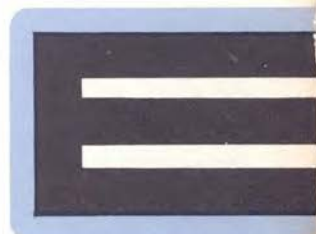




*The  
New Jersey  
State College  
for  
External Degrees*

**THOMAS A. EDISON**  
**1975-1976**  
**COLLEGE CATALOG**



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### APPROVALS:

Thomas A. Edison College is approved by the State Board of Higher Education, State of New Jersey. It is a Candidate for Accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

### MEMBERSHIPS:

The College is a member of the American Association of State Colleges and Universities and of the American Association of Collegiate Registrars and Admissions Officers.

# THOMAS A. EDISON COLLEGE CATALOG

# 1975-1976

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*The  
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## Message to the Students from the President

Thomas A. Edison, the great inventor and prominent resident of New Jersey, had only a few months of formal education. His vast understanding of science and engineering was acquired through diligent independent study and experimentation. Yet his contributions to mankind have been equaled by few scientists throughout history.

In founding Thomas A. Edison College, the New Jersey State Board of Higher Education recognized that many men and women who have not had the opportunity to complete their formal education have acquired the equivalent knowledge and therefore deserve the opportunity to receive college credits and degrees by demonstrating what they know. To provide this opportunity is the unique mission of Thomas A. Edison College.

To fulfill this mission, the College grants credits and awards both associate and baccalaureate degrees. Degree requirements can be satisfied through college equivalency examinations, individual assessments of college-level knowledge, or the transfer of college credits earned at other institutions.

Credits and degrees earned at the College may also form the basis for continued study in a more traditional college setting. Edison students will then transfer to other institutions to complete their degree objectives.

Since the College offers no instruction and has no faculty of its own, its degree require-

In 1878, when he was 31, Thomas A. Edison went to Washington, D.C., to demonstrate his phonograph to the American Academy of Science, members of Congress, and President Rutherford Hayes.

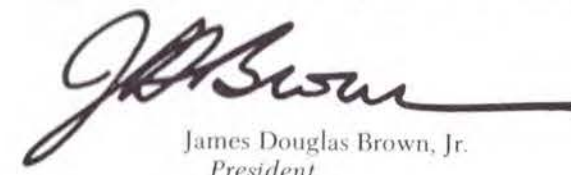
This picture was taken by the famous Civil War photographer Mathew Brady at his studio.



ments and examination program are under the supervision of an Academic Council. The faculty members who comprise this Council have been chosen from other New Jersey public and private colleges to represent the various subject disciplines. Examinations in many fields of higher education are prepared and graded by faculty committees appointed by the Council.

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. You will find more information about these counseling services on pages 19-21 of this catalog. 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.

During the past three years, the College has enabled several thousand students, from throughout the country, to continue their education by earning college credits and degrees for *what they know*, not *where they learned it*. If you are one of those individuals who have learned through experience and wish to have this knowledge recognized, Thomas A. Edison College is ready to serve you.

  
James Douglas Brown, Jr.  
President



## GENERAL INFORMATION

### A NEW KIND OF COLLEGE

Thomas A. Edison College is one of New Jersey's nine state colleges. In some respects, it is similar to the other eight. Like them, 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 instructors and administrators) to determine its degree requirements.

And like them, it cooperates with other colleges and universities—and with many noneducational institutions—in common efforts to stimulate learning and to meet the ever-changing educational needs of contemporary Americans.

In other, equally important respects, however, Thomas A. Edison College is unlike the other eight state colleges in New Jersey—and unlike nearly every college in the country. It was created by the State Board of Higher Education for the express purpose of performing a unique mission.

### Purpose of the College

The mission of Thomas A. Edison College is twofold: (1) to develop flexible methods of evaluating college-level knowledge, regardless of how that knowledge has been achieved, 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.

In carrying out this mission, Thomas A. Edison College:

(1) Awards five degrees, including a Bachelor of Arts Degree, a Bachelor of Science Degree in Business Administration, and three associate, or two-year, degrees—in arts, management, and radiologic technology.



(2) **Grants college credits**, which may either be applied toward an Edison degree or transferred to another college. These credits are granted on the basis of:

(a) Documentary evidence of credits previously earned from an accredited college or of college-level knowledge gained from formal service schools of the armed forces.

(b) Satisfactory completion of subject-matter tests taken for credit, including those developed by the College and those developed and administered by other approved testing agencies, such as the College-Level Examination Program (CLEP).

(c) Individual assessment of a student's knowledge or skill by an academic specialist engaged for that particular assessment by the College.

(3) **Provides free academic counseling** to help individuals evaluate their educational history, clarify their educational goals, and attain those goals by making use of learning resources in New Jersey and elsewhere.

(4) **Acts as a catalyst for adult education** by giving 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, although nearly 200 faculty members of both private and public colleges in New Jersey and elsewhere work closely with the staff in drawing up credit and degree requirements, making and grading tests, and evaluating students in individual assessments.

## History and Accreditation

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 Degree in Business Administration. The first student was enrolled in November, 1972. In June, 1973, Thomas A. Edison College became New Jersey's ninth state college when its Board of Trustees was formally installed. At the first meeting of the Board that same month, seventy candidates were approved for the Associate in Arts Degree.

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 70 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 subject 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, 280 students were graduated.

As of September, 1975, over 3,000 students were enrolled in the College.

Thomas A. Edison College of New Jersey is approved by the New Jersey State Board of Higher Education. In 1973, the College was accepted as a Candidate for Accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

Acceptance as a Candidate for Middle States accreditation attests that the Commission on Higher Education considers an institution to be offering its students, on at least a minimally satisfactory level, the educational opportunities implied by its objectives. In the

Commission's view, the institution's organization, structure and staffing are acceptable for its stage of development, its sponsors are committed to supplying its needs and are able to do so, its governing board is functioning properly, and its academic and financial plans are well-designed.

## 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 nontraditional 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. Most would have gone directly to college if the educational opportunities now available in New Jersey had existed when they were graduated from high school. As it is, they have found it difficult, usually for economic reasons, to benefit from standard degree programs.

Yet, outside the walls of the traditional college, they have achieved skills and knowledge—through their jobs or through independent study—that would have been rewarded, inside those walls, with college credits leading to a formal degree. Because of their real accomplishments, they have a legitimate desire to receive the public recognition formalized by college credentials. In addition, they may have earned actual credits, perhaps from more than one college. While representing real effort and achievement, these credits remain useless to them as credentials because they do not add up properly—or fit together properly—to form a college degree.

Some of these men and women *need* college credentials, either to advance professionally or to enter the traditional system of higher education at a level appropriate to their maturity, knowledge, and interests. Just as many *want* these credentials, some for reasons of objective self-evaluation, others because they feel personally entitled to them.

Obviously, another special circumstance that distinguishes this new group of students, with their career and family responsibilities, is the need to conduct their education at their own pace and in their own settings, independently of class schedules and residence requirements.

In addition to their special circumstances in life, there are other reasons why these students cannot be adequately served in the traditional undergraduate setting. Characteristically self-directed, often with a hard-won mastery of exacting subject matters, and usually mature in their interests and attitudes, these men and women need an institution of higher learning that will respect their achievements and their autonomy.

## Academic Counseling Services of the College

Many students will encounter Thomas A. Edison College first through its counseling services. These form a statewide network with three permanent offices—in north, central,

and southern New Jersey—and part-time offices in several colleges. At these and other locations, qualified academic counselors provide guidance without charge to persons of all ages, including those who are not enrolled in the College and 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 clearly and then discover ways to reach those goals through the learning resources now available to them in New Jersey and elsewhere. (*For a more detailed description of the counseling services of the College, see pages 19-21.*)

### Some Typical Students

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

- A teacher in his mid-twenties who had been employed by the same private high school for the past five years. Highly regarded by both students and administrators, he had taken some college work but needed to complete his degree to advance professionally.

- A single 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 man in his forties on active duty with the military. Over a period of twenty-two years, he had been taking courses at colleges near his military post and at the same time enrolling in USAFI correspondence courses. He was looking forward to a second career in some area of business management where his supervisory experience could be of value. He viewed a baccalaureate degree as both the logical culmination of twenty years of college-level learning and a necessity for his future career.

- A man in his fifties who had built a very successful career in the medical field. He had neither the time nor the inclination to enroll in a traditional four-year college program, but he wanted to acquire a baccalaureate degree to authenticate thirty-five years of independent study.

- 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 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.

### NEW WAYS TO OLD GOALS: HOW CREDITS ARE EARNED

Since Thomas A. Edison College does not offer instruction, it grants credits only for learning acquired outside the College. The variety of ways in which that learning can take place is practically inexhaustible. Independent study, classroom instruction at other colleges, hobbies, work experience, informal study groups, tutoring, civic involvement—these are

only a few of the more obvious ways in which college-level learning can occur.

Moreover, the *way* that certain units of knowledge have been assimilated—whether traditionally or nontraditionally, formally or informally—has no necessary bearing on their value, *including their value as academic learning*. In granting credits for achieved learning, therefore, the primary interest of the College is *not* in how that learning was achieved but rather in (1) its academic quality and (2) how that quality can best be verified and measured.

### The Three Methods

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 three methods. The typical pattern, however, is a combination of two or all three. The extended examples given throughout this section will illustrate some of the more common ways in which the various methods are combined. These three methods are:

- (1) The evaluation of credits earned at another college or university or of records from formal service schools of the armed forces.

- (2) The administration and scoring of subject-matter examinations developed by the staff and its faculty consultants or the use of externally prepared examinations approved by the College and administered by other, authorized testing agencies. In the case of cooperative learning programs (*see pages 15-16*), special subject-matter examinations supplied by the College are used to validate knowledge gained by individuals in approved in-service educational courses.

- (3) The individual assessment of a student's knowledge or skill by an academic consultant specifically selected for that purpose by the College.

### Combination of Traditional and Nontraditional Practices

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

The nontraditional assumption behind these methods is that college-level knowledge can be (1) *acquired* and (2) *verified* in many different ways.

The traditional assumption is that college-level knowledge—if it is to result in a college degree—ought to be (1) *classified* according to traditional subject matters, (2) *distributed* according to basic degree requirements, and (3) *credited* according to standard systems of measurement.

- (1) 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) If credits accumulated at the College are to result in an Edison degree, their distribution among these 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 an Edison degree 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 shape, regardless



of how numerous they may be. (These degree requirements are described on pages 16-17 and pages 23-24.)

(3) The system of measurement used for crediting college-level 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, Thomas A. 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 course work 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 *per se*, but only on the strength of proficiency examinations or some other appropriate test of accomplishment in the subject areas involved.

