



APPROVAL FORM

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title COMPUTER SCIENCE FOR TEACHERS  
 Sponsor(s) FRAN MASAT Dept. MATH/COMPUTER SCIENCE  
 Check One  Course  Credit/Level/Title Change  or  delation  Other \_\_\_\_\_  
 Concentration \_\_\_\_\_  Specialization \_\_\_\_\_  Major Program \_\_\_\_\_  Certification \_\_\_\_\_  
 Graduate \_\_\_\_\_ Undergraduate \_\_\_\_\_ No. of Credits \_\_\_\_\_

REVIEWS

Reviewed [Signature] 11-17-80  
 Dept. Chair. Date

Department Curr. Comm.

Reviewed 11-17-80  
 Date

Approved  
 Not Approved 11-17-80  
 Date

[Signature]  
 Chairperson, Dept., Curr. Comm.

Division Curr. Comm.

Reviewed 2/12/81  
 Date

Approved  
 Not Approved 2/17/81  
 Date

[Signature]  
 Chairperson Div. Curr. Comm.

Dean of Division

Reviewed 2/18/81  
 Date

[Signature]  
 Signature

SENATE CURRICULUM COMMITTEE

SCC # 80-57-21 Proposal Received 1/24/81 Open Hearing Held 3/2/81

Returned to the department for the following reason(s): Terms change

Approved by the Curriculum Committee: Date 3/5/81

Presented to Exacutive Committee of the Faculty Senate as information: Date 3/6/81

Notifications forwarded: Vice President for Academic Affairs: Date 3/9/81

[Signature]  
 Signature: Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled

5-20-81

Date

Signature

Course approved Yes \_\_\_\_\_ No \_\_\_\_\_

If no, reasons are as follows:

*James J. [unclear]*

- 1.
- 2.
- 3.

Student credit hours assigned \_\_\_\_\_

Faculty load hours \_\_\_\_\_

Equalized credit hours \_\_\_\_\_

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned

by Registrar Yes \_\_\_\_\_ No \_\_\_\_\_

Hegis Taxonomy Number \_\_\_\_\_

*[Signature]*  
Signature: Registrar

3/23/81  
Date

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be \_\_\_\_\_

Signature: Academic Dean

Date

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

GLASSBORO STATE COLLEGE

COURSE PROPOSAL

1. Title of the Course: Computer Science for Teachers

Department: Mathematics and Computer Science

Sponsor: Mathematics and Computer Science Department

Initiator: Fran Masat

2. Essence:

a. Undergraduate Course

b. Credit: 3 s.h.

c. Level: Freshman through senior level

d. Prerequisites: None

e. Effects on curricular pattern: The proposed course will complement the existing offerings of the Mathematics and Computer Science Department, the Industrial Education Department and EPIC. The course could be taken for general education in the Division of Liberal Arts and Sciences, and as an elective elsewhere. However, the design of the course is clearly to meet the existing need for elementary and middle school teachers who are able to use computers in their teaching. It is recommended that the course not be required of all certification majors at this time due to limited departmental resources. Rather, a maximum of four sections (140 students) per year should allow for the training of those pre-service students seeking to be competitive in the teaching market.

f. Time Frame: First offering would be the Fall Semester of 1981, two sections.

3. Details:

a. Adequacy of Resources: Adequate staff exists. A computing lab (Robinson 303), a microcomputer lab (Robinson 304), and a department library, in addition to the resources of Savitz, are all available. No additional faculty, space or resources are currently needed. As computer technology continues to develop, it will be desirable to obtain new state-of-the-art hardware and software.

b. Uniqueness and characteristics of the course: This course is unique at Glassboro State. Most of the topics in the course did not exist in previous years. The course is distinct from the interdisciplinary course, Computers and Society, which only briefly treats computers in education as one of the ten or fifteen different applications areas covered. The course is also

distinct from Introduction to Computer Science, in which the emphasis is on learning to write computer programs. The emphasis in this new course is on computer usage and instructional applications.

