


**“What is a college? An institute of learning.
What is a business? An institute of learning.
Life, itself, is an institute of learning.”**

- Thomas A. Edison



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COLLEGE
New Jersey State College For External Degrees

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Thomas A.

EDISON COLLEGE 1978-79 CATALOG

Forrestal Center, Forrestal Road, Princeton, NJ 08540
609-452-2977

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Message To The Students From The President

Thomas A. Edison College, founded in 1972 by the New Jersey State Board of Higher Education, was named after the great inventor and prominent resident of New Jersey to symbolize the unique mission of the College. Thomas A. Edison, exposed to but a few months of formal education, acquired his vast understanding of science and engineering through intensive independent study and experimentation. Similarly, thousands of adult learners have acquired college-level knowledge and/or competency through a variety of independent efforts. It is the unique mission of Edison College to provide these mid-career adults with the opportunity to translate their relevant life-long educational experiences into college credits and degrees.

The College is also unique in that it offers no instruction and has no faculty of its own. However, like more traditional colleges, it does have an academic governance structure represented by an Academic Council and Committees made up of faculty members chosen from a cross-section of New Jersey public and private higher education institutions.

Students meet degree requirements through college equivalency examinations, through individual assessment of college-level learning, or through the transfer of credits earned at other colleges and universities. Students also have the option of using the College as a "credit bank" by having all of their credits earned through the above methods entered on an Edison College transcript and then transferring them to another institution for the completion of degree objectives. The pages immediately following provide an interesting and representative sampling of students who have successfully utilized one or all of the three methods in meeting their educational goals.

If, after reading this catalog, you feel that we can assist you in achieving your educational goals, I urge you to call the College academic counseling service and set up an appointment to discuss your individual needs and objectives. If it is impossible for you to meet with an academic counselor at one of several locations throughout the state, the counseling office will be glad to answer your questions by mail.

Since the College was founded, it has enabled over 8,000 students throughout the country to earn college credits for their educational achievements regardless of where those achievements occurred. Over 1500 students have been awarded an Edison College degree and many have been accepted into graduate school. If you are one of those individuals who has learned through experience and desires to have that experience evaluated, Thomas A. Edison College is ready to serve you.



James Douglas Brown, Jr.
President-on-leave





A licensed embalmer and funeral director in Virginia since 1959, Oliver Washington earned his associate in arts degree from Edison College and is now a candidate for a bachelor of science degree in technical services. Oliver comments, "I want to complete my degree so that someday I can teach my profession on a college level."

His studies have been individualized with a specialization in mortuary science, an area in which he is currently undergoing a 36-credit assessment of material ranging from "restorative art" to the "psychology of grief."

Mr. Washington began work toward an Edison College degree last year by transferring 44 credits from an accredited community college. Following his individual assessment, he will complete his degree requirements by taking college proficiency examinations and further classroom work at a college near his home.

Agnes Hordeman is a wife, mother, grandmother, realtor, broker, reporter, politician and a Thomas A. Edison student. This year she will complete the requirements for a bachelor of science in business administration degree.

Agnes first enrolled in Edison College in 1975. By transferring credits from previously completed college work and by earning additional credits through individual assessment and through college equivalency examinations, she met all the requirements for her degree.

Edison College became a family tradition when husband Walter enrolled and fulfilled course requirements for an associate in arts degree and a daughter began work towards her degree.

Mrs. Hordeman stated, "When I first enrolled in Edison College I had a need for academic credentials and Edison was exactly right for me. Frankly, I've gone beyond that initial need. Now I enjoy education and the knowledge I gain. I'm interested in learning about lots of different things. I plan to begin work on a Master's degree."





"I value education both as an experience and a tool," states Thomas A. Edison graduate Carolyn A. Houss. By transferring extensive college credentials from previous work at three colleges to an Edison transcript and gaining additional credits through individual assessment, Carolyn first completed the requirements for an associate in arts degree. She then went on to earn her bachelor in arts degree from Edison.

Recently Carolyn talked about her education, "Initially I majored in art with the projected hope of entering into the field of medical illustration. However, I moved into the field of science for more intellectual gratification. My Edison College B.A. degree, with a concentration in the natural sciences, was designed to satisfy the needs of adult learners like myself whose work toward a bachelors degree was interrupted by family relocation and who need the degree for career mobility or for continuation into graduate work and hence self-fulfillment."

Employed as a Nuclear Medicine Research Technologist at Cornell University's New York Hospital, Carolyn now plans to be a physician and will enter medical school next year.

For Donald Christiano, a 28-year-old Edison College student and a prisoner who has served more than six years, his rebuilding as a person and as a valuable citizen in his community will be enhanced by his completing requirements for a bachelor of arts degree from Edison.

Eighteen months ago, after earning his associates degree in sociology from a county college, Don was introduced to Thomas A. Edison College by one of Edison's counselors. "The College seemed ideal for me. I was not only able to transfer previously earned credits but also to receive credits for knowledge I had gained from the work I had been doing," he said.

Mr. Christiano was able to obtain more than 20 credits through individual assessment in group dynamics, social work techniques, analysis of social work agencies, and criminal justice and corrections systems.

He enjoys his role as a counselor within the prison system and when paroled hopes to become a full-time employee of the state. He aspires to a career in social work and specifically wants to work with juveniles. With his Thomas A. Edison B.A. degree in hand, he is confident of his future.





Harvey Myers is a regional staff nurse working for the New Jersey State Division of Medical Assistance and Health Services. Already possessing an associate's in science degree from a community college, he realized that further education would bring him greater personal satisfaction and enhance his career potential.

Harvey enrolled in Edison College in 1977 and by transferring previous college credits and taking college equivalency examinations became the first Edison College student to earn a B.S. degree in Human Services completing degree requirements in less than a year.

Mr. Myers commented, "At Edison I was able to develop the best kind of degree program to fit my needs using all my prior knowledge. I found a unique type of program at Edison College, extremely thorough, not overbearing, but consistent throughout. I have just been accepted into a traditional Master's program at a state university in the field of health care administration."

Barbara Miller is a busy woman. She teaches ballet at a private dance school, art at a county college, exercise therapy to a senior citizens group and coordinates a pre-school program in creative movement at a nursery school. And last but not least she has her husband, three children and a home to care for.

Barbara's lifestyle during her years of commitment to dance, art, teaching, community service, church and family have made her a product of "real world schooling." Her effort during the last two years to complete her bachelor of arts degree was precipitated by the fact that she needed it to be given a teaching contract by a county college where she had been an instructor.

Barbara says she used all possible methods to earn her B.A. degree. Because of her broad experiential base, she acquired 57 credits through the College's individual and group assessment process: 42 in art and 15 in dance. She also transferred college credits and took both TECEP and CLEP examinations.

"I have good feelings about completing the assessments," states Barbara. "Not only have I demonstrated what I know, I always come away from an individual assessment experience knowing that I have learned something new."





Characterized by his superior as a "skilled professional with a deep interest in people ... one who is always thinking in terms of helping others," Amilcar Torr s has just completed a bachelor of science in human services degree.

Mr. Torr s' professional and degree specialization is in the field of social gerontology, which focuses on social problems of the elderly and solutions of those problems. For the past four years he has been director of a community elders council which serves the needs of over 1200 senior citizens in a southern New Jersey county.

A planner, supervisor and implementor, Torr s discovered Edison College after taking course work at his native University of Puerto Rico and 24 straight A credits at another New Jersey state college. Since enrolling in Edison he has scored high on TECEP examinations and been awarded 24 assessment credits in such areas as the "sociology of aging" and "human services for the aged."

Accepted in a leading university graduate program in social work, he begins classes in the fall. "Mickey," Torr s says, "If I went to a traditional classroom setting at nights, I would have finished in 1981. Edison College allowed me to complete my dream now."

Well known New Jersey artist Sarah McGee teaches art therapy to children of migrant workers. She's been an active art therapist for a number of years. Two years ago she discovered in order to be a nationally registered art therapist, she must have a degree from an accredited college. Undaunted, 30 years out of school, she enrolled in Thomas A. Edison College and in 18 months was able to finish work for her bachelor's degree.

First, Sarah transferred her previous credit work from various county colleges to her Edison transcript. For additional credits, she took college proficiency examinations and through individual assessment earned 64 more credits.

Sarah says, "My second career ... my daily work with the migrant mother and her children is the most rewarding of my life. Through the creative process of art therapy, an individual can grow because someone showed an interest in them. It helps them to relate to the world in which they live. I'm grateful to Thomas A. Edison College for enabling me to do this type of work."



General Information

A State College—with a Difference

If young Thomas Edison were alive today, he would probably not be considered for a responsible job by any research firm in the country. If he tried to enter graduate school in order to round out his vast knowledge of science and engineering, no college would consider his application. For despite his college-level knowledge in many fields, Thomas Edison lacked a college degree.

Today, in New Jersey and across the country, there are many thousands of men and women who possess college-level knowledge but who lack the college credentials necessary for advancement in their careers or in their formal education. Appropriately named after the great inventor and prominent resident of New Jersey, Thomas A. Edison College was created for the express purpose of serving these men and women.



*"Without imagination man is a mere animal."
— Thomas A. Edison*

Purpose of the College

Thomas A. Edison College is one of New Jersey's nine state colleges. Like the other eight, it is authorized by the State Board of Higher Education to grant college credits and to award college degrees. Like them, it depends upon academic councils (that is, committees made up of college faculty and administrators) to determine its degree requirements.

But in other, equally important respects, Edison College is radically unlike the other eight state colleges—and unlike nearly every college in the country. When it was created by the State Board of Higher Education in 1972, it was mandated to perform a unique mission. That mission is twofold:

- (1) To develop flexible methods of evaluating college-level knowledge, regardless of how that knowledge has been acquired; and
- (2) To make use of these methods to award valid college credits and degrees to individuals who have not met—or have not chosen to meet—the requirements of a traditional college or university.

In short, the College exists to verify and to credential college-level learning, without regard to where or how that learning was acquired. It will grant credits, leading toward a degree, for any learning of college calibre and scope that can be verified through examination or assessment or documented by official transcripts from other accredited colleges or universities.

In carrying out its mission, the College performs four specific functions:

- (1) **It provides free academic counseling**, by appointment, for anyone interested in pursuing a college education, including individuals not enrolled in Edison.
- (2) **It awards baccalaureate and associate degrees**: the Bachelor of Arts Degree, the Bachelor of Science Degree with concentrations in either the human or technical services, the Bachelor of Science in Business Administration Degree, and three associate, or two-year degrees—in liberal arts, management, and radiologic technology.
- (3) **It grants college credits**, which may be applied toward a degree through Thomas A. Edison College or transferred to another college. These credits are earned in three ways:

- (a) By passing college-equivalency examinations, approved or devised by the College; or
- (b) By receiving an Individual Assessment of college-level knowledge, performed by an academic consultant engaged for that particular evaluation by the College.
- (c) By the evaluation of formal military service schools, hospital based RN certificates, as well as other licenses and certificates listed in the catalog on pages

In addition, the College accepts transfer credits earned through other regionally accredited colleges and universities.

- (4) **It acts as a catalyst for adult education** by awarding college credits for approved in-service training courses sponsored by employers, labor organizations, and community or government agencies.

Thomas A. Edison College offers no instruction. As a result, it has no classrooms and no resident faculty. Nevertheless, nearly 500 faculty members of both public and private colleges in New Jersey and elsewhere work closely with the staff in developing academic policies and standards, setting degree requirements, creating and grading examinations, and evaluating students in Individual Assessments.

History of the College

The College was established as part of the New Jersey system of higher education in July, 1972. During its first year, it developed two degree programs — the Associate in Arts Degree and the Bachelor of Science in Business Administration Degree. The first student was enrolled in November, 1972. In June, 1973, Edison College became New Jersey's ninth state college when its Board of Trustees was formally installed. At the first meeting of the Board of Trustees that same month, seventy candidates were approved for the Associate in Arts Degree. Also, in 1973, the College became a candidate for full accreditation by the Middle States Association of Colleges and Schools.

In the fall of 1973, the Board of Trustees approved the appointment of an Academic Council as well as planning committees for each of the College's degree programs. The sixty members who now compose the Council and its committees represent every sector of the state's system of higher education.

Throughout the second year of its history, the College began to build a statewide counseling network, to develop proficiency examinations in support of its degree programs, and to refine its unique methods of certifying college-level knowledge through individual and group assessments.

During 1974, the State Board of Higher Education authorized the College to grant the Bachelor of Arts Degree and two additional associate degrees. In the spring of 1975, the College granted its first baccalaureate degrees: 31 Bachelor of Arts and four Bachelor of Science in Business Administration as well as 245 Associate in Arts degrees.

More than 3,000 students had enrolled in the College by the fall of 1975. At that point in its history, the College had been in operation long enough to permit a penetrating look at all of its programs and services. An intensive self-study was therefore undertaken that, over a period of eight months, involved the efforts of more than fifty individuals, representing the staff, Academic Council, Trustees, and students of the College.

The product of this investigation was an Institutional Self-Study that helped the College to refine its operation and clarify its direction before embarking on further expansion.

During 1976, in line with the recommendations of the Self-Study, the College increased its services by adding to the number of staff members who work directly with students both before and after enrollment.

In the spring of 1976, having outgrown its original headquarters in Trenton, the College moved to larger quarters in the Forrestal Center in Princeton. The following June, the College's fourth annual commencement was held at the site of Thomas A. Edison's laboratories in West Orange honoring more than 350 students. The College was itself honored by the presence of Thomas A. Edison's daughter, Mrs. John Sloane.

A third baccalaureate program — the Bachelor of Science Degree with concentration in either human or technical services — was approved by the New Jersey Board of Higher Education in July, 1977. In October, again at the Edison Laboratories, 400 graduates were honored during the College's fifth annual commencement with the keynote address delivered by New Jersey's chancellor of higher education, Dr. T. Edward Hollander.

As of the summer of 1978, more than 8,500 students had enrolled in the College and over 1,500 had qualified for degrees. In June, 1978, it was announced that the College would move into the capital city of Trenton during the summer of 1979, occupying as its permanent home the five-story Kelsey Building, a federal and state historic landmark located within the New Jersey Capitol Commons complex.

Accreditation

Thomas A. Edison College of New Jersey is approved by the New Jersey State Board of Higher Education.

In June 1977, full accreditation status was awarded to the College by the Commission on Higher Education of the Middle States Association of Colleges and Schools, the official body for the accreditation of educational institutions in this region.

Accreditation by the Middle States Association of Colleges and Schools constitutes recognition by the higher education community of the College's innovative approach to education. Because of the nature of the College, evaluation procedures utilized by the accrediting body were very rigorous. Accreditation implies that, while the College's methods are non-traditional, its students have met valid degree requirements on a par with traditional colleges.

A NEW KIND OF STUDENT

Thomas A. Edison College is a new kind of college precisely because it is meant for a new kind of student — an unusual kind of adult student whose growing numbers have demanded nontraditional ways to credential non-traditional learning.

The men and women who enroll at Edison vary widely in age, educational background, and occupation. Though some are in their teens and many are retired, most are in their middle years. Most, though by no means all, have had some previous college training. Some are well established in their careers. Others are hoping to qualify themselves for new career opportunities.

Some Common Characteristics

Despite these individual variations, the men and women who come to Edison College have much in common.

(1) Most would have gone directly to college if the educational opportunities now available had existed when they were graduated from high school.

(2) Outside the walls of a traditional college, they have achieved skills and knowledge through their jobs or through independent study that would have been taught in formal classroom settings, resulting in college credits leading to a formal degree.

(3) Many have earned actual credits, perhaps from more than one college, but have not earned college degrees.

(4) Most have career and family responsibilities that make it necessary for them to conduct their education at their own pace and in their own settings, independent of class schedules and residence requirements.

These men and women should not be required to adapt to traditional educational institutions and procedures, which have been evolved mainly for post-adolescents. Unlike the teenager fresh from high school, they have been primed to learn by competencies acquired on the job or knowledge developed through independent study.

They need to be acknowledged for what they already know, but they may also need special help in relating that experiential learning to the theoretical disciplines which surround and support it.

In founding Thomas A. Edison College, the New Jersey State Board of Education recognized that these men and women deserve an institution of higher learning that will respect their achievements and autonomy and that will meet their special needs.

Some Typical Students

A few profiles of men and women who have consulted Edison College counselors may help to typify the new kind of student that the College was created to serve.

■ **A salesman in his early forties** who had dropped out of a state college twenty years ago after earning thirty-six credits. Over the next ten years, he accumulated 21 more credits, at two different colleges, by taking course work at night or on the weekends. But the process had been so slow that, under the pressure of growing family responsibilities and expenses, he had finally lost interest in a degree. Now he saw a chance to pool his 57 credits at Edison and to earn more, by examination or assessment for an Associate in Arts Degree. He could decide later whether or not to continue on for a four-year degree.

■ **A woman in her mid-forties** who had done clerical work, mainly bookkeeping and typing, for twenty years. She could not afford to enroll in a traditional college program, but without college credentials she could not advance beyond her present level of employment. She desired an Associate in Arts Degree, with a Bachelor of Arts Degree as a long-range goal.

■ **A woman in her late forties** who had worked intermittently for twenty years in several unrelated fields. She had been trained for a profession in home economics, but had married instead of finishing her degree. When she was free at age 49, to return to school, her college had discontinued its home economics program, and she had since taken a variety of courses at different colleges, hoping to put together a comprehensive degree program. For this woman, a Bachelor of Arts Degree had become both an economic necessity and a fitting conclusion to nineteen years of college courses.

