

EDUCATIONAL FOUNDATIONS

Educational Foundations (EDFN) is the education home to secondary BSE majors. We believe strongly that teachers must both know the subjects they teach and how to teach them to students. Because of this belief, we value our partnership with liberal arts departments in providing education courses, field experience, and co-advisors for our undergraduate secondary education students. This partnership also includes content specific preparation.

Educational Foundations is also home to two multidisciplinary concentrations, Educational Studies and Applied Disability Studies.

The Programs

- Multidisciplinary Studies, B.A. – Educational Studies Option (<https://catalog.millersville.edu/undergraduate/multidisciplinary-studies/educational-studies-ba/>)
- Multidisciplinary Studies, B.A. – Applied Disability Studies Option (<https://catalog.millersville.edu/undergraduate/multidisciplinary-studies/applied-disability-ba/>)
- English, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-arts-humanities-social-sciences/english-world-languages/english-bsed/>)
- Mathematics, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-science-technology/mathematics/mathematics-bsed/>)
- Social Studies, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-arts-humanities-social-sciences/social-studies/social-studies-bsed/>)
- Biology, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-science-technology/biology/biology-bsed/>)
- Chemistry, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-science-technology/chemistry/chemistry-bsed/>)
- Physics, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-science-technology/physics/physics-bsed/>)
- Special Education, B.S.Ed. (<https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/special-education-bsed/>)
- Language and Culture Studies, B.A. - Teacher Education - German (<https://catalog.millersville.edu/undergraduate/college-arts-humanities-social-sciences/english-world-languages/teacher-education-option-ba-german/>)
- Language & Culture Studies, B.A. - Teacher Education - French (<https://catalog.millersville.edu/undergraduate/college-arts-humanities-social-sciences/english-world-languages/language-culture-studies-ba-teacher-education-french/>)
- Language & Culture Studies, B.A. - Teacher Education - Spanish (<https://catalog.millersville.edu/undergraduate/college-arts-humanities-social-sciences/english-world-languages/language-culture-studies-ba-teacher-education-spanish/>)

the faculty

Brooks Sarah; Associate Professor

College of Education and Human Services
B.A., Gordon College, 2002; M.A., University of Connecticut, 2006; Ph.D., University of Virginia, 2010

Deemer Sandra; Professor

College of Education and Human Services
B.A., Millersville University, 1992; M.A., University of Delaware, 1997; Ph.D., Ibid., 1999

Dietrich Nanette; Professor

College of Education and Human Services
Ph.D., University of Delaware, 2005

Dreon Oliver; Professor

College of Education and Human Services
B.S., University of Pittsburgh, 1991; M.A., Ibid., 1992; Ph.D., The Pennsylvania State University, 2008

Gaudio Ann; Professor

College of Education and Human Services
B.S., University of Michigan, 1989; M.S., Ibid., 1990; Ed.D., University of Pittsburgh, 2008

Hanich Laurie; Professor

College of Education and Human Services
B.A., Temple University, 1993; M.S., Indiana University of Pennsylvania, 1998; Ph.D., University of Delaware, 2001

Herr Ojoma Edeh; Professor

College of Education and Human Services
Ph.D., Columbia University, 1998

Ibrahim Abdulsalami; Assistant Professor

College of Education and Human Services
B.S.Ed., Usmanu Danfodiyo University (Nigeria), 2007; M.Ed., Ibid., 2012; D.Ed., Indiana University of Pennsylvania, 2019

Licata Ann Marie; Assistant Professor

College of Education and Human Services
B.S., Indiana University of Pennsylvania, 1986; M.S., St. Bonaventure University, 1991; Ph.D., Marywood University, 2006

Long Ellen; Associate Professor

College of Education and Human Services
B.A., Assumption College, 198; M.A. Ibid., 1985; Ph.D., The Pennsylvania State University, 2000.

Neuville Thomas; Professor

College of Education and Human Services
B.S.W., University of Wisconsin, 1974; M.B.A., University of Phoenix, 1987; Ph.D., Colorado State University, 2000

Primus Nakeiha; Associate Professor

College of Education and Human Services
B.A., Tufts University, 2005; M.A., Duke University, 2008; Ph.D., University of Delaware, 2014

Witmer Miriam; Assistant Professor

College of Education and Human Services
B.S., Millersville University, 1983; M.S., Ibid., 1992; Ph.D., Temple University, 2014

Wright Tiffany; Associate Professor
College of Education and Human Services
B.A. Gettysburg College, 1997; M.A., Millersville University, 2002; Ed.D.,
Johns Hopkins University, 2009

The Courses

EDFN 179: 1-3 s.h.

Experimental

Experimental

EDFN 211: 3 s.h.

Foundations Modern Education (D)

This course provides an analysis of the philosophical, anthropological, sociological, economic and historical foundations for the contemporary PreK-12 school system in the United States; more specifically how issues of race, ethnicity, language, gender, disability, sexual orientation, geography, socioeconomics and religion influence the profession of teaching in particular grade-level contexts. The content for each section will be focused on the respective program area of the candidates (PreK-4 grades, 4-8 grades, and 7-12 grades). The course addresses the Pa. Dept. of Education's sociocultural standards for English-language learners. Must be taken simultaneously with EDFN 241. Includes field experience, which requires submission of satisfactory FBI, Act 34/151 clearances for eligibility for field placement.

EDFN 211H: 3 s.h.

H: Foundations Modern Educatio (D)

EDFN 241: 3 s.h.

Psychological Foundations of Teaching

Teaching and learning through the application of psychology to the activities of the classroom. Learning theory and practice, human growth and development, motivation, classroom management, evaluation and principles of effective instruction. Must be taken simultaneously with EDFN 211. Includes field experience, which requires submission of satisfactory FBI, Act 34/151 clearances for eligibility for field placement.

