

INVENTION



The Newsletter of Thomas A. Edison College Princeton, New Jersey 08540

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Individual Assessment Process Molds Experience Into Credits

The individual assessment program at Thomas A. Edison College is designed to award credits for what the student already knows, regardless of how or where that knowledge was gained.

In this process, an individual who has mastered on his own a body of college-level learning — that is, material taught for credit in a traditional college setting — is given the opportunity to demonstrate his competency of that learning to a faculty consultant hired by Edison College.

Individuals gain knowledge and competencies in a variety of ways. Job experiences, work with community, fraternal, social or religious organizations, hobbies, family interests, reading and travel are such sources of learning.

In assessing the student's competency in a specific area of knowledge a faculty consultant may use written tests, oral examinations, performance evaluations or review a portfolio in determining the number of credits to be awarded the student.

Having life experience evaluated for credit is confusing to some. Many institutions which offer this option ask individuals to write about what they have done and have them provide a documentation for those experiences. On the basis of this "life history", credits would be awarded. This is NOT the method used at Edison College. At Edison, the student is evaluated for being able to demonstrate his college-level learning.

As a method of awarding college credits, the individual assessment process has many advantages. Not only is it a "Hands on, one-to-one" vehicle for evaluating what a person knows, it is also cost effective.

Edison College charges a \$75 application fee for each assessment plus \$10 per credit awarded. Hence, if a newspaper reporter without a degree applied for a six-credit evaluation in journalism, the total cost would be \$135 and most likely could be completed in one day. In a traditional classroom setting those same six credits would cost nearly \$500 and 30 weeks of the student's time.



New program advisors Betsy Watson and Thomas Streckewald review bachelor of science degree guidelines. Both will have a specific role in the implementation of the new degree. Ms. Watson will monitor the progress of a variety of students, particularly those BS candidates in the human services field. Mr. Streckewald will work primarily with those BS students in the technical services area.



Soon to complete an assessment in management, Herb Weinstein is a product manager with a major east coast pharmaceutical company. Nearly ten years experience in such fields as sales, marketing procedures, product planning and biomedical research have helped make Herb an ideal candidate for individual assessment.

In an antiquated inner-city firehouse, Newark fire captain Harry Carter sits at a battered desk, oblivious to the loud banter of his fellow firemen and the terse messages crackling over the fire department's radio network. He is reviewing a lengthy, just-completed report of his engine company's performance during a three-alarm fire earlier that day

In the South Orange, NJ, studio of the School of the Garden State Ballet, instructor Barbara Miller chides 15 leotarded dancers to "make it move a little bit, ladies", as she begins teaching her second class of the afternoon

In the quiet wilderness of southern New Jersey's pinelands, Don Christiano, a convicted murderer, calls to order a group of fellow prisoners. They are gathered in a spartan cinder-block classroom: an interaction session is about to begin at The Wharton Tract Unit of the Yardville Youth Corrections Institution. Christiano is the group session leader

Eighty miles to the north, product manager Herb Weinstein sifts through preliminary data dealing with a marketing campaign for a new anti-depressant drug developed by his employer, Sandoz Pharmaceuticals, of East Hanover, NJ. It is

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New Advisors Will Assist BS Applicants

PRINCETON, NJ — Two new program advisors have been appointed to the college staff. Each will have a specific role in the implementation of the newly created bachelor of science degree program. Betsy Watson and Thomas Streckewald bring the program advisor staff to six.

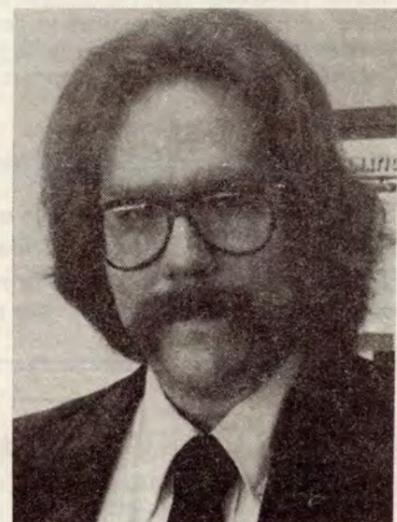
Ms. Watson comes to Edison College from University College, the evening adult division of Rutgers University in New Brunswick, NJ where she was an instructor. While at Rutgers, she completed her master's degree in sociology and is currently working toward a doctorate in the same field. Ms. Watson also served as an administrative assistant to the dean of students at Rutgers College.

She enjoys working with adult students and says she appreciates their "degree of sophistication and academic inquisitiveness."

As a program advisor, Ms. Watson will monitor the progress of a variety of students, particularly those with a concentration in the social sciences and new bachelor of science degree students in the human service field.

A graduate of Bloomfield (NJ) College with a bachelor's degree in sociology, Ms. Watson is a member of the American

Counseling Aide



Joining the college staff as an administrative assistant in the office of counseling services is Drew Hopkins.

Drew, a 1977 graduate of Trenton State College, where he majored in secondary education and social studies, will aid assistant director of counseling services, Jim Ratigan, in the implementation of special programs.

A native of Ewing Township (NJ), Drew did substitute teaching in the Trenton area before joining the Edison staff.

Adept at the acoustic guitar, he is a member of a jazz group, "Forecast", which plays weekly in central Jersey.

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President Brown Interviewed; Edison's Goals & Problems Aired

Recently, Edison College president, Dr. James Douglas Brown, Jr., submitted to an in-depth interview with INVENTION staffer Ron Czajkowski. Following, in a question and answer format, are Dr. Brown's remarks which range from the advantages of the individual assessment option to the college's goals and planned growth.

THE COLLEGE'S INDIVIDUAL ASSESSMENT PROGRAM IS DESIGNED TO AWARD CREDITS TO INDIVIDUALS FOR WHAT THEY ALREADY KNOW. WHAT ADVANTAGE DOES INDIVIDUAL ASSESSMENT OFFER THE ADULT STUDENT?

"Well, the adult who has achieved bodies of college-level knowledge that cannot be examined through the TECEP or CLEP testing programs can only be served on an individual basis. The goal of individual assessment is to provide an opportunity for an adult with college-level knowledge in any area to demonstrate that knowledge.

"These individual assessments are given in a vast array of subject areas. Suppose a person has acquired expertise in the history of the bagpipe, or Afganistani literature, or has done advanced work in history or music (we have had a number of individual assessments in opera). There are no examinations available for such subjects.

"Individual assessment does not necessarily mean a pencil-and-paper test. It usually involves an interview, or a series of interviews, with a faculty member who simply asks himself, 'Does this person have the level of knowledge I would expect my students to have in these courses?'

Faculty members are often amazed at the level of knowledge and the expertise which people do learn on the job or through their own individual hobbies or avocations.

"So, individual assessment gives the program of the college a great deal of flexibility. And there have been individuals who have earned a very substantial portion of their baccalaureate degree work through this process, albeit the typical individual assessment usually awards the student from 15 to 25 credits.

"The goal of individual assessment is to provide an opportunity for an adult with college-level knowledge in any area to demonstrate that knowledge."

WHY DON'T MORE STUDENTS CURRENTLY ENROLLED AT EDISON TAKE ADVANTAGE OF THE INDIVIDUAL ASSESSMENT OPTION?

"A great many have, but we feel there are students that could benefit from individual assessment that don't really understand the process. Many educators don't understand the process. It isn't as frightening or as threatening as it may seem, because we are not expecting students to have the specific vocabulary or the specific knowledge that the student in a particular classroom course might have. We ask the faculty member to keep in mind 'Does this person have a reasonable and practical grasp of the subject at hand?' not this textbook or that particular theory they might be taught in a classroom.

"One thing you can say for the assessment process that I don't think can be said in the traditional setting is that the students knew this work a year ago; they know it today; and they are going to know it two years from now."

"Experiential learning is different from classroom learning but, in most cases, the adult may have a great deal more knowledge and a much greater depth than would be required in a classroom situation. I am afraid that many students may be fearful or expect the individual assessment to be more rigorous in its detail than it actually is.

"The vast majority of students do achieve the credits that they attempt in individual assessment, and the program advisors spend a great deal of time with each student before the assessment takes place to make sure not only that the student is well prepared for the assessment but that the faculty member understands what areas are going to be examined.

"There are very few disappointed people because we prepare and assist

the student for the assessment, and I think many of the students really would rather have an informal oral type of examination than a pencil-and-paper CLEP exam, which can be more threatening and where the experientially trained adult may find it difficult to come up with just the right vocabulary and just the right information. It is a learning experience for both the faculty member and the student.

"Often, the program advisor might suggest to the student in preparing for individual assessment that they might read some articles and skim a textbook in order to generally organize their thinking around the way academics think — and that doesn't mean the student is reading volumes. He is simply using basic texts in these fields as a checklist to familiarize himself and



Dr. James Douglas Brown, Jr.
Edison College President

build upon terminology that is similar to that of the academic.

ARE CREDITS AWARDED BY EDISON FOR EXPERIENTIAL LEARNING ACCEPTED AS VALID BY TRADITIONAL COLLEGES?

"Yes. I think our success in having credits awarded for individual assessment transferred to other institutions has been excellent. As you know, we have had very few problems relating to transferability of credits granted through examination or assessment.

"One thing you can say for the assessment process that I don't think can be said in the traditional setting is that the student knew this work a year ago; they knew it today; and they are going to know it two years from now. I challenge a class in Sociology I and II taking the examination two years later and actually being able to achieve as well.

"So that I think the public has recognized both the fact that these assessments are done very carefully — credit is only awarded by an expert in that particular field — and that the person who has learned this experientially has learned this because he wanted to know it, not to pass a requirement and, therefore, there is a much higher retention rate.

WHAT IS THE STATUS OF THE ADULT LEARNER IN AMERICA TODAY?

