Curry School of Graduate Education

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The Curry School of Education, founded with two professorships in 1905 as one of the academic gifts of $100,000 from John D. Rockefeller and $50,000 from the State General Education Fund, is a native Georgian whose accomplishments made him a man of great renown throughout the world. In addition to being an ordained minister, a Harvard law graduate, a member of Congress, and an author, a college professor, and a strong advocate of universal education.

In 1919, the school was given a professional basis similar to that of the Schools of Law, Medicine, and Dental Surgery. It was established, offering the degrees of Master of Education and Doctor of Education and initiated in 1974.

In 1968, the Curry School of Education entered a period of rapid and significant growth. By 1974, the school had approximately 120 members. Today there are more than 20 specialized programs. The school is a state through training educational personnel, providing valuable professional experiences, a variety of school divisions, colleges, and other educational agencies.

The Curry School of Education has two major missions. The first is to prepare personnel to teach in various school divisions, colleges, and other educational agencies. The school offers graduate students extensive opportunities for experience in research. The divisions and other educational agencies allow for practicum experience and provide opportunities for professional development.
Degree Programs

The Curry School of Education offers programs leading to the Master of Education, the Master of Education, the Doctor of Education, and the Doctor of Philosophy in Education degrees. There is also a five-year program for students to earn both a bachelor’s and a master’s degree simultaneously.

All degree programs offered by the Curry School of Education that are related to teacher education are accredited by the Teacher Education Accreditation Council (TEAC) and the Southern Association of Colleges and Schools (SACS).

Areas of Graduate Study

Graduate degrees are available in the following program areas. In some cases, a particular listing of sub-specialties applicable to the Ed.D. and Ph.D. degrees, see the Doctoral Degree Programs.

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<td>Counselor Education*</td>
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<td>School Psychology</td>
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<td>Science Education</td>
<td>M.T., M.Ed., Ed.D., Ph.D.</td>
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</table>

Social Foundations                          M.Ed., Ed.D., Ph.D.  
Social Studies Education                    M.T., M.Ed., Ed.D., Ph.D.  
Special Education(1)                        M.T., M.Ed., Ed.S., Ed.D., Ph.D.  
Student Affairs in Higher Education         M.Ed.  

(1) Learning Disabilities, Behavioral/Emotional Disorders, Mental Retardation

**Note:** Students who want to enroll in one or more graduate courses but do not intend to submit an application for admission as professional development student.

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**Facilities and Services**

**Ruffner Hall** The majority of academic facilities and offices of the Curry School of Education are located in Ruffner Hall. These facilities include laboratory space for studies in science education, instructional technology, counselor education, educational research, and a number of flexible meeting areas that provide a supportive environment for research opportunities.

**The Center for Clinical Psychology Services** is a non-profit clinic providing psychological services to the community, the state, and the nation, while providing research opportunities. The center is organized into specialized clinics and offers three basic categories of consultation.

**The Education Library** contains approximately 150,000 volumes of current educational materials, and access to VIRGO. The library supports the academic needs of the undergraduate students and provides periodicals, microfilms, books, and reserve materials required for class reading. Internet connections provide access to materials from throughout the world. Retrospective access to the Alderman Library is also available.

**The Educational Technology Center** provides students and faculty with opportunities for research and development in instructional technology. The center houses the Audio-Visual Production Lab, a video filming studio and production facility, the Apple Lab, the interactive IBM Microcomputer Classroom, and a collaborative classroom with multimedia capabilities.

**The McGuffey Reading Center** functions as a laboratory for the study of the reading process and preparing graduate students to serve as reading-language specialists for children with reading disabilities.

**The National Research Center on the Gifted and Talented (NRC/GT)** produces and distributes studies relating to the identification and development of the talent of students. Research has focused on at-risk students; promote the social and emotional development of gifted students; and stimulate programs for at-risk students; promote the social and emotional development of gifted students; and stimulate programs for at-risk students. There are currently six faculty and twelve graduate students working on NRC/GT projects.

**The Personal and Career Development Center** is operated by the Counselor Education Services. The mission of the PCDC is two-fold: to provide a training venue for graduate-level assessment and counseling service to individuals. Services are provided to students and to the community. People typically seek counseling for personal growth or development, as well as interpersonal and family relationships, coping with life transitions, grief/loss, anxiety, and depression.

