

THOMAS A. EDISON COLLEGE

THE EXTERNAL DEGREE
PROGRAM OF
NEW JERSEY
1973-74



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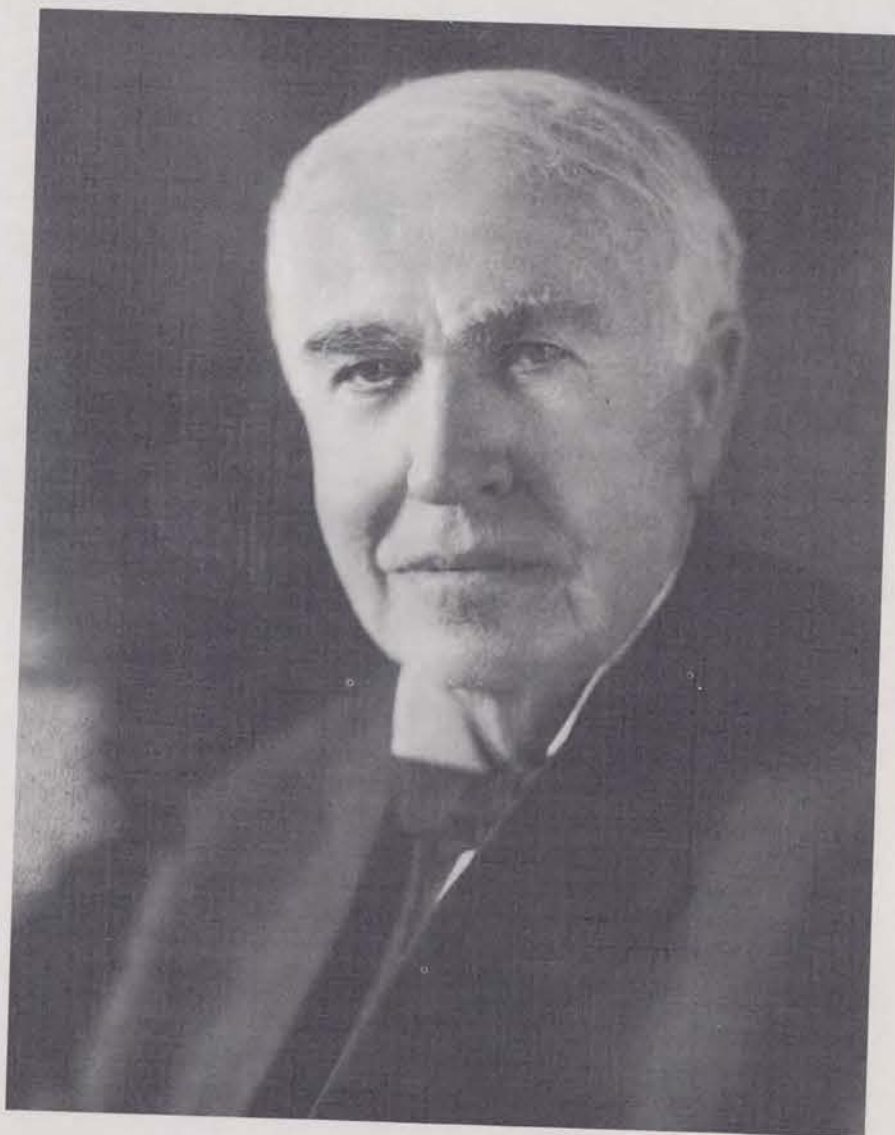
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GENERAL INTRODUCTION

HISTORY AND MISSION

July 1, 1972 marked the establishment of a new and innovative college in New Jersey. This new institution, Thomas A. Edison College, was created by the Board of Higher Education expressly to administer an External Degree Program that will enable qualified people to earn a college degree or complete a major portion of the work necessary for a degree without attending college in the usual way. The goal of the College is to make New Jersey's higher educational system more flexible and open to a wider socio-economic and age range of students.

Edison College is unlike any other college in New Jersey. It has no classrooms, no library, no resident faculty, and only a small number of administrative officers. Its campus is the entire State. The College was established in recognition of the fact that there are many ways to gain knowledge. As a result, it will carry out evaluations of college-level learning, no matter how this learning was acquired—through experience, self-study, college courses taken long ago, educational programs offered by industry, the military or labor unions, and the like. The College will develop and administer examinations that will aid in this evaluation; it will carry out special assessments of non-traditional learning; and it will award associate and baccalaureate degrees in recognition of this demonstrated college-level learning and abilities. The students of Edison College are any and all residents of New Jersey, as well as non-residents, who wish to apply regardless of age, educational background, occupation, or previous experiences.

Drawing upon the faculty resources of all of the colleges and universities in New Jersey, and other experts as well, Edison will set up the specific requirements for external degrees in carefully selected subject areas. The first degree being offered by the College is an Associate in Arts. The College also plans to offer a Bachelor of Science in Business Administration degree by mid-1973 and an Associate in Applied Science in Nursing degree by early 1974.

No instruction will be offered through Edison College, but examination descriptions, suggested study guides, and bibliographies will be made available as aids to all students in preparation for taking the specially designed External Degree Examinations and the College Proficiency Examinations. In addition, persons who are in need of academic counseling may avail themselves of the Counseling Program offered by the College, as well as the Clearinghouse of information collected by the College concerning adult-oriented and non-traditional academic programs in the State.

INTERSTATE COOPERATION

A unique aspect of Edison College is that it is being developed in a cooperative interstate arrangement with the Regents External Degree Program which is administered by the New York State Education Department. This joint venture operates across state lines providing a comprehensive external degree program on a regional basis. One part of this cooperative arrangement is the administration in New Jersey of the College Proficiency Examination Program (CPEP). The College Proficiency Examinations, which Edison College administers, will enable individuals to obtain college credit or other educational advantages without formal classroom preparation.

THOMAS A. EDISON

Since a major focus of the College is to encourage independent and non-traditional study, it was thought fitting to name the College in memory of Thomas Alva Edison, the great inventor and long-time resident of New Jersey. Mr. Edison, a man with a wide range of interests, had only three months of formal schooling and educated himself by reading, studying, and experimenting in his spare time. He started this self-education as a young boy even while he was working full-time as a newsboy and a telegraph operator. Mr. Edison started the first organized

research laboratory in the United States in 1876. For more than fifty years he was constantly engaged in various forms of invention in his combined workshop and laboratory at Menlo Park, New Jersey and at West Orange. During this period he took out 1,033 patents. He died at West Orange October 18, 1931.

ADVISORY COUNCIL

To assist in the planning of Edison College, the Board of Higher Education formed an Advisory Council specifically to recommend programs for Edison College that will meet the higher education needs of the people of New Jersey. The first members of the Advisory Council were chosen on the basis of their interest in higher education with members representing public and private two- and four-year colleges, the Department of Education, and the general public. The College also seeks the advice and support of all of the citizens of New Jersey as well as the cooperation of the other academic institutions in the State. Only in this way can the College ensure a program of high quality and flexibility that will fully utilize the considerable resources of New Jersey, and that will offer new avenues to higher education for those engaged in learning activities outside of the traditional college setting.

DEGREE PROGRAMS

INTRODUCTION

Thomas A. Edison College is licensed by the New Jersey Board of Higher Education to award two- and four-year degrees. The College will award degrees to all who qualify by meeting the degree requirements established, without regard to such considerations as age, residence, previous level of schooling, or method of preparation. Individuals who live in New Jersey, outside of New Jersey, or in countries other than the United States are welcome to participate. A high school diploma or college entrance examination is not required.

The first degree to be offered by Edison College is the Associate in Arts degree. The College anticipates offering a Bachelor of Science in Business Administration degree in mid-1973, and an Associate in Applied Science in Nursing degree in early 1974. Each degree is developed by outstanding faculty and administrators from colleges and universities in New Jersey and New York, and each reflects the same high quality as comparable programs in New Jersey colleges. The requirements for the Associate in Arts degree have been developed and are listed below. Information about the enrollment procedures for this degree program will be found on page 11.

ASSOCIATE IN ARTS

The requirements for the Associate in Arts were established by a committee of Presidents and Deans drawn from community colleges in New Jersey and New York, as part of the interstate cooperation between Edison College and the New York State Regents External Degree Program.

A candidate must earn a minimum of 60 credits or semester hours. Of these 60 credits a minimum of 48 credits are required in the following three liberal arts areas of study: the humanities; the social sciences (which include history); and the sciences and mathematics. There is a distribution requirement that 33 of these credits must be earned in the following manner: 9 credits may be earned in any one of the three areas of study, with a minimum of 12 credits in each of the remaining two areas. The remaining 15 credits toward the 48 credit requirement are *liberal arts electives* which may be earned in any of the above three areas of study.

The remaining 12 credits are considered *free electives* and may be earned in any of the above areas of study, or in college level professional or technical subjects, such as business administration, education, engineering, and the like.

To summarize:

1. <i>Distribution Requirement</i>	33
A minimum of 9 credits may be earned in any one of the three liberal arts areas, with a minimum of 12 in each of the remaining two areas	
2. <i>Liberal Arts Electives</i>	15
May be earned in any of the three liberal arts areas	
3. <i>Free Electives</i>	12
May be earned in any field of collegiate study	
Total Requirement	60

Candidates will be required to achieve a cumulative average of "C" or better to earn an Associate in Arts degree. Although grades of "D" will be accepted for credit on the basis of previous college study or proficiency examinations, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades that the candidate wishes to apply towards his degree will be recorded and kept on file. No grade of "F" will be recognized for credit; nor will "F" grades be counted in the computation of the cumulative average. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit but will not be figured into the cumulative average.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Edison College plans to offer a Bachelor of Science in Business Administration degree in mid-1973 after approval is given by the State Board of Higher Education. The requirements for this degree are being established by an interstate committee of deans and senior faculty drawn from colleges and universities in New Jersey and New York. There will be two components — General Education and Business — which will comprise the Business program. No prerequisites will exist for any of the examinations used to satisfy the requirements of each component, and there will be no fixed order in which the degree requirements must be met. The degree will be awarded to all candidates who have satisfied the requirements for each component.

The objective of the General Education component is to ensure that degree recipients have a basic, college level competence in the humanities and the social sciences. Knowledge of the natural sciences and mathematics can be used to satisfy part of the requirements of this component.

The objective of the Business component will be to ensure that degree recipients possess knowledge and skills comparable to those of graduates from college programs leading to a baccalaureate degree in Business. The candidate will have to demonstrate knowledge in five academic areas: Accounting, Finance, Management of Human Resources, Marketing, and Operations Management. Examinations are being developed to measure three levels of achievement in each of these areas. Another area of competence — Business Environment and Strategy — will be included in this component, and an examination is being developed to measure an awareness of the constraints under which managers function, the considerations involved in the formulation of corporate policy, and the implications of policy decisions.

Since the Bachelor of Science in Business Administration degree will not be available until mid-1973, Edison College is not presently distributing or accepting enrollment forms for this degree program. If a person wishes to have his name placed on the mailing list to receive the requirements for the degree when it is offered, he should write to:

Thomas A. Edison College
State of New Jersey
1750 North Olden Avenue
Trenton, New Jersey 08638

ASSOCIATE IN APPLIED SCIENCE IN NURSING

An interstate committee of nurse educators from New Jersey and New York have been working in recent months to establish the requirements leading to an Associate in Applied Science in Nursing External Degree. This degree will be offered by Edison College after it has been approved by the New Jersey Board of Higher Education and the New Jersey Board of Nursing, probably in late 1973. A major aim of degree will be to assist the personal and career objectives of those who have already had significant experience in the health service field, such as practical nurses, military corpsmen and nursing aides. There will be no prerequisites such as age, residence, or previous education experience in nursing required for enrollment in the nursing degree program. (It should be noted that the State Board of Nursing requires a person to be 18 and to possess a high school diploma or its equivalent before sitting for the State Board Examination in Professional Nursing.)

