

INVENTION

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The Newsletter of Thomas A. Edison College

Princeton, New Jersey 08540

Middle States Votes College Full Accreditation



Professional staff members who have recently joined the College are (left to right) Eugene Liola, transcript evaluator; Jan Palmer, counselor; and Martin Schram, associate director of academic programs.

Edison's Marathoner Runs Daily; Nine Miles Tune 'Body and Soul'

PRINCETON — For most people who work at Thomas A. Edison College lunch hour means a walk to the cafeteria, or a quick visit to the shops in Princeton or, as is often the case during the intense summer heat, a quiet meditative rest beneath the cooling shade of a Forrestal Campus tree.

But, when Program Advisor Dr. Fred Savitz says he's going to "run" into town he means just that—literally. Since joining the college staff last October he has logged nearly 2,000 miles during daily runs in weather that included the snow, hail storms, and sub-zero temperatures of winter and the blistering heat and wilting humidity of summer.



Program advisor Dr. Fred Savitz finds running to be a healthy diversion for both the body and soul. During the past year he has competed in many distance events, including three 26-mile marathons in which he has finished in less than three hours; placing among the top ten runners.

What makes Fred Savitz run? A variety of reasons.

"Aside from the obvious physical benefits, particularly improved cardiovascular and pulmonary response, it helps me to better deal with other people and allows me the luxury of more patience and tolerance," states the slightly-built 31-year-old from Philadelphia.

Lending credence to the joggers' old saw that "the first half-hour is for the body and the second half-hour for the soul," Dr. Savitz finds that his daily lunch-hour jaunts of "nine miles or so" help to clear his head.

"I don't usually focus on a thought unless I'm dealing with a specific problem that day. If that's the case, running helps me to sort out problems; put things into priority and even identify tentative solutions to problems," he says.

A graduate of Ursinus College, Dr. Savitz received his Ed.D. in secondary education from Temple University. Prior to joining the Edison College staff last year he served tours as a junior high school teacher, student teacher supervisor at Temple, and program coordinator in clinical psychology at Hahnemann Medical College.

"My move to the Edison College staff allowed me the opportunity to enter the purest form of non-traditional higher education," says Dr. Savitz. "Particularly, in my role as individual assessment advisor, I find a challenging experience in developing specific curriculum programs. I enjoy functioning with Edison students in a helping relationship."

An important factor attached to Dr. Savitz's job — a plus — is the environment in which the college administrative offices are set. The area surrounding Forrestal Campus offers what he calls an

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PRINCETON — "It is my pleasure to inform you that at its meeting on June 25, 1977 the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools voted to accredit Thomas A. Edison College . . . Please be assured that this Commission stands ready to work with you in our common interest of maintaining and improving the quality of higher education."

With those words in a letter to Edison College President James Douglas Brown, Jr. dated July 5, Milton G. Bassin, chairman of the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, made history in the field of non-traditional education.

Thomas A. Edison College, named for the great American inventor who had only a few months of formal education, became the first college in the nation that does not offer instruction to be fully accredited by a regional accrediting body.

Staff Additions Reflect Growth

PRINCETON — Each of Thomas A. Edison College's administrative departments—the office of academic affairs, the counseling network and the registrar's office—has added a new member to its staff.

Mr. Martin Schram has been named associate director of academic programs. He assists in the development of all Edison College degree programs and program advising, with particular responsibility for business and management studies. A resident of Matawan, NJ, Mr. Schram received a bachelor of business administration degree from Pace University and a master of business administration degree in management from Wagner College, both located in New York. He is presently a doctoral candidate in labor studies at Rutgers University, New Brunswick, NJ. Prior to joining the Edison College staff he had been director of evening and summer sessions at Kingsborough Community College in New York.

Named to the counseling staff is Ms. Jan Palmer who is responsible for helping those who are incarcerated in New Jersey institutions to define college-level goals and then discover ways and means to reach these goals by using learning resources now available in New Jersey and elsewhere. She graduated from New York University with a bachelor of arts degree in sociology and Montclair State College with a master of arts degree in teaching. Previously, Ms. Palmer was

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Fletcher Speaks At Convention

NEW YORK CITY — Dr. Arnold Fletcher, vice-president for academic affairs, was a featured speaker this spring, at the New York City convention of the National Business Educators Association.

