

# American College of the Building Arts

2009-2010 CATALOG



21 Magazine Street, Charleston, 29401  
Telephone 843.577.5245

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# College Campus Locations and Regional Information

**Mailing Address:** Post Office Box 71668, North Charleston, SC 29415-1668.

## Old Charleston Jail

21 Magazine Street, Charleston, SC 29401

The Jail dates to 1802 and was used by the School of the Building Arts beginning in 2000. Preservation efforts have been going on for much of the past ten years as the building slowly becomes a school. Part of the satisfaction in attending ACBA is the ability to directly impact your college's campus by working on the building. In many cases lessons can not only be applied in the classroom but to the classroom.

## Trolley Barn

665 Meeting Street, Charleston, SC 29403

The Trolley Barn was constructed in 1897 when the city's horse drawn trolleys switched over to electricity. It was used for the mass transit first by the trolleys and then by the bus system until the interstate system was constructed in the 1960's. ACBA is working alongside the City of Charleston in an effort to turn the trolley barn into the future home of some of the College's workshops and academic classrooms.

## James Island Workshop

1725 Signal Point Road, Unit B/C, James Island, 29412.

The workshop is the location for the Carpentry, Timber Framing, and Forged Architectural Ironwork programs.

## Regional Information

Charleston South Carolina

The City of Charleston is located on the coast of South Carolina, midway between Myrtle Beach and Hilton Head Island. It is easily accessible by car. I-26 has its eastern terminus in Charleston and connects with I-20, I-85, I-40, I-77 and I-95 from the north. US Highway 17, the coastal north-south route, runs through Charleston and connects with I-95 from the south.

Charleston International Airport is located 10 miles from downtown Charleston and offers jet service from AirTran, America West, Continental, Delta, Northwest, United, and USAirways. Amtrak provides regular passenger service to the Charleston area.

## ACADEMIC CALENDAR

### FALL SEMSTER 2009

August 10-11	Mon-Tues	Orientation/Registration/Assessment Testing
August 12	Wed	Fall Classes Begin
September 7	Mon	Labor Day-No Classes
September 9	Wed	Elective Catalog for 2010 Available
September 25	Fri	Last day to drop a class or withdraw
October 12-16	Tues-Fri	Mid-Term Exams
October 16	Fri	Mid-Term Grades Due
October 19-23	Mon-Fri	Experiential Week-Seminars/Field Trips and Special Studies
November 25-27	Wed-Fri	Thanksgiving Break
November 30	Mon	Classes Resume
December 11	Fri	Last Day of Classes
December 14-18	Mon-Fri	Final Exam Week
December 22	Tue	Final Grades Due

### “J”MESTER 2010

January 6	Wed	Classes Begin
January 18	Mon	Martin Luther King Day-No Classes
January 21	Thur	Classes End
January 22	Fri	Final Exams/Grades Due

### SPRING SEMESTER 2010

January 25	Mon	Spring Classes Begin
February 26	Tue	Last day to drop a class or withdraw
March 1-5	Mon-Fri	Mid-Term Exams
March 8	Mon	Mid-Term Grades Due
March 29-April 2	Mon-Fri	Spring Break/Easter
April 2	Fri	Good Friday-Campus Closed
April 5	Mon	Classes Resume
May 14	Fri	Last Day of Class
May 17-21	Mon-Fri	Final Exam Week
May 21	Fri	Grades Due for Graduating Seniors
May 22	Sat	GRADUATION
May 26	Wed	Final Grades Due

### SUMMER INTERNSHIP PROGRAM 2010

June 7	Mon	Summer Internship Begins
July 4/5	Sun/Mon	Holiday
July 30	Fri	Last Day of Summer Internship Program
August 30	Mon	Final Evaluation and Grades Due

# AMERICAN COLLEGE OF THE BUILDING ARTS

## Letter from the President

The American College of the Building Arts (ACBA) offers an educational experience that is like no other in the United States. As the only college in America offering a baccalaureate degree in applied sciences in the building arts, we offer the opportunity for you to become an exceptionally skilled building artisan while receiving an outstanding liberal arts education. This combination of education and training will position you to be a leader in preserving America's past and in building significant structures worth preserving for the future.

Surrounded by extraordinary examples of the building arts in Charleston, South Carolina, our students learn from a talented and passionate international faculty. The city of Charleston is itself a "living classroom" as faculty members incorporate it directly into the educational experience. Surveying and preserving historic buildings, designing and installing elements into quality new construction, and restoring the College's campuses at the Old Charleston Jail and historic Trolley Barn are just a few examples. You will learn in an environment that demands excellence and provides the tools for future success.

