The Cooper Union
The Irwin S. Chanin School of Architecture

2016 Visiting Team Report

Bachelor of Architecture (160 credits)

The National Architectural Accrediting Board
April 13, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The 2016 NAAB visiting team extends its appreciation to the faculty, students, staff, and administration of The Cooper Union for their exceptional hospitality and attentiveness during our visit to The Irwin S. Chanin School of Architecture. The access granted to the team, and the involvement, transparency, and commitment to the success of our visit on the part of those within and outside the program were exceptional. The team appreciates the engagement of the university president, four deans, the associate dean, and the administration leaders. There has been tremendous support for the accreditation review team, both during the months leading up to the visit and during the team's stay at The Cooper Union. The team expresses its thanks to the school, faculty, and students for their engagement. Their enthusiasm is heartfelt.

The university president is a strong proponent of the architecture program and grants significant autonomy to the program to develop its academic vision for success. The success of the architecture program and the success of The Cooper Union are integrally linked. This perspective is consistent with the university's historic context and is epitomized by the development of the architecture program over many decades.

The program is not without challenges. The Cooper Union struggles as a result of its recent financial history, as it now proactively moves toward a break-even budget.

Stability in leadership has been a challenge, with transitions in the position of president and several dean positions occurring within the recent past and slated for the immediate future. However, the stage is being set for a strong and stable future, with a clear transition process underway.

The School of Architecture is deeply embedded within the New York City fabric. This context has added to the focus of the program and the profession's response to its obligations to the community. The school's graduates are recognized by practitioners as creative, productive, and visionary, and able to be both contributing members of a team and design leaders. Students are respected, enthusiastic, and articulate. They engage with intensity and make a significant contribution to the school. Beyond just contributing, the students truly "live" the architecture program. Both the alumni and the community are strong advocates and supporters of the program.

A uniquely structured and robust combination of full-time, proportional, and adjunct faculty effectively leverages the enormous resources of New York City to provide a rare range of teaching resources and learning opportunities. The team-teaching model has been refined to a high level of effectiveness. The faculty members mentor their students with a great deal of caring. Passion for the teaching experience is clearly evident.

b. Conditions Not Achieved

I.2.3 Financial Resources

B.1 Pre-Design

B.9 Building Service Systems

C.3 Integrative Design

II. Progress Since the Previous Site Visit (2010)

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2010): Despite significant improvement since the 2004 visit, this condition continues to be not met. While our team agrees with the findings of the 2007 focused evaluation team, the full scope of necessary improvements continues to be scheduled, but not completed. While we have no doubt that progress will continue to be made, we felt that the next team's attention needed to be drawn to continued evaluation of progress.

We did note further progress since the 2007 focused evaluation including AV improvements, enhancements to The Great Hall and the relocation of the architecture archive into space on the second floor of the Foundation Building. The latter is noted by the visiting team to be an asset of great value to the mission of the School of Architecture.

Unfortunately, the same cannot be said of faculty office space which remains an ongoing concern. The team sensed a tension about these conditions amongst the faculty and saw this issue most critically in the effect that it has on the faculty's ability to meet privately with students and their lack of space to do onsite research that would then more readily involve students.

While we understand the constraints of the current economy and the particular conditions of an urban campus, we highlight this issue as one that should be given high priority in the near future. The team also noted the continued efforts to bring the Foundation Building up to ADA standards. It is understood that the next phase of this work (the upgrading of building hardware from orbit handles to lever handles) has been budgeted and scheduled.

2016 Team Assessment: The *2014 NAAB Conditions for Accreditation* exclude review of facility ADA and building code compliance issues. As a result, accessibility is no longer listed as a Not Met condition despite little change related to these issues since prior visits. The president described facility accessibility improvements that are currently in the planning stage for implementation in the near future.

There have been some improvements to the office space available to faculty, but the majority of the offices continue to be shared This means that private meetings with students or colleagues often need to be scheduled in advance. Nonetheless, all full time faculty have private offices. While fiscal issues have currently limited The Cooper Union's ability to address physical resource needs, strategic financial planning now underway is expected to address these needs in the future. Many physical resources at Cooper Union are extraordinarily robust and are described in following sections.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: The Cooper Union for the Advancement of Science and Art (Cooper Union, or CU), established in 1859, is among the nation's oldest and most distinguished institutions of higher education. Dedicated exclusively to preparing students for the professions of architecture, art, and engineering, the college has an enrollment of approximately 1,000 students, all of whom have been accepted on merit alone. Peter Cooper was an inventor, industrialist, philanthropist, and public servant. His endowment to the college included land and a building. The original Foundation Building houses a large public lecture hall, classrooms, galleries, and a free reading room.