■ **A police lieutenant in his late thirties** who had acquired extensive college-level knowledge in criminology, police science, and urban affairs. By earning college credits through Individual Assessments of his special knowledge in these fields, he could gain formal recognition for what he had learned on the job and also increase his chances of promotion.

Adult learners are inevitably more diversified than the population of a traditional college. For this reason, no list of examples can exhaust the wide range of educational interests and backgrounds to be found among the students enrolled at Edison. Recent graduates include company presidents and union organizers, prison inmates and chiefs of police, firemen and ballet dancers, jazz musicians and tax assessors, novelists and computer analysts.

HOW CREDITS ARE EARNED

Since Thomas A. Edison College does not offer instruction, it grants credits only for learning acquired outside the College. In granting credits for this prior learning, the primary interest of the College is not in how that learning was achieved but rather in its academic quality and how that quality can best be verified and measured.

There are three methods of verification and measurement used by the College in awarding credits. Some students have earned a degree at Edison by using only one of these methods. The typical pattern, however, is a combination of two or all three. Students earn credit at the College by:

(1) Transferring credits from coursework taken at another college or from evaluation of educational experiences in the military, hospital based RN certificate, as well as other licenses and certificates listed in the catalog on pages

(2) Passing college-equivalency examinations that have been approved or devised by the College; or

(3) Receiving an Individual Assessment of their knowledge or skill in a specific area from an academic consultant who is a specialist in that area and who has been selected by the College for that particular evaluation.

Nontraditional Ways Toward Traditional Goals

The methods used by the College in awarding credit reflect assumptions that are partly nontraditional and partly traditional. To avoid basic confusion about the College, it is important for students to understand this unique combination of nontraditional and traditional practices.

The nontraditional assumption is that college-level knowledge can be acquired and verified in many different ways.

The traditional assumption is that such knowledge—if it is to result in a transferable college degree should be: classified according to traditional subject matters, distributed according to basic degree requirements, and credited according to standard systems of measurement. Each of these three points deserves special attention.

(1) *Classified according to traditional subject matters.* Although the methods used by the College to decide whether students are entitled to credit for their knowledge are more or less nontraditional, the conceptual academic framework used to classify that knowledge is largely traditional. That is, the subject and skill areas designated for credit by the College (sociology, accounting, composition) correspond to those designated for credit within the traditional college curriculum.

(2) *Distributed according to basic degree requirements.* If credits accumulated at the College are to result in an Edison degree, their distribution among traditional subject matters must coincide with the pattern of credit distribution prescribed for the degrees awarded by the College. Although the credit distribution requirements for a degree from Edison College have been broadened to accommodate the special needs and interests of mid-career adults, they have also been given definite shape to represent a body of knowledge that is both comprehensive and coherent. To constitute the basis for an Edison degree, credits accumulated at the College must fit that definite pattern, regardless of how numerous they may be.

(3) *Credited according to standard systems of measurement.* The system of measurement used for crediting knowledge is also traditional. Among the systems used by colleges for measuring the value of knowledge are semester hours, trimester hours, quarter hours, and competencies. In expressing its degree requirements, Edison College uses only one of these measurements—semester hours.

Credit for Experiential Knowledge

Before the methods of earning credit are described in greater detail, one more basic principle should be stressed.

The College grants credit only for demonstrated knowledge or proficiency. Where this knowledge has been gained through formal coursework at an accredited college, a satisfactory grade in the course is considered a sufficient demonstration of the student's accomplishment. On the other hand, where the knowledge or proficiency has been acquired through independent study or work experience, credit will not be granted on the basis of the study or experience itself, but only on the strength of proficiency examinations or Individual Assessments.

THE THREE METHODS

One: Earning Credits Through Transfer

Credits earned at a college or university that is regionally accredited or a candidate for accreditation may be transferred to Thomas A. Edison College, regardless of the number of institutions attended. With the exception of those credits presented for the professional components of the professional degrees (A.S.M., A.A.S.R.T., B.S.B.A. and B.S.), there is no time limit placed on transfer credits. The limits placed on credits for the professional degrees are described on page 49.

These credits may have been earned previous to enrollment, but they may also be earned after enrollment by students who continue to take coursework outside the College.

Many students who come to Edison will bring with them enough previously earned credits to qualify for an associate degree without further coursework or credits. Some of these students may continue their work with the College until they have earned enough credits—either by additional outside coursework or by examination and assessment—to receive a baccalaureate degree from the College. Others may transfer, with advanced standing, to another institution.

One case selected from among recent graduates may help to clarify how transfer credits may lead directly to an Edison degree, be combined in an Edison degree program with other methods of earning credit, or be transferred to another college:

■ **A stenographer**, blocked from further promotion in her civil service job because she lacked college credentials, enrolled in Thomas A. Edison College. She had taken no previous college work.

During her first year following enrollment, she earned 20 credits through an Individual Assessment of her college-level skills in secretarial science and six additional credits for a satisfactory score on a college-equivalency examination in American history. During the next two years, she earned 18 more credits through college-equivalency examinations.

In addition during these same two years, she also took coursework in the evening division of a local community college, earning 12 more credits.

She was awarded an Associate in Arts degree and is now qualified for a promotion on her job. At the present time, she has no plans to continue on for a four-year degree.

For more information on transfer credits, see page 49.

Two: Earning Credits Through College-Equivalency Examinations

The credit requirements for most Edison degrees can be satisfied entirely through college-equivalency examinations, although most students will combine this method with transfer credits and Individual Assessments.

Examinations taken for credit include both those devised by the College and those administered by outside testing agencies.

Thomas Edison College Examination Program (TECEP)

With the help of subject-matter specialists at colleges and universities in New Jersey and elsewhere, the College has developed its own program of achievement tests. These tests have been created for the express purpose of supporting the College's degree program in subject areas for which appropriate outside examinations are not available.

Students working for an Associate in Science Degree in Management may satisfy many of their credit requirements by passing TECEP exams. Those working for a Bachelor of Science Degree in Business Administration may satisfy all the business requirements of that degree through TECEP examinations, supplemented by CLEP examinations. Students working toward either the Associate in Arts or the Bachelor of Arts degree will find a number of TECEP examinations which can be used to meet degree requirements. (For a list of TECEP examinations, with credit allocations, see pages 67–73.)

External Examination Programs

All externally prepared examinations approved for credit have been thoroughly studied by the staff of the College and its adjunct faculty of subject-matter consultants. In addition, committees of the Academic Council review all outside examinations for their appropriateness as a basis for granting credit.

Several of these examination programs have been approved by the College for credit. For example, the College Level Examination Program (CLEP), developed by the College Entrance Examination Board, offers a very wide range of achievement tests. CLEP General Examinations cover many of the subjects required by traditional colleges in the freshman and sophomore years. CLEP Subject Examinations include many of the standard subjects offered in the second and third years of study in traditional institutions. *For more information on examination programs approved by the College for credit, see pages 50–58.*

■ **A young man in his early twenties** had no college credit when he received academic counseling and enrolled at Edison. Although he had taken no formal coursework after high school, he had continued to study and learn successfully on his own. Deeply involved in working with handicapped youth, he had decided to seek a Bachelor of Arts Degree to authenticate his efforts with young people and to qualify for a teaching certificate.

After the necessary preparation, this student took all five of the CLEP General Examinations, earning 30 credits toward a degree. He then turned to the CLEP Subject Examinations approved for credit in his area of concentration and, over the period of a year, earned enough additional credits, in the proper credit distribution, to receive an Associate in Arts Degree from the College.

At this point, he re-entered the traditional system of higher education by taking formal coursework through extension and evening classes offered by other colleges. By transferring credits accumulated in this way to his Edison transcript, he has since earned his Bachelor of Arts Degree from the College.

For more information on earning credit through college-equivalency examinations, see pages 50-53.

Three: Earning Credits Through Individual Assessment

Suitable examinations are not available in all the subjects and skills for which college credit may be awarded. To supplement its program of examinations, the College has therefore developed a third method of earning credits, which it calls Individual Assessment. When this procedure is used, learning acquired on the job or through independent study is assessed individually by a faculty consultant who has been engaged by the College specifically for that evaluation.

General Procedure

All Individual Assessments follow the same general procedure. In an application for assessment, the student, with the help of an academic counselor outlines the college-level learning to be assessed. In a preliminary interview, the student and a faculty consultant selected by the College establish an agreed-upon agenda for evaluation. This agenda specifies what knowledge will be assessed, how it will be assessed, and how many credits may be awarded. Then the actual assessment takes place, and the consultant reports the results to the College.

Individual Assessments can be carried out by the College in almost any subject. The method of assessment will depend on the nature of the subject matter. Oral or written exams may be used for many subjects in the liberal arts. For subjects in many technical or artistic areas, portfolios documenting skills and achievements may be examined or student performance may be observed directly. Sometimes one assessment interview is sufficient; sometimes several interviews may become necessary, using more than one assessor.

■ **A 43-year-old woman** combined transfer credits with two Individual Assessments to earn her Associate in Arts Degree. This student had helped to found a successful theater group, in which she later participated, over a period of several years, as an actress, stage manager, director, and producer. In addition, she had received formal training as a Sunday school teacher and been certified for that purpose by the education officer of her church. She transferred 39 credits from another college and earned 9 additional credits after enrollment, from outside coursework taken at three different state colleges.

But she also applied for two Individual Assessments, one in theater and one in religious education. By presenting detailed documentation of her very extensive achievements in theater and by undergoing an in-depth oral examination based on her work experience in religious education, this student earned 25 additional credits. As a result, she received her Associate in Arts Degree and is now working on her Bachelor of Arts Degree.

For more information about Individual Assessments, see page 55.

GROUP ASSESSMENT

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 enrolled 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 in-service training programs.

Under this procedure, students are awarded credits if they have completed an in-service educational course that the College has systematically studied and approved and if 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: it must be an opportunity for learning that is college-level in calibre and scope, and it must fit logically into one of the degree programs of the College.

General Procedure

After consulting with administrators and teaching staff of the sponsoring organization to confirm that these conditions have been met, the College will begin its systematic, on-site evaluation of the training program. This evaluation will usually involve the use of one or more outside academic consultants and may include detailed discussions with the staff of the sponsoring organization.

If the program is approved, written examinations or other assessment procedures to evaluate student performance in the course will be created or adopted by the College staff, in cooperation with outside academic consultants and the instructional staff of the sponsoring organization.

Students who perform satisfactorily will be given credit for the course once they enroll in the College. At that time, they will become eligible for all the services of the College, including educational counseling, the transfer of credits earned elsewhere, Individual Assessments, the use of approved subject-matter examinations to earn additional credits, and enrollment in a degree program.

Examples of Group Assessment

A few examples will suggest how the process of group assessment can help to stimulate adult learning and encourage educational opportunity. Some of the more extensive group assessments recently performed by the College include:

■ **Educational programs** developed and administered by departments of the state government to upgrade their personnel. The College has studied and approved several of these courses offered by Departments of Labor & Industry, Health and Civil Service in both the liberal arts and management, involving more than 700 persons.

■ **The Departments of Labor & Industry and Health** offer courses to the employees of their departments, whereas, the Department of Civil Service offers courses to employees of all departments of state government. Students who have completed these courses and pass an examination supplied or approved by the College have been given transcript credits upon enrollment in Edison that may be transferred to other institutions.

Through this method of earning college credits, many in state service who may have been locked into a dead-end position have a chance to upgrade themselves. Among this population minority groups and women benefit.

The College is continuing to develop similar in-service training courses for departments of state government that have no training courses of their own.

■ **A major corporation** that has developed four college-level courses as a first step in helping interested employees earn a college degree. College staff have been in close consultation with company management and instructional staff from the earliest stages in the development of two courses. All employees who enroll for the company-sponsored coursework may also enroll in the College, and those who pass an end-of-course assessment, developed and administered by the College, will receive credits. Employees enrolled in the program include those with no college credits, as well as those having one hundred or more, and range from clerical personnel to a vice president in charge of marketing. Corporate management hopes to enlarge this program by developing additional courses to be approved by the College.

■ **Performance examinations in both classical and modern dance** are offered at the School of the Garden State Ballet. Students may bank substantial amounts of credit at Edison for examinations taken at the School. In this way, dance students, professional or nonprofessional, can complete their studio training at the School while also accumulating credits at Edison College toward a Bachelor of Arts Degree with a dance specialization. At the same time, other students enrolled at Edison may take the examinations as liberal arts electives.

■ **Courses offered at Day Care Associations** throughout the state. These courses offer an excellent opportunity to those in the field of day care. Many of these people cannot attend college full-time because of monetary or time constraints, and therefore are excluded from furthering their career in the field of day care. Through these programs, funded by either federal or state revenues, these people are able to further themselves and their careers. Outside of obtaining college credits, enrollees in these programs are working toward obtaining a Child Development Associate (CDA) a national professional recognition of child care workers, and certification as a Group Teacher certified to train others in the field.

ACADEMIC COUNSELING

Many students will encounter Edison College first through its counseling services. These form a statewide network with three permanent offices—in northern, central, and southern New Jersey—and part-time offices in several locations. At these offices, qualified academic counselors, familiar with the special needs of adult learners, provide educational guidance without charge to persons of all ages, including those who have had no previous undergraduate training.

Their purpose is to help men and women who want a college degree define their educational goals and then discover ways to reach those goals through the learning resources available to them in New Jersey and elsewhere.

All degree candidates should take advantage of these counseling services. Counseling staff will help Edison students map out their degree programs and strategies.

DEGREE PROGRAMS

Baccalaureate Degrees

The Bachelor of Arts Degree offered by the College is similar in its requirements to the four-year liberal arts degree granted by most institutions of higher learning. Credit requirements must be distributed across subjects and along levels of difficulty according to a prescribed pattern, one that accommodates the special interests of mid-career adults while it also insures a balance between breadth and depth of knowledge.

See pages 32-35 for a more detailed description of the B.A. Degree Program.

The Bachelor of Science Degree in Business Administration offered by the College is similar in its requirements to the typical four-year business degree. In two ways, however, this degree program has been modified to fit the special capabilities of adult learners who have a background of experience in business administration.

First, it has been structured to enable the student to meet all or most of the requirements through written examinations and Individual Assessments. Secondly, specializations in several business fields have been added.

See pages 35-37 for a detailed description of the credit distribution requirements for the B.S.B.A. Degree.



The Bachelor of Science Degree recently developed by the College is a multidisciplinary degree combining the liberal arts with selected professional studies. The degree provides for a Concentration in Human Services or a Concentration in Technical Services. The educational purpose of this degree is to assist the experienced mid-career adult to integrate on-the-job and relevant prior learning with an individually developed academic program designed to meet each person's professional and personal needs.

Unlike other Edison College degrees, students must apply for and be accepted into the B.S. degree programs. Applications and guidelines for either the Human Services or the Technical Services are available through the Office of the Registrar.

See pages 38-41 for a detailed description of credit distribution requirements for the B.S. Degree.

Associate Degrees

The Associate in Arts Degree offered by the College is comparable to similar degrees granted by two-year colleges. By satisfying many of the basic liberal arts requirements traditionally associated with the freshman and sophomore years, it facilitates entry into baccalaureate programs at the Junior level. Many students will therefore use this degree as the foundation for any Edison College baccalaureate degree. Others will transfer their Associate in Arts Degree to another college or university in New Jersey or elsewhere.

See pages 41-42 for a detailed description of credit distribution requirements for the A.A. Degree.

The Associate in Science Degree in Management is a professional degree which requires 60 s.h. in liberal arts topics and basic management topics as well as relevant administrative subject areas. Students can plan to pursue a B.S.B.A. degree using the A.S.M. degree as a foundation.

A detailed description of the A.S.M. degree can be found on pages 42-44.

The Associate in Applied Science Degree in Radiologic Technology was created to help professionals widen their career horizons. It was not designed to prepare new technologists for entry into the field. To be eligible for this degree, students must be certified by either the New Jersey Licensing Board (General X-Ray Technology) or the National Registry (A.R.R.T.).

For a detailed description of credit distribution requirements for this degree, see pages 44-45.

PROGRAM ADVISING SERVICES

The services of Program Advisors are available through the Office of Academic Programs. Program Advisors will provide the specialized academic advising needed by baccalaureate degree candidates and students pursuing Individual Assessment.

For more detailed information on the academic counseling and advising services of the College, see pages 27 and 31.

TRANSFERABILITY OF DEGREES AND CREDITS

Individuals who receive the Associate in Arts Degree from Thomas A. Edison College will be accepted with Junior standing by any of the other eight state colleges in New Jersey. These students will then need only those academic requirements expected of Juniors and Seniors and those prescribed for the major concentration they intend to follow.

Students who wish to transfer to one of the private four-year colleges in New Jersey are urged to speak with the Director of Admissions at the college to which they wish to transfer. Many of these colleges will also grant Junior standing to graduates with the Associate in Arts Degree.

Graduates of Thomas A. Edison College with baccalaureate degrees have been accepted into graduate programs at private and public universities in New Jersey and other states as well.

Students who have not earned a degree and who wish to transfer credits from Thomas A. Edison College to another college should speak with the Director of Admissions at that college to determine to what extent the credits earned through Thomas A. Edison College would be accepted.





"Most fellows try a few things and then quit . . .
I never quit until I get what I'm after."

— Thomas A. Edison

Academic Counseling Services

The Academic Counseling Services of Thomas A. Edison College were established to provide educational guidance to individuals who are interested in pursuing their education but who may not be sure of how or where to begin. One need not be enrolled in Edison College to use these services. Persons of all ages and with a variety of educational backgrounds, including individuals who have not previously participated in traditional college-level instructional programs, may receive assistance in determining their educational goals and planning the most appropriate ways to attain these goals.

