

## SED-915: Bridging the Early Childhood Special Education Credential

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** Individuals with a Clear or Preliminary Early Childhood Special Education Credential  
**Course Access:** <https://connect.fresno.edu>

### Course Description

This course is designed as a “bridge” option for current Early Childhood Special Educators to demonstrate competence on Teacher Performance Expectations embedded in the new Education Specialist Credentials that were launched Summer/Fall 2022. The Office of Administrative Law (OAL) approved the package and several updates to the Education Specialist Credential went into effect on July 1, 2022. The new bridge authorizations allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations. The Bridge Authorization is an added authorization that is an option for special education credential holders whose credential was issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new Early Childhood Special Education (authorization code ECES) authorization. This course is designed to meet Early Childhood Special Education Teacher Performance Expectations 2.5, 3.1, 4.2, 4.3, 4.6, 6.4, 6.6, and 6.8.

\*Note - Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent. This course does not meet the requirements for the added authorization in autism spectrum disorders.

**Note:** Required books must be acquired separately.

### Required Texts and Course Materials

#### Books:

- Cook, R., Chen, D., & Klein, D., (2020). *Adapting early childhood curricula for children with disabilities and special needs* (10<sup>th</sup> edition). Pearson. ISBN 13: 978-0-13-520445-0  
<https://www.amazon.com/Adapting-Childhood-Curricula-Children-Disabilities/dp/0135204453>

- Sadao, K. C., Robinson, N. B. (2022). *Assistive technology for young children: Creating inclusive learning environments*. Brookes Publishing Co. ISBN-13: 978-1598570915  
<https://www.amazon.com/Assistive-Technology-Young-Children-Environments/dp/1598570919>

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### Early Childhood Special Education Teacher Performance Expectations (TPEs) Addressed in the course

ECSE 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.
ECSE 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.
ECSE 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.
ECSE 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.

ECSE 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.
ECSE 6.4	Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten)
ECSE 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.
ECSE 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).

### Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		ECSE TPEs Addressed*	CE-SLO Addressed**
C-SLO 1	Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities	ECSE 4.6	CE 1, 2, 4, 6

C-SLO 2	Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.	ECSE 4.6	CE 1, 2, 4, 6
C-SLO 3	Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten)	ECSE 6.4	CE 1, 2, 4, 6
C-SLO 4	Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).	ECSE 6.8	CE 1, 2, 4, 6
C-SLO 5	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.	ECSE 6.6	CE 3, 5
C-SLO 6	Identify, acquire, and implement assistive technology) 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.	ECSE 2.5	CE 2, 6
C-SLO 7	Explain and understand Universal Design for Learning (UDL).	ECSE 2.5, 4.2	CE 2
C-SLO 8	Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations.	ECSE 3.1	CE 2
C-SLO 9	Demonstrate comprehensive knowledge of the California Preschool Curriculum Frameworks, and state-adopted student standards for kindergarten.	ECSE 4.2	CE 2
C-SLO 10	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.	ECSE 4.3	CE 2, 3

C-SLO 11	Effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.	ECSE 4.2	CE 2, 3
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\* Please refer to the section on **Early Childhood Special Education Teacher Performance Expectations**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Home Page</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Policies and Procedures</li> <li>Introduce Yourself Forum</li> </ul>	5 pts
<b>Module 1 – Professional Standards, and all Applicable Laws</b>  Working with Families	<ul style="list-style-type: none"> <li>Read Chapter 1: <i>Educating Young Children with disabilities: The Challenge</i> (Cook, Klein, &amp; Chen)</li> <li>Read <i>Parent Involvement and Family Engagement For Early Childhood Professionals</i></li> <li>Read <i>Parent Participation in Early Intervention   Center for Parent Information and Resources</i></li> <li>1.1 Assignment: Reading Activity</li> <li>1.2 Web-Search Family Resources in your Community</li> <li>1.3 Forum: Web-Search Family Resources in your Community</li> </ul>	10 pts 25 pts 25 pts
<b>Module 2 – Evaluation and Assessment Data</b>	<ul style="list-style-type: none"> <li>Read Chapter 3: <i>Developing Individualized Intervention Plans and Programs and Monitoring Programs</i> (Cook, Klein, &amp; Chen)</li> <li>2.1 Assignment: Reading Activity</li> <li>2.2 Assessment Tool Presentation</li> <li>2.3 Forum: Share Assessment Tool Presentation</li> </ul>	10 pts 50 pts 25 pts
<b>Module 3 – Low Incidence - Physical/Orthopedic Disabilities, and Other Health Impaired, and young children who are Dual Language Learners.</b>  Transition Part 1	<ul style="list-style-type: none"> <li>Read <i>Other Health Impairment</i></li> <li>Read <i>Supporting Language: Culturally Rich Dramatic Play</i></li> <li>Read: <i>Effective Early Childhood Transitions: A Guide for Transition at Age Three — Early Start to Preschool</i></li> <li>Video: <i>Foundations of Transition for Young Children</i></li> <li>Video: <i>Transitions: A Community Perspective on Transitioning into Kindergarten</i></li> <li>Read <i>Transition to Preschool and Other Programs</i></li> <li>3.1 Create Video –LI, OI or OHI</li> <li>3.2 Reading Activity</li> <li>3.3 Transition Checklist/Timeline</li> </ul>	25 pts 10 pts 25 pts
<b>Module 4 – Transitions Part 2</b> Transitions in Early Childhood Special Education	<ul style="list-style-type: none"> <li>Read <i>Writing the IFSP for Your Child</i></li> <li>Read <i>IEP Guide</i></li> <li>4.1 Assignment: Transition Pathway Visual for Parents</li> <li>4.2 Assignment: Transition Checklist</li> <li>4.3 Forum: Share Transition Checklist</li> </ul>	25 pts 25 pts 25 pts