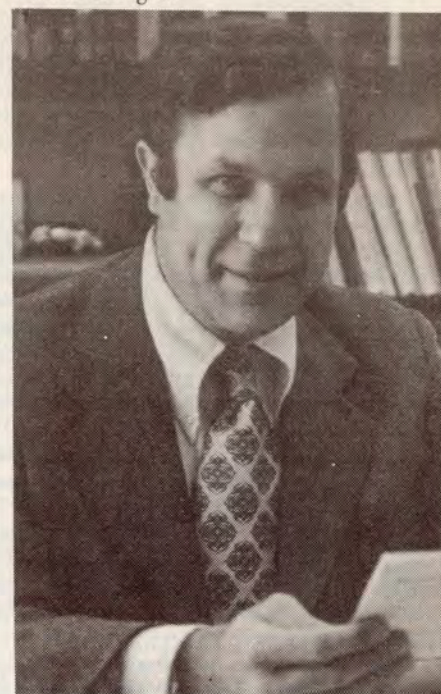
Directing his remarks to a seminar audience of business education specialists from throughout the country, Dr. Fletcher spoke on "Proficiency Testing for College Credit." He demonstrated how achievement testing can be designed to measure and award college-level credit for college-level learning acquired through experience. Such assessments in the business education area could apply to such fields as bookkeeping, accounting, secretarial science and office management.

Commenting on the need for new alternatives in adult and continuing education, Dr. Fletcher told the convention seminar, "The adult learner is the student market of the future in higher education, and to date we have just begun to uncover the tip of the iceberg in terms of potential."

In simple terms full accreditation of a college or university by an official sanctioning body amounts to a formal authorization or approval of the goals and objectives which a college sets for itself, as well as approval of how that institution carries out those goals.

The Middle States Association is the official association of accreditation of educational institutions in five states and the District of Columbia.

"Accreditation by Middle States," says Dr. Brown, "constitutes recognition by the higher education community of Edison's innovative approach to education. Because of the nature of the college, our evaluation procedures must be more rigorous than those at colleges with instructional programs. Accreditation implies that while our methods are non-traditional, our students have met valid degree requirements on a par with traditional colleges."



President James Douglas Brown, Jr., upon receipt of official notification commented, "accreditation by Middle States constitutes recognition by the higher education community of Edison's innovative approach to education."

Thus, almost five years to the day that Edison College was conceived by the New Jersey State Department of Higher Education as a new method of serving men and women who had not had the opportunity to complete their formal education, but who had acquired equivalent knowledge through experience and independent study, the "experiment" has proved its validity.

Dr. Brown says that the accreditation of a college which grants degrees on the basis of "what students know rather than where they learned it" has far-reaching implications for the future of higher education in this country, particularly in a time of shrinking budgets and rising tuition costs.

"What we have done at Edison," he says, "is to disentangle the evaluation of

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Original Advisor Leaves College

PRINCETON — Program Advisor Suzanne Dibble, who was instrumental in the development of the college's Individual Assessment Program, recently took leave of Thomas A. Edison College to enter private business in Detroit.

In 1974, when she joined the Edison staff as administrative assistant for academic affairs, the concept of assessment of experiential learning was just beginning to come into its own under the guidance of then Director of Test Development John Clark. Very soon, Ms. Dibble began to advise individual assessment candidates and coordinate their programs. In the years following she saw a dramatic growth in the number of students electing this method of acquiring credit.

"During the 1974-75 academic year 27 students completed individual assessments," said Ms. Dibble recently. "The 1976-77 year shows a current total of 131 completed cases."

"I feel the college has come a long way in recent years," she continued, "not only in the particular realm of awarding credit for demonstrated college-level knowledge, but in all areas. The staff at Edison has turned an ideal into a practical reality...something that works well for people."

Commenting on Ms. Dibble's departure, Director of Academic Programs Dr. Laura Adams said: "Suzanne was the 'informal source' in our area. She could come up with the name of a consultant for an exotic assessment at a moment's notice. I especially appreciated her suggestions for improvements in our program advising and assessment procedures. We'll miss her."

After overseeing the re-location of her home from Lawrenceville, NJ, to Detroit, Ms. Dibble will represent a Cleveland-based importing company in which she has part ownership.



Ms. Suzanne Dibble, who was instrumental in developing Thomas A. Edison College's individual assessment program, left the College recently to enter private business in Detroit.

Alumni Elect 1978 Officers

PRINCETON — At its third stated meeting held June 25th at the College's Forrester Campus in Princeton, incumbent President G. Gordon Beaver was unanimously re-elected to serve the 1978-79 term at the helm of the Thomas A. Edison College Alumni association.

Election of officers, review of class ring designs and a discussion of how the association might best promote its image were the main topics of business.

Other officers elected by the alumni association, all from New Jersey, were Elmer Curran of Wall Township, first vice president; John Beall of Cliffside Park, second vice president; Diane Burns of Morris Plains, secretary; and Hugh Corson of Bayonne, treasurer.