Qualified academic counselors from the College are available at various locations throughout the state to assist individuals with this planning and to explain the College's programs and degree requirements. The counselors will also give tentative and unofficial evaluations of transcripts from colleges and national proficiency examination programs and provide information on the various methods available to document college-level knowledge. The College Counseling Office (609-452-2977) is located in the main office of the College. However, two other permanent offices are maintained by the College to provide counseling services in the northern and southern parts of the state at the following locations:

666 Park Avenue
East Orange, New Jersey 07017
201-677-2403

Labor & Industry Building
501 Landis Avenue—Lower Level
Vineland, New Jersey 08360
609-691-5533

Counseling is also available by appointment in other areas of New Jersey. These sites currently include the following:

Northern New Jersey

Dover
Hackensack
Jersey City
Newton

Parsippany
Piscataway
Whippany

Central New Jersey

Eatontown
Lincroft
Trenton
Union
Woodbridge

Southern New Jersey

Atlantic City
Camden
Cape May Courthouse
Cherry Hill
Lakewood
Mays Landing
Mt. Holly
Vineland
Voorhees
Willingboro

Information on schedules at these locations and other counseling sites may be obtained by contacting the College Counseling Office. Every effort will be made to schedule appointments at the most accessible locations and the most convenient times.

CLEARINGHOUSE OF EDUCATIONAL RESOURCES

A Clearinghouse of Educational Resources for adult-oriented college-level programs has been established at the College as an adjunct to the counseling program.

Its function is to research college-level programs and services available to the adult and to maintain, update, and expand an extensive collection of materials on such programs throughout New Jersey and reaching into the surrounding states of Pennsylvania, New York, and Delaware. Clearinghouse holdings also include information on innovative programs throughout the continental United States and Canada.

The emphasis is on courses, programs, and services which are particularly valuable to the mature student. Verified information is extracted on adult evening schools and extension programs, weekend classes and other forms of flexible college scheduling, television courses for credit, instruction through correspondence, special classes to prepare students for CLEP examinations, and many other resources for independent study. This information is regularly transmitted to the network of counselors, who are advised not only of current educational developments in their region, but often of programs and courses still in the planning stage. Using information from the Clearinghouse, Edison College counselors are then able to suggest appropriate instructional programs or materials to individuals who are seeking ways of preparing for degrees through independent study.

Enrolled students receive a copy of a Clearinghouse publication, "Handbook of Educational Resources." The Handbook gives guidelines to the kinds of resources a student may make use of in pursuing a degree program, together with general information on how to locate these resources.

COMMUNITY INFORMATION SOURCES

Thomas A. Edison College and its counselors work very closely with other New Jersey organizations and institutions which serve adults interested in continuing their education. Information on Edison College programs as well as other adult educational opportunities is available to the public from these sources. In some cases, information can be provided by staff members of the organization. In other cases, Edison College counselors are available at scheduled times to answer inquiries. Requests for general information can usually be handled by telephone or on a drop-in basis. However, anyone considering enrollment in Thomas A. Edison College should arrange an appointment with a College counselor.

The following is a partial list of the organizations providing general information on Thomas A. Edison College:

Colleges

Atlantic County Community College
Office of Academic Counseling
Mays Landing, New Jersey 08330

Bergen Community College
Hackensack Adult Learning Center
295 Main Street
Hackensack, New Jersey 07601

Brookdale Community College
Women's Center
Lincroft, New Jersey 07738

County College of Morris
Continuing Education Center
Route #10, Center Grove Road
Randolph Township
Dover, New Jersey 07801

Glassboro State College
Director, Academic Advisement
Glassboro, New Jersey 08208

Kean College of New Jersey
Evening Office
Union, New Jersey 07083

Mercer Community College
Community Counseling & Information
Office
90½ State Street
Trenton, New Jersey 08625

Middlesex County College
Office of Counseling
Edison, New Jersey 08817

Adult-Community Education Programs

Lakewood Community School
521 Princeton Avenue
Lakewood, New Jersey 08701

Parsippany Hills Adult School
20 Rita Drive
Parsippany, New Jersey 07054

Monmouth Adult Education Commission
One Main Street
Eatontown, New Jersey 07724

Vineland Adult Commission Learning
Center
507 Seventh Avenue
Vineland, New Jersey 08360

Public Libraries

Atlantic City Library
Pacific & Illinois Avenues
Atlantic City, New Jersey 08401
609-345-2269

Burlington County Library
West Woodlane Road
Mt. Holly, New Jersey 08060
609-267-9660

Camden Free Public Library
616 Broadway
Camden, New Jersey 08103
609-963-4807

Cape May County Library
Mechanic Street
Cape May Court House
New Jersey 08210
609-465-7837

Cherry Hill Library
1100 North Kings Highway
Cherry Hill, New Jersey 08034
609-667-0300

Morris County Free Library
Hanover Avenue
Whippany, New Jersey 07981
201-285-6127

Piscataway Township Library
500 Hoes Lane
Piscataway, New Jersey 08854
201-463-1633

Sussex County Library
Homestead Lane
Newton, New Jersey 07860
201-948-3660

Vineland Public Library
1058 East Landis Avenue
Vineland, New Jersey 08630
609-696-1100

Willingboro Library
Salem Road
Willingboro, New Jersey 08046
609-877-6688

Woodbridge Free Public Library
800 Rahway Avenue
Woodbridge, New Jersey 07095
201-634-4450

Public Agencies

Fort Dix Army Education Office
Fort Dix, New Jersey 08640

Fort Monmouth Education Office
Fort Monmouth, New Jersey 07703

National Aviation Facilities Center
Education and Training Office
Building #8
Atlantic City, New Jersey 08405

Lakehurst Naval Air Station
Education and Training Office
Lakehurst, New Jersey 08733

McGuire Air Force Base Education Office
McGuire Air Force Base, New Jersey 08641

N.A.F.C.
Tilton Road
Cardiff, New Jersey 08240



"The inspiration point is the perspiration point." — Thomas A. Edison

Degree Programs and Requirements

Program Advising

All degree candidates are urged to take advantage of the counseling, advising, and information services of the College (see pages 27-29 for services offered through the Office of Counseling Services).

Program Advisors are professionals with college teaching and advisement experience in particular academic disciplines. The Program Advisor in the Office of Academic Programs will assist upper-level B.A. and B.S.B.A. candidates and all B.S. candidates in program planning, preparing specialization proposals, and, in the case of B.A. candidates, preparing for the Pre-Graduation Conference. In addition, the Program Advisor will coordinate the process of Individual Assessment for any student who applies.

BACCALAUREATE DEGREES

Bachelor of Arts

The Edison College Bachelor of Arts Degree is designed to satisfy the educational needs of a wide range of adult learners, the vast majority of whom fall into four categories: (1) those whose work toward the degree was interrupted earlier in life; (2) those needing the degree for career mobility; (3) those seeking the degree for self-fulfillment; and (4) those desiring to prepare for graduate work.

Basic Degree Requirements

The Bachelor of Arts Degree requires 120 semester hours of credit for completion, 87 of which must be in the liberal arts, distributed in the manner presented in the outline below. The remaining 33 credits may be devoted to free electives in either liberal or non-liberal arts fields.

CREDIT DISTRIBUTION REQUIREMENTS

Bachelor of Arts Degree

Subject Category	Sem. Hrs. Credit
I. Area Concentration (Select from A, B, or C)	39
A. Humanities Select from at least three of the five areas: Literature Communication Arts Fine/Performing Arts Foreign Languages Philosophy or Religion	39
B. Social Sciences Select from at least three of the six areas: History Political Science Economics Psychology Sociology or Anthropology Geography or Area Studies	39
C. Natural Sciences/Mathematics Select from at least three of the five areas: Biological Sciences Chemistry Physics Earth and Planetary Environments Mathematics or Computer Science	39
II. Liberal Arts Distribution Requirement The requirement will be satisfied by completing at least 21 credits in the two liberal arts areas outside the Area Concentration, 12 of which must be in one area and 9 in the other; the areas are humanities, social sciences, and natural sciences/mathematics.	21
III. Liberal Arts Electives	27
IV. Free Electives	33
	Total 120

The degree features an Area Concentration of 39 credits, focusing on a choice of one of three broad fields: the humanities, social sciences, or natural sciences/mathematics. This type of emphasis is well suited to meet the needs and interests of most adult learners. The Area Concentration stresses exposure to a broad liberal arts area which brings together related disciplines and at the same time permits the student to pursue some specialization according to individual interest.

To insure that a reasonable balance between educational breadth and depth is achieved, all degree candidates must complete a minimum of 36 credits of advanced work in the liberal arts, 18 of which must be in the Area Concentration. For the purposes of this requirement, the College classifies courses, examinations, and Individual Assessments according to two levels designated as lower level and upper level. The Academic Council has adopted the following functional definitions for the two levels:

Lower level: That knowledge and/or competency in a given discipline considered to be the foundation for further development in the discipline, usually covered by a one or two semester course yielding up to 6 credits. Such terms as "basic," "introductory," "general," or "survey" tend to be associated with course titles or examinations at this level.

Upper Level: That knowledge and/or competency beyond the foundation level which is developed either sequentially or expansively and which emphasizes more advanced skills, more complex knowledge or concepts, critical and interpretive thinking, and/or integration with other disciplines. Terms such as "intermediate," "advanced," or "upper level" are commonly applied to such courses or examinations.

Students are advised to contact the Office of Counseling Services or their program advisor if they want to insure that work they are considering completing will qualify as upper-level.

Optional Specialization

Two degree program options are available to students desiring to specialize more than is possible in the Area Concentration. Each specialization will consist of a minimum of 33 credits in a selected liberal arts discipline, 27 of which must be classified as upper-level according to the definition above. It should be noted that the 27 credit upper-level requirement for the specialization may also count towards fulfilling the 36 credit upper-level requirement for general liberal arts.

In most cases, a specialization will be a more in-depth emphasis on a particular discipline within an Area Concentration. The student must also complete the additional six credit hours required for the Area Concentration. Those wishing to prepare a specialization proposal should request application forms and the booklet "Procedures for Completing a Specialization within the Baccalaureate Degree" from the Office of Academic Programs. The completed application must be approved by the Director of Academic Programs and the Committee on Liberal Arts Degrees.

The two specialization options are the following:

- (1) **Disciplinary Specialization.** One of the liberal arts disciplines falling within the area of the humanities, social sciences, or natural sciences/mathematics. Examples: communication arts, dance, psychology, chemistry, computer science.
- (2) **Interdisciplinary Specialization.** A liberal arts emphasis developed around a topic cutting across subjects in two or more areas. Examples: American studies, black studies, women's studies, community development, environmental studies, labor studies. (See page 66 for appropriate TECEP labor studies examinations.)

Additional Requirements

In addition to the subject-matter distribution requirements outlined above, each candidate for the B.A. Degree is expected to meet the two requirements described below.

- (1) **Proficiency in Written Expression.** All candidates for Edison College degrees must demonstrate a proficiency in written expression prior to completion of degree requirements. The usual method of meeting this requirement is by passing an English composition test under the Thomas Edison College Examination Program (TECEP). This examination is described on page 76. Students may also meet the requirements through one of several alternative methods, which are described on page 60.
- (2) **Pre-Graduation Conference.** After completing a minimum of 80 credits of work, every candidate for the B.A. Degree, determined to be ready by the Office of Academic Programs, will be assessed by means of a personal interview (or other means when appropriate) conducted by consultant faculty. The purpose of the interview is to determine that the candidate demonstrates an acceptable understanding of basic concepts in the chosen Area Concentration (or specialization if pertinent) and where appropriate, can apply those concepts to given problems, issues, and situations. The student is given the opportunity to suggest appropriate topics for the conference. Program Advisors will assist students in preparing for the conference.
Waiver of the Pre-Graduation Conference may be appropriate if the student meets one of the following criteria:
 - (a) After completing a minimum of 80 credits toward the B.A. and most of the Area Concentration, the student completes an Individual Assessment within the Area Concentration of at least 12 credits with an above-average performance; or
 - (b) The student holds a Bachelor of Arts Degree from another accredited institution in the same Area Concentration he or she is pursuing in the Edison College degree.

Requests for waivers of the Pre-Graduation Conference based on the above criteria should be directed to the Office of the Registrar.

Methods of Meeting Requirements

The candidate for the B.A. Degree will have all the options open to all Edison College students for earning credits and meeting degree requirements. These options are described on pages 16-22 and pages 48-62. For a list of examinations available for liberal arts credits, see especially pages 50-52 and 66-67.

The opportunities for meeting degree requirements available through the method of Individual Assessment are of particular significance to students who have already acquired a great deal of learning and competency through their own independent educational efforts, including work experience. The use of this strategy should be investigated early in the student's planning for the degree. Should an Individual Assessment be appropriate, the Office of Academic Programs will refer the student to a Program Advisor for aid in preparing for the Assessment.

Bachelor of Science in Business Administration

Although the Edison College Bachelor of Science Degree in Business Administration is similar in content to the typical business degree offered by many institutions of higher education, it differs in one major respect: it is structured to enable the student to meet all or most of the requirements by examination and Individual Assessment. Therefore, the degree is particularly appropriate for the adult learner who has acquired a college-level business administration background through experience or independent study.

Basic Degree Requirements

To attain the B.S.B.A. Degree, the student must earn 120 semester hours of credit distributed as follows: 48 credits in liberal arts, 60 credits in the business area, and 12 credits of free electives.

In addition to the 48 credit distribution requirement in liberal arts, every candidate must demonstrate a proficiency in written expression prior to graduation—a requirement all Edison College degree candidates must satisfy. The usual method of meeting this requirement is by passing an English composition test under the Thomas Edison College Examination Program (TECEP). This test is described on page 67. However, several alternative methods are possible, including transfer credit in English, a passing score on one of several CLEP tests, or the process of Individual Assessment. For a more detailed description of such alternative methods, see page 60.

Students are required to complete 60 semester hours in business subject areas as partial fulfillment of the B.S.B.A. degree requirements. These requirements include 33 semester hours for the Business Core, 18 semester hours for a specialization, and 9 semester hours for business electives. An outline and description of these requirements appear on page 36. Students interested in receiving a copy of the Informational Guidelines for the B.S.B.A. Degree should contact the Office of Counseling Services or the Office of Academic Programs.

CREDIT DISTRIBUTION REQUIREMENTS

B.S.B.A. Degree*					Sem. Hrs.
Subject Category					Credit
I. Liberal Arts Requirements					48
A. Subject Area	Options:	A	B	C	33
Humanities		(12)	12	9)	
Social Sciences					
Introduction to Macro & Micro Economics		(6	6	6)	
Electives		(6	3	6)	
Natural Sciences/Mathematics		(9	12	12)	
B. Liberal Arts Electives					15
II. Professional Business Requirements					60
A. Business Core					33
Data Processing (TECEP or CLEP)				(3)	
Introductory Business Law (CLEP)				(3)	
Introductory Accounting (CLEP)				(6)	
Introductory Marketing (CLEP)				(3)	
Statistics (CLEP)				(3)	
Introduction to Operations Management (TECEP)				(3)	
Principles of Finance (TECEP)				(3)	
Business in Society (TECEP)				(3)	
Business Policy (TECEP)				(3)	
Management Process (TECEP)				(3)	
(Note: Titles are CLEP and TECEP examinations approved to satisfy core requirements. Equivalent courses or Individual Assessment may be substituted.)					
B. Specializations					18
1. Chosen from: Accounting, Finance Marketing, Management of Human Resources, or Operations Management.					
2. General Management Specialization					
A minimum of twelve credits distributed among four of the advanced level business areas listed above, the balance to be filled through TECEP examinations, or equivalents, in any of the five areas.					
3. Individualized Specialization					
a. Advanced level work in a subject area not covered by TECEP (e.g. Data Processing/Management Information Systems, Real Estate, Insurance, Office Management, etc.) the plan for which must be approved by the College.					
b. Advanced level work in a combination of two areas which reflect an individualized career need, the plan for which must also receive prior approval.					
III. Free Electives					12
					Total 120

*Students enrolling as of July, 1978 or later must follow the B.S.B.A. degree requirements outlined herein. Those enrolled prior to this date should consult previous catalogs or write the Office of the Registrar. Program Advisors will assist students in determining appropriate B.S.B.A. requirements.

Methods of Meeting Requirements

The B.S.B.A. Degree is structured to enable students to earn the degree primarily through examinations and Individual Assessments. As suggested above, business core requirements (33 credits) may be fulfilled by existing examinations in the TECEP and CLEP programs. In addition, a complete battery of TECEP examinations is available to cover the standard and General Management specialization options (18 credits). These examinations, all of which carry 3 credits except where noted, are listed below. (Examination descriptions may be found in a separate section of the catalog beginning on page 65.)

Accounting

Intermediate Accounting I
Intermediate Accounting II
Managerial Accounting I
Managerial Accounting II
Advanced Financial Accounting
Auditing
Tax Accounting
(Note: Auditing and Tax Accounting necessary for CPA)

Finance

Corporate Finance
Financial Institutions and Markets
International Finance and Trade
Public Finance
Security Analysis and Portfolio Management
Advanced Security Analysis and Portfolio Management

Marketing

Marketing Communications
Channels of Distribution
Market Research
Marketing Management Strategy I
Marketing Management Strategy II (6 s.h.)

