), have attempted to address the declining presence of African American preservice teachers. (The percentage of African American K-12 teachers was
estimated in 1992 to be less than 18% of the public school teaching population; NAFEO, 1996).

In 1984, G. Pritchly Smith (1984) projected that the percentage of K-12 African American public school teachers would decrease to less than 5% of the public school K-12 teaching staff if significant recruitment measures along with programmatic and procedural reforms in teacher education were not devised and implemented.

Fifteen years later, proactive recruitment of minority students and the recruitment of faculty from all racial and ethnic groups were two recommendations (Hood-Parker, 1994) that emanated from a study on increasing the presence of African Americans in the teaching force. Hood-Parker sought to identify strategies that could divert the decreasing percentage of African American teachers in the public school classroom. Hood-Parker advised that institutions, states, and school systems had to take the initiative to ensure that African American teachers are in representative numbers in the K-12 classroom.

Teacher education for African Americans in the past has been grim to say the least. In 1817, Missouri barred African Americans from public schools. In 1819, Virginia
forbade the teaching of reading and writing to African Americans. In 1831, Georgia made it unlawful for any African American or White person to teach an African American to read or write. In 1832, Mississippi made it illegal for five or more African Americans to meet for educational purposes. Finally, in 1832 Florida prohibited all meetings of African Americans except for religious purposes (Gutek, 1986).

Years later African Americans continued to be bombarded with opposition to their education efforts and activities. If African Americans attended schools at all, African Americans were required to attend segregated schools that were not properly financed and supplied. Attempts at separate but equal schools for African American children proved to be caricatures of the public schools for the predominant culture; moreover, the segregated schools would ultimately be determined to be unconstitutional.

The schools for the European American children always had better facilities and were better equipped and supplied than the schools provided for African American children. The curricular activities in the schools for European American children were designed to encourage cognitive development as well as psychomotor and affective learning. The curricular activities in the schools for African American children, however, addressed vocational, technical,
and domestic service fields (Gutek, 1986).

The desire and need among African American people for education led to the development of 107 colleges and universities between the 1880s and the 1950s. These institutions of higher education were originally and exclusively designed to meet the needs of African Americans (NAFEO, 1985), although as of 1997, at least 99% of HBCUs have a racially mixed student body (NAFEO, 1996).

HBCU teacher education programs have at their roots both the notion of service and the goal of training for leadership in a complex technological society. The American Missionary Association and other religious societies founded the first HBCUs (NAFEO, 1985). These first schools came into existence as an outcome of the Civil War and emancipation. These schools were used to prepare African American students for educational and religious leadership as well as for industrial and agricultural pursuits (Willie & Edmonds, 1978). However, it was the decision of state legislatures, community spokespersons, and the economic power structure (NAFEO, 1985) that these HBCUs train African American students for manual labor.

Legislation was later passed establishing trade schools that focused on mechanical and farming skill development.
These trade schools, referred to as colleges, were compelled for many years to spend most of their major focus on elementary-level tasks (Holmes, 1934).

In July 1862 the first Morrill Act was passed. This Act made provisions for all states to develop agricultural and mechanical colleges. Mississippi, upon the passing of the second Morrill Act, received $118,928. Alcorn University was funded with three fifths of the $118,928. Funding from the Morrill Act was responsible for the establishment of several other HBCUs (Rudolph, 1962). In 1976, one third of all African American female degrees were in teacher education, and by 1984, all minorities represented 12.6% of the teaching force (Darling-Hammond, 1990).

The preparation of teachers was not a major priority for the agricultural and mechanical colleges and universities prior to 1930. Training teachers was emphasized as training students to acquire leadership roles. The colleges that afforded African American students a college education expected them to become leaders in their respective areas and to train others.

In the 1920s and the early 1930s several of the normal schools, now known as state HBCUs, struggled to train
students to become teachers. Fort Valley (Fort Valley, Georgia) State College, after being granted authority to award the 4-year degree, provided teacher education training as its primary focus. In later years, starting during the late 1970s, nonteaching majors in the arts and sciences, primarily the social sciences and then various business degree fields, competed successfully with the teacher education program for students and the allocation of fiscal and other resources (Urban, 1990). This enrollment trend applied to all HBCUs, particularly those with a range of curricula that included science, business, and other nonteaching programs.

There are many historical streams that define the purposes and identity of teacher education programs at HBCUs. One example is the DuBois and Booker T. Washington debate. This debate revolved around whether education for African Americans should be industrial/trade education for the masses versus a liberal arts education for the so-called talented tenth or students who were thought to be exceptionally talented. The argument resulted in some HBCUs reflecting both philosophies through the establishment of 2-year trade certificate programs, as well as the 4-year baccalaureate degree programs.
The offering of these two program options continued until the late seventies and early eighties when various state governing agencies decreed that technical certificate programs would be handled primarily by the community college system. A number of HBCUs as a result no longer offered these manual labor certificate programs (Willie-Edmonds, 1978).

Teacher education programs like other programs were designed to produce liberally educated teachers who could infuse a range of relevant topics into the teaching experience (Alexander, 1988). In this regard, the HBCU teacher education programs did not differ from other good and effective teacher preparation programs at non-HBCU institutions. All institutions--HBCUs and others--had to be able to describe the type of teachers the institutions were trying to produce. Having a clear perception of effective teaching and the skills required for effective teaching were and remain critical in the instruction of students who bring a range of preparatory levels to the classroom. Many institutions recognized this imperative and adjusted accordingly. HBCUs also recognized it and sought to prepare its personnel accordingly (Clark, 1986).

The HBCU movement from 2- and 4-year programs that was
stimulated by legislative actions did not signify a philosophical value shift for HBCUs (Garibaldi, 1989). It only portended a reallocation of philosophical energies and fiscal reallocations (Clark, 1986).

HBCUs have long struggled with maintaining viable academic values while serving all African American students. These academic values translated into open enrollment policies and practices that sought to appeal to all regardless of race, creed, sex, or national origin. Today HBCUs endeavor to attract all students who want to attend and those whose economic, educational backgrounds, religious perspectives, or personal circumstances inhibit them from going to other colleges or universities (NAFEO, 1985). For example, Rust College (Mississippi) espouses the principle that Christian values in human development are more important than other values found in our society. Rust opens its doors to students and faculty who share this philosophy. Lincoln University (Pennsylvania) espouses a thorough grounding in the liberal arts through a curriculum which, incorporating the heritage of the past, stresses the relevance of all knowledge to the problems of the present (Willie & Edmonds, 1978).

Entering qualifications of students are not nearly as important to Virginia Union University in Richmond,
Virginia, (VUU Catalog, 1996) as the qualities of the graduating student. Albany (Georgia) State College (Albany State College Catalog, 1996) believes in bridging the gap between actual achievement levels and the academic requirements of the institution; the College accepts students at the level of their development at admission and provides educational programs to move them toward optimum intellectual and social development.