The general characteristics of the course are as follows:

1. Hardware and software background adequate for conditions likely to be found in schools today, but also adequate for dealing with the changes likely to be experienced over a period of 5-10 years.
2. A concentration on the relevant findings from research areas such as **learning**, **teaching**, **curriculum development**, and **evaluation**. Too often, research on the teaching and learning processes is discounted as having virtually no value to practitioners. The position of this course is that research in education is pertinent to effect the design and delivery of computer related instruction.
3. An opportunity to demonstrate proficiency in instructional computing through task-centered lab-experiences. This would be comparable to a micro-teaching experience so often recommended as a precursor to practice-teaching in a discipline, and would concentrate on the tasks of (a) using computers in teaching and, (b) experiencing and evaluating computer hardware and software.

(The above characteristics are adapted from a similar semester course sequence offered as part of a pre-service professional minor at the University of Illinois.)

c. Objectives of the Course:

1. The student will be able to cite significant dates, people and events in the history of the development of computers.
2. The student will be able to cite implications and applications of computers in today's society.
3. The student will be able to illustrate the basic structure of a computer and how it processes information.
4. The student will be able to write simple BASIC programs.
5. The student will be able to cite the characteristics of current and prospective hardware for computer-based learning.
6. The student will be able to use educational software to demonstrate computer-based learning.

7. The student will be able to analyze educational software in terms of student needs and abilities.
8. The student will be able to integrate computer usage into a course; e.g., writing using a CAI program or package.

d. Evaluation and Grading Procedures:

1. Written exams on the course topics (60%).
2. Demonstrations of an instructional use of the computer (25%).
3. A paper on instructional uses of the computer (15%).

4. Topical Outline:

A. Introduction to Computers

1. What a computer is and isn't
2. Types of computers: micros, minis, main-frames
3. Hands-on experiences with computers

B. The Computer Age

1. The history of computers
  - a. Early calculating and computing devices
  - b. The development of modern computers
  - c. Prospects for the future
2. What computers can do; removing fears
3. What computers can't do; removing myths

C. Programming a Computer

1. Using library ("canned") programs
2. A basic computer language: BASIC
3. Writing simple programs
4. How computers and peripheral devices work

D. Brief Survey of the Uses (and Abuses) of Computers

1. Uses of computers

- a. Education, humanities, and science
- b. Banking and business
- c. Engineering and manufacturing
- d. Government and politics
- e. Medicine and physiology
- f. Sports and entertainment
- g. Transportation
- h. Communication
- i. Other

2. Abuses of computers

- a. Computer "errors"
- b. Loss of privacy
- c. Crime

E. Hardware for Computer-Based Learning

1. Time-sharing systems, including PLATO
2. Self-contained systems
3. Distributed systems; networks
4. Textual input and output
5. Graphic input and output
6. Audio input and output
7. Computer-television systems
8. Multi-media learning systems

F. Software for Computer-Based Learning

1. Categories for software (not mutually exclusive; some programs will incorporate several of these characteristics)
  - a. Computer-assisted problem solving

Problem solving with library ("canned") programs (used by individual students or for group demonstrations), including programs in which the computer functions as a coach for problem solving

- b. Computer-managed instruction (CMI)
  - i. Diagnostic testing
  - ii. Student record-keeping
  - iii. Statistics on students' performance (enabling, e.g., item analysis)
- c. Computer-assisted instruction (CAI)
  - i. Drill and practice systems
  - ii. Tutorial systems - for non-algorithmic content and for algorithmic content
  - iii. Question-answering systems
- d. Educational games
- e. Simulations

2. Principles for design and evaluation of educational software

- a. Principles based on the dynamics of human perceptual and learning processes
- b. Principles aimed at creating a "friendly", convenient interactive environment, in which the student has significant "mobility"

3. Sources of educational software

G. The Economic, Psychological and Social Significance of Computers in Education

5. Rationale:

Professor Donald L. Henderson of Mankato State, <sup>Minnesota,</sup> writing in Educational Technology, noted that "all teachers and educational administrators should complete a minimum of two courses in computer science as a general requirement for certification. . . . the elementary teacher is no longer excluded when we talk about the computer as an instructional tool. The students in grades 1-8 are very much aware of computers and can be become motivated in using this technology in their classwork." While it is not feasible to require this new course of all elementary education majors at the college, it makes sense for students who wish to enroll in a program of excellence to include at least this course, and possibly Introduction to Computer Science. Clearly, however, the main focus of this course is to be that of the introduction of the computer as a classroom tool.