The Associate in Applied Science in Nursing degree will have two components: General Education and Nursing. The objective of the general education component will be to ensure that degree recipients have basic college level competence in the humanities, social sciences, and sciences/mathematics.

The objective of the nursing component will be to ensure that degree recipients possess knowledge and technical nursing skills comparable to those of graduates from associate degree nursing programs. The candidates will have to demonstrate knowledge in four basic areas: Health, Commonalities of Nursing Care, Differences in Nursing Care and Occupational Strategy. The content of the four nursing areas as a whole will correspond to the content included in the curriculum of associate degree nursing programs at accredited two-year colleges, but it will represent an integrated organization of nursing content at the associate degree level and may not reflect the present curriculum designs or structure of specific courses offered in a college curriculum.

In addition to the four academic content areas, the successful completion of a Performance Examination will be required of all candidates. Since performance in the clinical laboratory is an integral part of every nursing curriculum, candidates will be required to demonstrate competence in executing technical nursing skills in the areas of planning, implementing, and evaluating nursing care. The performance area will reflect the technical

nursing skills expected of every graduate from an associate degree program.

It should be carefully noted that persons who wish to satisfy the requirements of the professional nursing component of the degree program through proficiency examinations may do so only by taking the specially designed External Degree in Nursing Examinations which are presently being developed. The College Proficiency Examinations in the area of the Nursing Sciences, which are currently available through Edison College, cannot be used to meet the requirements of this component of the degree with one exception. The exception is that persons who have successfully passed the Fundamentals of Nursing CPE prior to June 1, 1973 may use this examination to waive the first part of the "Commonalities in Nursing Care" external degree examination.

Since the Associate in Applied Science in Nursing degree will not be available until late 1973 or early 1974, Edison College is not presently distributing or accepting enrollment forms for this degree program. If a person wishes to have his name placed on the mailing list to receive additional information about this degree in the future, he should write to:

Thomas A. Edison College
1750 North Olden Avenue
Trenton, New Jersey 08638

METHODS OF EARNING CREDIT

Previously Earned College Credit

Credit may be earned toward an Edison College degree in a variety of ways. First, an individual may transfer previously earned college credit without regard to the number of institutions previously attended or (with the exception of a number of professional subject areas) the length of time which has elapsed since the credit was earned. Official transcripts from regionally accredited colleges and universities (including recognized candidate and correspondent institutions) will be evaluated, and acceptable credit may be applied towards the credit requirements of an Edison College degree. Only those grades and courses that a candidate wishes to apply towards his degree will be recorded and kept on file. If credit from an accredited institution is questionable or cannot be documented, as is the case when records have been lost or schools have closed, the candidate may apply for a special assessment of his previous college course work.

Similarly, if credit is sought for courses at unaccredited institutions, such as correspondence courses, industrial training courses, in-service training courses and special seminars, the candidate may apply for special assessment of this study. (For further description of special assessment, see below.)

Proficiency Examinations

A second method of earning credit is through successfully completed proficiency examinations. Initially, Thomas A. Edison College will grant credit for exams offered by the following testing agencies:

New York-New Jersey College Proficiency Examination Program

United States Armed Forces Institute Course Tests

College-Level Examination Program (both single subject and general examinations)

College Board Advanced Placement Examinations

In those cases where individuals submit transcripts from testing agencies other than the above, a decision will be made concerning whether or not a special assessment of the transcript is warranted.

Candidates who wish to satisfy degree requirements by means of proficiency examinations should request the testing agency to forward an official copy of the grade report to Thomas A. Edison College. The amount of credit granted for proficiency examinations will vary from examination to examination and will be determined by Edison College Degree Committees.

A complete description of the College Proficiency Examination Program (CPEP) will be found on page 14. Information about the other testing programs listed above will be found in the section of the catalog beginning on page 45.

In regard to these first two methods of earning credit it should be noted that the completion of two courses or two proficiency examinations which substantially cover the same subject area will be considered as duplication of credit, and only one course will be counted for credit toward the degree. Also, all official transcripts must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts will *not* be accepted.

Special Assessment

The third method of earning credit toward an Edison College degree is through special assessment. Those individuals who have acquired college level knowledge in a particular area either through experience, independent study or course work completed at unaccredited institutions of learning, and who wish to obtain credit for this knowledge other than by means of standard proficiency examinations, may request a special assessment. Special assessment will include oral, written, and performance examinations, and the evaluation of portfolios of artistic, literary or musical accomplishments. Faculty panels, consisting of one or more collegiate faculty members or experts in the field, will be convened in the following situations to evaluate a candidate or samples of his work:

1. when a particular experience or type of knowledge cannot be assessed adequately by existing proficiency examinations
2. when no proficiency tests are available in a particular subject area
3. when questionable transcripts and credits that cannot be documented must be evaluated.

Although commonly referred to in the media as giving credit for "life experience", this special assessment has as its central concern the recognition of college-level knowledge or competence, however acquired.

ENROLLMENT PROCEDURES

Anyone can enroll for the Associate in Arts External Degree since there are no age, residence, or educational requirements for enrollment. Individuals who live in New Jersey, outside of the State, or in countries other than the United States are welcome to participate. A high school diploma or college entrance examination is *not* required. A person may enroll for this degree at any time. In order to enroll a person must complete the Edison College Enrollment Form, following the directions included with the form, and forward it to Edison College. A non-refundable fee of \$25 must be submitted along with the Enrollment Form. The necessary form may be secured from the College.

A person becomes an officially enrolled student as soon as he receives a letter from Edison College acknowledging receipt of his correctly completed Enrollment Form and the \$25 fee. Enrolling

in the College entitles a person to an evaluation of official transcripts from accredited colleges and universities, testing agencies, and/or military programs that he wishes to present for credit toward an Edison College degree. Official transcripts containing college-level credit which the person desires to have applied toward an Edison College degree should *not* be forwarded until the person is an officially enrolled student.

As a degree candidate, the official copies of a person's academic work which he submits will be evaluated as soon as possible after they have been received. An evaluation form which lists the courses and/or proficiency examinations for which he has been allowed credit will be forwarded after his evaluation has been conducted. A person should review his evaluation form and the accompanying letter to determine the extent to which he has met the degree requirements. Included in the evaluation will be a listing of requirements, if any, still to be completed. If the evaluation indicates that a person has already completed all of the requirements for the degree, no further tests or college courses will be required by Edison College before the student qualifies for the degree. The College's Counseling staff or the staff of the Registrar's Office will assist students in selecting the most appropriate ways to complete any remaining requirements for the degree. When the evaluation has been formally completed an Edison College transcript will be issued.

Evaluation forms and transcripts are updated each time a person submits an official transcript of additional college and/or military course work, or proficiency examination results, or new materials for special assessment. All qualifying credits will be added to the Edison College transcript after the evaluation has been made. As soon as a person completes all degree requirements, he will be officially notified by Thomas A. Edison College. Information regarding the awarding of diplomas will be forwarded at that time.

TRANSFER OF CREDITS

Since it is likely that some Edison College students will seek to transfer their academic credentials to other institutions in order to finish their degree programs or to begin studies for advanced degrees, the College is developing close working relationships with all the institutions of higher education in the State. As part of this effort, the staff of Edison College is establishing lines of communication with the counseling and records-admissions

staffs of all New Jersey colleges and universities and will solicit from each institution a policy statement concerning the transferability of Edison College credits and degrees.

ACCREDITATION

Edison College is licensed by the New Jersey Board of Higher Education. In addition, although no institution can be accredited by the Middle States Association of Colleges and Secondary Schools until it has been in existence for at least five years, the College has established contact with the staff of the Association. The College plans to formally seek correspondent status with the Association in the near future.

COLLEGE PROFICIENCY EXAMINATION PROGRAM

BACKGROUND

In 1963, the College Proficiency Examination Program (CPEP) was established by the New York State Education Department to expand educational opportunities for people who have acquired college-level knowledge outside of a regular classroom. The Ford Foundation's Fund for the Advancement of Education underwrote the beginning of the program to help get the project started in the early '60s. Now Thomas A. Edison College administers the College Proficiency Examinations (CPEs) in New Jersey.

Some 200 faculty members from colleges across New York State have served as consultants to this program in the past, and representatives from New Jersey, as consultants for Edison College, have now joined with New York colleagues to participate in its continued development and operation. Working in committees, these consultants draw up examination specifications, write examination questions, rate the candidates' answers to the questions, and, together with the CPEP staff, help to determine the levels of performance that should be achieved on the examinations for satisfactory grades. The same examinations will be used in both New Jersey and New York. Since the College Proficiency Examination Program (CPEP) was started, over 10,000 persons have taken the examinations. Colleges and universities throughout New York State and New Jersey, and in many other states as well, have granted course credit for passing grades on these exams. For the immediate future, much credit gained from successfully completed College Proficiency

Examinations (CPEs) will probably be applied toward degrees at these regular institutions. At the same time, credit gained from CPEs can also be used to meet the degree requirements of Edison College. For further information about the Edison College degree programs see page 5.

SCHEDULE

The next four test administrations of CPEP will be:

Test Dates	Application Deadlines
May 10-11, 1973	April 9, 1973
August 9-10, 1973	July 13, 1973
November 8-9, 1973	October 12, 1973
February 7-8, 1974	January 11, 1974

If you wish to receive an application, please contact the College Proficiency Examination Program of Thomas A. Edison College.

GENERAL INFORMATION

Read very carefully the following general notes which are applicable to every College Proficiency Examination.

1. College Proficiency Examinations are not easy tests. Each candidate should apply himself diligently in preparing for examinations, making use of available study guides, recent edition textbooks, or other instructional materials.
2. Each examination description (available from Edison College) is intended to give an indication of the material covered and the objectives tested, so that an individual may judge whether he has the knowledge expected. The description is not a study guide nor is it intended to provide an exhaustive or systematic summary of the examination content.
3. In order to provide for variations in preparation, the questions on each examination will cover a wider range of material than would ordinarily be studied by any candidate. No one, therefore, should expect to be able to answer all the questions.
4. There will be sufficient time for the well-prepared candidate to complete the examination. This will only be true, of course, if you do not delay excessively over

any one question and if you observe time indications closely. Time should not be spent on questions or topics with which you are not familiar. There will generally *not* be time to redo or recopy essay answers. You should, therefore, carefully think through your essay answers before you begin to write. In some cases there may be a choice of questions.

5. Unless otherwise indicated, each examination will be 3 hours in length and may include essay, short answer, or multiple choice questions.

To the right of each examination title is the number of credits which the examination committee recommends be given for successful performance on the examination. The candidate should remember that these are only *recommended* amounts of credits; the credit-granting institution is free to determine in its way the number of credits it will actually grant for a passing CPE grade. Thomas A. Edison College will grant the number of credits recommended for successful performance on a CPE.

QUESTIONS AND ANSWERS

WHAT ARE THE EXAMINATIONS LIKE?

CPEs cover material included in one or more semesters of a regular college course and measure the knowledge expected of a student who completes the course in college. Academic standards are determined by administering the tests to students enrolled in regular college courses in the appropriate fields of study.

HOW ARE COLLEGE PROFICIENCY EXAMINATIONS USED?