Cooper Union was the first private institution of higher education in the nation to admit students based exclusively on merit; the first to explicitly prohibit discrimination based on race, gender, religion, ethnicity, or national origin; the first to provide a free education to every admitted student (before free public education at the precollege level was public policy); and the first to offer a free reading room that was open to all residents of the city, which was the forerunner of the public library.

By 1907, the school had grown to over 2,500 students (with 3,000 on the waiting list), who were taking full-time and night courses on a broad range of subjects. In response to changing contexts, a new phase of the institution gradually shifted to training professionals. This education was still as "free as air and water," and the working classes and immigrants would remain its primary beneficiaries.

The current mission of The Cooper Union reads, in part: "Through outstanding academic programs in architecture, art, and engineering, The Cooper Union for the Advancement of Science and Art prepares talented students to make enlightened contributions to society.

The college admits undergraduates solely on merit and historically awarded full scholarships to all enrolled students. The institution provides close contact with a distinguished, creative faculty and fosters rigorous, humanistic learning that is enhanced by the process of design and augmented by the urban setting."

Shortly after taking office as the college's twelfth president in 2011, Jamshed Bharucha asserted that the institution faced a financial situation of historic scope and urgency. Beginning with new students entering the college in fall 2014, the merit scholarship awarded to all admitted students was reduced to 50%, with additional financial aid offered to students who demonstrated financial need. In June 2014, President Bharucha stepped down from the presidency and was succeeded by Acting President and Chief Financial Officer William Mea, who had been vice president of finance and administration since September 2014. The Board of Trustees of Cooper Union is presently organizing a search for a new president.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and

among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The architecture program at Cooper Union facilitates a strong learning culture among its student body. The mission statement established by The Irwin S. Chanin School of Architecture describes the importance of education at its core and the school's intent to foster a positive learning environment, where students develop their individual skills and knowledge base by working in a collaborative, community-like setting. The program adequately accomplishes this goal by using a team-teaching model; providing a large studio space, where students learn and work side-by-side with each other during 4 of their 5 years at the college; allowing the students to manage the production process on their own; and assigning both group and individual assignments.

The school's small class sizes also allow students to receive significant individual feedback and exposure to different areas of thought from their professors. Students are involved in the governance of the school and the program, which promotes the development of strong working and professional relationships among the students, faculty, staff, and administration. Students are encouraged to utilize the abundance of resources available to them in New York City. Access to other university and organization libraries is given to them, and the school sponsors many exhibitions and lectures. In addition, funding is guaranteed to any student who wishes to become a member of the AIAS.

An appropriate studio culture policy is in place, which is distributed to all students annually. The policy and the culture itself are continually reviewed by both faculty and students, on both a general and course-by-course basis. The administration also takes the time to get together with students on a semester basis to discuss whether studio culture objectives are being met.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: Cooper Union was established with social equity as a founding principle, and it has outlined its aspirations to continue that tradition. The Office of Admissions has defined its current process and policy for achieving diversity among students, and has reported that, as of 2014, Cooper Union compares favorably with the program averages for diversity reported by the NAAB. The program has ambitious recruitment and enrollment goals for increasing the diversity of both the student body and the faculty; however, it has not outlined specific plans for achieving these goals beyond the existing processes.

Cooper Union has a unified and comprehensive anti-discrimination policy entitled "Policy Against Discrimination, Harassment, Sexual Assault, Domestic Violence, Dating Violence, Sexual Exploitation, and Stalking."

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects' lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2016 Analysis/Review: The learning culture at Cooper Union was extensively discussed with administrative personnel, faculty, and students during the team visit. Prior to the visit, the way the school's curriculum corresponded to these five defining perspectives was thoughtfully outlined in the APR and supported by clear links to alumni survey results and other reports. Indeed, the small size of the school and the sharing of a common studio space lead to a sense that common themes and the communication of principles that comprise the learning culture contribute to a palpable school-wide culture. In summary:

Collaboration and Leadership – The team's observation of the main studio, which is shared by all students of years 1 through 4, and the faculty members' description of their team-teaching approach support the APR's description of a curricular structure that fosters a collaborative and mutually supportive learning environment, with many opportunities for both participation and leadership.