Catalyst for Changes in Teacher Education at HBCUs

The past 25 years has seen the profession of teacher education and teaching endure critical analysis from a variety of friendly and unfriendly audiences (Hirsh, 1996). In commenting upon the status of education, Brophy & Good (1986) said "The cost of education is rising faster than the rate of inflation. The quality of education has declined at a time when people need to know more in order to take their place in the work force."

The constructive consequence of this scrutiny, however, has been the recognition by the profession of its need to answer some questions that are crucial to improving the quality of teaching and the quality of the profession of education. Inherent to the process of improvement is the selection, nurturance, development, and monitoring of prospective teachers. This process starts with the
preservice preparation and moves through inservice teaching and induction. The induction phase helps to ensure the continued and perpetual improvement of teachers and, consequently, teaching and learning in the classroom. The multivariate challenge of improving the profession is at the core of empirical research in teacher education and the in-field practice of teacher education (Clark, 1986).

Institutions have been advised to adhere to the concepts of equity and excellence in the tasks of teacher education reform. Equity refers to the need to make schools responsive to the needs of their communities. Excellence refers to the need to ensure that the general needs of the country are met (Bacharach, 1990).

The report issued by The National Commission on Excellence in Education in 1983 did not address HBCU teacher education specifically, but it's discussions, conclusions, and recommendations were instrumental to all teacher educators. The report symbolized the first wave of critical analysis of teaching and teacher education. This 18 member committee, appointed by the U.S. Secretary of Education, issued its report in April 1983. The study included public hearings and commissioned papers that examined programs that assessed the quality of education in the public school systems particularly in the large urban centers of the
cities.

The committee's report, entitled *A Nation at Risk* (1983), presented a negative diagnosis and forecast. The following passage from the report reflects its overall tone. "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves" (p. 5).

The report strongly criticized teacher education. Methodology courses were criticized for monopolizing the curriculum for the elementary education curriculum. The Commission emphasized a greater focus on subject matter courses more so than methodology courses. *A Nation At Risk* cited two recommendations that were directly related to teacher education generally and this research study in particular: (a) "Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria." (b) "Master teachers should be involved in designing teacher preparation programs
and in supervising teachers during their probationary years" (pp. 30-31).

Governors and state legislators reacted to the report by demanding that teachers be tested, that the academic year be lengthened, that the curricula include more disciplinary and behavioral regimentation (Bacharach, 1990). Between 1983 and 1985, there were more than 700 legislative statutes stipulating what should be taught, when it should be taught, how it should be taught, and by whom it should be taught. These legislative demands provided the emphasis for the second wave of reform in teacher education at HBCUs (Bacharach, 1990).

The Carnegie Report (1986) established the link between economic growth and the skills and abilities of the people who contribute to that growth. *A Nation Prepared: Teachers for the 21st Century* allowed that there is a pessimistic view of the national economic well-being for the future unless the education process is improved. To insure economic well-being, we must achieve far more demanding educational standards than we have ever attempted to reach. There is also a need for a teaching profession that is equal to the many different economic tasks at hand (Carnegie Report, 1986).
The Carnegie Report (1986) called for radical changes in education policy. To create a teaching profession capable of meeting the needs in society, the Carnegie Forum proposed the following:

1. Create a National Board for Professional Teaching Standards, organized with a regional and state membership structure to establish high standards for what teachers need to know and to be able to do and to certify teachers who meet these standards.

2. Restructure schools to provide a professional environment for teaching, freeing teachers to decide how best to meet state and local goals for children while holding the teachers accountable for student progress.

3. Restructure the teaching force and introduce a new category of "Lead Teachers" with proven ability to provide active leadership in the redesign of the schools and in helping colleagues uphold high standards of learning and teaching.

4. Require a bachelor's degree in the arts and sciences as a prerequisite for the
professional study of teaching.

5. Develop a new professional curriculum in graduate schools of education to offer a Master in teaching degree, based on systematic knowledge of teaching, including internships and residencies in the schools.

6. Mobilize the nation's resources to prepare minority youngsters for teaching careers.

7. Relate incentives for teachers to school wide student performance and provide schools with the technology, services, and staff essential to teacher productivity.

8. Make teachers' salaries and career opportunities competitive with those in other professions.

This economic argument for educational reform stressed both the crisis and opportunity that exists for teacher education. The report suggested that 1.3 million new teachers were needed prior to 1992. Students from low-income, non-English speaking and single-parent households, an increase in the number of minority students, combined with the need for an increase in the number and percentage of minority teachers were all cited as justification for reform (AACTE, 1994; Hawkins, 1994).
William Bennett, a former U. S. Secretary of Education from 1985-1988, and a frequent critic of teacher unions, accused the schools of "backsliding on reforms and of holding up progress by asking for gobs and gobs of new money". Bennett was a proponent of reform that would affect the students in the classroom and felt that unions often did not allow reform to move past the salaries allocated to teachers, administrators, and the structures that espoused their causes. Changes in demographic trends, increases in at-risk students, and the recent findings concerning teacher effectiveness were also issues that needed to be impacted by substantive reform.

When the Association of Teacher Educators (ATE) Board of Directors met in 1990, it discussed how the organization might respond to the growing need of proposals for reforming teacher education. The ATE's Blue Ribbon Task Force was established to consider different reform approaches. The National Council for the Accreditation of Teacher Education (NCATE) redesign approach sought to ensure excellence and competence in the teacher education profession and to establish standards of quality for teacher preparation programs. This process (still in place) provides for voluntary self-regulation of a professional education department within an institution of higher education that is
responsible for the preparation of students who seek state
teacher certification (AACTE, 1996; NCATE, 1996).

These criticisms, coupled with the public's cry for reform, triggered 17 college of education deans between
1983-1986 to hold several seminars to review the history and analyze the causes of the chronic dissatisfaction with
American schools, teaching, and teacher education. These 17 deans represented some of the largest and more well-known
research institutions such as Michigan State, the University of Michigan, the University of Virginia, and others. They
found that to achieve higher levels of learning for all children would require changing the whole occupation of
teaching and not just teacher education. Weak accreditation policies and practices and the historic disinterest in
teacher preparation on the part of the major research universities were the topics that received special
attention. Over a 3-year period, the deans, in consultation with many others, saw that the problems they faced were so
great and complicated that solving them would require a long-term commitment by institutions that shared the same
vision. This group began to devise initiatives that were structural, not merely cosmetic, that could be enacted by
research universities collaboratively with elementary and secondary schools (Holmes Group, 1990). The Holmes Group
grew out of these initial seminars and is now a national consortium of research universities committed to making the programs of teacher preparation challenging and closely associated with liberal arts education and to continuing the research on learning and teaching in our nation's schools. Since the development of the Holmes Group, at least two HBCUs have been granted associate membership in the Holmes Group: Howard University and Hampton University.