Browsing the College's website is really only the beginning in understanding the mission and significance of ACBA. While we have done our best to give you all the information you may need and to convey the essence of the College, we invite you to visit us and see it for yourself. A visit will afford you the opportunity to see the beauty and sense of history that is the heartbeat of Charleston and will allow you to experience what makes our students stand out by seeing them in our classrooms and workshops.

Let us know if you have questions or want to visit us and experience first-hand all that we have to offer.

Sincerely,



Lt. Gen. (Ret.) Colby M. Broadwater, III

## **Board of Trustees**

Pierre Manigault, Chair, Charleston, South Carolina

John H. Williams, Vice Chair/Interim Secretary, Charleston, South Carolina

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Nick Young, New York, New York

## **Licensure**

The American College of the Building Arts is licensed by the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201, Telephone (803) 737-2260, to offer programs leading to the degrees of Associate of Applied Science in the Building Arts and Bachelor of Applied Science in the Building Arts. Licensure indicates only that minimum standards have been met; it is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

# Mission and Academic Objectives

## Mission Statement

The American College of the Building Arts educates and trains artisans in the traditional building arts to foster exceptional craftsmanship and encourage the preservation, enrichment, and understanding of the world's architectural heritage through a liberal arts education.

## Academic Objectives

- Create a curriculum and develop a faculty that will educate and train artisans within the context of a traditional liberal education.
- Revolutionize education by emphasizing an integrated curriculum that encourages an interdisciplinary approach to learning and life.
- Build a campus that is inspiring and embraces comparative learning.
- Produce graduates that are globally aware as well as specifically educated.
- Offer experiences and examples for students that show the application of academic theory in real world problem solving.
- Encourage activity in and awareness of civic society as it relates to the building arts and an understanding of the common good.
- Provide opportunities for debate on important issues within the classroom and the community through the promotion of free speech and academic freedom.
- Promote an attitude of sustainability and responsibility to contribute to the enhancement of the built environment and the community at large.
- Maintain the traditions of the building arts while at the same time encouraging their use in contemporary design.
- Develop a strong individual and college-wide work ethic that leads to a sense of academic integrity and a respect for learning.
- Transmit to future generations the accumulated knowledge of the past, specifically regarding the building arts, by encouraging scholarship, promoting high standards and fostering continuing education.

## **Building Arts Degree Programs**

The objectives of our building arts degree programs are clear and ambitious. Our focus is centered on creating the academic environment necessary to produce multidimensional educated artisans; artisans who have the skills to create and design with their hands, reason and question with their minds, and contribute to and preserve the world around them.

In order to provide this unique educational experience our students complete an intensive, integrated liberal arts curriculum. This curriculum has been developed in such a way that all courses, both academic and artistry, build upon one other. Missing any portion of the curriculum provides an incomplete education. This integrated approach creates a highly focused learning environment which students find both challenging and rewarding.

Incorporated throughout the curriculum is an educational philosophy that binds all the subjects together as much as is possible. For example, the same building studied in architectural history may be written about in English class, rendered in architectural drawing, and its details re-created in the trade workshop. By encouraging these cross-discipline discussions, the college develops a student who will understand the importance of each subject area and how it impacts every aspect of the building arts and society as a whole. The small class size facilitates this discussion and provides an educational experience that focuses on the individual student. Classes are typically 10-15 students or less.

Each building arts major is designed so students build upon their knowledge each successive year. During the freshman and sophomore years students learn the foundational skills needed to work and create with the materials. In the junior and senior years, students are asked to take these skills and push the boundaries of their chosen fields. Each building arts major encompasses not only traditional methods and designs but also the newest techniques and technology available. Students spend two days a week learning and mastering their art in the workshops and the other three days in academic classes, or completing research in the library or in our living laboratory of Charleston, S.C.

Students who complete our baccalaureate program are truly educated artisans. They are able to undertake projects requiring the highest level of artisan skills, knowledge of historic preservation techniques, a strong understanding of architectural design and construction and a world view of the impact on our society. Our graduates have the education to be productive, creative and passionate individuals who possess the talents to change the face and the future of all our communities for the better.

# Admissions Policies and Requirements

## Admission Forms and Dates

Application forms may be obtained by writing the Office of Admissions, American College of the Building Arts, 21 Magazine Street, Charleston, SC 29401 or by downloading an application from the website at: [www.buildingartscollege.us](http://www.buildingartscollege.us). All applications must be accompanied by a one time, non-refundable \$50 application fee.

