



## Teacher Education Department ECE Program Handbook for Students

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Dear ECE Student,

As a student in the BMCC Early Childhood Education Program, you will be gaining valuable academic and practical preparation which will help you enter the teaching profession. In addition, as a representative of BMCC, you will be looked upon to continue to enhance our reputation of preparing excellent early childhood professionals. The early childhood courses and settings where you will train, and the faculty and staff you will work with, are entitled to your best efforts and they in turn, will do their best to provide you with a wonderful experience.

As you participate in this professional preparation, there are certain responsibilities and procedures that must be observed. This handbook has been created to help you understand the many responsibilities you have as a student in the BMCC Early Childhood Education Program. Please carefully review the contents of this handbook. Each student in the program is held accountable for the procedures, responsibilities and expectations outlined in this handbook.

Feel free to contact an ECE faculty member or me if you have any questions. We wish you much success.

Respectfully,

Yolanda Medina, Chair  
Teacher Education Department

## OUR MISSION

The BMCC ECE Program mission is to provide accessible, high-quality professional preparation in the field of Early Childhood Education to the diverse post-secondary student population in New York City and the surrounding communities. We are devoted to the preparation of teachers of young children who are committed to fostering intentional, meaningful and research-based learning opportunities to support the optimal development of young children. Our program aims to cultivate graduates who are knowledgeable, reflective, culturally responsive and innovative educators.

Whether for the education of young children or for the preparation of teachers, we believe that the overall goals of education for ALL students are to foster and nurture:

- **Intellectual curiosity** in life-long learners who strive to realize their full potential in all domains.
- **A capacity for caring and empathy** in learners who are emotionally and intellectually invested in relationship building, for their health and well-being and the health and well-being of others.
- **Confident and creative problem solving** in learners who are self-assured, curious, expressive, imaginative and well-organized, with well-developed knowledge-bases and strategies for interacting with the social and physical world.
- **Cultural Competency** in learners who are aware of their own cultural worldview and cultural heritage, and acknowledge and interact in ways which are respectful of and responsive to the beliefs, practices and cultural and linguistic diversity of others.
- **Active participation in our democratic society** in learners who cultivate and exert their own rights, and respect the rights of others, for the betterment of society as a whole.

## OUR VALUES

Grounded in evidence-based practice in the ECE field and our mission, the BMCC ECE program embraces eight basic principles about young children and learning and the related implications for their optimal education. These principles and practices reflect our shared beliefs about ECE and are integrated throughout the ECE sequence of courses in the program:

### PRINCIPLES OF YOUNG CHILDREN & LEARNING

Each child is a unique person of strengths and capacity who is worthy of respect as the primary agent of his/her own learning.

Early child development and learning is a holistic process (cognitive, social, emotional, physical and self-help) that sets the foundation for lifelong learning, resiliency and well-being.

### IMPLICATIONS FOR ECE TEACHING PRACTICE

→ Teachers advocate for the rights of young children to have educational experiences that validate their autonomy, exploration and wonder.

→ Teachers use observation and authentic assessments to know children and then use this knowledge to design learning experiences and environments that support and build on all areas of development.

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|---|--|
| <p>Children thrive in an environment that respects diversity, equity and inclusion.</p>   | <p>→ Teachers advocate for and teach in ways that explicitly value each child’s personal narrative and to design curriculum that reflects the diversity of their classrooms.</p>   |
| <p>Early attachment to loving and nurturing adults lays the foundation for later emotional self-regulation, self-confidence and independence in learning and in life.</p>     | <p>→ Teachers build caring and responsive relationships with all children, based on consistency and trust.</p>   |
| <p>Children construct their own understanding of the world through social interaction, problem-solving and creativity, as well as observation, discussion and reflection.</p> | <p>→ Teachers provide intentional experiences based on a view of children as capable learners who engage in meaning-making through active interaction with people, materials, events and ideas.</p>  |
| <p>Children’s learning is grounded in play.</p>   | <p>→ Teachers advocate for play as an authentic way to foster learning and provide experiences and environments that support various types of play.</p>  |
| <p>Families and communities play a primary role in supporting and nurturing young children.</p>   | <p>→ Teachers cultivate partnerships with their students’ families in order to bridge relationships between home and school. This includes honoring the values, hopes, dreams and expectations of young children’s families and communities.</p> |
| <p>Children flourish in ECE settings where teachers make informed and reflective choices.</p>   | <p>→ Teachers recognize themselves as lifelong learners who critically examine their actions and engage in professional development that supports the growth of their teaching practice and their work with children.</p>                        |

