

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 110-Seminar Fieldwork Seminar	Class hours: 2 Lab hours: 2 Seminar hour: 1
Semester: Fall 2022	Instructor Information: Name: Jen Longley, Ed.D. Office hours: Thursday 9 AM-12 PM & Other times by appointment Phone: 212/220-1321 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: Section 071 Monday 9-10:40 AM on Zoom Section 111 Monday 1-2:40 PM on Zoom https://bmcc-cuny.zoom.us/j/7550991402 Meeting ID: 755 099 1402 1(929) 205-6099	
Credits: 0 credits - Co-requisite with ECE 110 Lecture	

FIELDWORK SEMINAR

Students complete the required 15 hours of fieldwork for ECE 110 by enrolling, attending and participating in this fieldwork seminar (ECE 110-S). **The fieldwork seminar will meet Mondays 9-10:40 AM - Section 071/ 1-2:40 PM – Section 111 on Zoom for the first eight weeks of the semester (8/29-10/31/2022).** The ECE 110 fieldwork seminar is graded pass/fail based on participation in required class activities. **NOTE: Any student who fails the fieldwork seminar AUTOMATICALLY fails the entire ECE 110 course, regardless of your earned grade in the lecture portion of ECE 110.**

ECE 110-Seminar Mission Statement: ECE 110-Seminar will 1) support participants to develop their identity as an early childhood educator; 2) offer an introduction into the early childhood profession; 2) explore the role early childhood educators have working with young children (infants and toddlers, preschool age children, and young school age children) and their families; and, 4) examine the ethical and professional responsibilities of early childhood educators.

Course Format

Our class will be synchronous, meaning we will meet weekly for class sessions on Zoom. Our weekly Zoom sessions will be on **Monday at 9-10:40 AM for Section 071** or **Monday 1-2:40 PM for Section 111**. The link for our Zoom sessions is: <https://bmcc-cuny.zoom.us/j/7550991402> Meeting ID: 755 099 1402, 1(929) 205-6099

Materials for our section of ECE 110-Seminar is housed on BMCC's OpenLab. OpenLab is a web-based platform that is an alternative to Blackboard. All course materials and activities will occur on BMCC's OpenLab. Join BMCC's Open Lab by logging on (<https://openlab.bmcc.cuny.edu/>) and creating a profile. Once you are a member of OpenLab, you have to join our class. You can access our class here (<https://openlab.bmcc.cuny.edu/ece-110-seminar-section-071s-fall2022/>). We will use Blackboard to:

- 1) Submit assignments for ECE 110-Seminar
- 2) View and check the grade/ points you have for ECE 110-Seminar

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Gender-Inclusivity

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: <https://www.bmcc.cuny.edu/student-affairs/lgbtq/> Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

Reimagining BMCC <https://www.bmcc.cuny.edu/reimagining-bmcc/> During the time of distance learning due to the pandemic, BMCC is offering various resources to support students. Students can borrow a laptop or iPad. Students can reserve time in a study space in Murray Building. Visit the website for the latest information and protocols.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Teacher Education Department Student Professionalism Policy Statement:

This semester, you will receive and be asked to sign the Teacher Education Department professional policy statement. The policy is summarized here: The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site

visits, internships, course related activities and interactions with members of the Teacher Education Department and college community. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). By reading and signing a copy of the Teacher Education Student Professionalism Policy, you agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy, please contact me or a faculty member of the Teacher Education Department.

EPORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS

This semester, you will begin working on your electronic portfolio (e-Portfolio), which is a required record of your preparation in early childhood education at BMCC. In this fieldwork seminar, you will:

- 1) claim and set-up your personal e-Portfolio account;
- 2) personalize your ECE e-Portfolio profile;
- 3) upload your initial professional development plan.