Applications are accepted and reviewed on a rolling basis. Due to the limited number of students admitted into each program, students are enrolled on a space available basis. The American College of the Building Arts seeks talented students who are committed to the future of the building arts. With this in mind, the college as an institution is dedicated to accepting students without financial bias.

## Equal Opportunity Educational Institution

ACBA is an equal opportunity educational institution and does not discriminate on the basis of age, gender, color, race, national origin, religion, marital status, sexual orientation, disability, or any other basis prohibited by law, in its admissions process, programs or activities. ACBA believes that cultural and ethnic diversity in its student community is vital to the enrichment of its college program.

## General Admissions Requirements

An applicant must submit the following:

- A completed application and non-refundable \$50 application fee
- Official high school transcripts
- Official college transcripts, if any
- Results of the SAT or ACT sent directly from the testing agency or posted on official high school transcript
- A high school diploma (or equivalent) is required for admission to ACBA.

All applicants are required to have a minimum of the following high school courses:

English	4 Units
Math	3 Units
Science	2 Units
Social Science	3 Units

## GED

Admission candidates who submit General Educational Development (GED) credentials in lieu of a high school diploma must be 18 years of age or older. The minimum acceptable GED score for admission is the score used for awarding an equivalent secondary diploma in the state where the test was taken. Official GED scores must be received directly from the General Educational Development Testing Service.

## Home schooled

ACBA recognizes the viability of the home school experience. All homeschooled candidates must be associated with the South Carolina Association of Independent Home Schools or a similar organization. Out-of-state transcripts will be reviewed on an individual basis.

## Decision-Making Process

Admission to the ACBA program is competitive. The Admissions Committee carefully weighs test scores, academic preparation, leadership qualifications, letters of recommendation, extra curricular activities, work experience, completed portfolio and the student interview.

**Interview:** Students seeking admission to ACBA must complete an interview with the Director of Enrollment & Student Services or designee. This is an important part of the admissions process. It allows potential students to become acquainted with ACBA's faculty and staff, to better understand the programs, and to become familiar with the school's mission. Students who live a long distance from the College may schedule their interviews in conjunction with an ACBA open house weekend.

**Portfolio:** Students seeking admission to ACBA must submit a portfolio of their artisan/trades experience and completed work. This allows applicants to show their artistic/creative skills and/or experience in the trades. Experience in the desired program is not a pre-requisite for admission to the college.

## Transfer and Credit Policies

### **Advanced Placement (AP) Credit.**

Advanced Placement credit through the College Board ([www.collegeboard.com](http://www.collegeboard.com)) is accepted at the American College of the Building Arts on a limited basis. Students who have taken college-level courses in secondary schools and who have achieved minimum scores shown below on advanced placement exams will be awarded advanced placement credit if they successfully pass a proficiency examination set by the ACBA faculty for the equivalent course(s) in the ACBA curriculum.

<i>AP EXAMS</i>	<i>SCORE</i>	<i>CREDIT AT ACBA</i>
Microeconomics	score of 4,5	Economics—EMGT 210
English: Composition and Literature	score of 4 score of 5	English—ENGL 101 English—ENGL 101 & ENGL 102
English: Language and Composition	score of 4 score of 5	English—ENGL 101 English—ENGL 101 & ENGL 102

### **International Baccalaureate Program (IB) Credit**

ACBA recognizes credit earned under the International Baccalaureate Program on a limited basis. Students who have taken college level courses in secondary school and who have achieved a score of 5, 6, or 7 on a higher level IB exam will be awarded credit if they successfully pass a proficiency examination set by the ACBA faculty for the equivalent course in the ACBA curriculum.

<i>IB EXAM</i>	<i>SCORE</i>	<i>CREDIT AT ACBA</i>
English	score of 5,6,7	English—ENGL 101
Economics	score of 5,6,7	Economics—EMGT 201
Business	score of 5,6,7	Business Management—BMGT 401

### **Credit for Previous Education and Training (CLEP)**

The College Board's College Level Examination Program (CLEP) is designed primarily for adults with nontraditional learning experiences. Credit is awarded for a limited number of introductory level classes according to criteria established by each department. Further information about CLEP should be obtained from the ACBA Admissions Office.

### ***Transfer Students***

An applicant for admission as a transfer student must submit the following:

- A completed application form and non-refundable \$50.00 application fee.
- A copy of secondary school transcripts and SAT or ACT scores if fewer than 24 semester hours have been completed at other post-secondary institutions.
- Official transcripts from all other colleges attended.

