

Beyond Crayons, Markers & Paint

If you take a stroll down the hall on the second floor of the Sullivan--Louisville main building toward 218 and peek in the door, you may see students engaged in a variety of activities that seem far removed from a typical college classroom. **What might you see?** Well, Early Childhood Education students come to school on a daily basis ready to participate in activities such as: painting, dancing, singing, tasting baby food, or assuming the Downward-Facing Dog yoga position while learning yoga for toddlers. Taking concepts that are critical to caring for an infant or child and chunking them into experiences that make connections to learning and promote processing information from the short term memory to long term retention is our mission. An example of this might be when Dr. Joan Durso teaches American Heart CPR and First Aid to the ECE students.



As the students are demonstrating chest compressions and rescue breathing, she accesses the “Staying Alive” tune by the Bee Gees to assist students while they perform the required 30 compressions and 2 breaths with 100 beats per minute for an infant. Students are able to get into the rhythm and perform this task as Dr. Durso and Richard Routt circulate to assess the students’ accuracy demonstrating their skills. Pictured to the left are Dr. Joan Durso, AHA trainer and faculty member for the Graduate program, and Dyann

Stewart, second quarter student, working on techniques. On another day, you may find students playing Bingo with ECE vocabulary, working in learning centers to cooperatively create informative posters on childhood illnesses or designing interactive bulletin boards with reading or math readiness skills.

ECE instructors try to “practice what we preach” to introduce and reinforce content knowledge by designing games and learning centers to teach class. Research indicates that children learn through play. Adults learn from hands-on activities, too. So as you peek into room 218, you will see us involved in active learning where research based content is integrated. Students are later tested on content after they have participated in guided practice to apply their learning.




What might you see beyond the 218 classroom?



ECE students may be seen carrying around musical instruments, children's books or colorful visual aids. Don't assume these big bulky projects are the only forms of assessment for ECE majors. In addition to the creative learning opportunities, ECE students must conduct research, write papers, and be assessed through exams and an exit portfolio.

The study of child development is intellectually stimulating with theories, case studies, and strategies to handle various situations that impact a child's **L**anguage, **I**ntellectual, **P**hysical and **S**ocial/emotional

domains of development. ECE students use the acronym, **L.I.P.S.**, and job aid picture,  to remember all of the areas of development. This is another strategy to assist students with the retention of information. Transforming course content into classroom activities that model best practices is the job of the ECE faculty.

How do graduates use this knowledge in their career field?

Take a gander at these recent ECE graduates in their current positions when asked, *"How have you utilized the education you received at Sullivan in your current position?"*

Blanca Reyes, spring 2010 A.S. in ECE graduate and pictured to the right, currently employed at YUM! Brand – Bright Horizon Child Development Center as the Infant Lead Teacher/Spanish Teacher commented, "Child care is not just about taking care of children; it is about providing a safe and nurturing environment for children that encourages their social, emotional, physical and intellectual development. It is about creating the foundation of a great future for them, and I really enjoy making a difference in the children's life."



Kelsi Craine Carroll, summer 2010 A.S. in ECE graduate, currently employed as a Certified Professional Nanny for a local Louisville family with a 15 month old infant. She shared, "I have utilized my education in many ways. Every parent has the thought "is my child on track in his/her development?" After studying child development at Sullivan, I am able to answer all of the questions and reassure parents that their child is developing correctly in all areas. I was able to help teach my charge's parents how to make healthier baby food, which was a fun and messy adventure. Because of my education from Sullivan, I am able to think of fun and creative ways to teach new and exciting skills every day. I am truly

blessed to be a part of this adorable 15 month old little girl's life. There is nothing more special than watching her make new discoveries every day." Pictured below is Kelsi snuggled up with her charge this past winter season.



Phillip Baynard, an A.S. in ECE winter 2011 graduate, currently employed as the site director for Jeffersontown Elementary YMCA Childcare Enrichment Program. He shared, "My education at Sullivan taught me lots of ways to deal with all kinds of scenarios. While attending Sullivan, I learned that children are not "little adults." You really have to get on a child's level to fully understand them. It's their job to learn and have fun. It's our job to keep them safe while they're doing so." Pictured below is Phillip playing around with 3 of his students at the Childcare Enrichment Program –



Angela Riggs, ECE Director, stated that she is very proud of the graduates of her program. "Unfortunately, I am not always a favorite teacher among the ECE students because I am determined to produce graduates that will accept the awesome responsibility of providing a quality learning environment and caring for young children in a professional manner. I challenge my students to work hard and earn their degree by demonstrating the mastery of skills. Many

times this is not always appreciated until they graduate and get into the “real-world” where their education is tested on a daily basis.” Phillip Baynard, graduate pictured above, stated in a recent email to Mrs. Riggs, “I wouldn't be where I am today if it weren't for you! “

Students graduating with the A.S. in ECE have completed 300 clock hours at assigned externship sites, passed 2 different competency exams with a 70% or higher, created an exit portfolio that houses their work and essential documents to meet the performance threshold of 70% or higher using the grading rubric, completed all of their ECE classes (18) with a “C” or higher, completed CPR/First Aid certification, attended water safety training, and complied with the quarterly drug testing and background checks throughout their enrollment.