Management of Human Resources

Labor Relations and Collective Bargaining
Advanced Labor Relations and Collective Bargaining
Organizational Behavior
Advanced Organizational Behavior
Organization Theory and Organizational Analysis
Advanced Organization Theory and Organizational Analysis
Contemporary Labor Issues
Labor Economics
Labor Laws
Labor Movement Theories
Public Personnel Management

Operations Management

Materials Management and Inventory Control
Quantitative Managerial Decision-Making
Transportation and Traffic Management
Management of Quality Control
Management of Information Systems
Work Methods and Measurements

The student with business expertise attained through professional experience and independent study may find it appropriate to complete a significant portion of the degree requirements by combining examinations with the special process of Individual Assessment (See pages 20 and 55). This method may be particularly appropriate as a way to satisfy the requirements for the business electives and those specialization options for which no examinations have been developed. Such options can often be built around the adult learner's professional experience in fields like insurance, real estate, and Data Processing/Management Information Systems.

Many students may find it more convenient to satisfy some requirements by taking courses at other colleges. Where such courses are intended to substitute for TECEP and/or CLEP examinations in the business core and specialization, the student is strongly advised to consult a copy of the Informational Guidelines for the B.S.B.A. Degree or to contact the Office of Counseling Services or the Office of Academic Programs.

Bachelor of Science

The newly developed Bachelor of Science Degree is intended to meet the educational and professional needs of mid-career adults in a wide variety of human and technical service fields. Thus, the degree features a Concentration in Human Services and a Concentration in Technical Services. Each concentration, in turn, emphasizes an individual professional specialization which is integrated with related liberal arts subjects selected to meet the particular academic needs of each student.

Because the Bachelor of Science Degree is individually designed to build upon the already acquired experience of adults in the human and technical services, individuals interested in either program must apply to and be accepted by the Office of Academic Programs for the degree. Applications and guidelines for the Human Services and Technical Services programs may be requested from the Office of the Registrar.

Basic Degree Requirements

The Bachelor of Science Degree requires 120 semester hours of credit, 48 of which are devoted to liberal arts distribution requirements, 54 to the concentration in human or technical services, and 18 to free electives in either the liberal arts or subjects outside the liberal arts.

In addition to meeting the distribution requirements in the three broad areas described above, the student must also demonstrate competency in written expression under the Thomas Edison College Examination Program (TECEP) or by one of several alternative methods described on page 60.

Concentration Requirements

As indicated above, the student must choose a 54 credit professional concentration in either human services or technical services. The outlines of pages 39 and 40 show that each concentration contains a set of Core Requirements totaling 21 credits of more advanced-level liberal arts and other subjects which relate closely to and support the student's required individual specialization. Thus, for those choosing the human services concentration, a strong background in upper-level social and behavioral sciences is stressed. For students opting for the technical services concentration, emphasis is placed upon more advanced mathematics, relevant natural sciences, and technical subjects which support this specialization.

In addition to meeting core requirements, each student enrolled in either of the two concentrations is required to declare an Individual Specialization of 33 credits in his or her professional field. In most cases, this will be a field in which the student has gained, or is capable of gaining, on-the-job experience which can be evaluated for degree credit by the process of Individual Assessment.

CREDIT DISTRIBUTION REQUIREMENTS

Bachelor of Science Degree Human Services Option

Subject Category	Sem. Hrs.	Credit
I. Liberal Arts Distribution Requirement		48
A. Humanities	12	
B. Social Sciences	18	
1. Psychology and sociology (6)		
2. Minimum of 3 selections from anthropology, economics, history, political science, psychology, or sociology (12)		
C. Natural Science/Mathematics	9	
D. Liberal Arts Electives	9	
II. Concentration in Human Services		54
A. Core Requirements	21	
1. "Dynamics of the Social Setting" (6)		
(Upper level subjects in sociology, urban politics, social psychology, social history, and the like)		
2. "Dynamics of the Individual" (6)		
(Upper level psychology subjects)		
3. "Dynamics of Intervention and Social Planning" (6)		
(Upper level subjects covering such areas as counseling, interviewing, casework, community development, and planning)		
4. Statistics or research methodology (3)		
B. Individual Specialization	33	
(To include documentation of currency of knowledge and competency by means of an advanced level practicum of 6-12 s.h.)		
III. Free Electives	18	
	Total	120



CREDIT DISTRIBUTION REQUIREMENTS

Bachelor of Science Degree Technical Services Option			
<i>Subject Category</i>		<i>Sem. Hrs.</i>	<i>Credit</i>
I. Liberal Arts Distribution Requirement			48
A. Humanities		12	
B. Social Sciences		12	
1. Psychology or sociology	(3)		
2. Any selection(s) from anthropology, economics, history, political science, psychology, or sociology	(9)		
C. Natural Sciences/Mathematics		18	
1. College algebra or above	(6)		
2. Physics or chemistry	(6)		
3. Additional science or advanced mathematics	(6)		
D. Liberal Arts Electives		6	
II. Concentration in Technical Services			54
A. Core Requirements		21	
1. Advanced theoretical knowledge in the "Individual Specialization" (selected under advisement according to the needs of the student)	(12)		
2. Statistics	(3)		
3. Organizational behavior	(3)		
4. Technical report writing	(3)		
B. Individual Specialization		33	
(To include documentation of currency of knowledge and competency by means approved by the College)			
III. Free Electives		18	
		Total	120

Attention is also called to the fact that the individual specialization in a human service field includes 6 to 12 semester hours of advanced-level practicum, usually based upon the student's current work experience, in which the student must demonstrate a current grasp of knowledge and competency in the field of specialization. Credit for this advanced practicum cannot be earned merely by the transfer of previously earned equivalent credits; it must be validated by Edison College faculty consultants according to criteria established by the Committee on Professional Degrees. Finally, the student specializing in a technical service field should note that one must produce evidence of currency of knowledge according to means approved by the College. All business and professional degree candidates are required to provide such evidence when more than 25 percent of credits in the specialization were earned more than ten years previous to enrolling in the College.

It is important to stress that each degree candidate's individual concentration program, including specialization, must be approved by the Office of Academic Programs and the Committee on Professional Degrees. Program Advisors will be assigned to each degree candidate to provide assistance in planning individual programs and devising strategies appropriate for meeting degree requirements.

Methods of Meeting Requirements

The various methods for meeting the requirements for all Edison College degrees are described on pages 16-22 of this catalog. The candidate for the B.S. Degree will probably find that all three basic methods—transfer credit, credit by examination, and credit through Individual Assessment—will be appropriate at one point or another in working toward the degree.

The method of Individual Assessment will be relevant for many candidates because of its emphasis on the evaluation and crediting of prior learning, particularly the knowledge and competency acquired through on-the-job experience.

ASSOCIATE DEGREES

Associate in Arts

The Associate in Arts Degree may be considered the natural companion to the Bachelor of Arts Degree, serving many of the same kinds of students served by the latter. The Associate in Arts is often classified as the liberal arts transfer degree in that it provides the student with the broad exposure to the arts and sciences necessary for later specialization in four-year degree programs in liberal arts and business and professional fields. Some students may wish to use the AA Degree as the foundation for any of the three Edison College baccalaureate degrees, whereas others will find that their educational and career goals are best served by using the degree as the basis for entry into programs offered by other institutions.

Degree Requirements

The Associate in Arts Degree is the equivalent of a two-year liberal arts degree. Each candidate for the degree must complete 60 semester hours of credit. Of these, 48 credits must be earned in the liberal arts according to a prescribed plan covering the humanities, social sciences, and natural sciences/mathematics. The remaining 12 semester hours are allotted to free electives in either liberal or non-liberal arts subjects. An outline of the degree credit requirements is provided below.

CREDIT DISTRIBUTION REQUIREMENTS

Associate in Arts Degree

Subject Category		Sem. Hrs. Credit
I. Liberal Arts Distribution		33
	Options: A B C	
Humanities	12 12 9	
Social Sciences	12 9 12	
Natural Sciences/Mathematics	9 12 12	
II. Liberal Arts Electives		15
III. Free Electives (any collegiate field)		12
		Total 60

A comparison of the A.A. Degree with the B.A. Degree reveals that the liberal arts distribution requirements are essentially similar. By careful planning, the student can utilize part of the distribution plus the liberal arts electives to build a large part of the Area Concentration in the B.A. Degree. There is also sufficient flexibility in the A.A. to enable the student to lay the foundation for a specialization in a discipline or an interdisciplinary area. Finally, the A.A. will serve to satisfy the liberal arts distribution requirements and free electives requirements for the B.S.B.A. or B.S. Degrees.

Methods of Meeting Requirements

As described in detail on pages 16-18 and pages 48-57 the candidate may earn degree credits in several ways. The adult learner who is capable of studying independently should give serious consideration to the use of CLEP General and Subject Examinations combined with some TECEP examinations in meeting degree requirements (see pages 50-52 and 65); theoretically, one could earn the entire A.A. Degree through this method. Students whose college careers have been interrupted in the past will no doubt be able to apply many transfer credits towards the degree. For others, the unique process of Individual Assessment may be a way of gaining substantial amounts of credit.

Associate in Science in Management

The Associate in Science Degree in Management is designed primarily to meet the needs of working adults in mid-career. Because the requirements can be satisfied in several ways, the degree enables students to build upon a base of college-level knowledge obtained through their careers. This degree is particularly useful to students who wish to develop an emphasis, through an associate degree program, in the areas of business and management, public services administration, and health services administration.

The A.S.M. degree is composed of four components: liberal arts requirements (30 s.h.), management core (15 s.h.), management options (12 s.h.), and free electives (3 s.h.). Specific credit distribution requirements for the degree may be found on page 43.

The A.S. Degree in Management is designed to articulate with the B.S.B.A. Degree. Therefore, students interested in earning the four-year degree should carefully study its requirements while planning for the associate degree. The CLEP and TECEP examinations approved for the business core of the B.S.B.A. are particularly useful in articulating the two degrees.

CREDIT DISTRIBUTION REQUIREMENTS

Associate in Science in Management*

Subject Category		Sem. Hrs. Credit
I. Liberal Arts Requirements		30
A. Humanities		6
B. Social Sciences		9
1. Principles of Economics	(3)	
2. Electives	(6)	
C. College Mathematics and/or Natural Sciences		3
D. Liberal Arts Electives		9
II. Management Core		15
A. Accounting		6
B. Business Law (CLEP)		3
C. Computers and Data Processing (CLEP)		3
D. Introduction to Business		3
III. Management Options		12
Complete one of the two following options:		
A. General Management Option		
Minimum of 6 s.h. from subjects listed under "Business and Management Topics"; remaining credits to be selected from this area or "Business Electives."		
1. Business and Management Topics	(6-12)	
Management of Human Resources		
Operations Management		
Office Management		
Organizational Theory		
Industrial Psychology		
Marketing		
2. Business Electives	(0-6)	
	-OR-	
B. Individualized Option		
To be fulfilled under one of the following plans:		
1. By completing 12 s.h. in one of the standard areas of Accounting, Finance, Management of Human Resources, Marketing, or Operations Management utilizing TECEP examinations, coursework, Individual Assessment, or any combination of the three methods; or		
2. By completing 12 s.h. in (a) some other single subject area, or (b) a combination of subject areas utilizing any mixture of examinations, coursework, and Individual Assessment according to a plan approved by the Office of Academic Programs.		
IV. Free Electives		3
		Total 60

*Students enrolling as of July, 1978 or after must follow the A.S.M. degree requirements outlined herein. Those enrolled prior to this date should consult previous catalogs or write the Office of the Registrar. Program Advisors will assist students in determining which A.S.M. requirements must be met.

Methods of Meeting Requirements

Students may fulfill requirements for the A.S.M. through college coursework, examinations, and/or Individual Assessment. As indicated previously, TECEP and CLEP examinations are particularly useful in articulating the A.S.M. with the B.S.B.A. degree.

Those who chose to complete an Individualized Option in one of the College's five standard business areas (i.e. Accounting, Finance, Management of Human Resources, Marketing, or Operations Management) may select any 12 semester hours from one of these subject areas listed on page 43. More detailed information concerning articulation between the A.S.M. and B.S.B.A. Degrees and methods of meeting the A.S.M. degree requirements is outlined in the Informational Guidelines for the A.S.M. Degree. Copies are available upon request from the Office of Counseling Services or the Office of Academic Programs.

Associate in Applied Science in Radiologic Technology

The Associate in Applied Science Degree in Radiologic Technology was developed to encourage X-Ray technologists to continue their education and to help widen the career horizons of competent professionals. The degree is not meant to prepare new technologists for entry into the field but is viewed as a means for facilitating the professional development of practicing technologists. In order to be eligible for the degree, a student must be certified by either the New Jersey Licensing Board (General X-Ray Technology) or the National Registry (A.R.R.T.).

This degree may be an appropriate foundation for the Bachelor of Science Degree in Technical Services.

Basic Degree Requirements

The A.A.S.R.T. Degree requires 60 semester hours of credit for completion, 26 credits of which are devoted to general liberal arts and 34 credits to the Professional area. The latter, in turn, is composed of the following components:

- (a) **a certification component** represented by possession of the New Jersey State Licensure or the National Registry, either of which carries 20 hours of Edison College credit (A notarized copy of the New Jersey state license or the A.R.R.T. certificate must be submitted by the student).
- (b) **a professional examination component** worth 14 credit hours earned by passing three examinations in radiologic technology offered under the Thomas Edison College Examination Program (TECEP).

A more detailed breakdown of credit distribution requirements for the degree appears below in tabular form.

CREDIT DISTRIBUTION REQUIREMENTS

A.A.S.R.T. Degree

Subject Category	Sem. Hrs.	Credit
I. Liberal Arts Requirements		26
A. Communications	6	
B. Natural Science/Mathematics	12	
1. Anatomy/Physiology (TECEP)	(6)	
2. General Physics (TECEP)	(3)	
3. College Mathematics	(3)	
C. Electives (Humanities or Social/Behavioral Sciences)	8	
II. Professional Requirements		34
A. N.J. State Licensure (General X-Ray Technology) or National Registry (A.R.R.T.)	20	
B. TECEP Examinations	14	
1. Radiologic Technology: Part A (Radiologic exposure and technique; radiation protection)	(5)	
2. Radiologic Technology: Part B (Routine and special procedures; medical and surgical diseases; advanced radiographic anatomy)	(6)	
3. X-Ray Physics	(3)	
	Total	60

Methods of Meeting Requirements

The basic assumption underlying the development of the A.A.S. Degree in Radiologic Technology is the belief that the specialized training and on-the-job experience of the licensed technologist are at least equivalent to the knowledge and competency expected of current graduates holding the A.A.S. Degree. Therefore, the Edison College A.A.S.R.T. Degree is designed to assess the college-level knowledge and experience acquired by the practitioner and award college credit for it. The chief method of carrying out such assessments in this degree is the college proficiency examination.

The principal examinations stressed are the following:

- (1) The New Jersey State Licensing Examination or the National Registry Examination necessary for the certification component.
- (2) TECEP examinations in anatomy and physiology, general physics, and three in radiologic technology.
- (3) The CLEP General and Subject examinations, useful in satisfying a large portion of the liberal arts requirements. (Note: The six credits in communications may be earned by passing any one of several CLEP tests in English composition or through speech courses.)

The specialized examinations should serve very adequately the needs of most practicing technologists, who are generally well prepared for them by previous training and experience. However, some students may prefer to satisfy partial degree requirements, particularly in the liberal arts, by enrolling in college courses at other institutions. For others, the method of Individual Assessment may be more suitable.



"The greatest satisfaction in this world is the doing of worthwhile work. A good many of us are not doing it because we have never found the kind of work that kindled any glow in us—because we have never been given a chance to match ourselves right to the demands and opportunities of life." — Thomas A. Edison

Academic Policies And Procedures

Enrollment in Thomas A. Edison College is open to all, regardless of age, residence or previous educational experiences. In the pages that follow, prospective students will find the general academic regulations and procedures of the College, as well as a schedule of fees. Additional information can be obtained from one of the College's academic counselors.

THE ENROLLMENT PROCESS

The enrollment form can be obtained either from the Office of the Registrar or from one of the College's academic counselors. Students should complete all sections of the enrollment form, indicating which sections do not apply. All previous educational experiences should be listed: college coursework completed at a regionally accredited college or university (or one that is a candidate for regional accreditation) with degrees attained, if applicable; college proficiency examinations such as TECEP, CLEP, APP, DANTES/USAFI, ACT/PEP; formal military service schools, if attended. Students who have attended a college or university that has been accredited by an accrediting agency other than the regional accrediting agencies should indicate this fact in the section marked *Optional Information* and should submit official transcripts. Any other educational experiences that have been completed should also be included under *Optional Information*. This would include educational programs offered by employers, non-credit courses and the like. This information is extremely important for counseling or advisement purposes. Students who wish to exclude certain educational experiences should indicate this on the enrollment form.

The completed enrollment form is to be sent directly to the Office of the Registrar, together with the \$75.00 enrollment fee. Official transcripts of college coursework or college proficiency examinations must be sent directly to the Office of the Registrar by the college, university or testing agency. Documentation of other educational experiences such as formal service schools should be notarized before being sent to the Office of the Registrar.

In most instances, the student will be notified of the receipt of the enrollment form and fee within three weeks. A student identification card will accompany this notification. This card will be valid for one year after the date of issue. The student will be informed at this time if the file is complete, that is, all transcripts have been received, or which transcripts are still outstanding. A follow-up notice will be sent to the student when the documents listed as missing have been received.

THE EVALUATION PROCESS

The initial evaluation of a student's file usually takes place within eight to ten weeks of the receipt of all materials. The evaluation process requires the cross-checking of courses, examinations or other educational experiences, the assigning of credits to the specific requirements of the degree(s) indicated as well as the creation of the Thomas A. Edison College transcript. The evaluation process is not merely an assessment of an applicant's credentials but it is a detailed statement of where the student stands with regard to a specific degree program or programs.