**The Center for the Study of Higher Education** fosters informed and interdisciplinary approaches to the study of higher education. It offers degree programs, seminars, short institutes, and occasional papers that provide administrators and other educational leaders with fresh perspectives.

**The Center for Technology and Teacher Education** is a cross-disciplinary institute with...
disciplines, including educational technology, teacher education, and policy studies. Teacher technologies in today’s classrooms to realize the promise that these technologies hold for th and develop educational technologies that should be integrated into teacher education curri next generation of educational technology leaders. Graduate fellows affiliated with the centre in school districts, state education agencies, and teacher preparation programs.

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Kinesiology Facilities

The following physical education facilities are also a part of the Curry School of Education:

The Athletic Training Clinic provides therapy for the University’s athletic teams. It is loca

The Center for Cardiac Health and Fitness provides professionally supervised programs risk factor modification. The programs provide coronary risk factor screening, medically sup supervised exercise programs for normal adults, and supervised exercise rehabilitation prog

The Motor Learning Laboratory is a research facility designed to study factors that influe Research includes investigating perceptual constraints; movement speed; EEG correlates of and flexibility; and psychological factors related to the acquisition and performance of moto experiences related to motor skill acquisition and performance utilize this laboratory.

The Sport and Exercise Psychology Laboratory is designed for experimental and interv learning, peer relationships, perceived competence in sport, coaching feedback, performanc through sport.

The Exercise Physiology Laboratory is a state-of-the-art research facility. Lines of resea related to disease states such as the metabolic syndrome, type 2 diabetes, coronary artery active areas of research include limits of human exercise performance and other clinical asp

The Exercise and Sport Injury Laboratory conducts research in areas of prevention, ass associated with exercise, sport and physical activity.

Communication Disorders Facilities

The Communication Disorders Facilities house clinical, research, and office space. Class Ruffner Hall. Program facilities include a conference room, speech and language science lab: group client assessment and treatment, research space, and a computer lab with internet c

The Speech-Language-Hearing Center is an integral component of the Curry School’s Ci a full-service clinical facility in which service delivery is supervised by clinical faculty of the (students with opportunities to provide clinical services to individuals of all ages who experie hearing disorders.

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Student Organizations

Education Council (EC) is the representative student organization for the Curry School of between students and faculty of the School of Education, the EC participates in many servic Charlottesville community, such as tutoring underprivileged children and coaching children’s
Council for Exceptional Children is a professional group focusing on issues related to individuals with exceptionalities. Membership is open to both faculty and students who have an interest in working with exceptional individuals. The council supports Curriculum, Instruction, and Special Education.

Counselor Education Student Organization membership is open to all counselor education students. The organization coordinates student orientation for the fall semester, provides a peer orientation program, and supports development programs for faculty and students.

The National Student Speech Language Hearing Association (NSSLHA) is open to all students in the Communication Disorders Program. It is a pre-professional, social, and philanthropic organization that sponsors students to participate in the national NSSLHA organization for a variety of benefits, including the chance to earn ASHA membership. NSSLHA is required for access to members-only web materials that support student development.

Student Virginia Education Association membership is open to both graduate and undergraduate students. Members participate in various professional activities, receive educational publications, participate in seminars and conferences, and support the Virginia Education Association at the national level.

Academic Honors, Scholarships and Honor Societies

Chi Sigma Iota is an international counseling academic and professional honor society. Its purpose is to promote scholarship, research, professionalism, and excellence in counseling. The Rho Beta chapter of Chi Sigma Iota was established at the University of Virginia in 1989.

Kappa Delta Pi, an honor society in education that was founded in 1911, chartered its Eta Chapter in 1951. The constitution of the society reads as follows: the purpose of Kappa Delta Pi shall be to promote scholarship, research, professionalism, and excellence in the field of counseling. To this end, the society shall exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. It seeks to exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. It also provides professional fellowship among its members and to quicken professional growth by honoring meritorious endeavors. They are classroom teachers, administrators, and college and university professors.

Phi Delta Kappa is an international professional fraternity for men and women in education. The society's purpose is to promote free public education through research, service, and leadership. They are classroom teachers, administrators, and college and university professors. Members promote free public education through research, service, and leadership. The society's purpose is to promote free public education through research, service, and leadership. They are classroom teachers, administrators, and college and university professors.

General Academic Requirements

Admissions Applications for admission to Professional Development Studies and the Master Specialist, Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degree programs may be found at http://curry.edschool.virginia.edu/admissions/ Students who wish to apply for a doctoral degree should review the requirements for the Ed.D. and the Ph.D. as outlined in the section titled Doctoral Degrees.