Module Title	Module Assignments and Activities	Points Possible
<b>Module 5 –</b> Assistive Technology for Young Children	<ul style="list-style-type: none"> <li>• Read: Chapters 1-4 (Sadao &amp; Robinson) 67 pages</li> <li>• 5.1 Assignment: IRIS Module Assistive Technology Overview</li> <li>• 5.2 Assignment: Personal Philosophy of AT in ECSE</li> <li>• Read: Chapters 5 – 9 (Sadao &amp; Robinson) 148 pages</li> <li>• Read/Examine: Connect Module Assistive Technology for Infants, Toddlers, and Young Children with Disabilities</li> <li>• 5.3 Assignment AT Toolkit</li> </ul>	25 pts  20 pts  40 pts
<b>Module 6 –</b> Universal Design for Learning	<ul style="list-style-type: none"> <li>• Read: UDL Article</li> <li>• Read: Pages 28-29 (Sadao &amp; Robinson)</li> <li>• Explore: UDL CAST Checkpoints</li> <li>• Watch: UDL at-a-glance IRIS video</li> <li>• Read: Early Childhood Building Blocks: Universal Design for Learning in Early Childhood Inclusive</li> <li>• Read: UDL in the Early Childhood Classroom</li> <li>• 6.1 Assignment: Prior Knowledge Video</li> <li>• 6.2 Forum: UDL ECSE Strategies</li> </ul>	25 pts 20 pts
<b>Module 7 –</b> Early Start Personnel Manual; Infant/Toddler Learning and Developmental Foundations; CA CCSS for Kindergarten; CA Preschool Curriculum Frameworks	<ul style="list-style-type: none"> <li>• Read: Early Start Personnel Manual</li> <li>• Read: Infant/Toddler Learning and Development Foundations</li> <li>• Read: California Common Core State Standards for Kindergarten</li> <li>• Read: California Preschool Curriculum Frameworks</li> <li>• 7.1 Assignment: Infographic Overview of Curriculum</li> <li>• 7.2 Forum: Strengths and Challenges of the Kindergarten Authorization for Current ECSE Professionals</li> </ul>	25 pts 10 pts
<b>Module 8 –</b> Applying Knowledge of Early Development (Birth through Kindergarten); Designing Learning Experiences	<ul style="list-style-type: none"> <li>• Read/Examine: Tiered Instruction Connect Module</li> <li>• Read/Examine: Embedded Intervention Connect Module</li> <li>• Read/Examine: Dialogic Reading Practice Connect Module</li> <li>• Read: What Effective Pre-K Literacy Instruction Looks Like</li> <li>• Watch/Listen: Considerations for Dual Language Learners IRIS</li> <li>• Read: Culturally Responsive Teaching In Early Childhood Special Education</li> <li>• Read: Incorporating Linguistic and Cultural Diversity into Early Childhood Practice</li> <li>• Watch: The Raising of America</li> <li>• 8.1 Assignment: Early Childhood Environments: Designing Effective Classrooms</li> <li>• 8.2 Assignment: Piktochart Creation Guide for ECSE Bridging Assignment</li> </ul>	50 pts  100 pts



Module Title	Module Assignments and Activities	Points Possible
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>600 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.



## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.

FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.