



## New Book Information

### Inside the Experiences of Black Students in Graduate and Professional Education at HBCUs

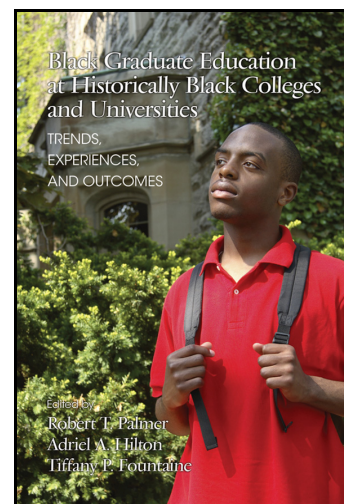
Edited by **Robert T. Palmer**, *State University of New York-Binghamton*,  
**Adriel A. Hilton**, *Upper Iowa University in Fayette*,  
and **Tiffany Patrice Fountaine**, *Morgan State University*.

This book provides context about the experiences of Black graduate and professional students attending HBCUs. Indeed, such research is important, particularly since HBCUs play a significant role in the number of Blacks who receive doctorates and professional degrees (i.e. M.D., D.D.S., J.D. etc.), especially in science and engineering. In fact, according to Redd and Minor (2008), the role of HBCUs in graduate education will become even more significant as more seek to offer graduate and professional programs, particularly at the doctoral level. This book focuses on the historical nature of graduate and professional education at HBCUs and the programs' contribution to society.

Further, it provides context about the experiences of students who have attended these institutions for their post-baccalaureate pursuits. Finally, the book addresses the future of graduate and professional education at HBCUs and what fundamental aspects are needed to ensure their survival, competitiveness, and growth.

This book appeals to faculty, departmental chairs, administrators, and students. Furthermore, higher education scholars, who conduct or have an interest in pursuing empirical research on Black graduate and professional education or the efficacy and relevance of HBCUs, will find this book useful given its unique and comprehensive approach focusing on supporting retaining, and graduating Black graduate students at HBCUs. In addition, this book is an invaluable teaching resource for faculty in Higher Education Administration, Student Affairs, or Sociology program

**CONTENTS:** Acknowledgements. *Black Graduate Education at Historically Black Colleges and Universities: Trends, Experiences, and Outcomes*, Robert T. Palmer, Adriel A. Hilton, and Tiffany P. Fountaine. *A Short History of Graduate and Professional Programs at Historically Black Colleges and Universities*, Marybeth Gasman and Michael Steven Williams. *Contributing Beyond the Baccalaureate: Graduate and Professional Degree Programs at HBCUs*, Valerie C. Lundy-Wagner. *An Exploratory Study of Factors That Influence Black Students to Attend Historically Black Colleges and Universities for Graduate School*, Robert T. Palmer. *An Examination of the Participation of African American Students in Graduate Education without Public HBCUs*, John Michael Lee, Jr. *The Potential Benefits of Attending Historically Black Colleges and Universities for Black Doctoral Students*, Ferlin G. McGaskey. *Finding Support One Relationship at a Time: The Role of Faculty and Peers in Supporting Black Graduate Students at HBCUs*, Carmen McCallum, Dorian L. McCoy, and Rachelle Winkle-Wagner. *Supporting Black Millennial Graduate Students at HBCUs*, Fred A. Bonner, II, Petra A. Robinson, and David A. Byrd. *A Quantitative Investigation of Predictors for Engagement and Persistence at HBCUs*, Tiffany Patrice Fountaine. *The Contribution of Historically Black Colleges and Universities to STEM Graduate Degree Production among Black Collegians*, Terrell L. Strayhorn. *Social Capital in HBCUs: Implications for Graduate Students in the 21st Century*, Sharon L. Holmes and Doris Wright Carroll. *Encouraging Giving among Graduate and Professional Degree Alumni at HBCUs*, Noah D. Drezner. *Labor Market Outcomes for HBCU Graduate Students*, J. Luke Wood. *On a Wing and a Prayer: The Future of Graduate Education at HBCUs*, Maurice C. Taylor. About the Editors, About the Contributors.



**Publication Date:** 2012

**ISBNs:**

Paperback: 978-1-61735-850-0

Hardcover: 978-1-61735-851-7

E-Book: 978-1-61735-852-4

**Price:**

Paperback: \$45.99

Hardcover: \$85.99

**Trim Size:** 6 X9

**Subject:** Education,  
Black Studies

**BISAC Codes:**

EDU000000

SOC001000

EDU015000

# *IAP - Information Age Publishing Inc.*

*List Price: \$45.99 paperbacks plus s/h and \$85.99 hardcover plus s/h  
Special Price: \$39.99 paperbacks plus s/h and \$73.99 hardcover plus s/h*

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