



Course Syllabus

Teaching Exceptional Children in Inclusive Settings

EEC 1272 / CRN: 84606 / Fall 2026

C Session (10/12/26 – 12/10/26)

Credit Hours: 3

Prerequisites or Corequisite: EEC 1001

Contact Information

Instructor

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Course Information

Important Note

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made to the course requirements and/or grading.

Catalog Description:

Prerequisite/Corequisite: EEC1001. This course focuses on teaching young children with exceptionalities in early care and educational settings and will present a model for effective inclusion centering on theories of play development. Course content also includes the organization of the environment, provision of emergent literacy opportunities, management of challenging behaviors, and the development of partnerships among parents, professionals, and community agencies.

3 credit hours

Student Learning Outcomes:

1. Demonstrate an understanding that a child who has a disability is a child first; the developmental delay or disability is secondary. This understanding will be demonstrated consistently across all course assignments, emphasizing person-centered approaches in educational and care settings.
2. Describe and analyze the diverse emotional and individual reactions and concerns of parents, siblings, and extended family members when a child has a developmental delay/disability. Demonstrate effective strategies for providing empathetic and effective emotional support to families, acknowledging their unique needs and perspectives.
3. Describe the importance of why children's play provides the best context for learning in early education programs for children with and without disabilities. This includes understanding how play facilitates cognitive, social, emotional, and physical growth.
4. Describe intervention strategies that could be used to foster young children in developing positive social skills, enhance communication abilities, and reduce challenging behaviors in young children with disabilities.

Course Materials & Resources:

Textbook Title: *Adapting Early Childhood Curricula for Children with Disabilities and Special Needs*

Textbook Author(s): Cook, Klein, Chen

Date of Publication: 10th Edition

Publisher: Pearson

ISBN 10: 0-13-520445-3

Delivery Method:

This is a web-based course. All online courses at GCSC utilize the Canvas Learning System. Students should read all information presented in the Canvas course site and should periodically check for updates—at least every 48 hours.

Remember: This course is not one in which students may work at their own pace. Each week there are learning modules, assignments, assigned reading material, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

Attendance and Make-Up Policies for this Course

Attendance Policy:

Although physical class meetings are not part of this course, participation in all interactive learning activities is required. Students “attend” class by listening to each of the lectures as assigned and taking thorough notes on each of them.

Make-Up Work Policy:

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. “Computer problems” is not an acceptable excuse.

AI Policy for this Course

Prohibited Use of AI

The use of AI-generated content is strictly prohibited in all assignments, coursework, and throughout all stages of the work process, such as brainstorming, outlining, or drafting. This includes, but is not limited to, tools such as ChatGPT, Copilot, and Grammarly's AI function. Use of AI tools will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

Student Expectations

Communication and feedback within the course will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and/or instructor office hours.

Additionally, as a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the instructions within the course syllabus, along with any additional instructions provided by the instructor. Be certain you understand the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in the course and submit assignments on time. Your active participation is crucial for your academic success and contributes to a deeper learning experience.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.
- **Post Regular Announcements:** Announcements will be posted to keep you updated and help you manage your time. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available for any questions or concerns that may come up during the week.

Course Requirements:

Students in EEC1272 will be required to:

- Read all of the textbook chapters and/or pages assigned with each Learning Module.
- Read/view all additional resources assigned with each Learning Module.
- Review course announcements on Canvas weekly.
- Utilize scoring rubrics to self-assess and revise assignments prior to submission in Canvas
- Develop and submit written assignments including SLO assignments, key term entries, and journals.
- Contact the instructor via Canvas Messenger with any problems or issues. Remember, I cannot handle any problems unless you make me aware of them.

Assignments/Assessment Instruments

I. Assignment Element One: Debate and Discussion

1. The instructor introduces the topic of debate-discussion by posting a “prompt” in the discussion board.
2. Students then respond to the instructor’s prompt.
3. Debate and Discussion Board participation is a course requirement, NOT AN OPTION.
4. Debates and Discussions are evaluated using the Debate and Discussion rubric that defines performance criteria for mastery.

B. Assignment Element Two: My Early Intervention Journal

1. My Early Intervention Journal provides a written opportunity for students to further understand the topics and engage in a personal evaluation of their own practices, routines, and beliefs about a highlighted issue.
2. The instructor introduces the topic of discussion to prompt an evaluation of the topic and for the personal review or evaluation of a targeted concept or belief focused on early childhood education.
3. After reading the prompt, students will complete the journal based on rubric requirements.
4. Journal writings are shared only with the instructor, and no response by or to another student is required.
5. Journal assignments are evaluated using scoring rubrics that define performance criteria for mastery.

C. Assignment Element Three: SLO Assignments

1. Students are required to complete weekly assignments that demonstrate attainment or competence within the designated student learning outcome.
2. Assignment requirements for each week are found in the associated Module in Canvas.
3. Assignments must be completed as a WORD DOCUMENT or PDF unless otherwise specified by the instructor.
4. Students submit assignments as an attachment in the associated Canvas Module by the deadline specified in the Weekly Assignment Schedule.
5. SLO assignments are evaluated using scoring rubrics that define performance criteria for mastery.