## PREPARING ECE TEACHERS

Courses in the BMCC ECE program are designed to facilitate students’ development and mastery of the dispositions, skills and knowledge needed to optimally support young children’s development and learning. Upon completion of the BMCC ECE program, our graduates will have achieved competency in:

- **Applying professional and ethical standards of teaching**
- **Interpreting knowledge of child development and learning**
- **Creating caring and responsive relationships**
- **Supporting individuality and diversity**
- **Observing and assessing children’s development**
- **Designing healthy and safe learning environments**
- **Planning and executing developmentally and culturally responsive curriculum**
- **Evaluating teaching practice through self-reflection**

## Choosing Your Major

The Early Childhood Education Program offers students the choice of a major focusing on infants and toddlers from birth to age three (ECI Major) or preschool to 2nd grade, children ages 3 to 8 (ECP Major). Coursework in each ECE major includes a progression of ECE courses that cover a wide range of knowledge and skills needed to prepare students to become assistant teachers in childcare, Head Start, nursery and pre-kindergarten programs, and public and private elementary schools. Upon completion of the program requirements in either the ECI or the ECP major, an Associate of Science (A.S.) in Early Childhood Education degree is awarded.

**Upon Graduation**, a large percentage of BMCC early childhood majors choose to continue their academic work at senior colleges in order to become head teachers with initial New York State certification (Birth to 2nd grade). Our ECE program has transfer agreements with several CUNY senior schools, New York University and Mercy College. When students come to the Teacher Education faculty for advisement, advisors will discuss options for transferring to a four year college after completing an A.S. degree in ECE at BMCC. In order to become a New York State certified teacher, students will need to earn a Bachelor's degree from an accredited teacher education program and pass four state administered exams.

### **Why you may want to choose to focus on Infants and Toddlers and become an ECI major:**

The earliest years are all about relationships. Infants and toddlers crave and develop attachments to special people in their lives. And, as an Infant/Toddler Teacher, *you* are one of those special people. As you think about this major, you need to realize that working with Infants and toddlers is very different than working with children at the later end of early childhood. Infants and toddlers go through so much rapid development in just three short years that it is amazing to behold. They use their senses and movement to actively explore and problem solve in the world around them. At the same time, they have little verbal language to help you figure out what they need and crying is a natural way to express themselves. Infant/Toddler teachers also deal with diapering and toilet learning as a regular part of caregiving. A big issue in the Infant/Toddler field is Continuity of Care, which means having one caregiver over an extended period of time. An Infant/Toddler teacher may work with the same child and his/her family over the course of several years.

### **Why you may want to choose to focus on preschool to 2<sup>nd</sup> grade and become an ECP major:**

Children from age 3-8 years are wonderful. That is, they are *full of wonder*. They approach the world with great curiosity and use their imaginations to help understand it. Preschool to 2<sup>nd</sup> grade is a time of discovery and growing independence. Unlike during their earliest years, 3-8 year olds have verbal language and they can engage and carry out more complex planning and problem solving. They tend to seek out new experiences. They also want to be more self-reliant and seek to expand the areas of their lives where they can be decision-makers. As you think about this major, you need to realize that because every child's development is unique and complex, you will be working to meet a variety of needs and strengths, both within and between children. Preschool to 2<sup>nd</sup> grade teachers also usually work with larger groups of children on a daily basis and have to meet to externally set teaching standards.

By the end of ECE 110, you will need to decide if you want to focus on the major for Infants and Toddlers (EI) or the major for preschool to 2<sup>nd</sup> grade (ECP). The ECE course progressions from the 200-level and beyond are specifically geared towards the age range that a student plan to work with upon graduation.

**Why an ECE major might NOT be the right choice for you:**

The ultimate goal of students in an ECE major is to obtain a degree in order to work with young children in an educational setting. Two issues can affect a student's ability to work with young children and to become a certified teacher are: Immigration Status and Past Criminal History.

*Immigration Status:* Different employers (childcare, Head Start, nursery and pre-kindergarten programs) may have U.S. citizenship as a requirement for employment, which can limit job availability to non-citizens. In addition, the New York State Board of Education requires U.S. citizenship for certification. In some instances, non-U.S. citizens may obtain teacher certification (see <http://www.highered.nysed.gov/tcert/part80-1.html>). If you are concerned about how your immigrant status may affect employability after graduation, please speak to a Teacher Education Professor for advisement as soon as possible.