In those cases where a student must submit a special application for approval of a degree plan (the Bachelor of Science degree and non-standard specializations within the Bachelor of Science in Business Administration or Associate in Science degrees) the initial evaluation will not include an evaluation for that degree. This evaluation will be completed after the special application is approved by the Office of Academic Programs.

The student will receive an evaluation consisting of a listing of all educational experiences evaluated by the College; a breakdown of the various experiences evaluated according to the student's degree program(s); a sheet giving general information concerning the College's academic regulations; a listing of subject areas by major emphasis (humanities, natural sciences, social sciences, business administration, human services, technical services) and an individualized statement pertaining to the student's standing with the College. Other materials may also be sent with the evaluation at the discretion of the evaluator.

If a student completes additional educational experiences and submits transcripts of these experiences, updated evaluations will be completed and the results will be sent to the student. A form letter will be sent to the student whenever the College receives a transcript from another college or university or the results of a college proficiency examination. This letter will state exactly what has been received.

METHODS OF EARNING CREDIT

As an external degree college, Thomas A. Edison College does not give classroom instruction or offer coursework through correspondence. Students of the College earn their degrees through a variety of educational experiences, the most frequent being coursework completed at another accredited college or university (transfer credit); college-level examinations offered by Thomas A. Edison College (TECEP), the College Level Examination Program (CLEP), or other approved examination programs; Individual Assessments of college-level knowledge completed by the College; formal military service schools; and other non-traditional educational experiences outlined later in this section of the catalog.

The degrees offered by the College are measured in semester hours. The semester hour is, generally speaking, the standard measure of college courses, representing approximately fourteen to eighteen classroom hours of instruction. When other methods of measuring a student's academic growth, such as quarter hours, course units, and competencies, are presented for evaluation, these will be converted to semester hours.

Transfer of Credit

Students of the College may transfer credits earned at a regionally accredited college or university or one that is a candidate for regional accreditation. Official transcripts of college coursework must be provided when an evaluation is requested. Transcripts must be sent directly to the Office of the Registrar by the Registrar's Office at the college or university where the coursework was completed and must bear a raised seal and the signature of the issuing officer. The Office of the Registrar will not evaluate unofficial transcripts. Transcripts sent to other offices of the College will delay the evaluation process.

Only those courses which the student wishes to apply toward a degree will be evaluated and placed on the Thomas A. Edison College transcript. In some instances, especially in the professional degrees, it may be necessary that course descriptions be submitted. If descriptions are needed, these should be requested from the Registrar of the college(s) where the courses were completed.

With the exception of coursework presented to meet the professional requirements of the professional degrees offered by the College (Associate in Science-Management, Associate in Applied Science-Radiologic Technology, Bachelor of Science in Business Administration, Bachelor of Science-Technical Services), there is no limit to the length of time which may have elapsed since the credit was earned. There is a ten-year limit for courses presented to meet the professional requirements of the professional degrees (ASM, AASRT, BSBA, AND BS-TS).

In the event that a student does present coursework more than ten years old, up to 25 percent of the total credits needed for the professional requirements can be applied to the degree requirements from the older coursework. In addition, if the student has completed advanced coursework within the ten years prior to enrollment in the College, in an area where there were credits earned more than ten years prior to enrollment, then the recent coursework will validate the earlier coursework. Likewise, if the student earns a professional certificate such as the CPA, CLU or RT within the ten years prior to enrollment, then coursework in the subject area governed by the certificate that might have been completed more than ten years prior to enrollment would be validated.

If the amount of coursework completed more than ten years before enrollment exceeds the automatic 25 percent waiver or cannot be waived as a result of more recently completed advanced level coursework or professional recognition, then the student can request a Demonstration of Currency evaluation for that coursework not waived under the procedures described above. The Demonstration of Currency evaluation is similar to the Pre-Graduation Conference required of all Bachelor of Arts Candidates. Requests for a Demonstration of Currency evaluation should be made to the Office of Academic Programs. Students interested in the Demonstration of Currency and who wish to know more about it should contact their Program Advisors or one of the College's Academic Counselors.

Thomas A. Edison College will accept all courses which a student has completed, including those where the minimum passing grade of D was earned, except as explained above or where those courses are duplicated by other courses or examinations as indicated on page 58, or physical education activities courses. Each student must have a minimum quality point average (QPA) of 2.0, based on a 4.0 scale, for all coursework accepted in transfer from other colleges or universities to qualify for a degree. In addition, candidates for a professional

degree (ASM, BSBA, BS) must have a minimum quality point average (QPA) of 2.0, based on a 4.0 scale, within the area of professional competence (emphasis, specialization, concentration) as well as the minimum overall 2.0 QPA. Grades of D must be balanced by grades of B or A so that the required 2.0 QPA is achieved. Letter grades are not assigned to college-proficiency examinations (TECEP, CLEP, etc) or other evaluations completed by the College.

College Level Proficiency Examinations

Thomas A. Edison College will grant credit for examinations completed through its own Thomas Edison College Examination Program (TECEP) as well as for examinations taken through other approved examination programs.

Thomas Edison College Examination Program (TECEP)

As an integral part of its academic program, the College offers a series of examinations to enable its students to meet their degree requirements without formal classroom attendance, if desired. These examinations are described in more detail on pages 65-73. They are offered four times a year, on the first Saturday of October, February, April and June at regional test centers in New Jersey and Delaware.

In addition, all TECEP examinations except those in Modern Language and Secretarial Science, are available at the College's main offices five times a year, on the first Saturday of November, December, March, May, and August. Students who reside within twenty-five miles of the States of New Jersey or Delaware must register for one of the College's Test Centers when applying for a TECEP examination. Students who live more than twenty-five miles from New Jersey or Delaware may apply for an out-of-state administration of TECEP examination nine times a year: October, November, December, February, March, April, May June and August. Foreign Language and Secretarial Science examinations *will not* be offered out-of-state. Detailed information on TECEP administrations as well as application forms are mailed to all students prior to the October, February, April and June administrations. Non-enrolled individuals can obtain this information by writing to the Office of the Registrar.

A comprehensive study guide has been prepared for each of the examinations offered through TECEP. Study guides may be purchased from the Office of the Registrar for a nominal charge.

College Level Examination Program (CLEP)

The College Entrance Examination Board, offers the student a wide opportunity to obtain college credits by examination through its College Level Examination Program (CLEP). There are five (5) General Examinations which validate nontraditional learning equal to what is usually taught during the first year of college. These examinations test the student's general knowledge in the areas of mathematics, humanities, natural science and social science/history as well as English composition.

In addition to the five General Examinations, CLEP offers a wide selection of Subject Examinations which correspond to specific college courses taught across the country.

The following is a breakdown of the CLEP examinations currently being offered, the minimum score necessary for credit and the semester hour value. Passing scores are applicable only for examinations taken after June 1, 1978. Information on passing scores for examinations taken prior to June 1, 1978 can be obtained from the Office of Academic Counseling or the Registrar.

	Minimum Score	SH
Business		
Accounting, Introductory	47	6
Business Law, Introductory	51	3
Business Management, Introduction to	47	3
Computers & Data Processing	46	3
ECP; Fortran IV	48	3
Marketing, Introductory	48	3
Money & Banking	48	3
Dental Technology		
Dental Materials	+	+
Head, Neck & Oral Anatomy	—	+
Oral Radiology	—	+
Tooth Morphology & Function	—	+
Education		
History of American Education	46	3
Tests & Measurements	46	3
Humanities		
American Literature	46	6
Analysis & Interpretation of Literature	49	6
College French 1 and 2	41	6
	53	12
College German 1 and 2	40	6
	48	12
College Spanish 1 and 2	41	6
	50	12
* English Composition (General)	428	6
* College Composition	47	6
English Literature	46	6
* Freshman English	47	6
Humanities (General)	422	6
Medical Technology		
Clinical Chemistry	47	3
Hematology	46	3
Immunohematology & Blood Banking	47	3
Microbiology	48	3
Natural Sciences-Mathematics		
Biology	46	6
Calculus with Elementary Functions	47	6
* College Algebra	50	3
* College Algebra & Trigonometry	49	3
General Chemistry	48	6
* Mathematics (General)	424	6
Natural Sciences (General)	424	6
Statistics	49	3
* Trigonometry	49	3

Nursing (North Carolina Nursing Examinations)

Anatomy, Physiology, Microbiology	44	6
Behavioral Sciences for Nurses	45	6
Fundamentals of Nursing	44	6
Medical-Surgical Nursing	46	6

Social Sciences

Afro-American History	49	3
American Government	47	3
American History	46	6
Educational Psychology	47	3
General Psychology	47	3
Human Growth & Development	45	3
Macroeconomics, Introductory	48	3
Microeconomics, Introductory	47	3
Micro-Macroeconomics, Introductory	47	6
Social Sciences-History (General)	423	6
Sociology, Introductory	46	6
Western Civilization	50	6

* No more than 6 s.h. may be earned for these examinations.

No more than 6 s.h. may be earned for these examinations.

+ Minimum passing score and s.h. value not yet decided.

The College Entrance Examination Board offers the CLEP examinations nationwide as well as at various overseas locations on a monthly basis. More detailed information about the CLEP examinations and the locations of test centers can be obtained by writing to CLEP, P.O. Box 592, Princeton, New Jersey 08541.

An official copy of score reports for CLEP examinations will be automatically sent to Thomas A. Edison College by CLEP if the student so indicates on the CLEP application form. The official number for Thomas A. Edison College is 2748.

Advanced Placement Program (APP)

The College Entrance Examination Board offers another series of college level examinations through the Advanced Placement Program (APP). Thomas A. Edison College will grant credit for APP examinations for which a grade of 3 or better has been obtained. Detailed information on these examinations can be obtained by writing to Advanced Placement Program (APP), P.O. Box 592, Princeton, New Jersey 08541.

United States Armed Forces Institute (USAFI)

The Department of Defense, through the United States Armed Forces Institute (USAFI), offered a series of examinations for military service personnel on active duty until mid-1974 when the program was discontinued. The College will continue to accept transcripts for USAFI Subject Standardized Tests and End-of-Course Tests as well as the College Level GED examinations. The College will use the minimum passing scores and credit recommendations set by the American Council on Education. Transcripts for USAFI examinations can be obtained by writing to DANTES, Transcript Contract Service, 2318 S. Park Street, Madison, WI 53713.

Defense Activity for Non-Traditional Education Support (DANTES)

The Defense Activity for Non-Traditional Education Support (DANTES) has made available to active duty military service personnel the CLEP General and Subject examinations since mid-1974. In addition, DANTES offers a wide spectrum of proficiency examinations in academic areas. Examinations taken through DANTES may be used to meet requirements for degrees offered by Thomas A. Edison College. The College will use the minimum passing scores and credit recommendations set by the American Council on Education. Transcripts for DANTES examinations can be obtained by writing to DANTES, Box 2819, Princeton, New Jersey 08541.

Educational Testing Service (ETS)

Language Proficiency Interview (LPI)—Thomas A. Edison College will grant credit for the Language Proficiency Interview (LPI) developed by the Educational Testing Service. The LPI's test spoken competency in three languages: French, German and Spanish. Credit will be granted for scores of 3 or more. A maximum of 15 semester hours credit can be earned for a score of 5.

If credit has already been earned for the CLEP Subject examination in the same language only 3 semester hours credit will be granted for a score of 3 or 3+ and 6 semester hours credit for scores of 4, 4+ or 5. If credit has been earned for the TECEP examination in the same language, only 3 semester hours credit will be granted for scores of 4, 4+ or 5. Credit will not be granted for scores of 3 or 3+.

Special Note: Thomas A. Edison College will *not* grant credit for either the Graduate Record Examinations (GRE) or the Undergraduate Assessment Program Examinations (UAP). These examinations could be used as part of an Individual Assessment.

American College Test/Proficiency Examination Program (ACT/PEP)

The American College Test (ACT) offers a series of college level examinations four times a year at test centers throughout the country. These examinations are offered in New York State by the New York State Education Department which developed the examinations. Examinations are offered in business administration, criminal justice, education, health, liberal arts and nursing. Thomas A. Edison College will accept most of the examinations offered as part of ACT/PEP. Information on these examinations can be obtained by writing to: ACT Proficiency Examination Program, P.O. Box 168, Iowa City, Iowa 52240.

Educational Experiences in the Armed Services

Thomas A. Edison College will accept for credit those recommendations listed in the *Guide to the Evaluation of Educational Experiences in the Armed Services* published by the American Council on Education.

Formal Military Service Schools

The College will grant credit for those military service schools which have been evaluated by the American Council on Education's Office on Educational Credit (formerly CASE). Members of the Armed Forces currently on active duty should submit a listing of formal courses completed on a DD Form 295 certified by a military education officer.

Veterans separated from service after January 1, 1950, should submit a notarized copy of the DD Form 214 (Armed Forces of the United States Report

of Transfer or Discharge). Since these forms do not list any information other than the type of school, the student should list in the space provided on the enrollment form the full name of the school, its location, the dates attended, and the duration of the school in terms of weeks. If more than one DD Form 214 has been issued, a notarized copy of each form should be sent, if the schools attended are not listed on the most recent one.

For Veterans separated prior to 1950, the process is more complicated. *Air Force and Army Veterans* should request a copy of their Separation Qualification Record from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132; *Navy and Coast Guard Veterans* should request a copy of their Notice of Separation from the United States Naval Services, which may also be obtained from the General Services Administration, National Personnel Records Center (Military Personnel Records); *Marine Corps Veterans* should request a copy of their USMC Report of Separation from the Commandant of the Marine Corps (Code DGK), Headquarters United States Marine Corps, Washington, D.C. 20380.

Army MOS

Army enlisted men and women who were certified with a Military Occupational Specialty classification (MOS) beginning October, 1973, would be eligible for credit by verifying that they have successfully held a given MOS skill while on active duty and that they have achieved an MOS evaluation score of 70 or higher on at least one evaluation. Individuals seeking credit for an Army MOS must present official Army documentation, either DA Form 2-1 (Personnel Qualifications Record) or DA Form 20 (Enlisted Qualifications Record). *Active duty soldiers* may obtain the proper form from the Army installation to which they are assigned. *Army National Guard personnel* may obtain the proper form from the National Guard unit to which they are assigned. *Army reservists or retired army personnel* may obtain the proper form by writing to the U.S. Army Reserve Component and Administration Center (TAGO), 9700 Page Boulevard, St. Louis, MO 63132.

Army Veterans may obtain the proper form from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, MO 63132. Veterans must request the DA Form 2-1 or DA Form 20 by submitting a U.S. Government Standard Form 180 which may be obtained from a state Veterans Affairs Office, the Veterans Administration or the National Personnel Records Center.

Special Note: At the time of publication of this catalog, the Office on Educational Credit was in the process of evaluating formal Navy Ratings. As the recommendations are published by the American Council on Education, they will be accepted by Thomas A. Edison College. Additional information on the acceptance of credit for military educational experiences can be obtained from the College's Office of Academic Counseling.

Individual Assessment

Individual Assessment is a special process used by the College to enable students to earn college credit for college-level knowledge or competency when other methods of earning credit are not practical.

The general procedure to be followed in an Individual Assessment has already been described on page 20. This procedure demands a close three-way collaboration among the student, the faculty consultant, and the student's Program Advisor.

Individual Assessments will vary in their details precisely because they are individual. When the preliminary meeting with the faculty consultant establishes that the learning to be assessed is college-level and that it lies within a clear-cut subject area, only one assessment may be needed. When the knowledge proves to be more specialized or when it cuts across more than one subject area, several assessment meetings may be necessary, requiring more than one assessor.

There will also be a wide variation among the Individual Assessments in the number of credits awarded. This number will depend on the particular college course or courses that most nearly match the learning in question. There is no limit, however, to the number of credits that can be earned through a series of Individual Assessments.

Because they interact closely during assessment, the faculty consultant may be able to help the student identify areas of knowledge that could form the basis for another Individual Assessment after additional study. In this way, the assessment process can help students round out their knowledge by discovering in their backgrounds a clear potential for further college-level learning.

More detailed information on Individual Assessment may be obtained from the College's Office of Test Development and Assessment.

Evaluation of Other Learning Experiences

Thomas A. Edison College will grant credit for other bona fide college-level learning experiences that have been approved by the College's Academic Council and/or its Committees.

Program on Non-Collegiate Sponsored Instruction (PONSI)

The American Council on Education has undertaken the evaluation of non-collegiate learning experiences available through industry and various governmental agencies. The Office on Educational Credit of the American Council on Education has reported its credit recommendations in a publication called *The National Guide*. Thomas A. Edison College accepts the recommendations listed in *The National Guide*. Students interested in knowing if a specific course has been evaluated by the OEC should contact the College's Office of Academic Counseling or the training director at their place of employment.

Hospital-Based RN Programs

The College will grant up to 60 semester hours to graduates of a hospital-based RN program who possess an American RN certificate. Students who wish to receive credit for such a program must submit an official transcript from the School of Nursing as well as a notarized copy of the RN certificate. Credit will not be given in those areas where the learning has already been incorporated as credit by another college or university or where it has been previously credited by examination.

A.R.R.T. Registry/New Jersey State License for X-Ray Technicians

The College will grant 20 semester hours to students who have passed the American Registry of Radiologic Technologists licensure examination in radiography (X-ray technology) or the New Jersey licensure examination for X-ray Technicians. Students who wish to receive this credit must submit a notarized copy of their ARRT certificate in radiography (X-ray technology) or their New Jersey State license. Credits earned can be used to meet part of the professional component of the Associate in Applied Science Degree in Radiologic Technology (see page 45), the Bachelor of Science Degree, or as elective credit for other degrees offered by the College.