Reforms in teacher education at HBCUs in the 1980s have traditionally been as a result of (a) new or revised state department of education mandates (b) expectations of accreditation agencies (c) data found in the current educational research and (d) professional judgment of institutional faculty regarding the type of educator faculty deemed necessary to meet community needs (Clark, 1986). The underlying motivation for reform in teacher education at HBCUs, however, has been the desire to provide a medium that would ensure academic excellence in teacher education for African American students (Gordon, 1994; Walton, 1996). The most productive period for HBCU teacher education reform started in the mid-1980s; the programmatic and procedural reforms began to be institutionalized by the 1986-1987 academic year. Therefore, the period following the 1986-1987 academic year represents the most energetic reform period in
teacher education for HBCUs in terms of the reforms being institutionalized and functional.

*Large national investments in education and low student achievement results* were the words Allan Odden and William Clune used to describe past educational reform (Fuhrman & McDonnel, 1995). These researchers offered "bureaucratic approaches to organization and management and a lack of a results focus" as possible reasons for low achievement results. Reform efforts should have as a focus practice and creating designs that support the development of new knowledge needed to create changes in that practice (Fuhrman & McDonnel, 1984; Hawkins, 1994).

The redesigned National Council for the Accreditation of Teacher Education (NCATE) standards seeks to frame the reform agenda. Guided by a "vision of quality" the following themes were developed: professional community, professional conscience, and intellectual vitality (Gideonse, 1986). Researchers, educators, and others who endeavor to reform the educational processes should

- Ensure that the framework and knowledge bases that support professional education programs reflect multicultural and global perspectives which permeate all programs.
- Engage in systematic evaluations and data collection from students, recent graduates, and other members of the professional community.

- Encourage a variety of reform ideas for developing critical thinking, problem solving, and performance skills.

- Ensure that educational planning and management of instruction are based on knowledge of the student, content areas, the community, and the curriculum goals (Gideonse, 1991).

How and if HBCUs will respond to these many challenges that bombard teacher education programs today will provide the framework for an excellent follow-up descriptive study during the next two decades.

**Recent Reforms in Teacher Education at HBCUs**

Significant reform in HBCU teacher education has taken place over the last 10 years. However, the literature does not document many of these changes.

Special programs for inservice and preservice teachers have been established at Alabama A&M, Clark Atlanta, Howard University, Florida A&M, North Carolina A&T, Texas Southern, Southern, Tuskegee, Xavier, and other institutions to ensure the viability of teacher education at HBCUs. These HBCUs have formed partnerships with urban elementary and secondary schools and established Saturday and/or summer programs that
involve university faculty and students working with public school teachers and students (Garibaldi, 1989).

Bethune-Cookman established a Teacher Education Institute (TEI). This recruitment and retention program was funded in 1986-1987 by the Florida legislature. The Institute sought to increase the number of teacher education graduates and provide the necessary financial assistance to attract more highly able students into the division; improve the retention rates of teacher education students through counseling, academic assistance, and professional preparation; examine alternative models, structures, and designs for professional teacher preparation; and examine the knowledge base of teacher education and teacher competency (Garibaldi, 1989).

Bethune-Cookman's TEI is expanded by a Competency Based/Computer Assisted Teacher Education Program funded by a Title III Institutional Aid grant. This program is designed to improve student performance on the Florida Teacher Certification Examination (Garibaldi, 1989).

The outcomes of the changes that were made at Bethune-Cookman College included increased enrollments, higher retention rates, and successful performance rates on state required basic skills and teacher certification tests. The curriculum was revised, and the arts and sciences faculty
collaborated and shared with the teacher education faculty. The students' leadership skills were increased through team activities. They also saw a 90% increase in performance in the Florida Beginning Teacher Program (BTP) (Garibaldi, 1989).

Unstable enrollments and declining institutional resources forced Tuskegee University to establish a value-added approach to qualitative improvement in teacher preparation. External evaluations by a special committee appointed by the president and state accreditation review panel, commitment to teacher education, and stringent enforcement of teacher education standards served as the genesis of change (Garibaldi, 1989).

The resources that were used for change included the Presidential Scholarship of $3,000 awarded to five to eight students annually. Title III grants were awarded to students to improve clinical training for performance on the SAT and ACT. The Bush Foundation provided funding for a university-wide academic advising program. The National Science Foundation grant provided funding for the training of math and science resource teachers. Education alumni contributions were used to purchase two computers and provide facilities for a resource reading room.

The scope of the teacher education program was reduced
in direct relation to the enrollment and size of the department. A data management and student advising system to monitor the students' academic progress was established. Teacher education peer tutoring programs to improve SAT/ACT scores were also established and implemented under this value-added approach (Garibaldi, 1986).

Xavier University's teacher education program is involved in a Consortium for Minorities in Teaching Careers that target public school children in Grades 6-12 that have expressed an interest in teaching. These students are selected upon recommendations from teachers and a screening process. The University hosts weekend and summer programs for selected students. Activities provided during these visits include academic enrichment activities such as math enrichment, English composition, and word processing and thought processing techniques. Again, declining enrollments and low passing rates on the National Teachers Examination, higher state requirements for entry to and exit from teacher education programs, and national discussions of (i.e., Holmes Group, 1986) extended teacher preparation programs nudged this HBCU to make changes. The changes came about as a result of institutional commitment to education by the president. An item analysis workshop that reviewed student performances on the NTE showed specific areas of
student strengths and weaknesses. As the institution surveyed these performances which were below the institutionally desired performance levels, the institution recognized the need to reform. (Garibaldi, 1989).

These changes resulted in the following: higher passing rates on the NTE, revised senior comprehensive examinations, a revision of the Introduction to Teaching courses, the development of an education minors program to attract arts and sciences students and undeclared majors, and improved academic advising. Program standards were publicized and students who did not meet the criteria after the first four semesters were advised into other degree programs. Recruitment efforts yielded 300% increases in the first-year enrollment over the 1987-1988 year. Enrollment stabilized, and the quality of students improved.

Norfolk State University recently made changes in its teacher education program as a consequence of the changing of state standards, low enrollments, low passing rates on the NTE, and state initiated restructuring teacher preparation programs. Norfolk State used external evaluations by private consultants and institutional commitment to the school of education as the genesis of change (Garibaldi, 1989).

These changes at Norfolk State were fiscally supported
by internal and externally generated funding. These changes included more discriminating admissions criteria, the development of test-taking modules and a test-taking laboratory, revised courses and the development of an assessment course, smaller faculty:student ratios for advisement and practical supervision, and faculty development. The University also established collaborative relationships with school systems. These relationships introduced secondary students to careers in teacher education. The changes resulted in significant increases in enrollment and higher passing rates by students on the NTE. Norfolk State also developed teacher certification course sequences for persons wanting to change careers after previously earning a nonteaching degree. The University organized an Early Contracts Program with two local school systems that was credited by the University as the prime reason that encouraged graduates to teach in urban settings. (Garibaldi, 1989).

The literature revealed several instances of changes in admission policies and services for students (Fensternmacher, 1993; Rigden, 1996). However, there is a need for specific documentation of changes to improve teacher education at more of the HECUs. The need for a study to document the ongoing and different changes in
teacher education programs at HBCUs has become even more apparent (NAFEO, 1996).