"Well, there are two strong forces going on. One is that the colleges in traditional education are very concerned about falling enrollments due simply to the fact that there are fewer college-age students. We know that this trend will continue in the future. Therefore, many colleges are looking to the adult learner and accessing the adult learner in order to maintain their enrollments.

"On the other hand, the adult student has always been a second-class citizen in higher education. Night school has a negative connotation. Courses were often large and taught by adjunct faculty. Registration involved standing in long lines winding around the gymnasium. Often, the student has real difficulty fulfilling the requirements for any given degree unless there were enough students that wanted to take a required course at night. Counseling, registrars, and libraries were not really organized for the adult learner so that Edison College, in many ways, is a research activity in ways of serving the adult student more appropriately.

"Our counseling services have talked

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Trustee Board Serves College Through Citizen Representatives

PRINCETON, N.J. — In June, 1973, Thomas A. Edison College officially became New Jersey's state college when its board of trustees, upon recommendation of the New Jersey Board of Higher Education, was appointed by then New Jersey Governor William T. Cahill. The board's first items of business were to appoint Dr. James Douglas Brown, Jr. as the new college's first president and to approve the college's degree granting mechanism.

Since that time, the board, comprised of nine professional people of varied backgrounds, has met five times yearly to set policy and standards of operation, determine goals, and help shape direction for future growth and development.

According to board chairman Richard Pearson, the board of trustees of a non-traditional state college, such as Edison, differs somewhat from its more traditional counterparts. Edison's board is similar to those of the other New Jersey Colleges in that it provides representatives "from the (New Jersey) citizenry the opportunity to be involved in the development of educational programs and local policy matters."

"However, one of the primary differences in our board," says Mr. Pearson, "is that two or three people who currently serve were originally members of a study committee appointed by then Chancellor of Higher Education Mr. Ralph Dungan to investigate the feasibility of developing further the Edison College concept. These individuals saw clearly the need and potential application for Edison College. They not only helped implement the program, but they then became members of the college's first board of trustees."

Mr. Pearson states further that, since Edison College is a relatively new institution, its board has a "greater responsibility to help initiate new projects and programs and to guide and direct the rapid development that has been characteristic of the college."

Edison College is unique in that it is non-instructional and without a campus. Without faculty and students in a campus setting, the board is freed from many of the policy decisions with which the traditional college must deal; such as those relating to a faculty senate and student government. "This enables our policy decisions to be directed more toward the educational and financial concerns of the college," states Mr. Pearson.

It is Mr. Pearson's contention that the establishment of a specific New Jersey Department of Higher Education in 1966, enabled all state college boards of trustees to become "positively energized" as individual groups, "diverse in their make-up, quite active in their performance, and very interested in the future of higher education in New Jersey."

Current members of the Thomas Edison College of New Jersey Board of Trustees are:

Alan N. Ferguson, vice president and attorney for the Prudential Insurance Company, who makes his home in Rumson, NJ; George H. Hanford, senior vice president of the College Entrance Examination Board, who resides in Demarest, NJ; Mrs. F. Anita Heard, a guidance counselor at Glassboro High School (NJ), whose home is in Mullica Hills, NJ; and Mrs. Allison L. Jackson, a planning analyst with the Somerset County Vocational and Technical School, whose home is



Edison's Board of Trustees at a recent meeting in Princeton. Made up of nine members appointed by the Governor, the board sets policy and standards of operation and helps shape direction for future growth and development of the college.

in Plainfield, NJ.

Also, Richard Pearson (chairman of the board of trustees of Edison College), dean of administration of New York City's John Jay College of Criminal Justice, who resides in Princeton; Dr. Blanche R. Ried, of Montclair State College, NJ, whose home is in Ridgewood, NJ; Mrs. Eleanor Spiegel (vice chairman of the Edison College board of trustees, who makes her home in Leonia, NJ, where she serves as a member of that town's board of education; and Jonathan L. Thiesmeyer, director of corporate education, Western Electric Corporate Education Center, who makes his home in Princeton, also.

At this time there is one vacancy on the board which is expected to be filled in the near future.

Edison College president Brown is a non-voting ex-officio member of the board.

INVENTION

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Egypt & Greece Alumni For Dr. Brown Aid In Book Drive

PRINCETON, NJ — Dr. James Douglas Brown, Jr., president of Thomas A. Edison College, is presently completing a 17-day itinerary through Egypt and Greece as a member of a delegation of 13 state college and university presidents. The group left the United States on March 21 and will return April 6.

The invitation to visit Egypt was extended to the American Association of State Colleges and Universities (AASCU) by that country's Ministry of Education. The United States Educational Foundation in Greece, under the directorship of Dr. David Larson, is sponsoring the group's visit to that country.

The American delegation is reviewing with Egyptian and Greek education officials and university leaders the latest developments and needs of higher education in each country. Emphasis is being given to the globalization of United States education and the potential collaboration with institutions of higher education in the United States.

The group is visiting universities in Cairo, Alexandria, Athens, and Salonika. Dr. Alfred Moye, Deputy Commissioner of Higher and Continuing Education, United States Department of Health, Education and Welfare, is accompanying the AASCU delegation in Egypt.

AASCU member institutions have many interests in common with higher education in Egypt and Greece, including practical emphasis in teacher education, engineering, technical and agricultural education, economics, political science, environment, allied health, and the arts and humanities.

The association also has an international program aimed at expanding intercultural education on the campuses by co-sponsoring regional workshops, conferences and faculty development institutes, as well as developing and coordinating international linkages.

PERTH AMBOY, NJ — The Thomas A. Edison Alumni Association has initiated a special service project through which it will collect and supply used college textbooks to Thomas A. Edison College students who are inmates of the New Jersey prison system.

Plans for the book drive were announced this month by G. Gordon Beaver, alumni association president, and college prison counselor Jan Palmer during the association's quarterly meeting held at City Hall in Perth Amboy, NJ. Thirty members of the association attended.

"We've been intent on getting the alumni active in such a college support program for a long while now," said Mr. Beaver. "As Jan painted the picture of the real need for used textbooks to supplement the resources available to Edison students who are prisoners, we became excited about helping out."

Specifically, the association has agreed to petition Edison students who are currently taking courses at other state and community colleges to act as "go-getters" for used textbooks to be donated to the cause.

Ms. Palmer indicated that the books initially collected would be given to the Clinton Correctional Institution for Women where the library is "deficient" in the type of textbook needed to help students prepare for CLEP (College Level Examination Program) examinations. Adding that "people can't test effectively without the proper resources," Ms. Palmer said she hoped the success of the program at Clinton would set an example for similar programs throughout the state-wide prison system.



Edison College counselor Ms. Jan Palmer and Edison Alumni Association President G. Gordon Beaver look over textbooks contributed to the alumni group's book drive.

Mr. Beaver said that the program would not only help current Edison students, but would also be beneficial in developing a positive identity for the alumni association. He stressed that after use by incarcerated Edison students, the books would become permanent additions to the prison libraries.

In other alumni association business, a representative from Goddard College (Plainfield, VT) spoke on the availability of external degree graduate programs,

and a salesman from the company which has designed the Edison College school ring took orders. Students who want more information about the Edison ring should write G. Gordon Beaver, Alumni Association President, Thomas A. Edison College, Forrestal Road, Princeton, NJ, or call him at (609) 452-2977, ext. 230.

The next general alumni meeting will be held in June. Mr. Beaver welcomes suggestions as to a possible site for that session.

TECEP Textbooks

Edison College students preparing for TECEP examinations may now order textbooks listed as recommended reading in the TECEP Study Guide directly from:

THE MCGRAW-HILL BOOKSTORES
Princeton-Hightstown Road, Box 586
Hightstown, New Jersey 08520
Telephone: (609) 448-1700
ATTN: Ms. M. Pullen

VISA, American Express and Mastercharge orders may be placed by telephone. All other orders must be made by mail (or in person at the bookstore) and must include prepayment by check or money order drawn to the order of: McGraw-Hill Bookstores. Prices may be obtained from Ms. Pullen by calling the above telephone number. Textbooks not in stock at the McGraw-Hill Bookstore will be ordered by them from the appropriate publisher and will be sent by that publisher directly to the student.

Individual Assessment Program

Viewed As 'Real World' Schooling

(Continued from Page 1)

Weinstein's responsibility to oversee all aspects of the merchandising of the new drug to the medical and pharmacy markets

And in a corner of her pleasantly cluttered Haddon Heights, NJ, living room, piano teacher Mary Henkel listens critically as a student runs through a particularly difficult Chopin phrase

Different people. Different talents. Different fields. But what they have in common is that they are all Edison College students who have earned a substantial number of credits through the college's individual assessment process.

Although Captain Carter transferred credits from previous college work, gained more from United States Air Force courses and CLEP exams, it was Edison College's individual assessment program that played the most significant and self-satisfying role in the completion of his degree requirements. He earned 12 credits during an intensive one-day series of written and oral evaluations conducted by a faculty consultant. Subjects assessed were firemanship, firefighting tactics, and organization for fire protection administration.

"After several weeks of study and reading, I felt prepared, and had good feelings about the assessment experience," said Captain Carter. "It was a tough eight-hour session, but in addition to getting credit for my experience and self-acquired knowledge, and having the satisfaction of completing the hurdles of each test, I had a hell of a good time."

Harry Carter sees individual assessment as a "very valid process" by which one can "prove to the people in the academic environment what you are, where you've been, what you've done, and that you do indeed have college level knowledge."

The 30-year-old Carter is genuinely enthusiastic when describing the effect an Edison College degree has had on his career as a Newark fireman.

"In this business, education opens a lot of doors that age and experience alone do not," he states emphatically.



Soon to complete an assessment in management, Herb Weinstein is a product manager with a major east coast pharmaceutical company. Nearly ten years experience in such fields as sales, marketing procedures, product planning and biomedical research have helped make Herb an ideal candidate for individual assessment.

"The bachelor of arts degree I received from Edison played an important part in helping me to gain my promotion to captain.