The association agreed to continue investigating ring design options. At a time to be decided facsimiles of the renderings of the various ring designs under consideration will be sent to all graduates who will be asked to make their preference known.

Article V, Section 4, of the alumni association was amended to read: "...five members of the association shall constitute a quorum."

Mr. Beaver was granted a bachelor of arts degree by Thomas A. Edison College in 1975. He is a native of Lincoln, IL, and, following service with the United States Air Force, he was self-employed as a grain farmer in Logan County, IL, for four years. He then moved to Sherman, TX, where he joined the IBM Corporation. From 1958 to 1968 he held positions as a machine operator, quality control technician and department manager. A promotion then brought Mr. Beaver and his family to the IBM Information-Records Division headquarters in Dayton, NJ.

Presently, Mr. Beaver is on leave from IBM and serves with Edison College Vice President for External Affairs Ray Male on a Federally funded "Work-Education-Leisure Initiative"—a program where researchers study the traditional gaps between education, work and leisure time activities and propose ways of better integrating the three.

Mr. Beaver makes his home in East Windsor Township, NJ, with his wife (also an Edison College student) and their six children. Active in local politics, he is a township councilman.

Other business conducted included a group discussion of how the alumni association might take part in the 1977 College graduation ceremony to be held in October at the Edison National Historic Site in West Orange, NJ. The idea of developing a college directory of all graduates was also introduced.

The next stated meeting of the association is scheduled for September 1977.

Association Identity Search

by G. Gordon Beaver

PRINCETON — You probably have heard that "everybody has to be somewhere!" Eleven Edison College alumni took those words to heart June 25 in giving some six hours of their time to attend the association's annual meeting.

We spent some time wondering how we might be able to increase your attendance and participation. There were concessions to distance (although we had a graduate drive up from North Carolina for the session), work and other interests as possible reasons for lack of more participation.

The executive committee needs information to improve the image and growth of the association. We need answers to questions such as what do you expect the alumni association to do for you? What do you expect to do for the alumni association? What are your personal goals, interests and activities? We need feedback and hope that you'll write me with your responses.

The association by-laws were amended to include associate degree graduates. Dues are \$10 and payable now for 1977. Dues for 1978 are expected before January 1. Make your checks payable to the Thomas A. Edison College Alumni Association and send them to me c/o the college.

Ray Male, vice-president for external affairs, is on leave from the college to head up the New Jersey Work, Education and Leisure Initiative, a grant-funded project aligned with alternative education. I have a leave from IBM to work with him. We are looking for non-traditional ways to interweave the lifetime experiences of work, education and leisure. Certainly your educational experiences with the college have been non-traditional, but traditional has always implied that education is for the young, work is for adults and little, if anything, remains for retirees, the incarcerated and disabled. Our new project is seeking ways to break down some of these traditional time barriers.

We would like to know how your life has benefited or changed from your experiences with the college and your acquisition of a degree. Keep us posted about promotions, affiliations, job-changes, social notes and personal reflections etc., so that we may start an "alumni notes" feature as a regular part of my report in INVENTION. Again, my office is now located at the college, so address all communication to me in care of Thomas A. Edison College, Forrester Center, Forrester Road, Princeton, N.J. 08540.

Media Coverage Extensive; Publicity Reaches 30 Million

PRINCETON — By becoming the first college in the nation that does not offer instruction to be fully accredited by a regional accrediting body, Thomas A. Edison College has attracted the favorable eye of the national media.

Newspaper, magazine and radio coverage of the successful New Jersey experiment in alternative education has been extensive and widespread during July and into August.

Highlighted by a piece in the education section of the July 11 issue of NEWSWEEK headlined "College of Life" and an extensive feature by UNITED PRESS INTERNATIONAL Education Editor Pat McCormick which was distributed to 1,000 papers nationwide, news of the College and its unique program for adults in New Jersey and throughout the nation has reached millions of Americans.

The implications of such press exposure are underscored by Edison College Director of Public Information Jack Stockton:

"National media coverage, print and broadcast, we've received concerning our accreditation is a definite plus. Who we are and what we're about has reached a large audience, upwards of 30 million. Such exposure is making our name and mod operandi known, and a lot of these people will want to know more. Certainly, this sort of publicity cannot help but enhance the value of a Thomas A. Edison College degree."

Concurrent with the print coverage of the accreditation story, Edison College President James Douglas Brown, Jr., was interviewed by three major national radio networks and numerous independent stations, including feature radio spots in Syracuse, NY, Waterloo, IA, and New Orleans, LA.