*Past Criminal History:* Per New York State regulations, all individuals employed as an assistant teacher/ teacher of young children must be fingerprinted, pass a criminal history check and be granted a clearance for employment and/or certification by the State Education Department. A criminal history check means a review of all convictions of crimes and any pending criminal charges maintained on an individual by the New York State Division of Criminal Justice Services and/or the Federal Bureau of Investigation. If an individual has a past criminal history with a direct relationship between one or more of the previous criminal offenses and the specific license or employment sought; or the issuance of the license or the granting of the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public, then clearance will be denied (see <http://www.highered.nysed.gov/tcert/part87.html>) and the person will not be able to work as a teacher. If you are concerned about how your past criminal history may affect employability after graduation, please speak to a Teacher Education Professor for advisement *right away* about whether or not this is the best major for you.

If you talk to a professor about sensitive issues such as immigration status or criminal background, with your permission, the professor may share this information with colleagues at BMCC who have expertise in that area. Every attempt will be made to protect your privacy. We are here to help you to do your best now, as you become a teacher, and, ultimately, in your work with young children.

## BMCC EARLY CHILDHOOD PROGRAM REQUIREMENTS

### ECI MAJOR (Birth to 3 years)

### ECP MAJOR (Pre-school to 2<sup>nd</sup> Grade)

<b>Common Core</b>		<b>Common Core</b>	
<b>Required Common Core</b>		<b>Required Common Core</b>	
ENG 101	3	ENG 101	3
ENG 201	3	ENG 201	3
MAT 214 or MAT 214.5	4	MAT 214 or MAT 214.5	4
PHY 110 or AST 110	4	PHY 110 or AST 110	4
<i>Total Core Requirements</i>		<i>Total Core Requirements</i>	
14		14	
<b>Flexible Core</b>		<b>Flexible Core</b>	
SPE 100 or SPE 102 (Creative Expression)	3	SPE 100 or SPE 102 (Creative Expression)	3
ART 102 or 104 (Creative Expression)		ART 102 or 104 (Creative Expression)	
Modern Language [1] (World Culture & Global Issues)	3	Modern Language [1] (World Culture & Global Issues)	3
POL 100 (U.S. Experience in Its Diversity)	3	POL 100 (U.S. Experience in Its Diversity)	3
SOC 100 (Individual & Society)	3	SOC 100 (Individual & Society)	3
PSY 100 (Scientific World)	3	PSY 100 (Scientific World)	3
<i>Total Flexible Core</i>		<i>Total Flexible Core</i>	
18		18	
<i>Total Common Core</i>		<i>Total Common Core</i>	
32		32	
<b>Curriculum Requirements</b>		<b>Curriculum Requirements</b>	
<b>Major Area of Study</b>		<b>Major Area of Study</b>	
ECE 110: Psych Foundations of ECE	3	ECE 110: Psych Foundations of ECE	3
ECE 210: Soc Foundations of ECE	3	ECE 210: Soc Foundations of ECE	3
Modern Language [2]	3	Modern Language [2]	3
<i>Total</i>		<i>Total</i>	
9		9	
<b>Major Concentration</b>		<b>Major Concentration</b>	
ECE 209: Curriculum 1- Infants	4	ECE 211: Curriculum 1 -YC	4
ECE 308: Practicum 1- Observation	4	ECE 311: Practicum 1- Observation	4
ECE 309: Curriculum 2- Toddlers	3	ECE 312: Curriculum 2- YC	3
ECE 409: Practicum 2- Pedagogy for I/T	5	ECE 410: Ed Found. For Except Child	3
ECE 410: Ed Found. For Except Child	3	ECE 411: Practicum 2- Pedagogy for YC	5
<i>Total</i>		<i>Total</i>	
19		19	
<i>Total Curriculum Requirements</i>		<i>Total Curriculum Requirements</i>	
28		28	
<b>Total Program Credits</b>		<b>Total Program Credits</b>	
60		60	

### Other Program Requirements:\*\*

Students must have a minimum grade of “C” to move to the next level in the ECE progression.

