

**Albert Nerken School of Engineering**  
**Undergraduate Academic Advisement Guidelines**

# Table of Contents

|  |    |
|--|----|
| Table of Contents  | 1  |
| Introduction and Goals   | 2  |
| Selection of Advisors  | 3  |
| The Advising Process   | 4  |
| On-going Meetings  | 5  |
| Meeting Frequency  | 7  |
| Academic Planning  | 7  |
| Internships and Research Experiences for Undergraduates (REUs) | 7  |
| Co-op programs   | 8  |
| Students in Academic Difficulty                                | 8  |
| Students Challenged by Coursework                              | 9  |
| Students with Language or Writing Challenges                   | 10 |
| The Role of the Advisor – Gender-based Misconduct              | 10 |
| The Complaint Process  | 10 |
| Policies, Rules and Regulations                                | 11 |
| Course Syllabi and Course Requirements                         | 12 |
| Add/Drop Period  | 13 |
| Independent Study Courses                                      | 13 |
| Summer courses   | 14 |
| Credit Overload  | 15 |
| Prerequisite Waiver  | 15 |
| 12-Credit Rules  | 15 |
| Courses Outside the Engineering School                         | 16 |
| Course Withdrawal  | 17 |
| Late Course Withdrawal   | 18 |
| Leave of Absence   | 18 |
| Withdrawal from Cooper Union                                   | 19 |
| Resignation from Cooper Union                                  | 19 |
| Reinstatement to Cooper Union                                  | 19 |

|  |    |
|--|----|
| Extension of Matriculation                                     | 20 |
| Changing Major   | 20 |
| Minors   | 20 |
| Academic Dishonesty  | 21 |
| Temporary Medical Absence from Courses                         | 21 |
| Curricular Practical Training (CPT)                            | 22 |
| Dual Degree Program  | 22 |
| Students Applying for a “4+” Master’s Degree (non-Dual Degree) | 23 |

## Introduction and Goals

Academic advising is a non-trivial, multi-faceted and increasingly important function of the faculty within the Albert Nerken School of Engineering. As students join our programs new to the challenges and rigors of the college environment in general and the math, science and engineering curriculum in particular, the need for deliberative, structured and informed guidance grows. The role of the advisor has grown to include more than just program compliance and ensuring graduation requirements; simply following the course curriculum as stated is not sufficient. An academic advisor must also guide an advisee through an increasingly complicated “forest” of regulations, policies, strategies and options to find the best pathway through their program. These guidelines are not intended to simply reflect how academic advising is operating (or has operated), but rather to set the standards of competence, behaviors, knowledge and rigor that are needed for the process to be consistently successful. This is particularly relevant in the context of our strategic plan<sup>1</sup>. Teamwork is one of our core values<sup>2</sup> – we have pledged to be collaborative, supportive and serve as role models and mentors for professional and personal growth. Likewise, student success and being an exceptional team are at the forefront of our strategic goals<sup>3</sup>. There are expectations that advisors (and subsequently students) will be informed about federal requirements that may impact coursework plans; advisors and course instructors are aware of the integral part course syllabi play in planning an advisee’s program, as well as his or her weekly time management and approach to the course material. As such, these guidelines will be updated as necessary to reflect any new information.

These guidelines are meant to provide information and resources to advisors (in conjunction with information that can be found in our Course Catalog or any Faculty or

---

<sup>1</sup> <http://cooper.edu/engineering/strategic-plan>

<sup>2</sup> <http://cooper.edu/engineering/strategic-plan/core-values>

<sup>3</sup> <http://cooper.edu/engineering/strategic-plan/strategic-goals>

Student Handbooks that may be created) so they can understand this “forest” and implement their own techniques to help advisees chart their progress. An important part of this approach is the advisor/advisee relationship; while the advisor guides and advises, the advisee is the individual is ultimately responsible for the plan for their four years at The Cooper Union and develops and maintains that plan with the input of the advisor. Of course, this input comes with appropriate authority; should an advisee wish to pursue a path that is not informed but satisfies all of the graduation requirements, an advisor (with the support of others such as the Dean’s Office and the Registrar) can refuse to authorize any unwise decision by the advisee. This document offers suggestions and recommendations for advisors in terms of how to help students succeed at Cooper Union. The expectation is that all advisors will take these guidelines into serious consideration as they meet with students.

Three important goals of an undergraduate advisor are to:

- Help our students successfully graduate with what they want and need from their undergraduate experience
- Develop a partnership between the advisor and advisee that results in shared understanding and engagement in each advisee’s four-year plan
- Provide mentorship of the advisee as they chart their course at The Cooper Union and beyond graduation into professional practice

## **Selection of Advisors**

The advisor can play a critical role in the academic success of an advisee. Currently, all first-year students are advised by the Associate Dean of Academic Affairs. BSE students will continue to be advised by the Associate Dean of Academic Affairs. Currently, ChE students are assigned to full-time tenure or tenure-track professors in their respective departments so that each professor has approximately the same number of advisees. CE and ME students are assigned different advisors for each year (i.e. sophomore ME students have a different advisor than junior ME students). EE students are encouraged to choose an advisor whose interests align most with those of the advisee. Of course, students are able to (and should be encouraged to) speak with other members of the faculty if they have academic questions, seek career advice, etc.

# The Advising Process

## First Meeting

Currently all first-year students are assigned a common advisor. This advisor is ultimately responsible for ensuring the satisfactory academic progress of his/her advisees. As part of this, it is often necessary for the first-year advisor to consult with department chairs or specific instructors. The advisor will also periodically direct students to particular individuals in order to provide additional perspectives on the topic. Advisees typically meet with their first discipline-specific academic advisor in the spring of their first year as they transition from the freshman advisor's oversight to program advising (although as mentioned above, it is possible that the student has already spoken to someone in his/her department before then). It is critically important that an advisor meet with every new advisee at that time – these meetings should be coordinated by the advisee. If the advisee does not initiate the conversation the advisor should then reach out to the student and request a meeting. The following questions illustrate some of the topics that might be discussed in that first meeting:

- Where is the advisee from and where did they go to high school?
- How did they hear about Cooper and what has been their impression so far?
- What are the advisee's plans and ambitions at The Cooper Union and for after their graduation?
- Is the advisee comfortable in his or her choice of major? Why did the advisee choose this major?
- Does the advisee have any questions regarding the program, its next three years, the engineering profession or his or her major?
- Does the advisee have any concerns about his or her academic performance at Cooper thus far?
- What "story" does the advisee's transcript tell for the first semester?
- How does the advisee feel his or her second semester is progressing?
- Based on the advisee's concerns and expected progress, are there any adjustments to the standard course load for first semester sophomore year that need to be considered?
- If there are any adjustments that need to be made or considered how do they affect future semesters and the overall course plan?
- Are there any extenuating circumstances that the advisor should know about regarding their advisees' academic performance? (This becomes particularly important for students who are in academic difficulty – at these meetings it is often asked if a student is able to study at home, how long their commute is, if they have any part-time jobs, etc)

After reviewing the answers to these questions and assessing performance and progress so far, a course plan for the first semester sophomore year should be drafted and then

approved by the advisor. Advising is done using Student Self-Service<sup>4</sup>. If there are any adjustments these must be documented. Documentation could be notes inserted into the student's record in *Student Self-Service* or *Colleague*<sup>5</sup>, or by email correspondence. Using the "Notes" feature allows other advisors to see the information - though students may not be accustomed to looking there for information. If any adjustments need involvement by others such as an instructor's permission or approval from the Dean's Office then the advisor must guide the advisee in the process and instruct them to pursue that approval as soon as possible. If the advisor is not familiar with the process they must find out what the process is by using resources outlined later in this document - the Dean's office can often provide clarification. The Dean's office, in conjunction with IT and the registrar's office, can host workshops for students and faculty so they can learn how to use the software. Advisors must follow the defined policies and procedures for registration. There is a duty and an expectation that an advisor speaks with the knowledge of these policies and procedures appropriate to their position.

## On-going Meetings

During the initial meeting a plan for on-going meetings should also be developed. This will depend on advisee's performance thus far, advisee's apparent decisiveness and confidence in his or her plan for The Cooper Union, advisee's request for support and interaction, and any other mitigating factors the advisor sees prudent. It should not be the case that an advisee merely meets with an advisor to get courses approved or to handle any add/drops during the first week of the semester. In particular, these on-going meetings should develop the following three aspects of the advising process:

1. Academic Planning - A draft plan is developed by the student outlining his or her course plans beyond the required courses for the next three years of their academic career. Uploading a valid plan should be mandatory for each student. This is an important exercise for the student. The Student Self-Service interface to Datatel has visual aids such as "progress" and "timeline" tabs and each major has a curriculum map in the course catalog. Nonetheless, the purpose of developing the plan is to instill in both the advisee and the advisor the need to navigate some of the other non-pedagogical parameters so that they follow their own educational needs and also stay within federal and state requirements for factors like credits required for full-time status and financial aid issues, etc. The school has developed a curriculum and the advisor provides guidance and direction but the actual plan of study should be developed and "owned" by the advisee. They should be invested in a personal plan. It will be a living and changing document. The advisor's task is to provide expertise that informs the plan, its viability and its appropriateness to address the

---

<sup>4</sup> For more information on Student Self-Service, including how to approve registration requests, add/drop instructions, and more, visit <http://cooper.edu/students/registrar/using-student-self-service>

<sup>5</sup> In this context, *Colleague* refers to the interface to Datatel (Student Self-Service is the GUI that faculty members and students "see"), the underlying database for all student records.

advisee's ambitions. This includes ensuring that the advisee understands that the plan is not fixed and unchangeable but instead can change as the advisee's academic progress and interests change (i.e. a scheduling change takes place which does not allow a student to take a particular course the intended semester, or a student fails a course which is a pre-requisite for a subsequent course). However, there may well be one or two electives that the advisee has identified an interest in – so provisionally place them in the plan – what year they would be taken, is there a sequence that must be followed based on scheduling or pre-requisites, etc.

2. Summer and Winter Break Planning - Is there a course offered at Cooper Union over the summer for the student to take? Do they know about REUs? Does the advisee wish to take internships? These could be with companies or other educational institutions. What are the advisee's ambitions in this area? Are they realistic and relevant to his or her program at Cooper Union or his or her plans after graduation? Remember that, under no circumstances, can the advisee receive credit for work that is financially compensated. Applications and preparation for internships requires nearly a year of work that may include applications and interviews. Advisees should be encouraged to work with the Center for Career Development to assist with researching, identifying and applying for suitable internship opportunities. Does the advisee want to do "study abroad"? If so they should be advised to contact the appropriate Associate Dean in the Dean's Office to explore the options and opportunities available at The Cooper Union's partner institutions around the world. The Dean's office holds an information session about these every fall.
3. Career Planning - Does the advisee plan to pursue full-time work as an engineer when they are done at Cooper? Are they interested in graduate school? If so, what degree are they interested in, in what field, and why? Have they received feedback on their resume, written a cover letter for a job opportunity, or reached out for support from the Center for Career Development?
4. Advising within a Department – Each department conducts undergraduate and graduate advising differently. Please be sure to check with your department chair about how advising is performed in your particular department. Your advisees should be aware that they are able to seek guidance about their academic program, career goals, summer internships, etc. with other faculty members in the department. Ultimately the advisor is the individual who should approve courses for a student and navigate any changes in their schedule – but it is common practice for another member of the department to perform this duty if the student is unable to contact their advisor in a timely fashion.

As the advisee progresses through his or her program, each one of these aspects may be revisited more than once. Certainly that will be true for the advisee's plan but as they matures and grows into the engineering profession interest in opportunities outside The Cooper Union may also change.

# Meeting Frequency

The timing of on-going meetings with an advisee will be driven by factors such as the registration process, the advisee's individual needs, unforeseen circumstances, any continuing issues such as special accommodations, the academic status of the student, etc.

The advisor and advisee must meet prior to the registration period for the following semester. Ideally the advisor has set aside specific dates and times for these meetings (i.e. a few days before registration begins), so that the advisor and advisee both have time to have meaningful exchanges and any changes in schedules can be more easily implemented. Supplemental meetings on add/drop issues, waitlist issues, schedule conflicts, or other special needs may also be needed. During this process, advisors may have to contact other faculty, the Registrar, the Dean's Office, the Dean of Students and others to ensure their advisees have a viable Academic Plan optimal to their progress through the program.

Outside of any registration issues that must be resolved, advisors should arrange to meet with each advisee at least one other time during the semester to check in. Meetings with advisees who need more monitoring and guidance may be more frequent and the best practice is to formalize a meeting schedule (e.g. every three weeks for a few minutes) and to stick with it.