INVENTION felt that its readers would be interested in sampling some of the various interpretations of the Edison College story which appeared both locally and on the national scene.

College of Life Newsweek, July 11, 1977

Thomas A. Edison College has no classrooms, no dormitories, no curriculum and no teaching faculty. But it does have 6,000 enrolled students, and since it opened in 1972 the New Jersey school has awarded more than 1,000 degrees. Last week, Edison College received official recognition for its unusual program: it became the first college in the nation to be fully accredited even though it offers no formal instruction.

Edison was founded by the New Jersey department of higher education to provide adults college credit for knowledge and skills they have acquired in real life. The average age of the students is 36. They range from symphonic musicians to convicts, come from all 50 states, and have one thing in common—the lack of a college diploma.

A school gains approval

When a college announces that it has received accreditation, it usually doesn't capture headlines. After all, accreditation simply means that the school has won the acceptance of the academic community for doing what it supposed to be doing in the first place — educating students by meeting a series of stringent standards set by the accrediting agency as well as the state in which it operates.

But in the case of Thomas A. Edison College of Princeton, the announcement that it has received accreditation from our region's Commission on Higher Education is very welcome. Edison College, you see, is not your typical institution of higher learning. For one thing, it has no campus to speak of. There are no classrooms. It has no students milling about. Edison doesn't even have any professors.

But Edison is a college — and an interesting one at that.

How nontraditional can a school be?

34—Rocky Mountain News

Denver, Colo.

Edison: A college without any classes

By PATRICIA MCCORMACK
UPI Education Editor

Thomas A. Edison College in Princeton, N.J., has bumper stickers, class rings, and an alumni association. But it doesn't have a school song, classrooms, faculty, eating and sleeping places, or any teams or health services. There is no campus connected with Thomas A. Edison College. It's just one big office.

The school headed by Dr. James Douglas Brown Jr. is a non-traditional college.

Thomas A. Edison College doesn't even offer instruction. Only degree-seeking nontraditional college persons sign up.

HOW NONTRADITIONAL CAN a school be? In the case of Thomas A. Edison College, the answer is "very." But that doesn't mean it is shady. It's a good school. Just the other day it was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

"That makes us the first college in the nation that does not offer instruction to be fully accredited by a regional accrediting body," Dr. Brown said in an interview.

The college opened as part of the New Jersey system of higher education five years ago. The purpose: to meet needs of the often-neglected adult learner.

Students include symphonic musicians and ballerinas whose learning has come through professional performance. Others are housewives or prison inmates or executives who have done an enormous amount of independent study.

"WE GRANT CREDITS and degrees for achieved learning, and our interest is not in how that learning was achieved, but rather in its quality and relevance and how these can best be verified," Brown said.

The college gives adults a chance to receive college credits and eventually a bachelor's degree by demonstrating what they know. They take tests or are otherwise evaluated.

The school is named for Thomas A. Edison who only had a few months of formal schooling. He learned a lot, anyway, as he went through life. The self-taught way.

Once Edison said:
"What is a college? An institute of learning."
"What is a business? An institute of learning."
"Life, itself, is an institute of learning."

Brown said accreditation gives formal recognition by the higher education community of Edison's innovative approach to education.

The college has awarded over 1,000 degrees. Currently, nearly 6,000 students are on the roster.

Edison students are enrolled from all 50 states, four Canadian provinces and 20 countries.

THE EDISON DEGREE hold sup. Many of the graduates from the nontraditional college now are in graduate schools, including Princeton, Rutgers University, Goddard College, Southern Illinois University.

Degrees are awarded:
— Through individual assessment programs.

cians to convicts, come from all 50 states, and have one thing in common—the lack of a college diploma.

Counselors at Edison's headquarters in Princeton interview prospective students, then assign them to appropriate faculty members from colleges across the state. The professors, who collect a \$15 per-hour fee, test them intensively in their specialties. Their general knowledge is assessed by tests from the College Level Examination Program. Most students receive partial credit for college-level work—and advice on what they should study to qualify for a full baccalaureate. A few score so brilliantly on the tests that Edison grants an instant degree.

one at that. The Philadelphia Bulletin

Modeled on the British "college without walls" concept, Edison is one of the few schools in the United States that offers college degrees on the basis of work done at other institutions or skills people have acquired at jobs or everyday life. In other words, the college's major function is to grant degrees or credits on the basis of learning — whether or not it took place inside a classroom. That's a boon to people who may have never gone to college or were forced to drop out. It's also helpful to a lot of young people and those in their middle years who may have acquired college credits at a number of schools. What Edison does is evaluate through tests the knowledge people have acquired and then grant credits toward a degree. It also provides people with advice on the kinds of courses and learning experiences that will qualify them for an Edison degree.