**Summary of the Review of Literature**

There is a great void in the literature as it pertains to teacher education at HBCUs. However, the literature provides evidence that the desire of African American people to be educated contributed to, encouraged, and demanded teacher education programs for African American people (Willie & Edmonds, 1978). Colleges and universities that are charged with educating the faculty and staff to train African Americans have been asked or mandated to give a serious reconceptualization to the outdated strategies that were formerly used to educate and prepare the teachers and administrators of these schools (Alexander & Miller, 1989; Clark, 1986). The demand for minority teachers and additional institutions to educate them resulted when African Americans were legally allowed the freedom to be educated in a postslavery period is indicative of and provides impetus for decade after decade of reform in teacher education (Cortes, 1997). Economics, racial pride, and an unfulfilled wanting and thirsting for knowledge and quality education proved to be the impetus for the establishment of HBCUs (Gutek, 1986; Taylor, 1994). It is believed that working mothers, single-parent households,
disparities in socioeconomic backgrounds, and empirical research findings have influenced teacher education programs at HBCUs. The need to increase enrollments and to prepare students to meet credentialing requirements has also led to many changes in teacher education programs at HBCUs (Garibaldi, 1989). As long as there is social and economic change in our society, there will be a need for reforms in teacher education (Hood-Parker, 1994).
CHAPTER III
PROCEDURES

This study was designed to describe recent reform efforts in teacher education at Historically Black Colleges and Universities (HBCUs). A survey was used to determine what changes have occurred and what was the impetus for these changes that have taken place over the past 10 years in HBCU teacher education programs.

The following sections are included in this chapter: (a) administrative procedures, (b) selection of subjects, (c) instrumentation, (d) the research questions, and (e) data analysis.

Administrative Procedures

The mailing of the survey took place during the last week in May 1996. Each mailing included a cover letter (Appendix A), a numbered survey (Appendix B), and a self-addressed return envelope. The cover letter included the purpose and the rationales for the requested information. Specific directions for returning the survey were also included. Respondents were asked to return the survey within an 8-day period.

As the surveys were returned, each was filed according to its number. A listing of the HBCUs with corresponding numbers was used to document each returned survey. Contact
was initiated with each institution that did not return the survey. This follow-up generated an additional numerical return of nine survey instruments. The total number of returned surveys included in the analysis was 48% of the surveys mailed, or 47 of the 97 applicable HBCUs.

Selection of Subjects

The population for this study includes the deans or directors of education at the 97 HBCUs listed by the National Association for Equal Opportunity in Higher Education (NAFEO) as 4-year institutions. Due to the small number and the accessibility of the subjects, a census sample was used. Each of the 97 deans/directors was expected to respond to Section A and Section B and offer comments when completing the survey instrument. Section A: The questions in this section relate to the general knowledge of and impetus for reforms in their respective teacher education programs. Section B: The goal of these questions was to determine the number of students, the degrees offered, and the number of graduates per year. The Comments section was expected to garner data for generalizations to be made during the analysis.

Instrumentation

A personal cover letter (See Appendix A) was mailed to each of the deans/directors of education at the 97 HBCUs.
The letter explained the purpose of the study, offered some biographical information, and requested that the deans/directors complete the survey instrument (See Appendix B) and return it in the self-addressed envelope that was provided.

**Research Questions**

The research questions for the study are as follows:

1. What changes in HBCU teacher education programs have occurred over the last 10 years?

2. What has been the impetus for these teacher education changes at HBCUs?

**Data Analysis**

The data collected from the structured survey covered three major areas: changes made in teacher education programs, reasons for changes that were made in the teacher education programs, and demographic data. All data were analyzed for frequency of key issues in each of the areas. Some quotations have been included to clarify points and to give a sense of how this group of deans described the changes that were made in their teacher education programs.

**Summary**

These data were presented as descriptive research based on the reform efforts in the teacher education programs at predominantly black colleges and universities. The information provided by the deans is described in narrative
form while using raw scores, means, and percentages to define the data. There were nine survey questions that the deans were asked to respond to by indicating Yes, No, or I Don't Know. There were six other survey questions that required that the deans answer To A Major Degree, To A Moderate Degree, To A Minimum Degree, or I Don't Know. Each of the deans' responses was counted and recorded. Raw scores were changed into percentages. There were two other survey questions that asked the deans to provide additional reasons for changes and to make comments. The information garnered from these questions was included in narrative form.
CHAPTER IV

ANALYSIS OF RESULTS

The purpose of this study was to describe recent reform efforts in the teacher education programs at Historically Black Colleges and Universities (HBCUs). The data were generated from surveys received from 47 of 97 HBCU deans/directors of education.

The survey data were recorded to describe the changes and the impetus for these changes in the teacher education program at these HBCUs. There were telephone interviews with deans/chairs who had not returned their surveys. The researcher telephoned these personnel to request the return of the surveys and in 41% of these telephone calls, the researcher was able to speak directly with the dean/chair of the teacher education program. Via these conversations, the researcher was able to read the survey questions as posed that generated answers and, within the structure of the survey, provided some insight that affirmed the circumstances reported in the literature that is being faced by some of the HBCU teacher education programs.

Demographic Data

The survey was sent to the deans/directors of teacher education at 97 HBCUs. Initially survey data forms were received from 38 of the 97 deans/directors of teacher
education programs contacted. Follow-up telephone calls were made to each of the schools that did not respond by the desired date. There were nine Deans/Directors of teacher education programs that responded to the survey questions read as posed via the telephone. Forty-eight percent of the population responded to the survey (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>HBCUs That Participated in This Study</th>
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<tbody>
<tr>
<td>Albany State College</td>
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<td>Bowie State College</td>
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<tr>
<td>Cheappin State College</td>
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<tr>
<td>Dillard College</td>
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<td>Concordia College</td>
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<td>Elizabeth City State Univ</td>
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<td>Florida Memorial</td>
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<td>Harris-Stone State College</td>
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<tr>
<td>Johnson C. Smith</td>
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<tr>
<td>Lincoln University</td>
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<tr>
<td>Livingston College</td>
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<tr>
<td>Miles College</td>
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<tr>
<td>North Carolina A&amp;T</td>
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<tr>
<td>Paul Quinn College</td>
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<tr>
<td>Rust College</td>
</tr>
<tr>
<td>South Carolina State</td>
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<tr>
<td>Spellman College</td>
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<tr>
<td>Talladega College</td>
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<tr>
<td>Texas College</td>
</tr>
<tr>
<td>Tongaloo College</td>
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<tr>
<td>Univ of District of Columbia</td>
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<tr>
<td>Virginia State University</td>
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<tr>
<td>West VA State</td>
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<tr>
<td>Xavier University</td>
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<tr>
<td>Bennett College</td>
</tr>
<tr>
<td>Central State Univ</td>
</tr>
<tr>
<td>Clark-Atlanta Univ</td>
</tr>
<tr>
<td>Cheyney University of Pennsylvania</td>
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<tr>
<td>Edwards Waters College</td>
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<tr>
<td>Fayetteville State Univ</td>
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<tr>
<td>Hampton University</td>
</tr>
<tr>
<td>Jarvis Christian College</td>
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<tr>
<td>Lane College</td>
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<tr>
<td>Langston University</td>
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<tr>
<td>Morgan State University</td>
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<tr>
<td>Morris College</td>
</tr>
<tr>
<td>North Carolina Central</td>
</tr>
<tr>
<td>Pine College</td>
</tr>
<tr>
<td>Shaw University</td>
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<tr>
<td>Southern Univ/New Orleans</td>
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<tr>
<td>Saint Augustine’s College</td>
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<tr>
<td>Tennessee State College</td>
</tr>
<tr>
<td>Texas Southern</td>
</tr>
<tr>
<td>University of Arkansas</td>
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<tr>
<td>University of Virgin Island</td>
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<tr>
<td>Voorhees College</td>
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<tr>
<td>Winston Salem State Univ</td>
</tr>
</tbody>
</table>
Number of Undergraduate Students