"Additionally, I have entered the graduate program in management at Manhattan (NY) College, and am now teaching fire science courses at Ocean County (NJ) College where I am also helping to design and implement a new associate in arts degree in fire science. I would not have accomplished any of this without the degree."

At a northeastern university during the early 1960's, Herb Weinstein, following a period of intense introspection, concluded that his involvement in the study of liberal arts had "nothing to do with the real world."

"In the textbook world of that institution I really wasn't sure whether I'd ever use the material I was exploring in the classroom . . . and that didn't make sense to me.

"The ideal place to learn has always seemed to me to be on the job. If you're going to learn the same thing twice — first in the classroom and then on the job — this seems to me to be a wasteful duplication of effort."

So Herb dropped out in 1964 to work in basic biological laboratory research and, subsequently, became a salesman with one of this country's leading pharmaceutical firms.

Two years ago, Herb enrolled in Edison College to work toward the completion of a bachelor of science degree in business administration. "I know a great deal about sales promotion and marketing and I wanted recognition for my competence in these areas. I felt there must be a way to receive credit for the important areas of proficiency that I had acquired. Edison was the answer."

Currently, Herb is a product manager for psychoactive drugs and acts as the agent who synchronizes the development and implementation of all marketing activities for one of the largest selling tranquilizers as well as a major drug for the treatment of clinical depression.

Herb is now in the process of completing a 21-credit individual assessment in marketing that will bring him close to the requirements for his degree. His assessment will deal with aspects of market research, and product marketing planning and strategies. The assessment process, itself, will include oral exams and the exhibiting of a portfolio consisting of reports, publications and programs he prepared for his company's projects.

Individual assessment will give Herb the opportunity to demonstrate the proficiency he's acquired while serving in a variety of vocational responsibilities.

As with many Edison students, Herb was promoted to the responsible position he now holds because of his ability to perform, and because his company rewards that performance despite the lack of academic credentials. But Herb feels that he has reached a point where he now wants the official academic recognition for the college-level knowledge he feels he can demonstrate.



After only four years on the job with the Newark fire department, Harry Carter has been promoted to the rank of captain. He feels his bachelor of arts degree from Edison College helped him gain that promotion.

Beyond the self-satisfaction of gaining a baccalaureate degree, Herb is now thinking toward the acquisition of a master's degree in business administration. "I may never need the master's degree in order to advance professionally," he states. "I've managed to do all right without it, and I've got a good track record. But, you know, it's a matter of pride."

The mirrored walls of the School of the Garden State Ballet's South Orange (NJ) studio reflected the strained discipline of the youthful dancers' movements, precisely timed to the metronome-like snap of Barbara Miller's fingers.

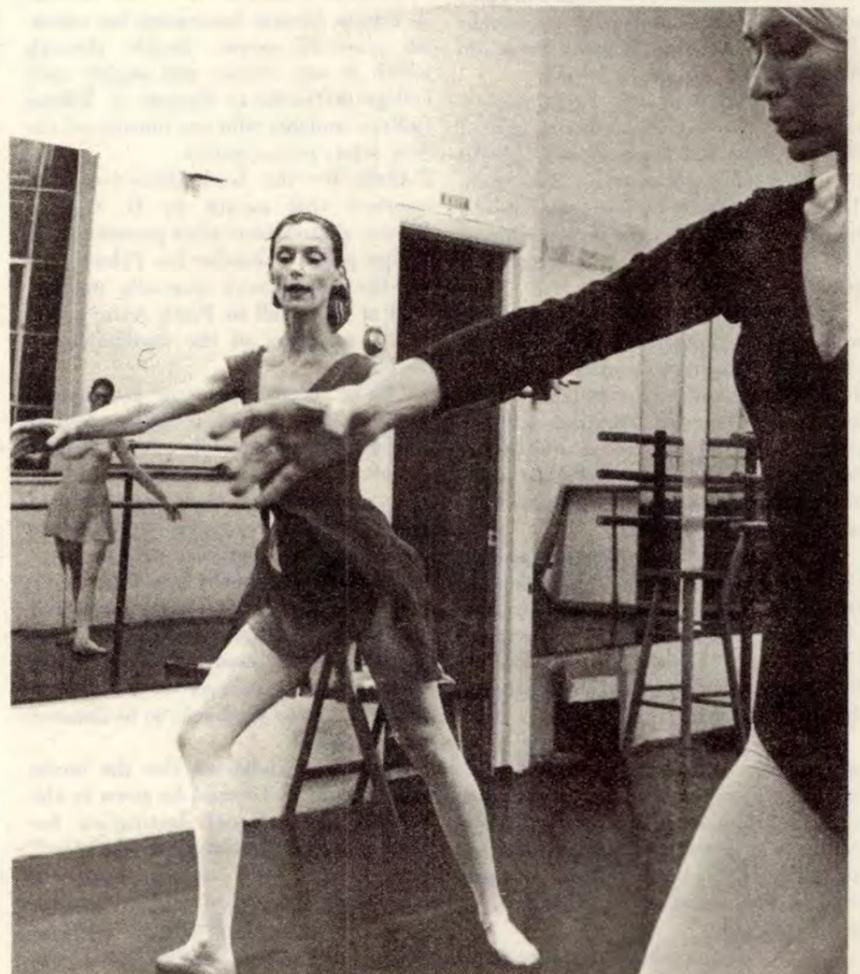
"Use your feet . . . don't turn your body . . . 'round de jamb' . . .

Ms. Miller was winding up the second two-hour class she had taught that afternoon. Shortly, she would rush off to attend a meeting at her church.

During the next few days she would be teaching art classes at Passaic County College; she would work with a group of Morris County senior citizens in a movement and exercise therapy class; she would next visit a nursery school to coordinate a pre-school program in non-verbal communication. She would then travel to County College of Morris to attend one of the two courses she must complete to fulfill the requirements for her Edison College bachelor of arts degree. And finally, but certainly not least, there are her husband and two children to care for.

This seemingly overwhelming schedule is characteristic of Barbara's lifestyle during her years of commitment to dance, art, teaching, community service, church, and family.

It is precisely because of this broad experiential base that she has been able to acquire 57 credits through the individual assessment process: 42 in art and 15 in dance.



Barbara Miller, who has accumulated 42 individual assessment credits in art and 15 in dance, emphasizes a point during her class at the East Orange studio of the School of the Garden State Ballet.

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'Real World' Schooling . . .

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"These assessments I've received in a variety of subject areas have more validity and meaning to me than any traditional coursework I've taken," she said recently, "and I consider the quality of the credits received through individual assessment to be, actually, at the graduate level. To succeed in an individual evaluation you must prepare extensively, and you must be very good at what you do . . . it's no easy route, and impossible to con your way through when the assessor says, 'show me how'. You must produce."

Barbara describes two lengthy art assessment sessions during which she was evaluated in the theory and practice of painting, drawing, sculpting and print making. The assessor took each discipline and asked technical as well as subjective questions without, at first, giving her any feedback as to how she was progressing.

"At first, the professor wouldn't even give me a 'that's interesting' response, but after a while he began articulating as an artist himself, with constructive praise and criticism.

"At the end, I felt it to be a very fine evaluation," she continued. "It was a conscientious, deliberate and detailed critique, and rigorous enough so that I was not awarded the total number of credits for which I had applied."

Barbara Miller's push during the last two years toward the completion of her Edison degree was precipitated by the fact that she needed it in order to be given a teaching contract by Passaic County College, where she had been a

successful and popular art instructor.

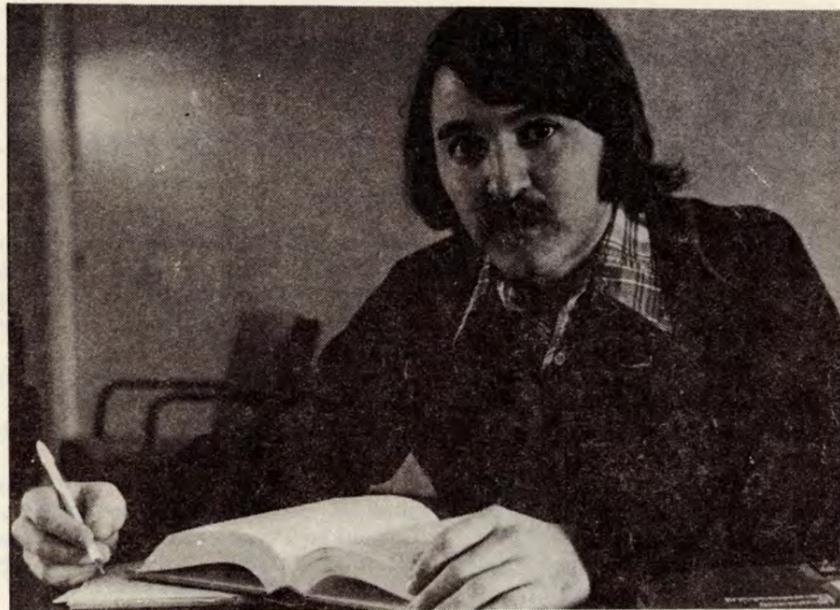
"No matter how good the quality of your teaching, school authorities want to see that 'piece of paper'.

"I have good feelings about completing these assessments," she said. "Not only have I demonstrated what I know and what I can do, I always come away from an individual assessment experience knowing that I have learned something more."

For Mary Ann Henkel, a 52-year-old piano instructor from Haddon Heights (NJ), successful completion of 11 individual assessment credits in piano performance on her way to a bachelor of arts degree from Edison College meant that she "knew more and could play better than what would be expected of the average student." She feels that the individual assessment puts "a lot of responsibility on the student . . . where it should be."

"Because the majority of teachers who serve as evaluators are traditionally oriented, I realized that to get my individual assessment credits I'd have to perform better than an average student," she says. "From the onset I decided to play in a manner that would spark a special kind of enthusiasm and appreciation on the part of the evaluator."