— By passing college-level achievement tests such as those in CLEP, College Level Examination Program.

— By transferring credits from other accredited colleges.

— Through a group assessment process in which students enroll in in-service programs sponsored by outside organizations, community agencies and governmental departments.

Raymond Male, former Commissioner of Labor and Industry for the State of New Jersey, and a vice president of the college, said:

"If they know the material, we don't care if they learned it in the cellar, in the attic, in prison, on the job, dancing in the ballet or traveling around Europe."

Edison students (persons enrolled for testing and evaluation) range in age and experience from a musician, 21, to a retired accounting firm president, 81.

Of the 200 Edison students in prison one recently was paroled. First, he earned an associate degree and then a bachelor's.

Now he is working for the New Jersey prison system, counseling young inmates, and probationers.

INVENTION

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INVENTION, the quarterly newsletter of Thomas A. Edison College, the New Jersey State College for External Degree Programs, is printed and distributed each January, April, August, and November to students, alumni, and friends of the college. INVENTION is published at the administrative offices of Thomas A. Edison College, Forrester Center, Princeton, and mailed at the bulk-rate in Trenton, NJ.

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The Registrar Reports



THOMAS A. EDISON COLLEGE

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Number 6, August 1977

OFFICE OF THE REGISTRAR

Full Accreditation !

A Personal Reflection

The fifth year of Thomas A. Edison College of New Jersey ended with the long desired announcement that the College had been fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. This announcement was another first for the College in its short existence.

Thomas A. Edison College of New Jersey was the first public, non-instructional institution established in the United States. Within five months of its formal establishment by the Board of Higher Education in July, 1972, the College enrolled its first student. Eight short months later the College's Board of Trustees was formally appointed by Governor Cahill, making Thomas A. Edison College of New Jersey officially the ninth State College.

Within the succeeding two weeks two major events took place. The College conferred its first degrees on seventy individuals on June 15, 1973 and was accepted as a candidate for accreditation by the Middle States Association, the first time a non-instructional institution was ever accepted to candidacy status.

The next four years saw the College develop new degree programs at the associate and baccalaureate level. At the same time, a full scale battery of proficiency examinations (TECEP) was developed. In March, 1974 seven examinations were offered to students enrolled in the Bachelor of Science in Business Administration degree program. By June, 1977, 86 examinations in liberal arts, business administration, radiologic technology and secretarial science were available to students of the College as well as the general public.

During its first year of existence 395 individuals enrolled in the College. During the academic year just ended, 1806 individuals enrolled in the College for the first time bringing to almost 6,000 the number of individuals enrolled in the College in its first five years. Almost 800 associate degrees have been conferred since June 1973 and over 200 baccalaureate degrees since June 1975.

In 1976 the College conducted an extensive institutional self-study in preparation for a formal evaluation by the Middle States Association. This evaluation which was made in two stages due to the uniqueness of the College and its academic program has culminated in the full accreditation just recently announced. All of us, administration, trustees, faculty consultants and most importantly, students, rejoice in this good news.

Student Identification Cards

Student Identification Cards for the 1976-77 Academic Year will be valid through October 15, 1977. Students enrolled after July 1, 1977 will automatically receive cards for the 1977-78 Academic Year which will be valid through October 1978. As noted elsewhere in this edition of *The Registrar Reports*, students enrolled prior to July 1, 1977 will receive their 1977-78 Student Identification Cards after returning the Student Statistical Questionnaire.

New Counseling Office in North Jersey

Having outgrown the space provided by the Montclair Public Library, the North Jersey Counseling Office has moved to larger quarters at 666 Park Avenue, East Orange, N.J. 07017. Students who wish counseling may schedule an appointment by calling the new office at 201-677-2403. One of the counselors from the North Jersey office will be at the Montclair Public Library once a week. Appointments for the Montclair Public Library office can be scheduled by calling the library at 201-744-0500.

Update on Graduate Study By Thomas A. Edison College Graduates

Several graduates have notified the Registrar's Office about their graduate study. Harry Carter, BA '75, is currently studying for a Masters degree at Rutgers University. Nancy Ann Kopp, AA '74, BA '76, is a candidate for a M.Ed. degree at Trenton State College. George E. Stevens, BA '76, is in a doctoral program in Business Administration at Kent State University where he has recently been awarded a fellowship from the National Fellowship Fund. Richard W. Gordon, BA '75, has been awarded the degree Juris Doctor (J.D.), cum laude, from New England School of Law.