The HBCUs that participated in this study had undergraduate enrollments that ranged from a minimum of 400 full-time students to a maximum of 10,744 full-time students. Twenty-three schools (48% of the respondents) had an average enrollment of 2,000 to 4,000 students. Four schools (8%) had enrollments of 8,000 to 10,000 students. Six schools had enrollments of 5,000 to 7,000 (13%), while the 14 remaining schools (30%) had enrollments of less than 2,000 (see Figure 1).

Number of Undergraduate

![Pie chart showing enrollment distribution]

**Students Enrolled**

- 49%: 2-4,000
- 30%: 5-7,000
- 13%: >2,000
- 8%: 8-10,000

Figure 1
**Highest Degree Awarded**

Of the population of 47 institutions, 57% or 27 HBCUs are authorized to award the undergraduate degree only; 28% or 13 of the responding HBCU institutions of higher education grant the master's degree as the highest degree that can be conferred by the institution. Eleven percent or 5 of the institutions responding to the survey are authorized to award the Certificate of Advanced Study (CAGS) as the highest degree that can be conferred, and 4% or two HBCUs grant the doctorate in education (see Figure 2).

**Highest Degree Offered**

![Diagram showing the distribution of highest degrees awarded by HBCUs: 57% undergraduate, 28% master's, 11% CAGS, 4% doctorate.]

*Figure 2*
Number of African American Teachers Graduated per Year

Twenty-four (51%) HBCUs graduated 50 to 100 African American teachers each year. Five (10.6%) had 150 to 200 graduates each year. There were also 4 (8.5%) schools with graduates per year numbered in the 250 to 300 range. Finally, 14 (29.7%) reported that they had fewer than 50 African American students to graduate each year (see Figure 3).

![Pie chart showing the distribution of African American teachers graduated per year.]

Figure 3

Changes Made in Teacher Education Programs Over the Past 10 Years (see Table 2)

The comprehensive examination and teacher education core courses have been revised in 95% of the teacher
education programs at HBCUs. The deans reported that these revisions occurred as early as 1990 and as recent as 1995. The HBCU education deans and chairs reported that the revision of courses has been an ongoing institutional function. Some institutions revised or in some way modified this and other courses annually. Many of the Deans indicated that efforts are ongoing in an attempt to raise credentialing test scores.

The curricula were strengthened to include courses that would enhance overall cognitive skills. Test-taking skills seminars were provided in 84% of the schools. Typically these classes were held twice a week where test taking skills and strategies were discussed and practiced.

Eighty-seven percent of the schools increased the amount of time spent on academic advising of students. Many deans indicated that advisement sessions were encouraged as a biweekly practice. At Virginia State University (VSU) the academic faculty was encouraged to meet with each of their advisees at least once a week during the first few weeks of the semester. This process is designed to meet student needs and to closely observe student progress.

More than half (58%) of the respondents screen out students after the first four semesters who do not meet the criteria for their teacher education program. Even some of
the smaller institutions like Shaw University in Raleigh, North Carolina, have increased the admissions criteria at the initial screening (Garibaldi, 1989).

Eighty-nine percent of the HBCUs have developed local contracts/professional development schools to provide jobs/student-teaching opportunities for teacher education students. West Virginia State College (Institute, WVA) developed "teacher education centers" in the public schools. These centers provided opportunities for the teacher education students to get hands on experience and supervised observations prior to student teaching (Holmes Group, 1990).

Staff development for teacher education faculty was provided in 79% of the HBCUs. A new category of "Lead Teachers" who had demonstrated quality teaching skills were put in place to provide leadership for colleagues (The Carnegie Report, 1986).

Thirty-nine percent of the HBCUs developed test-item banks for professional education courses. These tests were structured to offer the same experiences as those found on the Praxis and other state and national credentialing tests.

Table 2 *Reactions of Respondents* presents the reactions of respondents to a selection of questions that
addressed curriculum revisions, programmatic modifications, and other modifications that were made to enhance the quality of teacher education at HBCUs.
Table 2 Reactions of Respondents (Raw Scores)

Number of Yes/No/I don't Know; Responses made to the following survey statements:

1. There has been a revision of the comprehensive examination and Teacher Education core courses.
   Yes (43) No (4) I Don't Know (0)

2. The curricula were strengthened and a test-taking skills seminar to prepare students for the NTE was developed.
   Yes (41) No (3) I Don't Know (3)

3. An education minors program was developed to attract other Arts and Sciences students and undeclared majors into teaching.
   Yes (7) No (40) I Don't Know (0)

4. The amount and quality of academic advising of students was increased.
   Yes (42) No (5) I Don't Know (0)

5. Assisted Graduate School of Education in developing a Master of Arts in Teaching program for Arts and Sciences graduates who decide later that they want to teach.
   Yes (4) No (43) I Don't Know (0)

6. Publicized program standards and screened out students who did not meet the criteria after the first four semesters.
   Yes (31) No (10) I Don't Know (6)

7. Contracts with local school systems to provide jobs/student-teaching opportunities for teacher education students were developed.
   Yes (39) No (8) I Don't Know (0)

8. Provided staff development for teacher education faculty.
   Yes (39) No (7) I Don't Know (1)

9. A test-item bank was developed for professional education courses.
   Yes (17) No (26) I Don't Know (4)
Catalyst for Changes Made in Teacher Education Programs at HBCUs (see Table 3)

The deans indicated that the reasons for changes in their teacher education programs were based on a desire to maintain a viable teacher education program. Programmatic viability is critical to preparing teachers who will ultimately assume positions of leadership in the field.

Thirty-eight percent of the HBCUs surveyed stated that educational needs of minority children in our society was a major impetus for the changes that were made over the past 10 years in their teacher education programs. It is believed that single-parent households, disparities in socioeconomic backgrounds and working mothers have all contributed to these special needs (Garibaldi, 1989).