Mary Ann was one of the first Edison students to complete an assessment in music. Initially, when she approached her evaluator, who is head of the music department at Rutgers-Camden, she says she sensed skepticism on his part, as if he were saying, "It's not fair, other students sit in a classroom all year . . .



Edison student Don Christiano, an inmate at the Wharton Tract Unit of the Yardville Youth Corrections Institution, studies for an upcoming assessment. Don works as a group interaction leader with fellow prisoners.

read, practice, are tested . . . and you want to walk in and get valid credits for one performance?"

Her agreed upon assessment was to be a memory rendition of three classical pieces by Haydn, Bartok and Debussy as well as the long, difficult "KREISLERIANA" by Schumann.

"It was a draining experience; I worked hard," Henkel recalls. "I played for more than 40 minutes without a note in front of me, and when I was finished the evaluator said simply, 'You've made my day . . . I have not one student here to compare with your talent.'

"Needless to say, that remark gave me a great deal of satisfaction, for I knew that I had to be nearly perfect in order to be awarded those credits."

When it comes to music, whether it be performing, studying theory, or teaching the younger students who visit her daily, near perfection is nothing new to Mary Ann Henkel.

"Music allows me to express myself," states the recipient of numerous piano competition awards, who at the age of 16 was asked to give a private recital for Eugene Ormandy, world renowned conductor and music director of the Philadelphia Symphony Orchestra.

"As a performer, I feel it's my obligation to show my weaknesses as well as my strengths — demonstrate my feelings while I'm playing," she says.

That sensitivity for life is underscored by Mary Ann's passion for reading and her abiding interest in philosophy. She completed a six credit individual assessment in eastern and western philosophy with a member of the philosophy department at Glassboro State (NJ) College. The format for that assessment was to write an in-depth paper for 3 credits and undergo an oral examination for the additional three credits.

The Edison College degree has enabled Ms. Henkel to proceed toward a master's degree in music at the Campus-Free College, an external degree graduate program in Boston. She is also thinking of a doctoral degree, possibly at either the Julliard School of Music or the University of West Virginia.

Her future may be in college teaching. More immediately, Ms. Henkel is looking forward to a month-long State Department-sponsored recital tour of American embassies in major European countries.

On the wall in Don Christiano's dormitory room at the Wharton Tract facility of the Yardville Youth Correction Institution hangs a simple home-made plaque headlined "Six Most Important Words." The words below read:

"I admit I made a mistake."
For Don, a 28-year-old Edison College student, a convicted murderer who has served more than six years, and the group of adult offenders which he counsels, those words have great meaning. As Don puts it, "a person must be able to admit he's wrong before he can make any positive changes for himself."

Part of Don's rebuilding as a person and as a valuable citizen in his prison community hinges on his work towards completion of an Edison College degree through individual assessment.

From the start of his incarceration, he has understood the positive aspect of making his situation work for him.

"In one sense prison has been an opportunity that I've taken advantage of positively," he stated. "I've matured, developed as an individual, and utilized my intelligence and ability to function in THIS world and, hopefully, soon again in the real world."

About 18 months ago, after gaining his associate's degree in sociology from Burlington County College, Don was first introduced to Thomas A. Edison College by Edison counselor, Leon Genciana.

"The situation seemed ideal for me and me for it. Although, I must admit I first looked at the individual assessment process with a bit of skepticism. Actually, I thought it would be too easy. I'm now realizing that it will be a real test of a variety of things," he said.

"I'll not only be using what I already know from the work I've done here at Wharton Tract, but at the same time I'll be incorporating book learning as well as the input of the professor who assesses me."

Specifically, Mr. Christiano is soon to be assessed for more than 20 credits in group dynamics, social work techniques, analysis of social work agencies, and criminal justice and corrections systems.

The experiential knowledge he has acquired serving as a group therapy leader should help structure a valuable base for his assessments.

Functioning presently as an inmate para-professional who assists six regular counselors and the remaining educational staff at Wharton Tract, Don leads daily interaction sessions among prisoners who develop new positive values and attitudes in anticipation of return to their community.

"As a group leader you just try to provide direction so that everything comes from the enrollee," he stated, "and the more mature they become and the more confidence they gain in themselves, the more they become leaders."

All of Wharton Tract's residents are interaction group members who alternate one day of work assignments with classroom schooling the next day. Classes are geared to prepare inmates for high school equivalency (G.E.D.) testing as well as offer them adult basic education courses.

Mr. Christiano is keen about his role as a counselor and is hoping to become a full-time employee of the state upon parole, which may come for him as early as this spring. He aspires to a career in social work, specializing in youth work.

"I like working with juveniles, he said. "If educated properly, a lot of the misfortune into which they might fall as adults would never happen."



Mary Ann Henkel has been playing the piano since age six. As a performer, composer and teacher her life centers around music. Here she helps another Edison student, Patricia Luchtman, prepare for an assessment.

Dr. Fletcher's Varied Career: Music, Teaching, Administration

by Ron Czajkowski

PRINCETON, NJ — According to Dr. Arnold Fletcher, Edison College vice-president for academic affairs, a career can often be viewed as a journey from "one set of cross-roads to the next," by an individual who responds to new challenges, gains confidence, and never regrets the course taken along the way.

Dr. Fletcher is such a person; a confident, well traveled professional who has successfully integrated 38-years experience as a musician, educator, and college administrator while continually setting new goals for himself.

Before joining the Edison College staff in 1973, Dr. Fletcher served a variety of academic capacities, ranging from instructor of music at West Chester State (PA) College to President of the American College of Monaco — all while maintaining a personal dedication to his own study of the piano.

Born the son of a father who was first clarinetist in Sousa's Band and a mother who toured the country with the Floradora Operetta Company, music set the tempo for Arnold Fletcher's childhood experiences.

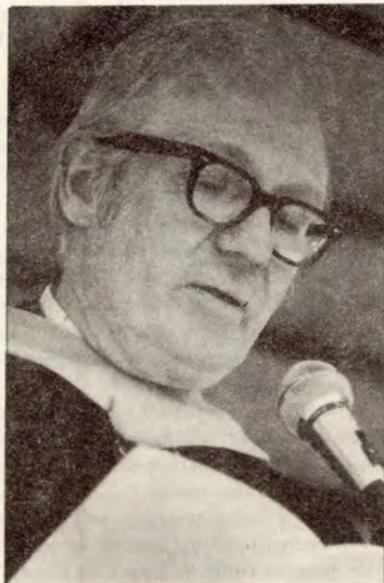
Recognized as a "so-called child prodigy" he studied piano extensively at the Philadelphia Conservatory of Music. Under the tutelage of such famed instructors as Olga Samaroff-Stokowski (first wife of Leopold Stokowski) and Helena Diedrichs, the young Fletcher learned the fundamentals of theory and performance utilizing piano scholarships during high school and college.

After graduation from Temple University in 1940 with a bachelor of science degree in music education, he served with the U.S. Army in the European Theater as warrant officer in band leader for the Eleventh Armored Division and was a recipient of the bronze star.

As the war neared its end, Warrant Officer Fletcher became music officer for the military's Seine Section in Paris and was instrumental in developing the famed U.S.O theater at "Palais de Chailot" where such stars as Grace Moore, Paul Robeson, and Yasha Heifitz performed.

A career in the military isn't without anecdotes, and Dr. Fletcher fondly remembers a humorous miscue his troops made at "l'Arc de triumph."

"I was conducting the 317th A.S.F. Band at the year-end commemoration of the freeing of Paris," he recalled. "We formed at the Tomb of the Unknown Soldier before thousands of people along the L'Champs Elysee. As we prepared to play the drum major gave a command that was so garbled, half the band marched off in one direction, while the other half was headed the opposite way.



Dr. Arnold Fletcher

"I was stunned, but had the presence of mind to shout at the top of my lungs, 'Band fall out!' This scattered them every which way. My next command, 'Band fall in!' set them up in their original formation and we finally got down to the business at hand. As embarrassing as it was, I believe the thousands watching thought it was all a part of the planned performance."

Later the same day Dr. Fletcher was

challenged again by conducting a 400-piece field band in the "Star Spangled Banner." Many of the musicians were British, Scotch and French troops who had never seen a note of the anthem.

"I knew that many people playing together in the open air was difficult enough," said Dr. Fletcher, "but after a few practice runs on a song that isn't all that easy to play, we managed just fine."

Upon discharge from the Army Dr. Fletcher taught music at secondary schools in Maryland and Philadelphia and also studied at the famed Juilliard School in New York. An offer to join the New Orleans Civic Opera Company as an assistant conductor brought him to a major crossroad.

"I had to decide whether to stay with teaching or accept a professional conducting position," he said, "but what I really wanted was an opportunity to continue teaching and performing at the same time. Since I didn't consider myself a Rubenstein in the concert field, I completed a master's degree in music education at Temple University and accepted a position at West Chester State College as instructor in the music department."

The next 24 years saw Arnold Fletcher's career at West Chester move from instructor to full professor to assistant dean of academic affairs to acting dean, and finally in 1965, to the post of dean of faculty and academic affairs. In 1957 he completed his doctoral studies at the University of Pennsylvania specializing in the disciplines of higher education, music education and teaching education.

On assuming the assistant deanship of academic affairs in 1960, Dr. Fletcher found himself facing another "crossroads decision" — whether to leave the classroom teaching environment for administration.

"When I first moved into general administration, I thought it would be for just a trial period," recalled Dr. Fletcher. "Actually I envisioned myself as staying in the music department, possibly as chairman or dean of the school of music, but the longer I remained in administration the greater became the professional variety and challenge. Every two or three years a new element was added to my responsibilities."

While a candidate for several college presidencies in 1969, Arnold Fletcher heard of a new educational experiment developing in the Principality of Monaco. The American College of Monaco, a four year liberal arts college with an enrollment of 100 students, was founded by a group of financial backers in the United States and overseen by a group of

academic advisors in Europe, with Prince Rainier serving as chancellor. Dr. Fletcher was asked to be its president.