#### Fieldwork Hours:

Semester 1 =15

Semester 2 = 30 + 30

Semester 3 = 60

Semester 4 = 90 + 25

Total = 250

## ECE-ECI Major Areas of Study and Concentration Course Titles and Descriptions

<i>ECI Major Courses</i>	
3 Credits [2 class hours, 2 lab hours]	<p><b>ECE 110 Psychological Foundations of Early Development and Education</b></p> <p>This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with young children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 Hours of Fieldwork.</p> <p><b>[PRE-Req—ENG/ACR/ESL 94]</b></p>
4 Credits [2 class hours, 2 lab hours]	<p><b>ECE 209 Infant Care and Curriculum</b></p> <p>This course focuses on the theories, methods and materials of early childhood education for infants (birth to eighteen months), with an emphasis on addressing developmental needs and culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families. This course requires 30 hours of fieldwork.</p> <p><b>[PRE-Req: All Remedial ENG/ACR/ESL; C or better in ECE 110]</b></p>
3 Credits [2 class hours, 2 lab hours]	<p><b>ECE 210 Social Foundations of Early Care and Education</b></p> <p>This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: historical and contemporary theories of early childhood education; multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 Hours of Fieldwork.</p> <p><b>[PRE-Req: All Remedial ENG/ACR/ESL; C or better in ECE 110]</b></p>
4 Credits [2 class hours, 4 lab hours]	<p><b>ECE 308 Infants and Toddlers Practicum I: Observing and Recording</b></p> <p>This is a fieldwork course focusing on the observation and assessment of infants and toddlers. It requires supervised participation in an assigned early childhood setting (birth to thirty-six months) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of infants and toddlers; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.</p> <p><b>[PRE-Req: C or better in ECE 209/210]</b></p>
3 Credits [2 class hours, 2 lab hours]	<p><b>ECE 309 Toddler Care and Curriculum</b></p> <p>This course is a continuation of ECE 209, focusing on the theories, methods and materials of early childhood education for toddlers (ages eighteen months to thirty-six months). The following topics are explored in depth: social, emotional, cognitive, physical and self-help development of toddlers; basic principles of toddler care giving, including providing culturally sensitive and consistent care; arrangement of the learning environment and developmentally and culturally appropriate experiences to promote toddler growth and learning; the role of parents and establishing partnerships with families.</p>



	<b>[PRE-Req: C or better in ECE 209/210]</b>
5 Credits [2 class hours, 6 lab hours]	<b>ECE 409 Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers</b> This is a capstone fieldwork course that enables students to demonstrate their competencies teaching infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to thirty-six months) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field. <b>[PRE-Req: C or better in ECE 308/309]</b>
3 Credits [2 class hours, 2 lab hours]	<b>ECE 410 Educational Foundations and Pedagogy for The Exceptional Child</b> This course examines the education of children (birth to eight years) with special needs, along with the historical, social, cultural, and legal foundations of special education in the U.S. It explores the causes and effects of various exceptionalities, including: emotional, intellectual, physical, visual, auditory, orthopedic, speech and/or language and giftedness. Techniques for differentiated learning and universal design are analyzed; issues of ethno-cultural diversity are explored, including methods for working with the families of children with special needs in respectful, non-biased ways. This course requires 25 Hours of Fieldwork. <b>[PRE-Req: C or better in ECE 308/309]</b>

<b><i>ECP Major Courses</i></b>	
3 Credits [2 class hours, 2 lab hours]	<b>ECE 110 Psychological Foundations of Early Development and Education</b> This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with young children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 Hours of Fieldwork. <b>[PRE-Req—ENG/ACR/ESL 94]</b>
3 Credits [2 class hours, 2 lab hours]	<b>ECE 210 Social Foundations of Early Care &amp; Education</b> This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: historical and contemporary theories of early childhood education; multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 Hours of Fieldwork. <b>[PRE-Req: All Remedial ENG/ACR/ESL; C or better in ECE 110]</b>