## THE THREE METHODS OF EARNING CREDIT

The methods of earning credit at Edison have been carefully devised and tested by a staff of professional educators and specialists in assessment, with the help of college instructors and administrators throughout the state. Together, these various methods constitute one system with one commanding purpose. That purpose is to incorporate knowledge, regardless of how or where it was gained, into the traditional framework for academic achievement, and to do so in ways that maximize educational flexibility without sacrificing academic standards.

### One: Earning Credits Through Transfer

Credits earned at other accredited colleges may be transferred to Thomas A. Edison College, regardless of the number of institutions attended. These credits may have been earned previous to enrollment, but they may also be earned after enrollment by students who continue to take course work 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 course work or credits. Some of these students may continue their work with the College until they have earned enough credits—either by additional outside course work or by examination and assessment—to receive a baccalaureate degree from the College. Others may transfer, with advanced standing, to another institution.

The Bachelor of Arts Degree may also be earned entirely by transfer credit, although the vast majority of B.A. candidates will combine this way of earning credits with one or both of the other two methods.

#### Example of Transfer Credit

One brief example may help to clarify how previously earned credit can lead directly

to an associate degree and thereafter to advanced standing at another institution.

The student in question was a 32-year-old public service employee, a woman with recognized accomplishments in the field of urban planning. Although she had taken college work some years previously, this woman had not completed her undergraduate degree. As a result, despite her demonstrated achievements, she could not be accepted for advanced study in her own field at the university of her choice.

This student received counseling at the College, enrolled, and requested that all official transcripts of her previous college work be forwarded to the Registrar. After careful evaluation, the Registrar determined that she had accumulated more than enough credits—and with the proper credit distribution—to qualify for an Associate in Arts Degree from the College. After this degree was awarded, she was accepted for advanced work at the university she had originally chosen.

Had this student continued on for her Bachelor of Arts Degree at Edison, she could have earned some of her credits for that degree by more outside course work or by college proficiency examinations. In addition, she would almost certainly have earned a substantial amount of credits through an individual assessment of her special knowledge in urban planning.

(For more detailed information on transfer credits, see pages 35-36.)

## Two: Earning Credits Through Subject-Matter Examinations

The mission of Thomas A. Edison College is to enable individuals who have college-level learning but lack college credentials to earn degrees equivalent in meaning to those granted by traditional institutions. Vital to this mission are reliable methods of evaluation that make it possible for individual learning to be verified efficiently outside the classroom. In many cases, the most effective way to evaluate knowledge outside the classroom is by specific subject-matter examinations.

The credit requirements for any Edison degree can be satisfied entirely through such examinations, although the vast majority of students will combine this method with transfer credits and individual assessments.

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

### Thomas A. 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 programs 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 for an Associate in Arts Degree or a Bachelor of Arts Degree may satisfy some of their credit electives through TECEP exams. (For a list of TECEP examinations, with credit allocations, see pages 45-52.)

### 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, the College's Committee on Testing and Assessment reviews all outside examinations from a psychometric standpoint, and its Committee on Academic Policies and Standards reviews each test for the purpose of setting percentile and other performance levels.

Several 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 36-39.*)

### Examples of Credit Through Examination

Two brief examples may help to illustrate how credits can be earned through college equivalency examinations.

The first example concerns a student in his twenties who eventually received his Bachelor of Arts Degree from the College by combining written examinations with transfer credits. This young man had stopped formal class attendance after high school but had continued to study and learn successfully on his own. Deeply involved in working with disadvantaged and handicapped youth, he decided to seek a Bachelor of Arts Degree to authenticate his efforts with young people and to qualify for a teaching certificate. He received academic counseling and enrolled at Thomas A. Edison College.

After the necessary preparation, this student took all five of the CLEP General Examinations, on which he received high scores. By this means, he earned 30 credits toward his degree. He then proceeded to the CLEP Subject Examinations that had been approved for credit in his area of concentration. Over the next year, he earned enough additional credits by passing these tests 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 course work 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.

The second example concerns a 53-year-old man who had been retired from the federal government after thirty years of working as a computer analyst. Equipped with college-level skills of obvious value and too young to retire, he was nevertheless unable to find suitable employment because he lacked a college degree.

During an 18-month period of concentrated study, this man succeeded in passing all the subject-matter examinations necessary to qualify for his Bachelor of Science Degree in Business Administration.

He is now employed as a systems analyst at a major hospital and plans to enroll in graduate school.

(*For more information on earning credit through subject-matter examinations, see pages 36-39.*)

### Three: Earning Credits Through Individual Assessment

Suitable examinations are not available in all the subjects and skills for which college credit may be awarded. Moreover, such examinations inevitably favor discrete subject matters over interdisciplinary knowledge. Thomas A. Edison College has therefore supplemented

its program of subject-matter examinations with a method of evaluation that is more flexible and individualized. This unique procedure is called Individual Assessment.

When this procedure is used, experiential learning, not readily verifiable through available written tests, is assessed individually by a faculty consultant engaged by the College for that particular assessment. In essence, a unit of achieved learning that cannot otherwise be translated into college credit receives academic classification, evaluation, and credit from a college instructor who is especially selected for that purpose.

Before Individual Assessment can take place, several conditions must usually be met. The learning at issue must be college-level in calibre and scope, and it should correspond to a subject or skill designated for credit in the traditional college curriculum. At the same time, it should *not* be adequately measured by an existing subject-matter examination. Finally, the subject area and the credits to be awarded for the assessment ought to fit logically into the student's educational objectives.

### General Procedure

Although they will vary in important details, all Individual Assessments follow the same general procedure. This procedure demands a close three-way collaboration among the student, the faculty consultant, and a College staff member specializing in such assessments.

After an enrolled student has officially applied for assessment and after the College has determined that the learning described in the application meets the necessary conditions, the College staff selects a faculty consultant who seems particularly well qualified to make the desired assessment. A preliminary interview is then arranged, in which the faculty consultant and the student establish an agreed-upon agenda for evaluation. This agreement specifies the content and level of the knowledge to be assessed, the methods and criteria to be used in making the assessment, and the maximum number of credits that can be awarded.

At a time agreed upon, the faculty member then carries out the assessment, in accordance with the agreement. Following the assessment, the consultant submits a report to the College, describing the method of evaluation, assessing the student's performance, and recommending the number of credits to be assigned.

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

Assessments can be carried out by the College in almost any subject or discipline. Examples include:

Advanced Data Processing	Government
American History	Horticulture
Animal Husbandry	Hotel Technology
Anthropology	Human Growth and Development
Afro-American Studies	Hispanic Studies
Art	Industrial Psychology
Aviation	Journalism
Botany	Labor Relations
Communications	Library Science
Comparative Literature	Medical Technology
Creative Writing	Modern Dance
Geography	Music



Office Management  
Philosophy  
Photography  
Public Relations  
Real Estate  
Religion  
Secretarial Science

Social Work  
Sociology  
Textile Technology  
Theater  
Urban Studies  
Zoology

Many other areas of assessment are possible, including *advanced* accomplishments in standard subjects, such as history, sociology, psychology, economics, geology, and chemistry, *provided the student's knowledge in the subject clearly goes beyond the content of TECEP, CLEP, and other approved examinations.*

### Variations in General Procedure

Individual Assessments vary in their details, precisely because they *are* individual. When the level of knowledge is basic and the subject area clear-cut, one assessment interview may be sufficient, along with a minimum of student preparation and staff planning. When the level of knowledge is more specialized or when the subject area is interdisciplinary, so that a complex of subjects may have to be resolved back into its traditional components, several assessments may become necessary, using more than one assessor.

The method of assessment used by the faculty consultant will also vary, depending on the nature of the subject matter and on the methods of evaluation practised within the discipline. Oral or written examinations 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.

Finally, there will be a wide variation in the number of credits assigned. The number granted for any Individual Assessment will be based on the number usually granted for the college course or courses most nearly equivalent to the units of learning being assessed. There is no limit, however, to the number of credits that may be earned through the method of Individual Assessment.

### Examples of Individual Assessment

Two brief examples will help to clarify how credits earned through Individual Assessment may be combined with credits earned through transfer and through written examinations to satisfy degree requirements.

The first example concerns a 43-year-old woman who 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 a local diocese. She transferred 39 credits from another college and earned 9 additional credits, after enrollment, from outside course work taken at three different state colleges.

But she also applied for two Individual Assessments, one in theater and one in religious education. By presenting a detailed portfolio documenting her very extensive achievements in theater and by undergoing an indepth 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.

The second example involves a 44-year-old police detective who earned his Bachelor of

Arts Degree by combining the method of Individual Assessment with all the other methods of earning credit that have been described in the preceding pages.

This student enrolled with 25 transfer credits from an Ohio university, 12 credits from CLEP General Examinations taken previously, and 8 credits from a formal Navy school. After enrolling, he earned 6 more credits from CLEP General Examinations, 8 credits from CLEP Subject Examinations, and 41 credits from additional course work at the same university that he had attended before enrolling.

But in his own area of special knowledge, he also earned 21 important credits from Individual Assessment. In a lengthy assessment, he presented a detailed portfolio and took both oral and written examinations to receive 21 credits in Police Science.

He is presently scheduled to receive his Bachelor of Arts Degree from the College.  
(For more information about Individual Assessment, see pages 39-40.)

## COOPERATIVE LEARNING PROGRAMS

Noneducational organizations—employers, labor organizations, community agencies, or government 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 (1) when they have completed an in-service educational course that the College has systematically studied and approved and (2) when they have passed an examination that the College has supplied especially for the course.

Before it can qualify as an experience for group assessment, the in-service course must meet three conditions: (1) it must be an opportunity for learning that is college-level in calibre and scope; (2) it must be assignable within the subject-matter classifications traditionally used to describe undergraduate courses; and (3) 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 to evaluate student performance in the course will be created or adapted by the College staff, in cooperation with outside academic consultants and the instructional staff of the sponsoring organization.

Those who perform satisfactorily on the examinations will be given credits 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 Cooperative Learning Programs

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:

- An educational program developed and administered by a department of the state government to upgrade its personnel. The College has studied and approved several of these courses in both the liberal arts and management, involving more than 150 persons. Students who have completed these courses and passed an examination supplied by the College have been given transcript credits upon enrollment in Edison that may be transferred to other institutions.
- Police Academy courses in psychology and sociology. Two faculty consultants have evaluated these courses to confirm their level of difficulty or recommend changes. Tests developed by the College have been administered, and several hundred police trainees have since enrolled in the College.
- A program of noncredit courses for potential union leaders offered by a labor education center. The program includes several courses, and over a hundred persons have been enrolled. The College has evaluated and approved the first group of courses and has created testing instruments for them. Many of the students who have completed these courses and passed the Edison examination for them have since enrolled in the College and received credits for the program.
- A major corporation that has developed two 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 the two courses. All employees who enroll for the company-sponsored course work 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.