"It was a tough thing, a gamble of sorts, but my wife Toni and I saw an opportunity for a new experience in an exotic setting, so we accepted the challenge," he said.

During its two years of operation the college was successful, but the board of financial managers which ran the institution from Philadelphia weren't honoring all of their financial commitments. A rift developed between the board of managers in the United States and the academic overseers in Monaco. Prince Rainier and Dr. Fletcher tried to mediate the impasse, but were unsuccessful.

"It was a good, but painful lesson to learn that you don't separate the people who control the purse strings from the people who run the programs," Fletcher said. The college was abandoned by its financial backers in 1971.

In retrospect Dr. Fletcher says he doesn't regret the experience in Monaco; he says he learned a lot from them, but does admit that he "suffered through quite a trauma when it was time to put the college to rest."

Returning to the States, Arnold Fletcher re-assumed teaching duties in the music department at West Chester but it wasn't long before he was back in administration, accepting a position of dean of faculty and academic affairs at Wilmington College, New Castle, Delaware, a career oriented liberal arts school that was then seeking accreditation.

"I must admit, I was a bit frustrated after the Monaco experience since I certainly thought I had more to give as an administrator than 'fate' had permitted," he said, "so the opportunity to help Wilmington, a young and rather innovative institution, gain its accreditation emerged as yet another crossroad in my career."

In 1973, after two successful years at Wilmington, Dr. Fletcher came to Edison College and assumed his role as chief administrator of all academic affairs at the institution. During the last five years he has also become actively involved in the experimental education movement and served on several statewide and national committees dealing with that issue.

As for music? Whether it be Chopin or Scott Joplin, Dr. Fletcher still plays the piano regularly and occasionally gives recitals for friends. He says he sets certain performance goals for himself and then keeps practicing until he meets them.

Alternative Learning Process: Instruction By Correspondence

by Laura Adams

Director of Academic Programs

PRINCETON, N.J. — Instruction by correspondence is an alternative means to earning college credit which is especially appropriate to adult students whose work and family responsibilities leave them little time to attend college classes.

While Edison College students have the options of preparing for TECEP and CLEP examinations through independent study or by completing an Individual Assessment of their experiential learning, instruction by correspondence may be a viable option for those who like working within a structured learning situation or who do not have an experiential background in a subject they would like to use to complete a degree requirement.

Correspondence courses are available through several hundred accredited colleges across the country. Enrollment in these colleges is not required in order to take a correspondence course. The student registers for the course and pays

fees for only that course. Fees range from about \$15-35 dollars per credit, depending upon the institution. Some also charge a nominal registration fee. In addition, students pay for postage and texts. In most cases, texts may be ordered directly from the bookstore of the college when the student registers.

A wide selection of courses is available nationwide. Some large institutions, such as Brigham Young University, the University of California, the University of Minnesota

and the University of Wisconsin, offer several hundred courses in liberal arts, business, and professional areas. Edison College has current catalogues from almost every school offering correspondence instruction, and our academic counselors and program advisors have information on the types of courses offered by each and their costs.

The process of completing a correspondence course usually goes something like this: the student registers, pays fees, orders texts. A course syllabus and workbook is sent to the student and he or she begins the assigned readings and completes the written lessons. Lessons are generally submitted one or two at a time

to the designated instructor for the course, who evaluates and returns them. In many cases a mid-term written examination is required and in almost all cases a final examination. These must be proctored by an academic official at an institution near your home. You must make your own arrangements for the taking and proctoring of exams. The Office of Academic Programs at Edison College will make individual arrangements for you to take exams at the College, if you wish. You are usually given up to a year to complete each course, with extensions available for a small charge. However, if you wish to complete a course in less than a semester, you may find this difficult because you will probably not be allowed to submit more than two or three lessons a week. This is because the instructor will need time to evaluate your work.

Grading systems are variable among the colleges offering correspondence instruction. In some, grades are issued; others may use a pass/fail system or give you either option.

One Edison College student who is enthusiastic about correspondence study is Ms. Sandra Haveson of Yardley,

Pennsylvania. She is currently completing her third correspondence course through Utah State University. In discussing the advantages and disadvantages of this method of earning credit, she says, "I can make my own time schedule and don't have to sit in a classroom to learn. However, I find that I have to be self motivated and self-disciplined, setting aside a block of time each week to complete the assignments." Her instructors for "Marriage and the Family," "Nutrition for Man," and "Home Furnishings" have been helpful in commenting on her assignment, she reports, and have been prompt in returning them to her. She completed the first two courses in four months, probably the minimum amount of time possible in this mode of earning credit.

Students interested in exploring this option may contact the Office of Academic Counseling or their program advisors for further information or may write for the "Guide to Independent Study through Correspondence Instruction" published by the National University Extension Association, Suite 360, One Dupont Circle, Washington, D.C. 20036. The cost of the Guide is \$1.00.

President Brown . . .

(Continued from Page 2)

to 15,000 mature adults who are interested in continuing their education. We have come to realize that the adult learner probably needs more support services in the form of education than the typical 18-year-old. Many of our students are adults who have been out of the education game for 15 or 20 years and, not only has education changed tremendously in that time, but it has become much more complex. So, there is need for better counseling to assist the adult to find the most appropriate way of achieving their educational goals, understanding what they already know, and what they still need to know to achieve their goals. So, the information, counseling and then the assessment process for which Edison was founded to develop for experiential learning means that the adult can enter the traditional college at the level appropriate for them and not be bored silly with elementary courses that are unnecessary.

"Experiential learning is different from classroom learning . . . the adult may have a great deal more knowledge and a much greater depth than would be required in a classroom situation."

"I think that the greatest barrier to going back to college for the adult is often the fact that the first experiences in a classroom are boring. There is a feeling that they are wasting their time and it seems to take a year or two before they can get into the advanced areas to learn at a level appropriate for them. The adult learner must be provided with support services; what I like to call reentry services — information, counseling and assessment, if he is to receive really first-class citizenship when he gets into the classroom.



YOU'VE SEEN EDISON COLLEGE GROW FROM ITS FOUNDING IN 1972 TO THE FIRST FULLY ACCREDITED NON-INSTRUCTIONAL COLLEGE IN THE NATION. WHY THE GREAT SUCCESS STORY?

"Well, I am not sure it is a huge success story. It has been probably the most successful experiment of its kind in higher education that I know of. It can be truly said that New Jersey is far ahead of any other state in the union in providing services for mature adults on a statewide comprehensive basis. There are many small programs similar to Edison in private colleges and a few public colleges throughout the country. Wisconsin is beginning to develop an external degree program; the Regents Program in New York provides the testing services but not the assessment or counseling services that Edison does.

"So, we are leading a movement and we are beginning to see results. I think the success of the college is due, essentially, to the fact, that, through our counseling service, we began talking to students. Educators can sit around a desk for years designing nontraditional programs but, until they start talking to their potential students and really find out what the gaps in services are for the students, what the needs of the students are, how the students experiential learning relates to academic disciplines and degrees, only through that avenue can you begin to develop a series of services that really meet the students' needs.



" . . . there is a great lack of understanding among traditional educators of the real needs of the adult learner."

"I think there is a great lack of understanding among traditional educators of the real needs of the adult learner. Edison was lucky enough in the beginning to talk to many thousands of adults and our degree programs and policies are the result of coordinating the needs of an academic program with the needs of the student and not simply pre-packaging in the way an educator thinks the adult needs.

"I think our new B.S. degree is a perfect example of that. It is a degree which is uniquely designed for the mature adult in mid-career. It could not be provided in the way it is for 18-year-olds without any experience in their vocational areas.

PART OF THE EDISON MISSION, THEN, IS TO INDIVIDUALIZE?

"Yes. You have to individualize because you can say certain common things about people leaving high school and entering college. These are certain commonalities of background and experience that simply do not exist when you are talking about people aged 30 to 45. As we grow, all become more and more different in our levels of knowledge, background, and experience.

" . . . individual assessment gives the program of the college a great deal of flexibility . . ."

EDISON'S STATEWIDE COUNSELING NETWORK APPARENTLY HAS A VERY SPECIAL MISSION TO PERFORM. PLEASE EXPLAIN THAT MISSION AND HOW THE NETWORK FUNCTIONS.

"We look at the Edison's Statewide Counseling Network as a service to all adults in the state interested in finding the most appropriate ways to continue their education. It isn't designed just for individuals with an interest in Edison College. As a result, we are serving this year about 6,000 adults. Only about one-fourth of these individuals will enroll in Edison, while approximately 40% will enroll in other colleges and educational programs. So then, it is a service that is objective. We have no interest in encouraging people to enroll in Edison who are not of the kind we can serve. They may not have the background or the experiential learning and they could be better served if they knew what educational opportunities were available in the state. We are hoping to expand our counseling network. We now have three permanent locations with a number of satellite locations, so any citizen of the state can have a counseling session within a close radius of where he lives. The basic purpose of counseling is to assist the person to identify what their objectives are, what they know already, and what they want to learn, and then to help them develop a strategy to move from where they

"We look at Edison's Statewide Counseling Network as a service to all adults . . . interested in finding the most appropriate ways to continue their education."

are at to where they are going in the most time-efficient and money-efficient ways with the least cost and with the best educational opportunities available. As you know, most of our students, even those that enroll in



Edison, will later transfer to a traditional college after they have, in a sense, exploited their experiential learning and have it on their Edison transcript. They then can move into a traditional learning environment at a level appropriate for them. So, counseling is part of that total system and it is fully supported by the State of New Jersey. We feel it is a unique service really not available anywhere else in the country at anywhere near this magnitude.

AS THE COLLEGE ENTERS ITS SIXTH YEAR OF OPERATION, WHAT PROBLEMS DOES IT FACE?

