Student Resources

- **Boot Camp**: Thesis and Dissertation writing and editing support, workshops, time to write. Four weekend sessions per semester at Sherrod Library.
  Emily Frances Reed, 423-439-7062; ered@etsu.edu
- **Graduate Student Success**: Assistance with setting and maintaining personal and academic goals when experiencing stress.
  Ivy Buie; Sherrod Library, Room 462; 423-439-7062; gradsuccess@etsu.edu
  http://www.etsu.edu/gradstud/successservice.aspx
- **Sherrod Library**: Graduate Student Support:
  - Dr. Wendy Doucette, Graduate Services Librarian, doucettew@etsu.edu
  - Workshops: http://sherrod.etsu.edu/patron/grad_PROFESSIONAL_SCHOLARSHIPS.aspx
- Dissertation Scholarships: For full semester:
  http://www.etsu.edu/gradstud/professional_scholarships/thesisdissertations.aspx

Admission Process

Applicants for the PhD in Early Childhood Education Program are evaluated once each year for admission in the fall semester. Application information deadline is March 15. This deadline is flexible until enrollment is filled. The program has a number of fellowships to support full-time doctoral students that are awarded on a competitive basis. Admission to the program has the same requirements as existing graduate school requirements plus additional specific requirements:

- Application form
- Application fee ($55 USA or $65 International)
- One official transcript from each institution attended (undergraduate and graduate)
- Personal resume
- Personal essay including a written statement of career and ethical goals, professional experience, and area of interest for a dissertation
- Official Graduate Record Examination (GRE) scores taken within the past five years. Preferred score is 50th percentile or higher
- Four letters of recommendation
- Master’s Degree in Early Childhood or a related field from a regionally accredited university
- An interview with the admissions committee

Early Childhood Education PhD Program

Spring-Summer 2019 Newsletter

Early Childhood Education Department

Vision

The vision of the early childhood program is to engage in and encourage lifelong learning and produce teachers, researchers and leaders who advocate for and create quality early childhood experiences in early care and education.

NAEYC Professional Preparation Standards

STANDARD 1. Promoting Child Development and Learning
STANDARD 2. Building Family and Community Relationships
STANDARD 3. Observing, Documenting, and Assessing to Support Young Children and Families
STANDARD 4. Using Developmentally Effective Approaches
STANDARD 5. Using Content Knowledge to Build Meaningful Curriculum
STANDARD 6. Becoming a Professional
STANDARD 7. Early Childhood Field Experiences

Dr. Trivette, Hongxia Zhao, Dr. Sharp and Rebekah Taylor at the May 2019 Graduation
Katherine Madison is a doctoral student in the Department of Early Childhood Education. She is from Johnson City, Tennessee. While receiving her bachelor’s degree in criminal justice, Katherine was interested in working with troubled children, so she continued her studies and earned her master’s degree in early childhood and elementary education. She taught for 15 years in an elementary school in North Carolina. She then decided to go back to school and get her PhD in Early Childhood Education at East Tennessee State University. She received a fellowship from the Southern Regional Education Board.

Katherine’s research interest focuses on the reasons behind preschool suspensions and finding solutions for this problem. Currently she is working on her prospectus.

She has presented on this topic at various conferences such as, the Association for Constructivist Teaching (ACT), the National Association for the Education of Young Children (NAEYC) and the ETSU Early Childhood Conference.

Narges Sareh is a doctoral candidate in the Department of Early Childhood Education. She is from Iran. She received her bachelor’s degree in Italian language and literature from the University of Tehran. She then received a scholarship to study in Italy at Universita’ per Stranieri di Siena (The University of Siena for Foreigners). She came to the United States in 2013 to study early childhood education. She earned her master’s in early childhood education from ETSU.

Her research interests focus on early mathematics learning, as well as the gender differences in young children’s learning. Narges successfully presented her prospectus which is about the relationship between the amount of time preschool boys and girls spend in the block area and their spatial performance. She is also working on a pilot study for her dissertation. She is expecting to graduate in May or summer of 2020.