## DEGREE PROGRAMS

### Liberal Arts 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. It requires 120 semester hours of credit. These 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 23-26 for a detailed description of credit distribution requirements.)

All B.A. candidates must meet two additional requirements:

- (1) They must demonstrate proficiency in written expression. The methods of meeting this requirement are described on page 42.
- (2) In a pre-graduation conference with faculty consultants engaged especially for that interview, they must demonstrate an acceptable grasp of the basic concepts in their area of

concentration and in one other area of the liberal arts selected by them. (See page 25.)

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 an Edison Bachelor of Arts Degree or Bachelor of Science Degree in Business Administration. Others will transfer their Associate in Arts Degree to another college or university in New Jersey or elsewhere. (See Transferability of Credits and Degrees, page 18.)

The A.A. Degree requires 60 semester hours of credit, of which 48 must be in the liberal arts according to a prescribed distribution. (See pages 26-28 for a detailed description of credit distribution requirements for the A.A. Degree.)

### Business and Professional Degrees

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, several flexible options have been added to its credit distribution requirements. The B.S.B.A. Degree requires 120 semester hours of credit. Forty-eight of these must be in the liberal arts and 60 in the business area; 12 may be taken as free electives. (See pages 28-30 for a detailed description of credit distribution requirements for the B.S.B.A. Degree.)

The **Associate in Science Degree in Management** articulates with the B.S.B.A. Degree. The A.S.M. carries a 21-credit liberal arts component and a 39-credit professional component with primary emphasis on business management. (See pages 31-32.)

The business core requirements for both the B.S.B.A. and the A.S.M. may be fulfilled by existing CLEP and TECEP examinations, described on pages 37 and 45. In meeting the liberal arts requirements for either business degree, students may want to combine transfer credits with CLEP general and subject examinations. The student with some years of management experience may be able to earn substantial blocs of credit through individual assessment.

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 the degree, students must be certified by either the New Jersey Licensing Board (General X-Ray Technology) or the National Registry (A.R.R.T.). (See pages 32-34 for a detailed description of credit distribution requirements.)

### Academic Counseling

All degree candidates should take advantage of the counseling services offered without charge by the College. Academic counselors familiar with the special needs of adult learners—and with the special educational resources available to them in New Jersey and elsewhere—will help Edison students map out their degree programs and strategies. These services are described in greater detail on pages 19-21.



## 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 only need to meet those academic requirements expected of juniors and seniors and those prescribed for the major concentration they intend to follow.

In all other respects, transcript credits and associate degrees transferred from the College will be accepted to the extent that they coincide with the grade and degree requirements of the receiving institution.

## ACADEMIC COUNCIL

Although Thomas A. Edison College has no teaching faculty, it depends upon sound faculty direction for the formulation of its academic policies and standards, for the construction of its degree programs, and for the development of its testing instruments, including its special procedures for individual and group assessment. To meet this need, the College has formed an Academic Council.

This Council is composed of twenty-two men and women representing every sector of the state's system of higher education, including both two- and four-year public and private institutions and independent educational organizations. Several committees and subcommittees assist the Council in its work. (See pages 54-58.)

The 70 educators and administrators who compose the Council and its various committees recommend to the Board of Trustees and officers of the College the content and requirements of its degree programs as well as the policies and standards governing those programs. The Council will also approve all candidates who fulfill the requirements for degrees and recommend them to the Trustees.

## ENROLLMENT

Anyone may enroll in Thomas A. Edison College, regardless of age, residence, or previous educational experience. Individuals wanting to enroll should request an enrollment form. A student has become enrolled in the College when this form has been received by the Registrar, along with the \$50.00 enrollment fee.

Students should list on the enrollment form all past collegiate educational experience: college course work (and degrees attained, if applicable); college proficiency examinations; formal military service schools, if attended. The student should also list those educational experiences that are not to be counted toward a degree at Thomas A. Edison College. This information is extremely important for counseling purposes.

Upon receipt of all records, a preliminary evaluation will be made, and a Thomas A. Edison College transcript constructed. If all requirements for a degree have been met, the student will be sent instructions for requesting a degree. If there are more requirements to be met, the student will be told what these requirements are and will be given several options for meeting them. As these requirements are met, the student will submit supporting documentation for further evaluation. Typical documentation will include college transcripts or official grade reports from one of the approved proficiency examination programs listed in this publication.



## 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 (Phone: 292-8096) 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. These centers are located at:

Montclair Public Library  
50 So. Fullerton Avenue  
Montclair, New Jersey 07042  
(201) 744-0500

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



In addition, counseling is available by appointment at other sites. These currently include Hackensack, Parsippany, Edison, Eatontown, Glassboro, Lincroft, Atlantic City, Cape May Courthouse, and Cherry Hill. 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, because of content, fees, and class hours, are particularly valuable to the mature student. From these materials, verified information is extracted on adult evening schools and extension programs, week-end 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.

## 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

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

Glassboro State College  
Director of Academic Advisement  
Glassboro, New Jersey 08028

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

Kean College of New Jersey  
Office of Continuing Education  
Union, New Jersey 07083

Middlesex County College  
Office of Counseling  
Edison, New Jersey 08817

### Adult Community Education Programs

Monmouth Adult Education Commission  
1 Main Street  
Eatontown, New Jersey

Parsippany-Troy Hills Adult School  
Vail Road  
Parsippany, New Jersey 07054

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

### Public Libraries

Jersey City Public Library  
472 Jersey Avenue  
Jersey City, New Jersey 07302  
(201) 435-6262

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

Teaneck Public Library  
840 Teaneck Road  
Teaneck, New Jersey 07666  
(201) 837-4171

Atlantic City Library  
Pacific and Illinois Avenues  
Atlantic City, New Jersey  
(609) 345-2269

Vineland Public Library  
6th and Elmer Streets  
Vineland, New Jersey 08360

Cape May County Library  
Mechanic Street  
Cape May Court House, N.J. 08210

Cherry Hill Library  
1100 N. Kings Highway  
Cherry Hill, New Jersey 08034  
(609) 667-0300

### Public Agencies

Fort Dix, Army Education Office  
Fort Dix, New Jersey 08640

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

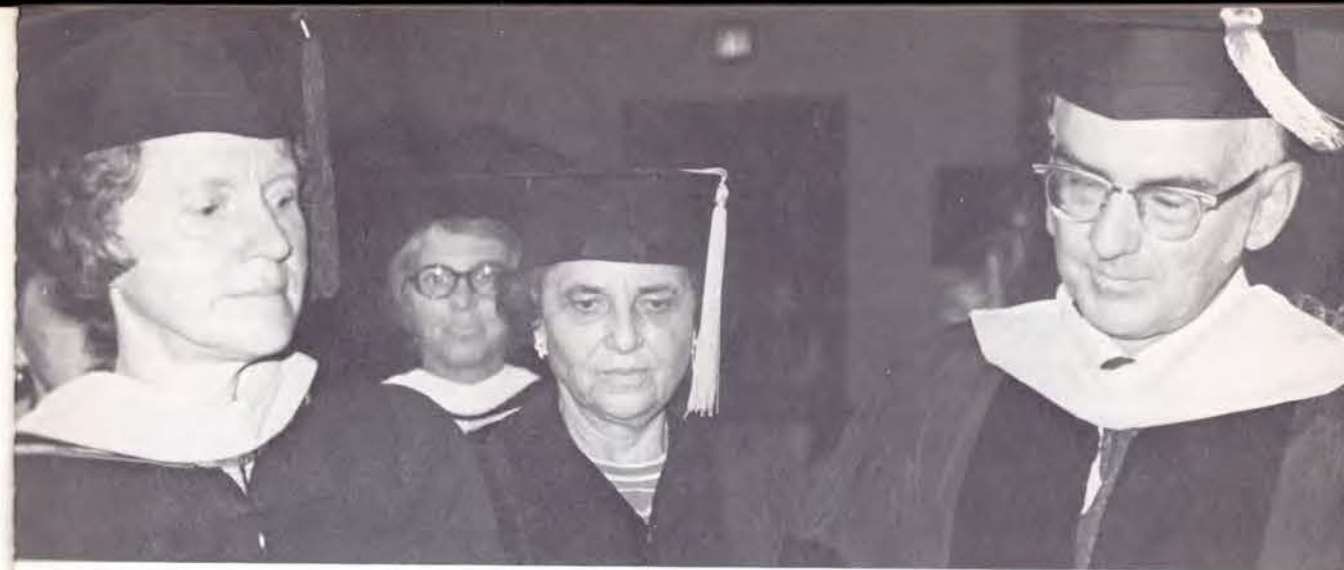
Ft. Monmouth Education Office  
Ft. Monmouth, New Jersey

New Jersey State Employment offices—  
throughout the state (consult your  
local employment office for the  
nearest center with information)

Picatinny Arsenal  
Civilian Personnel Office  
Training Division  
Dover, New Jersey

New Jersey Dept. of Civil Service  
EOE Office





## DEGREE PROGRAMS & REQUIREMENTS

### LIBERAL ARTS 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.

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 ensure 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 and examinations 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, 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 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.

### CREDIT DISTRIBUTION REQUIREMENTS For Bachelor of Arts Degree

Subject Category	Sem. Hrs.	Credit
I. Area Concentration (Select from A, B, or C)		39
A. Humanities		
1. Required distribution:		18
Philosophy or religion	(6)	
Literature	(6)	
Fine/performing arts	(6)	
2. Electives (including foreign languages)		21
or		
B. Social Sciences		
1. Required distribution:		18
History	(6)	
Political science or economics	(6)	
Behavioral science (anthropology, psychology, sociology, etc.)	(6)	
2. Electives		21
or		
C. Natural Sciences/Mathematics		
1. Required distribution:		18
Biological science	(6)	
Physical science	(6)	
Mathematics	(6)	
2. Electives		21
II. Liberal Arts Distribution Requirement		21
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.		
III. Liberal Arts Electives		27
IV. Free Electives		33
Total		120

### 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 as defined 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 indepth emphasis on a subject discipline within an Area Concentration, the requirements for which must also be completed by those choosing to specialize. Finally, the selected specialization must be approved by the Director of Liberal Arts Programs and the Committee on Liberal Arts Degrees.

The two specialization options are the following:

- (1) **Subject Specialization.** One of the traditional liberal arts disciplines falling within the area of the humanities, social sciences, or natural sciences/mathematics.
- (2) **Interdisciplinary Specialization.** A liberal arts emphasis developed around a topic cutting across subjects in two or more areas. *Examples:* American studies, urban studies, black studies, women's studies, or environmental studies.