"Well, the major problems faced by Edison College are simply the problems associated with rapid growth and with our success. The same six years have been very tight ones for state government financially and Edison, as the most rapidly growing unit in higher education, has not received really as much state funding as we would need and could use efficiently. In the last three budget years, our appropriations have been cut drastically by the state government Budget Bureau, primarily because they do not fully understand the cost-effectiveness of this kind of service. Edison College can be looked upon by some as a frill, something nice to do, when, in reality, it saves the individual citizens of the state — the taxpayer — very substantial amounts of money by avoiding having adults in classrooms they don't need. It costs the state nearly \$2,000 a year to put a person through a year of college. If that can be avoided through CLEP examinations, TECEP exams and Individual Assessments, there are very major savings. If many adults attempt to enter inappropriate academic programs and drop-out, this is a total waste of their time and the taxpayer's money. So, we feel that Edison is a

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President Brown

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very important reallocation of educational resources and that it complements, rather than competes with the other institutions in the state. We have been forced to consider raising fees very substantially next year. We don't like to do that, and we feel that there should be as much state support for the Edison College program as there is proportionally for the other traditional colleges. Students at the traditional state institutions pay about one-third of the cost and the taxpayer pays two-thirds. Our students are paying in fees close to 42% of the cost of the service, and I think that is too much. Our major problems have been that we have grown rapidly, we have grown at a time when state resources are scarce, and we must, therefore, get our story across that dollars spent on the Edison program are efficient and cost-saving to the State and to the citizens. We are making progress. Our budget has moved in six years from \$250,000 in state appropriation to over \$700,000, but the number of students served per year is five times as many as we served in the first year, so we are hoping that during this go-round in the state legislature there will be substantially more funds available to the college.

WHAT SPECIFIC GOALS DO YOU AND YOUR BOARD OF TRUSTEES HAVE FOR THE FUTURE GROWTH AND DEVELOPMENT OF THE COLLEGE?

"Our trustees agreed on a target of 20% growth of enrollment each year for the next three years. We feel this is minimal and, with the implementation of the new B.S. degree, enrollments have been up even more than that this year. We hope to expand the Counseling Network and to provide through that network information to all citizens on educational opportunities. We are considering now an Education Hotline — through an 800 number — that will provide any citizen of the state with direct information on any educational opportunities in the state and would answer questions directly, cause literature to be sent to the student who is requesting it, or refer the individual to the proper agency of government or the proper college for information. So, there are many things we are planning to do in expanding the comprehensive nature of the services of the college when, and if, resources are available.

"Our trustees agreed on a target of 20% growth of enrollment each year for the next three years."

Consultants

PRINCETON, N.J. — Having no faculty of its own, Thomas A. Edison College arranges with a large number of consultant faculty to perform specific individual assessment projects. These professors are usually faculty members or academic administrators at other colleges and universities, hence they hold regular faculty positions at their employer institutions and consult with Edison College as the need arises. Currently the college has nearly 500 faculty consultants available representing colleges throughout the nation.

An assessor who has been serving Edison College for the past three years is Howard Schwartz, professor of speech and chairman of the department of communications at Rider College, Trenton, NJ.

Schwartz is a vital link in developing assessments in such fields as public speaking, oral communication, journalism, technical writing, communications theory, and business communications. Program advisors who work with him characterize Schwartz as "organized, efficient, and appreciative of procedure as well as the needs of the student."

Professor Schwartz says his responsibilities with students undergoing individual assessment are two-fold.

"As a critical part of the assessment process I determine the extent of what the students have indicated they know," he says. "In a traditional setting you impart knowledge which students are waiting to soak up; with the individual assessment process the emphasis is shifted."

Professor Schwartz says he also serves as a guide to students in helping them track down and utilize research material to support their experiential learning and "pull things together properly" in preparation for their assessments.

"Students come to me with 20 or 30 years experience in organization, management, or public service, and are very eager to prove what they know, as well as acquire reading lists and bibliographies for materials which will help support their backgrounds," says Schwartz.

"Actually these students are now learning the technical language for what they've been doing for years," he continues. "Through individual assessment they reinforce their self-images when they see something described in a media textbook that prompts them to say, 'Hey, I've been doing this all along.'"

College Staff . . .

(Continued from Page 1)

Sociological Association and Sociologists for Women in Society.

She is a native of Montrose, PA, and now resides with her husband, Donald Stryker, in New Brunswick. Her hobbies include camping and playing squash, as well as caring for "two hounds" and a Labrador Retriever.

Primarily responsible for bachelor of science in technical services candidates, Thomas Streckewald has spent the past six years working as the laboratory coordinator and completing a master's degree in biology at State University of New York-Binghamton. He earned his bachelor's degree in neurobiology and behavior from Cornell University.

"As a program advisor I find most of the people I'm dealing with to be mid-career professionals who began their careers not needing a degree," says Mr. Streckewald, "but now they've gone as far as they can, and find that the bachelor of science degree will enhance job mobility and open doors for graduate work."

Born in Bishop, CA, and raised in Lockport, NY, Mr. Streckewald now lives in Ewing, NJ, with his wife, Catherine. He is an active outdoorsman and environmentalist who belongs to the Audobon Society. The Streckewalds are also avid racquetball enthusiasts.

Receptionists



PRINCETON, NJ — When the public — students, potential students, faculty consultants, or anyone who has an interest in or business with the college — finds a need to telephone or visit Edison College headquarters in Princeton, their initial contact is likely to be with one of two receptionists — Dorothy Ruch or Shirley Viau.

As morning receptionist, Ms. Ruch opens the phone lines at 8:30 to be ready for the hundreds of calls that funnel in and out of the college offices daily. Not only is she responsible for moving conversations through the 70 extension lines at the switchboard, but she also greets people in the reception area, directs visitors to specific appointments, records names and addresses of all persons inquiring about the college by phone or mail, and evaluates which caller questions she may answer and which should be passed on to a particular department for additional assistance.

Ms. Viau agrees with Mrs. Ruch in that their interface with students and visitors is an important part of their job.

"We try to make sure we come across as happy people. Being able to smile and acting relaxed helps others to relax," says Ms. Viau.

Taking on the same duties as her morning counterpart, Ms. Viau holds down her post until one-half hour after the college offices close at 5 p.m.

Before coming to Edison College, Ms. Viau held secretarial positions with the New Jersey State Police and the Division of Law and Public Safety. She lives in Hamilton Township, NJ, and when not busy caring for two young children, she enjoys horseback riding.

Mrs. Ruch recently moved to the Princeton area from Brooklyn, NY. Her past work experiences include seven years as an administrative assistant to the registrar of Brooklyn College and ten years as executive secretary to the chairman of the board for one of the largest brokerage houses on Wall Street.

Now residing in East Windsor, NJ, she enjoys bowling and has "a fond love of the theater."

Skilled Advisors Link Variables

PRINCETON, N.J. — The method of earning credits through an Individual Assessment of prior learning involves the Program Advisor in an important role with both the student and the assessor. It is a rewarding experience for the Program Advisor to be able to help students identify areas where they have acquired knowledge through their own study or experiential learning. This experiential learning may have been through work, volunteer activities, or independent study. In some cases the knowledge may be extensive and related to several different fields. It is necessary for students to identify that knowledge as college level learning. Students are able, through a search of college catalogs, to correlate their knowledge with traditional college courses. These courses are then related to the student's degree program. Finally the student must be able to articulate and document that learning in a manner acceptable to an assessor and the college.

A second function the Program Advisor performs is the selection of a consultant to assess the knowledge the student has identified. The Program Advisor clarifies for the consultant the philosophy and procedures of the Assessment Program. Both professional and academic standards need to be maintained. The Program Advisor emphasizes that this is not sponsored learning or directed study between the consultant and the student, rather it is an evaluation and measurement of the student's knowledge gained through prior learning. While there may be an emphasis on the application of knowledge there is also the emphasis of the abstract, philosophy and theory, and their relationship to the practical and applied.

In any one assessment a variety of methods may be used, such as, written exams, oral exams, interviews, comprehensive papers or other documentation. The Program Advisor works with both the student and the consultant so that the methods used will offer the student the opportunity for full expression of acquired knowledge and the consultant the opportunity to measure that knowledge in the most appropriate way. Careful monitoring of the assessment process by the Program Advisor allows the student the opportunity for a successful demonstration of acquired knowledge. It also provides the consultant and the Program Advisor the satisfaction of participating in the forward progress of the student.

THOMAS A. EDISON COLLEGE

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The Registrar Reports

THOMAS A. EDISON COLLEGE



OFFICE OF THE REGISTRAR

Thomas P. McCarthy
Editor

Patricia J. Cramer
Assistant Editor

The Registrar Reports
Number 8: Winter/Spring, 1978

Major Revision of Associate in Science Degree in Management Announced

The Academic Council of Thomas A. Edison College has approved a major revision in the Associate in Science degree in Management which was developed by the College's Office of Academic Programs and the Committee on Business Degrees. The revised degree program will go into effect July 1, 1978. Any student enrolled in the AS-Management degree prior to the date of implementation will be allowed to complete the degree under the new requirements if they wish. Requests to change to the new degree requirements must be made IN WRITING to the Office of the Registrar.

