

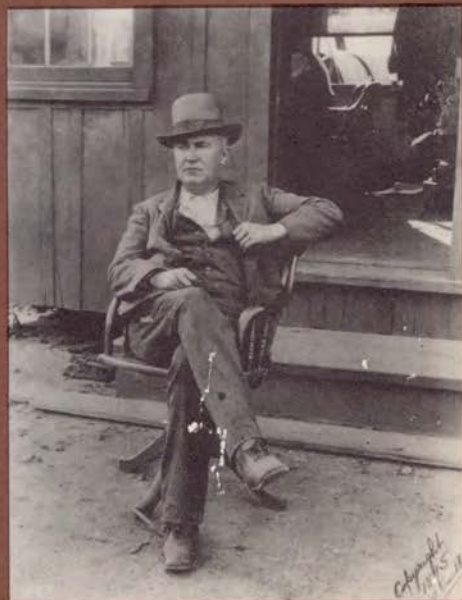
“What is a college? An
institute of learning.
What is a business? An
institute of learning.
Life, itself, is an institute
of learning.”
—Thomas A. Edison



THOMAS
A. EDISON
COLLEGE

NEW JERSEY STATE COLLEGE
FOR EXTERNAL DEGREES

1977-1978



THOMAS A. EDISON COLLEGE CATALOG 1977-78



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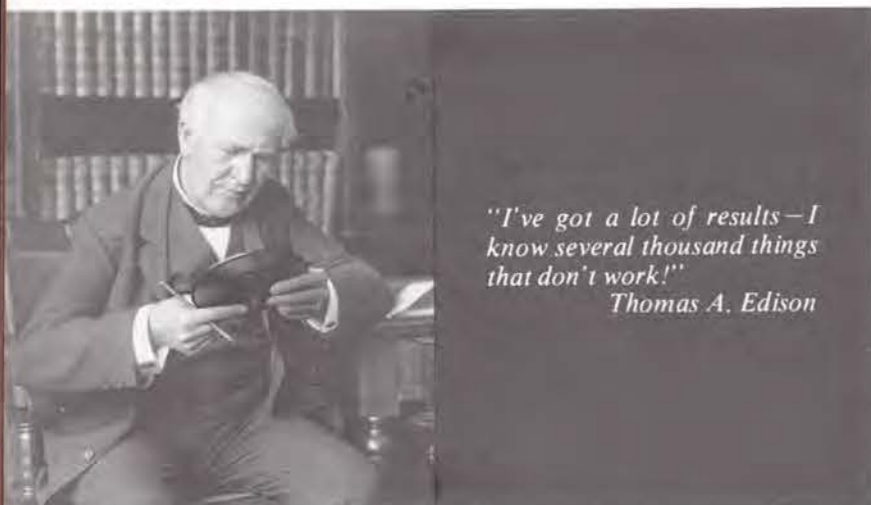
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Second Edition, April 1978.



*"I've got a lot of results—I
know several thousand things
that don't work!"*

Thomas A. Edison

MESSAGE TO THE STUDENTS FROM THE PRESIDENT

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

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

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

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

Since the College offers no instruction and has no faculty of its own, its degree requirements and examination program are under the supervision of an Academic Council. The faculty members who comprise this Council have been chosen from other New Jersey public and private colleges to represent the various subject disciplines. Examinations in many fields of higher education are prepared and graded by faculty committees appointed by the Council.

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

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



James Douglas Brown, Jr.
President



John Beall was originally trained as a migrant farm worker. Although he never completed the tenth grade, he began electronics work in 1958 and in 1970 founded John Beall, Inc., of Cliffside Park, N.J., a manufacturer of electronic switching systems.

Because he lacked a college degree, he found himself barred from membership in most of the professional societies related to his industry and from advanced technical and management training.

By means of the College Level Examination Program and a series of Individual Assessments in physics, electronics, and electrical engineering, he earned a Bachelor of Arts Degree from Edison College in less than one year.



Charles Akers earned his Bachelor of Arts Degree in prison.

Though he had no previous college work when he began his sentence in a state prison, he earned his associate degree from a community college in a study-release program. "I saw that I could do the work," he says. "I was as proud as any kid in the street."

Then he transferred his credits to Edison College and earned additional credits through examinations and through an Individual Assessment of his knowledge in psychology and sociology.

He is now scheduled to receive his B.A. Degree from the College and is presently running therapy groups for young inmates and probationers.



Linda Hackett is a psychiatric nurse therapist. Four years ago, she decided that a college degree would expand her career opportunities and help her to understand her job better.

She enrolled in Edison College in 1973 and completed requirements for a Bachelor of Arts Degree in less than three years, mainly by taking college-equivalency examinations.

She has since been accepted for graduate work by a major state university. "I found independent study exciting and challenging," she says. "Now I want to continue my education."

Ken Harrison was retired from the federal government after working for nearly twenty-eight years in management analysis and computer systems. Though equipped with college-level skills of obvious value and too young and energetic to retire, he found the lack of a college degree a hindrance while finding suitable employment.

He is now managing the office of systems and procedures for a state college and is more than halfway through a traditional Master's program at a state university.

During an 18-month period of concentrated study, he succeeded in passing all the college-equivalency examinations necessary to earn a Bachelor of Science Degree in Business Administration from Edison College.



Without interrupting her work as a teacher in a nursery school, Lois Carbone earned an Associate in Arts Degree from Edison College.

She used all three methods of earning credit offered by the College. She transferred credits from outside coursework taken at two community colleges, took college-equivalency examinations approved for credit in her degree program, and received an Individual Assessment of her special knowledge in childhood education.

"I knew I had the ability," she says. She is presently at work on her Bachelor of Arts Degree.



Harold Feinberg is an Invertebrate Zoologist with the American Museum of Natural History in New York City. In addition to his work of classifying and cataloging animal specimens, he trains student help, gives lectures on ecology, and has published various articles in scientific journals.

When he enrolled in Edison College, he brought with him 94 credits from college work completed twenty years ago. He then earned the additional credits needed for his Bachelor of Arts Degree by receiving an Individual Assessment of his college-level knowledge in zoology, ecology, and macology.



photos by John W. H. Simpson



Thomas Edison's daughter, Mrs. John Sloane, pictured at the College's fourth annual commencement, held June 1976.

"Perhaps education has changed less than we think Like religion, it is very slow to change. In time, however, new methods will be introduced which will greatly improve it, . . . and the new education, when formulated, will be more effective than any we now know."

Thomas A. Edison

GENERAL INFORMATION

A State College—with a Difference

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

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

Purpose of the College

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

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

(1) To develop flexible methods of evaluating college-level knowledge, regardless of how that knowledge has been acquired; and

(2) To make use of these methods to award valid college credits and degrees to individuals who have not met—or have not chosen to meet—the requirements of a traditional college or university.

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

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

(1) **It provides free academic counseling**, by appointment, for anyone interested in pursuing a college education, including individuals not enrolled—or not planning to enroll—in Edison.

(2) **It awards baccalaureate and associate degrees**, including a Bachelor of Arts Degree, a Bachelor of Science Degree in Business Administration, and three associate, or two-year, degrees—in arts, management, and radiologic technology. As of January, 1977, approval was pending on a sixth degree program, a Bachelor of Science Degree that features a concentration in either human or technical services.

(3) **It grants college credits**, which may be applied toward an Edison degree or transferred to another college. These credits are earned in three ways:

(a) By the transfer of credits from coursework taken at another college or university or from coursework taken at formal military service schools;

(b) By passing college-equivalency examinations, approved or devised by the College; or

(c) By receiving an Individual Assessment of college-level knowledge, performed by an academic consultant engaged for that particular evaluation by the College.

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

Thomas A. Edison College offers no instruction. As a result, it has no classrooms and no resident faculty. Nevertheless, nearly 300 faculty members of both public and private colleges in New Jersey and elsewhere work closely with the staff in drawing up credit and degree requirements, making and grading tests, and evaluating students in Individual Assessments.

History of the College

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

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

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

During 1974, the State Board of Higher Education authorized the College to grant the Bachelor of Arts Degree and two additional associate degrees. In the spring of 1975, 280 students were graduated.

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

The product of this investigation was a 300-page *Institutional Self-Study* that helped the College to refine its operation and clarify its direction before embarking on further expansion.

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

In the spring of 1976, the College moved to larger quarters in the Forrestal Center in Princeton. The following June more than 350 students were graduated. The College's fourth annual commencement was held at the Edison laboratories in West Orange and attended by Thomas A. Edison's daughter, Mrs. John Sloane.

Later that year, a third baccalaureate program—a Bachelor of Science Degree with a

concentration in either human or technical services—was submitted for approval to the State Board of Higher Education.

As of January, 1977, more than 5,000 students had enrolled in the College and more than 1,000 had earned degrees.

Accreditation

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

The College is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

A NEW KIND OF STUDENT

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

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

Some Common Characteristics

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

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

(2) Outside the walls of a traditional college, they have achieved skills and knowledge—through their jobs or through independent study—that would have been rewarded, inside those walls, with college credits leading to a formal degree.

(3) Many have earned actual credits, perhaps from more than one college, but these remain useless to them because they do not add up properly—or fit together properly—to form a college degree.