# Academic Planning

Federal and state regulations dictate some aspects of an undergraduate student's program. In order for a student to retain full-time undergraduate status, which enables them to receive federal financial aid, each semester's course plan must have at least 12 credits of courses that will be counted towards the 135 credits needed for the degree. There is also a residence study requirement that specifies that a candidate for a bachelor's degree must be enrolled during the entire academic year immediately preceding the granting of the degree and must carry at least 12 credits per semester during that period. Also, the candidate must have been enrolled for a minimum of four semesters at The Cooper Union as a full-time student for the bachelor's degree.

# Internships and Research Experiences for Undergraduates (REUs)

Internships (whether they occur over the summer or during the fall/spring semesters) and REUs can be very rewarding and enriching experiences. Students often benefit from these

programs and should be encouraged to participate as early as possible in their academic careers. Advisors should inform their advisees about internship opportunities, if they are aware of any. The Office of Student Affairs has a Center for Career Development which maintains a list of such opportunities as well:

<https://cooper.edu/students/student-affairs/careers/students/online-job-boards>

## Co-op programs

Currently the School of Engineering at The Cooper Union does not participate in any co-op programs. However, it is possible for students to request a leave of absence for one or two semesters to obtain an experience that would be similar to that obtained in a co-op program.

## Students in Academic Difficulty

Occasionally an advisee will contact his or her advisor concerning some special issue that is adversely impacting his or her studies. These issues could be associated with a particular course instructor, the development of a debilitating medical condition, a demanding and distracting family crisis, to name a few. In these cases, it is important to ascertain what other actions the advisee has taken with regard to the issue already. For example: have they spoken to the instructor or have they sought medical help (or spoken to the Dean of Students)? Answers to these questions will inform next steps in helping the advisee. It is important during this process to make sure the advisee understands that they only need to provide relevant information about the issue or the actions they have taken already. Information about the specifics of a medical issue or a family crisis are private and personal and not necessary to share with the advisor. This point must be emphasized to the advisee.

Once the parameters of the issue have been presented, then the advisor should first advise the advisee to meet with the Dean of Students if they have not already done so. The Dean of Students can, for example, request a letter from a doctor certifying the medical issue. In turn, the Dean of Students will certify to the relevant Cooper Union personnel that the advisee has a legitimate medical issue that is impactful on their performance. This certification may sometimes include specific recommendations from a doctor on aspects like workload, rest, schedule, etc. The advisor should ask the advisee's permission to have limited discussions with other relevant faculty to inform them that there is an issue or work on approaches to alleviate the stress it may cause.

These interactions are, typically, delicate and require sensitivity to navigate. The advisor must know that they are not to give medical advice and that the institution has a legal obligation to do its best to accommodate legitimate student issues that can impact performance. Similarly, the advisor should not discuss personal information about their



advisee(s) with any other member of the Cooper Union community unless they have the express consent to do so from their advisee(s).

If the advisor finds himself or herself at a loss about how to address the advisee's problem, then they must contact the Dean's Office for assistance. The advisor should not feel alone in this process but instead understand that other resources in the School of Engineering or elsewhere at The Cooper Union are available to address the problem.

Sometimes these issues become apparent without the advisee approaching his or her advisor; rather, the advisor hears from another faculty member that an advisee is not attending class, is disengaged, is not participating, or perhaps even sleeping. In these cases the suggestion is to contact other instructors of the advisee and ascertain their impressions of the advisee's performance and behavior. Should it arise that there is a shared concern about the advisee, the advisor should reach out to the advisee and try to identify the cause of the situation. This will need care and the advisor should help the advisee identify next steps to resolve the issues. This may be as simple as brokering a meeting with one of the advisee's instructors to referring the advisee to the Dean of Students Office and the range of counselors and resources coordinated by that office. Should the issue have medical origins, whether physical or mental health, the advisor should immediately refer the advisee to the Dean of Students and not try to address the issue him or herself. As this process unfolds then much of the same actions outlined above may become part of the advisor's interactions with this advisee. It is important to state that the advisor is not expected (and should not) act in a way that is not clearly part of his or her professional responsibility - for example, giving medical advice to students or getting involved in a personal situation, family emergency, etc.

## **Students Challenged by Coursework**

If a student is struggling in a particular subject the first course of action should be for that student to speak with the instructor. Advisors should be aware of any academic difficulties that their advisees have, and be prepared to direct them to appropriate resources. Be aware that the math, chemistry and physics departments all have tutoring programs, sometimes including recitation sessions, that are regularly available and scheduled. Depending on the department, advisees may attend on a "walk-in" basis or set up a specific appointment or both. This will all be centralized in an Academic Resource Center, which will be operated by the Dean's Office.

# Students with Language or Writing Challenges

An advisee who feels challenged by issues associated with language, writing or comprehension should be referred to the Center for Writing where staff with expertise in these issues will be able to help. There is a wide range of one-on-one sessions, programs and support available at the Center. Advisees may register online for the Center, set up appointments and then meet with an appropriate tutor at:

<https://cooper.mywconline.com/>

## The Role of the Advisor – Gender-based Misconduct

If an advisee is involved in an alleged incident of sexual harassment, sexual assault, sexual discrimination, or gender-based misconduct, the advisor is obligated to inform our Title IX Coordinator.

Gender-based misconduct includes a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature. This misconduct can occur between strangers, acquaintances, or people who know each other well, including people involved in a romantic relationship. It can be committed by anyone regardless of gender identity, and can occur between people of the same or different sex or gender. One form of prohibited conduct can occur separately from or simultaneously with another form of prohibited conduct.

Sexual discrimination can be defined as the unjust or prejudicial treatment of people on the grounds of their gender. Sexual harassment is a form of discrimination. This includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive environment. Sexual assault involves the use of force upon a person without consent, and constitutes illegal sexual contact.

## The Complaint Process

Students may seek guidance from their advisor on a number of academic matters at Cooper Union. This includes concerns about improper conduct in a classroom as well as unjust treatment. If a student believes they were treated unfairly in a course (i.e. an inappropriate comment was made by the professor, they were graded improperly on an assessment, they were being “picked on” in class, etc), the proper process to follow may be difficult to determine. In

general, it is recommended that the student speak directly with the instructor. If this is not possible, or has already been attempted, then the next course of action would be for the student to speak with the chair of that department. If the issue still has not been resolved, then it would be appropriate for the student to meet with the Dean or an Associate Dean to discuss the matter further. Depending on the nature of the allegation, it may also be necessary to include the Title IX coordinator and/or the Dean of Students. It is important to note that all advisors are considered mandatory reporters for issues relating to gender-based misconduct and conversations held between advisors and advisees may not be considered confidential in those circumstances.