A.S.C.P./Histotechnologist Registry

The College will grant 4 semester hours to students who have earned the ASCP/HT Certificate by successfully completing the Registry examination. Students who wish to receive credit for their ASCP/HT Certificate must submit a notarized copy of the certificate. Credits granted for the Registry can be used toward an emphasis in Histotechnology within the Associate in Arts degree, toward a Bachelor of Science degree or as elective credit for other degrees offered by the College.

New Jersey Emergency Medical Technician-Ambulance Training Certificate

The College will grant 4 semester hours elective credit to individuals holding a New Jersey Emergency Medical Technician-Ambulance Training (EMT-A) certificate issued by the New Jersey State Department of Health after January 1, 1974. Students who wish to receive credit for this certificate must submit a notarized copy of the certificate.

F.A.A. Pilot's Licenses/Ratings

The College will grant credit for the following F.A.A. pilot's licenses or ratings: Private pilot (airplane), Commercial pilot (airplane), Instrument pilot (airplane), Flight Instructor (airplane) and Flight Instructor (Instrument). The amount of credit awarded will depend on the license or rating held by the student. Credit will be automatically granted for ground training; credit will be automatically given for flight if the student holds either a current Flight Instructor (airplane) or a current Flight Instructor (instrument) rating. Students who do not hold a current Flight Instructor rating can receive credit in flight through Individual Assessment.

Students who wish to receive credit for an F.A.A. pilot's license/rating must submit a notarized copy of the license and/or rating and must request that an official copy of their F.A.A. examination results be sent to the Office of the Registrar. Credits granted for an F.A.A. pilot's license/rating can be applied toward the Bachelor of Science degree or be used as elective credit for other degrees offered by the College.

F.A.A. Mechanic Certificate/Airframe and Powerplant Rating

The College will grant 55 semester hours to those individuals who hold an F.A.A. Mechanic Certificate/Airframe and Powerplant Rating. Students who wish to receive credit for this certificate must submit a notarized copy of their certificate and must request that an official copy of their F.A.A. examination results be sent to the Office of the Registrar. Credits granted for an F.A.A. Mechanic Certificate/Airframe and Powerplant Rating can be applied toward the Bachelor of Science Degree or be used as elective credit for other degrees offered by the College.

New Jersey State Land Surveyor License

The College will grant 7 semester hours to those individuals who hold a New Jersey State Land Surveyor License. Credits granted will be in Mathematics and General Surveying. Students who wish to receive credit for this certificate must submit a notarized copy of their license and must request that an official copy of their examination results be sent to the Office of the Registrar. Credits in Mathematics will count as liberal arts credit for any of the College's degree programs; credit in surveying may be applied to the Bachelor of Science degree or used as elective credit for other degrees offered by the College.

As other licenses or certificates are approved for credit by the College, an announcement will be made in *The Registrar Reports*, a publication of the Office of the Registrar.

Certified Public Accountant (CPA) Certificate

The College will grant up to 33 semester hours to individuals who possess the CPA designation. These credits can be used to partially fulfill the Business Core requirements and the completion of a specialization in Accounting for the Bachelor of Science in Business Administration degree. Possession of a CPA designation earned within 10 years of the time of enrollment in the College will assist in the validation of credits that may be more than ten years old. To obtain credit for the CPA, a notarized copy of the certificate must be forwarded to the Office of the Registrar. An official copy of the examination results must be sent by the State Board for Certified Public Accountants of the state which issued the designation.

Chartered Life Underwriter (CLU) Certificate

The College will grant up to 30 semester hours to individuals who have earned the CLU designation. These credits can be used to partially fulfill the Business Core requirements and as business electives for the Bachelor of Science in Business Administration degree. Credits granted in Insurance can also be used for a non-standard specialization in Insurance. A special application will be required for this type of specialization. To obtain credit for the CLU, a notarized copy of the certificate must be forwarded to the Office of the Registrar. An official listing of courses completed must be sent by the American College of Life Underwriters, Bryn Mawr, PA 19010.

Chartered Property, Casualty Underwriter (CPCU) Certificate

The College will grant up to 30 semester hours to individuals who possess the CPCU designation. These credits can be used to partially fulfill the Business Core requirements and as business electives for the Bachelor of Science in Business Administration degree. Credits granted in Insurance can also be used for a non-standard specialization in Insurance. A special application will be required for this type of specialization. To obtain credit for the CPCU, a notarized copy of the certificate must be forwarded to the Office of the Registrar. An official listing of courses completed must be sent by the American Institute for Property and Liability Underwriters, Malvern, PA 19355. Partial credit can be earned for CPCU courses through the recommendations of the Program on Noncollegiate Sponsored Instruction (PONSII).

Please Note: There is a considerable amount of duplication within the credit recommendations of the CPA, the CLU and the CPCU. Where duplication exists, credit will be granted only once.

Foreign Credentials

Thomas A. Edison College will also evaluate the college-level learning completed at bona fide institutions of higher education in countries other than the United States. In completing these evaluations, the College will make use of the placement recommendations given in the World Education Series published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students who wish to have foreign credentials evaluated for credit must submit a formal application for such an evaluation. Part of this application will be a detailed listing of all prior educational experiences. Students will be asked to provide official (notarized) copies of their original documents (or transcripts) as well as official (notarized) translations of the original documents, if the originals are in a language other than English.

Additional information such as student workbooks, catalogs, course descriptions, etc., may be required before the evaluation can be completed. Due to the complexity of evaluating foreign credentials, the initial evaluation may take considerably longer than would usually be the case. Failure to submit the types of documentation required will delay the process even more.

DUPLICATION OF CREDIT

In the acceptance of credit presented by students enrolled in the College, it should be understood that credit will not be granted in cases of obvious or apparent duplication. An example would be two college courses taken at different institutions which cover the same subject matter, such as "Survey of American History Since the Civil War" and "American History II, 1865 to Present." Likewise credit will not be granted for both the CLEP Subject Examination in Sociology and a two-course sequence in Introductory Sociology. Individual Assessments will be built upon prior academic credit and will not duplicate credit already earned.

The possibility of duplication that may exist between college courses and proficiency examinations (institutional, TECEP, CLEP Subject, APP, ACT/PEP, etc.) and the CLEP General Examinations presents a more difficult situation. The College recognizes that there may be a duplication of credit between the CLEP General Examinations and college courses and/or proficiency examinations. In the interest of fairness to the student, the following guidelines are presented:

English Composition

The College will accept for credit a maximum of two one-semester courses, or equivalent, in Freshman English. This includes courses or examinations in English Composition, Freshman English, Fundamentals of Communication, etc. Thus, a student who presents 6 semester hours in coursework or examinations in these areas will not receive credit for the CLEP General Examination in English Composition. A student cannot receive credit for more than one of the following CLEP examinations: the General Examination in English Composition, the Subject Examination in College Composition, and the Subject Examination in Freshman English. These policies on duplication are in effect regardless of the order in which the examinations and/or courses were completed.

Mathematics

The College will accept for credit a maximum of two one-semester courses, or equivalent, in basic college mathematics. This includes such

courses and examinations as Introductory College Mathematics, College Algebra, College Algebra and Trigonometry, etc. Thus, 6 semester hours of coursework or examinations in these areas will duplicate the CLEP General Examination in Mathematics. A student who presents 3 semester hours in basic college mathematics will receive partial credit of 3 semester hours for the CLEP General Examination in Mathematics. These policies are in effect regardless of the order in which the examinations and/or courses were completed. *Please Note:* Courses or examinations in Calculus will be counted in addition to credits earned in basic college mathematics.

The policies on duplication of credit for the three CLEP General Examinations listed below are divided into two separate policies for each of the three examinations. The first paragraph under each examination title is in effect only if the courses or examinations were complete *prior* to the CLEP General Examinations. The policies in the second paragraph under each examination title are in effect regardless of the order in which the General Examinations and college courses and/or proficiency examinations were completed. To receive partial credit for these three General Examinations, a student must have an overall passing score for the entire examination and a minimum scaled score of 42 on the portion which has not been duplicated.

Natural Sciences

If a student has completed 6 semester hours or more in two or more of the following areas: (1) Physics (2) Chemistry (3) Astronomy, Geology or Meteorology, no credit will be granted for the physical sciences portion (3 s.h.) of the examination. If a student has completed 6 s.h. in Biology, no credit will be granted for the biological sciences portion (3 s.h.) of the examination.

A course or examination which is a survey of the physical sciences is considered to be a duplication of the physical sciences portion of the examination. A course or examination which is a survey of the biological sciences is considered to be a duplication of the biological sciences portion of the examination.

Humanities

If a student has completed 6 s.h. of basic literature courses, e.g., World Literature, or 6 s.h. in two or more areas of literature, e.g., American Literature, English Literature, the Novel, etc., no credit will be granted for the literature portion (3 s.h.) of the examination. If a student has completed 6 s.h. in basic fine arts courses, e.g., Foundations of Art, Foundations of Music, no credit will be granted for the fine arts portion (3 s.h.) of the examination.

A course or examination which is a survey of the fine arts is considered to be a duplication of the fine arts portion of the examination.

Social Sciences-History

If a student has completed 6 s.h. in two or more areas of the social sciences, e.g., Government, Economics, Geography, Anthropology, Sociology, or Psychology, no credit will be granted for the social sciences portion (3 s.h.) of the examination. If a student has completed 6 s.h. in World History, History of Western Civilization, etc., or 6 s.h. in two or more areas of history, no credit will be granted for the history portion of the examination.

A course or examination which is a survey of the social sciences is considered to be a duplication of the social sciences portion of the examination.

WRITTEN EXPRESSION

All students enrolled in the College for a degree must demonstrate a proficiency in written expression before graduation. This proficiency can be met by:

- (1) The noncredit TECEP Examination in Written Expression (See page 67);
- (2) Three semester hours of college coursework in English Composition with a grade of B;
- (3) Six semester hours of college coursework in English Composition with an average grade of C;
- (4) The completion of one of the CLEP examinations in English—English Composition (General), College Composition, Freshman English or the College-Level GED Examination in Expression;
- (5) By demonstrating a satisfactory standard of written expression as determined by a faculty examiner in an Individual Assessment.

Students enrolled in the Associate in Applied Science in Radiologic Technology program must complete six semester hours in communication. Completion of these six semester hours will satisfy the written expression requirement. Students who are following the requirements of the Associate in Science-Management degree in effect until June 30, 1978 will likewise complete the written expression requirement through the ASM requirement in communication.

SPECIALIZATIONS/WAIVERS/APPEALS

Students who are interested in applying for a specialization within a degree program, a waiver of degree requirements or in appealing a College decision should follow the procedures outlined below.

All requests should be submitted in writing. If a request is to be presented to one of the College Committees, the request should be received by the College at least three (3) weeks prior to the Committee's scheduled meeting.

The dates for Committee meetings are listed in the calendar on the inside back cover of the catalog. The College's Academic Counselors and Program Advisors will assist students in applying for specializations or in submitting requests for waivers or appeals.

Specializations

A special application must be completed if a student wishes to complete an individualized option within the Associate in Science degree in Management, a non-standard specialization within the Bachelor of Science in Business Administration degree, or a disciplinary or interdisciplinary specialization within the Bachelor of Arts degree. All students interested in the Bachelor of Science degree in the human or technical services must likewise submit a special application in addition to the enrollment form.

These applications are available from any office of the College but must be returned to the Office of the Registrar. All specializations must be approved by the appropriate degree committee of the Academic Council and/or the Office of Academic Programs.

Waivers

Students who believe that a waiver of a specific requirement and/or college policy is in order may submit a request for a waiver to the Office of the Registrar. Requests for a waiver of specific requirements and/or college policies are submitted to the Committee on Academic Policies and Standards for review. This committee also recommends all candidates for graduation to the College's Academic Council and Board of Trustees.

Appeals

A student may request the reconsideration of the quality of performance on a particular TECEP examination, Individual Assessment or Pre-Graduation Conference. All appeals should be made to the Office of the Registrar which will forward the appeal to the appropriate College office for consideration.

SECOND ASSOCIATE OR BACCALAUREATE DEGREES

A student who has earned an associate degree from a regionally accredited college or university and who wishes to earn a second *associate* degree from Thomas A. Edison College must submit a minimum of 15 semester hours above those used for the first degree. The student must also have met all the requirements specific to the second degree.

A student who has earned a baccalaureate degree from a regionally accredited college or university and who wishes to earn a second *baccalaureate* degree from Thomas A. Edison College must submit a minimum of 30 semester hours above those presented for the first degree. The student must also have met all the requirements specific to the second degree.

A student may wish to enroll for a double concentration or a double specialization within one degree program. In such a case, the student will be required to complete the requirements specific to both concentrations or specializations and not necessarily more than the ordinary minimum number of semester hours required for that degree program.

LIMIT ON CREDITS FROM TWO YEAR COLLEGES

Students who enroll in Thomas A. Edison College subsequent to July 1, 1978, will be limited in the number of credits earned at a two year college which can be presented for a baccalaureate degree. No more than 80 semester hours earned at a two year college and through the CLEP General Examinations can be applied toward a baccalaureate degree. The Academic Programs Office and where necessary, the appropriate degree committee will review the use of two year college courses used to meet individual specialization requirements as part of the approval process, to ensure that each specialization has sufficient depth.

CROSS REGISTRATION

Many Thomas A. Edison College students complete their degrees through coursework at other colleges or universities. If a student plans to register for a course at another college or university, he or she should apply as a non-matriculated "Guest Student". Thomas A. Edison College will forward a Statement of Good Standing whenever a student wishes to cross register at another college. Requests for a Statement of Good Standing should be submitted in writing to the Office of the Registrar at least three weeks in advance of the registration deadline for the institution where the course will be taken. A copy of the Statement of Good Standing will be sent to the student as well.

Requests for a Statement of Good Standing should include the name of the school the student plans to attend, the academic term of attendance and the office or person to whom it is to be sent.

GRADUATION

Upon completion of a degree program, the student will be notified by the Registrar of the College. At that time, the student will be provided with information on how to apply for the degree.

Degrees are awarded by the Board of Trustees at each meeting of the Board. A formal Commencement ceremony will be held each fall to honor those individuals who have received their degrees during the previous academic year. Each graduate is welcome to participate in the formal Commencement ceremonies. Details will be mailed to all graduates in advance of the date of the fall Commencement ceremonies.

TRANSCRIPTS

At the time of the first evaluation, a permanent transcript is made of all prior educational experiences accepted by the College. As additional credits are earned, these are added to the student's transcript. Students may request that copies of their transcripts be sent to other academic institutions, employers or themselves at no cost. While transcript requests are honored as soon as possible, it is advisable to request the transcript at least two weeks in advance of the date it is needed so that it can reach its destination on time. All requests for transcripts must be made in writing to the Office of the Registrar.

Notification that a transcript has been sent will be mailed to the student whenever an official transcript has been requested.

STATEMENT OF NONDISCRIMINATION

Thomas A. Edison College is an open-admissions institution. An individual regardless of race, creed or sex may enroll in the College. A high school diploma is not a requirement for enrollment. The College will assist handicapped individuals in meeting their degree needs to the best of its ability through its counseling and testing functions.

PROTECTION OF PRIVACY FOR STUDENTS

Once a year the College will publish in *The Registrar Reports* the guidelines for implementing the Family Educational Rights and Privacy Act of 1974. Students will be informed as to what is considered directory information and will be allowed to prohibit release of any or all parts of the directory information. Academic information concerning the student which is not part of the directory information will only be released with the written consent of the student.

FEE SCHEDULE FOR 1978-1979 ACADEMIC YEAR¹

General Fees

Enrollment Fee	\$75.00
Annual Registration Fee	15.00
Upper Division Classification Fee	50.00
Graduation Fee (Associate Degrees)	35.00
Graduation Fee (Baccalaureate Degrees)	50.00
Transcript Service	No Charge

Individual Assessment Fees

Application Fee (per assessment)	\$75.00
Assessment Fee (per semester hour)	10.00
(N.B.: In certain exceptional cases which involve extensive observation by the faculty assessor, such as field work, laboratory experiments, etc., an additional charge may be necessary. In such cases the student will be so informed before formal acceptance of the application.)	
Out-of-State Application Surcharge (per application)	50.00
(N.B.: Students who reside within twenty-five (25) miles of New Jersey will not be assigned the surcharge if assessments are completed in New Jersey.)	
Bachelor of Science degree practicum (per semester hour)	10.00

Thomas Edison College Examination Program (TECEP) Fees²

All examinations except Modern Language & Special Subject Examinations.	
Examinations valued at up to 3 semester hours	\$35.00
Examinations valued at 4-6 semester hours	50.00
Examinations valued at above 6 semester hours	75.00
(Typical credit values for examinations are 3, 6 & 9 semester hours.)	
Modern Language Examinations ²	
Battery A (Reading, Writing, Listening, Speaking)	\$75.00
Battery B (Culture & Civilization, Applied Linguistics, Professional Preparation)	50.00
Battery A and B	100.00
Special Subject Examinations	Variable
(Direct arrangements made with cooperating institutions.)	
Out-of-State Administration Surcharge	15.00
Transcript Service	No Charge

Pre-Graduation Conference Fees (Bachelor of Arts Candidates Only)

At Thomas A. Edison College	No Charge
By special arrangement at a location other than Thomas A. Edison College	100.00

¹Fees are subject to change. The college reserves the right to change fees when needed.