Admission criteria for degree programs include strong Graduate Record Examination scores, capabilities (generally a grade point average above 3.0), strong letters of recommendation, and professional goals that reflect their writing activities. Students must also submit a statement of professional goals that reflects their writing activities. This statement should also describe how professional goals will be achieved and from under-represented groups and/or with diverse backgrounds are particularly encouraged.
Special instructions apply to the clinical psychology program. Any student who holds a master degree in another closely related area should complete an application for the Ph.D. program in clinical psychology. Official transcripts of all previous undergraduate and graduate work, Graduate Record Exam (GRE) scores, and recommendation must be provided as part of the application process. There is a $60 non-refundable application fee.

Application Deadlines Admission applications and all supporting documents, including GRE scores, must be submitted by January 15. The Communication Disorders Program has a February 1 deadline. Applicants are generally accepted for the fall semester only. Applications for M.T. programs, Risk and Prevent Psychology, and M.A. programs are due January 5. Counselor Education applicants are permitted to enter the clinical and school psychology programs in the fall semester only. The Communication Disorders Program has a February 1 deadline. The follow...

Graduate Record Examinations The Curry School of Education requires the Graduate Record Examinations (GRE) for admission to all graduate programs. GRE scores must be sent directly from ETS to the Curry School of Education.

Language Requirement for International Students In addition to meeting the admission requirements outlined in previous sections, international students must demonstrate command of the English language to enroll at the University. Applicants whose native language is not English must submit an acceptable score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. A score may be obtained directly from the Educational Testing Service (ETS). The designation of Co-administration to ensure that scores will be sent to the Curry School of Education.

Completed registration forms and test fees should be mailed to ETS at least five weeks before the United States or Puerto Rico, and seven weeks to request a test center in any other country. All information about registration dates, test centers, fees, and score reporting, obtain the Info Editions) from Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, NJ 08540.

It is also possible to take a computerized version of the GRE in many major cities.

Other Requirements
Change of Program Area  Students are admitted into a specific program area in the Curry or registration status, students must be in satisfactory standing in their present program area. Change of status forms to initiate this process are available online at http://curry.edschool.virginia.edu/admissions/pdf/changeofstatusform.pdf

Matriculation  A student who is offered admission must accept that offer (in writing) and by one year of the matriculation date stated on his or her application or the school assumes that after one year, application materials are destroyed, requiring a new application for readmission in instances and depends upon a full review of the student's record.

Faculty Advisor  After being admitted, each student is assigned a faculty advisor. The advisor is to plan the degree program. All courses taken for degree credit must be approved by the advisor. It is the student's responsibility to determine the specific and program area.

Transfer of Credit  Students may, with the approval of the associate dean and the department, graduate credit earned at other institutions. The Curry School grants transfer credit based on the comparability of the courses taken, the applicability of the courses to the student's intended degree program, and the student's performance in the courses. Specific limitations and policies governing the approval of transfer credit are listed in the section on degree requirements. Undergraduate courses, or courses previously not transferable for credit to graduate programs.

Through the many continuing and professional studies centers located throughout the state, that may be taken for graduate degree credit. Upon request, the Curry School will organize organizations in which teachers may earn non-degree credit.

Enrollment Requirements  Although it is not necessary to be enrolled continuously from the time of matriculation until completion of the degree, students must apply for readmission to the Curry School if they are not enrolled in at least one course for credit toward a degree program. Readmission requires depend on a full review of the student's past record and departmental resources. Students must have the advisor's approval.

Ph.D. students must be continually enrolled each regular (fall and spring) semester. Students who are employed full-time may enroll for a maximum of three credits each semester. Credits must be secured from the employer, advisor, department chair, and associate dean.

Registration  Registration and advising days are announced in the calendar in this Record and on www.virginia.edu/registrar/calendar.html. Students should use ISIS (www.virginia.edu/isis) or their advisors. Registration includes three steps: course enrollment, fee payment, and final grades. Students may enroll online or at the Office of Admission and Student Affairs.

Course Load  Full-time students take a minimum of 9 graduate credits during each regular semester. Students who are employed full-time may enroll for a maximum of three credits each semester. Credits must be secured from the employer, advisor, department chair, and associate dean.

Drop and Add  After the final date for adding or dropping courses, any change in enrollment (which the student is evaluated) can only be made by completing a policy exception form and associate dean.