## Policies, Rules and Regulations

Students, faculty and staff are expected to be familiar with and current on school policies, rules, and regulations. These are available [through the course catalogs](#) or at other locations on the cooper.edu website, for example:

<http://cooper.edu/engineering/curriculum>  
<http://cooper.edu/about/policies>

Changes are announced at faculty meetings and recorded in the minutes and then updated on the institution's website. They will also be reflected in this document, when appropriate. If there is a question about school policies, rules or regulations, these should be directed at the Dean's office.

For many student issues, it is best practice for the student to first reach out to the Dean's Office, which has developed a form that provides for the request, explanations/reasons and signatures. These forms facilitate the process and ensure that the appropriate office is properly informed and a document trail is produced for the record and ABET or audit purposes. A list of the forms currently available is provided as an appendix to these guidelines. In cases where the academic issue is not resolved, the advisee can seek guidance from academic advisor, who in turn may need assistance from a department chair. The department chairs can then involve an associate dean. The final authority would be the Dean.

It is important that advisors know that the institution has the responsibility for addressing student accommodations and providing the facilities for them. A faculty member must comply with accommodations such as extra time for an exam but his or her responsibility is to deal specifically with the academic side of it not the logistical side. They should request any support from the Dean's Office such as a room to have the exam, someone to supervise the exam during the extra time, etc. It is also important for the advisor to inform their advisee that the student is responsible for notifying the instructors about special accommodations. Although each faculty member will receive a letter from the Dean of Students, this is not sufficient.

# Course Syllabi and Course Requirements

A course syllabus is a contract between the instructor and their students that outlines (among other things) educational goals, course structure, timing of student assessments, and methods of evaluation and feedback. It establishes the mutual expectations of both parties. Clear course syllabi and course requirements are critical to good undergraduate advising so that advisors can help students self-assess their academic performance and learn to manage their time around examinations, projects, lab reports, and other course requirements. A lack of course structure or clear expectations makes it extremely difficult for an advisor to support their advisees.

At the beginning of each course the class members should be presented with a class syllabus by the instructor. This can be either hardcopy or as an online document. The syllabus should contain a course description, recommend textbook(s) and references, a course outlined and planned schedule, a description of planned work assignments including quizzes and exams, a proposed grading distribution between the assignments, grading policies such as penalties for lateness, cheating policies, attendance expectations, participation expectations, etc.

The advisor should stress to his or her advisees that they become familiar with each of their course syllabi and if unsure or confused that they seek clarification from the course instructor. In addition, based on the planned schedule for each course the advisees should be encouraged to create a study plan for the semester that will help them manage their time with the demands of the multiple courses they will experience during the semester.

Advisors should be aware that there are certain courses that may NOT be taken by engineering students for credit. This is typically because students in a particular major are already required to take a similar course. For example, ARCH106 (Concepts of Physics) may not be taken by any engineering student, whereas ESC221 (Basic Principle of Electrical Engineering) and ESC/ME251 (Systems Engineering) may not be taken by electrical engineering students, ESC210 (Materials Science) may not be taken by chemical engineering students, ESC200 (Engineering Mechanics) may not be taken by mechanical engineering students, and ME102 (Statics) may not be taken by civil engineering students. This is not an exhaustive list – please consult with the chair of the respective department if you are unsure whether or not a student can take a particular course and receive credit for it.

For suggested syllabus language please see:

<http://cooper.edu/students/student-affairs/syllabus-language>

Below are links to courses offered by the School of Engineering and class schedules:

<http://cooper.edu/engineering/curriculum/courses>

<http://cooper.edu/engineering/class-schedule>

Each degree-granting department has a specific curriculum. Advisors must be familiar with the requirements in his/her department. Please see below for updated information:

<http://cooper.edu/engineering/chemical-engineering/curriculum>

<http://cooper.edu/engineering/civil-engineering/curriculum>

<http://cooper.edu/engineering/electrical-engineering/curriculum>

<http://cooper.edu/engineering/mechanical-engineering/curriculum>

<http://cooper.edu/engineering/general-engineering>

Advisors should also be familiar with their department's program goals and educational objectives. These can be found here:

<http://cooper.edu/engineering/chemical-engineering>

<http://cooper.edu/engineering/civil-engineering>

<http://cooper.edu/engineering/electrical-engineering>

<http://cooper.edu/engineering/mechanical-engineering>

## Add/Drop Period

There is an add/drop period at the beginning of each semester designed to cover at least one week of the class schedule. During this period, students may request to drop a course without a "W" appearing on their transcripts. Grades of record are described here:

<http://cooper.edu/engineering/curriculum/academic-standards-regulations>

Only advisors can drop courses on *Colleague*. An important consideration in deciding whether or not to drop a course is its impact on the advisee's current and future study plan, especially if the course is a required course or an important prerequisite for other courses or a multi-course sequence.

## Independent Study Courses

Advisees may sign up for independent study course during the add/drop period. These come in two forms:

- A course in the catalog that is not being offered in the current semester but a few students are interested in taking it and a faculty member has agreed to teach it as independent study. The course may be taught as such with a maximum limit of 5 students for full-time faculty or 4 students for adjunct faculty.
- A course in the catalog specifically identified as an independent study course or a "research project". The course content for these courses is sometimes guided by a

course description in the catalog or may need a specific description for what is planned for the semester. The course will have a maximum limit of 5 students for full-time faculty or 4 students for adjunct faculty.

An independent study course follows the same rules and expectations as any other course in the catalog. If it is not following an existing syllabus, then a specific course plan must be developed for the course that includes assignments and student deliverables that will form the basis of the grade. This is for the benefit of both the instructor and the advisee; when the expectations of both parties are clear, there is much less opportunity for miscommunication about expectations (either too high or too low), disagreement, or a dispute regarding student grades/performance. The course grades are due at the same time as other grades for the semester and the grade “N” is not acceptable – independent study projects do not have the same status as graduate theses.

In order to register for independent study, each student intending to take the course must contact the Dean’s Office and obtain an application form. Once they have completed the form, attached all the requested information and documents, obtained the required signatures, and received approval by the Dean’s Office, the form is sent to the Registrar who will process the registration. See Appendix 1 for a list of forms.