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

These men and women should not be required to adapt to traditional educational institutions and procedures, which have been evolved mainly for postadolescents. Unlike the teenager fresh from high school, they have been primed to learn by competencies acquired on the job or knowledge developed through independent study. They have been prepared, too, by a clearer vocational commitment, by a hard-won habit of self-direction, and by a need to survive that is no longer theoretical.

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

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

Some Typical Students

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

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

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

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

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

■ *A former housewife in her late twenties who wanted to become self-supporting by developing a career of her own. She had taken some college work, had done a great deal of creative writing, and had developed a knowledge of art history through travel and independent study. If she could transfer her previous credits to an Edison transcript and then add more credits to it by receiving an Individual Assessment in creative writing or by passing a college-equivalency examination in art history, she could re-enter the traditional system of higher education with advanced standing and at a level appropriate to her maturity and interests.*

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

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

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

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

HOW CREDITS ARE EARNED

Since Thomas A. Edison College does not offer instruction, it grants credits only for learning acquired outside the College. In granting credits for this prior learning, the primary interest of the College is *not* in how that learning was achieved but rather in (1) its academic quality and (2) how that quality can best be verified and measured.

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

(1) Transferring credits from coursework taken at another college or from coursework taken at formal military service schools;

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

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

Nontraditional Ways Toward Traditional Goals

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

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

The traditional assumption is that such knowledge—if it is to result in a transferable college degree—ought to be (1) *classified* according to traditional subject matters, (2) *distributed* according to basic degree requirements, and (3) *credited* according to standard systems of measurement. Each of these three points deserves special attention.

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

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

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

Credit for Experiential Knowledge

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

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

THE THREE METHODS

One: Earning Credits Through Transfer

Credits earned at a college or university that is regionally accredited or a candidate for accreditation may be transferred to Thomas A. Edison College, regardless of the number of institutions attended. With the exception of those credits presented for the professional components of the professional degrees (A.S.M., A.A.S.R.T., and B.S.B.A.), there is no time limit placed on transfer credits. The limits placed on credits for the professional degrees are described on page 44.

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

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

Examples of Transfer Credit

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

■ *A public service employee, a woman with recognized accomplishments in the field of urban planning, enrolled in Edison College in 1973. Although she had taken college work some years previously, she had not completed her undergraduate degree. As a result, despite her demonstrated achievements, she was not accepted for advanced work at the university of her choice.*

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

■ *A vice president of a trade association enrolled in Edison in 1974. He transferred to the College 56 credits from coursework taken ten years ago at three different colleges. During 1974 and 1975, he earned 10 more credits by attending a local community college at night, and in 1976 he received an associate degree from the College.*

He is now planning to continue at Edison for a Bachelor of Science Degree in Business Administration, earning credits mainly by means of college-equivalency examinations in the Thomas A. Edison College Examination Program.

■ *A stenographer, blocked from further promotion in her civil service job because she lacked college credentials, enrolled in Edison in 1973. She had taken no previous college work.*

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

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

She was awarded an Associate in Arts Degree in 1976 and is now qualified for a promotion on her job. At the present time, she has no plans to continue on for a four-year degree.

■ *A salesman, who had dropped out of college more than thirty years ago, enrolled in Edison in 1975. Since 1967, he had been taking coursework on a part-time basis at a local college and had earned 34 credits. However, this institution would not accept the credits that he had earned thirty years before.*

The Edison College Registrar evaluated this student's transcripts from both colleges and determined that he had satisfied all the requirements for an Associate Degree in Management, with the exception of three semester hours in social sciences. He then completed a history course at the same college that he had been attending, and in 1976, a year after enrolling in Edison, he received an Associate Degree in Management from the College.

■ *A woman in her early forties enrolled in Edison in 1975 in order to qualify herself for a new career. She had attended three different colleges twenty years ago but had dropped out before taking her degree in order to marry and raise a family. When all her official transcripts had been received and evaluated by the Registrar, it was determined that she had accumulated enough credits to receive an Associate in Arts Degree from the College.*

This student is now planning to continue at Edison for her Bachelor of Arts Degree. Since for some years she has been working at a recreational center as a volunteer with children who have learning disabilities, she hopes to earn a substantial block of credits toward her B.A. through an Individual Assessment of her special knowledge in this area.

■ *A financial analyst for a major corporation enrolled in Edison in the winter of 1975 and received a Bachelor of Arts Degree a few months later, in the spring of that year. He had earned 36 credits before dropping out of college twenty years ago, had returned to college on a part-time basis ten years later, and, over the next ten years, had earned 90 additional credits from three different colleges.*

When he enrolled in Edison, he therefore brought with him more than enough credits to qualify for a B.A. Degree.

(For more information on transfer credits, see pages 44 - 45.)

Two: Earning Credits Through College-Equivalency Examinations

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

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

Thomas Edison College Examination Program (TECEP)

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

Students working for an Associate in Science Degree in Management may satisfy many of their credit requirements by passing TECEP exams. Those working for a Bachelor of Science Degree in Business Administration may satisfy all the business requirements of that degree through TECEP examinations, supplemented by CLEP examinations. Students working toward either the Associate in Arts or the Bachelor of Arts degree will find a number of TECEP examinations which can be used to meet degree requirements. *(For a list of TECEP examinations, with credit allocations, see pages 55 - 63.)*

External Examination Programs

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

Several of these examination programs have been approved by the College for credit. For example, the College Level Examination Program (CLEP), developed by the College Entrance Examination Board, offers a very wide range of achievement tests. CLEP General Examinations cover many of the subjects required by traditional colleges in the freshman and sophomore years. CLEP Subject Examinations include many of the standard subjects offered in the second and third years of study in traditional institutions. *(For more information on examination programs approved by the College for credit, see pages 45 - 47.)*

Examples of Credit Through Examination

Several examples will illustrate how credits earned through college-proficiency examinations can lead directly to a degree or be supplemented by other methods of earning credit within a degree program:

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

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

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

■ *A psychotherapist with 41 credits from previous college work enrolled in Edison, seeking a Bachelor of Arts Degree. During the next two and a*

half years, she earned 27 credits by taking CLEP General and Subject examinations in areas appropriate to her degree program.

She then received 20 more credits through an Individual Assessment of the College-level knowledge in psychology that she had acquired as a working psychotherapist.

She was awarded a Bachelor of Arts Degree in 1976 and is now enrolled in graduate school.

■ A computer analyst enrolled in the College after being retired from a government job that he had held for thirty years. Equipped with college-level skills of obvious value and too young to retire, he nevertheless had difficulty finding suitable employment because he lacked a college degree.

During an 18-month period of concentrated study, this man succeeded in passing all the subject-matter examinations necessary to qualify for his Bachelor of Science Degree in Business Administration. He is now employed as a systems analyst at a state college and is taking graduate work at a state university.

■ A police officer in his late forties enrolled in the college with 25 transfer credits, 12 credits from CLEP General Examinations taken previously, and 8 credits from a formal Navy school. After enrolling, he earned 6 more credits from CLEP General Examinations, 8 credits from CLEP Subject Examinations, and 41 credits from additional coursework at the same university that he had attended before enrolling.

Finally, in his own area of special knowledge, he earned 21 important credits from Individual Assessment, thereby satisfying credit hour requirements for a Bachelor of Arts Degree.

■ A 26-year-old postal employee, who had dropped out of high school in the ninth grade, had already accumulated 66 credits from CLEP Examinations when he enrolled in Edison in 1973. Over the next three years, he earned an additional 60 credits toward a B.A. Degree through CLEP and TECEP examinations. He received his college degree in 1976 without having spent a day in a classroom since his freshman year in high school.

(For more information on earning credit through college-equivalency examinations, see pages 45-47.)

Three: Earning Credits Through Individual Assessment

Suitable examinations are not available in all the subjects and skills for which college credit may be awarded. To supplement its program of examinations, the College has therefore developed a third method of earning credits, which it calls Individual Assessment.

When this procedure is used, learning acquired on the job or through independent study is assessed individually by a faculty consultant who has been engaged by the College specifically for that evaluation. In essence, a unit of achieved learning that cannot otherwise be translated into college credit receives academic classification, evaluation, and credit from a subject-matter specialist selected for that purpose.

General Procedure

All Individual Assessments follow the same general procedure. In an application for assessment, the student, with the help of a Program Advisor if needed, outlines the college-level learning to be assessed, which cannot be readily measured by an existing written examination. In a preliminary interview, the student and a faculty consultant selected by the College establish an agreed-upon agenda for evaluation. This agenda specifies what knowledge will be assessed, how it will be assessed, and how many credits may be awarded.

Finally, the actual assessment takes place, and the consultant reports the results to the College.

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

Examples of Individual Assessment

Some examples will help to clarify how credits earned through Individual Assessment may be combined with credits earned through transfer and through college-equivalency examinations to satisfy degree requirements.

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

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

■ A county administrator received a substantial block of credits through Individual Assessment, which he combined with transfer credits to earn an Associate in Science Degree in Management. Although he had had eight years of experience in public service, which included his role as assistant to the mayor of a large city, this student brought with him only four college credits when he enrolled in Edison.

However, in a lengthy assessment, he completed several oral examinations and presented a large portfolio of reports, speeches, and planning documents prepared by him during his years in public administration. As a result, he was awarded a large block of credits in public administration, accounting, organizational analysis, public issues, and management of human resources.