### 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 46. Students may also meet the requirement through one of several alternative methods, which are described on page 42.
- (2) **Pre-Graduation Conference.** After completing between 80 and 100 credits of work, every candidate for the B.A. Degree 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 (including specialization if pertinent) and one other liberal arts area selected by the candidate. For example, the candidate who chooses the Area Concentration of social sciences/psychology for discussion must also be prepared to discuss topics of the candidate's choice in either the area of humanities or the area of natural sciences/mathematics.

### 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 10-16 and pages 35-40.

The opportunities for meeting degree requirements available in 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 advisable, the offices of the Registrar or Academic Counseling will refer the student to an Individual Assessment Advisor for aid in preparing for the assessment.

All B.A. candidates are urged to take advantage of the counseling and information ser-



vices offered without charge by the Office of Academic Counseling. Although these services are very useful for those exploring an Area Concentration, they are essential for those selecting and seeking approval for one of the specialization options.

### Steps in Earning the Degree

Although no two candidates will choose exactly the same strategies or move at the same pace in seeking to earn an Edison College external degree, there are certain basic steps which all students will need to follow if they are to attain their goal. For the benefit of the student, these have been summarized in the form of a flow chart which appears on the next page.

### 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 A.A. Degree as the foundation for one of the two Edison College baccalaureate degrees (the Bachelor of Arts or the Bachelor of Science in Business Administration); 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.

### Basic Degree Requirements

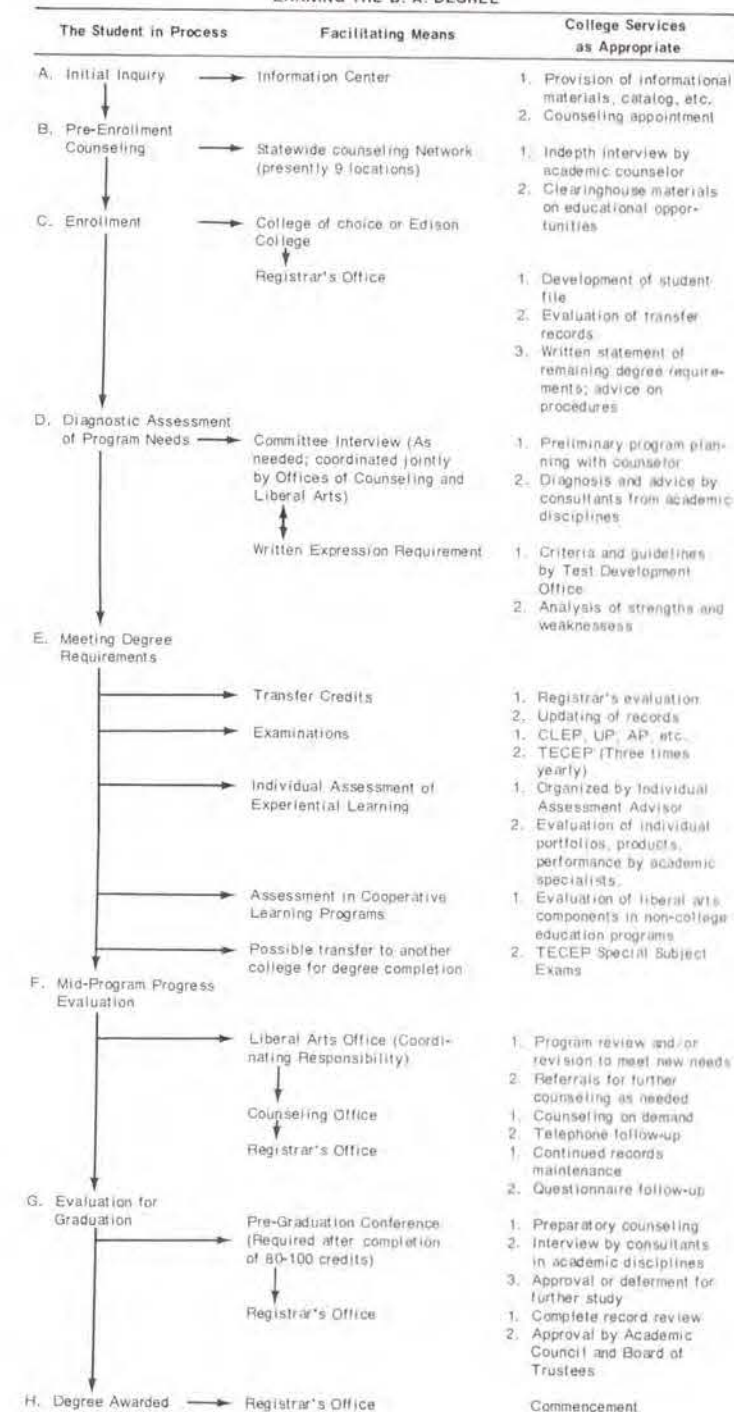
The Associate in Arts Degree is the equivalent of a two-year liberal arts degree. Each candidate for the degree must complete 60 semester hours of credit. Of these, 48 credits must be earned in the liberal arts according to a prescribed plan covering the humanities, social sciences, and natural sciences and 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 For 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		

The A.A. Degree articulates with the B.A. Degree. A comparison of the two degrees 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

#### SEQUENCE OF BASIC STEPS INVOLVED IN EARNING THE B. A. DEGREE





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 subject 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. Degree.

### Methods of Meeting Requirements

As described in detail on pages 10-16 and pages 35-40, 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 the CLEP General and Subject Examinations combined with some TECEP examinations in meeting degree requirements; 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.

## BUSINESS AND PROFESSIONAL DEGREES

### 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 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 46. However, several alternative methods are possible, including transfer credit in English, a passing score in one of several CLEP tests, or the process of Individual Assessment. For a more detailed description of such alternative methods, see page 42.

In the professional business area, the candidate may choose one of two program options: (1) a single specialization in one of the five approved fields of Accounting, Finance, Marketing, Management of Human Resources, and Operations Management, or such other fields as Insurance, Banking, or Real Estate when approved by the College; *or* (2) a general business concentration distributed equally between two approved fields chosen by the student. If the student desires to select a specialization option other than one of the five already offered by the College (such as Insurance), the program plan for such specialization must have the prior approval of the Director of Business and Professional Programs *and* the Committee on Business Degrees.

The credit-hour distribution requirements for the B.S.B.A. Degree are presented in tabular outline below. It should be stressed that these are the requirements for the revised B.S.B.A. Degree which became effective July 1, 1975. Students enrolled prior to this date may continue in the original program or transfer to the revised program, depending on which better meets their needs. Information on the specific arrangements involved in such a change may be obtained from the offices of the Registrar or Academic Counseling.

CREDIT DISTRIBUTION REQUIREMENTS For B.S.B.A. Degree					Sem. Hrs. Credit
Subject Category					
I.	Liberal Arts Requirements				48
A.	Subject Area				33
	Options:	A	B	C	
	Humanities	(12)	(12)	(9)	
	Social Sciences: Economics	(6)	(6)	(6)	
	Social Sciences: Electives	(6)	(3)	(6)	
	Natural Sciences/Mathematics	(9)	(12)	(12)	
B.	Liberal Arts Electives				15
II.	Professional Business Requirements				60
A.	Business Core*				33
	Introduction to Data Processing (TECEP)	(3)			
	Introductory Business Law (CLEP)	(3)			
	Introductory Accounting (CLEP)	(6)			
	Introductory Marketing (CLEP)	(3)			
	Statistics (CLEP)	(3)			
	Managerial Decision Making (TECEP)	(3)			
	Principles of Finance (TECEP)	(3)			
	Business in Society (TECEP)	(3)			
	Business Policy (TECEP)	(3)			
	Management of Human Resources (TECEP)	(3)			
*(Note: These titles are CLEP and TECEP examinations approved by the College to satisfy core requirements. Course work may be substituted for examinations where appropriate.)					
B.	Advanced Level Options				18
	1. Specialization Option				
	Chosen from Accounting, Finance, Marketing, Management of Human Resources, Operations Management, or other fields as approved by the College				
	or				
	2. General Business Option				
	Two subject areas of 9 credits each chosen from any two approved business fields				
C.	Business Electives				9
III.	Free Electives				12
					Total 120

### 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 will be available to cover the advanced level 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 45.)

#### Accounting

Intermediate Accounting I  
Intermediate Accounting II  
Managerial Accounting I  
Managerial Accounting II  
Advanced Financial Accounting  
Auditing  
Tax Accounting  
\* (Select 3 as advised; 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  
Marketing Research  
Marketing Management Strategy I  
Marketing Management Strategy II (6 s.h.)

#### Management of Human Resources

Labor Relations & Collective Bargaining  
Advanced Labor Relations and Collective Bargaining  
Organizational Behavior  
Advanced Organizational Behavior  
Organization Theory and Organizational Analysis  
Advanced Organization Theory and Organizational Analysis

#### Operations Management

\*(see footnote)

\*Since the development of upper-level examinations for Operations Management is still pending, students interested in this option are advised to consider fulfilling requirements through course transfer and/or Individual Assessment. Academic counselors are available to advise students on appropriate procedure.

The student with business expertise attained through professional experience and independent study may find it very appropriate to complete a significant portion of the degree requirements by combining examinations with the special process of Individual Assessment. (See pages 12-15 and 39-40.) 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 transportation management.

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 option, the student is strongly advised to contact the offices of the Registrar or Academic Counseling to obtain help in determining legitimate course substitutions. In this connection, it is important to stress that the Committee on Business Degrees must approve all "D" grades and grades for business courses or examinations completed more than ten years prior to the student's enrollment at Edison College.

## 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 knowledge obtained through their working careers.

The A.S. in Management is divided into a 21-credit liberal arts component and a specialized 39-credit professional component with primary emphasis on business management. Additional specialized options are also available in Public Service Administration and Health Services Administration. The credit distribution requirements for the business administration specialization are contained in the following table. Students interested in the additional specialized options should contact the offices of the Registrar or Academic Counseling for details on those areas.

### CREDIT DISTRIBUTION REQUIREMENTS For A.S.M. Degree

Subject Category	Sem. Hrs. Credit
I. Liberal Arts Requirements	21
A. Communications*	6
B. Social Sciences	6
C. College Mathematics	3
D. Liberal Arts Electives	6
II. Professional Requirements	39
A. Required Subjects	15
1. Economics (6)	
2. Accounting (6)	
3. Data processing (3)	
B. Basic Management Subjects	12
(Such courses or examinations as Management of Human Resources, Business Policy, and Legal, Social and Ethical Problems)	
C. Professional Electives in Business Administration	12
<b>Total</b>	<b>60</b>

\*The six credits in Communications satisfy the written expression requirement for this degree.