In general, it is not possible to drop a course after the specified date; with the instructor’s grade of W, WP, or WF.

Grade Changes  It is the student's responsibility to monitor the accuracy of university transcripts. All corrections or inquiries must be completed within one calendar year.
**Incomplete Policy** An IN is recorded when reasons known to the professor are judged adequate to complete course requirements. An IN may not be used to allow a student to attempt to raise a grade; an incomplete may be negotiated with an instructor, but may not extend beyond the time line in which the course was originally taken. Students are expected to enter into a written contract with the instructor agreed upon. It is the student's responsibility to file the incomplete agreement in the faculty office; if no action is taken by the faculty member, the incomplete is administratively changed to W. If three courses constantly change, in order to change an incomplete grade that is older than three years, the student must take the course again.

**Withdrawal From A Course** A student may withdraw from a course at any point prior to 50% of enrollment if permission has been secured from the student's advisor and instructor and dean's office. This action results in the course remaining on the transcript and the instructor on the final grade sheet; a W may be assigned only if there is no basis on which to determine the grade point average, nor does the course count toward credits earned.

**Grading** Grades are awarded only to students who register for and complete a course for credit. Graduate students in the Curry School of Education are: A+, A, A-, B+, B, B-, C+, C, C-, D+. That can be applied toward a degree is B-.

Student work may be graded on a satisfactory/unsatisfactory (S/U) basis in certain courses. Sections are approved for this grading system by the department offering the course and the dean's office. The specific S/U graded courses and the maximum number of credits that may be counted as a graduate degree must be approved by the student's major program advisor and, if a doctoral program, the department. A course may not be repeated on an S/U basis to change a grade in a course previously completed. The original grade stands, and the credits earned in the second taking of the course are not counted toward credits earned. The only exception to this is if the student's major program advisor, and, if a doctoral program, the department, approve a repeat on an S/U basis to change a grade in a course previously completed. A student may petition to withdraw from the University any time during the term by submitting an official application to withdraw, accompanied by a statement describing the reasons for withdrawal. The application must be approved, in writing, by the assistant dean for admission and student affairs.
reasons, among the requirements for readmission is clearance from the Department of Stuc
must have parental approval for such withdrawal. An exit interview must be held with the d
cards must be submitted at that time. In addition, the student must clear any financial debt
final.

Readmission to the Curry School of Education is not automatic. After an absence of 12 mon
readmission. To apply for readmission, the student must submit an application to the acade
next University registration period. Failure to comply with these regulations subjects the stu
vice president for student affairs.

Enforced Withdrawal A student may be required to withdraw from the University if the ac
determine that the student is making unsatisfactory progress toward a degree. Such a dete
the school and those set forth in the section titled University Regulations.

Application for Teacher Licensure and Endorsement Students seeking an initial teachi
an endorsement to their Virginia license, may receive procedural instructions and forms for
affairs in the Office of Admission and Student Affairs, 104 Ruffner Hall. The assistant dean i:
apply for out-of-state certification. Under the Interstate Certification Project, the state of Vi
District of Columbia, and the Panama Canal Zone.

In the Curry School of Education, degree requirements and license/endorsement requireme
can meet both degree and licensure/endorsement requirements, and major portions of the l
one set of requirements and not the other (i.e., receive a degree without qualifying for reco
their advisor or the assistant dean, 104 Ruffner Hall, for clarification of degree and license/

To be recommended for licensure/endorsement, a student must satisfactorily complete all n
Education approved program, make appropriate application through the Office of Admission submit passing scores on required assessments (e.g., Praxis II, Virginia Reading Assessme

Any student seeking initial licensure through the Curry School must be in a Curry School-ap teaching or an approved equivalent practicum. (See description of master’s and M.T. progra
licensure program.)

Accelerated Teacher Education Program Option Students enrolled in a Master of Teach
requirements and graduate in 1.5 years. Attendance at a three-week summer session prog

Application and Registration for Degrees Application for a degree must be submitted by
listed below. Forms may be obtained online at: http://curry.edschool.virginia.edu/admissio
Admissions and Student Affairs after being signed by the student’s advisor.

Degree Applications are due October 1 for January graduation, February 1 for May gradu
application specifies all courses offered in fulfillment of degree requirements and must be si
chair.

Candidates who do not receive degrees in the session for which their applications have beer
beginning of the session in which candidacy for the degree is desired.