Design – The work reviewed in the team room demonstrated that the 5-year progression of design instruction is one of increasing breadth and complexity, which evolves from a basic understanding of the design tools to be employed (first year), to the introduction of larger historical, social, and ecological themes (second year), to the third-year integrated/comprehensive studio, to the regional and larger urban scale of fourth-year design projects, to the final, heavily design-oriented thesis year. The co-emphasis on analysis and synthesis yields a design culture that handles complexity and diverse problem solving, and is coupled with an emphasis on an improved future.

Professional Opportunity – The team noted that Cooper Union's placement in the heart of New York City, in an always-evolving built context, underscores the school's engagement with the larger surrounding professional community and the fact that the program offers many opportunities for lectures,

exhibitions, and site visits that include many members of the community. An active network of current faculty and alumni yields fellowships, internships, and post-college employment.

Stewardship of the Environment – The program described in the APR includes a 5-year-old Cooper Union Institute for Sustainable Design, and the team observed that the institute's director is a faculty member who is actively involved in the fourth-year design studio sequence. The school's cognizance of environmental compromise, which is inherent in the act of building (hard to ignore in New York City), is described in the APR, and is evident in the ecological underpinning of many of the fourth-year and thesis projects shown.

Community and Social Responsibility – A calling to civic engagement and a fundamental commitment to social responsibility are convincingly cited aspects of Cooper Union's creation and continued mission. The team noted that the school's recent questioning of its historic policy of free tuition has heightened students' awareness of social issues in architectural education.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: There is no evidence of a current, formal, comprehensive, long-term strategic plan beyond 2012 that addresses multi-year objectives for either the college or school. Within the past 4 years, the college has experienced structural financial deficits and fluid leadership changes affecting the presidency of the institution, the deanship of School of Architecture, and senior tenured faculty. These combined factors have affected the college's and school's ability to engage in a traditional, formal, comprehensive, long-term strategic plan.

The college's and school's last formal strategic plan, *Planning for 2007-2012,* was developed in 2007 in preparation for accreditation by the Middle States Commission on Higher Education. The plan addressed student learning, the curriculum, facilities, and relations to the profession. The college has planned short-term, responsive activities: in 2011, the college formed the Planning and Assessment Council, and, in 2012, the college formed the Revenue Task Force and the Expense Reduction Task Force. Also, in 2012, the school developed a Plan of Action—a curricular plan—which was approved by the voting faculty and presented to the president and Board of Trustees. The strategic initiatives of the plan included undergraduate curriculum development, expansion of the graduate program, certificate programs, new professional programs, and development initiatives. This Plan of Action served as the strategic plan for the school 2012-2016.

Within this context, President Mea has engaged in long-range fiscal planning as evidenced by the team meeting with him and the projections entitled *The Cooper Union for the Advancement of Science and Art FY 16 Budget and Financial Projections,* which he prepared. In this document, an analysis of undergraduate enrollment, budget, and financial projections through FY 20 are detailed.

Dean Nader Tehrani was appointed in July 2015 and has begun a democratic planning process that engages the stakeholders of the school as evidenced by the team during multiple meetings with him. His verbal presentation indicates that, moving forward, he intends to focus on reviews of the curriculum and faculty; faculty hires; faculty participation in governance; digital media and building technologies; collaboration with the Arts, Engineering, and Humanities schools; travel studios; architectural professional experiences (internships) for students; and fund raising.

I.1.6 Assessment:

A. **Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2016 Analysis/Review: Despite significant financial turmoil and administrative uncertainty, the program has continued to work toward its broad mission. There was one cause of concern listed in the 2010 VTR, which was related to a broad notion of fundamental skills, particularly as they relate to human habitation in interior spaces. This concern has been addressed as noted in Realm A. As mentioned above, the School of Architecture has developed a Plan of Action that was approved in late 2012. This was an ambitious plan, and some progress has been made toward achieving its objectives, including the initiation of new income-generating courses. It appears that the changes stemming from the financial issues and the related uncertainty have preoccupied the program during this period. Rigorous, annual self-assessment—consisting of stating goals, defining objectives, developing measures, analyzing data, and closing the loop through action plans—has not occurred at the program level.

The architecture program has a clearly defined process for curriculum assessment and change. The roles and responsibilities of members of the curriculum committee are documented in the school's Governance. As reported, the curriculum committee has begun to study how the new NAAB perspectives align with the Cooper Union curriculum.