CPEs are used primarily for college credit or advanced college placement. However, many people also take them to fulfill requirements for job advancement, for entry into new areas of employment, for measuring achievements of in-service training, to obtain salary credits, and for personal assessment. The exams may be used, where appropriate, to meet degree requirements established for the External Degree Program of Thomas A. Edison College.

MAY ANYONE TAKE A COLLEGE PROFICIENCY EXAMINATION?

Yes, if he believes he is proficient in a field of study for which an

examination has been developed. It is not necessary to have a high school diploma or previous college credit, nor is it necessary to be a New Jersey resident to take a CPE.

WHO IS HELPED BY COLLEGE PROFICIENCY EXAMINATIONS?

CPEs can help individuals of widely varying backgrounds, experience, and interests. Some of the many possibilities are:

- An individual who wants credit for a subject mastered through such means as self-study, on-the-job experience, hospital service, industrial training programs, non-collegiate business or trade schools, educational television courses, correspondence courses or adult education
- A practical nurse who wants to become a registered nurse; the registered nurse who wants to obtain a baccalaureate degree
- An individual who has completed undergraduate studies but needs specific courses to complete the last 6 credits of the New Jersey teaching certificate requirements
- An individual who wishes to obtain second subject matter area teacher certification in a foreign language
- An undergraduate wishing to pursue and receive credit for independent study
- An undergraduate who needs to supplement an inadequate transcript for proper transfer placement
- A member of the armed services, Peace Corps, or other overseas organization who has gained a facility and knowledge of the history and culture of the area in which he lived, or who has studied college subjects while abroad, and wants to turn this experience into credit
- The high school student of above average ability who has benefited from a strong secondary school program or from independent study at the college level and hopes to have credit granted for this study
- The individual who wishes to meet certain of the requirements for the External Degree Program of Thomas A. Edison College

ARE CPE ONLY TAKEN BY COLLEGE STUDENTS AND YOUNG ADULTS?

Decidedly not. Adults in all age brackets have taken CPEs and have done exceptionally well. What's more, an increasing number

of colleges and universities are making provisions for the educational needs of the adult student. Some of these institutions are listed on page 55.

An individual who believes he or she is alone, at middle age or beyond, in having educational ambitions that are usually ascribed to teenagers and young adults should realize that thousands of older men and women throughout the United States have already proven that a late start in college is no handicap.

CAN A PERSON WHO IS NOT INTERESTED IN COLLEGE CREDIT TAKE CPEs?

Certainly. Some people who take the examinations are interested primarily in evaluating their own learning achievement; others want to test the effectiveness of the programs of off-campus study they have pursued. Many seek formal recognition of their competencies in order to achieve personal and professional advancement.

IS AN APPLICATION NECESSARY?

Yes. An application to take one or more College Proficiency Examinations must be filed several weeks before the test administration. Candidates may submit their application and testing fees as soon as they have decided upon the examination(s) they wish to take.

WHAT IS THE FEE TO TAKE A CPE?

The fee for *each* examination is \$25. The fee must be accompanied by an official application form for the College Proficiency Examination Program.

HOW MANY EXAMS DO YOU HAVE TO TAKE?

You may take just one or as many as four exams, that is: one for each testing period. Each person has his or her own reasons for taking CPEs, and these reasons will probably determine which exams and how many will be taken.

WHERE ARE THE EXAMINATIONS GIVEN?

College Proficiency Examinations are given at college centers at the following locations in New Jersey:

Camden
Hackensack

Lincroft (Monmouth County)

South Orange
Trenton

ARE THERE PREREQUISITES FOR TAKING EXAMINATIONS?

No. There are no formal prerequisites of any kind — no previous courses of study, no diploma, no particular grades in school. Anyone may take an exam if he feels he has a college-level mastery of a subject, no matter how he came to have this knowledge.

WHO PREPARES COLLEGE PROFICIENCY EXAMINATIONS?

Committees composed of outstanding faculty members in the appropriate academic discipline in New York State have developed most College Proficiency Examinations under the direction of the New York State Education Department. Now faculty members from New Jersey institutions are joining these committees as representatives of Thomas A. Edison College. Each CPE is under a continuous process of review and approval by its college faculty committee. A few examinations are obtained from other examining agencies. In these cases, examinations are adopted by the College Proficiency Examination Program only when their use has been recommended by the faculty committee in that subject.

WHAT ARE THE EXAMINATIONS LIKE?

The examinations are designed to test not only an individual's factual knowledge, but also the ability to use that knowledge effectively. CPEs deal with the topics and objectives of the courses offered in colleges and universities in New Jersey. Most examinations are 3 hours in length.

The examinations vary in format and may include multiple choice, short answer, and essay and problem questions. Short descriptions of all examinations begin on page 26. More complete content outlines for each exam are available from the College Proficiency Examination Program of Edison College.

ARE THE EXAMINATIONS DIFFICULT?

College Proficiency Examinations are reasonably difficult and demanding, as they must be if colleges are to recognize successful performance on them for credit. It should be remembered that regular contact gives college professors the opportunity to gain an accurate sense of their on-campus students' capabilities, whereas the applicant for credit by examination is evaluated only once — through the examination. It is logical then, that a little more is expected of the person who wants credit for an examination without classroom attendance.

HOW SHOULD A PERSON PREPARE FOR THE EXAMINATIONS?

There is no one recommended way to study for College Proficiency Examinations. *Any* method of study which the candidate finds effective is the correct way for that person to study for CPEs. The candidate will be expected to have achieved the same objectives as students in regular college courses and should prepare himself accordingly. In particular, since lectures and class discussions often provide the classroom student with important background information in addition to the material provided in texts and assigned readings, the CPE candidate should be sure that his reading is broad enough to provide full coverage of each subject. CPE study aids have been prepared in many areas by the CPE faculty committees and are available upon request. Libraries and bookstores can often provide assistance in locating good texts and bibliographies, including many fine paperbacks. College course outlines and study guides, purchased in most bookstores, may be helpful. It may also be possible for an interested candidate to make an appointment with an instructor in the appropriate academic discipline at a local college or university, and seek his advice in preparing for one or more of the CPEs described in this catalog.

WHAT IS A PASSING GRADE ON A CPE?

CPEs are graded according to a five-letter scale (A, B, C, D, and F), or as 'pass-fail'. Most colleges require that a minimum CPE grade of C be attained before credit will be granted. Some colleges require a CPE grade of at least a B before they will grant credit. For the candidate who has a bachelor's degree and hopes to use his CPE in lieu of specific course requirements for a New Jersey teaching certificate, a CPE grade of C must be achieved. (For further information see page 22.)

WILL CPEs COUNT TOWARD THE EDISON COLLEGE EXTERNAL DEGREE?

Yes, in many cases CPEs can meet some of the requirements for External Degrees offered by Edison College. Inquiries should be directed to the College. (See page 10 for further information).

IS COLLEGE CREDIT AUTOMATICALLY GRANTED FOR A PASSING CPE GRADE?

A CPE passing grade is translated into actual course credit by Thomas A. Edison College. Candidates interested in applying

CPE grades to an External Degree should consult the staff of the College. (For further information on the External Degree Program, see page 10).

Those who hope to apply a passing CPE grade to a program at another college should contact the academic dean and/or the appropriate department chairman at that college before applying to take a CPE to determine the acceptability of each College Proficiency Examination he is planning to take.

HOW MANY CREDITS IS EACH EXAMINATION WORTH?

Candidates who apply CPE grades to meet External Degree requirements of Edison College will receive the number of credits recommended by the faculty committee for a particular CPE.

When a faculty committee prepares a CPE, it also recommends the amount of credit it considers should be granted by a college for satisfactory performance on the examination. The recommended credits for each CPE are beside the title on each examination description.

It must be emphasized, however, that these are *recommended* credits. All colleges will determine the amount of credit they wish to grant for any exam. No college is required to grant the recommended amount of credit nor, conversely, is a college limited to that amount should it feel that the person's examination performance deserves additional credit.

ARE STANDARDS FOR GRANTING CREDIT THE SAME AT ALL COLLEGES?

No. Each college sets its own standards, and standards do vary from college to college. *Before taking a College Proficiency Examination, check to make sure CPE credits will be accepted by the college you are or hope to be attending.*

Just as a high school graduate may be denied admission by one college and be admitted by another, some colleges will refuse to grant credit for an examination performance which would be acceptable to another college. Most institutions of higher education will provide the candidate with general indications of the levels of performance they expect, but each also reserves the right to evaluate individually the candidate's performance on the examination. It should be noted that in some cases a college may not grant credit but will, instead, waive a prerequisite or a required course. The student can then enroll in a more advanced

course in the subject area, or take an elective. *Each institution of higher learning, and, in many cases, each academic unit and department within each institution, sets its own policies and standards for granting credit.* Final decision on the granting of credit in individual cases will be made by those responsible for such matters in the institution.

A college will not ordinarily award credit for an examination that is at or below the level of difficulty at which any other credit has previously been earned by the student in that subject.

CAN CPEs AID IN MEETING NEW JERSEY TEACHER CERTIFICATION REQUIREMENTS?

Yes. The Bureau of Teacher Education and Academic Credentials has stated that persons who need 6 semester hours credit or less to meet New Jersey State Teacher Certification requirements may utilize the College Proficiency Examination Program as a means of fulfilling these requirements. There is not a CPE which can be substituted for the practice teaching requirement.

For information concerning which Certification requirements can be met by the CPEs, contact:

Bureau of Teacher Education & Academic Credentials
New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

IS CREDIT BY EXAMINATION AS "GOOD" AS CREDIT EARNED ON CAMPUS?

Yes. When an institution grants credit for a CPE, this credit carries as much value towards a degree as credit earned through formal course work.

DO COLLEGES ESTABLISH ANY ADDITIONAL REQUIREMENTS FOR CREDIT?

In most cases, requirements for credit are satisfied upon successful completion and acceptance of the examination. However, colleges may require additional proof of competence.

For example, laboratory science is an integral part of introductory college science courses and colleges may expect the candidate to demonstrate those abilities and skills usually developed through

laboratory experience. To some extent, these skills can be tested on a written examination, but they are best demonstrated in an actual laboratory situation. Most colleges will expect a biology candidate to have had experience with living materials, and to have carried out appropriate fieldwork. An important objective in all nursing courses is the development of clinical skills required for safe nursing care. An important objective of many courses in the social sciences is the ability to write research papers, including knowledge of how to cite sources and how to give credit for the ideas and phrases of others. Colleges may request the CPE candidate to write a paper or otherwise present evidence that he has this ability.

HOW MUCH CREDIT ALTOGETHER MAY BE EARNED BY TAKING EXAMINATIONS?

Colleges have different policies regarding the total amount of credit that may be earned by examination. In granting credit by examination, colleges recognize the value of independent and off-campus study, but many institutions also believe it is important that a person receiving a degree has been exposed to the experiences of classroom study. Individuals planning to attend a particular college should check to determine both the total amount of credit by examination that will be granted and the subject areas the college will recognize. Candidates who apply CPE grades to meet the degree requirements of Edison College will, of course, not be required to do on-campus work. The amount of credit by examination allowed for an External Degree will be limited only by the availability of appropriate testing instruments approved to meet particular External Degree requirements.

WHEN SHOULD CREDIT BE SOUGHT?

In most cases, the candidate should wait to apply for credit until he is also ready to seek regular admission to a college. This means that an individual could take several examinations before he receives any credit. Thomas A. Edison College will keep records of CPE grades earned by an individual and report them to a college or other agency on request from the candidate. Candidates wishing to apply CPE grades to meet External Degree requirements should seek guidance from Edison College.

WHEN WILL CREDIT BE AWARDED?