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. (See page 28.) The CLEP and TECEP examinations approved for the business core of the B.S.B.A. are particularly useful in articulating the two degrees.

### Methods of Meeting Requirements

The A.S. Degree in Management is very flexible and enables the student to satisfy degree requirements by developing different combinations of the three basic methods of earning credit—by transfer, by examination, or by individual assessment. Since each candidate's degree will need to be tailor-made, the aid of an academic counselor immediately before or after enrollment will be particularly helpful.



In meeting the liberal arts requirements, the student should consider transfer courses and/or CLEP General and Subject examinations for all the subject areas. Note that the six credits in communications may be earned through transferring English composition courses, including speech, or passing any one of several CLEP tests in composition.

College-approved proficiency examinations in business are of particular relevance in meeting the professional requirements. Following are the most pertinent examinations, listed according to the professional subject categories of the degree:

- (1) *Required Subjects (15 s.h.):*  
 Introductory Microeconomics (CLEP)  
 Introductory Macroeconomics (CLEP)  
 Introductory Micro- and Macroeconomics (CLEP)  
 Introductory Accounting (CLEP)  
 Introduction to Data Processing (TECEP)
- (2) *Basic Management Subjects (12 s.h.):*  
 Introduction to Business Management (CLEP)  
 Management of Human Resources (TECEP)  
 Business Policy (TECEP)  
 Business in Society (TECEP)
- (3) *Professional Electives (12 s.h.):*  
 Introductory Business Law (CLEP)  
 Introductory Marketing (CLEP)  
 Statistics (CLEP)  
 Managerial Decision-Making (TECEP)  
 Principles of Finance (TECEP)  
 Money and Banking (CLEP)

(The more advanced student should also review the upper-level business examinations described in the section beginning on page 45.)

For the student with some years of management experience, the Individual Assessment method of meeting degree requirements, particularly in the professional elective category, should prove useful.

### 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 of 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.).

#### 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 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.

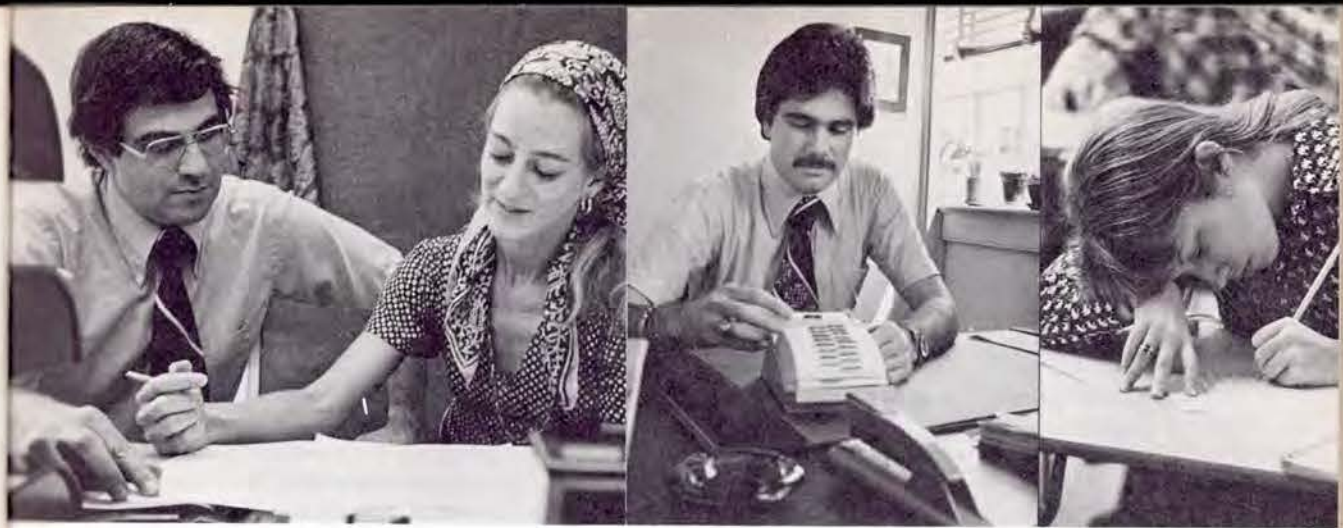
The principal examinations stressed are the following:

- (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 and 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.



## METHODS OF AWARDING CREDIT

As an external degree college, Thomas A. Edison College does not give classroom instruction or offer course work through correspondence. Students of the College earn their degrees through a variety of educational experiences, the most frequent being course work completed at another college or university (transfer credit); college-level examinations offered by Thomas A. Edison College, the College-Level Examination Program (CLEP), or other approved examination programs; individual assessments of college-level knowledge; and formal military schools.

The degrees offered by Thomas A. Edison 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 an accredited college or university or one that is a candidate for accreditation. With the exception of course work presented to meet the business requirements of the Bachelor of Science Degree in Business Administration, there is no limit to the length of time which may have elapsed since the credit was earned. There is a ten-year time limit on the courses presented to meet the business requirements.

Official transcripts of college course work must be sent when an evaluation is requested. Transcripts must bear a raised seal and the signature of the issuing officer. Unofficial transcripts will result in unofficial evaluations. Only those courses which the student wishes to apply towards a degree will be recorded and kept on file. In some instances, especially in the professional degrees, it may be necessary that course descriptions be requested. If so, these should be requested from the Registrar of the college where the course was completed.

The College will accept all courses which a student has completed, including those where the minimum passing grade or D was earned. However, before a degree can be



completed, the student must have a quality point average (QPA) of 2.0 out of 4.0, where the grade of A equals 4 quality points. Grades of D must be balanced by grades of B or A so that the overall average is at least 2.0. Letter grades are not assigned to CLEP scores or other evaluations completed by the College.

(See also pages 10-11.)

## FORMAL MILITARY SERVICE SCHOOLS

The College will grant credit for those formal military service schools which have been evaluated by the American Council on Education's Office of Educational Credit (formerly CASE). These evaluations are found in *The Guide to the Evaluation of Educational Experiences in the Armed Forces*, published by the American Council on Education. Members of the Armed Forces currently on active duty may request a listing of courses completed on a DD Form 295 through the nearest Base Education Center.

Veterans separated from service after January 1, 1950, may submit a copy of their DD Form 214: Report of Transfer or Discharge. Since these forms do not list any information other than the type of school, the student should list, on a separate page, 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 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 will be 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, and **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 Boards). **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.

## SUBJECT-MATTER EXAMINATIONS

The College will grant credit for examinations through its own Thomas A. Edison College Examination Program (TECEP) as well as for examinations administered by other approved examination programs. (See also pages 11-12.)

### 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. These examinations are described in more detail on pages 45-52. They are offered three times a year, on the first Saturday of October, February, and June, at regional test centers in New Jersey. They are available to students who reside outside New Jersey by special arrangement.

For each of the examinations offered through TECEP, a comprehensive study guide has been prepared. Study guides may be requested from the Office of the Registrar. Applications for TECEP examinations are mailed automatically to all active students enrolled in the College in advance of each administration.

## College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) offers the student a wide opportunity to obtain college credits by examination. There are five general examinations which validate nontraditional learning equal to what is usually taught during the first year of college. These examinations are in English composition, mathematics, natural science, humanities, and social sciences/history.

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:

Business	Minimum Score	SH
Accounting, Introductory	50	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
<b>Education</b>		
History of American Education	46	3
Tests & Measurements	46	3
<b>Humanities</b>		
American Literature	46	6
Analysis & Interpretation of Literature	49	6
English Composition (General)	428	6
English Composition (Subject)	48	6
English Literature	46	6
Freshman English	47	6
Humanities (General)	422	6
<b>Medical Technology</b>		
Clinical Chemistry	47	3
Hematology	46	3
Immunohematology & Blood Banking	47	3
Microbiology	48	3
<b>Natural Sciences-Mathematics</b>		
Biology	49	6
Calculus with Analytic Geometry	47	6
College Algebra	50	3
College Algebra & Trigonometry	49	3
General Chemistry	48	6
Geology	49	6
Mathematics (General)	424	6
Natural Sciences (General)	424	6
Statistics	48	3
Trigonometry	49	3



#### Nursing (North Carolina Nursing Examinations)

Anatomy, Physiology, Microbiology	#	#
Behavioral Sciences for Nurses	#	#
Fundamentals of Nursing	#	#
Medical-Surgical Nursing	#	#

#### 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	47	3
Macroeconomics, Introductory	48	3
Microeconomics, Introductory	47	3
Micro-Macroeconomics, Introductory	47	6
Social Sciences-History (General)	423	6
Sociology, Introduction to	47	6
Western Civilization	50	6

#The minimum score and semester hour equivalents are currently under review by the College.

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 location of test centers can be obtained by writing to CLEP, P.O. Box 592, Princeton, New Jersey 08540.

### Other College-Level Examinations

#### College Entrance Examination Board

The College Entrance Examination Board offers another series of college-level examinations called Advanced Placement Examinations (AP). Thomas A. Edison College will grant credit for AP Examinations on which a grade of 3 or better has been obtained. Detailed information on these examinations can be obtained by writing to Advanced Placement Examinations (AP), P.O. Box 592, Princeton, New Jersey 08540.

In addition, the College has undertaken an intensive study of the examinations of the Undergraduate Program (UP) and the Graduate Record Examinations Board (GRE) to determine their potential for satisfying partial degree requirements in twenty-five subject specialization options (e.g., English, history, mathematics, etc.). A policy decision will be made early in 1976.

#### 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 recom-

mendations 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.

### College Proficiency Examination Program (CPEP) and Regents External Degree Examinations (RED)

Thomas A. Edison College will accept for credit most examinations offered by the New York State Education Department. Information on these examinations can be obtained from the New York State Education Department, 99 Washington Avenue, Albany, New York 12210.

### EVALUATION OF OTHER CREDENTIALS

The College will grant credit to any student who has achieved the standing of licensed Radiologic Technologist either through the American Registry of Radiologic Technologists (A.R.R.T.) or the New Jersey State Licensing Examination. A total of 20 semester hours credit will be granted to a student who presents a certified copy of the A.R.R.T. license or the 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 or as elective credit for other degrees offered by the College.

A student who holds an F.A.A. license will be eligible for credit in the area of aviation. The College follows the recommendations of the Aeronautic Education Review Organization (A.E.R.O.) and will grant credit for ground training. The student must present a certified copy of a valid pilot's license and copies of the F.A.A. Examination results. Additional credit for flight training can be earned through Individual Assessment.