The existing data include detailed annual exit surveys and student questionnaires for all courses except those taught by tenured faculty. A periodic alumni survey was also recently conducted, and the results were only just reported. It is unclear how these data might be used to inform curricular action plans and other program-related decision making. Detailed course questionnaires are also used at the end of the semester, but union contracts prohibit the issuing of administration-generated assessments of the work of tenured faculty.

In addition to the faculty-based curriculum development process, the Cooper Union academic leadership team meets periodically to conduct in-depth analysis of the curriculum, including integration strategies between the schools and the programs.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: The Annual Statistical Report states that, of the 289 credit hours taught, 19 (6.5%) are taught by full-time faculty; 62 (21.5%) are taught by proportional/part-time faculty; and 208 (62%) are taught by adjunct faculty. This equates to 6.5% being taught by tenured/tenure-track faculty and 93.5% by non-tenured faculty who are part-time or adjunct. In meetings with President Mea, Dean Tehrani, and the faculty, a need for additional full-time faculty was acknowledged. The school is currently in the process of searching for candidates for two positions for AY 16-17, with the creation of a third position possible in the future. Although the context of New York City allows for a highly qualified adjunct pool, the additional tenure-track/tenured positions are important to balancing the workload of faculty to facilitate planning, curricular development and assessment activities, development of faculty evaluation processes, and student achievement. A complicating factor is that there are separate faculty unions for tenure-track/tenured faculty and proportional/adjunct faculty, which place limitations on typical activities such as student evaluations of instruction. In meetings with Dean Tehrani, he expressed a commitment to working with the faculty to establish processes, such as peer-to-peer faculty evaluations, in order to facilitate the advancement of student learning.

As evidenced by the APR, meetings with Dean Tehrani, and multiple meetings with the faculty, a critical characteristic of the school is the long tradition of team teaching, which promotes student achievement through a high ratio of faculty to students. The teams are led by "resident" (tenure-track/tenured and proportional) faculty, who partner with adjunct faculty to provide the studio students with diverse perspectives.

Other support staff, who are detailed in the APR as an academic administrator, an administrative associate, and three part-time staff, are capable and effective in providing support to the faculty and students.

The architecture program has a dedicated ALA, who was found in the APR and was confirmed in the *NCARB Architect Licensing Advisors Listed by State 3/8/16,* which was found at http://www.ncarb.org/Experience-Through-Internships/~/media/Files/PDF/IDP/IDP-Coordinators/ArchitectLicensingAdvisorsbyState.ashx. The ALA is Michael Samuelian, who is an assistant professor adjunct and currently teaches ARCH 154A and ARCH 154B Professional Practice. He integrates the role of the architect into these courses, and annually organizes a panel workshop with NCARB and the New York State Office of the Professions.

The APR states that faculty have access to development opportunities through support provided by the program for scholarly and professional activities, including conferences, release time, sabbaticals,

publishing, and financial support. These types of support were confirmed in meetings with the faculty and Dean Tehrani. As evidenced in the APR, on the school's website, and in meetings with the faculty, the individual faculty members are actively engaged in research, exhibitions, and publications, and support is provided for new teaching strategies and for presenting student research. There is a strong commitment on the part of the faculty to inform the pedagogy through their practice of architecture.

The program provides support services to students through academic advising, student advocacy, resources, and job placement. In addition, the location of the college presents unique opportunities for students through partnerships with area institutions.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: The requirements of the facilities category have changed in the *2014 Conditions for Accreditation*, as noted in "Progress Since the Previous Site Visit (2010)" above. Several new faculty offices were acquired due to reallocation of space. While there are currently plans to hire several new full-time faculty—which will lead to future shortages of office space—faculty and staff office and meeting space requirements are currently managed through precise coordination and multiple uses of available office space.

Beyond these concerns, however, the team found that the majority of the program's facilities are extraordinarily robust. There is an immense shop, which includes equipment supporting woodworking, metal working, and plaster and metal casting. Digitally based equipment, including laser cutters, 3-D printers, and plotting and printing equipment, is supported by and for the students. Additional specialized equipment, such as publication-quality printers, wind tunnels, and other equipment, is available in the Engineering school and is used by the architecture program. There is space available to support studio-based learning, as well as didactic and interactive learning. The library is large and has a strong collection that attracts students, practitioners, and others from around the city.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Not Demonstrated

2016 Team Assessment: Cooper Union is experiencing structural budget deficits that have impacted all of the schools, including the School of Architecture; therefore, it has not been demonstrated that the appropriate financial resources are available to support future student learning. As a result of the budget deficits, the college made a significant change in 2014 by transitioning from full scholarship (no tuition) to half scholarship. The budget crisis led to the formation of short-term work groups in 2012: the Revenue Task Force (charged with identifying new sources of revenue) and the Expense Reduction Task Force (charged with identifying immediate operations budget reductions). The college and school have both experienced leadership changes.