Colleges grant credit for successful examination performance only

after an individual is accepted for admission as a full-time or part-time student. Some grant credit only provisionally at that time and will withhold full credit until the applicant successfully completes some study on campus.

HOW ARE CPE GRADES SENT TO COLLEGES OR OTHER AGENCIES?

After a candidate has taken a CPE, he will be notified of his grade, usually within 90 days of the date of administration. At that time, he may request that his CPE grade be sent to whatever colleges or other agencies he specifies. There is no charge for having CPE grades sent, regardless of the number requested.

IS THE CANDIDATE'S CPE GRADE KEPT CONFIDENTIAL?

Yes. A candidate's CPE record or any examination grade therein will not be released without the consent of the candidate.

MAY A COLLEGE REVIEW AN INDIVIDUAL'S CPE ANSWERS?

If a candidate has requested that his CPE grade be sent to a college, it is assumed that he is willing to have the college see his answer booklet if they request it. A college, therefore, may request a copy of a candidate's answers in the essay or problem section of the examination when that college has been designated by the student as a recipient of the CPE grade.

There is no charge to the college or the candidate for this service. A candidate's answers on the essay or problem section of a CPE will be kept no longer than two years after the CPE grade on that examination is first reported to the candidate.

IS AN OFFICIAL RECORD KEPT OF AN INDIVIDUAL'S GRADES?

Yes. Cumulative records of an individual's CPE grades are kept by Edison College.

MAY A CANDIDATE RETAKE A CPE?

Yes. The candidate who is interested in retaking a CPE should write to the College Proficiency Examination Program office at Edison College for specific instructions.

ARE THE EXAMINATIONS RECOGNIZED BY COLLEGES IN OTHER STATES?

The College Proficiency Examination Program has been in existence in New York State for nine years and colleges and universities in that state have granted over 25,000 course credits

for passing grades. In addition, colleges, educational organizations, and state departments of education in other states have been informed of the CPE Program, and many institutions outside of New York and New Jersey do grant course credit for an acceptable performance on CPEs. Thomas A. Edison College will send a candidate's CPE grade to out-of-state colleges or agencies at the candidate's request.

If a student wishes to transfer to an out-of-state college, CPE credit granted by a New Jersey college will probably be treated in the same manner as credit earned in regular college course work.

DO OTHER STATES HAVE THEIR OWN PROFICIENCY EXAMINATION PROGRAMS?

Not of the same type as the CPE Program in New Jersey and New York.

IS THERE ANOTHER PROFICIENCY EXAMINATION PROGRAM?

Yes, a Proficiency Examination Program called the College-Level Examination Program (CLEP) administers examinations every month at a number of testing centers in New Jersey.

As with all work undertaken independently, the candidate taking CLEP tests should check with the college or university from which he wishes to receive credit to determine if that institution will accept his scores. An extensive description of CLEP may be found on page 45.

WHAT DO YOU DO NOW?

If you think that College Proficiency Examinations can help you, first fill out an application form which may be obtained from:

College Proficiency Examination Program
Thomas A. Edison College
1750 North Olden Avenue
Trenton, New Jersey 08638

HOW DO YOU PREPARE FOR AN EXAM?

The best thing to do is to study. College-level mastery of a subject requires regular, concentrated effort. Such effort, however, will pay a handsome dividend in educational, professional, or personal advancement.

Two of the skills most important for the independent student to

acquire are the ability to develop bibliographies appropriate to his purpose and to locate the specific works he needs. Public libraries and bookstores can assist in both of these tasks. Many libraries have most of the books a student may need and often have selected bibliographies in specific subjects. College bookstores are a good source for textbooks and will often be able to supply the works used in specific courses. Many bookstores now carry a wide range of paperback books and most bookstores will order any book which they do not have in stock.

There is no shortcut to mastery of a subject. "Cram" courses and handbooks on how to pass examinations are no substitute for careful systematic study, particularly when the objective is, as it always should be, enduring command of the subject.

EXAMINATION DESCRIPTIONS

Following are brief summaries of the content and objectives of each College Proficiency Examination offered by Thomas A. Edison College. Detailed content outlines which can help the student in preparing for the CPEs are available for every examination. In addition, study aids, such as bibliographies of recommended reading and sample questions have been designed for many of the exams. The content outlines and study aids may be obtained by writing to:

The College Proficiency Examination Program
Thomas A. Edison College
1750 North Olden Avenue
Trenton, New Jersey 08638

Please be sure to indicate the specific examinations in which you are interested. Study aids will be included for those CPEs for which an aid has been prepared.

ARTS AND SCIENCES

College Proficiency Examinations in the arts and sciences are generally applied toward college credit but may also be used to satisfy certain teacher certification requirements and external degree requirements of Thomas A. Edison College. These examinations are usually on the introductory college level, and as the descriptions illustrate, are quite comprehensive in scope.

AMERICAN HISTORY

Recommended Credits: 6

The College Proficiency Examination in American History is designed to test achievement equivalent to that attained in an introductory college course in American History. The candidate will be expected to have a thorough grounding in facts, but should be able to go on from these facts to an examination of their contexts, their causes and results, and their significance. He will be expected to know how (a) to read historical material analytically and critically; (b) to weigh historical evidence and interpretations; and (c) to arrive at conclusions on the basis of facts. He will be expected to have a knowledge of historians and their interpretations of American History, and to know how to use and interpret documents, maps and other graphic materials. (See also, "Do Colleges Establish Any Additional Requirements for Credit?" page 22.) The candidate will be expected to have more than a textbook knowledge of many of the topics covered by the examination and should be able to deal intensively with some of them. Knowledge gained from general historical works, special studies, and biographies may be utilized in answering essay questions.

CPE COMMITTEE ON AMERICAN HISTORY

Selig Adler, State University of New York at Buffalo
Ralph A. Brown, State University College at Cortland
David M. Ellis, Hamilton College
Joseph Grande, D'Youville College
Manfred Jonas, Union College

AMERICAN LITERATURE

Recommended Credits: 6

The College Proficiency Examination in American Literature is designed to test the level of proficiency attained in the study of the literary expression of the American people from the beginning of the 18th century to the present, with strong emphasis on the major writers of the 19th century. The examination assumes preparation equivalent to that of students taking an introductory college course in American literature. Although a certain amount of factual knowledge is necessary to the enjoyment and understanding of literature, analytical and interpretive abilities are of greater importance and are given primary emphasis on the examination.

CPE COMMITTEE ON AMERICAN LITERATURE

Johannes Bergman, State University of New York at Albany
James Crenner, Hobart and William Smith Colleges
Joseph Sandman, Canisius College
Jane Saunders, Orange County Community College
Joseph Slater, Colgate University

BIOLOGY

Recommended Credits: 6

The College Proficiency Examination in Biology is based upon an introductory college course in Biology. The examination presupposes that in his study the candidate has learned that fundamental principles apply to both plants and animals. The overall approach assumed is dynamic, and includes an emphasis on functional morphology. Evolution is a fundamental theme in Biology, and candidates will be expected to understand the interdependence of organism and environment, with stress on animal adaptations and behavior. Because a thorough understanding of concepts in Biology involves Chemistry, a background in that subject is also necessary. (See also, "Do Colleges Establish Any Additional Requirements for Credit?" page 22.)

CPE COMMITTEE ON BIOLOGY

William Beckert, St. John's University
Harry Brenowitz, Adelphi University
Sister Grace Geisler, Nazareth College of Rochester
Carroll Knowlton, Orange County Community College
Harold Powers, State University College at Oswego

EARTH SCIENCE

Recommended Credits: 6

The College Proficiency Examination in Earth Science will expect the candidate to demonstrate his knowledge and understanding of: the Earth and the Universe; Earth as a Planet; The Solid Earth; Earth's Envelopes; Earth's Processes; and Earth's Past. Emphasis will be upon the relationships and interactions among the various areas which make up the earth sciences. The candidate should be able to: recall and use factual knowledge; interpret data and make inferences; solve problems including the manipulation of numerical data and the reading and interpretation of graphs, weather, oceanographic, and geologic maps and cross sections; identify contributions of major

earth scientists; devise experiments to demonstrate principles and to solve specified problems in Earth Science; and to demonstrate familiarity with major instruments and methods.

CPE COMMITTEE ON EARTH SCIENCE

John M. Bird, State University at Albany
Arthur Bloom, Cornell University
Kenneth Franklin, Hayden Planetarium
Narayan Gokhale, State University of New York at Albany
Samuel Katz, Rensselaer Polytechnic Institute
Richard Ordway, State University College at New Paltz
Robert Sutton, University of Rochester

EUROPEAN HISTORY

Recommended Credits: 6

The College Proficiency Examination in European History is based upon an introductory two-semester college course in modern European history. The candidate will be expected to demonstrate a knowledge of the general narrative and the specific major details of European history from 1450 to the present. He should be aware of the general facts of the medieval history insofar as these serve as a prologue to modern European history. The essay section of the exam will stress the period from 1789 to the present. The candidate must also have an ability to see the facts of history in context; to interpret, explain, and relate historical movements; to distinguish causes, results, and significances; to read historical materials in a discriminating way; and to weigh evidence and reach conclusions on the basis of facts. A person with an adequate knowledge and understanding of history is expected to write with economy, grace, and above all, with relevance. (See also, "Do Colleges Establish Any Additional Requirements For Credit?," page 22.)

CPE COMMITTEE ON EUROPEAN HISTORY

Robert Carlisle, St. Lawrence University
Elisa Carrillo, Marymount College
Mathew Elbow, State University of New York at Albany
Leo Loubere, State University of New York at Buffalo
Nancy Struever, Hobart and William Smith Colleges

FRESHMAN ENGLISH

Recommended Credits: 6

The College Proficiency Examination in Freshman English is designed to test the candidate's knowledge and understanding of literature and his ability to write a good composition. The examination assumes preparation equivalent to that of the student who has taken a one-year course in Freshman English commonly offered in colleges and universities. The candidate will be expected to demonstrate an understanding of a variety of literary works drawn from the genres of fiction (short story and novel), poetry, drama, and the essay. He will be expected to know in depth the works listed in the available content outline (see page 26). He should be able to show how such elements as theme, plot, characterization, point of view, structure, and symbolism function in these works and contribute to their meaning. He should have some understanding of the nature of each of the genres; be able to compare and contrast their different characteristics (e.g., the methods of achieving the effects peculiar to drama); be able to discuss relationships between genre and content; be familiar with the literary terminology of the respective genres; and be able to demonstrate understanding of the basic concepts of prosody, including the ability to recognize rhyme scheme and scan verse.

He will also be expected to show knowledge of grammar, punctuation, diction, and spelling; and to demonstrate his ability to write a good composition showing competent organization and development in sentences, paragraphs, and the complete essay.

CPE COMMITTEE ON FRESHMAN ENGLISH

Jeane H. Geehr, Vassar College
William Green, Queens College
Jonathan Kistler, Colgate University
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

SHAKESPEARE

Recommended Credits: 3-4

The College Proficiency Examination in Shakespeare is based upon a one-semester college course on Shakespeare which is usually taken in the sophomore or junior year. The candidate will primarily be expected to demonstrate an understanding of the plays of Shakespeare and of the significant relationships between

them. He will be expected to have a knowledge of essential background information: the dates of the plays on the reading list, their sources and their textual history; a familiarity with the life of Shakespeare; and some acquaintance with the customs and conventions of the Elizabethan theater. He should be prepared to answer factual questions drawn from the background materials or from plays listed in the available content outline (see page 26), to discuss the plays intelligently, and to support generalizations and interpretations with specific evidence. He should be able to show how such dramatic and poetic elements as theme, character, plot, language, verse form, and imagery function in the plays and contribute to their total meaning. He should have some familiarity with the conventions of comedy, tragedy, and the history play as reflected in Shakespeare's dramatic art. He should be able to discuss relationships between genre and content. Memorizations of passages will not be required. Knowledge derived from the study of any of the plays of Shakespeare whether on the content outline or not will be helpful in answering general questions and may be used where appropriate in answering essay questions.