Narges has presented at different conferences such as, the National Association for the Education of Young Children (NAEYC), the Association for Constructivist Teachers (ACT), and the ETSU Early Childhood Conference. She is involved with various organizations on campus at different levels, such as the Graduate and Professional Student Association (GPSA), Presidential Ambassadors, International Student Association, and International Buccaneer Buddies. She recently received the Sherrid Library Graduate Student Scholarship for Excellence in Research.

Dr. Alissa Lange co-authored a book, Teaching STEM in the Preschool Classroom. It is designed to build educators’ confidence and competence so they can bring STEM to life with young children. She encourages pre-K teachers to discover the value of engaging preschoolers in scientific inquiry, technological explorations, engineering challenges, and math experiences based on learning trajectories. She explains the big ideas in STEM, emphasizing teaching strategies that support these activities (such as language-rich STEM interactions), and describes ways to integrate concepts across disciplines. This book features research-based resources, examples of field-tested activities, and highlights from the classroom.

Drawing from a professional development model that was designed with funding from the National Science Foundation, this book is an essential resource for anyone who wants to support preschool children to be STEM thinkers and doers.

Dr. Jane Broderick has been on sabbatical during the Spring 2019 semester. She has been focusing on several projects, including book editing and writing an article with her colleague, Seong Bock Hong. She has also been writing a pair of articles with a student in the Early Childhood Emergent Inquiry Certificate Program, where the student submits an article as her teacher research and Dr. Broderick writes a parallel voices article highlighting the significance of the research. Additionally, she has been moving forward with two research projects.


Venier, A. (in-progress). Where’s the power?: Teacher research through emergent inquiry.

Broderick, J. T. (in-progress). Where’s the power?: Parallel voices.


http://www.southernearlychildhood.org/SECA.png

Southern Early Childhood Association (SECA): This conference is held in the spring. SECA website: http://www.southernearlychildhood.org/

Tennessee Association for the Education of Young Children (TAEYC): This conference is held in the fall. TAEYC website: http://www.taeyc.org/calender.html

ETSU Early Childhood Conference: This conference is planned for July 9-11, 2020. All ECU Faculty are contacts for this conference. http://www.etsu.edu/eco/childcare/conference/default.php
Dr. Broderick

Dr. Evanshen

Dr. Lange

Dr. Sharp

Dr. Malikus

Dr. White

Faculty and Creative Activity

Dr. Trivette and her colleague Bonnie Keilty, PhD (Hunter College) are working on the FamSCLE (Family Strengths Constructing Learning Experiences) project that builds on the families’ existing strengths or strategies to support children’s learning. Families of young children with a disability or a learning challenge are already using many learning strategies with their children. Dr. Trivette’s team observes families’ interactions with children during various activities and records the strategies that families use with their children. They then discuss the learning strategies they observed with families and ask them about the learning processes and effectiveness of their strategies to co-construct their plan for the next week. The impact on parents has been very positive. As one parent said, “When you have a special needs kid, you are always wondering, ‘Am I doing the right thing or am I not doing it right?’” This process very clearly helps families see all the things they are doing “right” and encourages them to continue what they are doing. This approach is being used in several early intervention programs: Queen’s County, Maryland; Noah’s Arch, Melbourne, Australia; and two programs in New York City.

Dr. Malkus

Dr. Lange

Doctoral Students, Guillermo Mendoza, Daisy Tian, Tahani Ahmed, in Dr. Malkus’ course, ECED 7950 Advanced Research in Early Childhood and Seminar.

Doctoral Students, Guillermo Mendoza, Daisy Tian, Tahani Ahmed, in Dr. Malkus’ course, ECED 7950 Advanced Research in Early Childhood and Seminar.

Doctoral Fellow, Randa Dunlap, teaching an undergraduate course, ECED 3150 Creative Development of Young Children.

Doctoral Fellow, Narges Sareh, teaching an undergraduate course, ECED 2125 Infant and Toddler Care.

Daisy Tian received the certificate of commendation on the doctoral comprehensive exam (oral).

Gustavo Mendoza received the outstanding doctoral student teaching award and certificate of commendation on the doctoral comprehensive exam (written).