The current financial crisis is affecting the architecture program in multiple ways through hiring freezes, budget support reductions, delays in addressing facility accessibility issues, and the continued shortage of faculty offices. Nonetheless, while the school operated with fiscal restraint, the total operating budget increased approximately 29% between FY 2011 and FY 2016 (not adjusted for inflation). In meetings with the students, they said that the financial crisis has been a "distraction" in recent years, which has taken time away from school and the studios. In multiple meetings with students, a common theme surfaced—that students who pay tuition feel that they must "prove" themselves worthy of being in the architecture program to the faculty and to students who do not pay tuition. All students admitted to School of Architecture continue to be admitted on merit; the admissions process is need blind.

The architecture program does have control over the following resources: the Archive, the Cooper Union Institute for Sustainable Design, Art and Architecture Shop, and Architectural Computer Center.

Evident in meetings with President Mea, Dean Tehrani, and the faculty was the resolve to steward the institution and architecture program through this period. During faculty meetings, the faculty spoke passionately regarding their resolve to protect the legacy of the architecture program, including the core value that admission is merit-driven, rather than financially driven. Dean Tehrani discussed efficiencies that have been enacted to focus on advancing the core mission of the school. President Mea detailed his plan to address the deficit as presented in *The Cooper Union for the Advancement of Science and Art. Budget and Financial Projections FY 16,* which provides a detailed budget and financial analysis, including projections for FY 16, FY 17, FY 18, FY 19, and FY 20. The goal of the plan is to provide financial stability for the institution so that it can become cash positive in FY 19. To accomplish this goal, the analysis provides a basis for short-term and medium-term financial and operational planning.

A key component of the plan is to increase revenue generated through tuition, as each entering first-year class pays tuition and the last of the full-scholarship students (current third-year students) matriculate through the architecture program. At the same time, the president is implementing steps to make the college cash positive. As prescribed in the consent decree, a Free Education Committee of the Board of Trustees has been formed to "examine whether The Cooper Union can return to a sustainable full tuition scholarship model that maintains its strong reputation for academic quality within its Art, Architecture and Engineering programs at their historical levels of enrollment."

In addition to the development work of the Free Tuition Movement, Dean Tehrani is engaging in development activities specifically to support, enhance, and advance the architecture program. During his meeting with the team, President Mea commented that Dean Tehrani is accomplished at fundraising.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Team Assessment: Our visit to both the main library and the satellite Study Collection room clearly demonstrated that all members of the school have access, and avail themselves of that access, to the literature and information needed to support the curriculum. We also noted, as a strong positive, that the library staff frequently referred to themselves as a resource for Cooper Union students and for the students of other nearby institutions (especially NYU) and said that those other institution's resources are available to Cooper Union students.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment: The APR describes the administrative structure of Cooper Union and the School of Architecture. The college is composed of three professional schools: The Irwin S. Chanin School of Architecture, the Albert Nerken School of Engineering, and the Faculty of Humanities and Social Sciences. Each school has its own governance, administrative, and committee structure. In our meeting with President Mea, he explained the composition of the President's Academic Leadership Team, which consists of the four academic deans and associate deans as determined by the individual deans.. The president has also formed a Cabinet which serves as the "Chief Academic Officer" for the institution and is comprised of the Vice Presidents, the president's chief of staff, the four academic deans and the dean of students. Participation by associate deans is by request of the dean. The Cabinet gets together weekly and provides a forum for the deans to meet directly with the president to discuss academic, administrative, strategic, and financial matters of the school. Separate meetings, first with Dean Tehrani, and then with the other three deans—Saskia Bos, William Germano, and Richard Stock—confirmed the effectiveness of the Cabinet structure. Dean Tehrani was appointed in July 2015.

Discussions with students and faculty confirmed APR details describing how students and faculty engage in the governance of the program through committees, the Faculty-Student Senate, and the Student Council. The governance of the school involves the establishment of five committees, which are described in the APR and were confirmed in meetings with the dean and the faculty. The committees are: Administrative, Curriculum, Admissions, Graduate Admissions, and Academic Affairs and Standards. These committees report directly to the faculty.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151 Thesis; ARCH 121 Design II; ARCH 131 Design III; ARCH 141 Design IV; ARCH 111 Architectonics; HSS1 Freshman Seminar; HSS2 Texts and Concepts: Old Worlds and New; HSS3 The Making of Modern Society; and HSS4 The Modern Context: Figures and Topics.