<p>4 Credits [2 class hours, 2 lab hours]</p>	<p><b>ECE 211 Curriculum for Young Children I</b> This course is an introduction to the theories, methods and materials of curriculum planning in early childhood education (preschool to second grade), with an emphasis on providing developmentally and culturally appropriate learning environments and experiences that encourage creativity in young children. The following topics are explored in depth: the intellectual and emotional importance of fostering creativity, the role of play in learning, the design of effective Arts-based learning environments; the role of visual arts, music, movement and language arts/emergent literacy in developing children's cognitive, social-emotional, physical, language and self-help skills. Course work includes workshops in planning and implementing creative arts experiences for young children. This course requires 30 hours of fieldwork. <b>[PRE-Req: All Remedial ENG/ACR/ESL; C or better in ECE 110]</b></p>
<p>4 Credits [2 class hours, 4 lab hours]</p>	<p><b>ECE 311 Early Childhood Practicum I: Observing and Recording</b> This is a fieldwork course focusing on the observation and assessment of young children. It requires supervised participation in an assigned early childhood setting (preschool to second grade) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field. <b>[PRE-Req: C or better in ECE 210/211]</b></p>
<p>3 Credits [2 class hours, 2 lab hours]</p>	<p><b>ECE 312 Curriculum for Young Children II</b> This course is a continuation of ECE 211, focusing on the theories, methods and materials of curriculum planning in early childhood education (preschool to second grade). The emphasis in this course is on providing developmentally and culturally appropriate learning environments and experiences that encourage foundational social scientific, mathematic and scientific thinking and skills in young children. The following topics are explored in depth: social studies as a lens by which young children can explore our diverse ethno-cultural society and their place in it; the use of materials and play-based techniques to facilitate ways of constructing everyday mathematical ideas; the creation of environments and experiences that stimulate children's scientific curiosity and playful exploration of our natural and human-made world; the use of block/construction and cooking experiences for the integration of social studies, mathematics, science, literacy and the arts. Course work includes workshops in planning and implementing inquiry/play-based experiences for young children. <b>[PRE-Req: C or better in ECE 210/211]</b></p>
<p>3 Credits [2 class hours, 2 lab hours]</p>	<p><b>ECE 410 Educational Foundations and Pedagogy for The Exceptional Child</b> This course examines the education of children (birth to eight years) with special needs, along with the historical, social, cultural, and legal foundations of special education in the U.S. It explores the causes and effects of various exceptionalities, including: emotional, intellectual, physical, visual, auditory, orthopedic, speech and/or language and giftedness. Techniques for differentiated learning and universal design are analyzed; issues of ethno-cultural diversity are explored, including methods for working with the families of children with special needs in respectful, non-biased ways. This course requires 25 Hours of Fieldwork. <b>[PRE-Req: C or better in ECE 311/312]</b></p>
<p>5 Credits [2 class hours,</p>	<p><b>ECE 411 Early Childhood Practicum II: Pedagogy for Young Children</b> This is a capstone fieldwork course that enables students to demonstrate their competencies teaching young children. It requires supervised participation in an assigned early childhood education setting (preschool to second grade) and attendance at a weekly seminar. Students will</p>

6 lab hours]	utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for young children with diverse learning styles and needs. Students spend a minimum of 90 hours in the field. <b>[PRE-Req: C or better in ECE 311/312]</b>
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**\*\*ePORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS**

All ECE students are required to create an ePortfolio as part of the requirements for passing each course in the ECE sequence. Your ePortfolio is a record of who you are and your learning at BMCC in each of the programs; it will accompany you as you continue your education beyond BMCC. Your ePortfolio contains several parts: a Personal Profile, Academic Artifacts from all of your ECE courses, records of your fieldwork, your resume, and your Co-Curricular Transcript. Creating this ePortfolio will allow you to access and share these materials with your future academic institutions and also prospective employers.

**BLACKBOARD**

The Blackboard Platform ("Blackboard") is a virtual learning environment that many professors will use in ECE courses. Additionally, any ECE course that runs in a hybrid or online format will take place in the Blackboard platform. Blackboard can be used for discussion forums, to post readings and class notes, to give assignments, to make assignments, and to keep a grade book. Professors may use all, some or none of these features in your classes. Training in the use of Blackboard is available through the e-Learning center: <http://www.bmcc.cuny.edu/elearning/>. To access Blackboard, go to [www.cuny.edu](http://www.cuny.edu), click LOGIN in the top, right-hand navigation and enter your regular BMCC email ID/ password. If you do not know your BMCC email ID/Password, you can obtain this information in Room S112.

**STUDENT PROFESSIONALISM POLICY**

ECE students have entered into a professional preparation program. This means that they are required to conduct themselves at all times, both on campus and at fieldwork experiences, with the mannerisms and attitudes that characterize an early childhood professional. The Teacher Education Department at BMCC defines professional behavior in alignment with the National Association of Young Children (NAEYC) Code of Ethics [<http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>] and the New York State Education Department Code of Ethics for Educators [<http://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf>]. The key components of these codes include:

- Basing work with children on the current knowledge and research of child development;
- Respecting the dignity, worth and uniqueness of each individual (child, family member and colleague);
- Help children and adults achieve their full potential in the context of relations that are based on trust, respect and positive regard.