- | | |
|---|--|
| I Liberal Arts | 30 sh |
| A. Humanities* | 6 sh |
| B. Social Sciences | 9 sh (3 sh must be in Principles of Economics) |
| C. College Mathematics/Natural Science | 6 sh (3 sh must be in College Mathematics) |
| D. Liberal Arts Electives | 9 sh |
| II. Management Core | 15 sh |
| A. Accounting | 6 sh |
| B. Introductory Business Law | 3 sh |
| C. Computers + Data Processing | 3 sh |
| D. Introduction to Business | 3 sh |
| III Management Options | 12 sh |
| A. General Management Option | |
| A minimum of 6 semester hours must be selected from the topics below. The remaining 6 semester hours may also be selected from these topics or from other business areas: | |
| 1. Industrial Psychology | |
| 2. Management of Human Resources | |
| 3. Marketing | |
| 4. Office Management | |
| 5. Operations Management | |
| 6. Organizational Theory | |
| B. Individualized Options | |
| The student must select 12 semester hours in one subject area or through a combination of subject areas which reflect the student's individualized career needs. | |
| 1. The student may select one of the six subject areas for which TECEP examinations are available: Accounting, Finance, General Management, Management of Human Resources, Marketing and Operations Management. The student may use the TECEP examinations, college courses, Individual Assessment or a combination of these methods to complete the requirements. No special approval is needed. | |
| 2. The student may select a subject area other than the six listed above (e.g., Data Processing, Real Estate, Health Administration, Public Administration, Office Management, Retailing, etc.) and complete 12 semester hours through course-work and/or Individual Assessment. The student must submit a written proposal to the Office of Academic Programs for approval. | |
| 3. The student may construct an individualized option based on a combination of subject areas which reflect a particular career need. The student must submit a written proposal to the Office of Academic Programs for approval. | |
| IV Free Electives | 3 sh |
| | Total Required 60 sh |

* Since all degree candidates must meet the College's requirement in Written Expression, the AS-Management degree candidate may use the Humanities requirement to meet the written expression requirement through course-work or an examination in English Composition.

Students currently enrolled in the AS-Degree in Management who wish to follow the revised degree program of study should inform the Registrar's Office IN WRITING indicating which of the options they prefer. Students who elect an individualized option other than accounting, finance, general management, management of human resources, marketing or operations management will be sent an application form to be completed and returned to the Office of Academic Programs.

Students who wish additional information about the revised degree program should contact their program advisors or one of the Academic Counseling Offices.

Bachelor of Science in Business Administration Degree Revised

Changes in the Bachelor of Science in Business Administration Degree have been approved by the College's Academic Council upon the recommendation of the Office of Academic Programs and the Committee on Business Degrees. The changes will go into effect July 1, 1978. Students enrolled prior to that date may elect any or all of the changes.

Under the approved revisions, the General Business Option of the BSBA degree has been eliminated. Currently enrolled students who have indicated that they are interested in the General Business Option may change their option to the new General Management Specialization or the Individualized Option (see below). If the student wants to complete the General Business Option as described in the 1977-78 College Catalog, he/she must submit a written proposal for the General Business Option to the Office of Academic Programs for approval NO LATER THAN JULY 1, 1978 if one has not already been approved.

Students who fail to submit a written proposal by July 1st will be required to select a different specialization or option. Specific changes for the BSBA degree are:

- I Changes within the Business Core:
 - A. The 6 sh requirement in Economics listed under Social Science must be Principles of Micro-Macro Economics.
 - B. The Data Processing requirement can be met by the CLEP examination Computers and Data Processing as well as the TECEP Introduction to Data Processing examination.
 - C. The TECEP examination entitled Management of Human Resources has been retitled The Management Process. There is no change in content of this examination.
- II Changes in Standard Specialization:
 - A. Four TECEP examinations in Labor Studies may be used toward a Specialization in Management of Human Resources: Contemporary Labor Issues, Labor Economics, Labor Law, and Labor Movement Theories.
 - B. A new Standard Specialization called General Management has been approved. Students who wish to complete the General Management Specialization would be required to complete one TECEP examination (or equivalent) from four of the five other approved specializations (Accounting, Finance, Management of Human Resources, Marketing and Operations Management). The remaining credits would be selected from any of the TECEP examinations approved for the five areas listed above.
- III Changes in Non-Standard Specializations:
 - A. The General Business Option has been eliminated.
 - B. Two individualized specialization options have been approved. These individualized options have been made available to enable the student to relate his/her degree to career needs.

1. The first option would allow the student to complete 18 sh of advanced level work in one subject area not covered by TECEP examinations such as Data Processing, Real Estate, Health Administration, Public Administration, Insurance, etc. The student must submit a written proposal to the Office of Academic Programs for approval.
2. The second option would allow the student to construct a specialization using a combination of two subject areas which reflect the student's individualized career needs. The student must submit a written proposal to the Office of Academic Programs for approval.

As with all of the College's degrees, the student may complete the requirements through coursework completed at traditional colleges or universities, through individual assessment and/or examinations. Students who wish additional information about the revised degree program should contact their program advisors or one of the Academic Counseling Offices.

Guidelines for New Business Degrees To be Prepared

The Office of Academic Programs is in the process of preparing INFORMATIONAL GUIDELINES for the new AS degree in Management and the revised BSBA degree. These GUIDELINES should be available after June 1, 1978. Students who will complete their degrees under the requirements listed in the 1977-78 College Catalog should follow the INFORMATIONAL GUIDELINES already in print: AS-Management degree (July, 1977) and BSBA degree (April, 1977).

New TECEP Test Center Announced

The College has approved a fifth Test Center for the regional administrations of TECEP, the College's examination program. Beginning with the June, 1978 administration of TECEP, students may register for TECEP examinations to be administered in Wilmington, Delaware. Arrangements have been made with Wilmington College for use of its facilities as a regional test center. Individuals who register for the Wilmington Test Center will be charged the regular In-State Test Fees. All examinations offered through TECEP except foreign language and secretarial science examinations can be taken at the Wilmington Test Center.

Study Guide Format for TECEP Examinations Changed

The Study Guides prepared by the College for use in preparing for TECEP examinations have been revised and printed in booklet form. Study Guide booklets have been prepared for each of the business areas, the business core, radiologic technology, humanities, natural sciences and social sciences. To help offset the rising cost of providing study guides to our students, a charge of \$1.00 per booklet will be made. Students requesting study guides are urged to include their payment with their request.

Annual Registration Fee To Be Implemented

The Board of Trustees of the College has under consideration the implementation of an annual registration fee. For the 1978-79 academic year (beginning July 1, 1978), students who enrolled prior to July 1, 1977 would be required to submit the \$15.00 Annual Registration Fee (proposed) when they submit their Statistical Questionnaire in September/October. Students who do not submit the fee would be classified as inactive and their names deleted from the College's mailing list for the 1978-79 academic year. Students who are placed in the inactive category may re-activate their files by submitting the Annual Registration Fee. Inactive students would not be eligible for academic services while in the inactive classification. (Transcripts would be provided as usual.) Students who enrolled in the College from July 1, 1977 to June 30, 1978 would be required to submit the Statistical Questionnaire in

September to keep their files active but would not be required to submit the Annual Registration Fee for the 1978-79 academic year. Student Identification Cards for the 1978-79 academic year will be sent to each active student.

TECEP Fees to Increase

The Board of Trustees of the College is considering raising the fees of all TECEP examinations effective October, 1978. The proposed fees for examinations would be:

Examinations valued up to 3 sh	\$ 35.00
Examinations valued from 4 - 6 sh	50.00
Examinations valued at more than 6 sh	75.00
Modern Language Examinations, Battery A	75.00
Modern Language Examinations, Battery B	50.00
Modern Language Examinations, Battery A & B	100.00
Out-of-State Surcharge, per examination	15.00

Enrollment Fee to Increase

The Board of Trustees has approved an increase in the enrollment fee effective July 1, 1978. The new enrollment fee will be \$75.00. (PLEASE NOTE: the increase in enrollment fee does not affect students already enrolled in the College.)

Procedure for the Postponement of TECEP Examinations Implemented

The winter of 1978 has seen the implementation of a snow emergency plan for the TECEP examinations. On March 3rd, this plan was implemented but met with only partial success. A number of students who did not hear the announcement on the various radio stations contacted, showed up at the Test Center expecting their examinations. After a delay of several hours, these hardy souls were able to take their exams as their reward (?) for having reached the Test Center. The procedures for postponing examinations will be sent to all TECEP candidates with their admission slips.

Group Briefings Held by Academic Counseling Staff

The staff of the Office of Academic Counseling has been holding group briefings for enrolled students and individuals interested in knowing more about the College. These briefings are being held at various locations about the State.

Meetings are scheduled for April 12th at 7:00 p.m. at the Parsippany Hills Adult School, May 10th at 7:00 p.m. at the Cherry Hill Public Library and June 6th at 7:30 p.m. at the Woodbridge Public Library. While these meetings are primarily for those individuals not yet enrolled in the College, Thomas A. Edison College students who want more information about the new degree programs or changes within degree programs are more than welcome to attend.

In addition to the Group Briefings listed above, the Academic Counseling Office is scheduling briefings at various adult schools in New Jersey. Details about these meetings are published in local newspapers.

Cathy Cawley Takes New Position

On March 13, 1978, Cathy Cawley, the first Transcript Evaluator in the Registrar's Office, began a new job as "Project Specialist" with the New Jersey Department of Higher Education. For about three years Cathy was an important link between student and college, serving as both watchdog and counselor for many hundreds of students. As the College grew in size and complexity, Cathy was one constant which students could rely on for assistance. All of us who worked with her wish Cathy much success with her new position and the challenges it will bring her.

College Growth Continues

During the first six months of the current academic year, the college enrolled over 1100 new students. This brought the number of students enrolled in the College since November, 1972 to 7,092. While the percentage of students under 30 years of age has grown, more than one-fourth of all of the students are between 31 and 40 years of age. Almost one-half of all students are between 31 and 50 years of age. Four of every 10 students are women.

Over 80 percent of all students are employed at least part time with an overwhelming majority of these employed full time. Students enrolled in the college come from almost every walk of life — professional as well as technical, clerks and teachers, clergy and police officers. More than 70 percent of the College's students reside in New Jersey, the remainder reside in 47 states of the union, as well as Canada and several other foreign countries.

Most of the College's students are degree candidates — 53 percent are enrolled in associate degree programs and 55 percent in baccalaureate degree programs. (Many students are enrolled in degree programs at both the associate and baccalaureate level.)

More than 70 percent of the students enrolled have taken at least one college course at a traditional college before enrolling in Thomas A. Edison College. Almost 30 percent of the students have completed more than two years of college.