EDFN 241H: 3 s.h.

Hon:Psyc Foundation/Teaching

EDFN 279: 1-3 s.h.

Experimental

Experimental

EDFN 300: 3-12 s.h.

Co-Op Ed Experience in EDFN

Co-Op Ed Experience in EDFN

EDFN 312: 3 s.h.

Women and Education (P)

This course uses philosophical analysis and a sociology of knowledge approach to examine women's and girls' experiences with respect to educational institutions as they exist in contemporary America. These concerns are explored dialectically, examining not only how educational institutions and opportunities shape women, but also how the presence of women in educational activities alters the nature of that enterprise. Offered periodically. Prereq: COMM 100, ENGL 110, junior status.

EDFN 312H: 3 s.h.

Hrs:Women and Education (P)

Hrs:Women and Education

EDFN 320: 3 s.h.

Instructional Technology in Elementary Education

Students use case studies to explore the uses of technology and its application in elementary education. Topics include computer basics, applications software, curriculum integration, evaluation of educational software, telecommunications and multimedia presentation systems. Students are provided a series of hands-on experiences with hardware and software to develop the skills and competencies required of the elementary education teacher. Offered in fall, spring. No credit given if credit earned in EDFN 130, 220, 230, 330/530, 333/533 or EDAR 330/530.

EDFN 320H: 3 s.h.

H:Instructnl Technol in ELED

H:Instructnl Technol in ELED

EDFN 330: 3 s.h.

Instructional Technology, Design & Assessment

Instructional design and assessment will be used as a basis for planning and evaluating the use of technology for student-centered teaching and learning within specific disciplines. Offered in fall, spring. Admission to advanced professional studies. No credit given if credit earned in EDFN 130, 220, 230, 320/520 or EDAR 330/530. Taken with professional bloc. Professional bloc field experience includes approximately 150 hours in schools.

EDFN 336: 3 s.h.

Assistive Technology & Online Learning

Designed to provide pre-service special education teachers with experiences in the use of technology in teaching and online learning. This includes assistive technology by students with disabilities to become more independent, as well as the use of a variety of instructional technologies to encourage more active and effective learning. In addition, teacher candidates will learn various technological strategies and tools that can be used to provide different paths for student achievement and enhance student learning.

EDFN 355: 3 s.h.

Living Online (D, P)

"All the world's a stage" famously open Act II of As You Like It, a Shakespearean comedy uniquely positioned to showcase the valleys and peaks of human experience. Interestingly, as the world's stages become increasingly technological and anonymous, how youth learn, think, and find voice has also shifted. Looking beyond the social posturing characteristic of today's "selfie generation," these contexts offer incredible insights about the nature of learning and identity development. This course will explore the work of social theorists, technology gurus, public policy makers, and youth participants who continue to grapple with ever-changing landscape of social media. Using major current events as a lens: #EgyptianRevolution #OccupyWallStreet #RapeCulture #AllLivesMatter #Islamphobia, this course explores social media as a culturally mediated/sustaining response and practice worldwide.

EDFN 376: 3 s.h.

Whose School Is It? (D, P)

Historical, political and legal investigation of American public schooling in the 19th and 20th centuries and of the issue of equal educational opportunity in regard to gender, class, race and ethnicity. Students should have completed a lower level history, historiography, political science or educational history course. Offered periodically. Prereq: COMM 100, ENGL 110, junior status.

EDFN 376H: 3 s.h.**Hrs:Whose School Is It? (D, P)**

Honors Course - Historical, political and legal investigation of American public schooling in the 19th and 20th centuries and of the issue of equal educational opportunity in regard to gender, class, race and ethnicity. Students should have completed a lower level history, historiography, political science or educational history course. Offered periodically.

EDFN 379: 1-3 s.h.**Experimental**

Experimental

EDFN 386: 1-6 s.h.**Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

EDFN 387: 1-6 s.h.**Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

EDFN 388: 1-6 s.h.**Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

EDFN 398: 3 s.h.**Urban Immersion Seminar**

Intensive living-learning experience based in an urban setting. On-site experience in urban schools and social service agencies is provided as well as service-learning experiences within the urban community. Professional development geared to developing the skills and knowledge base needed to work effectively in urban communities will be available. Course portfolio tailored to student's area of interest/major is required. Offered in summer. Prereq: COMM 100, ENGL 110 and junior status.

EDFN 399: 3,6 s.h.**Culture & Education Seminar**

Humans are divided into different groups based on religion, language, ability, beliefs, ethnicity, appearance, values, traditions and many other markers. Effective communication across these differences requires all humans, and teachers in particular, to develop skills that enable successful interaction and collaborate across boundaries. Culture can be understood, at least partially, as the background and preconceptions humans carry into any interpersonal situation. Since culture constitutes the keystone of identity, it is a key source of conflict between people, particularly in the teacher-student relationship. This seminar pairs discussions and readings about the nexus of culture, identity and education with immersion in different cultures, internationally, nationally and locally, to develop a deeper commitment in students to be effective teachers for all children across all differences. Prereq: EDFN 211 and 241

EDFN 400: 3-12 s.h.**Co-Op Ed Experience in EDFN**

Co-Op Ed Experience in EDFN

EDFN 489: 1-4 s.h.**Honors Course**

Two to four semesters of supervised research by highly motivated students capable of conducting independent research projects. For further information, see the Special Academic Opportunities section.

EDFN 498: 1-6 s.h.**Independent Study**

For further information, see the Special Academic Opportunities section.

EDFN 499: 1-4 s.h.**Departmental Honors**

Two to four semesters of supervised research by highly motivated students capable of conducting independent research projects. For further information, see the Special Academic Opportunities section.