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

- 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/)

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

Gaudino, 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., Usman 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

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 Education (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.
H: Psychological Foundations of Teaching

EDFN 279: 1-3 s.h.
Hon:Psych Foundation/Teaching
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.
H: Women and Education (P)

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, 320/520 or EDAR 330/530. Must be taken simultaneously with EDFN 330. Includes field experience, which requires submission of satisfactory FBI, Act 34/151 clearances for eligibility for field placement.

EDFN 320H: 3 s.h.
H:Instruction Technol in ELED
H:Instruction Technol in ELED
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

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.