Over 60% of New Jersey's public high schools (242 out of 408 in 1978) use computers for instruction, but many elementary, middle school and secondary teachers in New Jersey schools have an inadequate background for utilizing computers in their classes. This course meets their needs as well and thus can provide an effective and timely summer offering. Moreover, the

course provides a needed instructional model for training pre-service teachers to use computers in their teaching, thus complementing and reinforcing any CAI or CMI training they may have received or expect to receive. The pre-service career level was chosen as being ideal for helping prospective teachers to learn about and experience alternative instructional media, such as computers, and their applications.

It is now the case that some elementary education majors at the College are electing Introduction to Computer Science. While this is an appropriate course, it is lacking the emphasis on use and applications that the new course will provide. Thus, the new course will enhance the curricular offerings in many areas of the college, will advance the practical uses of computing for the region, and is in line with the Mathematics and Computer Science Department's concentration and major programs.

#### 6. Consultations:

Consultations were solicited from the following

Elementary Education, Marion Hodes  
 Secondary Education, John Schaub  
 EPIC, Ted White  
 Physical Sciences Department, Lee Dinsmore  
 Industrial Arts, Paul VonKoltz  
 Sociology, Ted Tannenbaum  
 Administrative Studies, Leo Beebe

Replies are attached.

#### 7. Additional Information (Text and References)

##### A. Possible Texts:

1. Billings and Moursund, Are You Computer Literate?  
 Dilithium Press, Ore., 1979.
2. Doerr, Microcomputers and The 3 R's: A Guide for Teachers,  
 Hayden Book Co., Rochelle Park, N.J., 1979.
3. Ellis, Allan B., The Use and Misuse of Computers in Education,  
 McGraw-Hill, New York, 1974.
4. Graham, Neill, The Mind Tool, West, St. Paul, 1980

##### B. Possible Readings Include:

1. Bukoski, William and Korotkin, Arthur, "Computing Activities in Secondary Education," Educational Technology, January, 1976.
2. Brown, Dean and Cole, Phyllis M., "The Classroom Microcomputer," Computer Decisions, Feb., 1975.

3. "Computers and Careers: A Suggested Curriculum for Grades 9-12," Central Texas College, U.S. Gov. Printing Office, Wash. D.C., 1973.
4. Darby, Korothkin, and Romashko, The Computer in Secondary Schools: A Survey of the Instructional and Administrative Usage, Praeger, N.Y., 1972.
5. Dennis, J. Richard, "Training Preservice Teachers to Teach with Computers," AEDS Journal, 1978.
6. Henderson, Donald L., "Educational Uses of the Computer: Implications for Teacher/Administrator Training," Educational Technology, August, 1978.
7. Suppes, Patrick, "The Uses of Computers in Education," Computers and Computation, San Francisco, 1971. (Selected Readings)
8. Versteegh-Limberg, Joyce E.A., Computers and Curricula in the New Jersey Public Schools, Masters Thesis, Trenton State College, 1979.
9. Selected articles from Creative Computing, On Computing, Recreational Computing, Educational Technology, The Computing Teacher, Journal of Computer Based Instruction.
10. Educational Technology, October, 1979 - Special Issue on Microcomputers in Education.

8. Catalog Description

0833.201\* Computer Science for Teachers

This course will survey the history of computers, how they work, and the range of present applications. The course also will explore the economic, psychological and social significance of computers in education. Students will study the types of computer-related learning which are in use or under development. Software, hardware and multi-media systems will be demonstrated, analyzed and used by the students. While the course is designed primarily for elementary and middle school teachers, secondary teachers may enroll also.

\* Recommended HEGIS number



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF  
CURRICULUM AND INSTRUCTION  
Elementary-Early Childhood Education  
(609) 445-6362 or 6363

December 15, 1980


Dr. Fran Masat  
Math/Computer Science  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Fran:

As chairperson of the Mathematics Education Committee I have circulated your proposal to all members of our committee. We are supportive of your efforts to introduce Computer Science for Elementary Teachers. We feel the course is both relevant to elementary public education and necessary in today's technologically oriented society.

It is no longer a connection with the future but a necessity of the present. We support you.