On-campus interviews with the Admissions Office and College faculty are required.

Transfer applications will be evaluated on an individual basis. The American College of the Building Arts does not automatically award transfer credit for courses taken at other institutions. Such credit will be awarded only if (1) the course was taken at a regionally accredited institution and was completed with a grade of C or better and (2) the student successfully passes a proficiency examination set by the ACBA faculty for the equivalent course in the ACBA curriculum. If transfer credit is awarded, an appropriate credit will be placed against the student's tuition charges. The American College of the Building Arts cannot guarantee that courses taken will transfer to other institutions of higher education, as it is at the discretion of the receiving college or university.

ACBA does not guarantee that other colleges will accept our transfer credit.

### **Non-Degree Seeking Students**

ACBA is a dedicated college with specialized academic and occupational objectives. Upon the recommendation of the Faculty, applicants who are deemed to have a satisfactory record of experience and education may be admitted to courses for one term only (space permitting), and must be readmitted at the beginning of each subsequent term. Non-degree students who desire to become candidates for a degree from ACBA must meet appropriate admissions requirements.

## **Academic Policies**

### **Attendance and Tardiness**

Students are expected to attend each scheduled class and to arrive on time. Absences and tardiness will become a part of the student's record. **Specific requirements may be set by each instructor as outlined in the course syllabus.** Absences due to illness, jury duty, death of an immediate family member, court summons, religious observances, or required military duty are generally regarded as excused. Students have an obligation to inform their course instructors as soon as possible of the days on which they will be absent. A student may be dropped from any course in which the number of his/her absences exceeds 25 percent of the total number of classes in the semester. A student dropped from a course for excessive absences will receive a grade of "FA" in that course.

### **Makeup Work**

A student has the option to make up work from a class if he/she has fallen behind as a result of an excused absence. Students are responsible for all material presented during their absence. Faculty may assign a temporary grade of incomplete "I" to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester. This grade may not be given as a substitute for a failing grade. If the unfinished work is not

completed and the “I” grade is not removed within 60 days of the assignment of the “I,” the grade can be converted to an “F” (failure).

## **Academic Dishonesty and Causes for Dismissal**

The chief objective of any school is learning. Assignments, projects and tests for any given course are designed to facilitate learning or to prove that learning has taken place. Any attempt to short circuit this process in order to avoid work or to obtain a higher grade is called Academic Dishonesty.

Examples include but are not limited to:

- Cheating: using unauthorized notes, study aids, or information on an examination; allowing another person to do one’s work and submitting that work under one’s own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
- Plagiarism: submitting material that in part or whole is not entirely one’s own work without crediting the source.
- Fabrication: falsifying or inventing any information.
- Obtaining an Unfair Advantage: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an assignment; (d) retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student’s work; or (f) otherwise undertaking any activity with the purpose of creating or obtaining an unfair academic advantage over other students’ work.
- Aiding and Abetting Academic Dishonesty: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.
- Falsification of Records and Official Documents: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official college document.

The American College of the Building Arts does not tolerate Academic Dishonesty. Committing such actions will be grounds for dismissal from the college.

## **Readmission**

Students who voluntarily withdraw from ACBA or are dismissed for academic deficiency must apply for readmission in order to reenroll. Students who voluntarily withdraw from ACBA while in good standing and with a cumulative GPA of 2.0 or above will be granted admission with approval from the Dean. Students who have been dismissed from ACBA for academic or disciplinary reasons may not apply for readmission for one year. A student who has been dismissed from ACBA for academic deficiency and who has completed the required suspension period will be considered for readmission provided that he/she submits proof that conditions for academic success are favorable. The student must maintain a GPA of 2.0 or above. The student must also meet any other requirements set forth by the Dean for reenrollment to ACBA.

## Student Grievances

If college is supposed to prepare you for citizenship in a community then it should give you a taste of being a citizen with all the responsibilities and privileges of citizenship. Like any community, ACBA has rules and a system of government. If you violate one of those rules there will be consequences, but a citizen has rights that protect him or her even when they have been accused of doing something wrong. If a student feels that he or she is not being treated fairly by the college, the faculty or their fellow students, that individual has a right to file a grievance with the college.

The first step in the grievance process is to try and resolve the problem on the lowest level possible before involving the entire school. For example, if a student is having a problem with a professor, the two of them should try and work it out one to one. The next step would be to contact Academic Affairs or the Dean and try to resolve the problem through the school's administration.