By taking coursework at a nearby state college, he then earned enough additional credits to qualify for an A.S.M. Degree from Edison. He has since elected to continue at Edison for a B.S.B.A. Degree.

■ *A free-lance writer who had published several science fiction novels, combined an Individual Assessment in creative writing with transfer credits and with credits earned through college-equivalency examinations. This student transferred 38 credits from previous coursework and after enrollment earned 18 credits through CLEP General and Subject examinations.*

He then received 24 additional credits through an Individual Assessment that covered several forms of creative writing as well as the writing of non-fiction articles.

Because of this student's special interest and extensive reading in history, he has since applied for an Individual Assessment in seventeenth-century European history which may result in 15 additional credits toward his Bachelor of Arts Degree.

■ *An internationally known labor leader, nearing retirement, received a B.A. Degree from the College by combining transfer credits with 70 credits earned through a series of Individual Assessments.*

Forty years ago, this student had accumulated 60 credits at a midwestern university. After enrollment in Edison, he earned 50 credits through an intensive Individual Assessment covering a wide range of subjects in the area of labor studies.

Finally, in a complex interdisciplinary assessment, in which he demonstrated a college-level knowledge of subject matter in political science and journalism, he earned 20 more credits, enough to qualify for a B.A. Degree from the College.

(For more information about Individual Assessment, see pages 49 - 50.)

GROUP ASSESSMENT

Noneducational organizations—employers, labor organizations, community agencies, or governmental departments—frequently offer training programs that provide an opportunity for college-level learning but no opportunity for college credit. To help men and women enrolled in these programs gain credits for what they learn, Thomas A. Edison College has developed a special method of group assessment. Based on close interaction between the College and the sponsoring organization, this special procedure has the additional purpose of helping noneducational institutions upgrade their in-service training programs.

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

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

General Procedure

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

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

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

Examples of Group Assessment

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

■ *Educational programs developed and administered by departments of the state government to upgrade their personnel. The College has studied and approved several of these courses in both the liberal arts and management, involving more than 300 persons. Students who have completed these courses and passed an examination supplied or approved by the College have been given transcript credits upon enrollment in Edison that may be transferred to other institutions. The College is now helping to develop similar in-service training courses for departments of the state government that have no training courses of their own.*

■ *Police Academy courses in psychology and sociology. Two faculty consultants have evaluated these courses to confirm their level of difficulty or recommend changes. Tests developed by the College have been administered, and several hundred police trainees have since enrolled in the College.*

■ *A program of noncredit courses for potential union leaders offered by a labor education center. The program includes several courses, and over a hundred persons have been enrolled. The College has evaluated and approved the first group of courses and has created testing instruments for them. Many of the students who have completed these courses and passed the Edison examination for them have since enrolled in the College and received credits for the program.*

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

sonnel to a vice president in charge of marketing. Corporate management hopes to enlarge this program by developing additional courses to be approved by the College.

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



ACADEMIC COUNSELING

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

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

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

DEGREE PROGRAMS

Baccalaureate Degrees

The Bachelor of Arts Degree offered by the College is similar in its requirements to the four-year liberal arts degree granted by most institutions of higher learning. It requires 120 semester hours of credit. These must be distributed across subjects and along levels of difficulty according to a prescribed pattern, one that accommodates the special interests of mid-career adults while it also insures a balance between breadth and depth of knowledge.

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

(1) They must demonstrate proficiency in written expression. The methods of meeting this requirement are described on page 51.

(2) In a pre-graduation conference with faculty consultants engaged especially for that interview, they must demonstrate an acceptable grasp of the basic concepts in their area of concentration and in their specializations, if applicable.

(See pages 28 - 29 for a more detailed description of the B.A. Degree program.)

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

First, it has been structured to enable the student to meet all or most of the requirements through written examinations and Individual Assessments. Secondly, advanced-level options in several business fields have been added. The B.S.B.A. Degree requires 120 semester hours of credit. Forty-eight of these must be in the liberal arts and 60 in the business area; 12 may be taken as free electives.

(See pages 32 - 33 for a detailed description of the credit distribution requirements for the B.S.B.A. Degree.)

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

The B.S. Degree requires 120 semester hours of credit for completion. Of these, 48 credits are allotted to liberal arts distribution requirements, 54 to a concentration in human or technical services, and 18 to free electives. In addition, each concentration is further divided between core requirements of 21 credits and an individual professional specialization of 33 credits.

(See pages 34 - 35 for a detailed description of credit distribution requirements for the B.S. Degree.)

Associate Degrees

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

The A.A. Degree requires 60 semester hours of credit, of which 48 must be in the liberal arts according to a prescribed distribution.

(See pages 37 - 38 for a detailed description of credit distribution requirements for the A.A. Degree.)

The Associate in Science Degree in Management articulates with the B.S.B.A. Degree. The A.S.M. carries a 21-credit liberal arts component and a 39-credit component in business, public service, or health service management. (See also pages 38-39.)

The Associate in Applied Science Degree in Radiologic Technology was created to help professionals widen their career horizons. It was not designed to prepare new technologists for entry into the field. To be eligible for this degree, students must be certified by either the New Jersey Licensing Board (General X-Ray Technology) or the National Registry (A.R.R.T.) (For a detailed description of credit distribution requirements for this degree, see pages 41 - 42.)

PROGRAM ADVISING SERVICES

For upper-level baccalaureate students, the services of Program Advisors are available through the Office of Academic Programs. Program Advisors will provide the specialized academic advising needed by students well along in their degree programs.

(For more detailed information on the academic counseling and advising services of the College, see pages 23 and 30.)

TRANSFERABILITY OF DEGREES AND CREDITS

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

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

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



"The man who has reached the age of thirty-six has just about achieved readiness to discard the illusions built on the false theories for which wrong instruction and youthful ignorance previously have made him an easy mark. He is just beginning to get down to business."

Thomas A. Edison

ACADEMIC COUNSELING SERVICES

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

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

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

Northern New Jersey

Hackensack Newton Whippany
Jersey City Parsippany
Montclair Piscataway

Central New Jersey

Eatontown
Edison
Lincroft
Trenton

Southern New Jersey

Atlantic City
Cape May Courthouse
Cherry Hill
Glassboro
Lakewood
Mt. Holly
Vineland
Voorhees
Willingboro

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

CLEARINGHOUSE OF EDUCATIONAL RESOURCES

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

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

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

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

COMMUNITY INFORMATION SOURCES

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

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

Colleges

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

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

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

Kean College of New Jersey
Office of Special Programs
Union, New Jersey 07083

Mercer Community College
Community Counseling and
Information Office
90 1/2 State Street
Trenton, New Jersey 08625

Middlesex County College
Office of Counseling
Edison, New Jersey 08817

Adult Community Education Programs

Lakewood Community School
521 Princeton Avenue
Lakewood, New Jersey 08701

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

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

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

Public Libraries

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

Camden County Library
8 Echelon Mall
Voorhees Township, New Jersey 08043
609-772-1636

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

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

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

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

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

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

Public Agencies

Fort Dix Army Education Office
Fort Dix, New Jersey 08640

Ft. Monmouth Education Office
Ft. Monmouth, New Jersey 07703

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

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

Montclair Public Library
50 S. Fullerton Avenue
Montclair, New Jersey 07042
201-744-0500

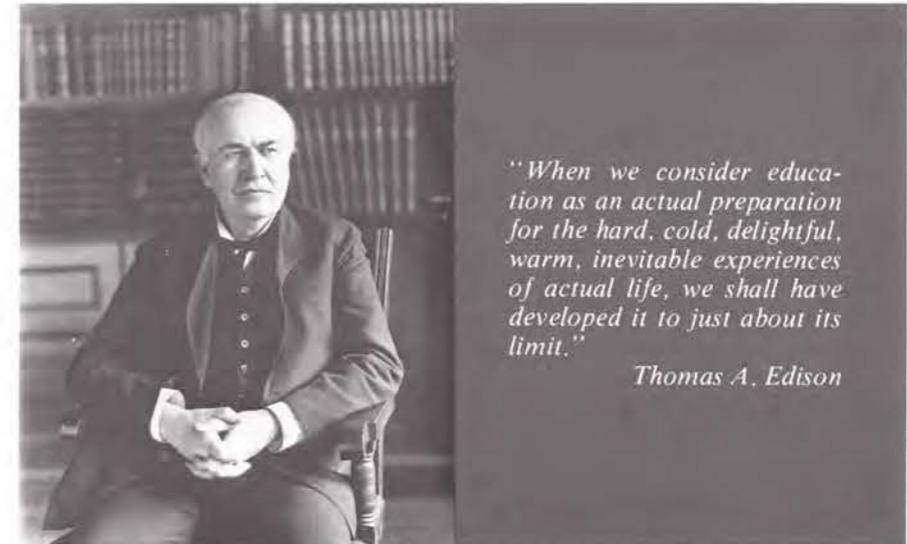
Willingboro Library
Salem Road
Willingboro, New Jersey 08046
609-877-6668

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

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

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

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



"When we consider education as an actual preparation for the hard, cold, delightful, warm, inevitable experiences of actual life, we shall have developed it to just about its limit."

