

Special Education Department

1000 E. Victoria Street • Carson • CA • 90747 • (310) 243-2779

California State University, Dominguez Hills
Early Childhood Special Education (ECSE) Bridge Requirements for New Infant, Toddler, Preschool, TK, K
Credential
Only for CSUDH ECSE Candidates Entering the Program Prior to June 1, 2022

Name: _____ Student ID#: _____

Address: _____

Phone: _____

	New 2022 ECSE Standards	Met By Courses*	Met by Professional Development**	Met by Experience***
2.5	Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills	SPE 480 (460) and SPE 551		
3.1	Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.	SPE 549, SPE 554, and TED 403		
4.2	Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.	SPE 549, SPE 554, and TED 403		
4.3	Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.	SPE 480 (460), SPE 549, and SPE 554		
4.6	Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.	SPE 462 (560), SPE 551, and SPE 553		

6.4	Develop and implement effective transitional plans to support the learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).	SPE 552 SPE 554		
6.6	Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.	SPE 549, SPE 552, and SPE 554		
6.8	Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).	SPE 551, SPE 552, and SPE 554		

*Please provide unofficial transcripts for the courses used and a copy of your ECSE credential. All past CSUDH ECSE Credential students enrolled in the program prior to June 1, 2022 should have the required coursework.

**Please provide certificate of completion for the professional development and a copy of your ECSE credential.

***Please provide lesson plans/pictures and verification the experiences and a copy of your ECSE credential.

Notes:

The below signatures demonstrate that the above 2022 ECSE New Standards were achieved through successful completion one of the three options recommended by the California Commission on Teacher Credentialing.

Signatures:

Student's Signature	Date
Advisor's Signature	Date
Department Chair's Signature	Date
Credential Analyst's Signature	Date

12/14/2022