²All TECEP examinations except Modern Language & Secretarial Science examinations are offered out-of-state on an ad-hoc basis. Students who reside within twenty-five (25) miles of New Jersey or Delaware and who take the examinations in New Jersey or Delaware will not be charged the out-of-state surcharge.

LOWER DIVISION/UPPER DIVISION CLASSIFICATION

All students with less than 75 semester hours of credit are classified as lower division students by the College. All students with 75 semester hours of credit or more are classified as upper division students. All upper division baccalaureate students will be assessed an Upper Division Classification Fee of \$50.00 at the time they are certified as upper division students. This fee has been instituted to help offset the added costs of advising the upper division students and is applicable to all students regardless of degree program or date of enrollment.

Students who fail to pay the Upper Division Classification Fee will be ineligible for future academic services, e.g., program advisement, evaluations, etc.

ANNUAL REGISTRATION

All students who have not completed their degree program(s) will be sent an Annual Registration Form on the anniversary of their enrollment in the College. This Registration Form and the Annual Registration Fee of \$15.00 must be returned to the College in order for the student to remain classified as an active student. Students who fail to return the Annual Registration Form and Fee will be ineligible for any academic services during the remainder of the academic year.



"The way to find out how to do a thing is to try everything you can think of . . . know before you start what you are trying to accomplish and then try everything." — Thomas A. Edison

Thomas Edison College Examination Program

The Thomas Edison College Examination Program (TECEP) offers a range of subject-matter examinations that enrolled students may use to fulfill degree requirements or to transfer credit to other institutions. Individuals who are not enrolled may also take these examinations.

TECEP examinations are offered the first Saturday of October, February, April and June at regional test centers in New Jersey and Delaware and the first Saturday in November, December, March, May, and August at the College's main offices. These examinations may also be taken out-of-state by special request to the Office of the Registrar.

TECEP score results are usually sent to students within thirty days from the time of the test administration. Along with the score report is a grade of "credit" or "no credit," which will only be placed on the college transcript at the student's request.

The following pages provide brief descriptions of the TECEP examinations now available. Each description gives only a general review of the test's content. For more details about any TECEP examination and suggestions on how to prepare for a test, individuals may obtain a Study Guide from the Office of the Registrar. There is a charge of \$1.00 for each study guide requested.

LIBERAL ARTS EXAMINATIONS

HUMANITIES

Major Philosophical Ideas. (6 s.h.) A critical examination of philosophical problems and the most significant justifications of human beliefs. Areas include: the mind-body relationship, the existence of God, the nature of being, knowledge of the external world, human freedom, the problem of verification, and the meaning of moral judgments.

Art History and Appreciation I. (3 s.h.) A survey of the art of Antiquity, Medieval Art, and Renaissance and Baroque Art, covering painting, sculpture, and architecture.

Art History and Appreciation II. (3 s.h.) A survey of Oriental Art, Primitive Art, and the art of the nineteenth and twentieth centuries, covering painting, sculpture, and architecture. May be taken independently of Art History and Appreciation I.

Introduction to the Art of Film. (3 s.h.) The background and development of the motion picture from its earliest stages to the present. Emphasis is on the evaluation of film as an art form; on techniques of film production; on theory and esthetics; and on film as a cultural, social, and economic force. Important trends and movements, genres, and major influential figures are considered.

Introduction to the Art of Theater. (3 s.h.) An introduction to the art of the theater, covering dramatic literature, types of drama and of theatrical events; theater design and play productions; criticism.

Public Relations Thought and Practice (3 s.h.) An overview of the public relations field: the foundation ideas and fundamental concepts of contemporary public relations practice; studies of public opinion formation, influence and measurement; techniques of communication and journalism which effectively reach large audiences; and management skills required to plan and execute a successful public relations program.

Introduction to Shakespeare. (3 s.h.) An introduction to the development of Shakespearean drama from the farces, through the romantic comedies and history plays, to the tragedies and final plays. The survey is chronological, beginning with the sonnets, and focuses on Shakespeare's poetic and dramatic development. Basic literary terminology and the literary concepts of structure, style, and principles appropriate in analyzing Shakespeare's works are considered.

SOCIAL SCIENCES

Foundations of Political Science. (6 s.h.) A comprehensive analysis of the nature of political science, with emphasis on traditional political philosophy, behaviorism, and the main approaches to and theories of the study of politics. An understanding of the American political system, international politics, and contemporary problems of the leading governments is required.

Contemporary Labor Issues. (3 s.h.) Concentrates on a selected number of current labor issues of particular relevance to contemporary society, such as automation, unemployment, and civil rights.

Labor Economics. (3 s.h.) Study of labor markets and theories of wage determination; analysis of problems of unemployment, automation, manpower needs; wage and hours legislation.

Labor Laws. (3 s.h.) A study of the evolution of labor rights in the United States. The topics will include specific labor statutes such as the Wagner and Taft-Hartly Acts; procedures of the National Labor Relations Board, court decisions involving boycotts, picketing, union security, and recent civil rights laws.

Labor Movement Theories. (3 s.h.) The various theories which influenced the development of trade unionism in the United States, including the works of Marx, Commons, Perlman and Kerr.

Trade Union Structure and Administration. (3 s.h.) An analysis of the structure and functions of the various units of labor organization, ranging from the national federation to the local union; and some consideration of special problems and activities, such as democracy in trade unions.

Civil Rights and Labor. (3 s.h.) An examination of legislative, judicial, and administrative decisions and their effects on minority groups at work.

Cultures of the World. (3 s.h.) A geographic investigation of the basic cultural systems of the world: the nations of the modern world and the nations of the world of tradition. The cultural worlds are compared and contrasted in terms of their physical environment, population, and, especially, their culture.

Introduction to Social Psychology. (3 s.h.) An introduction to the field of social psychology and methods of social psychological research. Topics include socialization and its consequences, interpersonal behavior, attitudes and attitude change, influencing and helping others, groups and organization, aggression and collective behavior.

Introduction to Transactional Analysis. (3 s.h.) Emphasizes the basic concepts of transactional analysis, along with the major issues involved in structural analysis, game analysis and script analysis.

Principles of Economics (Macroeconomics). (3 s.h.) Focuses on the importance of economics to everyday life and well-being, the crucial role of economic decisions and events in determining the success of society as a whole, the economic vocabulary; basic economic principles in capitalistic economics, and the complexities and interrelatedness of modern economics.

Substance Abuse: Fundamental Facts. (4 s.h.) A general introduction to drug abuse with four major content areas: treatment and rehabilitation, legal, pharmacological and psychosocial.

[See also *Labor Relations and Collective Bargaining examinations listed for Business Administration. Contact the Office of Academic Programs for information on other business examinations appropriate for liberal arts credit.*]

NATURAL SCIENCES/MATHEMATICS

Anatomy and Physiology (6 s.h.) A survey of the structure and function of the human body. Topics include: cells and tissues; integumentary, muscular, nervous, circulatory, respiratory, digestive, urogenital, and endocrine systems.

General Physics I. (3 s.h.) A test of General Physics covering mechanics, electricity and magnetism, elementary electrical circuits, and elementary atomic theory.

General Physics II. (3 s.h.) A continuation of General Physics I, covering general wave properties; sound, light as a wave, interference and diffraction; optics and optical devices; properties of ideal gases; and thermodynamics.

Fundamentals of Mathematics. (3 s.h.) Math concepts for the non major, including sets, numeration and number systems, geometrical and algebraic concepts, probability and statistics. *Duplicates one-half of CLEP general.*

General Chemistry. (6 s.h.) Subject matter covers stoichiometry and units; states of matter; acid-base chemistry including solution stoichiometry, equilibria including homogenous and heterogeneous; electrochemistry; thermochemistry and thermodynamics; descriptive chemistry; carbon or covalent compound chemistry.

Biochemistry. (3 s.h.) Emphasizes areas of macromolecular biochemistry, the biochemistry of small molecules, biochemical synthesis, activities of enzymes and intermediary metabolism. Also includes the physical and chemical properties of carbohydrates, lipids, and proteins.

Inorganic Chemistry. (3 s.h.) Theoretical and descriptive inorganic chemistry, including nomenclature, bonding, structure, reaction mechanisms, coordination chemistry, and thermodynamics of inorganic elements and compounds.

Instrumental Analysis. (3 s.h.) Electroanalytical chemistry, spectrophotometry, instrumentation, chromatography, choice of method for an analytical situation, NMR, EPR, emission spectroscopy, atomic absorption, spectroscopy, radiochemical methods, thermal methods, mass spectrometry, electron probe and kinetics.

Organic Chemistry. (6 s.h.) Theoretical concepts, synthetic sequences, reaction mechanisms, stereochemistry, important types of organic reactions, spectroscopic methods of identification of structure, acidity and basicity of organic compounds.

Physical Chemistry. (6 s.h.) *Thermodynamics*; equilibrium; electrochemistry; states of matter; and phase equilibria; *Chemical Dynamics*; reaction rate theory; kinetic theory of gases; and transport phenomena; *Quantum Chemistry and Spectroscopy*; basic quantum mechanics; atomic structure; molecular structure; spectroscopy; statistical mechanics; and solid state. There are three separate sections of the Physical Chemistry examination: *Thermodynamics*, *Chemical Dynamics* and *Quantum Chemistry*. Each separate section is worth two semester-hours of credit, and each section may be taken independently of the others.

Quantitative Analysis. (3 s.h.) A comprehensive evaluation of introductory topics in analytical chemistry, including separations; statistics; and volumetric, gravimetric, electrical and spectrophotometric analysis.

Qualitative Analysis. (3 s.h.) Theory of ionic equilibria, qualitative chemistry of common anions and cations, and application of these in the identification of "paper" unknowns.

WRITTEN EXPRESSION REQUIREMENT

Written Expression. (No credit allocation)

A test of basic writing ability in English. The examination requires the writing of a number of short passages, each involving a different topical area and audience. The student's writing is evaluated on the basis of grammatical correctness, clarity of expression, and appropriateness of style to the audience addressed. The Written Expression examination carries no credit value. It is offered as a means of satisfying the written expression requirement for a degree from Thomas A. Edison College. (See page 60.)

BUSINESS ADMINISTRATION EXAMINATIONS

ACCOUNTING

Principles of Accounting I. (3 s.h.) Covers fundamental accounting theory, including the accounting cycle, as well as concepts and techniques of accounting for business transactions. Major topics are: accounting for merchandising, periodic reporting, and inventory systems and valuation.

Principles of Accounting II. (3 s.h.) Covers accounting theory for partnerships and corporations. Major topics include: budgeting, manufacturing, financial transactions, financial statement analysis, and introduction to cost accounting. (Available February, 1978.)

Intermediate Accounting I. (3 s.h.) Covers the conceptual basis, as well as the actual preparation and interpretation, of financial statements for large publicly-held industrial corporations. Familiarity with the relevant pronouncements of the Accounting Principles Board of the American Institute of Certified Public Accountants and its successor, the Financial Accounting Standards Board, is required. Topics include: accounting for assets and liabilities, balance sheet, income statement formats, and revenue recognition.

Intermediate Accounting II. (3 s.h.) Topics include: accounting for stockholders' equity, leases, pension costs, earning per share, presentation of accounting changes, and the statement of changes in financial position.

Managerial Accounting I. (3 s.h.) Covers concepts and techniques in the development of accounting information for product costing by manufacturing organizations. Areas include: cost classifications; job order; process and standard costs systems; and comprehensive budgeting techniques, including flexible budgets. The use of cost data for decision-making, with emphasis on the cost-volume-profit model and incremental analysis, is also included.

Managerial Accounting II. (3 s.h.) The integration of concepts from quantitative analysis (managerial decision-making), behavioral sciences (organizational behavior), and economics with managerial accounting. Topics include: regression for statistical cost estimates, linear programming for product-mix decisions, learning curve, inventory and queuing models, and the relationship between performance evaluation (including budgeting) and the behavior of employees. Performance evaluation systems examined include cost centers, profit centers, return on investment, and absolute residual income.

Advanced Financial Accounting. (3 s.h.) Covers accounting topics related to business combinations, partnerships, and the effects of foreign exchange on financial statements. Relevant pronouncements of the Accounting Principles Board, and the Financial Accounting Standards Board are included. The business combination area covers the nature of

business combinations, consolidation methods, treatment of intercompany transactions, changes in equity, and reciprocal stockholdings. The partnership accounting portion includes formation, admission of a new partner, and liquidation and insolvency. The foreign exchange areas include techniques for translating statements prepared in foreign currency, treatment of gains and losses due to currency fluctuations, and financial statement presentation.

Auditing. (3 s.h.) Covers the nature of auditing, the audit report, evidential matters, and planning, conducting and completing the audit. Integration of the Statement on Auditing Standards and the Code of Professional Ethics of the A.I.C.P.A. with actual auditing situations is required. Evaluations of internal control (including flowcharting of existing accounting procedures), statistical sampling, the special problems of auditing computerized accounting systems, and audit programs for specific balance sheet and income statement accounts are included.

Tax Accounting. (3 s.h.) A comprehensive coverage of the federal income tax structure as it pertains to individual taxpayers. Topics include: classification of taxpayers, determination of gross income, exemptions, taxable income, computation of tax, special tax computations, and credits against tax.

BUSINESS ENVIRONMENT AND STRATEGY

Business in Society. (3 s.h.) Analysis of the social and governmental aspects of business operations. The total environment in which management decisions are made is examined in terms of laws, and government regulations, the social responsibilities of concerned corporate executives, and the activities of consumer advocates. Problems of monopolistic competition, administrative commissions, corporate ethics, public relations, and consumer protection are included.

Business Policy. (3 s.h.) A capstone review of senior management decision areas, using concepts usually covered in an undergraduate course in business policy or corporate planning. Topics include: corporate goals and resources, financial analysis, long-range plans, policy models, and management strategy. Case problems are used to integrate theories and apply concepts to simulated situations.

FINANCE

Principles of Finance. (3 s.h.) Designed to familiarize the student with managerial finance and the environment within which the financial decision-maker functions. Principles of Finance is intended for students who will not go on to further studies in finance, as well as for students who will find a career in the field. Among the major topics of inquiry are: the role of the financial manager, elementary concepts and tools of financial analysis, and management and

financing of short-term and long-term assets. The external environment of finance, that is, money, monetary and fiscal policy, the Federal Reserve, commercial banking, and financial institutions and instruments will be treated. (Familiarity with the basic aspects of accounting is necessary to study Principles of Finance).

Corporate Finance. (3 s.h.) Treats financial functions typically utilized by a practitioner of finance within a firm or institution. Following a brief review of the scope and nature of financial management and ratio analysis, major subjects of inquiry include funds flow analysis, break even and leverage analysis, management of current assets and liabilities, management of long-term assets and liabilities, equity capital and mergers and acquisitions. Familiarity with basic accounting is essential to the study of Corporate Finance.

Financial Institutions and Markets. (3 s.h.) An analysis of the financial structures of the United States. Includes an examination of the nature of financial markets including money and capital markets, credit creation, the role of commercial banks and the Federal Reserve, and the role of saving. Also considered are savings banks, savings and loan associations, insurance companies, pension funds, investment companies, and other financial institutions. In the area of international finance, the major topics include balance of payments, the foreign exchange market, international banking, and international financial markets.

International Finance and Trade. (3 s.h.) An introduction to international financial management, including: (1) the international monetary and economic environment such as the foreign exchange market; the balance of payments; and the financing of multinational business activities; (2) the institutions and instruments of international finance, such as international banking, the International Bank for Reconstruction and Development, and the Export-Import Bank of the U.S.; (3) special aspects and problems of international financial management, including legal factors, taxation of internationally derived income, and exchange risks.

Public Finance. (3 s.h.) An introduction to expenditures, taxes, and debts of federal, state and local governments. A review of public budgets and intergovernmental fiscal relationships and their economic implications on financial activities.

Security Analysis and Portfolio Management. (3 s.h.) An introduction to investment in securities, including: (1) study of various investment vehicles such as government securities, corporate bonds, preferred stock, and common stock; (2) the stock market and securities brokerage; (3) analysis of the stock of a company as an investment; (4) the theory and practice of portfolio management.

Advanced Security Analysis and Portfolio Management. (3 s.h.) An advanced study of the analysis of investments and the management of portfolios of securities. Topics include: (1) economic factors underlying securities values; (2) methods of determining personal risk utility; (3) advanced tools of securities analysis; (4) study of the role of major securities exchanges; (5) advanced techniques of portfolio management.

MANAGEMENT OF HUMAN RESOURCES

The Management Process. (3 s.h.) An introduction to the principles and practices of manpower management. Subjects include: the functions of management, individual and group behavior at work, the dynamics of organizational behavior, and personnel management. Topics include: scientific management, human relations, participative management, planning, organization, motivation, controlling, decision-making, and coordination. Also covered are: leadership, power and influence, work group structure, training, authority, line and staff relationships, delegation, and organization goals.

Labor Relations and Collective Bargaining. (3 s.h.) A survey of the principles and practices of modern industrial relations. Topics are: the history of labor unions and labor laws in the United States, the political and social aspects of unionism, modern union organizational structures, the practice of collective bargaining, and the major labor legislation in the United States.

Advanced Labor Relations and Collective Bargaining. (3 s.h.) An indepth analysis of the role, structure, and practice of modern industrial relations. Emphasis is on integration of the major principles of labor relations and collective bargaining and their application to specific problems. Areas include: the significance of collective bargaining in a modern industrial society; the impact of collective bargaining on societal behavior and public policy; the negotiation and administration of a labor contract; and the relationships among unions, business, government, and the public.