The dean at one of the Universities conducted a needs assessment in the Charlotte Amalie Public School System (Charlotte Amalie, U. S. Virgin Islands, St. Thomas, USVI). The majority of the teachers in the School System are graduates of the university. The data gathered by the dean were used as a basis for programmatic and procedural changes in the teacher education program. The changes resulted in more critical thinking, problem solving, and demonstrative performance skill activities in the teacher preparation program.
There were 29% of the teacher education programs studied that indicated that changes were made because of pressure from state legislators. Sixty-four percent of the HBCUs surveyed made changes in their programs to ensure that accreditation requirements were met within their program offerings. One dean stated that changes were made in its teacher education program in an effort to "graduate competent teachers." The dean further cited the commitment to develop a "competent, capable entry-level teacher who possesses a general body of knowledge" and the ability to perform well in the classroom as major reasons for changes made.

Surprisingly there were only 10 (21%) of the schools that stated that the Holmes Group's goals had played a major role in the changes that were made in their teacher education programs. Twenty-three of the deans (45%) indicated that special needs and the low test scores of their minority teacher education students were major factors that influenced changes in their programs. Four (8%) of the schools studies indicated that they made changes for reasons other than the ones that were listed on the survey. However, there was zero response to survey statement No. 20 (Please indicate additional reasons for change below.). Lastly 36 or 76% of the schools surveyed reported that their teacher education programs had actively
been involved in making changes during the past 10 years to a major degree. The other 23% of the schools reported that they had actively been involved in making changes in their teacher education programs over the past 10 years to a moderate degree.
Table 1 Respondents' Reasons for Institutional Reform:

Survey Questions 14-19

14. The impetus for reforms in the teacher education program at my institution is the existence of minority educational needs in our society.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>26</td>
<td>3</td>
<td>0</td>
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</table>

15. The impetus for reforms in the school of education at my institution is pressure from state legislators.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
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<tbody>
<tr>
<td>14</td>
<td>25</td>
<td>8</td>
<td>0</td>
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</tbody>
</table>

16. Changes that are made in my teacher education program are usually designed to ensure accreditation requirements.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>17</td>
<td>0</td>
<td>0</td>
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</table>

17. The Holmes Group's goals for teacher education programs have served as a catalyst for change in my teacher education program.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>23</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

18. Special needs (improvement of test scores) of minority students is generally the catalyst for change in my teacher education program.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>19</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

19. The impetus for change in the school of education at my institution is usually for reasons other than those listed above.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>40</td>
<td>2</td>
</tr>
</tbody>
</table>

20. Please indicate additional reasons for change below: Zero (0) Response

21. My teacher education program has been actively involved in making changes during the past ten years.

<table>
<thead>
<tr>
<th>Major Degree</th>
<th>Moderate Degree</th>
<th>Minimal Degree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>11</td>
<td>0</td>
<td>0</td>
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</table>

Other changes listed were as follows:
Some deans provided topical information about changes in their teacher education programs that were not addressed by the questions in the survey. Further research is needed to determine the details of these changes and the effectiveness of these changes.

Other changes listed included the following:

1. Increased clinical field hours prior to student teaching. These field hours afforded the preservice teacher the opportunity to observe master teachers in a nonthreatening natural setting (Stallings-Kowalski, 1990) such that preservice teachers and HBCU teacher educators can make definite decisions about whether the student (preservice student) should remain in teacher education.

2. Some institutions consolidated courses and added new courses; that is, one institution added a course in multiculturalism and combined the social psychology and foundations courses into one course.

3. At one University the student teaching experience was lengthened to last a full semester and it is using a student-management team model for advisement.
4. Students are involved in an annual student initiated conference, a student researchers club (oral history of education is studied), and strategic planning for new degree offerings are ongoing at one of the Universities.

5. Field experiences are required for all professional education courses at South Carolina State (Holmes Group, 1986);

6. Field experiences were increased and the syllabi revised at one of the schools.

7. Lincoln University has prestudent teaching activities as part of its sophomore and junior methods and reading courses; Clark-Atlanta University developed a dual degree BS/MS in teaching (middle grades).

Some of the institutions also recruited potential teachers from the military. HBCUs, among a number of other institutions, are continually seeking ways to increase enrollment (Garibaldi, 1986). Texas Southern indicated that its entire teacher education program is moving toward total-field based experiences. The University of Arkansas at Pine Bluff developed collaborations with the School of Science and Technology and the School of Liberal and Fine Arts. Everything was shared from faculty to technology to facilities.
Discussion of Research

A survey instrument was designed and used for this study to obtain broad and distinct information from the deans so as to give a description of the changes made in teacher education programs at these HBCUs over the past 10 years. The survey instrument was also structured to gather demographic data and the reasons for changes made in these programs.

A consolidated illustration of the sample population would reveal that the mean number of undergraduate students attending these HBCUs was between 2,000 and 4,000 (49%). The majority of the schools surveyed 57% offered the undergraduate degree as its highest degree. Fifty-one percent of the schools graduated between 50 to 100 African American teachers each year.

This study revealed that these HBCUs have made several changes in their teacher education programs over the past 10 years. Most of the HBCUs studied (95%) revised their core courses and their comprehensive examinations. The curricula were strengthened in over 85% of the schools. Most schools (89%) saw the need to spend more time advising students. More than half of the HBCUs studied (65%) developed a program that was used to screen out students who did not meet the criteria for their teacher education program after the first two semesters. Professional
development schools were developed for 83% of the schools studied. Faculty/staff development has been implemented in 83% of the teacher education programs at HBCUs.

The responses to why changes were made in their teacher education programs were surprisingly similar. Most of these schools (64%) credited accreditation requirements as the catalyst for changes over the past 10 years (NCATE, 1995). There were 83% of the schools studied that had professional development schools. After reviewing the pilot data, it came as no surprise that only 21% of the HBCUs stated that the Holmes Group's goals for teacher preparation had influenced the changes made in their programs. Although the Holmes Group had an impact upon teacher education in large research universities and, indirectly, upon selected state departments of education, the impact of the Holmes Group was not seen as a predominant factor that led directly to teacher education changes in HBCUs.

Many (49%) stated that the special needs of their teacher education majors prompted the changes - (i.e., low test scores). The varied needs of minority children in our society served as a catalyst for change for 38% of the HBCUs studied. The local news, personal observations, and assessments provide overwhelming evidence of special needs of African American children (National Commission on
Children, 1994). Single-parent households in the inner cities have tripled since the mid-1980s. Crimes committed by African American children are on the rise. Teachers must be sensitive to these needs. More changes must be made in our teacher education programs to provide training that will produce a well-rounded, reflective, sensitive teacher. This teacher will be capable of assessing the needs of these students and planning and implementing instruction that will make a positive difference in their lives.

Finally, 29% stated that it was pressure from state legislators that prompted the changes that were made in teacher education programs. Funding for programs is always a problem at HBCUs. It is often a critical juggling act for deans and upper-level administrators as they try to maintain a sufficient enrollment, meet the expectations of legislators, advocates, and other supporters while also providing a service to the community.