CPE COMMITTEE ON SHAKESPEARE

Jeane Geehr, Vassar College
William Green, Queens College
Jonathan Kistler, Colgate University
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

EDUCATION

College Proficiency Examinations in Education, like all CPEs, can be taken for college credit. The examinations in education, however, are often used to meet some of the credit hours in professional education required for State teacher certification. For further information on using CPEs to meet teacher certification requirements, see page 22.

AMERICAN EDUCATION, HISTORY OF

Recommended Credits: 3

The College Proficiency Examination in the History of American Education is designed to test the candidate's knowledge and understanding of the important events and developments in American education, and the influence of these events and

developments on contemporary policy and practice. The examination assumes preparation equivalent to that of students who have taken a one-semester college course in History of American Education.

He will be expected to demonstrate his ability to recall factual information concerning the material listed above. The emphasis, however, will be on questions that require the use of this information in demonstrating an understanding of the origins of educational practices; the relationships between education and social circumstances and intellectual assumptions that condition educational policies and practices; the relationship between formal and informal education; and the relationship between American and European educational history.

It is recommended that the candidate read one or more texts specifically on the History of American Education. In addition, it would be well if he examined selections from general works on American and western history to gain perspective on such topics as informal education, nonschool education, and cultural influences on education. He will be expected to be familiar with the events and developments in each major period from 1600 to the present, as indicated in the available content outline (see page 26.)

CPE COMMITTEE ON HISTORY OF AMERICAN EDUCATION

Hyman Kuritz, State University of New York at Albany
Jonathan Messerli, Hofstra University
Fredrick Schult, New York University

EDUCATIONAL PSYCHOLOGY

Recommended Credits: 6

The College Proficiency Examination in Educational Psychology is based upon an introductory college course in Educational Psychology or in Psychological Foundations of Education and is designed to test an understanding of basic psychological principles. The candidate will be expected to demonstrate a knowledge of key terms and concepts and important persons associated with particular investigations or points of view; the ability to read and use psychological information; an acquaintance with key experimental and empirical studies which provide the basis for generalizations and principles of educational psychology and ability to interpret findings and apply them to specific classroom situations; and a knowledge of principles,

generalizations and dominant theories, as well as an understanding of how they operate in actual practice; and the ability to apply them to classroom situations.

CPE COMMITTEE ON EDUCATIONAL PSYCHOLOGY

Howard Berkowitz, State University of New York College at Oneonta
Gordon Fifer, Hunter College
William B. Gillooly, Rutgers University
Sister Mary Gertrude Keckeissen, College of Mount Saint Vincent
Richard Ripple, Cornell University
John Rosenbach, State University of New York at Albany
Marvin Taylor, Queens College

PHILOSOPHY OF EDUCATION

Recommended Credits: 6

The College Proficiency Examination in Philosophy of Education assumes preparation equivalent to that of the student who has taken a two-semester college course in Philosophy of Education (or a one-semester college course carrying up to six semester hours of credit). The examination is designed to test the candidate's ability to deal philosophically with significant and continuing issues in the educational domain. It will measure his knowledge and understanding of major works in philosophy which shed light on aspects of the problems in education. It demands the ability to identify the philosophic dimension of persisting issues and problems, to frame relevant philosophic questions, and to conceptualize such issues and problems within the context of the history of ideas. The candidate's facility in handling the philosopher's distinctive tools, and his familiarity with philosophic terminology, conceptual apparatus, and methods will also be examined. Candidates should clearly understand that their answers are expected to be written from a philosophic standpoint. The methods of philosophic explanation, clarification, and description are to be used *exclusively*. One of the major purposes of this examination is to see whether or not the student is capable of applying the distinctive tools of philosophy to educational concepts. The candidate should be familiar with, and be able to apply to educational issues, the basic conceptual apparatus of contemporary philosophy. He should: (1) be able to make use of counter-examples in the clarification of an issue, and to deal appropriately with

tautologies, ambiguities, and vagueness; (2) know the major functions and forms of definitions and be able to make intelligent use of this knowledge; (3) be familiar with the methods used in the search for knowledge, including intuition, revelation, consensus, deduction from basic truths, and the scientific, Socratic, and phenomenological methods; and (4) understand functions and forms of definitions and be able to make intelligent use of this knowledge; and (3) be familiar with the methods used in the search for knowledge, including intuition, revelation, consensus, deduction from basic truths, and the scientific, Socratic, and phenomenological methods, and (4) understand and make distinctions between facts and values, induction and deduction, and analytic and synthetic statements.

CPE COMMITTEE ON PHILOSOPHY OF EDUCATION

Morris Berger, State University of New York at Albany
Paul Dietl, Syracuse University
D. Robert Gowin, Cornell University
Philip H. Phenix, Columbia University
Mary Anne Raywid, Hofstra University

READING INSTRUCTION IN THE ELEMENTARY SCHOOLS

Recommended Credits: 6

The College Proficiency Examination in Reading Instruction in the Elementary School assumes preparation equivalent to that of the student who has taken a two semester college course in Reading Instruction in the Elementary School (or one semester college course carrying up to six semester hours of credit). The examination is designed to test the candidate's ability to deal effectively with key terms and concepts associated with reading instruction. The examination will cover the following areas: assessment, goal setting, material and methodology, instructional management, instruction, evaluation, parental role, school support staff, and personal responsibility of the teacher.

CPE COMMITTEE ON READING INSTRUCTION

Daniel Briggs, Schenectady School District
Robert Canfield, State University College at Oswego
Sister Mary Consilia, Mount Saint Mary College
Robert Kinder, Connecticut State Department of Education
J. Roy Newton, State University at Albany
William Sheldon, Syracuse University

TEACHING METHODS

Foreign Languages — French, German, and Spanish

Recommended Credits: 3

A passing grade in the Professional Preparation Test of the Modern Language Association Foreign Language Proficiency Test, Battery B, may be accepted by the Bureau of Teacher Education and Academic Credentials of the New Jersey State Department of Education toward teacher certification in lieu of three (3) credits in professional education.

See page 22.

FOREIGN LANGUAGES

FRENCH, GERMAN, SPANISH

The College Proficiency Examination Program administers and scores three of the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. A brochure describing the content of the Foreign Language tests, and providing sample questions, may be ordered free from Thomas A. Edison College.

LANGUAGE SKILLS (Battery A)

Recommended Credits: variable

Listening comprehension, speaking, reading, and writing tests are offered in French, German, and Spanish. These examinations are not designed to cover a specific course or courses but, rather, are intended to test a relatively high level of language competence that would encompass work covered in several courses, including those of an advanced nature. Each college, therefore, can best decide how much credit it will grant for various levels of performance on the examinations included in Battery A.

APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION (Battery B)

Recommended Credits: 3 each

With the exception of Professional Preparation (Teaching Methods) for which there is one general test, separate examinations in Applied Linguistics and in Civilization and Culture are offered for each of the three languages.

SCORES ON FILE WITH EDUCATIONAL TESTING SERVICE

Students whose scores from the MLAs Foreign Language

Proficiency tests are on file with the Educational Testing Service (ETS) may request that agency to send an official transcript to the College Proficiency Examination Program office for evaluation. CPEP will then issue an official grade report form. Candidates should write to CPEP informing the Program where the official grade report should be sent.

HEALTH EDUCATION SCIENCES

The three College Proficiency Examinations in the Health Education Sciences are designed to test the ability of candidates to relate important concepts in Health Education. Each examination is 3 hours in length and a candidate may take all three examinations during any two-day CPE administration. Institutions of higher learning may grant college credit on the basis of acceptable grades on these three CPEs in the health education sciences, but they were designed primarily to help meet all health content subject matter requirements for teacher certification in New York State and may assist in meeting teacher certification requirements in New Jersey. See page 22 for additional information on how CPEs may be used to meet teacher certification requirements. These examinations are graded on a "pass-fail" basis.

HEALTH I: PERSONAL HEALTH — PHYSICAL ASPECTS

Recommended Credits: 12

The College Proficiency Examination in Health I: Personal Health — Physical Aspects is based upon content to be found in college health courses on nutrition, personal health, first aid and safety, health observation, epidemiology, and health economics. The candidate will be expected to demonstrate a knowledge of facts, trends, and terminology related to the following areas: health status, nutrition, dental health, the senses; disease protection and prevention, securing health service and protection, and the individual's role in first aid and safety. He must demonstrate an understanding of personal and physical health concepts, principles, and procedures and be able to show that he has the ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning physical and personal health, as well as, the ability to assess individual health patterns dealing with the areas listed above.

CPE COMMITTEE ON HEALTH I

James Baker, State University of New York College at Oneonta
David Brogan, Rockland County BOCES
Leonard Gath, State University of New York College at Cortland
Alan Hinman, N.Y.S. Department of Health
Anne Newman, Brooklyn College
Robert Ragsdale, N.Y.S. Tuberculosis and Respiratory Disease Association
Charles Sherman, University of Rochester Medical School
Kenneth Veselak, Nassau Community College
Mina Wollen, State University of New York College at Cortland
William Zimmerli, State University of New York College at Brockport

HEALTH II: PERSONAL HEALTH — EMOTIONAL AND SOCIAL ASPECTS

Recommended Credits: 12

The College Proficiency Examination in Health II: Personal Health — Emotional and Social Aspects is based upon content to be found in college courses on drug use and abuse, human sexuality, mental and emotional health, human growth and development, marriage and the family, human relations, and group dynamics. The candidate will be expected to demonstrate a knowledge of facts, trends, and terminology related to the content areas listed above; an understanding of emotional and social health concepts, principles and dynamics; and an ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning emotional and social development.

CPE COMMITTEE ON HEALTH II

Eugene Bowers, State University of New York College at Brockport
Hortense Cochrane, Syracuse University
Ralph Edwards, Kingsborough Community College
Donald Haynes, N.Y.S. Department of Mental Hygiene
Madeline Hurster, Queens College
Ernest Luongo, State University of New York College at Oswego
Philip Nader, University of Rochester Medical School
Benjamin Pasamanick, N.Y.S. Department of Mental Hygiene
Frank Rathbone, Brooklyn College
Gustave Timmel, State University of New York College at Cortland
Miriam Tuck, Herbert H. Lehman College
Ronald Vincent, Roswell Park Memorial Institute

HEALTH III: PUBLIC AND ENVIRONMENTAL HEALTH

Recommended Credits: 12

The College Proficiency Examination in Health III: Public and Environmental Health is based upon content to be found in college health courses on community and world health, environmental health, consumer health, disease prevention and control, and problems of the aged. Students would be advised to consult the most recent publications in the field of public and community health. The candidate will be expected to demonstrate a knowledge of facts, trends, and terminology related to the content areas listed above and an understanding of community health resources, concepts, principles, and procedures. He must be able to show an ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning community and environmental health problems and programs, as well as an ability to assess the individual's relationship and responsibilities with regard to community health problems.