## Summer courses

Typically, there are a small number of courses offered the summer at Cooper Union (primarily in the math and chemistry departments). Students may also opt to do our study abroad program (EID300) for six credits over the summer. These courses present an excellent opportunity for students to retake a course that they failed or dropped/withdrew from, “catch up” and take a course that they should have taken earlier, lighten their load in a subsequent semester, or free up their schedule for electives/graduate courses. It is the advisor’s responsibility to meet with advisees and register them for courses over the summer. Please note that, in general, students are not permitted to take courses at other institutions for transfer credit, without prior consent of the department chair in which that course would reside in the school of engineering. The student also needs to obtain a grade of “B” or better to obtain credit for that course.

Please make sure that your advisees are aware that tuition for summer courses is now being charged. The current rate is set by the financial aid office, but it is on a per credit basis. Students who receive financial aid throughout the fall and spring semesters would be eligible for the same level of financial aid over the summer. At this time, EID300 and research-based independent study courses are not being billed to students. If a student has particular concerns about the costs of a summer course, please refer them to the Financial Aid office.

# Credit Overload

An advisee may request permission to overload his or her semester schedule. Overload is any credit load over 21 credits (except for first-year students, see below). The advisee should discuss this request with the advisor and should permission be granted by the advisor then approval must be granted by the Dean's Office. In order to facilitate this, the advisee should email their advisor with his or her request (including the reasons why an overload is appropriate and what specific course(s) will cause the overload.) The advisor should then forward this email request to the Dean's Office and include his or her permission for overload and the advisee's current overall GPA (generally it is expected that the student has a GPA >3.0 for an overload to be approved). The Dean's Office may not approve the request, but this will be done with discussion with the advisor. Should the Dean's Office approve the overload an email will be sent to the registrar forwarding both the advisee's request and the advisor's permission together with the Dean's Office approval. All parties will be copied on this email so the overload will be properly documented.

The registrar will not register your advisee for an overload without Dean's Office approval.

Be aware that the definition of course overload for first-year students is different. A first-year student is considered to be requesting an overload if they propose to take any number of credits that exceeds the standard course load as presented for the appropriate major in the course catalog. This is currently 18 credits for ChE, CE, ME and BSE students in the fall semester but 16 credits for EE students in the fall semester. In the spring semester, the standard load for ChE, CE and BSE students is 15.5 credits, but 18.5 credits for EE and ME students. Approval of freshman course plans may only be done by the First-Year Advisor in the Dean's Office.

# Prerequisite Waiver

Occasionally an advisee will request that a prerequisite be waived for a course they to include in his or her semester course plan. This decision needs careful consideration, especially the potential success of the advisee in the desired course. The course instructor must provide approval for this waiver and it also requires approval of the advisor, department chair or the Dean's Office. See Appendix 1 for a list of forms.

# 12-Credit Rules

- 1) Substitution - Some students may wish to substitute required courses with other courses which align better with their interests. Civil, electrical and mechanical

engineering majors all allow credit substitutions under the “12-Credit rule.” The chemical engineering major does not allow substitutions under this rule. Under the rule, up to 12 required graduation credits may be substituted by alternative courses as long as the substitutions are approved by the department head (or academic advisor) and the Dean's Office and all ABET requirements are satisfied.

- 2) Requirements for a full-time student – All students are required to be registered for at least 12 credits in a semester to be considered a full-time student. Please note that dropping below 12 credits may have serious consequences for students, particularly if they are international students. For more information about part-time status and international students, please contact the Director of International Advisement.
- 3) Requirements for Pell eligible students – students receiving Pell grants must have at least 12 credits count towards their undergraduate degree every semester. For more information about this requirement, please contact the Vice President of Institutional Effectiveness.

## Courses Outside the Engineering School

### Humanities and Social Sciences

Advisees must consult with the student academic advisor for the Faculty of Humanities and Social Sciences (HSS) concerning the required sequence of HSS courses as well as any HSS electives. His or her office is located in the HSS Dean's Suite on the third floor (room 327). Ultimate approval of HSS courses in an advisee's course plan rests with the advisee's engineering academic advisor. They should also consult with the HSS academic advisor for feedback and information should it be necessary. Advisees interested in taking a foreign language course should contact the HSS academic advisor for appropriate registration instructions.

### Schools of Architecture or Art

Advisees may wish to take courses in the schools of architecture or art in order to fulfill "free" elective credit requirements or based on their interests. Advisors have discretion to approve the course for required electives. If the advisee wants to take a course as extra credits (i.e., credits do not count towards the 135 required credits) then the advisor must decide if taking the extra credits will impede the advisee's successful performance in the other required courses they have registered for and make a decision for approval accordingly.



The schools of architecture and art each have a student academic advisor (similar to HSS) and they must be consulted by the advisee prior to the engineering advisor's approval and ultimate registration.

### Courses Outside of Cooper Union

Should an advisee wish to take a course outside The Cooper Union and have its credits transferred to his or her transcript at The Cooper Union, permission must be given prior to taking the course. The advisee should gather a course description, course syllabus, the title and authors of any textbooks and, perhaps, get samples of course assignments for review. Using this material the advisee and advisor should consult with the chair of the appropriate engineering department (occasionally the Dean of HSS if the course is an HSS course) to ascertain that the course topic, contents and academic standard are suitable for inclusion in a Cooper Union transcript. Ultimate approval is granted by the Dean's Office. The advisee should understand, in advance, that only courses successfully completed with a grade of B or higher can be included on the Cooper Union transcript. Once the advisee has taken the course, they should provide the registrar with an official transcript from the other institution showing that the grade achieved was a B or higher and the credits will be transferred but the grade will not be included in the GPA calculation nor will it impact its calculation.

Students who are transferring to The Cooper Union will have their previous coursework assessed and credits will be granted at the discretion of the department chair for that corresponding course (i.e. a math course will be assessed by the chair of the math department). At stated above, the advisee should understand that only courses successfully completed with a grade of B or higher and from an acceptable institution and department can be included on the Cooper Union transcript.

The key issue here is that prior approval must be given. Under no circumstances will credit be accepted retroactively.

## **Course Withdrawal**

An advisee may withdraw from a course with their advisor's permission up to the end of the eighth week of the semester. It is important that the advisor knows the specific last date to withdraw. Notification of this date should come from the Dean's Office but if the advisor is unsure, they must ask the Dean's Office or the registrar. This date is due to federal regulations, and cannot be changed. Thus, faculty are strongly encouraged to provide feedback to students well before the eighth week of the semester so that the student can make an informed decision along with his/her advisor.