Thomas A. Edison

DEGREE PROGRAMS AND REQUIREMENTS

BACCALAUREATE DEGREES

Bachelor of Arts

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

Basic Degree Requirements

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

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

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

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

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

CREDIT DISTRIBUTION REQUIREMENTS

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

Optional Specialization

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

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

The two specialization options are the following:

- (1) **Disciplinary Specialization.** One of the liberal arts disciplines falling within the area of the humanities, social sciences, or natural sciences/mathematics. *Examples:* communication arts, dance, psychology, chemistry, computer science.
- (2) **Interdisciplinary Specialization.** A liberal arts emphasis developed around a topic cutting across subjects in two or more areas. *Examples:* American studies, black studies, women's studies, community development, environmental studies, labor studies. (See page 56 for appropriate TECEP labor studies examinations.)

Additional Requirements

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

- (1) **Proficiency in Written Expression.** All candidates for Edison College degrees must demonstrate a proficiency in written expression prior to completion of degree requirements. The usual method of meeting this requirement is by passing an English composition test under the Thomas Edison College Examination Program (TECEP). This examination is described on page 57. Students may also meet the requirement through one of several alternative methods, which are described on page 51.
- (2) **Pre-Graduation Conference.** After completing between 80 and 100 credits of work, every candidate for the B.A. Degree, determined ready by the Office of Academic Programs, will be assessed by means of a personal interview (or other means when appropriate) conducted by consultant faculty. The purpose of the interview is to determine that the candidate demonstrates an acceptable understanding of basic concepts in the chosen Area Concentration (including specialization if pertinent) and, where appropriate, can apply those concepts to given problems, issues, and situations. The student is given the opportunity to suggest appropriate topics for the conference.

Methods of Meeting Requirements

The candidate for the B.A. Degree will have all the options open to all Edison College students for earning credits and meeting degree requirements. These options are described on pages 11 - 20 and pages 43-53. For a list of examinations available for liberal arts credit, see especially pages 46 - 47 and 56 - 57.

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

Program Advisors

All B.A. candidates are urged to take advantage of the counseling, advising, and information services of the College (*see pages 23-26 for services offered through the Office of Academic Counseling*).

Program Advisors are professionals with college teaching and advisement experience in particular academic disciplines. The Program Advisor in the Office of Academic Programs will assist any B.A. candidate in preparing a specialization proposal or in preparing for an Individual Assessment. In addition, upper-level B.A. candidates (those with 80 or more credits are given priority) may request assistance from a Program Advisor in learning about educational and career opportunities, choosing subjects and methods to complete degree requirements, diagnosing areas of strength and weakness, and preparing for the Pre-Graduation Conference.

Students who wish the assistance of a Program Advisor should contact the Office of Academic Programs.

Bachelor of Science in Business Administration

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

Basic Degree Requirements

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

In addition to the 48-credit distribution requirement in liberal arts, every candidate must demonstrate a proficiency in written expression prior to graduation—a requirement all Edison College degree candidates must satisfy. The usual method of meeting this requirement is by passing an English composition test under the Thomas Edison College Examination Program (TECEP). This test is described on page 57. However,

several alternative methods are possible, including transfer credit in English, a passing score in one of several CLEP tests, or the process of Individual Assessment. For a more detailed description of such alternative methods, see page 51.

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

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



CREDIT DISTRIBUTION REQUIREMENTS

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

Methods of Meeting Requirements

The B.S.B.A. Degree is structured to enable students to earn the degree primarily through examinations and Individual Assessments. As suggested above, business core requirements (33 credits) may be fulfilled by existing examinations in the TECEP and CLEP programs. In addition, a complete battery of TECEP examinations will be available to cover the advanced level specialization options (18 credits). These examinations, all of which carry 3 credits except where noted, are listed below. (Examination descriptions may be found in a separate section of the catalog beginning on page 55.)

Accounting

Intermediate Accounting I
Intermediate Accounting II
Managerial Accounting I
Managerial Accounting II
Advanced Financial Accounting
Auditing
Tax Accounting
(Select 3 as advised; Auditing and Tax Accounting necessary for CPA)

Finance

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

Marketing

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

Management of Human Resources

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

Operations Management

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

The student with business expertise attained through professional experience and independent study may find it very appropriate to complete a significant portion of the degree requirements by combining examinations with the special process of Individual Assessment. (See pages 16 - 18 and 49 - 50.) This method may be particularly appropriate as a way to satisfy the requirements for the business electives and those specialization options for which no examinations have been developed. Such options can often be built around the adult learner's professional experience in fields like insurance, real estate, and transportation management.

Many students may find it more convenient to satisfy some requirements by taking courses at other colleges. Where such courses are intended to substitute for TECEP and/or CLEP examinations in the business core and specialization option, the student is strongly advised to consult a copy of *Guidelines for the Evaluation of College Transcript/Examination Credit for the Bachelor of Science in Business Administration Degree* or to contact the Office of Academic Counseling or the Office of Academic Programs.

Bachelor of Science

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

Basic Degree Requirements

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

In addition to meeting the distribution requirements in the three broad areas described above, the student must also demonstrate competency in written expression. This requirement may be satisfied by passing a noncredit examination in written expression under the Thomas Edison College Examination Program (TECEP) or by one of several alternative methods described on page 51.

Concentration Requirements

As indicated above, the student must choose a 54-credit professional concentration in either human services or technical services. The outlines on pages 34 and 35 show that each concentration contains a set of Core Requirements totaling 21 credits of more advanced-level liberal arts subjects which relate closely to and support the student's required individual specialization. Thus, for those choosing the human services concen-

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

tration, a strong background in upper-level social and behavioral sciences is stressed. For students opting for the technical services concentration, emphasis is placed upon more advanced mathematics and relevant natural sciences.

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

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

Attention is also called to the fact that the individual specialization in a human service field includes 6 to 12 semester hours of advanced-level practicum in which the student must demonstrate a current grasp of knowledge and competency in the specialized field of experience. Credit for this advanced practicum cannot be earned merely by the

transfer of previously earned equivalent credits; it must be validated by Edison College faculty consultants according to criteria established by the Committee on the Bachelor of Science Degree. Finally, the student specializing in a technical service field should note that one must produce evidence of currency of knowledge according to means approved by the College. All business and professional degree candidates are required to provide such evidence when more than 25 percent of credits in the specialization were earned more than ten years previous to enrolling in the College.

It is important to stress that each degree candidate's individual concentration program, including specialization, must be approved by the Office of Academic Programs and the Committee on the Bachelor of Science Degree. Program Advisors will be assigned to each degree candidate to provide assistance in planning individual programs.

Methods of Meeting Requirements

The various methods for meeting the requirements for all Edison College degrees are described on pages 11 - 18 of this catalog. The candidate for the B.S. Degree will probably find that all three basic methods—transfer credit, credit by examination, and credit through Individual Assessment—will be appropriate at one point or another in working toward the degree.

The method of Individual Assessment will be relevant for many candidates because of its emphasis on the evaluation and crediting of prior learning, particularly the knowledge and competency acquired through on-the-job experience. This process will also be used where necessary in diagnosing the academic strengths and deficiencies of degree candidates prior to assisting them in planning an integrated program in the chosen concentration which must be approved by the Committee on the B.S. Degree.

Program Advisors are available to assist degree candidates in planning their degree program and in devising strategies appropriate for meeting degree requirements. Students should contact the Office of Academic Programs for such service in their chosen program concentration.

ASSOCIATE DEGREES

Associate in Arts

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

Degree Requirements

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

CREDIT DISTRIBUTION REQUIREMENTS

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

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

Methods of Meeting Requirements

As described in detail on pages 11 - 18 and pages 43 - 50, the candidate may earn degree credits in several ways. The adult learner who is capable of studying independently should give serious consideration to the use of the CLEP General and Subject Examinations combined with some TECEP examinations in meeting degree requirements (see pages 45 - 47 and 55 - 63); theoretically, one could earn the entire A.A. Degree through this method. Students whose college careers have been interrupted in the past will no doubt be able to apply many transfer credits towards the degree. For others, the unique process of Individual Assessment may be a way of gaining substantial amounts of credit.

Associate in Science in Management

The Associate in Science Degree in Management is designed primarily to meet the needs of working adults in mid-career. Because the requirements can be satisfied in several ways, the degree enables students to build upon a base of college-level knowledge obtained through their working careers.

The A.S. in Management is divided into a 21-credit liberal arts component and a specialized 39-credit professional component with primary emphasis on business management. The credit distribution requirements for the business and industry option as well as those for the health services and public service options are contained in the table below. Students interested in the additional specialized options should contact the Office of Academic Counseling or the Associate Director of Academic Programs.