CPE COMMITTEE ON HEALTH III

Patrick Carolan, Nassau Community College
Harold Childs, Springfield College
Frank Egan, Queensborough Community College
Julia Freitag, N.Y.S. Department of Health
Ruth Jacobus, State University of New York College at Cortland
Anne Loop, Hunter College
Edmund McTernan, SUNY at Stony Brook
Lois Meyer, U.S. Food and Drug Administration
Charles Poskanzer, State University of New York College at Cortland
James Quinlivan, N.Y.S. Department of Health
Thomas Rochester, Corning Community College
Joseph Salvato, N.Y.S. Department of Health
Andrew Sorensen, Cornell University
George Stricker, Adelphi University

NURSING SCIENCES

Five proficiency examinations in nursing subjects are available to help licensed practical nurses become registered nurses, and registered nurses earn a baccalaureate degree. The CPEs in Fundamentals of Nursing and Maternal and Child Nursing (associate) are designed primarily to facilitate the advancement of licensed practical nurses who wish to become registered nurses.

The three baccalaureate level tests — Medical-Surgical Nursing, Psychiatric-Mental Health Nursing, and Maternal and Child Nursing (baccalaureate) — are designed primarily for registered nurses seeking a baccalaureate degree. Each exam is 3 hours in length.

Schools of nursing may require evidence of clinical ability before granting credit, or set other requirements for individual candidates. CPE candidates in the nursing sciences are advised to check specific credit or advanced placement granting policies with the dean or department chairman or director of nursing at the school they will attend, before taking a CPE.

Candidates should carefully note that these College Proficiency Examinations in the Nursing Sciences cannot be used to meet the requirements of the professional portion of the Associate in Applied Science in Nursing degree presently being developed by Thomas A. Edison College and the Regents External Degree Program (see page 8). Persons who wish to satisfy the professional requirements of this degree through proficiency examinations may do so only by taking the specially designed External Degree in Nursing Examinations which will be available in early 1974.

FUNDAMENTALS OF NURSING

Recommended Credits: 5-10

The College Proficiency Examination in Fundamentals of Nursing is designed to test the candidate's knowledge and understanding of the basic practice of Nursing. The examination assumes preparation equivalent to that of the student who has taken a basic course in Fundamentals of Nursing at a diploma school of nursing or in an associate degree program of nursing. The candidate will be expected to demonstrate a knowledge and understanding of facts, trends, and terminology related to the areas of health care, individuality and basic physiological functions of the patient, therapeutic intervention, as well as asepsis, observation, recording, and reporting.

CPE COMMITTEE ON FUNDAMENTALS OF NURSING

Helen Dewar, E.J. Meyer Memorial Hospital
Janet Fahey, Hudson Valley Community College
Louise Hall, Mohawk Valley Community College
Mildred Pitts, Kingsborough Community College
Marian Siriani, Misericordia Hospital

MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Recommended Credit: 4-6

The College Proficiency Examination in Maternal and Child Nursing, Associate Degree Level, is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing. The candidate will be expected to demonstrate a knowledge and understanding of facts, trends, and terminology related to the beginning family (antepartal, intrapartal, postpartal, and new born periods) and the expanding family (1 month—21 years). He should have the ability to recognize and apply principles and theories to a variety of nursing situations, to assess commonly occurring nursing situations and propose an appropriate plan of action.

CPE COMMITTEE ON MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Meda Bowman, Monroe Community College
Florence Healy, Corning Community College
Adele Mitchell, Suffolk Community College
Edith Rubino, National League for Nursing

MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Recommended Credits: 6-12

The CPE in Maternal and Child Nursing, Baccalaureate Level, is designed to test the candidate's knowledge and understanding of maternal and child nursing. The emphasis is placed upon the application of theory to the nursing situation. The candidate should be prepared to demonstrate a knowledge of facts, trends, and terminology related to maternal nursing (antepartal through newborn period) and child nursing (birth through 21 years). He should have the ability to recognize and apply principles and theories to a variety of nursing situations, the ability to use a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CPE COMMITTEE ON MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Jane Fielding, State University of New York at Binghamton
Sister Patricia Ann Finn, Niagara University

Mary Norma O'Hara, State University of New York at Buffalo
Cornelia Porter, University of Rochester
Roselind Wang, Russell Sage College

MEDICAL-SURGICAL NURSING

Recommended Credits: 8-12

The emphasis of the College Proficiency Examination in Medical-Surgical Nursing will be on the nursing process. The candidate will be expected to know specific facts, principles, and theories; assess situations by analysis and synthesis; apply nursing principles, and evaluate situations as to their effectiveness and implications.

CPE COMMITTEE ON MEDICAL-SURGICAL NURSING

Erma Bahrenburg, Adelphi University
Margaret Cotterell, Cornell University — New York Hospital
Marjory Keenan, Russell Sage College
Madeleine Kennedy, State University of New York at Buffalo
Edith Schmitt, Wagner College

PSYCHIATRIC-MENTAL HEALTH NURSING

Recommended Credits: 6

The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of theory to the nursing situation. The candidate should be prepared to demonstrate a knowledge of facts, trends, and terminology related to the following areas: personality development, the nature of anxiety, interpersonal relationships, communication process; types of therapy, the patient's hospital world, problems in adaptation, and nursing intervention. He should be prepared to demonstrate the ability to recognize and apply principles and theories to a variety of nursing situations as well as the ability to utilize a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CPE COMMITTEE ON PSYCHIATRIC—MENTAL HEALTH NURSING
Ruth Angelus, Cornell University — New York Hospital
Sister Kathleen Black, State University of New York at Binghamton
Kirstan Burke, University of Rochester

BUSINESS ADMINISTRATION

The four Level I examinations in the areas of Business Administration have been developed in connection with the Bachelor of Science in Business Administration degree program which Edison College plans to offer in mid-1973 (after approval is given by the State Board of Higher Education.) This degree program is described in greater detail on page 7.

These examinations may be used to meet some of the requirements for the business component of the degree. The content of each Level I examination (and of future Level II and Level III examinations) corresponds to a particular stage in a candidate's academic preparation and not to the subject matter of a specific course in a college curriculum. Level I achievement requires an introductory knowledge of the facts, terminology, principles, and concepts of each of the five areas. The subject matter corresponds to the introductory courses in a college curriculum for each discipline. If a CPE candidate in Business Administration wishes to utilize these examinations in order to gain credit at another institution, he should first check with the Registrar of Edison College to find out the course equivalencies recommended by the College for these specially designed External Degree Examinations. The next step would be to contact the academic dean and/or the appropriate department chairman at that college or university to explain the Edison College recommendations and to determine their policy in regard to granting credit for these examinations.

FINANCE (Level I)

The Level I Examination in Finance is designed to measure knowledge of the areas of corporation finance and money and banking. The content of the examination is comparable in scope and degree of sophistication to the content of introductory-level, college courses. In each area, the examination tests for a knowledge of facts and terminology, an understanding of basic concepts, and when appropriate, an ability to obtain quantitative solutions to problems. Questions on money and banking require an analytical as well as a descriptive knowledge of the area, and questions in both areas assume an understanding of the principles of macroeconomics and microeconomics.

CPE COMMITTEE ON FINANCE

Edward J. Cook, C. W. Post College
George Frankfurter, Syracuse University
Frank C. Jen, State University of New York at Buffalo
Francis A. Lees, St. John's University
Frank McMullen, American Institute of Banking

MANAGEMENT OF HUMAN RESOURCES (Level I)

The Level I Examination in Management of Human Resources is designed to measure knowledge of individual and group behavior, organization dynamics, the functions of management, and the development of management thought. The content of the examination is comparable in scope and degree of sophistication to the content of a two-semester, introductory-level, sequence of college courses. The examination content is concerned with the study of human relations and not a description of various personnel functions, and the examination tests for a knowledge of facts and terminology and an understanding of concepts and theories which are basic to the study of human relations.

CPE COMMITTEE ON MANAGEMENT OF HUMAN RESOURCES

William Berliner, New York University
Ben Miller, St. John's University
Robert J. Senkier, Seton Hall University
Jerry D. Young, University of Alabama in Birmingham

OPERATIONS MANAGEMENT (Level I)

The Level I Examination in Operations Management is designed to measure knowledge in the areas of production management and management science, which includes questions involving an elementary understanding of vectors and matrices, integral and differential calculus, and descriptive and inferential statistics. The content of the examination is comparable in degree of sophistication to the content of several introductory-level college courses, and the examination tests for a knowledge of facts and terminology, an understanding of fundamental concepts, and an ability to obtain quantitative solutions to a variety of problems.

CPE COMMITTEE ON OPERATIONS MANAGEMENT

Warren Balinsky, State University of New York at Buffalo
Richard G. Brandenburg, State University of New York at Buffalo

CPE COMMITTEE ON OPERATIONS MANAGEMENT (CONT.)

Richard J. Hopeman, Syracuse University
William Stevenson, Rochester Institute of Technology

MARKETING (Level I)

The Level I Examination in Marketing is designed to measure knowledge of the principles of marketing. The content of the examination is comparable in scope and degree of sophistication to the content of a one-semester, introductory-level, college course. The examination content is concerned with marketing principles and not salesmanship or advertising, and the examination tests for a knowledge of facts and terminology and an understanding of basic concepts and fundamental principles.

CPE COMMITTEE ON MARKETING

Barry Berman, Hofstra University
Houston Elam, Montclair State College
Robert Pease, Rutgers University
David J. Rachman, City University of New York
Alan Sawyer, University of Massachusetts
Leon Schiffman, City University of New York

ACCOUNTING (Level I)

The Level I Examination in Accounting is designed to test achievement equivalent to that attained in a first-year, college-level course in Accounting. The candidate will be expected to show an understanding of accounting concepts, principles, and procedures and to demonstrate the ability to use appropriate techniques in recording, analyzing, and summarizing financial data, and to interpret and report financial results.

CPE COMMITTEE ON ACCOUNTING

Charles J. Edgette, Niagara University
Frank Fernandez, LeMoyne College
John R. Fonseca, State University of New York at Albany
Frank W. Kolmin, State University of New York at Albany
Philip T. Meyers, University of Rochester
Garland C. Owens, Columbia University
James S. Schindler, State University of New York at Buffalo
Philip Wolitzer, Long Island University

OTHER PROFICIENCY EXAMINATIONS

In addition to the College Proficiency Examination Program (CPEP), persons may utilize other national proficiency examination programs to earn credit from Edison College and to meet some of the requirements for degree programs offered by the College. Credit will be awarded by the College for successful completion of college level proficiency examinations offered by the following testing agencies.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program (CLEP) is offered by the College Entrance Examination Board. The examinations are administered every month in test centers located throughout the United States, including eight centers in New Jersey. CLEP offers two kinds of examinations at its test centers. The General Examinations measure achievement in five basic areas of the liberal arts: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. The General Examinations may be taken singly or in any combination; each examination has a time limit of one hour. CLEP charges a fee of \$15 for one exam; for two or more it is \$25.

The Subject Examinations cover a variety of subject areas. Some cover knowledge equivalent to that obtained in a full year course, while others are limited to knowledge equivalent to that obtained in a one semester course. Each examination consists of a 90-minute objective test. Most of the examinations also include 90-minute essay sections, which individuals should attempt only if they are required by the institution for which they are taking the

examinations. CLEP charges a fee of \$15 for each exam. The following Subject Examinations are currently available:

Accounting (Introductory)	Geology
American Government	Hematology
American History	History of American
Analysis and Interpretation of Literature	Education
Biology	Human Growth and Development
Business Law (Introductory)	Immunohematology (Blood Banking)
Calculus (Introductory)	Introduction to Business Management
Clinical Chemistry	Marketing (Introductory)
College Algebra*	Microbiology
College Algebra and Trigonometry	Money and Banking
Computers and Data Processing	Sociology (Introductory)
Economics (Introductory)	Statistics
Educational Psychology	Tests and Measurements
English Composition	Trigonometry*
English Literature	Western Civilization
General Chemistry	
General Psychology	

*No optional essay section

The CLEP Subject Examinations are administered to military personnel on active duty in the Armed Forces of the United States *without charge* through the United States Armed Forces Institute. Service persons who desire to take the Subject Examinations should either contact the nearest Base Education Center or Test Section, or write to:

Director
United States Armed Forces Institute
Madison, Wisconsin 53713

Credit may be earned toward the Associate in Arts degree program by successfully completing the General and/or Subject Examinations. Following are listed the minimum acceptable scores and the number of semester hours allowed for each General Examination.