Sincerely,

  
Carl Calliari  
Chairperson, Math Education Committee  
Dept. Curriculum & Instruction:  
Elementary/Early Childhood Education

CC/djb

Committee Members: Dr. Gabriel Buzash, Dr. George Brent, Carl Calliari,  
Charles Page, Dr. Louis Molinari, Carmela Sorrentino  
Sidney Stern



## State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

PHYSICAL SCIENCE DEPARTMENT

November 24, 1980

Dr. Francis E. Masat  
Department of Mathematics and Computer Sciences  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Fran,

I have read your course proposal, Computer Science for Elementary Teachers, and am very supportive of your efforts. The National Science Foundation and the Department of Energy have recently stated in their report, Science and Engineering Education for the 1980s and Beyond, that:

"The current trend toward virtual scientific and technological illiteracy, unless reversed, means that important national decisions involving science and technology will be made increasingly on the basis of ignorance and misunderstanding."

One of their recommendations is that, "elementary school and high school curricula be revised to emphasize an appreciation for society's growing reliance on technology, especially computers."

I can only echo the concerns and recommendations of this report. I would be very pleased to see your course available to our education majors.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lee".

Lee A. Dinsmore,  
Chairman.

LAD:Y




**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

DEPARTMENT OF SOCIOLOGY

November 24, 1980

To: Fran Masat  
Department of Math and Computer Science

From: Ted Tannenbaum, Chair   
Sociology

Re: Course Proposal: Computer Science for  
Elementary Teachers

Thanks for sharing the proposal. It appears that sociology majors may find such a course useful since many "instructional" applications can be generalized to various kinds of studies, especially those related to evaluation.

I look forward to recommending the course to students.

TT/mm



**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

ADMINISTRATIVE STUDIES DEPARTMENT  
(609) 445-6025

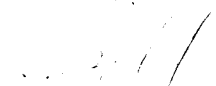
November 24, 1980

Dr. Francis E. Masat  
Math/Computer Sciences  
Robinson Building

Dear Fran:

We gladly support your proposal for a course on "Computer Science for Elementary Teachers." It appears to be well designed and includes the major areas of computer assistance to the teacher. Although in most schools, the computer is used primarily at the high school level, it should not be long before the usage filters down to the elementary schools. We agree with you that those teachers should be able to make sound decisions on computer utilization in the elementary school. There is a good balance of conceptual frameworking and experiential methodology, which should provide a good learning experience for the teacher.


Sincerely,

  
William L. Enslin  
Chairperson, Management

WLE/meh

**GSC EPIC** Glassboro State College  
**Experiential Preservice / Inservice Continuum**

Division of Professional Studies  
Janice F. Weaver, Dean  
Edward H. White, Jr.  
Project Director

TO: Dr. Francis E. Masat  
FROM: Ted White   
DATE: November 21, 1980  
SUBJECT: Computer Science for Elementary Teachers

I would like to provide a statement of support for the course proposed entitled: Computer Science for Elementary Teachers.

We are beginning to see increasing use of computers, particularly micro-computers, in the elementary and secondary school programs in the state of New Jersey. It is becoming obvious to me that with over 60% of New Jersey's high schools using computers for instruction that the elementary schools will not be far behind. It is also increasingly clear that professional literacy both in hardware and software will be critically important for teachers in the decades ahead.

I think we should have this course approved as quickly as possible in order that our preservice teacher education candidates may take immediate advantage of its availability. You should be assured that I remain anxious to assist in whatever ways I can in the continuing development of opportunities in computer science for teacher education candidates.

EHW/bh



**State of New Jersey**  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

INDUSTRIAL EDUCATION AND TECHNOLOGY

*December 3, 1980*

*Dr. Fran Masat  
Math/Computer Science  
Glassboro State College  
Glassboro, NJ 08028*

*Dear Fran:*

*Thank you for inviting me to review your course proposal for Computer Science for Elementary Teachers, and for responding to my questions.*

*Following our telephone conversation of December 1, I am prepared to support the course with the considerations we discussed concerning relative emphasis of subject matter.*

*I agree there is need for such a course, and I should hope that it would encourage closer ties between your department, and the faculty and students of the teaching disciplines. The time is long overdue for the teaching profession to recognize and acknowledge the role of the computer in the educational process; this course is a necessary step in the right direction.*

*Sincerely,*

A handwritten signature in cursive script that reads "Mike".

