


**PROJECT MERGE
MERCING EXPERTISE
FOR RESULTS IN THE
GENERAL EDUCATION
CURRICULUM**

**School of Teacher Education and Leadership
Radford University, Radford VA**



GOALS RELATED TO CURRICULUM TRANSFORMATION

GOAL ONE

- Design and implement an integrated teacher education program across high-incidence disabilities and elementary, middle, and secondary education.
- Expanded collaboration among faculty members in general education (elementary, middle, and secondary programs), high-incidence disabilities, and academic content disciplines.



THE FOCI OF CURRICULUM AND PROGRAM REVISIONS WILL BE:

- Revise courses and program requirements in the arts and sciences to ensure candidates' ability to effectively teach core academic content
- Create/revise a common core of professional education courses
- Expand collaborative field experiences in elementary, middle and secondary partnership schools in three school districts



GOAL TWO

Revise and implement curriculum and program requirements for the 5-year program in high-incidence disabilities as necessary to ensure that graduates are: (a) able to meet HQT standards in selected core academic areas for elementary, middle, and/or high school; (b) prepared to meet the needs of students from diverse cultural, racial, ethnic and linguistic backgrounds; (c) skilled and knowledgeable in research and evidence-based practices (especially data-based decision-making, including response-to-intervention processes and strategies).





CURRICULUM PROCESS THIS YEAR

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- Two of the MERGE co-directors, Leslie Daniel and I, serve on our School Curriculum Committee and I also serve on our college curriculum committee and the Graduate Curriculum Committee!
- In response to VDOE licensure changes, ALL official course syllabi related to teacher preparation and licensure were revised this fall! (147 proposals and counting)
- We developed a guide, checklist and a model for faculty use.



- Faculty were required to incorporate VDOE licensure standards (both professional and licensure area specific) and SPA standards for range of students required to take the course.
- Faculty worked collaboratively to develop/review content and conduct of course, objectives and assessment measures.
- Evidence of integration of technology and diversity for every course.
- Several co-listed courses in reading/special education, technology/special education and math education/special education were developed!
- Faculty across program areas gained a better understanding of skill sets and requirements across licensure areas.