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

CREDIT DISTRIBUTION REQUIREMENTS

A.S.M. Degree	
I. Liberal Arts Requirements	21
A. Communications*	(6)
B. Social Sciences	(6)
C. College Mathematics	(3)
D. Liberal Arts Electives	(6)
II. Management Core	21
A. Management Basics	(9)
(Example: Management of Human Resources, Organizational Behavior, Principles of Finance)	
B. Introduction to Economics	(3)
(Microeconomics or Macroeconomics)	
C. Introduction to Accounting	(3)
D. Introduction to Data Processing	(3)
E. Statistics	(3)
III. Specialized Management Options	18
Option 1: Health Services	
A. Public Administration I	(3)
B. Accounting Elective	(3)
C. Public Policy	(3)
D. Specialized Electives	(9)
(Example: Public Administration II, Public Finance, Public Personnel Management)	
(or)	
Option 2: Public Service	
A. Public Administration	(3)
B. Accounting Elective	(3)
C. Public Policy	(3)
D. Specialized Electives	(9)
(Example: Public Administration II, Public Finance, Public Personnel Management)	
(or)	
Option 3: Business and Industry	

A. Microeconomics	(3)
B. Accounting Elective	(3)
C. Business Policy	(3)
D. Specialized Electives	(9)
(Example: Marketing Communications, Marketing Research, Marketing Strategy I)	

Total 60

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

The A.S. Degree in Management is designed to articulate with the B.S.B.A. Degree. Therefore, students interested in earning the four-year degree should carefully study its requirements while planning for the associate degree. (See page 32.) The CLEP and TECEP examinations approved for the business core of the B.S.B.A. are particularly useful in articulating the two degrees.

Methods of Meeting Requirements

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

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

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

(1) <i>Management Core Subjects (21 s.h.)</i>	
Introductory Microeconomics (CLEP)	
Introductory Macroeconomics (CLEP)	
Introductory Micro- and Macroeconomics (CLEP)	
Introductory Accounting (CLEP)	
Introduction to Data Processing (TECEP)	
Statistics (CLEP)	
Organizational Behavior (TECEP)	
Principles of Finance (TECEP)	
Management of Human Resources (TECEP)	
Business in Society (TECEP)	
(2) <i>Specialized Management Options (18 s.h.)</i>	
Introductory Marketing (CLEP)	Marketing Communications (TECEP)
Quantitative Managerial Decision-Making (TECEP)	Marketing Strategy I (TECEP)
Money and Banking (CLEP)	Public Finance (TECEP)
Business Policy (TECEP)	Public Personnel Management (TECEP)
Public Administration I and II (TECEP)	
Public Policy (TECEP)	
Materials Management and Inventory Control (TECEP)	
Marketing Research (TECEP)	
Tax Accounting (TECEP)	
Labor Relations and Collective Bargaining (TECEP)	

(The more advanced student should also review the upper-level business examinations described in the section beginning on page 55.)

For the student with considerable management experience, the Individual Assessment method of meeting degree requirements, particularly in the specialized management options, should prove useful.

Associate in Applied Science in Radiologic Technology

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

Basic Degree Requirements

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

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

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



CREDIT DISTRIBUTION REQUIREMENTS

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

Methods of Meeting Requirements

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

The principal examinations stressed are the following:

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

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



ACADEMIC POLICIES AND PROCEDURES

Anyone may enroll in Thomas A. Edison College, regardless of age, residence, or previous educational experiences. In the pages to follow, prospective students can find the general academic regulations and procedures of the College, as well as a schedule of fees.

THE ENROLLMENT PROCESS

Enrollment forms can be obtained either from the Office of the Registrar or from one of the College's academic counselors. Students should list on the enrollment form all past collegiate educational experiences: college coursework at an accredited college or university (or a candidate for accreditation) with degrees attained, if applicable; college-proficiency examinations such as CLEP, AP, DANTES; formal military service schools, if attended. The student should also list those educational experiences that do not fit into these categories in the space provided on the enrollment form for Optional Information. This information is extremely important for counseling or advisement purposes. The student should also list those educational experiences that are not to be counted toward a degree at Thomas A. Edison College.

The completed enrollment form is to be sent to the Office of the Registrar together with the \$50.00 enrollment fee. Official transcripts of college coursework, college-proficiency examinations, and documentation of other educational experiences should also be sent to the Office of the Registrar as soon as possible after enrolling in the College. In most cases, the student will be notified of the receipt of the enrollment form and fee within three weeks. A student identification card will accompany this notification. The student will be informed if the file is complete (all materials received) or if there are transcripts still outstanding. A follow-up notice is sent to the student when the missing documents are received for an incomplete file.



"Remember, nothing that's good works by itself—just to please you. You've got to make the damn thing work."

Thomas A. Edison

THE EVALUATION PROCESS

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

The evaluation when received consists of a form letter applicable to all students who enroll in a specific degree program. Individualized comments are placed on the second page of the letter. Students are urged to read these letters thoroughly. Included with each evaluation is a copy of the Transcript Evaluation Form, which lists all the educational experiences evaluated. For all degrees except the Associate in Arts Degree, a special degree evaluation form is also enclosed, indicating how the various educational experiences were assigned to meet degree requirements.

METHODS OF EARNING CREDIT

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

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

Transfer of Credit

Students of the College may transfer credits earned at a regionally accredited college or university or one that is a candidate for accreditation. With the exception of coursework presented to meet the professional requirements of the professional degrees offered by the College (Associate in Science-Management; Associate in Applied Science-Radiologic Technology; Bachelor of Science in Business Administration; the proposed Bachelor of Science-Human or Technical Services), there is no limit to the length of time which may have elapsed since the credit was earned. There is a ten-year time limit for courses presented to meet these professional requirements.

In the event that a student does present coursework more than ten years old, up to 25 percent of the total credits needed for the professional requirements can be applied to the degree requirements from the older coursework. The student may request a special Demonstration of Currency evaluation for coursework completed more than ten years ago if this coursework exceeds more than 25 percent of the total credits required for the professional component of the degree. The Demonstration of Currency evaluation is similar to an Individual Assessment. Requests for the Demonstration of Currency evaluation should be made to the Office of Academic Programs.

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

The College will accept all courses which a student has completed, including those where the minimum passing grade of D was earned.

Each student must have a minimum quality point average (QPA) of 2.0, based on a 4.0 scale, for all coursework accepted in transfer from other colleges or universities before a degree can be awarded. In addition, candidates for a professional degree (A.S.M., B.S.B.A., the proposed B.S.) must have a minimum quality point average (QPA) of 2.0, based on a 4.0 scale, within the area of professional competence (concentration or specialization) as well as the minimum overall 2.0 QPA. Grades of D must be balanced by grades of B or A so that the required 2.0 QPA is achieved. Letter grades are not assigned to college-proficiency examinations (TECEP, CLEP, *et al.*) or other evaluations completed by the College.

Formal Military Service Schools

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

Veterans separated from service after January 1, 1950, may submit a copy of their DD Form 214: Report of Transfer or Discharge. Since these forms do not list any information other than the type of school, the student should list, on a separate page, the full name of the school, its location, the dates attended, and the duration of the school in terms of weeks. If more than one DD Form 214 has been issued, a copy of each form should be sent, if the schools attended are not listed on the most recent one.

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

Subject-Matter Examinations

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

Thomas Edison College Examination Program (TECEP)

As an integral part of its academic program, the College offers a series of examinations to enable its students to meet their degree requirements without formal classroom attendance. These examinations are described in more detail on pages 55-63. They are offered three times a year, on the first Saturday of October, February, and June, at regional test centers in New Jersey.

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

For each of the examinations offered through TECEP, a comprehensive study guide has been prepared. Study guides may be requested from the Office of the Registrar.

College Level Examination Program (CLEP)

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

In addition to the five general examinations, CLEP offers a wide selection of *subject* examinations which correspond to specific college courses taught across the country.

The following is a breakdown of the CLEP examinations currently being offered, the minimum score necessary for credit, and the semester hour value.

Business	<i>Minimum Score</i>	<i>SH</i>
Accounting, Introductory	50	6
Business Law, Introductory	51	3
Business Management, Introduction to	47	3
Computers & Data Processing	46	3
ECP: Fortran IV	48	3
Marketing, Introductory	48	3
Money & Banking	48	3
Dental Technology		
Dental Materials	tba	tba
Head, Neck, and Oral Anatomy	tba	tba
Oral Radiology	tba	tba
Tooth Morphology and Function	tba	tba
Education		
History of American Education	46	3
Tests & Measurements	46	3
Humanities		
American Literature	46	6
Analysis & Interpretation of Literature	49	6
College French 1 and 2	41	6
	53	12
College German 1 and 2	40	6
	48	12
College Spanish 1 and 2	41	6
	50	12
*English Composition (General)	428	6
*English Composition (Subject)	48	6
English Literature	46	6
*Freshman English	47	6
Humanities (General)	422	6
Medical Technology		
Clinical Chemistry	57	3
Hematology	46	3
Immunohematology & Blood Banking	47	3
Microbiology	48	3
Natural Sciences-Mathematics		
Biology	49	6
Calculus with Analytic Geometry	47	6
*College Algebra	50	3
*College Algebra & Trigonometry	49	3
General Chemistry	48	6
Geology @	49	6
*Mathematics (General)		
Natural Sciences (General)	424	6
Statistics	48	3
*Trigonometry	49	3
Nursing (North Carolina Nursing Examinations)		
Anatomy, Physiology, Microbiology	44	6
Behavioral Sciences for Nurses	45	6
Fundamentals of Nursing	44	6
Medical-Surgical Nursing	46	6
Social Sciences		
Afro-American History	49	3
American Government	47	3

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

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

The College Entrance Examination Board offers the CLEP examinations nationwide as well as at various overseas locations on a monthly basis. More detailed information about the CLEP examinations and the location of test centers can be obtained by writing to CLEP, P.O. Box 592, Princeton, New Jersey 08540.