Prior to this date, if an advisor has any advisees experiencing particular challenges in one or more courses, then they should encourage those advisees to discuss their situation with the appropriate course instructors. If necessary, the advisor should proactively contact the course instructors to obtain direct feedback on the advisees' performance and the instructors' expectations for the advisees' ultimate success in the courses.

Allowing an advisee to withdraw from a course is not a trivial decision. Even if the course is an elective course being used to satisfy required elective credits, it could have a significant impact of the future course plans for the advisee. These issues must all figure into the final decision. This decision does not need approval from the Dean's Office, though advisors are encouraged to consult with the Dean's Office for advice and feedback.

## Late Course Withdrawal

After the eighth week of the semester, advisees are not permitted to withdraw from a course unless there are documented exigent circumstances. On-going poor performance in class is not considered exigent. These withdrawals can only be approved by the Dean's Office after thorough inquiry as to the circumstances and necessary documentation indicating exigency.

## Leave of Absence

An advisee may petition for a Leave of Absence from The Cooper Union. In these cases, the advisee is obliged to leave The Cooper Union temporarily. Typically, the advisee will present the petition in the semester prior to the leave of absence. For example, advisees needing to fulfill military service obligations would use this option.

Sometimes advisees experiencing medical issues or a family crisis that impacts their ability to continue their studies may petition for a Leave of Absence. Should this happen during the semester appropriate certification must be provide to the Dean of Students and the advisee will be allowed to withdraw from all courses even if the eighth week deadline has passed. "W's" will appear on the transcript for the semester during which the leave of absence occurs.

When advisees take up to two semesters leave they simply need to apply to the Dean's Office for reinstatement. If the leave goes beyond two semesters then they must apply for reinstatement through the [Academic Standards Committee](#). When the leave is for military service this last requirement has historically been waived.

# Withdrawal from Cooper Union

An advisee may withdraw from The Cooper Union for any reason. Sometimes the advisee finds The Cooper Union is not a good fit, sometimes there are medical, family or financial reasons. Whereas a Leave of Absence is defined as a temporary measure a Withdrawal from the school may be long term or permanent. If the withdrawal occurs during a semester and documented exigent circumstances are present then grades of "W" will be given for the courses being taken even if passed the eighth week deadline.

However, reinstatement is possible within two years of the withdrawal. The petition should be made to the Academic Standards Committee and the petitioner will be advised by the chair of that committee about information and documentation that may be required before consideration of the petition. The petitioner may be asked to meet with the committee as part of the petition consideration. Beyond two years after the withdrawal, students must reapply as a transfer student through the admissions process.

Advisees who find themselves in academic difficulty and are dismissed by the Academic Standards Committee with permission to withdraw are considered for reinstatement under the terms described previously.

# Resignation from Cooper Union

An advisee may decide to resign from The Cooper Union. This is an irrevocable step and there is no possibility of reinstatement or return to The Cooper Union.

Leave of Absence, Withdrawal and Resignation may all have financial implications for the student in areas such as fees, financial aid, tuition, scholarships and loans. It is important that the student applying for the change in status must contact Admissions and Records, the Registrar and the Business Office for definitive information and advice on these issues.

# Reinstatement to Cooper Union

A student who has taken a Leave of Absence may apply for reinstatement to the Dean's Office within two semesters of the leave being taken. Beyond two semesters, a petition must be made to the Academic Standards Committee.

A student who has Withdrawn must petition the Academic Standards Committee. Beyond two years, the student must reapply as a transfer student.

In either case if the leave or withdrawal was due to medical issues then the petition for reinstatement must include medical documentation that is sent to the Dean of Students certifying that the medical issues are no longer a factor.

## **Extension of Matriculation**

Occasionally an advisee will fall behind in his or her academic progress and may need to remain as an undergraduate at The Cooper Union for more than the expected eight academic semesters. Should that happen, the advisee must petition the Dean's Office to extend his or her period of study providing an explanation for the extension. Should the extension be approved, the advisee may remain an undergraduate at The Cooper Union for the period approved. There is no specific deadline for this form to be filled out, but it does need to be done when the advisee and advisor recognize this situation.

## **Changing Major**

Advisees may request to change major within the engineering school. The department the advisee intends to leave may not deny the change but the department the advisee hopes to join may decline the change. Students should have an overall GPA of 3.00 or better in order to make a change. The "receiving" department may waive that requirement or require a particular level performance in recent semester(s) before considering the request. In addition, the "receiving" department may decline the request for reasons other than academic record/performance such as program capacity or class size.

The earliest a student can change majors is the end of their first year. The advisor should remind the advisee that the further along they are in a particular academic major the more difficult it is to change majors because of the need to meet all of the disciplinary course requirements and associated prerequisite courses. See Appendix 1 for a list of forms.

## **Minors**

Students may wish to pursue a minor in mathematics, computer science, bioengineering or one of several tracks in the department of humanities and social sciences. Advisees and

advisors must be aware of the specific course requirements for each minor and plan courses accordingly.

For more information about the math minor, please consult the link below:

<http://cooper.edu/engineering/mathematics>

For more information about the CS minor, please consult the link below:

[Computer Science Minor | The Cooper Union](#)

For more information about the bioengineering minor, please consult the link below

[Bioengineering Minor | The Cooper Union](#)

For more information about the HSS minor, please consult the link below (please note the link does not have specific information, interested students should speak to someone in the Humanities Department until we post the information online):

<http://cooper.edu/humanities>

## Academic Dishonesty

Academic advisors are not authorized to deal with issues of academic dishonesty. A faculty member who discovers an incident of academic dishonesty must communicate that fact to the Dean's Office directly and in writing, preferably with any documentary evidence if it exists. The Dean's Office together with the faculty member and student(s) involved will address the issue and determine the resolution. [School policies on Academic Standards are posted here.](#)

## Temporary Medical Absence from Courses

An advisee who has medical excuses for missing class should contact the Dean of Students promptly. They will be required to provide the Dean of Students with documentation from a medical provider justifying the absence. The Dean of Students will inform the advisee's instructors when an absence is due to a valid medical issue or condition so that the absence can be considered excused. Even with excused medical absences, an advisee is still responsible for completing all of the course requirements. If the absences have resulted in missing vital components of in-class discussions and experiences, an advisee may be required to withdraw from a course and retake it, even with a valid medical excuse. This is entirely at the discretion of the course instructor. Should the advisee have to withdraw or retake the class, the academic advisor must work with the advisee and course instructor(s) to modify the advisee's program plan to ensure timely graduation.