***The essence of these codes is that you, as an educational professional in training, WILL NOT cause physical or emotional harm to others. This is the highest principle that you are held to in the BMCC ECE program.***

Specific behaviors that are against professional practice and that are grounds for program discipline are:

- Engaging in discriminatory practices
- Using inappropriate language
- Engaging in violent or other inappropriate behavior for an educational setting
- Being alone/un-supervised with a child or children in an educational setting
- Neglecting responsibilities as outlined in course syllabi and program guidelines

***Depending on the severity of the non-compliance, students failing to abide by the professional codes and behavioral standards may be subject to the following actions.***

- Conference with Teacher Education Faculty directly involved in the incident and/or Department Chair including written documentation of the incident and plan for changing behavior filed with the department.
- Conference with Teacher Education Faculty directly involved in the incident, Department Chair and review by the ECE Faculty Professional Standards Review Committee. Upon review, the Faculty Professional Standards Review Committee may provide an academic warning and/or written documentation of the incident and plan for changing behavior filed with the department and academic counseling.
- Review by the Faculty Professional Standards Review Committee, Teacher Education Faculty and Professional Standards Review Committee; academic warning and written documentation of the record of behavior filed with the department, academic counseling and the Dean of Students with possible recommendation for further disciplinary action.

#### CUNY Disciplinary Policy

Any student violating the code of behavior or any law or regulation established by the College, and by the city, state or federal government (including the use of drugs) shall be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Higher Education Bylaws and sanctions as listed in the Board of Higher Education Bylaws and Article 129A of the Education Law. The initiation of disciplinary procedures requires a pre-disciplinary hearing before a counselor from the Office of the Dean of Students as set up in line with the requirements of the Bylaws of the Board of Trustees immediately following Revised 22-March-2016 - 38 - an incident which is judged to be an infraction of law or Behavior Code to determine whether or not the case should be referred to the Student-Faculty Disciplinary Committee. As a result of emergency or extraordinary circumstances, a student may be suspended for a period not to exceed seven (7) school days. A hearing must be held within that same time period unless the student agrees or consents to an extension of the time.

If the charges are of sufficient nature and have not been settled at the pre-disciplinary hearing, a formal hearing will be scheduled before the Student-Faculty Disciplinary Committee as specifically outlined in Article 15.3 of the Bylaws of the Board of Trustees.

Students, as a result of this hearing or failure to appear at the hearing, may be subject to immediate and permanent suspension which may apply to all units of The City University of New York. All students involved will be advised of the various levels of appeal under the Bylaws of the Board of Higher Education.

This policy statement is presented to ensure that all members of the department work, learn and grow in a positive, supportive atmosphere.

## **COURSE FIELDWORK**

Most courses in the ECE sequence require that students complete fieldwork hours. There are three formats that these fieldwork hours can occur: co-seminar, individual and assigned.

*ECE 110: 15 hours of fieldwork in a co-seminar.* When you register for ECE 110, you register for a 4-hour lecture that runs the entire semester and at the same time, for a 2-hour fieldwork co-seminar that runs the first eight weeks of the semester. Student must pass the fieldwork seminar in order to pass the course.

*ECE209/211: 30 hours of fieldwork in a co-seminar.* When you register for ECE 209 or 211, you register for a 4-hour lecture and at the same time, for a 2-hour fieldwork co-seminar that runs the entire semester. Student must pass the fieldwork seminar in order to pass the course.

*ECE 210: 30 hours of individual fieldwork.* When you register for ECE 210, you register for a 4-hour lecture. In addition, as part of the course work, you are required to individually participate in 30 hours of instructor-approved ECE-related community events. Note: for this course, direct classroom observation is NOT considered approved fieldwork. You will be required to provide a ticket/brochure/screen shot or other piece of evidence of your fieldwork attendance; your gathered evidence will be used by your instructor to verify hours marked on your fieldwork timesheet. Student must complete 30 hours of individual fieldwork in order to pass the course.

*ECE 308/311: 60 hours of assigned fieldwork.* When you register for ECE 308 or 311, you register for a 2-hour campus based seminar and 4 hours of "Agency". Agency is the registrar's designation for assigned fieldwork hours. Your instructor will assign you to a specific school or center to complete your 60 hours of fieldwork. You will be required to keep a timesheet as evidence of your fieldwork attendance and to have your cooperating teacher and instructor sign off on it. Students must complete 60 hours of assigned fieldwork in order to pass the course.