Other College-Level Examinations

College Entrance Examination Board

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

United States Armed Forces Institute (USAFI)

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

Defense Activity for Non-Traditional Education Support (DANTES)

The Defense Activity for Non-Traditional Education Support (DANTES) has made available to active-duty military service personnel the CLEP General and Subject examinations since 1974. In addition, DANTES offers a wide spectrum of proficiency examinations in academic areas. Examinations taken through DANTES may be used to meet requirements for degrees offered by Thomas A. Edison College. The College will use the minimum passing scores and credit recommendations set by the American Council on Education. Transcripts for DANTES examinations can be obtained by writing to DANTES, Box 2819, Princeton, New Jersey 08540.

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

The American College Testing Program (ACT) now offers on a national basis the examinations developed by the New York State Education Department through the Proficiency Examination Program (PEP). Thomas A. Edison College will accept for credit most examinations offered by PEP. Information on these examinations can be obtained by writing to:

ACT Proficiency Examination Program
P.O. Box 168
Iowa City, Iowa 52240

Evaluation of Other Credentials

Thomas A. Edison College has evaluated a number of other educational experiences which result in the awarding of a license or certificate to determine if college credit can be awarded. In the following cases, credit has been approved by the College's Academic Council. Students who have earned one of these certificates or licenses are eligible for the credit indicated.

Hospital-Based RN Programs

Thomas A. Edison College will grant up to 60 s.h. to graduates of a hospital-based RN program. Students who wish to receive credit for such a program must submit an official transcript from the Hospital School of Nursing as well as official proof of the RN. Credit will not be given in those areas where the learning has been already incorporated as credit by another college or university or where it has been previously credited by examination.

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

The College will grant 20 semester hours to students who have passed the American Registry of Radiologic Technologists licensure examination or the New Jersey State Licensure Examination for X-Ray Technicians. Students must present official proof of the completion of these examinations before credit will be awarded. Credits earned can be used to meet part of the professional component of the Associate in Applied Science Degree in Radiologic Technology (see page 40) or as elective credit for other degrees offered by the College.

F.A.A. Pilot's Licences

The College will grant credit for the following F.A.A. pilot's licenses or ratings: Private Pilot (Airplane), Commercial Pilot (Airplane), Instrument Pilot (Airplane), Flight Instructor (Airplane), Flight Instructor (Instrument). The amount of credit awarded will depend on the license or rating held by the student. Credit will be granted for ground training only; additional credit for flight training can be earned through Individual Assessment. Students who wish to receive credit for an F.A.A. license must provide an official copy of their F.A.A. test scores as well as an official copy of a valid pilot's license.

A.S.C.P./Histotechnologist Registry

The College will grant 4 semester hours to students who have successfully completed the A.S.C.P./H.T. Registry Examination. Credits granted for the registry may be used to meet part of the professional component of the Associate in Arts Degree-Histotechnology emphasis or as elective credit for other degrees offered by the College.

Foreign Credentials

Thomas A. Edison College will also evaluate the college-level learning completed at bonafide institutions of higher learning in countries other than the United States of America. Students who wish to have foreign credentials evaluated for credit must make a formal request for such an evaluation. Students will be asked to provide official (notorized) copies of their original documents as well as official (notorized) translations of the original documents. While there is no charge for the evaluation of foreign credentials, it is usually a lengthy process.

There are two evaluation services which will evaluate foreign credentials for a slight fee. Thomas A. Edison College will use the results of these evaluation services but reserves the right to modify the credit recommendations. Students interested in using either of these evaluation services are asked to contact them directly.

Credentials Evaluation Services, Inc.
P.O. Box 24679
Los Angeles, California 90024

World Education Services, Inc.
P.O. Box 602
Forest Hills Station
Flushing, New York 11375

Individual Assessment

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

The general procedure to be followed in an Individual Assessment has already been described on pages 16-17. This procedure demands a close three-way collaboration among the student, the faculty consultant, and the Edison College Program Advisor.

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

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

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

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

DUPLICATION OF CREDIT

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

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

English Composition

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

Mathematics

The College will accept for credit a maximum of two one-semester courses, or equivalent, in basic college mathematics. This includes such courses and examinations as introductory college mathematics, college algebra, college algebra and trigonometry, etc. Thus, 6 semester hours of course work or examinations in these areas will duplicate the CLEP General Examination in mathematics. A student who presents 3 semester hours in basic college mathematics will receive partial credit of 3 semester hours for the CLEP General Examination in mathematics. These policies are in effect regardless of the order in which the examinations and/or courses were completed. *Please note:* Courses or examinations in calculus will be counted in addition to credits earned in basic college mathematics.

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

Natural Sciences

If a student has completed 6 semester hours or more in two or more of the following areas: (1) physics (2) chemistry (3) astronomy, geology or meteorology, no credit will be granted for the physical sciences portion (3 s.h.) of the examination. If a student has completed 6 s.h. in biology, no credit will be granted for the biological sciences portion (3s.h.) of the examination.

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

Humanities

If a student has completed 6 s.h. of basic literature courses, e.g., world literature, or 6 s.h. in two or more areas of literature, e.g., American literature, English literature, the novel, etc. no credit will be granted for the literature portion (3 s.h.) of the examination. If a student has completed 6 s.h. in basic fine arts courses, e.g., foundations of art, foundations of music, no credit will be granted for the fine arts portion (3 s.h.) of the examination.

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

Social Sciences/History

If a student has completed 6 s.h. in two or more areas of the social sciences, e.g., government, economics, geography, anthropology, sociology, or psychology, no credit will be granted for the social sciences portion (3 s.h.) of the examination. If a student has completed 6 s.h. in world history, history of western civilization, etc., or 6 s.h. in two or more areas of history, no credit will be granted for the history portion of the examination.

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

WRITTEN EXPRESSION

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

- (1) The noncredit TECEP Examination in Written Expression (*See page 57.*)
- (2) Three semester hours of college course work in English Composition with a grade of B;
- (3) Six semester hours of college course work in English composition with an average grade of C;
- (4) The completion of one of the CLEP examinations in English—English composition (General or Subject) or freshman English or the College-Level GED Examination in Expression;
- (5) By demonstrating a satisfactory standard of written expression as determined by a faculty examiner in an Individual Assessment.

Students enrolled in the Associate in Science in Management and the Associate in Applied Science in Radiologic Technology programs must complete six semester hours in communication. Completion of these six semester hours will satisfy the written expression requirement.

REQUESTS FOR SPECIALIZATIONS/WAIVERS/APPEALS

Students who wish to take a specialization in their Area Concentration of the Bachelor of Arts Degree or who wish either the General Business Option or the Nonstandard Specialization Option of the B.S.B.A. Degree must file a request for specialization with the Office of Academic Programs. These requests must be submitted by the Office of Academic Programs to the appropriate degree committee for approval.

Students in the proposed Bachelor of Science Degree program must have their specialization (Human Services or Technical Services) approved by the Bachelor of Science Degree Committee. Specializations should be filed with the Office of Academic Programs.

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

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

In order that all requests for specializations, waivers, and/or appeals may be adequately presented to the appropriate committee for consideration, all requests should be submitted in writing at least three weeks in advance of the Committee's scheduled meeting. Dates for Committee meetings are listed in the calendar on the inside back cover of the catalog. The College's Academic Counselors or Program Advisors will assist students in preparing any of the above requests.

LOWER DIVISION/UPPER DIVISION CLASSIFICATION

Beginning July 1, 1977, Thomas A. Edison College will institute a system of classifying students as Lower Division or Upper Division. All students who have completed more than 75 semester hours will be classified as upper-division students. All upper-division students will be assessed an Upper Division Classification Fee of \$50.00 at the time that they are certified as upper-division students. This fee has been instituted to help offset the added costs of advising the upper-division students and is applicable to all students regardless of degree program or date of enrollment.

TRANSCRIPTS

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

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

CROSS REGISTRATION

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

GRADUATION

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

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



FEE SCHEDULE FOR 1976-1977 AND 1977-1978 ACADEMIC YEARS ¹

General Fees

Enrollment Fee	\$50.00
Upper Division Classification Fee ²	50.00
Graduation Fee (Associate Degrees)	35.00
Graduation Fee (Baccalaureate Degrees)	50.00
Transcript Service	No Charge

Individual Assessment Fees

For all assessments completed within the State of New Jersey³

Application Fee (For each subject area)	25.00
Assessment Fees	
Up to six (6) semester hours	75.00
For each semester hour credit over six (6)	7.50

For all assessments completed at a location outside the State of New Jersey³

Application Fee (For each subject area)	75.00
Assessment Fees	
Up to six (6) semester hours	75.00
For each semester hour credit over six (6)	7.50

Thomas Edison College Examination Program (TECEP) Fees⁴

For all examinations except Modern Language and Special Subject Examinations

Examinations valued at up to 3 semester hours	25.00
Examinations valued at 4-6 semester hours	40.00
Examinations valued above 6 semester hours	50.00
(Typical credit values for examinations are 3, 6, and 9 semester hours.)	