The College is interested in the academic achievements of its graduates and will publish them in future editions of *The Registrar Reports*.

Plans Being Formulated For Fifth Annual Commencement

The College is now making plans for its Fifth Annual Commencement to be held on Sunday afternoon, October 2, 1977. In a major departure from previous years, the Commencement will be held in the early fall. A Sunday afternoon has been selected to enable more of the graduates and their families and friends to attend the ceremonies.

The Commencement will be held at the Edison National Historic Site in South Orange, the location of Thomas A. Edison's laboratories. All graduates of the College since June, 1976 will be honored at the Fifth Commencement. Details about the graduation ceremonies will be mailed to all graduates in late August.

Changes in Fee Structure

After considerable review of the College's fee structure, a revision of the Individual Assessment Fees has been made. This revision was approved by the New Jersey Board of Higher Education upon the recommendation of the College's Board of Trustees. The new fee structure for Individual Assessment is effective September 1, 1977 and replaces the fees listed in the 1977-78 college catalog (p. 54).

Individual Assessment Fees

Application Fee (Per Assessment)\$75.00

Assessment Fee, for each semester hour credit10.00

(N.B.: In certain exceptional cases which involve extensive observation by the faculty assessor, such as fieldwork, laboratory experiments, etc., an additional charge may be necessary. In such cases the student will be so informed before formal acceptance of the application.)

Out-of-State Application Surcharge\$50.00

(N.B.: Students who reside within twenty-five (25) miles of New Jersey will not be assigned the surcharge if assessments are completed in New Jersey.)

Future TECEP Administrations

During the 1977-78 Academic Year the College will offer its TECEP examinations in all fields except foreign language and secretarial science eight times — the first Saturday of each month from October to June, except January. In New Jersey, the October, February and June administrations will be offered at four regional test centers. The November, December, March, April and May administrations will be held only in Princeton. Out-of-state administrations will continue to be scheduled on an individual basis.

Foreign language examinations and secretarial science examinations will be offered three times during the 1977-78 academic year, in New Jersey only: October, February and June.

A brochure describing the examinations with all the specific data needed for registration will be mailed to all students in November and April, prior to the February and June state-wide testing dates. As mentioned elsewhere in this edition of *The Registrar Reports*, only students who return the Student Statistical Questionnaire will receive the November and April mailings. An announcement concerning the October test date has already been sent to all students.

New Options in Credit By Examination

Students of Thomas A. Edison College now have two new options for earning credit by examination. The first is through self-instructional learning packages with final examinations, designed by Central Michigan University and available to Thomas A. Edison College students by special arrangements with Central Michigan University. Each learning package contains a student manual and an extensive study guide including performance objectives, units of study, readings, self-diagnostic tests, and, in several cases, cassette-taped lectures. When students believe that they have mastered the course content, they will take the final examination during any regular TECEP administration. Students may also take the new Central Michigan University-TECEP examinations without purchasing the learning packages, using a standard study guide prepared by the College.

Students may order five of the new learning packages directly from Central Michigan University: Cultures of the World (3 s.h.), Community Health (3 s.h.), Fundamentals of Mathematics (3 s.h.), Social Psychology (3 s.h.), and Introduction to the Library (1 s.h.). An order form listing prices will be enclosed in the next TECEP Registration Guide. Examinations in these five subjects will be available for the October TECEP administration.

Additional learning packages and examinations in several liberal arts, business, and professional areas will be announced as available. It should be pointed out, however, that, unlike traditional correspondence courses, the student does not have access to a faculty member at Central Michigan. The materials provided are for self-directed study.

In addition, students may now earn credit for spoken proficiency in French, German and Spanish by means of *The Language Proficiency Interview* administered at the Educational Testing Service in Princeton. This interview is a structured conversation of about twenty minutes duration carried out between the candidate and a trained assessor. The purpose of the interview is to give the candidate an opportunity to demonstrate in a realistic conversational situation the level of proficiency at which he or she is able to speak the language in question. Students may earn up to fifteen credits by means of this interview depending on the proficiency demonstrated as well as previous credits in language already earned. Students interested in the Language Proficiency Interview should contact the College's Office of Academic Programs for further details.

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Accreditation . . .

(Continued from page 1)

learning from the process of learning in the classroom. We have been delivering selective educational service to individuals who have acquired college-level learning in a variety of ways outside the classroom. Our students include symphonic musicians and ballerinas whose learning has come through professional performance; others are housewives or prison inmates or busy executives who have done an enormous amount of independent study. We grant credits and degrees for achieved learning, and our interest is not in how that learning was achieved, but rather in its quality and relevance and how these can best be verified."