If no resolution is possible at these levels, then the Student Court may become involved. The aggrieved student should write up the complaint and include a detailed account of any attempt to resolve the problem. The student court will then meet with all involved parties to gather information about the problem. The court can then either make a summary decision or hold a hearing.

A hearing would involve a closed process wherein individuals offer testimony on either side of the issue. Experts from outside the college may also be consulted. Upon the conclusion of the hearing, the court will issue its proposed solution to the problem. If all sides agree to that solution, the matter is closed; if the matter is not resolved it will be referred to the President of the College for a final decision. Any student still unsatisfied may file a complaint with the State Commission on Higher Education.

## Grading

The evaluation of a student's work is presented in two forms: a written statement and a letter grade. Instructors write a brief summary describing and analyzing the performance in a particular course and assign a letter grade. Grade point average (GPA) is calculated by multiplying the credits of each course by the grade points and totaling the points earned for all courses and dividing the total points by the total number of credits.

The equivalent grade-point score of each letter grade is as follows:

A	4.00
A-	3.70
B+	3.30
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
F	0.00 Failure
I	Incomplete
AU	Audit
FA	Failure due to absence
W	Withdrawal
XF	Failure due to dismissal

*I—Incomplete:* a temporary grade the instructor may give to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester. This grade may not be given as a substitute for a failing grade. A grade of “I” must be removed by the instructor who gave it or by the department chairperson. If the unfinished work is not completed and the “I” grade is not removed within 60 days, the grade shall be converted to an “F” (failure). Students who receive an incomplete grade in a course should not reregister for the course in order to remove the “I.”

*AU—Audit:* a student registers for and attends classes regularly without being held responsible for the work required for credit. A student who registers for a course in this way is not eligible to sit for examinations, earns no credit hours for the registration, and pays per class tuition cost. The designation “AU” appears on the transcript if the student attends at least three-fourths of the class sessions and gives evidence to the course instructor that class participation has been satisfactory.

*FA-Failure due to absence:* this grade is given to students who fail a course due to absences that exceed 25% of the classes.

*W—Withdrawal:* withdrawing from the course. A “W” appears on the transcript for each class withdrawn. A “W” does not affect grade point averages. Students must withdraw before the published drop date of the semester to receive a “W.”

*XF-Failure due to dismissal:* this grade is given to students dismissed from the college and may or may not accurately reflect their grade in the course prior to dismissal.

## **Academic Honors**

Students who achieve a grade-point average of 4.0 on work completed during one semester are placed on the *President’s List* for that semester. Students who achieve a grade point ratio of at least 3.5 but less than 4.0 for work completed during one semester are placed on the *Dean’s List* for that semester.

## **Satisfactory Academic Standing and Academic Probation**

The curriculum at the American College of the Building Arts constitutes a very intensive program. All early courses form the foundation for later courses and many later courses cannot be completed without knowledge gained at lower levels. For this reason, students are required to make satisfactory academic progress in order to remain enrolled at ACBA.

Students are required to maintain a 2.0 average GPA. Any student with an average below the minimum will be placed on Academic Probation. The student will meet with his or her advisor and may also meet with Academic Services or with other faculty to plan a strategy for improving their grades.

Any student whose average does not improve after one full semester will be subject to dismissal from the college.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

*For additional information on FERPA:*

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-4605

(202) 260-3887

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

*What are a student's rights under FERPA?*

FERPA provides students with the right to inspect and review their educational records, limit disclosure of information from their records, and seek to have the records amended by filing a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

Student records will not be made available to others except where permitted by law or upon written request of the student (or parent or guardian when the student is less than 18 years of age). ACBA classifies certain items of a student records as "directory information." This information may be released to any third party at the discretion of the College. Students (or parent or guardian when a student is less than 18 years of age) may request within 30 days of enrollment that the school not disclose directory information.

Directory information is defined as:

- Name
- Address
- Telephone number
- Email Address
- Date and place of birth
- Curriculum and major field of study
- Dates of attendance
- Enrollment status (full/part time)
- Degrees/Awards received
- Most recent previous educational agency or institution attended by the student.

Upon written request, any current or former student may inspect his/her education records and may request a hearing to challenge any information deemed to be misleading or inaccurate.

## **Grade Reports**

ACBA issues two grade reports per semester. Mid-term grade reports and final end-of-term grade reports are mailed directly to ACBA students at the address specified on the student's application or student update form. All students must report address changes to the Registrar's Office. The Registrar's Office maintains records of all student transcripts. The Office of the Dean maintains all other official student records.