For Modern Language Examinations

Battery A (Reading, Writing, Listening, Speaking)	50.00
Battery B (Cultural & Civilization, Applied Linguistics, Professions Preparation)	40.00
Battery A & B	75.00

For Special Subject Examinations
(Direct arrangements made with cooperating institutions)

Out-of-State Administration Surcharge⁴ 10.00
(Per Examination)

Transcript Service No Charge

Pre-Graduation Conference (BA Candidates Only)

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

¹Fees for 1977-1978 Academic Year are tentative and subject to change. The College reserves the right to change fees when needed.

²This fee effective July 1, 1977, for all upper-division students.

³Students who reside within twenty-five miles of New Jersey will be assigned in-state fees if assessments are completed in New Jersey.

⁴Modern Language and Secretarial Science examinations are not offered out of state.



"The world is crying for men of intelligence. It is searching for them everywhere."
Thomas A. Edison

THOMAS EDISON COLLEGE EXAMINATION PROGRAM

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

TECEP examinations are offered the first Saturday of February, June, and October at locations throughout New Jersey, and the first Saturday of March, April, May, November, and December at the College's Princeton offices only. These examinations may also be taken out-of-state by special request to the Office of the Registrar.

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

The following pages provide brief descriptions of the TECEP examinations now available and those scheduled to be offered for the first time in February and June, 1977. Each description gives only a general review of the test's content. For more details about any TECEP examination and suggestions on how to prepare for a test, individuals may request a Study Guide from the Office of the Registrar.

LIBERAL ARTS EXAMINATIONS

HUMANITIES

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

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

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

Introduction to the Art of Film. (3 s.h.) The background and development of the motion picture from its earliest stages to the present. Emphasis is on the evaluation of film as an art form; on techniques of film production; on theory and esthetics; and on film as a cultural, social, and economic force. Important trends and movements, genres, and major influential figures are considered. (Available February, 1977).

Introduction to the Art of Theater. (3 s.h.) An introduction to the art of the theater, covering dramatic literature; types of drama and of theatrical events; theater design and play productions; criticism. (Available February, 1977.)

SOCIAL SCIENCES

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

Contemporary Labor Issues. (3 s.h.) Concentrates on a selected number of current labor issues of particular relevance to contemporary society, such as automation, unemployment, and civil rights. (Available June, 1977.)

Labor Economics. (3 s.h.) Study of labor markets and theories of wage determination; analysis of problems of unemployment, automation, manpower needs; wage and hours legislation. (Available June, 1977.)

Labor Law (3 s.h.) A study of the evolution of labor rights in the United States. The topics will include specific labor statutes such as the Wagner and Taft-Hartley Acts; procedures of the National Labor Relations Board, court decisions involving boycotts, picketing, union security, and recent civil rights laws. (Available June, 1977.)

Labor Movement Theories. (3 s.h.) The various theories which influenced the development of trade unionism in the United States, including the works of Marx, Commons, Perlman, and Kerr. (Available June, 1977.)

Trade Union Structure and Administration. (3 s.h.) An analysis of the structure and functions of the various units of labor organization, ranging from the national federation to the local union; and some consideration of special problems and activities, such as democracy in trade unions. (Available June, 1977.)

Civil Rights and Labor. (3 s.h.) An examination of legislative, judicial, and administrative decisions and their effects on minority groups at work. (Available June, 1977.)

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

NATURAL SCIENCES/MATHEMATICS

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

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

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

WRITTEN EXPRESSION REQUIREMENT

Written Expression. (No credit allocation.) A test of basic writing ability in English. The examination

requires the writing of a number of short passages, each involving a different topical area and audience. The student's writing is evaluated on the basis of grammatical correctness, clarity of expression, and appropriateness of style to the audience addressed. The Written Expression examination carries no credit value. It is offered as a means of satisfying the written expression requirement for the B.A. Degree.

BUSINESS ADMINISTRATION EXAMINATIONS

ACCOUNTING

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

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

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

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

Advanced Financial Accounting. (3 s.h.) Covers accounting topics related to business combinations, partnerships, and the effects of foreign exchange on financial statements. Relevant pronouncements of the Accounting Principles Board and the Financial Accounting Standards Board are included. The business combination area covers the nature of business combinations, consolidation methods, treatment of intercompany transactions, changes in equity, and reciprocal stockholdings. The partnership accounting portion includes formation, admission of a new partner, and liquidation and insolvency. The foreign exchange area includes techniques for translating statements prepared in foreign currency, treatment of gains and losses due to currency fluctuations, and financial statement presentation.

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

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

BUSINESS ENVIRONMENT AND STRATEGY

Business in Society. (3 s.h.) Analysis of the social and governmental aspects of business operations. The total environment in which management deci-

sions are made is examined in terms of laws and government regulations, the social responsibilities of concerned corporate executives, and the activities of consumer advocates. Problems of monopolistic competition, administrative commissions, corporate ethics, public relations, and consumer protection are included.

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

FINANCE

Principles of Finance. (3 s.h.) Designed to familiarize the student with managerial finance and the environment within which the financial decision-maker functions. *Principles of Finance* is intended for students who will not go on to further studies in finance, as well as for students who will find a career in the field. Among the major topics of inquiry are: the role of the financial manager, elementary concepts and tools of financial analysis, and management and financing of short-term and long-term assets. The external environment of finance, that is, money, monetary and fiscal policy, the Federal Reserve, commercial banking, and financial institutions and instruments will be treated. (Familiarity with the basic aspects of accounting is necessary to study *Principles of Finance*).

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

Financial Institutions and Markets. (3 s.h.) An analysis of the financial structures of the United States. Includes an examination of the nature of financial markets including money and capital markets, credit creation, the role of commercial banks and the Federal Reserve, and the role of saving. Also considered are savings banks, savings and loan associations, insurance companies, pension funds, invest-

ment companies, and other financial institutions. In the area of international finance, the major topics include balance of payments, the foreign exchange market, international banking, and international financial markets. (Available February, 1977.)

International Finance and Trade. (3 s.h.) An introduction to international financial management, including: (1) the international monetary and economic environment such as the foreign exchange market; the balance of payments; and the financing of multinational business activities; (2) the institutions and instruments of international finance, such as international banking, the International Bank for Reconstruction and Development, and the Export-Import Bank of the U.S.; (3) special aspects and problems of international financial management, including legal factors, taxation of internationally derived income, and exchange risks. (Available February, 1977.)

Public Finance. (3 s.h.) An introduction to public finance. The principles of public sector financing are contrasted with private sector financing. Income taxes, sales taxes, property taxes, excise taxes, wealth taxes, consumption taxes, and value-added taxes are studied. Fiscal stabilization, debt management, intergovernmental fiscal relations, and urban finance are also included. An elementary knowledge of economic principles is assumed. (Available June, 1977.)

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

Advanced Security Analysis and Portfolio Management. (3 s.h.) An advanced study of the analysis of investments and the management of portfolios of securities. Topics include: (1) economic factors underlying securities values; (2) methods of determining personal risk utility; (3) advanced tools of securities analysis; (4) study of the role of major securities exchanges; (5) advanced techniques of portfolio management. (Available June, 1977.)

MANAGEMENT OF HUMAN RESOURCES

Management of Human Resources. (3 s.h.) An introduction to the principles and practices of manpower management. Subjects include: the functions

of management, individual and group behavior at work, the dynamics of organizational behavior, and personnel management. Topics include: scientific management, human relations, participative management, planning, organization, motivation, controlling, decision-making, and coordination. Also covered are: leadership, power and influence, work group structure, training, authority, line and staff relationships, delegation, and organization goals.

Basic Principles of Supervision. (3 s.h.) A survey of the conceptual principles and practices of supervision, including such topics as motivation, discipline, leadership, communication, and an understanding of how an organization works. (Available February, 1977.)

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

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

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

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

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

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

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

MARKETING

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

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

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

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

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

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

OPERATIONS MANAGEMENT

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

Quantitative Managerial Decision-Making. (3 s.h.) Covers the more widely-used quantitative ap-

proaches to making management decisions, emphasizing the understanding of the nature of various mathematical and statistical tools of decision-making as they relate to managerial problem-solving, as well as the limitations of these tools. Topics include: correlation, regression, probability, analysis of variance, hypothesis testing, nonparametric statistics, Bayesian analysis, forecasting and scheduling techniques, statistical quality control, inventory control, indices, linear programming, PERT/CPM, and applied queuing theory. Emphasis is on the application of statistical procedures involved rather than their mathematical derivation.

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

Management of Quality Control. (3 s.h.) A survey of the quality control function in industry, including principles of organization and management as well as techniques of statistical quality control, and reliability. (Available February, 1977.)

Introduction to Operations Management. (3 s.h.) A survey of operations management, using systems concepts to stress coordination, optimization, and control of materials, equipment and people in the management of all types of organizations. Topics covered include logistics, production, purchasing, inventory control, and other areas of operations management and research. (Available February, 1977.)

Transportation and Traffic Management. (3 s.h.) An overview of the management of traffic and transportation systems, stressing the economics of moving people and goods. Topics include freight classification, rate formulation and negotiation; mode, route, and carrier selection criteria; traffic demand forecasting; and government regulation of the transportation industry. (Available February, 1977.)