### INDIVIDUAL ASSESSMENT

In many instances, a student may possess college-level knowledge or competencies for which no examination is available. This knowledge gained through experience, on-the-job training, independent study, or course work completed at unaccredited institutions can be evaluated through what the College refers to as Individual Assessment.

In the assessment process, the student will be evaluated by an expert in the appropriate field, usually selected from the teaching faculty of a college or university close to the student's home. Credits earned through Individual Assessment can be in any area of collegiate study and can be used for any of the degrees offered by the College. If more than one area of study is assessed, more than one evaluator will be used. In general, if a proficiency examination exists in the area to be assessed, the student should complete the examination before applying for an assessment.

Each student who applies for an Individual Assessment will be assigned to an Individual Assessment Advisor who will assist the student in preparing documentation to be submitted to the evaluator in advance of the evaluation. The assessment process is divided into two major phases. In phase one, a student who is interested in an assessment will be sent an application and several copies of a form to be used in listing descriptions of college courses that would cover the body of knowledge to be assessed. When these are returned, they are reviewed by the Individual Assessment staff, who will be responsible for identifying a faculty expert who will serve as the evaluator. The materials will be reviewed by the evaluator, and,



if an assessment seems possible, an agreement will be prepared to be signed by the evaluator, the student, and a representative of the College. The agreement will spell out the areas of study to be assessed, the method of evaluation to be used, and the maximum credit possible.

When each of the three parties approves the agreement, the second phase begins, the actual evaluation. The evaluation will take place at the convenience of the evaluator and the student. When the evaluator has completed his evaluation, a written report of the evaluation and the final credit recommendation is sent to the College. After the results have been approved, they are forwarded to the Office of the Registrar where they are kept in the student's file. The official report will be sent to the student by the Office of the Registrar.

The cost of an Individual Assessment will vary according to the complexity of the evaluation. The fee submitted with the application for Individual Assessment and the fee for the evaluation are distinct from the Enrollment Fee, which all students must pay. More detailed information on Individual Assessment may be obtained from the College's Office of Test Development and Assessment. (Also, see pages 12-15.)

For information about group assessments in cooperative learning programs, see pages 15-16.

## 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, CLEP Subject, AP, CPEP, TECEP, 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 course work 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 English 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 course work 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 completed *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 to 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 46.*)
- (2) Three semester hours of college course work in English composition with a grade of B;
- (3) Six semester hours of college course work in English composition with an average grade of C;
- (4) The completion of one of the CLEP examinations in English—English composition (General *or* Subject) or 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 Science in Management and the Associate in Applied Science in Radiologic Technology programs must complete six semester hours in communication. Completion of these six semester hours will satisfy the written expression requirement.

## TRANSCRIPTS

After a student enrolls in the College, an evaluation of all prior educational experiences will be made and an official transcript prepared. As additional credits are earned, these will be added to the student's transcript. Students may request that copies of their transcript 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 two weeks in advance of when 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.

## GRADUATION

Upon completion of the 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 formally awarded twice each year, in late November or early December and in May. A formal commencement ceremony is held each year in May, at which time all the graduates of the past year are honored. Each graduate is welcome to participate in the formal ceremonies in May. Graduates who do not participate in the formal ceremonies will receive their diplomas by mail.

## FEE SCHEDULE FOR 1975-76 ACADEMIC YEAR

### General Fees

Enrollment Fee .....	\$ 50.00
Graduation Fee (Associate Degrees) .....	25.00
Graduation Fee (Baccalaureate Degrees) .....	40.00
Transcript Service .....	No Charge

## Individual Assessment Fees

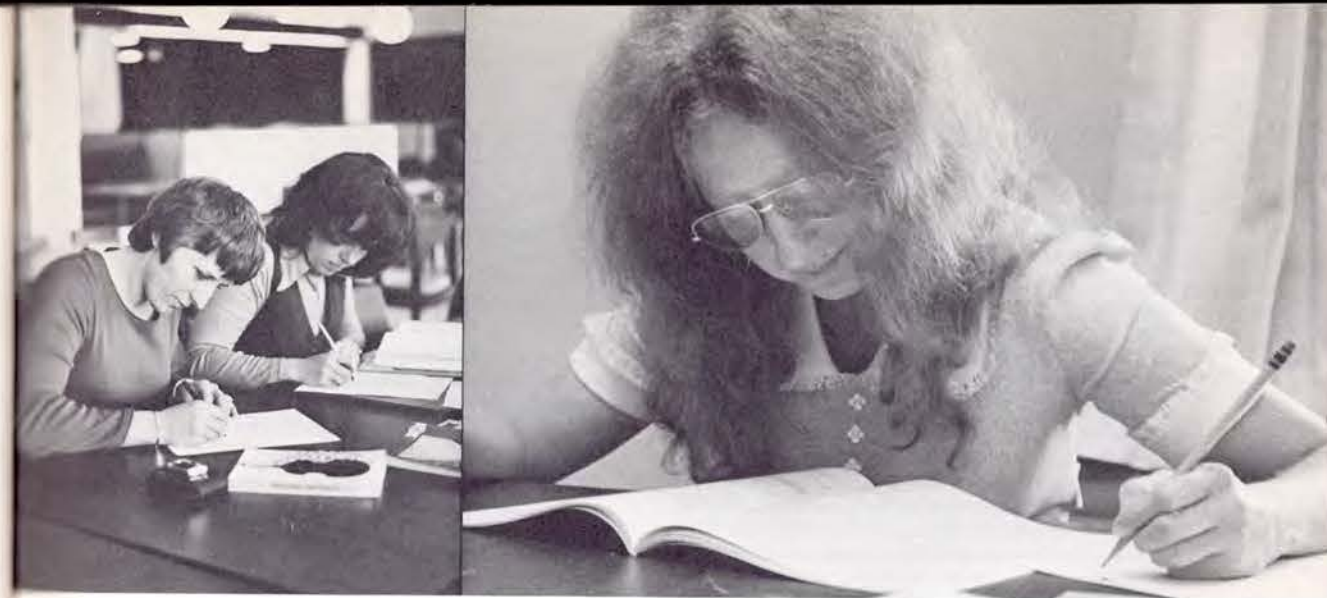
Application Fee (For each subject area) .....	25.00
Assessment Fee (For each subject area) .....	75.00
(An additional amount will be charged if more than one assessor is required or if the assessment is complex. Additional charges are calculated in increments of \$15.00 and must be agreed to by the student and the College.)	

## Thomas Edison College Examination Program (TECEP) Fees

For all examinations except Modern Language and Special Subject Examinations	
Examinations valued at up to 3 semester hours .....	25.00
Examinations valued at 4-6 semester hours .....	40.00
Examinations valued above 6 semester hours .....	50.00
(Typical credit values for examinations are 3, 6, and 9 semester hours.)	
For Modern Language Examinations	
Battery A (Reading, Writing, Listening, Speaking) .....	25.00
Battery B (Culture & Civilization, Applied Linguistics, Professional Preparation) .....	15.00
Battery A & B .....	40.00
For Special Subject Examinations .....	Variable
(Direct arrangements made with cooperating institutions)	
Out of State Administration Surcharge .....	10.00
(Per Examination)	
Transcript Service .....	No Charge

## Pre-Graduation Conference (BA Candidates Only)

At Thomas Edison College .....	No Charge
By Special Arrangement at a location other than Thomas Edison College .....	100.00



## EDISON EXAMINATION PROGRAM

In addition to making use of examinations in the College-Level Examination Program (CLEP) and other outside sources, the College offers its own subject-matter examinations under the Thomas Edison College Examination Program (TECEP). Enrolled students may take TECEP examinations either toward fulfillment of College degree requirements or for transfer of credit to another institution. Individuals who are not enrolled may also take these examinations.

TECEP examinations are offered three times a year at testing locations throughout New Jersey. Out-of-state administrations are arranged on special request.

For each TECEP examination, a study guide is prepared which outlines in detail the content of the examination and gives suggestions for effective preparation. Study guides are available from the Office of the Registrar.

TECEP examination results are reported to the student within approximately sixty days following test administration. Two possible grades are recognized: "credit" and "no credit." Results of the examination are posted to the student's College transcript only on request by the student. A form for this purpose is included with the TECEP score report.

The following pages provide brief descriptions of the TECEP examinations which are currently available or are scheduled for first administration on the dates indicated. These descriptions are intended only as a very general overview of test content; well in advance of taking a particular examination, the student should obtain and work with the appropriate study guide.



## LIBERAL ARTS EXAMINATIONS

### HUMANITIES

**Foundations of Philosophical Thought.** (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. (Available January 1976.)

**Principles and Applications in the Fine and Performing Arts.** (6 s.h.) An interdisciplinary exploration of the aesthetic and stylistic principles and characteristics appearing simultaneously in the related fields of art, dance, drama, literature, and music. Emphasis is on the common features and relationships among these art forms, primarily in the artistic movements and works of the 19th and 20th centuries. (Available June 1976.)

### 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. (Available January 1976.)

## BUSINESS ADMINISTRATION EXAMINATIONS

### ACCOUNTING

**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, and income statement formats. (Available January 1976.)

**Intermediate Accounting II.** (3 s.h.) Topics include: accounting for stockholders' equity, leases, pension costs, revenue recognition, earning per share, presentation of accounting changes, and the statement of changes in financial position. (Available January 1976.)

**Managerial Accounting I.** (3 s.h.) Covers concepts and techniques in the development of accounting information for product costing by manufacturing

### 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. (Available October 1975.)

**General Physics I.** (3 s.h.) A test of general physics covering mechanics, electricity and magnetism, elementary electrical circuits, and elementary atomic theory. (Available October 1975.)

**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.

### 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 the B.A. Degree.

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. (Available June 1976.)

**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 estimation, 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. (Available October 1976.)

**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 area includes techniques for translating statements prepared in foreign currency, treatment of gains and losses due to currency fluctuations, and financial statement presentation. (Available October 1976.)

**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. (Available June 1976.)

**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. (Available October 1976.)

### 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. (Available October 1975.)

**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. (Available October 1975.)

### FINANCE

**Principles of Finance.** (3 s.h.) Includes an introduction to the language of finance, the role of financial decision-making at the level of the firm, and the nature of financial institutions, financial instruments, and financial structure of the United States. At the level of the individual decision-maker, the major topics include: the functions of financial management; the analysis of financial statements, including sources and uses of funds, cash budgets, and pro forma balance sheet and income statements; the tools of financial management, including financial ratios, present value, and cost of capital; and the management of working capital and other assets and liabilities. At the level of the economic, financial, and institutional structure within which the individual decision-maker must operate, the major topics include: financial intermediaries, including commercial banks and the Federal Reserve System; financial instruments, including money; financial markets, including the money market and the stock market; and flow of funds. (Available October 1975.)