*Michael P. Guerard  
Associate Professor*

MPG/jlh

# MEMO

Glassboro State College

039 241

To Dickinson Gardner

Re Course Proposal - Computer Science for Teachers

Date February 26, 1981 From Nicholas DiObilda

I am very impressed with the course proposal offered by the Department of Math and Computer Science. There is a great need for a course like this. However, I wish to question only one minor point. The level of the course is listed as freshman to senior and a 100 HEGIS number is recommended. I feel the course should not be offered to freshmen and should have at least a 200 HEGIS number.

My reasons are:

1. The freshman year has been largely reserved for general studies.
2. Most students who take the course will be education majors. They usually begin the professional courses after the freshman year. In a few programs, some education courses are taken by freshmen. However, it appears that some background in teacher education would enable the students to get more out of the proposed course. Objectives 4, 7 and 8 and all of Topical Outline Item F seem to demand some background in education.

If the course is offered after the freshman year, students will have completed some of their education requirements and may possess more knowledge to bring to the computer science course.

*I have discussed this  
recommendation with Mr. Masat.*

*N. A. DiObilda*

# MEMO

Glassboro State College

To All Concerned  
Re Curriculum Proposals and Changes  
Date March 24, 1981 From Dr. Lawson J. Brown

The following course proposals and changes have been approved by the Curriculum Committee and the appropriate Dean. HEGIS and course numbers have been assigned by the Registrar; therefore, these additions are approved for scheduling.

## NEW COURSE

0701.110          Computer Science for Teachers          3 SH Undergraduate

## TITLE CHANGE

2202.350          From: Comparative Ethnography

To: Comparative Cultures

0704.204          From: Computers and Programming

To: Assembly Language Programming

## CREDIT CHANGE

0817.180          Reading and Study Skills Improvement          From: 1 SH To: 1.5SH

egc

cc: Deans  
Chairpersons  
Registrar  
Departments Sponsor  
Faculty Senate  
D. Gardiner

GLASSBORO STATE COLLEGE

COURSE PROPOSAL

1. Title of the Course: Computer Science for Teachers

Department: Mathematics and Computer Science

Sponsor: Mathematics and Computer Science Department

Initiator: Fran Masat

2. Essence:

a. Undergraduate Course

b. Credit: 3 s.h.

c. Level: Freshman through senior level

d. Prerequisites: None

e. Effects on curricular pattern: The proposed course will complement the existing offerings of the Mathematics and Computer Science Department, the Industrial Education Department and EPIC. The course could be taken for general education in the Division of Liberal Arts and Sciences, and as an elective elsewhere. However, the design of the course is clearly to meet the existing need for elementary and middle school teachers who are able to use computers in their teaching. It is recommended that the course not be required of all certification majors at this time due to limited departmental resources. Rather, a maximum of four sections (140 students) per year should allow for the training of those pre-service students seeking to be competitive in the teaching market.

f. Time Frame: First offering would be the Fall Semester of 1981, two sections.

3. Details:

a. Adequacy of Resources: Adequate staff exists. A computing lab (Robinson 303), a microcomputer lab (Robinson 304), and a department library, in addition to the resources of Savitz, are all available. No additional faculty, space or resources are currently needed. As computer technology continues to develop, it will be desirable to obtain new state-of-the-art hardware and software.

b. Uniqueness and characteristics of the course: This course is unique at Glassboro State. Most of the topics in the course did not exist in previous years. The course is distinct from the interdisciplinary course, Computers and Society, which only briefly treats computers in education as one of the ten or fifteen different applications areas covered. The course is also

7. The student will be able to evaluate educational software.
8. The student will be able to integrate computer usage into a course; eg, writing a sample CAI program.
9. The student will be familiar with the economic, psychological and social significances of computers in education.

d. Evaluation and Grading Procedures:

1. Written exams on the course topics (60%).
2. Demonstrations of an instructional use of the computer (25%).
3. A paper on instructional uses of the computer (15%).