*ECE 409/411: 90 hours of assigned fieldwork.* When you register for ECE 409 or 411, you register for a 2-hour campus based seminar and 6 hours of "Agency". Agency is the registrar's designation for assigned fieldwork hours. Your instructor will assign you to a specific school or center to complete your 90 hours of fieldwork. You will be required to keep a timesheet as evidence of your fieldwork attendance and to have your cooperating teacher and instructor sign off on it. Students must complete 90 hours of assigned fieldwork in order to pass the course.

*ECE 410: 30 hours of individual fieldwork.* When you register for ECE 410, you register for a 4-hour lecture. In addition, as part of the course work, you are required to individually participate in 30 hours of individual fieldwork of classroom observation of children with exceptionalities. This 30 hours is in *addition* to ECE 409/411 assigned field hours. You will be required to keep a timesheet as evidence of your fieldwork attendance and have your cooperating teacher and instructor sign off on it. Students must complete 30 hours of individual fieldwork in order to pass the course.

### **Important notes for 300-level and 400-level Assigned Fieldwork Courses:**

- 1. The first day of class for ECE 308/311 and ECE 409/409 will be the day/time listed for your seminar (even if you have an Agency day/time that meets prior). So, for example, if your Agency meets Monday**

at 9am and your Seminar meets Monday at 3pm, on the first day of class you would come at 3pm to the room assigned for your seminar. Your instructor will tell you when and where to start your Agency hours after the first seminar meeting.

2. In order to work with young children in the 300 and 400- level fieldwork classes, student will need a medical form filled out by a doctor to document that they are in good health and able to work with children. It must show the results of a TB test that the student has had within one year. The TB results must either be negative or if positive, proof of a non-active chest x-ray must be provided. The required medical form is available in the Teacher Education main office (S616) and must be completed before students begin fieldwork in their 300-level fieldwork course.
3. If non-compliance of professional behavioral standards occurs at an assigned field site, the individual instructor in conjunction with cooperating teacher and the department chair, may IMMEDIATELY remove the student from the assigned placement. Such removal is NON-NEGOTIABLE for the protection of the children. Upon removal, placement of the student in a new field site is NOT guaranteed. Depending on the severity of the incident, additional disciplinary action may be taken.

#### **FIELDWORK GUIDELINES**

The following guidelines outline specific professional behavior that is expected of all students during fieldwork. Non-compliance with any of the following general guidelines can result in disciplinary action being taken:

1. AT NO TIME SHOULD STUDENTS BE ALONE and UNSUPERVISED WITH A CHILD OR CHILDREN.
2. Students must always have BMCC IDs visible/available.
3. Students must dress appropriately for an early childhood setting in clean, non-ripped and modest clothing. This means: no super tight/short clothing, no plunging necklines, no large areas of skin where pants and shirts fail to meet and no underwear showing. Some schools have rules against wearing jeans or open-toed shoes or sneakers. Students MUST follow any specific rules regarding dress that schools may have. If you are unsure what is appropriate, dress up for your first time and then follow the cooperating teacher's advice.
4. Students must be groomed appropriately for an early childhood setting. Students working in Infant/Toddler settings may be required to have short and/or non-polished nails.
5. Students are NOT allowed to bring weapons, including pocket knives, into any school areas.
6. Swearing or abusive language is never allowed (this includes the in the classroom, hallways AND in front of the school area).
7. Students are NOT allowed to talk or text on cell phones in the classroom or school.
8. Students are NOT allowed to bring visitors to the classroom or school area.
9. Students are NOT allowed to eat or drink in the classroom (unless specifically directed to by the classroom teacher).
10. The focus of the fieldwork is the children. Students should not be chatting at length about non-classroom related topics with other staff or volunteers.
11. Students are NOT allowed to discuss specific children with anyone other than the classroom teachers. Because fieldwork is a learning experience, you are allowed to discuss what happens at your fieldwork

placement with your instructor and other members of your class. However, you MUST take great care to protect the identity of specific children and their families; you can use a made-up name or use initials to protect children's identity.