It should be noted here that private and public HBCUs encounter similar problems with regard to teacher education reform. Traditionally, both categories of institutions drew their students and faculty from the same pool, both institutions faced the same fiscal, social, and political challenges. Among the extensive similarities, there is one primary difference between these two groups of HBCUs. The
main difference is in the area of governance. The private HBCUs function with fewer external governance restrictions. Private HBCUs have more flexibility and individual institutional decision-making autonomy than their publicly supported sister institutions. This flexibility is beneficial when a school's need is to make rather quick procedural, curricula, or programmatic changes that might require state governance support if state-supported institutions want or need to make the same changes. One other difference that is related to governance involves the identification and selection members of the institutional board of visitors. In the state-supported schools, the governor makes appointments to the board; in private institutions, those members are selected by the president. Since some boards can be very visible and outspoken regarding various issues relative to institutional image, instruction, and so forth, the composition of the board can extremely affect how an institution chooses to address its academic and other challenges.

Relationship to Past Research

Garibaldi's (1989) work, which has been frequently cited in this study, is clearly the research that has the closest relationship to this study. Other sources of data including the Internet, research review books, and
journals in the profession, such as the *Journal of Teacher Education*, offered little, if any, evidence regarding teacher education reform at HBCUs.

Garibaldi (1989) however, said that a teacher education peer tutoring program to improve SAT/ACT scores was established and implemented at Tuskegee (Garibaldi, 1989). Many HBCUs studied suggested that special need (low test scores) was the catalyst for changes. These schools also said that the curriculum had been strengthened and that test-taking seminars were provided for their teacher education students. Garibaldi studied five teacher education programs at HBCUs. This study received data from 47 schools. Garibaldi found that poor enrollments, accreditation requirements, and pressure from legislators were reasons for changes made in the schools that he studied. Many of the schools in this study indicated that these were reasons for changes that were made in their schools.

Garibaldi's (1989) research was also done in an effort to offer documentation for some of the changes made in teacher education programs at HBCUs. The results of this research support the conclusions suggested in Garibaldi's study. The primary difference between the present research and the Garibaldi study is the size of the sample.
Garibaldi's study involved four HBCUs and the work of this researcher involved 47 HBCUs.
CHAPTER V

SUMMARY, CONCLUSION, AND IMPLICATIONS

Summary

The findings of this study show the various changes in the teacher education programs of Historically Black Colleges and Universities (HBCUs) over the past 10 years. The discussion includes a deliberation of two major issues: the changes made in teacher education over the past ten years and the motivating forces for these changes. The undertaking for this study was essential for four reasons. They are as follows: First, there appears to be very limited research which addresses this population. Second, this research attempts to answer specific questions that have thus far remained unanswered in the literature. Third, the information gained from this research should provide the groundwork and motivation for further research in this area. Fourth, research and the publication of research in teacher preparation at HBCUs need to keep pace with that which had been done with the larger research universities (Hood-Parker, 1994).

Conclusions

This research revealed first and foremost the need for more research of teacher education programs at HBCUs. The research also provided that the HBCUs studied made changes in their teacher education programs most often to increase
enrollments, improve the students' chances of passing credentialing tests, and to satisfy legislative requirements.

These changes usually were made in the form of revisions of course work, more time spent on advisement of students, and providing programs for faculty development.

Implications for Future Research

The purpose of this research was to give a description of the changes made in teacher education programs at HBCUs and the motivation behind those changes. This purpose has now been accomplished. However, this study is only an opening to view this ignored population in the research family. There are many possible studies which could use this piece of research as their catalyst.

An apparent subsequent study would be to compare and contrast the scope of differences within the population of HBCU teacher education programs. Data could be garnered that would provide a detailed description of each change and its catalyst for change within the population. Another study is justifiable to determine the results of these changes made in these programs over the past 10 years. This would be beneficial in showing just how constructive the schools' efforts were. The present study could possibly serve some evaluative function with these programs. Finally, there is also a need to compare the
differences between the changes made over the past 10 years at predominantly White research universities with the changes at historically Black universities.

Further Considerations

The racial makeup of our society is changing rapidly. Institutions of higher education need to prepare our future teachers to meet the challenges that will confront them in this multicultural society (Hood- Parker, 1994). Teacher education programs throughout the country should collaborate to ensure that the best strategies and educational opportunities are provided for our nation's teachers.
APPENDIX A
Appendix A

Draft

Dean School of Education
Lincoln University
Lincoln Univ., PA 19352

Dear Dean:

I am currently a faculty member at Virginia State University. There are many changes taking place in teacher education at this university. However, when reviewing the literature, there are no written accounts of these changes. Upon reviewing the literature further, I have found that very little has been published that details the changes that have taken place in teacher education on Historically Black Colleges and Universities (HBCUs) campuses.

There is a need to document the changes that have occurred in teacher education at HBCUs. I need your help to document these changes. Your assistance will motivate as well as enable me to successfully complete my study which will serve as written documentation of the changes that have taken place in teacher education at HBCUs over the past 10 years.

Please take a few minutes to complete the enclosed questionnaire and return it to me in the enclosed self addressed envelope by ____________.

A copy of the final paper will be available to you upon request.

Sincerely,

Gwendolyn V. Holmes
APPENDIX B
Appendix B

Topic: A Descriptive Study of Change at HBCUs

Teacher Education Survey

HBCUs have played a major role in formulating the changes that exist in public education today. I would like to learn more about the changes in the teacher education programs in these schools and the catalyst for these changes. This survey requests information and perspectives about your knowledge of changes in teacher education at your institution.

Section A. The questions in this section relate to the general knowledge of changes in teacher education at your institution. Please indicate (yes, no, I don't know) to each of these possible changes.

1. There has been a revision of the comprehensive examination and Teacher Education core courses.
   Yes [ ] No [ ] I don't know [ ]

2. The curricula was strengthened and a test-taking skills seminar to prepare students for the NTE was developed.
   Yes [ ] No [ ] I don't know [ ]

3. An education minors program was developed to attract other Arts and Sciences students and undeclared majors into teaching.
   Yes [ ] No [ ] I don't know [ ]

4. The amount and quality of academic advising of students was increased.
   Yes [ ] No [ ] I don't know [ ]

5. Assisted Graduate School of Education in developing a Master of Arts in Teaching program for Arts and Sciences graduates who decide later that they want to teach.
   Yes [ ] No [ ] I don't know [ ]

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6. Publicized program standards and screened out students who did not meet the criteria after the first four semesters.
   Yes [ ] No [ ] I don't know [ ]

7. Contracts with local school systems to provide jobs/student-teaching opportunities for teacher education students were developed.
   Yes [ ] No [ ] I don't know [ ]

8. Provided staff development for teacher education faculty
   Yes [ ] No [ ] I don't know [ ]

9. A test-item bank was developed for professional education courses.
   Yes [ ] No [ ] I don't know [ ]

**Other(s):** (Please list any other changes that may have occurred in your teacher education program)

10. 

11. 

12. 

13. 

---

Section B: The goal of these questions is to determine the consideration for changes made in your teacher education program. Please check the response that is appropriate for your school.