A.2 **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 111 A-B Architectonics; ARCH 121A Design II; ARCH 121B Design II; ARCH 131A Design III; ARCH 131B Design III; ARCH 141A Design IV; and ARCH 141B Design IV.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 141A Design IV. Investigative skills are evident in student design processes and projects.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARCH 121 Design II; ARCH 131 Design III; ARCH 141 Design IV; ARCH 151 Thesis; and ARCH 111 Architectonics.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151 Thesis; ARCH 121 Design II; ARCH 131 Design III; ARCH 141 Design IV; and ARCH 111 Architectonics.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARCH 125A-B History of Architecture II in student papers and for ARCH 141A Design IV. The use of precedents is found in student design projects.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 115A-B History of Architecture I and ARCH 125A-B History of Architecture II. Divergent histories of architecture are found in student projects in ARCH 115A-B History of Architecture I and in student writings in ARCH 125A-B History of Architecture II.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 133 Introduction to Urban History and Theories in student exams and for ARCH 151A-B Thesis in student design projects.

Realm A. General Team Commentary: The team noted comments about the "writing-centered" pedagogy and the Writing Center itself as a resource. The faculty's and dean's comments refer to the school's "maker" culture and its emphasis on craft, including writing. The HSS sequence of courses demonstrates that writing skills are integral to the curriculum, and faculty comments show the consistent seriousness that these skills are given. A balance of writing, drawing (multiple media), and model presentation is evident in the design studios. The thesis presentations demonstrate a high level of drawing and model-making craft, which are effective communication design-thought tools. The students' ability to effectively use formal and organizational principles to inform two- and three-dimensional design work progresses consistently. The 9-square grid project originated by John Hejduk is evident in the first- and second-year work as an ordering system used by the faculty to introduce formal architectural principles. Concurrently, an exploration of natural-light qualities and an engagement with natural flora and fauna demonstrate the attention paid by the faculty to the students' understanding of both natural and formal ordering systems.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 121 Design II; ARCH 131 Design III; ARCH 141 Design IV; and ARCH 151 Thesis. Certain aspects of the criterion, such as "an analysis of site conditions," were evident in almost all projects. Other aspects were found in many projects. However, students addressed the majority of the pre-design elements within a comprehensive program that they set out to implement in their projects.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151A-B Thesis; ARCH 141A-B Design IV; and ARCH 135A-B Building Technologies. Evidence of site design was found in the student design projects and exams.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 131B Design III; ARCH 134A-B Environmental Technologies; ARCH 143A-B Construction Management; and ARCH 154A-B Professional Practice. Evidence was found in student design projects and specification sheets.

B.4 **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 111A-B Architectonics; ARCH 131A-B Design III; ARCH 134A-B Environmental Technologies; and ARCH 135A-B Building Technology. Evidence was found in student design projects, exams, and models.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 122A-B Structures I; ARCH 131B Design III; ARCH 132A-B Structures II; and ARCH 142 Structures III.

B.6 **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 134A-B Environmental Technologies and ARCH 135A-B Building Technology.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 131A Design III; ARCH 131B Design III; ARCH 134A-B Environmental Technologies; and ARCH 135A-B Building Technology.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 135A-B Building Technology. Evidence of building materials and assemblies is found in student exams.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in exams prepared for ARCH 134A-B Environmental Technologies. Mechanical and fire protection systems were clearly taught throughout the curriculum; however, work that supported the teaching and student understanding of plumbing, electrical, communication, and vertical transportation security systems was scarce or not found at all.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 143A-B Construction Management and ARCH 134A-B Environmental

Technologies. Evidence of financial considerations is found in student-prepared documents related to design projects.

Realm B. General Team Commentary: There is a strong culture of integrating Realm B criteria into the design studio. There is evidence that, in the areas of building materials and assemblies and the building envelope, many students perform above the level specified in the criteria. In a maker culture, where the building of models and construction details are heavily emphasized, it is surprising that the technical documentation skills witnessed in the models are not as well transcribed to paper drawings.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151 Thesis.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 131B Design III; ARCH 135A-B, Building Technology; and ARCH 151A-B Thesis.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for a few of the high pass projects in Arch 131B Design III, and the ability to integrate space and structure was evidenced in most projects. In contrast, the integration of multiple systems, especially those including environmental systems, building service systems, and the building envelope and assemblies, was not evidenced throughout the work.