# Curricular Practical Training (CPT)

An advisee currently on an F-1 Visa in the USA may have an opportunity for a paid internship. The work being offered in the internship must be directly relevant to the advisee's field of study and, more specifically, complement specific courses, projects and goals associated with the advisee's studies at The Cooper Union. Adherence to these guidelines must be certified by The Cooper Union.

To apply for and accept a CPT, the advisee must provide an offer letter from the company, a full explanation of the tasks that will be undertaken as an intern and must be accompanied by a departmental chair's endorsement confirming the specific areas, course, projects, etc. in the advisee's program that the internship complements. For questions related to CPT, please direct students to the Director of International Advisement.

A form is available in the Dean's Office for this application. Once completed and the required documentation is attached and it has been approved by the Dean's Office and it will be sent to the Admissions Office for processing. See Appendix 1 for a list of forms.

## Dual Degree Program

An advisee may plan to attempt to graduate from The Cooper Union in four years with both BE and ME degrees. This undertaking is very challenging and should be seriously examined and discussed by the advisor and the advisee before taking this step. It should not be entirely the advisee's decision – the advisee must, after all, be formally accepted into the ME program in order for this to happen. It is also advised that the departmental chair, faculty members and others be involved in this discussion. Be aware that advisees taking this route may only choose the thesis option in the ME program. Of course, students need to be made aware that completing a research thesis may take significant amounts of time (in many cases one year or greater). Ultimately the thesis advisor has the final approval as to when the thesis component is sufficient to graduate.

Should the decision be made to proceed with pursuing both dual degree program, the advisee must notify the Dean's Office of his or her intentions during his or her junior year (on or around March 15 of the junior year). This is a notification of intent – the advisee's status will remain that of an undergraduate student. This is of critical importance for compliance with federal regulations. In addition, as the advisee progresses through their program each course they undertake, particularly the 400-level courses, must be clearly identified as counting towards either the BE degree or the ME degree. Further, the number of credits identified per semester that count toward the BE degree must total at least 12 credits in order to maintain the advisee's undergraduate status. The advisee must

understand these guidelines and undertake to follow them. The advisor must ensure that the guidelines are followed.

It should be noted that any student in the dual degree program must register for thesis credits in his or her final semester prior to graduation.

## **Students Applying for a “4+” Master’s Degree (non-Dual Degree)**

Students should also be advised that it is possible to apply for a master’s degree at The Cooper Union during their senior year, upon successful completion of their undergraduate degree requirements. These students are not expected to do graduate-level work while they are undergraduates (in contrast to the dual-degree students), although it is possible that they took graduate-level courses which could count toward their Master’s degree. Advisees should be aware that they are not guaranteed acceptance into the Master’s program at The Cooper Union simply because they were undergraduates at the same institution. In addition, Cooper Union students are not guaranteed scholarships for the Master’s program. Advisees should also be aware of the degree requirements for each major, as they can vary for thesis and non-thesis option students.

For more information on the master’s degree program, please click on the link below:  
<http://cooper.edu/engineering/curriculum/master>

## **APPENDIX 1**

### **Forms available online (contact the Dean's office for the Change of Grade Form)**

[Forms for Engineering Students, Faculty & Staff | The Cooper Union](#)

#### **Memorandum to the Registrar**

- Transfer of credits from elsewhere
- Permission to take a course elsewhere
- Change of Grade
- Independent Study
- Waiver of Prerequisite(s)
- Course Substitution
- 12 Credit Rule Substitution
- Leave of Absence
- Withdrawal
- Reinstatement
- Resignation
- Extension of Matriculation
- Petition to change majors
- Change of Academic program
- Waiver of Graduation Requirement
- Bioengineering Minor Worksheet
- Computer Science Minor Worksheet

#### **Memorandum to Admissions and Records**

- Curriculum Practical Training Application



## **APPENDIX 2**

### **Resources for Advisors**

#### **Dean's Office**

- all academic matters
- guidance on policies, rules and regulations
- academic dishonesty issues
- approval for many options and decisions as an advisee progresses through his or her program (see APPENDIX 1)
- liaison with other schools and administrative offices
- study abroad
- Mount Sinai partnership

#### **Dean of Students**

- student hardship(s)
- student health issues (mental and physical)
- academic accommodations
- counseling
- other support contacts
- Center for Career Development

#### **Registrar**

- online registration
- transcripts
- curriculum audits
- records and documentation

#### **Admissions**

- CPT processing
- student application records

## APPENDIX 3

### Academic Year Advising Calendar

| Semester | Date/Week   | Activity/Action                    | Description/Notes/Guidelines  |
|----------|-------------|------------------------------------|---|
| Fall     | 1st day     | advisee list                       | make sure you have a complete/current and correct advisee list for the semester and that it is posted by the department secretary and on your office noticeboard  |
|          | 1st 8 days  | add/drop period                    | registration opens - be available to advise and administer student requests to add or drop courses during this period   |
|          | 1st 8 days  | independent study courses/projects | be available to advise and co-sign independent study requests - forms should be completed and include a course/project description - at least one page (a syllabus is better) that covers description of course activities, assignments, projects, papers, exams including dates, deadlines and deliverables and assessment/evaluation summary - other signatures needed: student, instructor, advisor/chair, Dean's Office - care needs to be taken that the I.S. does not push the student into an overload which needs further scrutiny and approval - I.S. courses are included on the student plan at the close of the add/drop period |
|          | 1st 8 days  | course plans                       | students should confirm their course plans identifying courses to be attributed to their undergraduate degree - in order for an undergraduate student to maintain eligibility for financial aid 12 credits of their semester course load MUST be attributable to their undergraduate degree requirements  |
|          | weeks 1 - 3 |                                    | contact senior students and instruct them to do a final degree audit - review degree audit with each student - address any past or potential deficits   |
|          | week 4      | spring semester                    | request for following spring semester schedule requirements   |
|          | week 6      | final drop notification            | notify all advisees that at the end of the eighth week (provide date) - the last day for a student to drop a course with instructor and academic advisor approval is Friday of week 8. A "W" will appear on the student's transcript. Following this date there must be exigent circumstances in order for a request to drop to be considered. Poor performance in a course does not rise to the standard of exigent circumstances so please ensure students have had sufficient feedback about their performance before that date. Dropping a course after that date will need instructor, academic advisor and Dean's Office approval.    |
|          | week 7      | spring semester                    | requirements for following spring semester schedule due   |