Technological Requirements to Successfully Participate in ECE 110-Seminar

TOOL	WHO TO CONTACT IF YOU HAVE A PROBLEM ACCESSING
A device (desktop, laptop, tablet, etc.) with internet/Wi-Fi connectivity	BMCC's Student Affairs Office studentaffairs@bmcc.cuny.edu in the subject line the problem you are experiencing (e.g. Need a Computer, Need Internet)
Blackboard, OpenLab & Zoom	BMCC's e-Learning Center (S-510A), 212/ 220-1243, elarning@bmcc.cuny.edu
BMCC email CUNY First account Other technical issues	BMCC's Service Desk (S-141), 212/ 220-8379 servicedesk@bmcc.cuny.edu
Jamboard	Jen; https://jamboard.google.com/
Remind	Jen; https://www.remind.com/
Slido	Jen; https://www.sli.do/
You Tube	Jen; https://www.youtube.com/

Required Text & Readings:

1. This course is a Zero Textbook Cost (ZTC) and uses Open Educational Resources (OER).
2. Assigned readings & materials are housed on BMCC's OpenLab (see list on course schedule)
3. Read & review assigned material before class, be prepared to discuss the content during class

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS:

Coursework Requirements

Signed Professionalism Policy Statement	1 point
Participation in our ECE 110-S Zoom sessions	1 point
Site Visit Chart	1 point
Professional Development Plan	1 point
Claiming an E-Portfolio	½ point
Creating ASPIRE Registry Profile	½ point
TOTAL	5 points

This Seminar is Pass/Fail.

You must earn 5 points to pass ECE 110-Seminar.

You must pass the ECE 110-Seminar in order to pass ECE 110-Lecture.

How Grades are Determined

Grade	Earned Points
A	
A-	
B+	
B	
B-	
C+	
<u>C</u>	<u>5 points</u>
C-	
D+	
D	
D-	
F	

NOTE: In order to progress to the 200-level courses in the ECE sequence you must: 1) pass ECE 110-Seminar, and 2) earn a grade of "C" or better in ECE 110-Lecture.

COMMUNICATING WITH JEN

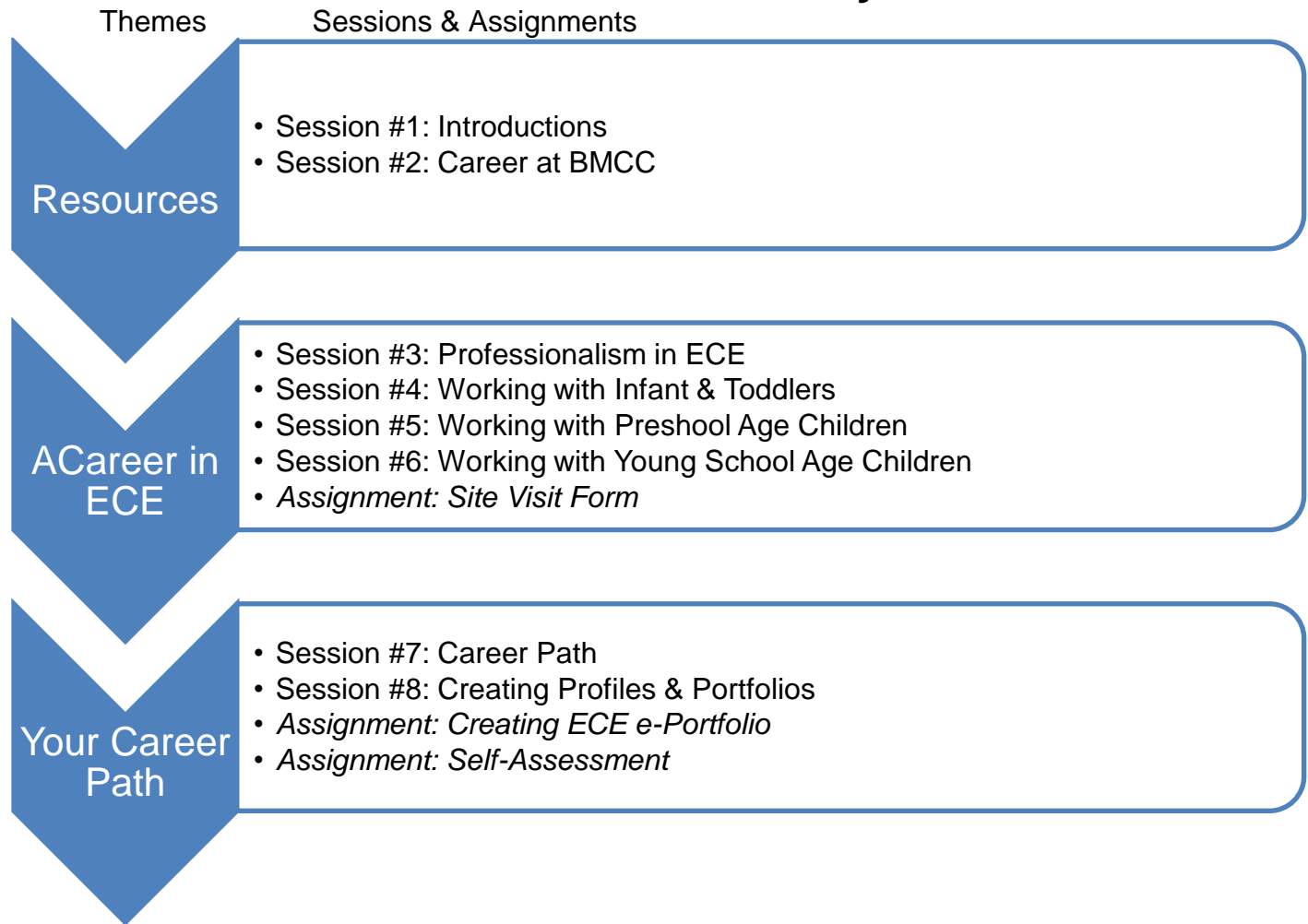
- In addition to my office hours, I am available by:
 - cell phone at 917/318-3133, for voice call, text, What's App, FaceTime, etc.
 - email at jlongley@bmcc.cuny.edu;
 - the Remind app, instructions on how to join the Remind app on Open Lab, in the 'About this Class' menu item under 'Remind App'
- I typically respond to emails or messages within 12 hours, so if I have not responded to you by then, please reach out again. I aim to provide feedback on work within 7 days after it has been submitted.