Realm C. General Team Commentary: The students at Cooper Union have developed strong design skills and delve deeply into research that is related to their design projects. However, they still struggle with developing truly integrated architectural solutions—solutions that successfully integrate multiple, complex building service systems with equally complex challenges of building and site concepts and programmatic requirements.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 154 Professional Practice; ARCH 143 Construction Management; ARCH 121 Design II; ARCH 131 Design III; and ARCH 151 Thesis.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 154 Professional Practice and ARCH 143 Construction Management.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 154 Professional Practice.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 154 Professional Practice.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 154 Professional Practice.

Realm D. General Team Commentary: An entire year of coursework is required for professional practice, which provides significant exposure to the components of professional practice. All of the subject matter regarding the student performance criteria in this realm is covered by extensive syllabi and required readings. However, student work covering the subject matter is very limited. Often, only one or two assignments had an observable work product. In addition, frequently, with only a final exam, the student work in these courses showed that an understanding of the required student performance criteria is inferential.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The most recent letter from MSACS verifying accreditation is dated 2010. A periodic review was required in 2013, but this was not directly related to accreditation status. The next self-study and evaluation is scheduled for 2017-2018.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: The Bachelor of Architecture is the accredited professional degree, and it requires 160 semester credits that include professional studies, required general studies, and optional studies (either professional or general studies) in conformance with the *NAAB Conditions of Accreditation*. This information is available in the Cooper Union Catalog.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: As noted in the APR and in transfer portfolios, and confirmed in discussions with the faculty and administration, the School of Architecture admits transfer students with some architectural education experience that meets the general administrative requirements. If advanced placement is sought, submission of a studio test and a portfolio is also required. The Admissions Committee of the School of Architecture reviews these submissions. A few rigorously reviewed transfer students are offered admission into a particular year of the design sequence by the admissions committee after consultation with the dean regarding available places only. Once placed, there is no opportunity for a transfer student to accelerate through the required design sequence. The School of Architecture academic administrator identifies previous coursework that may be eligible for transfer credit. That process includes a review of the course description, course syllabus, quizzes, exams, and papers or projects that demonstrate the student's proficiency with the course topics.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The statement on NAAB-accredited degrees can be found on the Cooper Union website at http://cooper.edu/architecture/curriculum/professional-accreditation.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: All required documents regarding the NAAB conditions and procedures are publicly available on the Cooper Union website, under The Irwin S. Chanin School of Architecture's "Professional Accreditation" section: http://www.cooper.edu/architecture/curriculum/professional-accreditation.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: Students and graduates have access to the Cooper Union Center for Career Development's multitude of resources, both on campus and online via the Cooper Union website: http://cooper.edu/students/student-affairs/careers.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]

[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: All required APR and VTR documents are publicly available on the Cooper Union website, under The Irwin S. Chanin School of Architecture's "Professional Accreditation" section: http://www.cooper.edu/architecture/curriculum/professional-accreditation.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: The pass rates are available through a link on the Cooper Union website at http://cooper.edu/architecture/curriculum/professional-accreditation. This links to the NCARB website: http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2013-v4.aspx.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2016 Team Assessment: The processes for applying as a first-year student and a transfer student are provided in the Cooper Union Catalog, and the application is available online (using the Common Application). The studio test, which is sent to students as stage two of the application process, is linked to the APR. No evidence of student diversity initiatives could be found in the Catalog or on the website.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2016 Team Assessment: Current and prospective students of the School of Architecture have access to financial aid information and estimates on the Cooper Union website: http://www.cooper.edu/admissions/financial-aid.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2016 Team Assessment: All Annual Statistical Report data submitted to the NAAB has been verified by Cooper Union.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

[X] Met

2016 Team Assessment: The program provided the Interim Progress Reports on page 144 of the APR. The reports are also available on the Cooper Union website at http://cooper.edu/architecture/curriculum/professional-accreditation.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.4 **Architectural Design Skills**: The team observed, in many ways, that the richness of Cooper Union's learning culture raises the design discourse to a high level. Not coincidentally, the wide range of projects displayed exhibited a distinctive degree of architectural design skills that exemplify the Realm A goals of broad education, inquisitiveness, and graphic communication.

