



## The College of New Jersey

### FACTBOOK 2008-2009

---

#### A. INTRODUCTION

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. Chartered in 1855 as the New Jersey Normal School, The College of New Jersey is the oldest of the state's public colleges and for generations has upheld a tradition of adherence to the highest standards of academic excellence. The College offers more than forty undergraduate liberal arts and professional programs through seven schools: the Arts & Communication; Culture and Society; Business; Education; Engineering; Nursing, Health, and Exercise Science; and Science. It also offers programs leading to a master's degree in a limited number of disciplines. The College serves approximately 6200 undergraduate students, 95% of whom are New Jersey residents, as well as 800 graduate students.

In a learning partnership with faculty, students enhance their skills, expand their knowledge, and formulate the values and attitudes necessary to assume leadership in an increasingly complex society. They are expected to develop the ability to express themselves effectively, independently, and creatively. They are expected to learn and live within an ethical perspective and to demonstrate habits of reasoned judgment and responsible action. Graduates of The College of New Jersey take their places as citizens and leaders.

#### B. MISSION

*The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.*

## **C. THE GUIDING PRINCIPLES: PREAMBLE**

The College community is unified in its dedication to student learning. TCNJ faculty, staff, and students value the transformative power of education and engage individually and collectively in challenging learning experiences. These experiences instill a sense of discovery and self-realization and equip students to think critically and learn effectively. Such experiences include study within majors and programs, in general education courses, through interdisciplinary and elective pursuits, and as part of the campus residential community. All members of the college community contribute to, benefit from, and mutually support a campus environment characterized by academic rigor, high standards, superior intellectual achievement, respect for diverse talents and perspectives, and expectations of exemplary academic and personal integrity. All college programs and activities are focused on the development of a citizenry that is well-educated, intellectually inquisitive, and socially responsible.

### **PRINCIPLES FOR STUDENT LEARNING**

The educational experience at TCNJ prepares students to excel in their chosen fields and to sustain and advance the communities in which they live. To these ends, the academic community encourages, facilitates, and provokes student engagement and accomplishment.

#### ***The accomplished and engaged learner:***

- reasons incisively using the conceptual structures and accepted methods of an academic or professional discipline.
- relishes challenging problems and generates creative solutions using tools of analysis and inquiry.
- understands the complexity and connectedness of the world and the value of divergent points of view.
- participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work.
- reflects on the larger questions of life in pursuing a path of meaning and purpose.
- recognizes that learning is a self-directed endeavor and accepts responsibility for defining a path of intellectual and personal growth.

### **PRINCIPLES FOR SCHOLARSHIP**

The development of a vibrant intellectual community depends on teacher-scholars who contribute actively to the enhancement of the College and to their respective disciplines and professions. Individual faculty roles and contributions may vary in emphasis and evolve over time, but all contribute to the work of the academic enterprise through teaching, scholarly and creative endeavors, and service. Therefore, the structure of faculty work needs to be diverse, flexible, and equitable. The College recognizes the importance of continually investing in the development of its teacher-scholars in order to support and recognize their engagement and accomplishments.

***The accomplished and engaged teacher-scholar:***

- continues to grow as a disciplinary expert, pursuing a productive program of scholarly research or creative endeavor.
- becomes a master of pedagogy, striving to create a learning environment that cultivates analytical and creative problem solvers.
- values interdisciplinary connections and conversations as well as disparate views and voices.
- participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work.
- affirms the ideals of liberal education and the importance of preparing the next generation of committed citizens.
- reflects deeply on his or her own learning path and accepts responsibility for defining a path of intellectual, professional, and personal growth.

**D ACCREDITATION STATUS**

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency. In addition, the following undergraduate programs are accredited/approved by specialized, programmatic organizations:

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music
- Programs in the School of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB).
- The BS programs in engineering science, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; 410.347.7700
- The BS program in Computer Science is accredited by the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; 410.347.7700.
- The baccalaureate and master's degree programs of the School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; 202.887.6791.
- The BS program in Chemistry is approved by the American Chemical Society, 1155 Sixteenth St. NW, Washington, DC 20036.