I want you to be successful – in ECE 110-Seminar, but more importantly in life! If any issue is preventing you from fully demonstrating your abilities or participating in our learning community, please contact me as soon as possible. We will work together to facilitate your success!

Outline of Topics (subject to change):

WEEK	TOPIC	READ BEFORE CLASS	ASSIGNMENT	DUE BY
Week 1 8/29	Introductions		Post: Working with Children	9/11 at 11:59 PM
9/5	NO CLASS	COLLEGE CLOSED		
Week 2 9/12	Career at BMCC	<i>BMCC ECE Handbook</i>	Post: BMCC Resources Professionalism Reading Handout	9/18 at 11:59 PM
Week 3 9/19	Professionalism	Bornfreund & Goffin (2016) Talan (2017)	Signed Professionalism Policy Statement	9/19 at 11:59 PM
9/26	NO CLASS			
Week 4 Thu 9/29	Working with Infants-Toddlers	Leifeste (2020) Robles-Melendez & Wolff (2020) <i>NAEYC Code of Ethics</i>	Being an Infant - Toddler Teacher Reading Handout	9/28 at 11:59 PM
Week 5 10/3	Working with Preschoolers	A Day in the Life of a Preschool Teacher (2016) <i>NAEYC Code of Ethics</i>	Being a Preschool Teacher Video Handout	10/2 at 11:59 PM
10/10	NO CLASS	COLLEGE CLOSED		
Week 6 10/17	Working with K-2 nd grade	Day in the Life: First Grade Teacher Emily Eddings (2019) <i>NAEYC Code of Ethics</i>	Being a Young School Age Teacher Video Handout Post: Age Group & Dream Job	10/16 at 11:59 PM
Week 7 10/24	Career Path	<i>Pathway Guide to NY EC Teacher Certification</i>	Site Visit Forms Post: Career Path	10/23 at 11:59 PM
Week 8 10/31	Creating profiles & Portfolios	<i>ASPIRE brochure</i>	Professional Development Plan; Learning Community; Self-Assessment; ECE e-Portfolio; ASPIRE Registry Profile ALL WORK FOR ECE 110-S DUE	10/31 by 11:59 PM

ECE 110-Seminar Visual Syllabus



ECE 110-SEMINAR ASSIGNMENT GUIDELINES

The focus on ECE 110-Seminar is to introduce you to the profession of early childhood education and the professional aspects of the career path. The following information describes the assignments and assessment guidelines for ECE 110-Seminar.