**Corporate Finance.** (3 s.h.) Covers the concepts, principles, and tools of financial management and decision-making at the level of the individual business enterprise. Major topics briefly reviewed include: the role of the financial manager, the tools of financial management, analysis of financial statements and financial instruments, and financial institutions. Topics examined in depth include: the management of cash and the determination of optimal balances; the management of accounts receivable and credit policy; the management of inventories and the determination of optimal balances; capital budgeting, including the cost of capital and problems of risk evaluation; the management of short-term financing; leasing and intermediate-term financing; financial leverage, including issues and questions in the determination of the optimum financing mix and valuation; financing growth through internal and external sources, including dividend policy and the financing of growth, types of equity financing, mergers, and financing tools and instruments such as convertible securities and warrants; and problems of liquidation, reorganization, merger, and bankruptcy. (Available January 1976.)

**Financial Institutions and Markets.** (3 s.h.) An analysis, from factual, historical, and conceptual perspectives, of the financial structure of the United States. Includes an examination of financial intermediaries, financial markets, and flows of funds through markets and among intermediaries as well as between intermediaries and nonintermediaries. In exploring the roles of financial institutions and markets, some of the major topics are: the nature of financial markets, including money and capital markets; credit creation and allocation via the marketplace;



the role of banks and the Federal Reserve; and the role of saving. Also considered are how financial institutions manage their assets and liabilities and the structure and nature of savings banks, savings and loan associations, insurance companies, pension funds, investment companies, and other financial institutions. Topics included in financial markets are: the operation of money and capital markets; flow of funds; flow of savings; the demand for and supply of loanable funds, and the structure and determination of interest rates; and conditions in specific security markets such as government securities, corporate debt, the mortgage market, and the stock market. In the area of international finance, the major topics include: balance of payments, the foreign exchange market; international banking and international financial markets; and Eurodollar and Eurocurrency markets. (Available October 1976.)

**International Finance and Trade.** (3 s.h.) An introduction to the concepts, principles, instruments, institutions, and practices in the field of international financial management. Three major areas are covered: (1) The international monetary and economic environment, including: the operation of the foreign exchange market; the theory of the balance of payments, and the actual and potential effects of deficits or surpluses on the operations and financing of multinational firms; and the implications of economic growth and development for the operation and financing of multinational business activities. (2) The institutions and instruments of international finance, including: banking in international trade and finance; international financial institutions' such as the International Bank for Reconstruction and Development, the European Investment Bank, and the Export-Import Bank of the U.S.; international financial instruments such as bills of exchange and commercial letters of credit; international financial markets such as the Eurodollar market and the Eurocurrency market; and money and capital markets in developing countries. (3) Special aspects and problems of international financial management, including: legal factors and government rules and policies affecting international business; taxation of internationally derived income; risks of international operations such as commercial, political, and exchange risks; insurance of foreign operations—instruments and institutions; financial analysis and accounting treatment of multinational operations, with special emphasis on the impact of differential inflation rates and exchange rate fluctuations on the interpretation of financial statements; management of working capital for international operations, and longer-term investment decisions. (Available October 1976.)

**Public Finance.** (3 s.h.) An introduction to the principles of public sector production and distribution, as contrasted with private or market sector production and distribution, in a study of the expenditure side of

government budgets. The principles of public sector financing are contrasted with private sector financing in a study of the revenue side of government budgets. Income taxes, sales taxes, property taxes, excise taxes, wealth taxes, consumption taxes, value-added taxes, and others are covered in terms of principles and economic impact as well as from factual, institutional, and historical perspectives. Fiscal stabilization, debt management, intergovernmental fiscal relations, and urban finance are also included. An elementary knowledge of economic principles is assumed. (Available October 1976.)

**Security Analysis and Portfolio Management.** (3 s.h.) An introduction to the discipline of investments in terms of principles and practices. Major topics include: (1) investment markets: their functions, the institutions, the users; (2) the nature of investment risk and its various components; (3) analysis of financial statements, set in an investment context; (4) financial statements for particular types of companies, such as fire insurance, public utility, and commercial banks; (5) other sources of investment information; (6) investment valuation theories; (7) pros and cons of various approaches to forecasting investment values, such as technical analysis, filter rules, and fundamental analysis; (8) market prices and market yields on investment instruments, such as bonds and stocks, examined in terms of historical patterns; (9) bond analysis, in terms of such characteristics and provisions as risk, fixed income stream, inflation, maturity, security, callability, and sinking funds requirements; (10) different types of bonds, such as United States bonds, state and municipal bonds, and corporate bonds; (11) common and preferred stocks, in terms of broad features and specific industry securities, such as industrials, public utilities, and transportations; and (12) an introduction to the study of portfolio policies and security analysis, both for individuals and for institutions, in an investments framework. (Available June 1976.)

**Advanced Security Analysis and Portfolio Management.** (3 s.h.) An examination of principles and practices in security analysis and portfolio management at a level beyond the Security Analysis and Portfolio Management examination. Topics are: (1) economic background of security values, including such factors as inflation, the business cycle, interest rates, dividend yields, and stock yields vis-à-vis bond yields; (2) a framework for portfolio management, covering such topics as risk and investment, types of risk, individual investment objectives and their relation to risk; the utility of wealth, the utility function and risk aversion; measures of risk, risk and return and efficiency, efficient portfolios; approaches to diversified portfolios; investment policies, practices and performances of financial institutions; (3) tools of security analysis, covering such topics as the financial press and investment information services, secu-

rity market indices, economic forecasts, and lead and lag indicators; (4) scope and limitations of security analysis, covering such approaches as the absolute value approach, the relative value approach, and other procedures for value analysis; (5) security markets, including the major security exchanges and their operation, the over-the-counter markets, third and fourth markets, the role of professional investment specialists, and theoretical approaches to security market behavior; (6) interpretation of financial data and analysis of the limitations of such data; (7) analysis and valuation of fixed income securities and common stocks. (Available October 1976.)

## MANAGEMENT OF HUMAN RESOURCES

**Management of Human Resources.** (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 law 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. (Available October 1975.)

**Advanced Labor Relations and Collective Bargaining.** (3 s.h.) An in-depth 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. (Available January 1976.)

**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. (Available October 1975.)

**Advanced Organizational Behavior.** (3 s.h.) An in-depth 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; organizational 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. (Available June 1976.)

**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. (Available October 1975.)

**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 organization 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. (Available June 1976.)

## 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. (Available January 1976.)



**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. (Available June 1976.)

**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. (Available January 1976.)

**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 formulation.

**Marketing Management Strategy I** (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 Guide.)

## 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.

**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 queuing theory. Emphasis is on the application of statistical procedures involved rather than their mathematical derivation. (Available October 1975.)

## BUSINESS ADMINISTRATION EXAMINATIONS (1972-1975 DEGREE PROGRAM)

The examinations listed below are to be used by students completing the original B.S.B.A. program offered by the College through June 30, 1975. Students completing this original program may obtain study guides for these examinations from the Office of the Registrar.

Accounting II. (9 s.h.)  
Accounting III. (12 s.h.)  
Business Environment and Strategy. (6 s.h.)

Finance I. (9 s.h.)  
Finance II. (9 s.h.)  
Finance III. (12 s.h.)  
Management of Human Resources II. (9 s.h.)  
Management of Human Resources III. (12 s.h.)  
Marketing II. (9 s.h.)  
Marketing III. (12 s.h.)  
Operations Management I. (9 s.h.)  
Operations Management II. (9 s.h.)

## PROFESSIONAL AREA EXAMINATIONS

### RADIOLOGIC TECHNOLOGY

**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 medical and surgical procedures portion covers causes and symptoms of numerous diseases encountered in clinical practice, including diseases arising from radiation exposure. 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 the 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, cinefluorography, thermography, use of television in radiography, and mobile x-ray equipment.

## SPECIAL SUBJECT EXAMINATIONS

A separate group of TECEP examinations, called "Special Subject Examinations," is administered to students enrolled in particular courses of study within the College's Cooperative Learning Programs. Special Subject Examinations are not offered at the regular TECEP administration centers. For a description of Cooperative Learning Programs, see pages 15-16. Additional information on these programs may be obtained by contacting the Vice-President for External Affairs.

Basic Principles of Supervision  
Labor and the Economy  
Labor Law

Principles of Labor Leadership  
Principles of Management  
Trade Union Administration  
American Studies, 1930's to 1970's  
Communications in Administration  
Introductory Histology  
Labor and Society  
Labor and the Government  
Management by Objectives  
Psychology for Law Enforcement Officers  
Secretarial Sciences: Typing and Stenography  
Social Needs, Legislation and Remedial Programs  
Sociology for Law Enforcement Officers

## 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, which consist of a series of tests of competence, 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.** (24 s.h.) Battery A 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. Passing scores have been based upon the MLANDEA Summer Institute pretest results from 1961-1967. Most participants at these institutes were sec-

ondary school teachers of foreign languages.

These examinations are not constructed to measure the knowledge gained in a specific college course but are intended to measure a competency in a foreign language expected of students majoring in the language at the collegiate level. 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 language areas: French, German, Italian, Russian, and Spanish.



**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 of the complexity and variety of the culture; appreciation of historical and cultural meanings 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 should note that it is Culture and Civilization of Spain, not 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.

## STAFF AND ACADEMIC COUNCIL

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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 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 70 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 Adult Learning Opportunities
- Committee on Liberal Arts Degrees
- Committee on Business and Professional Programs
- Degree Committee on the Associate Degree in Radiologic Technology

Each of the three Degree Committees will also have sub-committees whose function will be to develop the specialized examinations required for each degree under the Thomas Edison College Examination Program (TECEP).

