

## SCHOOL OF EDUCATION AND CHILD DEVELOPMENT



Dear Applicant to the Drury Alternative Track in Special Education (DATSE),

A personal interview and written responses to the items below are part of the application process to the *Drury Alternative Track in Special Education (DATSE)*. You may schedule your in-person (face-to-face or ZOOM) interview with **Mrs. Thea Scott** by emailing Mrs. Scott at [tscott012@drury.edu](mailto:tscott012@drury.edu).

In addition, you should bring a hard copy of your written responses to the items below to the admission interview. If meeting via ZOOM, please email your application. In either case, your written responses to the items below must be forwarded to **Mrs. Scott** prior to the interview. Please forward an electronic copy in WORD or PDF format to [tscott012@drury.edu](mailto:tscott012@drury.edu).

Finally, you are required to read the memo following the interview questions and sign/date that you have read the information included. **You must bring or send via email the signature page to your interview with Mrs. Scott (page 5 of this document).**

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Candidate Name:

Date:

Phone:

Email:

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**Interview items to be completed in writing by the DATSE applicant follow.** All responses are to be submitted in a professional format.

1. Briefly discuss your background. Provide a brief history of your professional experience and your educational experience including your degrees and certifications. Limit your response to ½ page typed and double-spaced.
2. Discuss your interest in the DATSE program. Include your reasons for wanting to pursue a graduate degree in Special Education. Identify your professional goals and experiences specific to working with children and youth with mild/moderate disabilities and their families. Limit your responses to ½ page typed and double-spaced.

3. Please add any additional information you would like to share about yourself. Limit your response to two paragraphs typed and double-spaced. This item is optional.
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***To be completed by the School of Education and Child Development; Office Use Only***

***Name of Candidate:***

***Date of Interview:***

***Evaluation of Written and Oral Responses: Rank 1-5 \_\_\_\_\_***

***5 indicating exemplary and highly professional oral and written responses and well developed content.***

***1 indicating poor communication and/or responses lacking in content.***

***Director's Comments Specific to Applicant:***

***Actions Taken/Recommendations:***

## MEMO

Updated Summer 2019

To: Drury Alternative Track in Special Education (DATSE) Candidates and Potential Candidates

Re: State Certification Requirements and Program Requirements

This memo is to inform you of pending changes in certification assessment requirements and to support your understanding of the focus of the curriculum and requirements of the Drury Alternative Track in Special Education (DATSE). This memo primarily applies to Candidates who will begin their program of study after the spring of 2016. Please contact Thea Scott ([tscott012@drury.edu](mailto:tscott012@drury.edu)) if you have questions regarding the following.

### **Pending Changes in Missouri Certification and Assessment Requirements**

Since the DATSE supports initial certification in Mild/Moderate Special Education, Drury University must comply with the Missouri Department of Elementary and Secondary Education (DESE) requirements for certification to include pre-service teacher assessment. All Candidates applying for the DATSE and Candidates currently admitted to DATSE, should review the information on the Missouri Gateway Assessments at the following link.

<http://www.mo.nesinc.com/Home.aspx>

### **DESE Special Education Content and Related Performance Assessment Requirements**

Note that the DESE plan as proposed includes the Missouri Content Assessments. At the time of this correspondence, and based on communication from DESE, passing scores on all of the following content assessments will be required to obtain certification in Mild/Moderate Special Education.

#### **a. Mild/Moderate Cross Categorical Special Education (test code 050)**

*Other content assessments may be required and/or the above may change as determined by DESE.*

It is recommended that DATSE Candidates take the **Special Education content assessment** the semester that EDUC 654 and EDUC 655 is completed.

The DATSE program syllabi and curricula are aligned to national and state standards to include the International Council for Exceptional Children (CEC). **The emphasis in the DATSE is preparation of individuals to support mastery of content in Mild/Moderate Special Education.** The expectation is that the Candidate has general education content base sufficient to support collaboration with general educators and to serve as case managers for children diagnosed with

mild/moderate disabilities. The DATSE contains approximately 50 percent fewer hours than a traditional certification program and the content is offered in an accelerated format. The DATSE does not prepare educators as a primary implementer for a general education content area. In sum, the DATSE curriculum is designed to support the MEGA Mild Moderate Cross Categorical Special Education exam.

### **Admission/Continuation in DATSE**

Individuals seeking admission to the DATSE Program must complete all requirements for admission as posted in the Drury Graduate Catalog, the Drury Graduate Program website, and School of Education and Child Development (SECD) websites and related materials.

### **All DATSE Applicants and Candidates**

In addition to the content assessments listed, other DESE certification assessments must be completed with passing scores and/or satisfactory performance at designated points throughout the program of study. To support your informed consent for participation, please review information on each MEGA assessment and the related policies prior to completing each assessment (<http://www.mo.nesinc.com/>).

See also information on the DATSE electronic portfolio posted on the DATSE Program Moodle page and the DATSE website. DESE certification requirements and the DESE required assessments are subject to change; therefore, potential and current DATSE candidates are advised that admission and continuation within the DATSE program, are dependent on successful completion of all program and DESE requirements. Program staff are committed to providing updates as they become available and encourage you to contact a program advisor for support as needed. DATSE candidates and potential candidates are responsible for accessing current information and checking for updates frequently via their Drury email, the DATSE program Moodle page, DESE website, and via proactive communication with advisors in the Drury School of Education and Child Development.

DATSE Candidate/Applicant Signature

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Date

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*(Please complete, sign, and submit this document to Mrs. Scott at the time of your DATSE Interview. If you have completed your interview, you may send to Mrs. Scott via email at [tscott012@drury.edu](mailto:tscott012@drury.edu).*