<i>Examination Title</i>	<i>Minimum Acceptable Total Score</i>	<i>No. of Semester Hours Allowed</i>
English	428	3
Humanities	422	6
Mathematics	413	6
Natural Sciences	424	6
Social Sciences-History	423	6

In order to be considered for credit from Edison College, a minimum standard score of 45 must be achieved on a Subject Examination. In accordance with specific degree requirements, a maximum of 3 semester hours will be allowed for each examination equivalent to a one semester course, while a maximum of 6 semester hours will be allowed for those equivalent to a one year course.

It should be carefully noted that successful completion of a CLEP test is not in itself college credit. As with all work undertaken independently, the candidate taking CLEP examinations should contact the college or university from which he wishes to receive credit to determine the policy of that institution in regard to credit by examination.

The following colleges are CLEP testing centers in New Jersey:

Brookdale Community College Lincroft, New Jersey	Montclair State College Upper Montclair, New Jersey
Burlington Community College Pemberton, New Jersey	Morris County College Dover, New Jersey
Edward Williams College Fairleigh Dickinson University Hackensack, New Jersey	Newark State College Union, New Jersey
Essex County College Newark, New Jersey	Rider College Trenton, New Jersey
Glassboro State College Glassboro, New Jersey	Trenton State College Trenton, New Jersey

In addition, Temple University in Philadelphia and City College of New York in New York City also serve as testing centers.

A complete listing of CLEP testing centers, and more specific

information about the College-Level Examination Program may be obtained by writing to:

Middle States Regional Office
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement examinations can be utilized to fulfill the degree requirements for the Associate in Arts program. These examinations are designed to enable students to achieve college-level credit while they are still in secondary school, but anyone may sit for the examinations even if not an enrolled student. Examinations are offered in thirteen different areas ranging from art to physics.

All Advanced Placement examinations are graded on a five-point scale in which one is low and five is high. In order to be considered for credit toward an Edison College degree, a minimum score of three must be achieved.

Specific information concerning application forms, fees, test locations, and examinations offered may be obtained at:

Middle States Regional Office
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

UNITED STATES ARMED FORCES INSTITUTE (USAFI) SUBJECT STANDARDIZED TESTS, END-OF-COURSE TESTS, AND SUBJECT EXAMINATIONS

The Subject Standardized Tests, End-of-Course Tests, and Subject Examinations administered by USAFI can be utilized to fulfill the Associate in Arts degree program requirements.

Minimum acceptable scores to be considered for credit toward an Edison College degree are as follows:

1. USAFI Subject Standardized Tests (excluding those College-Level Examination Program Subject Examinations described on page 45) — Rating of 20
2. USAFI End-of-Course Tests — Rating of either satisfactory (S) or with distinction (D)
3. USAFI Subject Examinations — Rating of satisfactory (S)

Edison College allows credit for individual examinations in accordance with the recommendations established by the American Council on Education. Credit recommendations for Subject Standardized Tests and End-of-Course Tests are provided in the bulletin *Opportunities for Educational and Vocational Advancement*, fourth edition. The Subject Examination credit recommendations are listed in the second edition of the same bulletin. Both can be obtained from the Commission on Accreditation of Service Experiences of the American Council on Education, One Dupont Circle, Washington, D.C. 20036.

All servicemen and women on active duty as well as veterans undergoing treatment in Veteran Administration hospitals are eligible to take any available USAFI test. Application procedures and general information about the USAFI testing program may be obtained from your nearest Base Education Center or Test Section, or by writing:

Director
United States Armed Forces Institute
Madison, Wisconsin 53713

MILITARY EDUCATIONAL PROGRAMS

In addition to the USAFI examinations described earlier, there is general agreement among college and university personnel as well as the American Council on Education that students should be granted credit and advanced standing for their educational achievements acquired through military service when such credit is appropriate to the fulfillment of degree requirements. To assist with the implementation of granting credit for such experiences, the Commission on Accreditation of Service Experiences (CASE), established by the American Council on Education, evaluates military educational programs and provides recommendations in terms of academic credit. The Commission evaluates all service training programs which are:

1. given on a full-time basis of not less than three weeks duration with a minimum of 30 clock hours of class instruction per week
2. less than three weeks in length but contain a minimum of 90 clock hours of class instruction
3. listed in the formal school catalogs of the Armed Services.

Credit may be earned toward the Associate in Arts degree program by completing a formal service school course which contains college-level work and has been evaluated by CASE.

The credit recommendations established by CASE are employed when Edison College evaluates service school courses for purposes of granting credit toward a degree. Credit recommendations for courses taught between 1946 and March 1954 are listed in the manual entitled *A Guide to the Evaluation of Educational Experiences in the Armed Services* (George P. Tuttle and Cornelius P. Turner, editors, published by the American Council

on Education, 1954). For those courses taught between March 1953 and March 1968, credit recommendations are listed in the second edition of this manual which was published in 1968 with Cornelius P. Turner as the editor. Both volumes are available in most public and military libraries, as well as in the offices of educational officers and veteran administration departments.

The Commission provides a continuing advisory service to assist colleges and universities in the evaluation of educational experiences of military personnel. Credit recommendations can be obtained by college officials directly from the Commission for those courses taught since March 1968.

Those making application for credit for their service school training must submit to Edison College official notification that they have successfully completed the course(s). Official records for such use are:

For Veterans Discharged Prior To 1950

Air Force and Army — Separation Qualification Record or transcript of in-service training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Navy and Coast Guard — Notice of Separation from the United States Naval Service (commissioned or warrant officers of the Navy may submit instead the Officer's Qualification Record Jacket or a certified copy thereof) or a transcript of in-service training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Marine Corps — USMC Report of Separation or a transcript of in-service training from the Commandant of the Marine Corps (Code DGK), Headquarters United States Marine Corps, Washington, D.C. 20380

For Veterans Separated After January 1, 1950

DD Form 214 — Armed Forces of the United States Report of Transfer or Discharge — or a transcript of in-service training from the appropriate service as listed above.

For Service Personnel On Active Duty

DD Form 295 — Application for the Evaluation of Educational Experiences During Military Service which can be obtained at the nearest Base Education Center.

COUNSELING SERVICES

The Counseling Services of 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 at 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 those goals.

Qualified academic counselors from Edison 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.

Counseling may be arranged by contacting the Edison College office. An effort will be made to schedule appointments at convenient times and locations whenever possible.

Persons who need help in determining their academic status may also wish to contact one of the following departments at a college in their area: Division of Continuing Education, Division of Community Services, Academic Advisement, Office of Admissions, Office of the Registrar or the chairman of a specific academic department. These offices can provide information on the programs available through their own institution, although they may not be able to provide specific details about the programs of Edison College.

Information about educational resources and counseling services for adults are also available at a number of learning centers established in cooperation with colleges and universities throughout New Jersey. Some of these centers are listed below:

1. Bergen Community College
ADULT LEARNING CENTER
295 Main Street
Hackensack, New Jersey 07601
(201) 489-1551
2. Brookdale Community College
COMMUNITY LEARNING CENTER
95 Liberty Street
Long Branch, New Jersey 07740
(201) 229-8440
3. Mercer County Community College
HUMAN RESOURCES DEVELOPMENT CENTER
15 West State Street
Trenton, New Jersey 08608
(609) 989-9415
4. Rutgers University Extension
RUTGERS BUREAU OF COMMUNITY SERVICES
401 Cooper Street
Camden, New Jersey 08102
(609) 964-4484
5. Seton Hall University
NEIGHBORHOOD EDUCATION CENTER
Weequahic High School
Chancellor Avenue
Newark, New Jersey 07112
(201) 923-2211
6. Atlantic Community College
URBAN EDUCATION CENTER
13 South Tennessee Avenue
Atlantic City, New Jersey 08401
(609) 348-5784
7. Dartmouth Education Center
DARTMOUTH LEARNING CENTER
310 Whiton Street
P.O. Box 9082
Jersey City, New Jersey 07304
(201) 332-0829

EDUCATIONAL RESOURCE CLEARINGHOUSE

An educational resource clearinghouse for adult-oriented college-level programs is presently being established at Edison College as an adjunct to the counseling program. The clearinghouse is an important service of the College since Edison will not offer any instruction itself. Information is being gathered on specific programs at a wide variety of institutions within the State which offer to the adult student advantages which are not found in traditional programs. The main emphasis of the clearinghouse will be on programs in which class hours, fees, courses and facilities are arranged to meet the educational needs and personal circumstances of adults. Information about bilingual and remedial courses, vocational and educational testing, as well as community extension centers, will also be available through the clearinghouse. Using the information from the clearinghouse Edison College counselors will be able to suggest appropriate instructional programs or materials to individuals who are seeking ways of preparing for degrees through independent study.

Public libraries provide another source of information on adult education opportunities in New Jersey. The libraries will usually have college catalogs available, as well as announcements of new college programs or specialized courses offered in their areas.

INDEPENDENT STUDY AND NONTRADITIONAL COLLEGE PROGRAMS

Because the traditional method of attending college may be an impossible or undesirable situation for adult students, many public and private colleges and universities offer alternative arrangements. Innovative teaching methods and special time schedules — such as evening and weekend courses — make it possible for mature persons to acquire college-level knowledge. Some of the main features of these programs are:

1. preadmission counseling in depth to evaluate the applicant's background and experience in order to place him at an appropriate level in college;
2. courses geared to the interests of adults in content and approach; and
3. program formats and schedules arranged for the convenience of individuals who have job, family, and community responsibilities. Some programs provide for this through evening seminars, some through various types of off-campus study. Residence requirements are either totally abolished or kept at a minimum.

Listed on the following pages are only a few of the programs which are offered in New Jersey. Similar programs are offered in surrounding states. To find out more about adult-oriented programs in your area, contact the continuing education offices of the colleges nearest you.

OPEN UNIVERSITY PROGRAM

During the 1972-73 school year the University College of Rutgers University is participating in a one-year experimental program in

cooperation with the Open University of the United Kingdom. The program enables adults who are now unable to attend regular college classes to earn college credits by enrolling in an independent study program using the multimedia approach which has been proved so successful in the Open University.

Three 36-week courses are offered for 15 credits each: Humanities, Mathematics and Science. Students accomplish the major portion of their learning independently. Text material is the major source of instruction, supplemented by audio-visual material. Study centers are established where professors are available to meet with students for discussion and consultation, and where films and audio tapes are presented several days and evenings each week.