Organizational Behavior. (3 s.h.) Introduction to the behavior of modern complex organizations. Areas examined are: organization goals, processes, and procedures; the role of technology in manpower management; the individual and the organization; motivation, communications and group dynamics; leadership, authority, power and influence; and the structure of work groups.

Advanced Organizational Behavior. (3 s.h.) An indepth analysis and integration of the knowledge areas of organizational behavior. Emphasis is on the behavioral aspects of modern organizations and applications of basic principles to specific problems. Areas covered are: landmark research results with regard to leadership, power and authority, and the major applications of theory to practice; organiza-

tional change, including the strategic methodological and conceptual issues involved in change in complex organizations; organizational conflict and its resolution, including the role of conflict as it relates to change; organization development, including the dynamics of planned change and process intervention; and the role, norms, and behavior of groups in organizations, including the methods for observing and analyzing group behavior.

Organization Theory and Organizational Analysis. (3 s.h.) An analysis of the historical and theoretical development of systems of organization and the emerging concepts in organization theory. Covered in depth are: classical and modern theories of management, organization and managerial models, measures of organizational effectiveness, the impact of data-based management information systems on the structure of and relationships within organizations, and the impact of modern technology and complex organization structure on management problem-solving and decision-making.

Advanced Organization Theory and Organizational Analysis. (3 s.h.) Integration of the areas covered in the Organization Theory and Organizational Analysis examination into human resources management in a complex organization. Emphasis is placed on the ability to analyze complex organizational structures and apply concepts, techniques, and theories to an evaluation of organizational effectiveness. Covered are: classical organizations and their effect on modern organization structure, bureaucratic forms of organization; neoclassical theories of organization, their concepts, revisions, and effects on organization theory; modern organization theory, including project/matrix models, systems management, administrative decision models, and the relationship between organization structure and modern technology; and the application of the four preceding areas to management problem-solving and decision making.

MARKETING

Marketing Communications. (3 s.h.) A survey of the promotional area of the marketing mix. Covered are: the role of communication; advertising objectives, strategies and plans; advertising program design, implementation, and evaluation; advertising budgets; media selection; sales promotion; sales force organization, recruitment and training; sales management goals, policies and strategies; and sales force compensation, motivation and evaluation.

Channels of Distribution. (3 s.h.) A survey of the channels of distribution or place area of the marketing mix. Covered are: seller distribution goals, policies and strategies; middlemen buying policies and practices and relationships with sellers; channel leadership; channel systems; channel-design decision making; channel incentive, and promotion strategies and programs.

Marketing Research. (3 s.h.) Covers fundamental concepts, principles and practices in the area of marketing research. Included are: problem definition, data collection methods, sampling, analysis of market research information, data sources, and survey planning.

Marketing Management Strategy I and II. These two examinations were developed as capstones for the business student who specializes in marketing. These two tests may be taken independently of each other. Both test the student's grasp of concepts which come into play in marketing policy and strategy formulations.

Marketing Management Strategy 1. (3 s.h.) This consists of directed essay-type questions as well as marketing incidents and very short problems requiring resolution from a policy or strategy standpoint.

Marketing Management Strategy II. (6 s.h.) This consists of a somewhat more complex and unstructured case depicting a real-world problem encountered by an actual marketing executive. The student is expected to analyze the case according to a prescribed analytical structure (evolved by leading schools of business) and to derive recommendations that logically flow from the analysis (The prescribed analytical structure is found in the appropriate Study Guides.)

OPERATIONS MANAGEMENT

Introduction to Data Processing. (3 s.h.) A survey of the basic concepts, principles, and procedures normally covered in an introductory undergraduate course in electronic information processing. The following major topics are covered: computer concepts, components and functions; elementary data processing applications, systems analysis and design, punched card machines and methods; basic forms of input and output; elements of operating systems; and data communication systems. Familiarity with the concepts underlying computer programming is required, but no particular programming language is formally tested.

Introduction to Operations Management. (3 s.h.) A survey of operations management, using systems concepts to stress coordination, optimization, and control of materials, equipment and people in the management of all types of organizations. Topics covered include logistics, production, purchasing, inventory control, and other areas of operations management and research.

Quantitative Managerial Decision-Making. (3 s.h.) Covers the more widely-used quantitative approaches to making management decisions, emphasizing the understanding of the nature of various mathematical and statistical tools of decision-making as they relate to managerial problem-solving, as well as the limitations of these tools. Topics include: correlation, regression, probability, analysis of variance, hypothesis testing, nonparametric statistics, Bayesian analysis, forecasting and scheduling techniques, statistical quality control, inventory control, indices,

linear programming, PERT/CPM, and applied queueing theory. Emphasis is on the application of statistical procedures involved rather than their mathematical derivation.

Materials Management and Inventory Control. (3 s.h.) The integrated approach to the control and physical movement of raw materials, components, and finished goods from the supplier through the manufacturer and distributor to the ultimate user. Concentration is placed on the concepts, methods, and functions of inventory control and its relationship in the area of materials management.

Management of Quality Control. (3 s.h.) A survey of the quality control function in industry, including principles of organization and management as well as techniques of statistical quality control, and reliability.

Transportation and Traffic Management. (3 s.h.) An overview of the management of traffic and transportation systems, stressing the economics of moving people and goods. Topics include freight classification, rate formulation and negotiation; mode, route, and carrier selection criteria; traffic demand forecasting; and government regulation of the transportation industry.

Management Information Systems. (3 s.h.) Analysis and design of computer-based information systems. Topics include business systems analysis; examination of data requirements; data collection, classification, transmission, and display; data base organization; management reporting systems; on-line real-time systems and software related to system design.

Work Methods and Measurements. (3 s.h.) Concepts of work analysis, time study, and work measurement practices. Stop-watch time study, micro-motion study, establishment of allowances by stop watch and work sampling and simplification studies. Establishment and use of predetermined time values; construction and application of work measurement formulae.

PROFESSIONAL AREA EXAMINATIONS

Community Health. (3 s.h.) This introduction to community health deals with the historical precedents of present-day health care services and programs, the leading causes of illness, disability, and death, the services being rendered by local, state and federal agencies, and the structure and role of voluntary agencies. It includes the planning process and the need for community involvement as well as the elementary concepts of epidemiology.

Public Administration I. (3 s.h.) A survey of the basic administrative structure and administrative functions of government agencies, the principal theories underlying the study of these structures and functions, and the major political and philosophical issues related to the study of public administrative agencies.

Public Administration II. (3 s.h.) An indepth examination of the environment of public agencies, theories of administration, management processes, and political and philosophical problems facing public administrators. Topics include the political environment of public administration, administrative law, policy analysis, and program evaluation and ethics.

Public Personnel Management. (3 s.h.) This examination stresses the principles and practices of manpower management in the public sector. Topics include recruitment, placement training, health plans, incentive and merit systems, collective bargaining in the public sector, employee development and benefits, retirement planning, manpower planning, EEO and affirmative action as well as intergovernmental personnel relations.

Public Policy. (3 s.h.) This examination addresses ethical, legal, and legislative problems and issues faced by a manager in the public sector. It includes an analysis of critical relationships between a governmental organization and its various publics, constituencies, and influence sources as well as an examination of the public policy process, with special emphasis on antitrust and regulation.

Radiologic Technology A. (5 s.h.) A review of the fundamentals of radiographic exposure and technique, including radiation protection. The radiographic exposure and technique section covers the prime factors of radiography and their interrelationships, and apparatus for improving radiographic quality. The protection section includes protection to personnel and patients and basic concepts from physics and radiobiology as they relate to radiation protection.

Radiologic Technology B. (6 s.h.) A review of routine and special radiographic procedures, medical and surgical diseases, and radiographic anatomy and positioning. The routine and special procedures portion of the examination includes questions relating to equipment and to a variety of different procedures, such as pneumoencephalography, bronchography, cardioangiography, sialography, and body section radiography. The radiographic anatomy and positioning portion requires knowledge of the more difficult and advanced radiographic positions and related anatomy.

X-Ray Physics. (3 s.h.) An overview of the basic principles of physics as they relate to x-radiation and to design and use of radiographic equipment. Topics include: nature and classification of electromagnetic radiations, measurement of radiation quantity and duration, generation of x-rays, x-ray tube design, principles of operation of transformers and coils, rectification, fluoroscopy, image intensifiers, use of television in radiography, and mobile x-ray equipment.

Shorthand. (6 s.h.) This test requires the candidate to take dictation in six uninterrupted three-minute intervals at speeds of 60 and 80 words per minute. Students are given partial transcripts of the dictated materials and are required to supply the missing content from their own shorthand notes. The student submits his or her shorthand notes with the test. A degree of 95 percent accuracy in the transcription is required to pass.

Typing. (6 s.h.) This test requires the candidate to demonstrate a minimum speed of 50 words per minute with no more than three errors on the best of two three-minute straight copy timings and to demonstrate competency in typing corrected draft manuscripts, letters, memoranda, and tabulations.

Introduction to the Library. (1 s.h.) An overview of the academic library, including arrangement of materials and access to books, periodicals, documents, and reference materials.

Behavior Modification Techniques in Counseling. (3 s.h.) Emphasizes the basic concepts and techniques of behavior modification, including relaxation, sensitization and desensitization, self-image improvement, rational thinking and assertiveness training.

Counselor Training: Short-Term Client Systems. (3 s.h.) Deals with skills in the areas of empathy, values and attitudes, exploration and problem-solving that may be applied to establishing and maintaining more effective helping relationships with clients.

Vocational Rehabilitation: Introduction, Evaluation, Work Adjustment. (3 s.h.) The philosophy and practice of vocational rehabilitation. Topics include historical development, current state of the art, federal legislation, vocational evaluation, work adjustment, placements, the substance abuser as disabled.

Alcohol Abuse: Fundamental Facts. (3 s.h.) Covers the pharmacology, anatomy, culture and sociology of alcohol; the definition of alcoholism; the phases and symptoms of alcoholism; and therapy for the alcoholic.

Real Estate Sales (3 s.h.) Designed for individuals who hold a New Jersey State license for real estate sales or for those who have a strong background in this area. Major topics include: property interests and rights, mortgages, municipal and state regulations, laws of agency, license act, and real estate mathematics.

Applied Linguistics. (3 s.h.) Major topics covered are language acquisition and linguistic interference as related to second language acquisition. Also included are contrastive analysis and social dialects. Credit will not be granted for both this examination and the MLA Applied Linguistics examination.

Foundations of Bilingual/Multicultural Education. (3 s.h.) The topics covered are history, philosophy, and rationale of national and local bilingual programs; definitions, linguistic perspectives, program design and staff development, U.S. and New Jersey laws related to bilingual education, results and evaluations of basic research studies.

Theory and Practice Teaching English as a Second Language. (3 s.h.) Theories of second language learning and related methods of teaching the language skills, including ESL curriculum, materials and evaluation, lesson planning, and recent research and developments in teaching ESL.

OTHER EXAMINATIONS ADMINISTERED BY THE COLLEGE

TECEP Foreign Language Examinations

As part of its examination program, Thomas A. Edison College administers the MLA-Cooperative Foreign Language Proficiency Tests. These tests were designed for use in colleges with language majors and advanced students. In each language—French, German, Italian, Russian and Spanish—the tests provide separate measures of skills in listening, speaking, reading, and writing (Battery A) as well as Applied Linguistics, Civilization and Culture, and Professional Preparation for teachers (Battery B).

Language Skills. (18 s.h.) Consists of a series of examinations in the four-basic skills of language—listening, speaking, reading, and writing. Each candidate must demonstrate an acceptable proficiency in each of the four skills in order to receive credit.

Individuals who receive credit have a proficiency in the foreign language expected of college students who have completed three years of a foreign language.

Examinations are offered in five language areas: French, German, Italian, Russian, and Spanish.

Applied Linguistics. (3 s.h.) Topics covered are pronunciation, and phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology. The emphasis in each test is on the differences between English and the foreign language. Examinations are offered in five areas: French, German, Italian, Russian and Spanish. Credits will not be granted for both this examination and the Applied Linguistics examination listed above.

Civilization and Culture. (3 s.h.) This examination is designed to measure a knowledge of civilization and culture as distinct from knowledge of the language. The term "culture" is taken in the broad sense, embracing such content areas as geography, history, the arts, literature, and social institutions. Individuals are tested on basic facts and terms; understanding important ideas, themes, and institutions; understanding the complexity and variety of the culture; appreciation of historical and cultural meaning of terms; appreciation of cross-cultural differences. Examinations are offered in five language areas: French, German, Italian, Russian, and Spanish. Please note: Students who take the examination in Spanish Civilization and Culture should note that it includes culture and civilization of Spain and Latin America.

Professional Preparation. (3 s.h.) This examination is designed to test not only a knowledge of teaching methods that are common to different foreign languages (with an emphasis on the audio-lingual approach), but a knowledge of important developments in the field of language teaching as well.

Also covered are such broad areas as objectives, teaching techniques, professional development, and evaluation. The examination in Professional Preparation is common to all five language areas.

SPECIAL SUBJECT EXAMINATIONS

"Special Subject Examinations" are administered to students enrolled in particular courses of study within the College's Group Assessment program. For a description of Group Assessment, see pages 21-22. Additional information on these programs may be obtained by contacting the Coordinator of Special Programs.

"One hundred percent functioning is not impossible to human beings. Don't let anyone make you believe it is." — Thomas A. Edison



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Academic Council and Council Committees

The Academic Council is chaired by the Vice President for Academic Affairs and recommends to the Administration and the Board of Trustees the content and requirements of Edison College degree programs, as well as academic policies and standards governing such programs. The Council and its various committees total approximately 60 members from New Jersey two- and four-year public and private institutions of higher education and independent educational organizations.

The committees of the Academic Council include the following:

- Committee on Academic Policies and Standards
- Committee on Testing and Assessment
- Committee on Liberal Arts Degrees
- Committee on Business Degrees
- Committee on Professional Degrees

The degree committees are assisted by sub-committees whose primary function is to develop the specialized examinations required for each degree under the Thomas Edison Examination Program (TECEP).

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Ali Tooshi, Chairperson, Health Sciences Department, Jersey City State College

INSTITUTIONAL REPRESENTATION OF COUNCIL AND COMMITTEES

Public Two Year

Bergen Community College
Brookdale Community College
Kingsborough Community College (N.Y.)
Mercer County Community College
Middlesex County College
Ocean County College
Passaic County Community College
Somerset County College

Private Four Year

Bloomfield College
Fairleigh Dickinson University
Monmouth College
Princeton University
Rider College
Seton Hall University

Independent Units

Cherry Hill Free Public Library
East Orange Housing Services
Educational Testing Service
Fort Dix Academy, Ft. Dix
National Oceanographic and Atmospheric Administration
New Jersey Hospital Association
Riverview Hospital
Sandoz Pharmaceuticals
Union Carbide Corporation

Public Four Year

College of Medicine and Dentistry of New Jersey
Glassboro State College
Jersey City State College
Kean College of New Jersey
Montclair State College
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton State College
Rutgers, The State University
Trenton State College
William Paterson College of New Jersey

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September, 1978

- 4 Labor Day - College closed
- 15 Committee on Academic Policies and Standards
Last day to register for October administration of TECEP
- 22 Board of Trustees

October, 1978

- 7 Statewide administration of TECEP
- 9 Columbus Day - College closed
- 13 Committee on Business Degrees
Last day to register for November administration of TECEP
- 15 Sixth Annual Commencement of Thomas A. Edison College
- 19 Committee on Testing and Assessment
- 20 Committee on Liberal Arts Degrees
- 27 Committee on Professional Degrees

November, 1978

- 4 Administration of TECEP in Princeton
- 7 Election Day - College closed
- 10 Last day to register for December administration of TECEP
- 17 Committee on Academic Policies and Standards
Academic Council
- 23 Thanksgiving Day - College closed

December, 1978

- 1 Board of Trustees
- 2 Administration of TECEP in Princeton
- 25 Christmas Day - College closed

January, 1979

- 1 New Years Day - College closed
- 12 Last day to register for February administration of TECEP
- 15 Martin Luther King Day - College closed
- 26 Committee on Professional Degrees

February, 1979

- 3 Statewide administration of TECEP
- 9 Last day to register for March administration of TECEP
Committee on Academic Policies and Standards
Academic Council
- 12 Lincoln's Birthday - College closed
- 19 Washington's Birthday - College closed
- 23 Board of Trustees

March, 1979

- 3 Administration of TECEP in Princeton
- 16 Last day to register for April administration of TECEP
- 30 Committee on Academic Policies and Standards

April, 1979

- 5 Committee on Business Degrees
- 6 Board of Trustees
- 7 Statewide administration of TECEP
- 12 Last day to register for May administration of TECEP
- 13 Good Friday - College closed
- 19 Committee on Testing and Assessment
- 20 Committee on Liberal Arts Degrees
- 27 Committee on Professional Degrees

May, 1979

- 5 Administration of TECEP in Princeton
- 11 Committee on Academic Policies and Standards
Academic Council
Last day to register for June administration of TECEP
- 28 Memorial Day - College closed

June, 1979

- 2 Statewide administration of TECEP
- 7 Committee on Academic Policies and Standards
- 8 Board of Trustees

July, 1979

- 4 Independence Day - College closed
- 13 Last day to register for August administration of TECEP

August, 1979

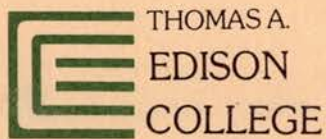
- 4 Administration of TECEP in Trenton

1978-79 ACADEMIC YEAR TENTATIVE CALENDAR



"Common sense is the thing we need most
and the thing we have least of..."

— Thomas A. Edison



THOMAS A.

EDISON

COLLEGE

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