Few people realize the complexity and demands of the accreditation procedure. Three years ago the college was acknowledged as a candidate for accreditation. This set the stage for preparation by the entire staff of a rigorous self study of its mission and services.

In essence the College scrutinized itself from every possible perspective, and had to account in writing for its strengths and weaknesses.

During the past 18 months two visitation teams of educators from other colleges visited Edison College facilities, spoke with staff and students, reviewed goals and performances and finally recommended that positive action be taken by the Commission.

Aside from what Dr. Brown calls "acceptance by the higher education community," what are some of the other implications of full accreditation status?

Director of Academic Counseling Jean Titterton says accreditation will help in terms of relieving the concern of potential students who "come to us and are apt to have doubts about our particular type of service."

"Primarily I see it as an attitude change," she says. "Before the onus was with the student to judge whether Edison was a diploma mill or a reliable institution. Accreditation underscores our reliability."

To Robert Herbster, assistant registrar, accreditation will increase the efficiency of student services, and future opportunities for enrolled students.

"Because some institutions take a very narrow view of non-traditional programs, full accreditation will help students in transferring to other colleges as well as facilitate our out-of-state students with acceptance into graduate programs."

Director of Academic Programs Dr. Laura Adams feels that the recent decision will make Edison "more visible" with a variety of different outside interest groups.

"Accreditation will effect the willingness of new faculty consultants to serve on committees and perform assessments," she says. "It will also have a positive impact on the department of higher education, professional associations and employers. With accreditation more groups will come to respect the concept that we stand for as being legitimate."

Staff Growth . . .

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counseling supervisor with the Morrow Projects of the New Jersey Association on Corrections, in Trenton, where she headed counseling activities for ex-offenders. She resides in Bloomfield, NJ and is the daughter of Mr. and Mrs. Harold Palmer, Cedar Grove, NJ.

Eugene Liola, Plainsboro, NJ, has become a transcript evaluator in the registrar's office. He assesses the credit value of students' previous college-level work and indicates to them how their credit total applies to the various Edison College degree programs. Formerly an administrative aide with the registrar's office at Middlesex County College, NJ, Mr. Liola received his bachelor of arts degree in psychology and sociology from Rutgers University, Newark, NJ.

Also new to the college staff as an administrative assistant in the registrar's office is Mr. Brian McDonnell. No stranger to the college, McDonnell had worked part-time here while completing his own degree work in business administration at Trenton State College. A resident of Levittown, PA, his major responsibilities include administering the financial records of students and the compilation of statistical data.

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Advisor Sees Role as 'Professional Communicator; Councils the 'Interested and Interesting'



Counselor Annette Singer fields a question during College briefing session presented to a group of A.T.&T. employees .

BASKING RIDGE, N.J. — Whether the setting be a community center, library, church hall, military base or corporate headquarters meeting room, Ms. Annette Singer is equally at home before a large group of people when it comes to talking about Thomas A. Edison College and adult education.

Demonstrating confidence, flair and enthusiasm typical of herself and the other 12 professionals who make up the college's counseling services staff, Ms. Singer spends a good deal of her time "on the road" for the College giving presentations to large groups interested in learning more about the external degree concept and alternative educational opportunities.

At a recent group counseling session held at the sprawling A.T.&T. corporate complex in Basking Ridge, Ms. Singer showed the knack of being what she calls "a professional communicator."

Beginning with a group of 25 employees of A.T.&T. who were interested in pursuing their education, but may not have been sure of how or where to start, she orchestrated an hour presentation which was lucid, deliberate, personalized, and above all, accurate. Her "pitch" was as much a review of adult education options in general as it was a promotion for the college.

"As counselors trained specifically to understand the needs of adults, we give you the opportunity to shop, compare, review alternatives and then find the route best suited to your individual needs," Ms. Singer told the group.

The emphasis on the word "individual" repeated itself throughout her presentation. Afterward, she again underscored the importance of relating to each student on a one-to-one basis as a follow-up to her audience.

"What we try to do is generate in each student a desire on his or her part to evaluate self-needs, hopes and aspirations," Ms. Singer said during a short break in her busy schedule. "Once a person better understands his or her direction, we show them how they can best follow through and attain educational or career goals."

A former junior high school teacher and active organizer in the adult education field before coming to Edison College in 1974, Ms. Singer finds working with adults different than working with adolescents.

"Adults come to you because they want to, not because they have to," she said. "As a result you find yourself not just telling them what to do, rather you offer them alternatives. I enjoy the experience very much."

