

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Teacher Education Department

Title of Course: ECE 110-091S Fieldwork Seminar	Class hours: 2 Lab hours: 2 Seminar hour: 1
Semester: Spring 2021	Instructor Information: Name: Jen Longley, Ed.D. Office hours: Wednesday 9-10:30 AM & Friday 12:30-2 PM Other times by appointment Phone: 212/220-1321 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: Friday 2 PM-3:40 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. **The fieldwork seminar will meet Fridays 2-3:40 PM on Zoom for the first eight weeks of the semester (1/29-3/26/2021).** The ECE 110 fieldwork seminar is graded pass/fail based on attendance and 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 offer an introduction into the profession of early childhood education, the role of an early childhood educator working with young children and their families (infants and toddlers, preschool age children, and young school age children), the ethical and professional responsibilities of being an early childhood educator, while supporting participants to develop their identity as an early childhood educator.

Course Format

Our class will be synchronous, meaning we will meet weekly for class sessions on Zoom. Our weekly Zoom sessions will be on Friday at 2-3:40 PM. 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-091-spring-2021-j-longley/>). We will use Blackboard to:

- 1) Submit papers and assignments for ECE 110-Seminar
- 2) View your scores for ECE 110-Seminar on the Grade Center.

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.

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.

EPORFOLIO 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 profile; and (3) upload your initial professional development plan.

Required Text & Readings:

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

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 and 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
BMCC Library Video Databases	BMCC Libraray (4 th Fl), 646/798-7510 (text) https://bmcc.libguides.com/az.php?t=35954
FlipGrid	Jen; https://info.flipgrid.com/
Flipsnack	Jen: https://www.flipsnack.com/
Google Documents & Folders	Jen: https://www.google.com/docs/about/
Hypothesis	Jen: https://web.hypothes.is/
Jamboard	Jen; https://jamboard.google.com/
Kahoot!	Jen; https://kahoot.com/
Remind	Jen; https://www.remind.com/
Slack	Jen
Slido	Jen; https://www.sli.do/
You Tube	Jen: https://www.youtube.com/

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS:

<u>Coursework Requirements</u>		<u>How Grades are Determined</u>	
Class participation in ECE 110-S Zoom Sessions	1 point	Grade	Earned Points
Site Visit Chart	1 point	A	
Professional Development Plan	1 point	A-	
Creating an E-Portfolio & ASPIRE Registry Profile	<u>1 point</u>	B+	
TOTAL	4 points	B	
-----		B-	
This Seminar is Pass/Fail.		C+	
You must pass the ECE 110-Seminar in order to pass ECE 110-Lecture.		<u>C/Pass</u>	<u>4</u>
You must earn 4 points in order to pass ECE 110-Seminar.		C-	
		D+	
		D	3
		D-	
		F	2 or fewer

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:

- 1) cell phone at 917/318-3133, for voice call, text, What’s App, FaceTime, etc.
- 2) email at jlongley@bmcc.cuny.edu;
- 3) the Remind app, instructions on how to join the Remind app on Open Lab, in the ‘About this Class’ menu item under ‘Instructor: Jen Longley’.

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:

WEEK/ Date	TOPIC	READING -- before class	ASSIGNMENT – due start of class
Week 1 1/29	Introductions		
Week 2 2/5	Career at BMCC	<i>BMCC ECE Handbook</i>	
2/12	NO CLASS	COLLEGE CLOSED	
Week 3 2/19	Professionalism	Bornfreund & Goffin (2016) Talan (2017)	
Week 4 2/26	Working with Infants-Toddlers	<i>NAEYC Code of Ethics</i>	

Week 5 3/5	Working with Preschoolers	<i>NAEYC Code of Ethics</i>	
Week 6 3/12	Working with K-2 nd grade	<i>NAEYC Code of Ethics</i>	
Week 7 3/19	Career Path	<i>Pathway Guide to NY EC Teacher Certification</i>	Site Visit Forms
Week 8 3/26	Creating profiles & Portfolios	<i>ASPIRE brochure</i>	Professional Development Plan Self-Assessments

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
Class Participation	5-6	1 point	Throughout classes & 3/26 at 5 PM
Site Visit & Forms	6-7	1 point	3/19 at 9 AM
Professional Development Plan	7	1 point	3/25 at 11:59 PM
Creating e-Portfolio & ASPIRE Registry	7-8	1 point	3/26 at 4PM

GUIDELINES TO SUCCESSFULLY COMPLETE ECE 110-S

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

1. The quality of the assignments you submit for ECE 110-Seminar
2. Your participation in ECE 110-Seminar
3. A self-assessment of your learning

CLASS PARTICIPATION

Participating in ECE 110-Seminar builds our class community, facilitates an environment that promotes the co-creation of knowledge, and can enhance your engagement with the course material. 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* 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.
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	Student worked well with all colleagues most of the time.

		time during most class sessions	
BUILDING LEARNING ENVIRONMENT	Student worked to create learning environment 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 materials for class, etc.) for every class session.	Student prepared for class (read & had copy of assigned reading, brought materials to class, etc.) for most class sessions	Student was sometimes prepared for class (read & had copy of assigned reading, brought materials to class, etc.)

SITE VISIT AND CHART

During ECE 110-Seminar you will have the opportunity to conduct a 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, please 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 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

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* in all elements)

TASKS	COMPOTENT	LEARNER	NOVICE
Prompts	All of the prompted are answered with thorough and complete responses	All of the prompts are answered	Most of the prompts are answered
Connection to Class	There are several specific meaningful, well-thought out connections to material from class	There are several specific connections to material from class	There are some connections to material from class
Reflection	There is evidence of many meaningful, thoughtful, well-developed reflections	There is evidence of several meaningful reflections	There is 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 are required to have an ASPPIRE Registry profile. Taking and submitting a photo of your ASPIRE Registry profile will document that you have begun the process.

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 concepts outlined in the course. After claiming your e-Portfolio, upload your Professional Development Plan to the page for ECE 110-Seminar. Take and submit photos of your 1) personalized e-Portfolio, and 2) uploaded Professional Development Plan to document you have created your e-Portfolio.

DEVELOPING ASPIRE REGISTRY PROFILE

To facilitate your entry into the early childhood profession, you will begin to develop your ASPIRE Registry profile. Having an established profile will be useful when you begin searching the job market, as all early childhood professionals who work in programs licensed by the NYS Department of Health are required to have an ASPIRE Registry profile.