A.6 **Use of Precedents**: The use of precedents as a fundamental aspect of the formative first two years of Cooper Union's design curriculum works hand-in-hand with the curriculum's distinctive level of design skills. Together, they represent a laudable core of the institution's character.

Appendix 2. Team SPC Matrix

THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE
OF THE COOPER UNION FOR
THE ADVANCEMENT OF SCIENCE AND ART

CURRICULUM

	Note: In the course numbering, A-B denotes fall and spring semes	CREDITS SEMESTER F	S	A1 PROFESSIONAL COMMUNICATION	A2 DESIGN THINKING SKILLS	A3 INVESTIGATIVE SKILLS	A4 ARCHITECTURAL DESIGN SKILLS	A5 ORDERING SYSTEMS	A6 USE OF PRECEDENTS	A7 HISTORY & GLOBAL CULTURE	A8 CULTURAL DIVERSITY/ SOCIAL EQUITY	B1	B2 PRE-DESIGN	B3 SITE DESIGN	B4 CODES & REGULATIONS	B5 TECHNICAL DOCUMENTATION	B6 STRUCTURAL SYSTEMS	B7 ENVIRONMENTAL SYSTEMS	B8 BUILDING ENVELOPE & ASSEMBLIES	B9 BUILDING MATERIALS & ASSEMBLIES	B10 FINANCIAL SERVICE SYSTEMS	C1 RESEARCH	C2 INT. EVALUATIONS/DECISION-MAKING	C3	D1 INTEGRATIVE DESIGN	D2 STAKEHOLDER ROLES	D3 PROJECT MANAGEMENT	D4 BUSINESS PRACTICES	D5 LEGAL RESPONSIBILITIES / PROFESSIONAL CONDUCT
YEAR 1	ARCH 111 A-B ARCHITECTONICS	4	4	X	X		X	X							X														
	ARCH 114 A-B FREEHAND DRAWING	3	3																										
	ARCH 115 A-B HISTORY OF ARCHITECTURE I	3	3							X																			
	ARCH 118 A-B COMPUTER APPLICATIONS & DESCRIPTIVE GEO	2	2																										
	FA 100R A-B INTRODUCTION TO TECHNIQUES	1	1																										
	ARCH 103-4 CALCULUS AND ANALYTIC GEOMETRY	3	3																										
	HSS1 FRESHMAN SEMINAR	3		X																									
	HSS2 TEXTS & CONCEPTS: OLD WORLDS AND NEW		3	X																									
YEAR 2	ARCH 121 A DESIGN II	5		X	X		X	X																	X				
	ARCH 121 B DESIGN II		5	X	X		X	X																	X				
	ARCH 122 A-B STRUCTURES I	2	2													X													
	ARCH 125 A-B HISTORY OF ARCHITECTURE II	3	3						X	X																			
	PH 165-6 CONCEPTS OF PHYSICS	2	2																										
	HSS3 THE MAKING OF MODERN SOCIETY	3		X																									
	HSS4 THE MODERN CONTEXT: FIGURES AND TOPICS		3	X																									
YEAR 3	ARCH 131 A DESIGN III	5		X	X		X	X							X			X							X				
	ARCH 131 B DESIGN III		5	X	X		X	X						X		X		X					X		X				
	ARCH 132 A-B STRUCTURES II	2	2													X													
	ARCH 133 INTRODUCTION TO URBAN HISTORY AND THEORIES		2								X																		
	ARCH 134 A-B ENVIRONMENTAL TECHNOLOGIES	3	3											X	X		X	X			X								
	ARCH 135 A-B BUILDING TECHNOLOGY	2	2										X		X		X	X	X				X						
	ELECTIVES	4	2																										
YEAR 4	ARCH 141 A DESIGN IV	5		X	X	X	X	X	X				X																
	ARCH 141 B DESIGN IV		5	X	X		X	X					X																
	ARCH 142 A-B STRUCTURES III	2	2													X													
	ARCH 143 A-B CONSTRUCTION MANAGEMENT	1	1											X							X				X	X			
	ELECTIVES	7	7																										
YEAR 5	ARCH 151 A-B THESIS	6	6	X			X	X			X		X									X	X		X				
	ARCH 152 STRUCTURES IV	2																											
	ARCH 154 A-B PROFESSIONAL PRACTICE	1	1											X											X	X	X	X	X
	ARCH 205 ADVANCED CONCEPTS	2																											
	ARCH 225 ADVANCED TOPICS		2																										
	ELECTIVES	4	6																										

Appendix 3. The Visiting Team

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Respectfully Submitted,

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