In the course of her A.T.&T. presentation, Ms. Singer was clear to spell out what Edison College is and what it is not. She explained its history, theoretical background, staff organization and degree program options which she jokingly refers to as an "educational Chinese restaurant menu."

Before turning the floor over for questions, Ms. Singer concluded with the sound advice that external degree programs aren't for everyone and certainly shouldn't be construed as a "short-cut" to a degree.

"The Edison College approach to credit work is designed for the adult who is a self-motivated and self-disciplined person. Those of you who view it as an easy by-pass to a diploma will flounder in the process."

What about addressing large groups is appealing to Ms. Singer? She said that

each group she talks to has its own personality, and the challenge of adjusting to various types of people stimulating.

"I find the people I deal with to be interested and interesting," she said. "You can walk into a room and really not know what to expect, so you must quickly size up the group and adjust each presentation to what you feel the needs of those people are."

"For instance," she continued, "if I'm talking to a women's group I not only talk about the college, but also emphasize career counseling, effective use of leisure time and a variety of other things that would interest women. On the other hand, if I'm speaking to a group of business executives I emphasize how degree work can help them with job promotions."

"When I first became interested in adult education some 20 years ago it was nothing much more than ceramics courses and 'how to do' activities," Ms. Singer said. "Now look at it. The movement's blossomed and is still growing."

Marathon Man . . .

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"idyllic" running course. While working in Philadelphia his lunchbreak runs sent him pounding some of the same pavement that Rocky Balboa trod in the recent film ROCKY.

"Here I set a pleasant meandering course that leads me through one of the greatest concentrations of brain power in the world, as well as through apple orchards, cornfields, and sheep pastures. I couldn't ask for anything more; it's a runner's dream."

As his dedication and enthusiasm might indicate, Dr. Savitz some time ago worked himself beyond the classification of a weekend jogger. A cross-country runner and track star since his high school days in Lower Merion, PA, he competes regularly in distance running events along the East Coast.

"The competition excites me; I enjoy the challenge," smiles Dr. Savitz, who goes on to reveal an impressive "track record." Highlights include his first place victory over 300 runners in the Philadelphia Park Department's Spring Run; covering the 8.6 mile course in just over 47 minutes. He placed 20th in the Allentown (Pennsylvania) Prevention Marathon, and 14th in the Penn Relays Marathon run through the streets of Philadelphia in which he covered the 26.2 miles in two hours and 33 minutes. The latter performance qualified him to compete in the classic of all running races, the Boston Marathon, but responsibilities at the college that day caused him to settle for his daily workout on the grounds of Forrestal Campus.

Encouraged in his running by his wife Jill and three-year-old son Ryan, as well as fellow staff members at the college, Dr. Savitz fantasizes competing in the 1980 Moscow Olympics as one of the three American marathoners, the goal of every serious runner.

But 1980 and Moscow are both a long way off, so Dr. Savitz deals with the reality of his daily runs at Edison and the satisfaction they bring him. "Running helps me center myself emotionally and physically. It has given me a fresh perspective on the world and responsibilities around me. It's become such an integral part of my daily life, I don't ever see stopping. Now it's a seven-day-a-week addiction."

If he keeps on at his current pace Dr. Fred Savitz may just win non-traditional acclaim as Thomas A. Edison College's one-man track team. He already holds the school record for determination and consistency.

The Registrar Reports

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Upper Division Classification Fee

The Upper Division Classification Fee which was announced in *The Registrar Reports*, Number 5, is now being implemented. Notices of payment due are being sent to those baccalaureate students with 75 semester hours or more. Students who fail to pay the Upper Division Classification Fee will be ineligible for further student services, e.g., evaluations, advisement, etc.

Student Statistical Questionnaire

Later this summer all students enrolled prior to July 1, 1977 will be mailed a Student Statistical Questionnaire. This questionnaire will consist of two parts: a computerized data sheet and a free response sheet. Each student will be asked to verify the information listed on the computer print-out and to complete the free response sheet and return it to the Registrar's Office. Receipt of a completed questionnaire will indicate that the student wishes to be kept on the active list for the 1977-78 Academic Year.

Active student status means that the student will be eligible to receive notices about future TECEP administrations, notices about special events for students and the like. Each active student (those who have returned the questionnaire) will be sent an ID card for the 1977-78 Academic Year. This card will enable the student to apply for library privileges at several New Jersey public colleges. The College is working closely with the librarians of the other eight state colleges in developing guidelines for use of library facilities by Thomas A. Edison College students. Additional information on this will be made available when final details are worked out.

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