Non-resident degree applicants must be registered for the semester in which the degree is t
weekend course in residence meets this requirement, but registration through the School of

Degree candidates enrolled through the School of Continuing and Professional Studies, as w
registration for the degree and pay registration fees to the University of Virginia during the
degree will be conferred. A student who is registered for the degree but who fails to meet t
and pay a fee for the preparation of a new diploma in the next term.

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Special Tuition and Fee Information

Any person who undertakes any form of academic study within the University, including supplementary facilities, or who consults regularly with a faculty member concerning graduate work, must be specified in the Tuition, Fees, Housing, and Dining section of the Record.

Tuition/Related Academic Requirements for the Ph.D. Degree Students must complete at least 54 credits as graduate students; full tuition must be paid for at least 54 credits other than non-topical master's degree from another institution may be counted toward either the 54 or 72 credit regular courses (full tuition) and 48 credits overall must be completed at the University of Virginia.

Reduced University Charges Students who are candidates for advanced degrees and who are permitted to pay reduced University tuition and/or fee charges. (Note: to establish full-time status, 9 credits must be carried.)

A student not in residence at the University who wishes to return to receive a degree or take research, qualifying exams) must pay the non-resident fee for the semester or summer session.

Special Tuition Fees for School Personnel School employees under contract have the benefit taken during an academic session. This special fee applies to individuals employed in Virginia who are members of the Virginia Council of Private Education and are accredited by such. Educa schools are also eligible for special tuition fees. This form is available online at: http://curry should be completed each semester the student is taking one course and wants to request tuition.

Summer Session

Students interested in earning a degree must be admitted to the professional development taking courses through summer session. (Admission as a visiting graduate through summer specific degree program or status in the Curry School of Education.) Inquiries concerning summer sessions should be directed to the Director of the Summer Session, Garrett Hall, University of Virginia, P.O. Box 400161, Charlottesville, VA.

Program/Degree Requirements

More detailed information on degree and program requirements can be obtained from the Office of Academic Services.

Program Descriptions

There are three academic departments within the Curry School of Education: Curriculum, Instructional Foundations, and Policy; and Human Services. Each department includes many possible areas of study.

Policy Exceptions Exceptions to program policies are granted only by the associate dean. A petition submitted through the appropriate advisor, instructor, and/or department. Note the School of Education.

Master's Degrees

Qualified students may pursue a master's degree that focuses on advanced training in disciplines such as a Master of Education degree (M.Ed.), or graduate programs whose primary focus is on the teaching of clinicians. The latter programs generally involve the College of Arts and Sciences and include areas related to educational issues or health, leading to a Master of Teaching (M.T.) degree. At least 30 credits of graduate study. Most programs also require a practicum related to the field.


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assessment (comprehensive examination or project).

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**Doctoral Degrees**

There are two distinct doctoral degrees in education available at the University of Virginia: a Philosophy degree. For purposes of policy and procedure in the Curry School of Education re "program area" and "supporting areas" shall mean a graduate program representing a discr number or approved by the student's major department, the Faculty Council, and the dean. approved as of April 22, 1988, as well as the 1997 approval of Educational Policy Analysts.

**Curriculum, Instruction, and Special Education**

- Curriculum and Instruction
- Elementary Education
- English Education
- Foreign Language Education
- Mathematics Education
- Reading Education
- Science Education
- Social Studies Education
- Special Education (Behavioral Disorders, Learning Disabilities, Mental Retardation, Ea Disabilities and Early Childhood/Developmental Risk)

**Human Services**

- Clinical and School Psychology
- Communication Disorders
- Counselor Education
- Kinesiology (Adapted Physical Education, Athletic Training, Exercise Physiology, Physi and Exercise Psychology)
- Risk and Prevention in Education Sciences

**Leadership, Foundations, and Policy**

- Administration and Supervision
- Educational Psychology - includes Gifted Ed. and Sport and Exercise Psychology
- Higher Education (including Student Affairs Practice)
- Instructional Technology
- Research, Statistics, and Evaluation
- Social Foundations

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**Faculty**

**Office of the Dean of the Curry School of Education**

David W. Breneman, B.A., Ph.D., Dean
Rebecca D. Kneedler, B.A., M.A., Ed.D., Associate Dean for Academic Affairs
Robert H. Pate, Jr., A.B., M.Ed., Ph.D., Associate Dean for Administrative Services
Joanne M. McNergney, B.S., M.Ed., Ph.D., Assistant Dean for Admissions and Student Affair