4. Topical Outline:

	Est. No. of Lectures
A. Introduction to Computers	(4)
1. What a computer is and isn't	
2. Types of computers: micros, minis, main-frames	
3. Hands-on experiences with computers	
B. The Computer Age	(4)
1. The history of computers	
a. Early calculating and computing devices	
b. The development of modern computers	
c. Prospects for the future	
2. What computers can do; removing fears	
3. What computers can't do; removing myths	
C. Programming a Computer	(6)
1. Using library ("canned") programs	
2. A basic computer language: BASIC	
3. Writing simple programs	
4. How computers and peripheral devices work	

- b. Computer-managed instruction (CMI)
    - i. Diagnostic testing
    - ii. Student record-keeping
    - iii. Statistics on students' performance (enabling, e.g., item analysis)
  - c. Computer-assisted instruction (CAI)
    - i. Drill and practice systems
    - ii. Tutorial systems - for non-algorithmic content and for algorithmic content
    - iii. Question-answering systems
  - d. Educational games
  - e. Simulations
2. Principles for design and evaluation of educational software
- a. Principles based on the dynamics of human perceptual and learning processes
  - b. Principles aimed at creating a "friendly", convenient interactive environment, in which the student has significant "mobility"
3. Sources of educational software
- G. The Economic, Psychological and Social Significance of Computers in Education (3)
5. Rationale:

Professor Donald L. Henderson of Mankato State, <sup>Minnesota,</sup> writing in Educational Technology, noted that "all teachers and educational administrators should complete a minimum of two courses in computer science as a general requirement for certification. . . . the elementary teacher is no longer excluded when we talk about the computer as an instructional tool. The students in grades 1-8 are very much aware of computers and can be become motivated in using this technology in their classwork." While it is not feasible to require this new course of all elementary education majors at the college, it makes sense for students who wish to enroll in a program of excellence to include at least this course, and possibly Introduction to Computer Science. Clearly, however, the main focus of this course is to be that of the introduction of the computer as a classroom tool.

Over 60% of New Jersey's public high schools (242 out of 402 in 1978) use computers for instruction, but many elementary, middle school and secondary teachers in New Jersey schools have an inadequate background for utilizing computers in their classes. This course meets their needs as well and thus can provide an effective and timely summer offering. Moreover, the

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**State of New Jersey**  
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INDUSTRIAL EDUCATION AND TECHNOLOGY

*December 3, 1980*

*Dr. Fran Masat  
Math/Computer Science  
Glassboro State College  
Glassboro, NJ 08028*

*Dear Fran:*

*Thank you for inviting me to review your course proposal for Computer Science for Elementary Teachers, and for responding to my questions.*

*Following our telephone conversation of December 1, I am prepared to support the course with the considerations we discussed concerning relative emphasis of subject matter.*

*I agree there is need for such a course, and I should hope that it would encourage closer ties between your department, and the faculty and students of the teaching disciplines. The time is long overdue for the teaching profession to recognize and acknowledge the role of the computer in the educational process; this course is a necessary step in the right direction.*

*Sincerely,*

A handwritten signature in cursive script that reads "Mike".

*Michael P. Guerard  
Associate Professor*

*MPG/jlh*



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

ADMINISTRATIVE STUDIES DEPARTMENT  
(609) 445-6025


November 24, 1980

Dr. Francis E. Masat  
Math/Computer Sciences  
Robinson Building

Dear Fran:

We gladly support your proposal for a course on "Computer Science for Elementary Teachers." It appears to be well designed and includes the major areas of computer assistance to the teacher. Although in most schools, the computer is used primarily at the high school level, it should not be long before the usage filters down to the elementary schools. We agree with you that those teachers should be able to make sound decisions on computer utilization in the elementary school. There is a good balance of conceptual frameworking and experiential methodology, which should provide a good learning experience for the teacher.

Sincerely,

  
William L. Enslin  
Chairperson, Management

WLE/meh



## State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

PHYSICAL SCIENCE DEPARTMENT

November 24, 1980

Dr. Francis E. Masat  
Department of Mathematics and Computer Sciences  
Glassboro State College  
Glassboro, New Jersey 08028

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One of their recommendations is that, "elementary school and high school curricula be revised to emphasize an appreciation for society's growing reliance on technology, especially computers."

I can only echo the concerns and recommendations of this report. I would be very pleased to see your course available to our education majors.

Sincerely,

LAD:Y

Lee A. Dinsmore,  
Chairman.