Assignment	Pages	Points	Suggested Due Date by 11:50 PM
Learning Community Participation	6-7	1 point	Throughout classes & 10/31
Signed Professionalism Policy Statement	7	1 point	9/19 at 11:59 PM
Site Visit & Forms	7-8	1 point	10/23 at 11:59 PM
Professional Development Plan	8-9	1 point	10/31 at 11:59 PM
Creating ASPIRE Registry Profile	9	½ point	10/31 at 11:59 PM
Creating e-Portfolio	9	½ point	10/31 at 11:59 PM

GUIDELINES TO SUCCESSFULLY COMPLETE ECE 110-S

Your success in ECE 110-Seminar will be determined by the following components:

1. The quality of the assignments you submit for ECE 110-Seminar
2. Your participation in ECE 110-Seminar

LEARNING COMMUNITY PARTICIPATION

Purpose: The purpose of learning community participation is to:

- Increase the opportunities to co-create knowledge with peers/ colleagues
- Provide opportunities for reflection on performance
- Instill accountability for learning and community among all participants

Task: Throughout the semester, monitor your participation in our learning community using the rubric below. At the end of the semester you will formally assess your participation in our learning community.

Steps: Follow these steps to assess your participation in our learning community:

1. Review the rubric below
2. Identify your strengths as a participant in our learning community and opportunities for growth
3. During each learning community session, strive to meet the tasks in the *competent* and/or *learner* column
4. During week 8, complete the Learning Community Participation Self-Assessment
5. Answer the questions on the bottom of the Self-Assessment, explaining why you placed yourself in each column for each task.
6. Submit the completed handout on Blackboard

Participating in ECE 110-Seminar fosters community, promotes the co-creation of knowledge, and deepens your engagement with the course material. ECE 110-Seminar class participation includes contributing to in-class activities and completing out-of-class assignments. The rubric below describes how your class participation will be evaluated at the end of ECE 110-Seminar.

Assessment Rubric (1 point – must meet *Learner* or *Component* in all tasks):

TASK	COMPETENT	LEARNER	NOVICE
ENGAGEMENT	Student participated in class activities & discussions throughout every class session	Student participated in almost all class activities &/or discussions during most class sessions.	Student participated in many class activities &/or discussions.
ASSIGNMENTS	Student thoroughly & thoughtfully completed all of the assignments for ECE 110-Seminar -- handouts, posts, Professional Development Plan, Site Visit Form, Self-Assessment.	Student completed all of the assignments for ECE 110-Seminar -- handouts, posts, Professional Development Plan, Site Visit Form, Self-Assessment.	Student completed most of the assignments for ECE 110-Seminar -- handouts, posts, Professional Development Plan, Site Visit Form, Self-Assessment.
MEMBER OF CLASS	Student worked well with & collaborated with all colleagues all of the time during every class session	Student worked well with & collaborated with all colleagues almost all of time during most class sessions	Student worked well with all colleagues most of the time.
BUILDING LEARNING COMMUNITY	Student worked to create learning community that supported all members of class all of the time during every class session	Student worked to create learning environment that supported all members of class almost all of the time during most class sessions	Student worked to create learning environment that supported all members of class most of the time.
FOCUS	Student was attentive & on-task all of the time during every class session	Student was attentive & on-task almost all of the time all of the time during most class session	Student was sometimes distracted during class (chatting, using cell phone, etc.)
PREPAREDNESS	Student was prepared for class (read & had copy of assigned reading, had	Student prepared for class (read & had copy of assigned reading, brought	Student was sometimes prepared for class (read & had copy of assigned

	materials for class, etc.) for every class session.	materials to class, etc.) for most class sessions	reading, brought materials to class, etc.)
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SIGNED PROFESSIONALISM POLICY STATEMENT

Purpose: The purpose of signing the BMCC Teacher Education Department Professional Policy Statement is to:

- Ensure you are aware of the BMCC Teacher Education Department Professionalism Policy and program's expectations
- Enhance your identity as an early childhood professionalism
- Introduce you to professionalism at BMCC's Teacher Education Department and in the field of early childhood education

Task: Review the BMCC Teacher Education Department Professional Policy Statement, sign, date, and submit the form on Blackboard

Steps: Follow these steps to complete the BMCC Teacher Education Department Professional Policy Statement:

1. Navigate to Module 3 on BMCC's Open Lab
2. Open the BMCC Teacher Education Professionalism Policy Statement in Module 3 on OpenLab for ECE 110-Seminar
3. Read through the document
4. Ask any questions you may have about the document and its content
5. Download and save the document to your device
6. Sign the document
7. Save the document again to your device
8. Submit the signed BMCC Teacher Education Department Professionalism Policy Statement on Blackboard, under 'Assignments'

The Teacher Education Department developed Professionalism Policy Statement that explains the Department's definition of professional behavior for the field, expectations for professional behavior for students, and the actions that occur when students engage in discriminatory and/or harmful behavior. ECE 110-Seminar students sign the Professionalism Policy Statement to indicate they have received, reviewed, and understand the Teacher Education Department's Professionalism Policy. To receive credit for completing this assignment:

1. Review the Teacher Education Department's Professionalism Policy Statement
2. Sign the document
3. Submit the signed document on Blackboard for ECE 110-Seminar (under Assignments in Professionalism Policy Statement)

SITE VISIT AND FORM

Purpose: The purpose of the site visit and chart are to:

- Visit an early childhood classroom
- See how an early childhood classroom functions
- Observe a teacher in an early childhood classroom working with the age group you would like to work
- Connect what you have learned in ECE 110 to the classroom you observe

Task: You will visit an early childhood classroom (infant, toddler, preschool, or young school age), document your observation using the Site Visit Form, then submit the completed form on Blackboard

Steps: Follow these steps to conduct and document your Site Visit and complete the Site Visit Form

1. Determine which age group of children (infants- toddlers, preschool, young school age children) you would like to: 1) work with, 2) are curious about, or 3) learn more about
2. Decide if you want to conduct an in-person visit (go to the site) or a virtual visit (watch a video)
 - a. For an in-person visit:
 - i. Identify a program that you will visit by locating a program and contacting the program
 - ii. Complete the Site Visit Form during your hour-long observation

- b. For a virtual visit:
 - i. Navigate to Module 7 on ECE 110-Seminar
 - ii. Watch the video(s) for the age group that you would like to: 1) work with, 2) are curious about, or 3) learn more about
 - iii. Complete the Site Visit Form as you watch the video(s)
3. Submit the completed Site Visit Form on Blackboard for ECE 110-Seminar (under Assignments in Site Visit Form)

During ECE 110-Seminar you will have the opportunity to conduct an in-person or virtual observation of a program serving the age group of children you plan to work with. This will give you the opportunity to learn more about the age group and to observe in a classroom with children and teachers. During the observation, complete the *Site Visit Form*. After your site visit, we will share your observations and insights from the *Site Visit Forms* in class. The forms will be assessed based on the following criteria:

Scoring Rubric (1 point – the Site Visit Chart must *Learner* or *Competent* in all elements)

TASK	COMPETENT	LEARNER	NOVICE
PROMPTS COMPLETED	All sections of the <i>Site Visit Form</i> were thoroughly completed	All sections of the <i>Site Visit Form</i> were completed	Some sections of the <i>Site Visit Form</i> were complete
DETAILED RESPONSES	The <i>Site Visit Form</i> contained rich, vivid details & descriptions that are consistent with what occurs in ECE classrooms	The <i>Site Visit Form</i> contained descriptions that are consistent with what occurs in ECE classrooms	The <i>Site Visit Form</i> contained vague, few details &/or some descriptions are inconsistent with what typically happens in ECE classrooms
CONNECTIONS TO CLASS	The <i>Site Visit Form</i> had many specific meaningful, well-thought out connections to class.	The <i>Site Visit Form</i> had several specific connections to class.	The <i>Site Visit Form</i> had some vague connections to class.
REFLECTIONS	The <i>Site Visit Form</i> contained many meaningful, thoughtful, well-developed reflections.	The <i>Site Visit Form</i> contained several meaningful reflections.	The <i>Site Visit Form</i> contained few, vague, reflections.
CLARITY	All of the responses were clear, organized, coherent & there was evidence of proof reading.	All of the prompts were clear, organized, & coherent.	Many of the responses were clear, organized, & coherent.