|        |                 |                                    |  |
|--------|-----------------|------------------------------------|--|
|        | Friday, week 8  | final drop                         | be available prior to this date and up to 5:00 pm on this date to advise students and drop courses for those who decide to do so   |
|        | week 9          | spring schedule                    | draft spring schedule published  |
|        | weeks 13 & 14   | spring registration                | be available to meet with and advise students and approve their study plans  |
|        | week 15         | semester ends                      | eat, drink and be merry  |
|        | January 2       | grades due                         |  |
|        | January 2       | registration                       | Colleague Self-Service opens for academic advisors for force registration and course drops   |
|        | January 11 - 15 | Academic Standards                 | be aware of any of your advisees who are meeting with ASC and are in academic difficulty - you may be asked to provide information to the committee - any students placed on probation will be advised during the spring semester by your department's representative on the ASC   |
| Spring | 1st day         | advisee list                       | make sure you have a complete/current and correct advisee list for the semester and that it is posted by the department secretary and on your office noticeboard   |
|        | 1st 8 days      | add/drop period                    | registration opens - be available to advise and administer student requests to add or drop courses during this period  |
|        | 1st 8 days      | independent study courses/projects | be available to advise and co-sign independent study requests - forms should be completed and include a course/project description - at least one page (a syllabus is better) that covers description of course activities, assignments, projects, papers, exams including dates, deadlines and deliverables and assessment/evaluation summary - other signatures needed: student, instructor, advisor/chair, Dean's Office - care needs to be taken that the I.S. does not push the student into an overload which needs further scrutiny and approval - I.S. course are included on the student plan at the close of the add/drop period |
|        | 1st 8 days      | course plans                       | students should confirm their course plans identifying courses to be attributed to their undergraduate degree - in order for and undergraduate student to maintain eligibility for financial aid 12 credits of their semester course load MUST be attributable to their undergraduate degree requirements  |
|        | weeks 1 - 3     |                                    | contact junior students and instruct them to do an initial degree audit - review degree audit with each student - address any past or potential deficits   |
|        | week 3          | fall semester                      | request for following fall semester schedule requirements  |
|        | week 6          | final drop notification            | notify all advisees that at the end of the eighth week (provide date) - the last day for a student to drop a course with instructor and academic advisor approval is Friday of week 8. A "W" will appear on the student's transcript.  |

|  |                        |                    |  |
|--|------------------------|--------------------|--|
|  |                        |                    | Following this date there must be exigent circumstances in order for a request to drop to be considered. Poor performance in a course does not rise to the standard of exigent circumstances so please ensure students have had sufficient feedback about their performance before that date. Dropping a course after that date will need instructor, academic advisor and Dean's Office approval. |
|  | week 6                 | fall semester      | requirements for following fall semester schedule due  |
|  | Friday, week 8         | final drop         | be available prior to this date and up to 5:00 pm on this date to advise students and drop courses for those who decide to do so   |
|  | week 8                 | fall schedule      | draft fall schedule published  |
|  | weeks 13 & 14          | fall registration  | be available to meet with and advise students and approve their study plans  |
|  | week 15                | semester ends      |  |
|  | semester end +1        | senior grades due  |  |
|  | semester end + ~3      | all grades due     | be available to approve students taking summer courses   |
|  | semester end + ~3weeks | Academic Standards | be aware of any of your advisees who are meeting with ASC and are in academic difficulty - you may be asked to provide information to the committee - any students placed on probation will be advised during the spring semester by your department's representative on the ASC   |
|  | August 1               | registration       | Colleague Self-Service opens for academic advisors for force registration and course drops   |
|  | August 19              | summer grades due  |  |

In case we want to add something about academic integrity for faculty:

<https://docs.google.com/document/d/1zpH1ziwnUAfs1-k4yAXzArOnspdjETwvsjTJrXffd7M/mobilebasic>

## APPENDIX 4

### List of Student Awards for Graduation

| Department      | Who nominates        | Name of Award/Prize  |
|-----------------|----------------------|--|
| Civil           | CE chair             | Maxwell Lincer Prize   |
| Civil           | CE chair             | Joseph Kalb Prize  |
| ChE             | ChE chair            | The Howard M. Siegel *   |
| ChE             | ChE chair            | Lewis Gleekman Memorial *  |
| Chem            | Ch chair             | Elmer J. Badin Chemistry Award                                     |
| Chem            | Ch chair             | Robert Spice Fund Prize  |
| Chem            | Ch chair             | American Institute of Chemists Student Award                       |
| EE              | EE chair             | Abraham Pletman Prize  |
| EE              | EE chair             | Jesse Sherman Book Award (up to 5 students)                        |
| EE              | EE chair             | Dale E. Zand Prize   |
| EE              | EE chair             | Eugene Ogur Memorial   |
| EE              | EE chair             | Yusuf Z. Efe Award   |
| EE              | EE chair             | The Leon Machiz Prize *  |
| Computer Center | CTO                  | Harold Keil  |
| Math            | Ma chair             | Harry W. Reddick Award   |
| Math            | Ma chair             | Irvin Leon Lynn Memorial Prize                                     |
| Math            | Ma chair             | Class of 1907  |
| ME              | ME chair             | Alexander C. Grove Memorial Prize                                  |
| ME              | ME chair             | Wilson G. Hunt- Class of 1905                                      |
| ME              | ME chair             | Nicholas M. Stefano Prize (up to 2 students)                       |
| ME              | ME chair             | Wallace Chinitz Prize  |
| CE, ChE, EE, ME | Eng Chairs           | William C. and Esther Hoffman Beller Prize (4 students, 1 each)    |
| EE, ME          | EE and ME chairs     | Harold E. Rue Prize (2 students, 1 each)                           |
| CE, ChE, EE, ME | Eng Chairs           | The Bill Moggridge Awards at The Cooper Union (4 students, 1 each) |
| Dean's          | Dean's Office        | Henri D. Dickinson Fund  |
| Dean's          | Dean's Office+Chairs | Harold S. Goldberg   |
| Dean's          | Dean's Office+Chairs | Service to the School Award  |

## Revision History

- 1.0 Richard Stock, 7/19
- 1.1 Ruben Savizky, 8/19
- 2.0 Ruben Savizky, 10/19
- 3.0 Ruben Savizky, 3/21