The Open University will be evaluated in February, 1973, and decisions will be made at that time concerning the continuation of the program. Further information regarding the Open University program, including descriptions of the three courses, and application forms may be obtained by writing to:

The Open University Admission Office
Rutgers University
New Jersey Hall
Room 309
New Brunswick, New Jersey 08903
Telephone: 201-247-1766 Ext. 6184

EDWARD WILLIAMS SATURDAY COLLEGE

The Edward Williams Saturday College is an adult-oriented program, affiliated with Fairleigh Dickinson University, which is especially designed to serve working people. All students are over 21 years of age. The College holds classes throughout the year on Friday evenings and Saturday mornings. During a four-week session in August, intensive classes are held Wednesday, Thursday and Friday evenings, and Saturday morning. An Associate in Arts degree can be earned through this program in two to three years. For information write:

Edward Williams Saturday College
150 Kotte Place, University Park
Hackensack, New Jersey 07601
Telephone: 201-836-6300

COLLEGE UNLIMITED

Union College offers noncredit college-level courses, many of which can be used to prepare for College Proficiency Examinations. Late morning and early afternoon classes, which are specifically designed for the convenience of the housewife and the senior citizen, and evening courses for persons who work during the day are held in a number of subject areas. A wide variety of programs, including intensive language courses and courses in traditional college subjects, are available. For information contact:

Office of Continuing Education
Union College
1033 Springfield Avenue
Cranford, New Jersey 07016
Telephone: 201-276-2600

ACCELERATED PART-TIME PROGRAM (APT)

The APT program of Bergen Community College is open to residents of Bergen County who are over 21 and who possess a high school diploma or equivalency certificate. An Associate in Applied Science degree (Accounting) or an Associate in Arts degree may be earned by attending classes on Tuesday and Thursday evenings and on Saturday (day or evening) for a maximum of three years. For information write:

Bergen Community College
Admissions Office
400 Paramus Road
Paramus, New Jersey 07652
Telephone: 201-447-1500

SATURDAY SCHOLARS PROGRAM

The "Saturday Scholars" program enables Gloucester County residents who cannot attend classes during the week to acquire college credits. Operating on a trimester basis, "Saturday Scholars" can obtain 18 college credits over a year's time by attending classes on Saturday mornings. Further information is available from:

Assistant Dean of the College
Gloucester County College
Tanyard and Salina Roads
Sewell, New Jersey 08080
Telephone: 609-468-5000

TRY COLLEGE PROGRAM

Tombrock College, a private 2-year college, has designed a program specifically geared to women over 30 years of age. Interested women may be entering the college atmosphere for the first time or may be returning to school after a period of years. The Try College Program includes extra counseling and advisement, and courses may be taken for credit or non-credit. A special tuition rate has been set for the 1972-73 school year to encourage additional members of the adult community to participate. For further information write to:

Try College Program
Tombrock College
44 Rifle Camp Road
West Paterson, New Jersey 07424
Telephone: 201-345-2020

SATURDAY AND EVENING CLASSES

A number of colleges offer classes on Saturdays and in the evenings during their regular college semester. By attending the two class periods each Saturday, it is possible to earn an associate's degree in slightly over five years. There is no residency requirement for admission to most of the programs, although some colleges give priority to county residents. Brookdale Community College in Lincroft, Atlantic Community College in Mays Landing, and Ocean County College in Toms River are among the colleges offering such classes. This is by no means a comprehensive list of schools offering Saturday and evening classes, and interested persons are urged to contact the institutions in their area for further information.

COLLEGE EXTENSION SERVICES

Almost all New Jersey colleges and universities have Extension Services. These are college-level courses in a number of subject areas which are often held off the college campus itself, frequently in a location which is more accessible to the community. Evening and weekend programs are commonly arranged for adult students. Some courses are offered for college credit, others are noncredit courses. College Proficiency Examinations provide a way for work done in the noncredit courses to be evaluated for college credit.

Two good examples of extension center programs in New Jersey are the Urban Education Center of Atlantic Community College

and the University Extension Division of Rutgers University. The Rutgers University Extension Division serves about 50,000 persons each year in such widely diverse fields of study as civil defense, law, engineering, nursing, social work, management, labor, government service, music, philosophy, and data processing. The courses of study are designed to meet specific adult needs, and usually take the form of noncredit conferences, short courses and special programs of instruction. These courses may be taken singly or as part of a specific program and there are no formal entrance requirements. Each Regional Office of the Extension Division offers courses in a number of locations. The Central New Jersey Regional Office, for example, conducts programs at ten locations: New Brunswick, Berkeley Heights, Brookdale College in Lincroft, Flemington, Freehold, Hamilton Township, Kenilworth, Lambertville, Plainfield and Union College in Plainfield. Information regarding course offerings, day and evening hours for counseling and for registration should be obtained from the Regional Office concerned. The Regional Offices are located as follows:

Central New Jersey Regional Office
University Extension Division
Rutgers University
35 College Avenue
New Brunswick, New Jersey 08903
Telephone: 201-247-1766 Ext. 6422

Northern New Jersey Regional Office
University Extension Division
Rutgers University
601 Broad Street
Newark, New Jersey 07102
Telephone: 201-648-5257

Southern New Jersey Regional Office
University Extension Division
Rutgers University
311 North Fifth Street
Camden, New Jersey 08102
Telephone: 609-964-7384

The Urban Education Center in Atlantic City, New Jersey is an extension center of the Atlantic Community College Mays Landing campus. The Center offers a full college program on a rotating basis, both for credit and non-credit. Credit courses can

be applied to either an Associate in Arts degree or an Associate in Applied Science degree from Atlantic Community College. The Urban Education Center also offers remedial courses in Developmental English, Mathematics and Reading. Interested individuals can obtain academic counseling through the Center staff. For further information, contact:

Urban Education Center
Atlantic Community College
13 South Tennessee Avenue
Atlantic City, New Jersey 08401
Telephone: 609-348-5784

For information about Extension Services, contact the Department of Community Services or the Office of Continuing Education of the college or university in your area.

PUBLIC SCHOOL ADULT EDUCATION COURSES

Some public schools offer adult education courses appropriate to the College Proficiency Examinations. Information on these courses may be obtained from local boards of education or directors of adult education.

NEW YORK REGENTS EXTERNAL DEGREE PROGRAM

New York State's Regents External Degree Program, established in 1970, administers the College Proficiency Examination Program in New York. It also offers the following External Degrees: an Associate in Arts; a Bachelor of Science in Business Administration; and an Associate in Applied Science in Nursing. For further information on the New York program, write to:

Regents External Degree Program
Division of Independent Study
New York State Education Department
Room 1924
99 Washington Avenue
Albany, New York 12210

HOME STUDY COURSES

There are a number of home study courses which can help in the preparation for a College Proficiency Exam. Both privately-run correspondence schools and university extension programs, in New Jersey and outside the State, offer the opportunity to acquire college level knowledge at home. The New Jersey Depart-

ment of Education prescribes standards for the licensing of these schools, located in New Jersey, in order to provide guidelines for the potential students. Such a license is issued only when the Department has assured itself that the school has met the requirements of the law and the regulations of the Department. The Division of Vocational Education has prepared a "Directory of Private Trade and Technical Schools" and a "Directory of Private Business Schools" listing licensed courses in New Jersey. You may obtain these directories by writing to:

State of New Jersey
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

SUNY INDEPENDENT STUDY PROGRAM

The State University of New York (SUNY) currently offers over 75 credit courses in 25 subject areas through correspondence study. Additional courses are under development and will be introduced periodically. These programs of study are now available to residents of New Jersey. Correspondence study courses are taught, with a few exceptions, by professors who teach the same courses in residence on SUNY campuses. The courses are equivalent to offerings on the campus, and "home" students can learn the equivalent of what the classroom students learn.

The courses are open to all who believe themselves capable of successfully completing the requirements. Students may enroll in the program at any time and for any reason, whether to earn credit toward a degree program at the State University of New York or for other reasons, such as meeting special requirements for professional advancement, preparing for a new occupation, or for self-improvement. The course outline (syllabus) for each course offered (without the instructional materials) is available for \$3.

Further information about SUNY's correspondence study program, including the catalog of current offerings and application forms, may be obtained by writing to:

State University of New York
Independent Study Program
c/o Empire State College
2 Union Avenue
Saratoga Springs, New York 12866

Information about correspondence schools located in New York State which have been licensed by the N.Y. State Education Department can be obtained by writing to:

The Bureau of Occupational School Supervision
New York State Education Department
Room 1618, 99 Washington Avenue
Albany, New York 12210

Directories of other schools which offer correspondence courses may be obtained by writing to:

National University Extension Association
One DuPont Circle, Suite 360
Washington, D.C. 20036
(The NUEC Directory is fifty cents.)

and

National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009
(The NHSC directory is free.)

Unfortunately, there are organizations which provide very little for the fees they charge. Before signing for a home study course, a student should check on the reputation of the organization offering it, be sure that the course is in the subject and *at the level* in which he is interested, and read carefully any contract he is asked to sign.

FACULTY CONSULTANTS

Edison College is utilizing the faculty resources of the colleges and universities in New Jersey, as well as non-faculty experts, in the development of the External Degrees which the College will offer. These consultants will prepare the degree requirements and the necessary evaluation instruments and will carry out the special assessment procedures. The following is a list of the Edison College representatives on the interstate committees for the External Degrees being developed in cooperation with the New York Regents External Degree Program. Other faculty from New Jersey serve as members of the various subcommittees developing evaluation instruments in specific subject areas.

Associate in Arts Degree Committee

N. Dean Evans
President
Burlington County College

Robert W. Leonard
Executive Dean of Career & Community Services
Brookdale Community College

Kenneth MacKay
Executive Secretary
Union County Coordinating Agency for
Higher Education

Bachelor of Science in Business Administration Degree Committee

David W. Blakeslee, Dean
School of Business Administration
Rutgers University

Houston Elam, Dean
School of Professional Arts & Sciences
Montclair State College

Robert Pease
Professor of Marketing
University College
Rutgers University

Robert Senkier, Dean
School of Business Administration
Seton Hall University

Associate in Applied Science in Nursing Degree Committee

Anne Cartwright
Assistant Director of Nursing
Martland Hospital

Rose Channing, Dean
Division of Health Technologies
Middlesex County College

Carol A. Murtaugh, Chairwoman
Department of Nurse Education
Somerset County College

Agnes Reinkemeyer, Dean
School of Nursing
Seton Hall University

THOMAS A. EDISON COLLEGE

ADVISORY COUNCIL

Merle Allshouse
President
Bloomfield College

Stanley S. Bergen
President
College of Medicine and
Dentistry of New Jersey

Frank H. Bretz
Vice President for
Academic Affairs
Glassboro State College

Jerry W. Brown
Vice President for
Academic Affairs
Rider College

Diego Castellanos
Trenton, New Jersey

N. Dean Evans
President
Burlington County College

Thomas Fahy
President
Seton Hall University

Ervin L. Harlacher
President
Brookdale Community College

Bernard Moore
Newark, New Jersey

Donald J. Nolan
Coordinator of Academic
Programs
New York State Education
Department
Albany, New York

Earl Phillips
Newark, New Jersey

Richard W. Roper
Trenton, New Jersey

Olive Ryan
Haddonfield, New Jersey

Stanley J. Salett
Assistant Commissioner
State Department of
Education
Trenton, New Jersey

Eleanor Spiegel
Leonia, New Jersey

Ruth Stamps
Pleasantville, New Jersey

Adele Stern
Englewood, New Jersey

Joseph V. Summers
Dean of the College
Gloucester County College

John Summerskill
Princeton, New Jersey

Jonathan L. Thiesmeyer
Princeton, New Jersey

Nathan Weiss
President
Newark State College

Kenneth Wheeler
Provost, New Brunswick
Rutgers University

FOR FURTHER INFORMATION

	Phone
	Area Code 609
Thomas A. Edison College	292-8092
College Proficiency Examination Program	292-8092
Academic Counseling	292-8092
Bureau of Teacher Education and Academic Credentials	292-4477
Two-year College Programs	292-4470
State College Programs (Four Year)	292-5833
Board of Nursing	648-2490
General Equivalency Diploma (High School)	292-6050