PROFESSIONAL DEVELOPMENT PLAN

Purpose: The purpose of creating a Professional Development Plan is to:

- Articulate your career goals
- Develop a Identify a plan to achieve your goals
- Foster your identity as an early childhood professionalism

Task: Complete the Professional Development Plan template

Steps: Follow these steps to create your Professional Development Plan

1. Navigate to Module 8 on BMCC's Open Lab
2. Review the questions on the Professional Development Plan and:
 - a. The sample Professional Development Plan
 - b. "Where to Find Answers for your Professional Development Plan"
3. Open the Professional Development Plan document
4. Download and save the blank Professional Development Plan document to your device
5. Answer the questions on the Professional Development Plan, use as exemplars and guides the:
 - a. sample Professional Development Plan
 - b. "Where to Find Answers for your Professional Development Plan"

6. Save your Professional Development Plan again to your device
7. Submit your Professional Development Plan on Blackboard, under 'Assignments'
8. Post your Professional Development Plan on your ECE e-Portfolio, in 'Academic Artifacts for ECE 110-Seminar'

A Professional Development Plan enables you to articulate your career goals, your strengths, and opportunities for growth so that you can achieve your goals. The Professional Development Plan may serve as a road map for your career path as an early childhood professional. The Professional Development Plan is meant to be a living document, being revised as your career evolves.

Assessment Rubric (1 point – must meet *Learner* or *Competent* in all elements to earn 1 point)

TASKS	COMPETENT	LEARNER	NOVICE
Prompts	All of the prompted were answered with thorough & complete responses	All of the prompts were answered	Most of the prompts were answered
Connection to Class	There were several specific meaningful, well-thought out connections to material from class	There were several specific connections to material from class	There were some connections to material from class
Reflection	There is evidence of many meaningful, thoughtful, well-developed reflections	There was evidence of several meaningful reflections	There was evidence of few, vague, reflections.
Clarity	All of the responses were clear, organized, coherent, & there was evidence of proof reading	All of the prompt were clear, organized, & coherent.	Many of the prompts were clear, organized, & coherent.

DEVELOPING ASPIRE REGISTRY PROFILE

To facilitate your entry into the early childhood profession, you will begin to develop your ASPIRE Registry profile. Having a profile established will be useful when you begin searching the job market, as all early childhood professionals who work for early childhood programs licensed by the NYS Department of Health (DOH) and NYS Office of Children and Family Services (OCFS) are required to have an ASPIRE Registry profile. To document that you have created your ASPIRE Registry:

1. Take a screenshot of your ASPIRE Registry Profile
2. Submit the photo of your ASPIRE Registry profile on Blackboard

CREATING ECE E-PORTFOLIO

While in the early childhood education (ECE) program at BMCC, you will upload artifacts to your ECE e-Portfolio from each of your early childhood classes. The BMCC ECE e-Portfolio is an electronic portfolio that stores your work over time, documenting your growth as an early childhood professional. Each ECE class at BMCC has a capstone project due at the end of the course. The capstone project is also referred to as an artifact for your e-Portfolio. That project will be uploaded to your e-Portfolio to demonstrate your mastery of the content and learning concepts outlined in the course. To earn a point for creating your ECE e-Portfolio:

1. Claim your e-Portfolio – we will do this together during our last ECE 110-S session together
2. Upload your Professional Development Plan as a PDF to the ECE 110-Seminar page
3. Take screenshot of both your
 - a. personalized e-Portfolio -- the 'About Me' page with your name at the top & the personalized paragraph
 - b. Professional Development Plan uploaded to the ECE 110-Seminar page
4. Submit both screenshots on Blackboard for ECE 110-S (under Assignments, in Creating ECE e-Portfolio) to document you have created and personalized your ECE e-Portfolio.