12. Students should have minimal contact with parents/families (greetings are fine). AT NO TIME should students discuss any of the children in the classroom or school, even with their own parents or family. If a parent/family member asks a question, he/she should be directed to speak to the classroom teacher.
13. Students are NOT allowed to give any type of gifts (ie. food, stickers, small stuffed animals, etc.) to any child or children in the classroom.
14. Only classroom teachers are responsible for disciplining children. Report any incidents to the classroom teacher.
15. Students should be responsive to the children and teachers but maintain enough emotional distance to be seen as a professional. Interactions with the children should always be positive and respectful.
16. Students are required to keep ACCURATE track of earned fieldwork hours. Any student found to not be truthful regarding fieldwork hours will not receive credit for such hours, resulting in failure of the course and additional disciplinary action.

*Specific to 300-level and 400-level assigned Fieldwork:*

In *addition* to the guidelines stated above, all 300-level and 400-level student are also bound by the following guidelines:

1. All assigned fieldwork courses meet on the first SEMINAR scheduled day and time. If the first scheduled day/time is seminar, then report to the room listed on the schedule. If the first scheduled day/time is Agency, then wait and show up to the seminar on the day/time/room listed on the schedule.
2. AT NO TIME SHOULD STUDENTS BE ALONE and UNSUPERVISED WITH A CHILD OR CHILDREN. EVER! It is a violation of NYC Department of Health & Human Services regulations for BMCC students to be alone with children in an educational setting. If a teacher or staff member asks a student to be alone with a child/children, the student needs to politely and respectfully refuse. ("I'm sorry. My professor said I am not allowed to be left alone with a child/children. I cannot do what you are asking because it could jeopardize my standing in my course at BMCC."). If this request becomes a frequent occurrence or the student encounters any difficulty, notify the instructor immediately about the situation. Students may be with children in the bathroom to wash their hands but the classroom teachers are responsible for helping children with toileting issues. This is for everyone's protection. Non-compliance with this rule will result in immediate removal from the assigned field placement and additional disciplinary action.
3. Students are required to have a completed medical form with valid TB test (TB tests are good for one year). Medical forms are available in the Teacher Education office (S616) or from the instructor. Students should keep the original medical form and bring a copy on the first day of fieldwork (instructors may also collect copies). Certain schools may have additional required paperwork or orientation requirements; these will be explained to students by the instructor.
4. Students at assigned field placements have scheduled hours. Although this is an un-paid internship, students are expected to treat their assigned placement like a job. Students CANNOT change hours/days, miss days or show up late regularly. The assigned placement is set by the instructor; ANY changes need to be approved by the instructor (regardless of what may be worked out with the staff at the field site).

5. Students MUST be at their field placements ON TIME, EVERY DAY they are scheduled. If a student will be late or absent, they MUST call and report this to their field placement. Instructors may have additional requirements for reporting lateness/absences.
6. If students miss a day at the field site for any reason, including school closings and vacations, the students MUST make up the hours and document them accurately on their timesheet. With permission, students can come early and leave late or go to the field site on a day they are not schedule (at the convenience of cooperating teacher). Students will not pass their class unless they complete the required fieldwork hours (300-level = 60 hours; 400-level = 90 hours). ALL missed field hours MUST be made up.
7. There are many tasks that need to be done daily and the cooperating teacher may ask the student for help (assisting with clean-up, help setting up for a meal, setting up for an activity, etc.). Give it! But, students should be doing regular classroom tasks that involve the daily schedule and child interaction. Students should not be running errands outside the classroom or doing things the classroom teachers would not be doing themselves.
8. As part of their course work, students may be engaged in capturing and analyzing video of children in teaching situations. Students MUST ensure confidentiality and privacy for the protection of young children with any captured image. This includes:
  - Following any rules in place for video capture at the specific field site or additional rules determined by the instructor
  - Only capturing children with photo/video permission consent
  - Capturing sides of face/back of head as much as possible
  - Students are allowed to view/use captured video at BMCC during classtime ONLY. AT NO time is video from the field site allowed to be downloaded, copied, saved or transferred to any devise other than that provided by your instructor or without instructor permission. Captured video should NEVER be posted anywhere on the Internet.

Any student found to be using captured video inappropriately will be considered as endangering children. This will result in IMMEDIATE dismissal from the BMCC ECE Program and referral to the Department of Student Life for a disciplinary review.

9. Student should report any incidents or issues at their field placements to their instructors immediately. Any concerns students have with their field placements or their relationship with the cooperating teacher(s) should be discussed with the instructor in a confidential area (do not discuss concerns with other staff or classmates). Student should not wait until the end of the semester to correct a problem or misunderstanding.