### Academic Council

(Arnold Fletcher, Vice President for Academic Affairs, Council Chairperson)

#### Liberal Arts Disciplines

Enid H. Campbell, Professor of Psychology, Department of Psychology,  
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 Gerald E. Enscoe, Professor of Literature and Environmental Studies, Richard Stockton  
 State College  
 Elbert L. Harris, Director, Afro-American Studies Program, Professor of History,  
 Camden College of Arts and Sciences, Rutgers, The State University  
 Barbara D. Lalancette, Chairperson, Department of Chemistry, Associate Professor  
 of Chemistry, Middlesex County College  
 Robert W. Leonard, Dean of Community Services, Associate Professor, Brookdale  
 Community College

Martin Siegel, Professor of History, Kean College of New Jersey  
 Mary L. West, Assistant Professor of Physics, Montclair State College  
 Judith Wilt, Assistant Professor of English, Princeton University

#### Business and Professional Disciplines

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 Radio, and Machine Workers, AFL-CIO  
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 Newark College of Arts and Sciences, Rutgers, The State University  
 Daumants Hazners, Associate Professor of Civil Engineering, Mercer County  
 Community College  
 David C. Love, Clinical Associate, Allied Health Department, College of Medicine  
 and Dentistry of New Jersey  
 Carol A. Murtaugh, Chairperson, Department of Nursing, Professor of Nursing,  
 Somerset County College  
 Robert W. Pease, Professor of Marketing, University College, Rutgers, The  
 State University  
 Charles E. Strain, Chairperson, Department of Business and Computer Science,  
 Associate Professor of Business, Ocean County College  
 Billy Watson, Dean, School of Business Administration, Professor of Management,  
 Rider College

#### Testing and Assessment

Martha D. Sachs, Director of Adult Education, Ramapo College of New Jersey  
 Lee L. Schroeder, Director of Measurement and Evaluation, Assistant Professor,  
 Burlington County College  
 John R. Valley, Director, Office of New Degree Programs, Educational Testing Service

#### Learning Resources

Annette B. Bruhwiler, Director of Library, Associate Professor, Fairleigh  
 Dickinson University  
 Peter A. Helff, Head of Educational Media, Library and Learning Resource Center,  
 Associate Professor, Bergen Community College  
 Nancy P. White, Librarian, Assistant to the Coordinator of Adult Services, Free Public  
 Library of Woodbridge

#### Student Representatives

Linda Hackett, Graduate, B.A., Moorestown  
 Robert P. Krehley, Undergraduate, B.S.B.A., Fairfield  
 Janet Rickmers, Undergraduate, A.A., Lake Hiawatha

#### Committee on Academic Policies and Standards

(Thomas P. McCarthy, Registrar, Committee Coordinator)

#### Liberal Arts Programs

Judith Wilt, Robert W. Leonard (Council members)



#### **Business and Career Programs**

Daumants Hazners, Carol A. Murtaugh (Council members)

#### **Testing and Assessment**

Martha Sachs (Council member)

#### **Committee on Testing and Assessment**

(Paul I. Jacobs, Director of Test Development and Assessment, Committee Coordinator)

##### **Council members**

Martha D. Sachs, Lee L. Schroeder, John R. Valley

##### **Additional members**

Joseph A. Pino, Director of Academic Advisement, Assistant Professor of Educational Administration, Glassboro State College  
Edwina L. Ward, Assistant Director of Admissions, College of Saint Elizabeth

#### **Committee on Adult Learning Opportunities**

(Jean Titterington, Director of Academic Counseling, Committee Coordinator)

##### **Council members**

Annette B. Bruhwiler, Peter A. Helff, Nancy P. White

##### **Additional members**

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Dolores M. Harris, Director, Continuing and Adult Education, Glassboro State College  
Phyllis M. Saunders, Professor of Art, Passaic County Community College

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(Catherine T. McNamee, CSJ, Director of Liberal Arts Programs, Committee Coordinator)

##### **Council members**

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##### **Additional members**

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Mary K. Mulligan, Director, Academic Advising, Assistant Professor of Sociology, Bloomfield College

Israel I. Rubin, Chairman, Department of Economics, Professor of Economics, Jersey City State College

Dorothy Schneider, Dean of the College, Associate Professor of English, Upsala College

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(Eusebio S. Inocencio, Jr., Director of Business and Professional Programs, Committee Coordinator)

##### **Council members**

Thomas J. Davy, Robert W. Pease, Charles E. Strain, Billy Watson

##### **Additional members**

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Joel P. Sternfeld, Assistant Professor of Law and Finance, Richard Stockton State College

#### **Committee on the Associate Degree in Radiologic Technology**

(Eusebio S. Inocencio, Jr., Director of Business and Professional Programs, Committee Coordinator)

Robert J. Chamberlain, Jr., Chairperson, Department of Radiologic Technology, Instructor in Radiologic Technology, Middlesex County College  
Sr. Helen A. Gaidos, Director, Radiologic Technology Program, Assistant Professor of Radiologic Technology, Mercer County Community College  
Sharon Leach (student), Urology Associates, Redbank  
David C. Love (Academic Council), Clinical Associate, Allied Health Department, College of Medicine and Dentistry of New Jersey  
Sr. Mary Rose Mitchell, Director, Radiologic Technology Program, Essex County College  
Yale Richmond, Assistant Director of Radiology, Department of Radiology, Hunterdon Medical Center  
Carmen M. Stimac, Education Coordinator, School of Radiologic Technology, Overlook Hospital  
Loretta J. Urbanik, Supervisor, Department of Radiology, Hamilton Hospital  
Emma Wolfe, Director of Education, School of X-ray Technology, Riverview Hospital



## INSTITUTIONAL REPRESENTATION OF COUNCIL AND COMMITTEES

### Public Two Year

Bergen Community College  
Brookdale Community College  
Burlington County College  
Essex County College  
Mercer County Community College  
Middlesex County College  
Ocean County College  
Passaic County Community College  
Somerset County College

### 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  
Ramapo College of New Jersey  
Richard Stockton State College  
Rutgers, The State University:  
College of Arts/Sciences,  
Camden and Newark; University  
College  
Trenton State College  
William Paterson College of  
New Jersey

### Private Four Year

Bloomfield College  
College of Saint Elizabeth  
Fairleigh Dickinson University  
Princeton University  
Rider College  
Upsala College

### Independent Units

Educational Testing Service  
Free Public Library of Woodbridge  
Hamilton Hospital  
Hunterdon County Adult Education  
Hunterdon Medical Center  
International Union of Electrical,  
Radio and Machine Workers,  
AFL-CIO (District 3)  
Overlook Hospital  
Riverview Hospital  
Urology Associates, Redbank

## TECEP EXAMINATION COMMITTEE CONSULTANTS

Ronald A. Anderson, *Professor of Law and Government*, Drexel University (Business Environment and Strategy)  
Carol Auletta, *Assistant to the Director*, Biodynamics, Inc. (Anatomy and Physiology)  
William M. Brant, *Associate Professor of Business*, Trenton State College (Management of Human Resources, Operations Management)  
Robert J. Chamberlain, *Instructor of Radiologic Technology*, Middlesex Community College (Radiologic Technology)  
William R. Cowell, *Statistical Associate*, Educational Testing Service (Written Expression)  
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Irene K. Douma, *Assistant Professor of Accounting*, Montclair State College (Accounting)  
Sister Helen A. Gaidos, *Director*, Radiologic Technology Program, Mercer County Community College (Radiologic Technology)  
Charlotte Glickfield, *Professor of English*, Cumberland County College (Written Expression)  
Felix Goizueta-Mimo, *International Student Advisor*, Philadelphia College of Textiles and Science (Finance)  
Joseph A. Greco, *Associate Professor of Administrative Science*, Montclair State College (Accounting)  
Elizabeth C. Hager, *Assistant Professor of Biology*, Trenton State College (Anatomy and Physiology)  
Francis H. Hannold, Jr., *Instructor of English*, Trenton State College (Written Expression)  
Eusebio S. Inocencio, *Director of Business and Professional Programs*, Thomas A. Edison College (Marketing, Data Processing)  
J. Eugene Kangas, *Professor of Business Administration*, Canisius College (Operations Management)  
Benjamin J. Katz, *Assistant Professor of Business and Economics*, Camden College of Arts and Sciences, Rutgers, the State University (Business Environment and Strategy)  
Milton Leontiades, *Associate Professor of Management*, Camden College of Arts and Sciences, Rutgers, the State University (Business Environment and Strategy)  
Mark I. Marpet, *Assistant Professor of Industrial Management Engineering*, Newark College of Engineering (Operations Management)  
Robert R. Neff, *Associate Professor of Biology*, Mercer County Community College (Anatomy and Physiology)  
Robert W. Pease, *Professor of Marketing*, University College, Rutgers, the State University (Marketing)  
Robert E. Pritchard, *Associate Professor of Administrative Studies*, Glassboro State College (Business Environment and Strategy)  
George C. Rein, Jr., *Assistant Professor of Math and Physics*, Mercer County Community College (Physics)  
Robert R. Rothberg, *Associate Professor of Business Administration*, Graduate School of Business, Rutgers, the State University (Marketing)  
M. Dorothy Schneider, *Dean of the College*, Associate Professor of English, Upsala College (Written Expression)  
Arnold Shancupp, *Assistant Professor of Law*, Montclair State College (Accounting)  
Abraham Simon, *Assistant Professor of Economics*, Camden College of Arts and Sciences, Rutgers, the State University (Finance)



Bernard Sless, *Instructor of Marketing*, Stockton State College (Business Environment and Strategy)  
 Norman E. Stander, *Associate Professor of Management*, Rider College (Management of Human Resources)  
 Joel P. Sternfeld, *Assistant Professor of Law and Finance*, Stockton State College (Finance)  
 Carmen M. Stimac, *Director of Education*, Overlook Hospital (Radiologic Technology)  
 Billy Watson, *Dean*, School of Business Administration, *Professor of Management*, Rider College (Management of Human Resources)  
 Jerry Lee Williamson, *Assistant Professor of Marketing and Management*, Seton Hall University (Marketing)  
 Gerald L. Witt, *Associate Professor of Physics*, Rider College (Physics)  
 Emma Wolfe, *Director of Education*, Riverview Hospital (Radiologic Technology)

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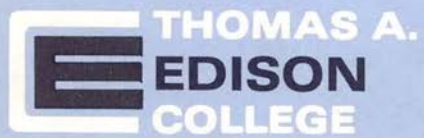
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# ACADEMIC CALENDAR 1975-1976

July	11	Board of Trustees
	17	Self-Study Steering Committee
August	18	Self-Study Steering Committee
September	5	Academic Policies and Standards Committee
	12	Academic Council and Self-Study Steering Committee
	19	Last day to submit applications for fall administration of TECEP
	26	Board of Trustees
October	4	Fall administration of TECEP
	10	Self-Study Steering Committee
November	7	Academic Policies and Standards Committee
	14	Self-Study Steering Committee
December	12	Board of Trustees, Academic Council, and Self-Study Steering Committee
January	9	Academic Policies and Standards Committee, Academic Council
	23	Board of Trustees
		Last day to submit application for winter administration of TECEP
	26	Readiness Meeting by Middle States Accreditation Team
February	7	Winter administration of TECEP
March	5	Academic Policies and Standards Committee
	12	Academic Council
	26	Board of Trustees
April	2	Last date to file applications for pre-graduation conference for Bachelor of Arts Degree candidates before May commencement
	11-14	Middle States Accreditation Team Visit
May	9	Academic Policies and Standards Committee
	14	Academic Council
	21	Last day to submit application for spring administration of TECEP
	28	Board of Trustees
		Fourth Commencement, 4:00 P.M., Trenton
June	5	Spring administration of TECEP





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