D. Assignment Element Four Key Terms Journal

1. The Key Terms provide a written opportunity for students to demonstrate an understanding of key concepts presented in the modules. In addition, it provides the student an opportunity to reflect on their own practices, routines, and beliefs about a highlighted issue.
2. The instructor introduces the topic of discussion to prompt the personal review or evaluation of a targeted concept or belief focused on early childhood education.
3. After reading the prompt, students will complete the key term entry on the rubric expectations for mastery.
4. Key Terms are evaluated using the Key Term scoring rubric that defines performance criteria for mastery.

III. Evaluation

Final grades in EEC1272 are based on weighted assignment categories. The table below displays each assignment category/type along with its associated weight.

SLO Assignments	40% of final grade
Early Intervention Journal	25% of final grade
Debate & Discussion Forums	10% of final grade

Key Terms

25% of final grade

Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F 59% and below

Late Work Policy

Course evaluation will include multiple assignments/methods. The Canvas learning management system will be used to collect all course assignments. Scoring rubrics will be used to define criteria for mastery, provide feedback, and score/evaluate all assignments except for exams.

- Weekly assignments and written assignments are due by Sunday at midnight.
- **Work submitted more than TWO WEEKS after the due date will not be assessed, and a grade of F will be recorded.**
- Scores/grades will be provided for all assignments.
- The instructor may approve an assignment deadline extension due to emergencies. **It is the student's responsibility to contact the instructor in these cases.** Prior instructor approval is required.
- If a deadline extension has been approved, the student MUST notify the instructor by email when a late assignment has been submitted.

Course Schedule

Dates	Module	Module Assignments
October 12-18	1	<ol style="list-style-type: none">1. Welcome Discussion2. Textbook Readings: Chapter 1 - Educating Young Children with Disabilities- The Challenge; Chapter 3 - Developing Individualized Intervention Plans and Monitoring Progress3. Discussion Forum - A child who has a disability is a child first; the developmental delay or disability is secondary4. Assignment: Observation and screening5. Early Intervention Journal - Inclusive Education6. Module 1: Key Terms
October 19-25	2	<ol style="list-style-type: none">1. Textbook Readings: Chapter 2 - In Partnership with Families2. Discussion Forum -Offering Emotional Support3. Assignment - Family Roles and Characteristics4. Early Intervention Journal - Understanding the diversity of childrearing beliefs and practices among families5. Module 2: Key Terms

October 26 – November 1	3	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 4: Designing Instructional Programs 2. Discussion Forum - Factors in Learning to Use Language 3. Assignment - Arranging the Learning Environment 4. Early Intervention Journal – Play 5. Module 3 - Key Terms
November 2-8	4	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 5 - Teaching Children with Specific Disabilities 2. Discussion Forum – - Team approach 3. Assignment – Instructional Strategies - Autism 4. Early Intervention Journal - Accommodations and Modifications 5. Module 4 - Key Terms
November 9-15	5	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 6 - Promoting Emotional and Social Development 2. Debate and Discussion Forum- Healthy emotional development 3. Assignment - Creating a nurturing and responsive climate 4. Early Intervention Journal – Developmental Play Behavior 5. Module 5 - Key Terms
November 16-22	6	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 8 - Nurturing Communication Skills 2. Discussion Forum – Screen time 3. Assignment – Communication skills 4. Early Intervention Journal - Supporting Communication in Children with Language Differences 5. M6 Key Terms
November 23-29	7	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 7 - Helping Young Children Develop Motor and Self-Care Skills 2. Early Intervention Journal - Course Review
November 30 – December 6	8	<ol style="list-style-type: none"> 1. Textbook Readings: Chapter 9 - Encouraging the Development of Cognitive Skills and Literacy 2. Discussion Forum - Encouraging the Development of Cognitive Skills and Literacy 3. Assignment – IEP Goals 4. Early Intervention Journal - Supporting Mathematics in Early Childhood 5. Module 7 Key Terms

Grading

Incomplete Grades

Grades of Incomplete in any course can only be assigned to students who have an emergency arise during the last two weeks of the course. To receive an Incomplete, students must:

- Submit a written request to the instructor prior to the last face-to-face class meeting. For online courses, a written Incomplete request must be received no later than the week before the Final Exam period begins.
- Have completed no less than sixty percent of the course requirements and be passing the course at the time the request for an Incomplete is submitted.

Important Note: The Incomplete option provides 30 days from the date grades are due to make up any missing work; if all remaining work is not submitted during this period, the grade will automatically change to an “F.”

General GCSC Course Policies

Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

GCSC Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.). There are two kinds of withdrawals: student and administrative.

- **Student Withdrawal (W1)** - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm.
- **Administrative Withdrawal (W2)** – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy, in which case the student will receive a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

"Cheating" includes but is not limited to use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines of AI material.

"Self-plagiarism" occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

"Generative Artificial Intelligence (AI)" is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidents of academic misconduct, depending on the severity of the incident and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member.

Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies, or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status.

All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- Computer: Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- Internet Speed: Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- Office 365 software: Available for free download through GCSC Information Technology Services (ITS).
- If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.