14. The impetus for reforms in the teacher education program at my institution is the existence of minority educational needs in our society.
   To a major degree [ ]
   To a moderate degree [ ]
   To a minimal degree [ ]
   I don't know [ ]

15. The impetus for reforms in the school of education at my institution is
pressure from state legislators.

16. Changes that are made in my teacher education program are usually designed to ensure accreditation requirements.

17. The Holmes Group's goals for teacher education programs have served as a catalyst for change in my teacher education program.

18. Special needs (improvement of test scores) of minority students is generally the catalyst for change in my teacher education program.

19. The impetus for change in the school of education at my institution is usually for reasons other than those listed above.

20. Please indicate additional reasons for change below:
21. My teacher education program has been actively involved in making changes during the past ten years.

To a major degree [ ]
To a moderate degree [ ]
To a minimal degree [ ]
I don't know [ ]

Section C. Demographics
The goal of these questions is to determine the number of students, the degrees offered, and the number of graduates per year in your undergraduate teacher education program.

22. In which group does your university fall?

2 to 4,000 undergraduate students [ ]
5 to 7,000 undergraduate students [ ]
8 to 10,000 undergraduate students [ ]
11,000 and above undergraduate students [ ]

23. What is the highest degree awarded by your university?

Undergraduate [ ]
Masters [ ]
Certificate of Advanced Graduate Study (C.A.G.S.) [ ]
Doctorate [ ]

24. How many African American educators are graduated from your undergraduate teacher education program each year?

50 to 100 [ ]
150 to 200 [ ]
25. Comments: 

____________________________________________________________________

____________________________________________________________________

26. Please provide the name and complete title of the person who completed this survey.

Name __________________________ Title __________________________

Thank you for your cooperation. Please return the completed survey in the enclosed self-addressed, envelope to:

Gwendolyn V. Holmes
Virginia State University
Box 9066 Petersburg, VA 23806
APPENDIX C
RESULTS (Pilot)

Fifteen schools were randomly selected from the 117 HBCUs (NAFEO, 1994) to serve as the population for the pilot study. Surveys were sent to the Deans of the schools of education at each of the selected institutions. The survey instrument included a cover letter that introduced the researcher and explained the purpose of the study. The deans were asked to complete the survey and to send a copy of their mission statement, core course offerings, and the goals for their respective schools.

The survey questions were designed to obtain responses from the deans that would answer the questions for the study at the time of the pilot (i.e., "Were Deans at HBCUs knowledgeable of the Holmes document?") Did the Deans at HBCUs have an opportunity for input into the Holmes document?" "Did the HBCU Deans desire to have input into the Holmes Group reform efforts?"

Eleven of the 15 surveys were completed and returned providing a response rate of 73%. The data were grouped for analysis using the following categories:

In State, State Supported (ISSS)
In State, Private (ISP)
Out of State, State Supported (OSSS)
Out of State, Private (OSP)
These categories will provide a look at the broad categories into which the 117 HBCUs fall. A detailed description of the schools will be necessary to make generalization regarding the data.

The survey responses were analyzed to determine how informed the HBCU deans were of the content found in the Holmes document Tomorrow's Teachers; if the HBCU deans wanted input in the writing of Tomorrow's Teachers; how many of the HBCUs had teacher education programs that contained objectives and goals similar to those found in the document Tomorrow's Teachers; the HBCU schools of education reform and restructure efforts that were influenced by the contents found in Tomorrow's Teachers; if there were changes made in the HBCU education core curricula to ensure that the Tomorrow's Teachers objectives and goals would be addressed; and if the HBCU deans made special efforts to ensure that the school of education faculty were familiar with contents of Tomorrow's Teachers.

Data Analysis (Pilot)

The responses from each of the survey questions were recorded on a spreadsheet designed by the researcher. Due to the size of the pilot (11) the calculations were done by hand. The mean and frequency of each response for each of
the questions were calculated for each category. The HBCU surveys used in the pilot included:

Virginia State University (ISSS)
Norfolk State University (ISSS)
Hampton University (ISP)
Rust College (OSP)
Howard University (OSP)
Florida A&M University (OSSS)
Winston Salem State (OSSS)
Lincoln University (OSSS)
Tennessee State University (OSSS)
Fayetteville State University (OSSS)
University of Arkansas at Pine Bluff (OSSS)

Demographics

In an effort to determine the size and degree offerings of these HBCUs, the survey instrument included a three-question demographic section. This section asked for the number of students attending the institution, the highest degree awarded, and the number of African American educators that are graduated each year.

The survey data revealed that the highest degree awarded at HBCUs was the doctorate (55%). Only 18% of the HBCUs piloted awarded the undergraduate degree as its highest degree. There were 27% of the HBCUs awarding the master's degree as its highest degree offered.
The number of African Americans graduated as educators each year from HBCUs usually falls between 50 and 100 students (45% - Table 4). However, 36% of the OSSS and OSP HBCUs indicated that they graduate over 300 educators from their schools each year.

The survey respondents indicated (72%) that they "strongly agreed" or "agreed" to being "well - informed" of the contents of the Holmes publication Tomorrow's Teachers. There were, however, 27% of the deans who did not consider themselves well-informed of the content.

Several HBCU deans responded that if given the opportunity for having input in the writing of Tomorrow's Teachers, that they would not have participated (27%-Table 6). Most deans did agree, however, that there should have been more HBCU representation in the writing of the document (91% - Table 8). Seventy-three percent of the deans responded that if given the opportunity, that they would have responded affirmatively.

Only 18% of the deans indicated (Disagree/Strongly Disagree) that their education programs already reflected much of what was proposed in Tomorrow's Teachers. The majority (82%) of the deans agreed or strongly agreed that the content found in the document (Tomorrow's Teachers)
existed in their programs prior to the writing of the document.

Most of the HBCU deans (63%) strongly agreed or agreed that the information found in Tomorrow's Teachers had influenced reform/restructuring efforts in their respective schools of education.

The core curriculum in 72% of all HBCUs piloted had been altered to ensure that the content of Tomorrow's Teachers could be addressed. All of the private HBCUs piloted agreed or strongly agreed that their education programs were changed in an effort to address the goals found in the document.

Seventy-two percent of the HBCU Deans responded that they agreed or strongly agreed that efforts were made to ensure that the school of education faculty was aware of the content found in Tomorrow's Teachers. However, 50% of the OSSS HBCUs indicated that there were no efforts made to educate their faculty with regards to the document.

DISCUSSION AND RECOMMENDATIONS

The purpose of this pilot was to see if the survey instrument could generate data that would answer the research questions for this study. However, after analyzing the data generated by the survey instrument, the
researcher determined that there was a need to revisit the research questions and revise the survey instrument.
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VITA

Gwendolyn Vinson Holmes

Education:

1990-1997 Virginia Polytechnic and State University
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                     Certificate of Advanced Graduate Study
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1978-1982 Hampton University
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                     Major: Health and Physical Education

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1973-1990 Secondary Public School Teacher
1990-1992 Instructor-Virginia State University (VSU)
1992-1993 Special Assistant to the President (VSU)
1993-1994 Holmes Scholar Virginia Tech
1995-1997 Instructor/Health Coordinator-VSU