Management Information Systems. (3 s.h.) Analysis and design of computer-based information systems. Topics include business systems analysis; examination of data requirements; data collection, classification, transmission, and display; data base organization; management reporting systems; on-line real-time systems and software related to system design. (Available June, 1977.)

Work Methods and Measurements. (3 s.h.) Concepts of work analysis, time study, and work measurement practices. Stop-watch time study, micro-motion study, establishment of allowances by stop

OTHER MANAGEMENT EXAMINATIONS

Community Health. (3 s.h.) This introduction to community health deals with the historical precedents of present-day health care services and programs, the leading causes of illness, disability, and death, the services being rendered by local, state, and federal agencies, and the structure and role of voluntary agencies. It includes the planning process and the need for community involvement as well as the elementary concepts of epidemiology. (Available June, 1977.)

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

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

watch and work sampling and simplification studies. Establishment and use of predetermined time values; construction and application of work measurement formulae. (Available June, 1977.)

environment of public administration, administrative law, policy analysis, and program evaluation and ethics. (Available February, 1977.)

Public Personnel Management. (3 s.h.) This examination stresses the principles and practices of manpower management in the public sector. Topics include recruitment, placement, training, health plans, incentive and merit systems, collective bargaining in the public sector, employee development and benefits, retirement planning, manpower planning, EEO and affirmative action as well as intergovernmental personnel relations. (Available June, 1977.)

Public Policy. (3 s.h.) This examination addresses ethical, legal, and legislative problems and issues faced by a manager in the public sector. It includes an analysis of critical relationships between a governmental organization and its various publics, constituencies, and influence sources as well as an examination of the public policy process, with special emphasis on antitrust and regulation. (Available February, 1977.)

BUSINESS ADMINISTRATION EXAMINATIONS (1972-75 DEGREE PROGRAM)

The examinations listed below are only for students completing the original B.S.B.A. program offered by the College through June 30, 1975. Students completing this original program may obtain study guides for these examinations from the Office of the Registrar. These examinations will not be offered after June, 1977.

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

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

PROFESSIONAL AREA EXAMINATIONS

RADIOLOGIC TECHNOLOGY

Radiologic Technology A. (5 s.h.) A review of the fundamentals of radiographic exposure and technique, including radiation protection. The radiographic exposure and technique section covers the prime factors of radiography and their interrelation-

ships, and apparatus for improving radiographic quality. The protection section includes protection to personnel and patients and basic concepts from physics and radiobiology as they relate to radiation protection.

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

SECRETARIAL SCIENCE

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

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

required to pass. (Available February, 1977.)

Typing. (6 s.h.) This test requires the candidate to demonstrate a minimum speed of 50 words per minute with no more than three errors on the best of two three-minute straight copy timings and to demonstrate competency in typing corrected draft manuscripts, letters, memoranda, and tabulations. (Available February, 1977.)

SPECIAL SUBJECT EXAMINATIONS

A separate group of TECEP examinations, called "Special Subject Examination," is administered to students enrolled in particular courses of study within the College's Group Assessment program. Special Subject Examinations are not offered at the regular TECEP administration centers. For a description of Group Assessment, see pages 16-20. Additional information on these programs may be obtained by contacting the Coordinator of Special Programs.

American Studies, 1930's to 1970's
Communications in Administration
General and Biological Chemistry
Histochemistry
Introductory Histotechnology
Principles of Management
Psychology for Law Enforcement Officers
Social Needs, Legislation and Remedial Programs
Sociology for Law Enforcement Officers

OTHER EXAMINATIONS ADMINISTERED BY THE COLLEGE

TECEP Foreign Language Examinations

As part of its examination program, Thomas A. Edison College administers the MLA-Cooperative Foreign Language Proficiency Tests. These tests were designed for use in colleges with language majors and advanced students. In each language—

French, German, Italian, Russian, and Spanish—the tests provide separate measures of skills in listening, speaking, reading, and writing (Battery A) as well as Applied Linguistics, Civilization and Culture, and Professional Preparation for teachers (Battery B).

Language Skills. (24 s.h.) Battery A consists of a series of examinations in the four basic skills of language—listening, speaking, reading, and writing. Each candidate must demonstrate an acceptable proficiency in each of the four skills in order to receive credit. Passing scores have been based upon the MLA-NDEA Summer Institute pretest results from 1961-1967. Most participants at these institutes were secondary school teachers of foreign languages.

These examinations are intended to measure the competency in a foreign language expected in the language at the collegiate level. Individuals who receive credit have a proficiency in the foreign language expected of college students who have completed three years of a foreign language. The examinations are not constructed to measure the knowledge gained in a specific college course.

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

Applied Linguistics. (3 s.h.) Topics covered are pronunciation, and phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology. The emphasis in each test is on the differences between English and the foreign language. Examinations are offered in five language areas: French, German, Italian, Russian, and Spanish.

Civilization and Culture. (3 s.h.) This examination is designed to measure a knowledge of civilization and culture as distinct from knowledge of the language. The term "culture" is taken in the broad sense, embracing such content areas as geography, history, the arts, literature, and social institutions. Individuals are tested on basic facts and terms; understanding important ideas, themes, and institutions; understanding of the complexity and variety of the culture; appreciation of historical and cultural meaning of terms; appreciation of cross-cultural differences. Examinations are offered in five language areas: French, German, Italian, Russian, and Spanish. **Please Note:** Students who take the examination in Spanish should note that it is Culture and Civilization of Spain, not Latin America.

Professional Preparation. (3 s.h.) This examination is designed to test not only a knowledge of teaching methods that are common to different foreign languages (with an emphasis on the audio-lingual approach), but a knowledge of important developments in the field of language teaching as well. Also covered are such broad areas as objectives, teaching techniques, professional development, and evaluation. The examination in Professional Preparation is common to all five language areas.



"There are three things that insure success, to wit: ambition, imagination, and the will to work; of these the will to work accomplishes the most."

Thomas A. Edison

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"The best service which maturity can render youth is to encourage and forward every worthy form of education."

Thomas A. Edison

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The committees of the Academic Council include the following:

- Committee on Academic Policies and Standards
- Committee on Testing and Assessment
- Committee on Adult Learning Opportunities
- Committee on Liberal Arts Degrees
- Committee on Business Degrees
- Committee on the Bachelor of Science Degree
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Mercer County Community College
Middlesex County College
Ocean County College
Somerset County College

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Philadelphia College of Textiles and Science
Princeton University
Rider College
Seton Hall University

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Free Public Library of Woodbridge
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Overlook Hospital
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Riverview Hospital
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"We will make the electric light so cheap that only the rich will be able to burn candles."

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1977-78 CALENDAR

January		November	
7	Academic Policies and Standards Committee	4	Academic Policies and Standards Committee
14	Academic Council	5	November TECEP Administration (Princeton Center only)
21	Last Day to Register for February TECEP Administration	11	Academic Council
28	Board of Trustees	18	Last day to Register for December TECEP Administration
February		December	
4	Liberal Arts Degrees Committee	1	Liberal Arts Degree Committee
5	February TECEP Administration (Regional Test Centers)	2	Board of Trustees
11	Business Degrees Committee	3	December TECEP Administration (Princeton Center only)
18	Last Day to Register for March TECEP Administration Bachelor of Science Degree Committee	9	Business Degrees Committee
March		16	Bachelor of Science Degree Committee
4	Academic Policies and Standards Committee	January	
5	March TECEP Administration (Princeton Center only)	6	Academic Policies and Standards Committee
11	Academic Council	13	Academic Council
18	Last day to Register for April TECEP Administration	20	Last Day to Register for February TECEP Administration
25	Board of Trustees	27	Board of Trustees
April		February	
1	Liberal Arts Degrees Committee	3	Liberal Arts Degrees Committee
2	April TECEP Administration (Princeton Center only)	4	February TECEP Administration (Regional Centers)
8	Business Degrees Committee	10	Business Degrees Committee
15	Bachelor of Science Degree Committee	17	Last Day to Register for March TECEP Administration Bachelor of Science Degree Committee
22	Last Day to Register for May TECEP Administration	March	
May		3	Academic Policies and Standards Committee
6	Academic Policies and Standards Committee	4	March TECEP Administration (Princeton Center only)
7	May TECEP Administration (Princeton Center only)	10	Academic Council
13	Academic Council	17	Last Day to Register for April TECEP Administration
20	Last Day to Register for June TECEP Administration	31	Board of Trustees
27	Board of Trustees	April	
June		1	April TECEP Administration (Princeton Center only)
4	June TECEP Administration (Regional Centers)	7	Liberal Arts Degrees Committee
August		14	Business Degrees Committee
26	Academic Policies and Standards Committee	21	Last Day to Register for May TECEP Administration Bachelor of Science Degree Committee
September		May	
9	Academic Council	5	Academic Policies and Standards Committee
18	Fifth Annual Commencement	6	May TECEP Administration (Princeton Center only)
23	Last Day to Register for October TECEP Administration Board of Trustees	12	Academic Council
October		19	Last Day to Register for June TECEP Administration
1	October TECEP Administration (Regional Centers)	26	Board of Trustees
7	Liberal Arts Committee	June	
14	Business Degrees Committee	3	June TECEP Administration (Regional Centers)
21	Last Day to Register for November TECEP Administration Bachelor of Science Degree Committee		



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