**Department of Curriculum, Instruction, and Special Education**
Professors

Mary P. Abouzeid, A.B., A.M., Ph.D.
Sandra B. Cohen, B.Ed., M.A., Ph.D.
Daniel P. Hallahan, B.A., Ph.D., Charles S. Robb Professor of Education, Chair
Jane Hansen, B.S., M.A., Ph.D.
Marcia A. Invernizzi, B.A., M.Ed., Ph.D., Edmund H. Henderson Professor of Education
Rebecca D. Kneedler, B.A., M.A., Ed.D.
John W. Lloyd, B.A., M.S., Ph.D.
Thomas G. Jewell Professor of Education
Joanne McNergney, B.S., M.Ed., Ph.D.
Laura B. Smolkin, A.B., M.A., Ed.D.
Martha E. Snell, B.A., M.A., Ph.D.

Associate Professors

Randy Bell, B.S., M.S., Ph.D.
Joe Garofalo, B.A., M.S., M.Ed., Ph.D.
Susan Mintz, B.S., M.A., Ph.D.
Stephen P. Plaskon, B.A., M.A., Ph.D.
Joseph E. Strzepek, A.B., M.A.T., Ph.D.
Stanley C. Trent, B.S., M.Ed., Ph.D.
Eleanor V. Wilson, B.A., M.Ed., Ph.D.

Assistant Professors

Robert Q. Berry III, B.S., M.A.T., Ph.D.
Ruth M. Ferree, B.A., M.Ed., Ph.D.
Patrice Preston Grimes, B.S., M.A.T., Ph.D.
Paige C. Pullen, B.A., M.Ed., Ph.D.
Kristen L. Sayeski, B.S., M.Ed., Ph.D.
Tina Stanton-Chapman, B.S., M.S.Ed., Ph.D.
Stephanie van Hover, B.A., M.Ed., Ph.D.

Department of Human Services

Professors

Dewey G. Cornell, B.A., M.A., Ph.D., Linda K. Bunker Professor of Education
Glenn A. Gaesser, A.B., A.M., Ph.D.
Christopher D. Ingersoll, B.S., M.A., Ph.D., Joe Gieck Professor of Education
Luke E. Kelly, B.S., M.S., Ph.D., Virgil S. Ward Professor of Education
Edith C. Lawrence, B.A., Ph.D.
Ann B. Loper, B.S., Ph.D.
Robert H. Pate, Jr., A.B., M.Ed., Ph.D., William Clay Parrish, Jr. Professor of Education
Robert C. Pianta, B.S., M.A., Ph.D., Novartis U.S. Foundation Professor of Education
Ronald E. Reeve, B.A., A.M., Ph.D., Chair
Peter L. Sheras, B.A., M.A., Ph.D.
Arthur Weltman, B.A., M.A., Ph.D.

Associate Professors

Martin E. Block, B.A., M.A., Ph.D.
B. Ann Boyce, B.A., M.S., Ph.D.
Harriet L. Glosoff, B.A., M.A., Ph.D.
N. Kenneth LaFleur, A.B., M.A., Ph.D.
Assistant Professors

Anne Gregory, B.A., Ed.M., Ph.D.
Jay N. Hertel, B.S., M.Ed., Ph.D.
Filip Loncke, B.A., M.A., Ph.D.
Janet Stack, B.S., M.A., Ph.D.
Derick Williams, B.S., M.A.T.

Department of Leadership, Foundations, and Policy

Professors

Eric R. Bredo, B.A., M.S., M.A., Ph.D.
David W. Breneman, B.A., Ph.D., Dean, University Professor and Newton and Rita Meyers Pi
Glen L. Bull, B.A., M.A., Ph.D.
Harold J. Burbach, B.S., M.Ed., Ph.D.
Alfred R. Butler IV, B.S., M.Ed., Ed.D.
Carolyn M. Callahan, B.A., M.A., Ph.D., Chair, Commonwealth Professor of Education
Daniel L. Duke, B.A., Ed.D.
Xitao Fan, B.A., M.A., Ph.D.
Bruce M. Gansneder, B.A., M.S., Ph.D., Curry Memorial Professor of Education
Robert F. McNerney, B.A., M.Ed., Ph.D.
Margaret A. Miller, B.A., Ph.D.
Jerry G. Short, A.B., M.A., Ph.D.
Harold R. Strang, B.A., M.A., Ph.D.

Associate Professors

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