Enrollments in the College during the current academic year are up 50 percent over the same period of time last year.

Program on Non-Collegiate Sponsored Instruction

Over the past several years, the American Council on Education in conjunction with education agencies in several states, most notably New York, has undertaken the evaluation of college level courses offered by industry and government. Through an office called the Program on Non-Collegiate Sponsored Instruction (PONSI), the American Council on Education has reviewed the educational offerings of diverse organizations such as the American Institute of Banking (Correspondence Program), General Electric Company, Trans World Airlines, Inc. and the United States Postal Service.

Thomas A. Edison College has approved for credit the recommendations listed in THE NATIONAL GUIDE put out by the American Council on Education. Students can obtain information on whether a specific educational program has been evaluated by the American Council on Education from the Training Director where they work. If they have completed an educational program which was evaluated by PONSI and wish to have this evaluated by Thomas A. Edison College to see if it is applicable to a specific degree program, they should have an official transcript sent to the College.

The New York State Education Department publishes its recommendations separate from the American Council on Education. Courses evaluated by the New York State Education Department will be reviewed by Thomas A. Edison College on a course by course basis.

Procedures for Demonstration of Currency Approved

During the past year the College has been working on the implementation of the Demonstration of Currency process required when more than 25 percent of the credits being used for the professional component of professional degrees were earned more than 10 years prior to enrollment.

Under the guidelines recently established, the maximum number of credits in the professional component of a professional degree which can be more than 10 years old are:

- 7 sh — AS-Management degree
- 15 sh — BSBA degree
- 9 sh — AAS-Radiologic Technology degree
- 8 sh — BS-Technical Services degree

Within the business degrees, those credits accepted within the above maximums will be applied to the core requirements in most instances so that the demonstration of currency can focus on the emphasis or specialization.

If a student earned or renewed a license or certificate which has been evaluated by the college for credit, in an area directly related to the specialization, such as the CPA, CPCU, CLU, ARRT, ASCP/HT, FAA, etc., within the ten years preceding enrollment in the College, the demonstration of currency would be waived. Likewise Currency of Knowledge in a specific subject area can be validated if the student has earned college credit through coursework, examination or assessment at an advanced level in the same area within the ten years preceding enrollment.

Where the student's work experience relates to the credits earned more than ten years before enrollment, or where the student has undertaken refresher courses through continuing education programs, a waiver of the Demonstration of Currency can be granted by the Office of Academic Programs.

Where a waiver cannot be granted, the student will be asked to demonstrate the currency of the knowledge gained through a pre-graduation type conference, an oral interview held at the College conducted by a faculty assessor with expertise in the student's area of specialization. This Conference will usually last from one to two hours. Special arrangements will be made for out-of-state students.

Applications for the Demonstration of Currency can be obtained from the Office of Academic Programs. The Program Advisors will assist in the preparation of the applications.

BS Degree Implemented

In THE REGISTRAR REPORTS, NUMBER 7, the College announced that the BS degree in the Human Services and the Technical Services was being implemented. Guidelines and applications for each of the two options have been prepared. These were mailed out to the students who indicated that they were interested in this degree program. If any student is interested in either of these options and has not received a copy of the Guidelines and an application, please notify the Office of the Registrar and one will be sent to you.

LAST TECEP Administration for 1977-78 Academic Year

Announcements for the last TECEP administration for the 1977-78 academic year are now being mailed to all active students. If any student has not received an announcement and wishes to receive one, he/she should notify the Office of the Registrar and one will be sent. The examinations will be administered in New Jersey and Delaware on Saturday, June 3, 1978. Deadline for New Jersey and Delaware administrations is May 19, 1978. Deadline for out-of-state administrations is May 12, 1978.

The first administration of TECEP for the 1978-79 academic year is scheduled for October 7, 1978. Deadline for New Jersey and Delaware administrations will be September 22, 1978. Announcements will be mailed to all students in August.

Need for Official Records

All students are reminded that OFFICIAL transcripts of college coursework must be sent directly to Thomas A. Edison College by the institution where the coursework was completed. Transcripts should be sent directly to the Office of the Registrar, not to any other office of the College. Transcripts sent to another office may result in unnecessary delays in processing. Transcripts will automatically be sent to the Registrar's Office by CLEP if the Thomas A. Edison code number is placed on the CLEP application. The correct code number for Thomas A. Edison College is 2748.

Limits Placed on Credits transferred from Community Colleges

The College's Academic Council has approved a policy which sets a limit to the maximum number of credits which a student can transfer from a community or junior college (two year college).

No more than 80 semester hours in coursework transferred from a community or junior college or a combination of coursework transferred from a community or junior college and the CLEP GENERAL examinations can be applied to a baccalaureate degree. Coursework completed at a community or junior college which the student wants to apply toward a specialization within a baccalaureate degree must be approved by the Office of Academic Programs.

This policy will go into effect July 1, 1978 and is applicable to students who enroll in the College on or after that date.



Lawrence W. Stamat, administrative assistant for accounting and book-keeping in the college office of administrative services, receives his bachelor of arts degree with a concentration in the natural sciences from President James Douglas Brown, Jr. Larry transferred credits from previous college work completed at Rutgers University and Mercer County College in order to satisfy his degree requirements.

Group Assessment Option Benefits State Workers

PRINCETON, NJ — Noneducational organizations — employers, labor organizations, community agencies, or governmental departments — frequently offer training programs that provide an opportunity for college-level learning but no opportunity for college credit.

To help men and women enroll in these programs gain credits for what they learn, Thomas A. Edison College has developed a special method of group assessment.

Based on close interaction between the College and the sponsoring organization, this special procedure has the additional purpose of helping noneducational institutions upgrade their inservice training programs.

Through this procedure, students are awarded credits: 1) when they have completed an in-service educational course that the College has systematically studied and approved, and 2) when they have passed an examination that the College has supplied especially for the course.

Before it can qualify as an experience for group assessment, the in-service course must meet two conditions: 1) it must be an opportunity for learning that is college-level in calibre and scope; and 2) it must fit logically into one of the degree programs of the College.

Some of the group assessment programs undertaken by the College have grown to great proportions. The New Jersey Department of Labor & Industry's in-service training program consists of many courses including seven for which Edison College has developed credit bearing examinations. Employees taking the Department's courses, and successfully completing the College's exams, will receive three credits for each. Beyond these seven exams, employees can also take advantage of all the other services offered by the College to complete their degrees. All fees are paid by the Department of Labor and Industry.

The Department's courses cover the areas of humanities, social sciences and math. In February, a special Accounting program was begun to help employees obtain college credits in accounting so that they can apply for advancement.

Interest from this department has spread into most of the other departments and divisions of New Jersey State Government.

With the Department of Labor and Industry blazing the trail, another large program was recently undertaken with the New Jersey Department of Civil Service. Unlike the program with Labor and Industry, the Civil Service program offers "college-level" training to all departments in state government.

Individuals enrolled in the program, paid for by their individual departments, can obtain college credit that could lead to a degree, and possibly upgrade themselves in their jobs. Under the New Jersey Civil Service structure, most paraprofessional and professional jobs require either a two- or four-year college degree. The Department, in conjunction

with Edison College, offers to those in state service the unique opportunity to receive in-service training, college credit and the possibility of the college degree.

This program, as well as other programs in state government, is geared toward helping an individual advance his/her academic and career opportunities.

The best way to describe the benefits of these programs is an example of a 43-year-old secretary who had been in her present position for 13 years with no chance for future advancement without an Associate degree. Her motivation to obtain this degree was stymied by the traditional approach to education. After one and a half years in the Labor and Industry program she has achieved her Associate degree and advanced to the professional level. Her example is followed by many in state service.

Programs such as these have already served over 1,000 state employees in one form or another. The future of group assessment programs in state government has an even greater potential. Interest from most of the departments and divisions continues to rise. The State has more than 50,000 in its employ. Within that 50,000, there are thousands who could benefit from the many services of Edison College.

Additional Sites For Southern New Jersey

VINELAND, NJ — Adults in southern New Jersey have additional opportunities for educational counseling with the opening of two new counseling offices in that part of the state.

Edison College counselor Ralph Viviano will be available at the counseling center of Atlantic Community College in Mays Landing from 9:30 a.m. to 5 p.m. on the third Friday of every month. Mr. Albert Jones, ACC counseling director, has cooperated in making his center's facilities available for Edison use. Those persons interested in learning more about Edison College programs can schedule appointments with Mr. Viviano by calling Ms. Joan Steinhauer at Atlantic Community College's counseling center, (609) 625-1111, extension 201.

Beginning March 6, Mr. Jules Kahn, also of the College's counseling staff, will be available at the Vineland Public Library between the hours of 1:00 p.m. and 9:00 p.m. on the first Mondays of each month. Appointments may be scheduled by calling the library at (609) 696-1100 and asking for the Edison College counselor.

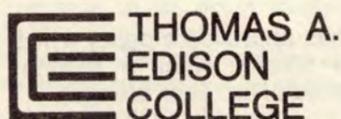
Both Mr. Viviano and Mr. Kahn serve Edison on a full time basis from the college's southern New Jersey counseling headquarters at the Labor and Industry Building, 501 Landis Ave., Vineland, N.J. 08360.

Thomas A. Edison College offers academic counseling to any adult in New Jersey who is interested in college programs. There is no charge for this service, which is available at over 20 locations throughout the state.

College Ring Offered By Alumni



Alumni Association President G. Gordon Beaver is requesting students interested in obtaining descriptive literature and price information on the Edison College ring to write him c/o President, Alumni Association, Thomas A. Edison College, Forrestal Road, Princeton, NJ or call (609) 452-2977, extension 232. The basic design of the ring is pictured above, though the engraving on the left portion will be modified to be more in line with the New Jersey state seal. Mr. Beaver says the ring is available in a variety of sizes, stones, settings and metals. All graduates and enrolled students may purchase a ring.



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