## **Graduation Requirements**

A cumulative grade point average of 2.0 is required for graduation. Candidates for ACBA's associate's degree must finish all required coursework for their major and successfully complete one eight-week summer internship to be eligible for graduation. Upon meeting all requirements for graduation, an Associate of Applied Science Degree in the Building Arts will be awarded.

Candidates for ACBA's baccalaureate degree must finish all coursework for their major and successfully complete three eight-week summer internships. The program chair will facilitate internships. An internship lasts for a minimum of eight weeks and is offered during the summer. Upon meeting all requirements for graduation, a Bachelors of Applied Science Degree in the Building Arts will be awarded.

## **Four Years to Begin to Learn**

ACBA is currently the only school in America to offer a Bachelor of Applied Science degree majoring in the Building Arts. However, a four-year degree does not make you a master of your trade. At a recent faculty meeting, one of the professors was asked if he could be described in a press release as a Master of his trade. Although he has been working at his trade for over 20 years, he refused to call himself Master. He insisted that he still had a lot more to learn. Other professors present, some with even more experience were asked and none of them would call themselves master. To master anything, takes a lifetime of learning; four years of concentrated study is merely a good start.

In addition to regular classes, students have opportunities to continue learning through elective classes, independent studies and summer internships (see Student Handbook). While no college program can guarantee employment, many of our students have found success in their trades right out of school. Of course an ACBA graduate is not limited to working directly in their trade. Some students have chosen to work in management and others have established their own business. ACBA grads should be well-positioned for graduate school and many related professions such as Historic Preservation, Construction Management or City Planning are all possibilities.

# Academic Curriculum

## What does the American College of the Building Arts teach?

No one before has ever tried to integrate a traditional trade education with a traditional liberal arts education. The original intention was first and foremost to teach six trades: Carpentry, Timberframing, Forged Architectural Ironwork, Architectural Stone, Plaster and Preservation Masonry. The Building Arts courses were designed first and other courses were added later based in part on what artisans themselves thought an educated person ought to know. What soon emerged looked very much like a liberal arts program. General education courses typical of such a program are represented: English, math, science, Spanish, and history. While other courses like Building Arts Leadership or Historic Preservation may seem specialist, they are thoughtfully integrated into the liberal education tradition. The small size and narrow focus of the College makes this possible in a number of ways.

First, most faculty teach more than one class within their departments, the curriculum is necessarily integrated among those classes; for example students take English 102 with their English 101 professor. Lessons learned in the fall semester are applied and expanded in the spring class. Second, because the college faculty is small, interaction among full-time faculty of all disciplines occurs daily. Shared office space facilitates and encourages this interaction. A general discussion among the faculty about the Renaissance may therefore bear fruit in English class, Architectural History, Iron or Stone. Because the student body is also small, students might emerge from an economics class discussing how economic theories might apply in Historic Preservation. Finally because everyone at the College is focused on the same mission, the building arts bind all the classes together and serve as a common denominator and frame of reference.

### *General Education*

The General Education curriculum is based on the tradition of the Liberal Arts. While people may attend college for a variety of reasons, the most important one should be self-improvement. General Education classes are designed to improve your ability to think and to broaden your view of the world.

Many of the General Education courses serve as foundation courses. That means that later courses build upon what you learn in these classes. For example, Mathematics will be vital in the trades, in building construction and in the design classes. It feeds directly into Economics which in turn is the foundation for most of the business classes. Getting off to a good start in the early classes is essential for success at the higher levels of the program.

### *Electives*

All ACBA students are required to take four general elective courses (Special Topics Seminars) and two Social Science elective courses. Social Science electives are taken during the second year. Students choose two of the following four courses: Government, Economics, Psychology and Sociology. Transfer credit may be applied.

The elective seminars fall into four categories. Students must take one course from each category: Building Arts, Architecture and Design, Math and Science, Humanities. Some courses may fall into more than one category. The student and his or her advisor will decide how to count a particular class.

Students may take electives during the Winter Term (see below) or during the Spring and Fall of their third and fourth years or any combination thereof. A student meets with his or her advisor to register for elective classes. Each class will have its own requirements and restrictions. Details can be found in the student handbook.

### *Winter Term “J”mester*

The first three weeks following Winter Break constitute the “J”mester at ACBA. Students have the following options during those three weeks:

1. Take an Elective Course for credit at ACBA or at another institution
2. Audit an Elective Course
3. Retake a failed course or finish work for an incomplete
4. Pursue a course of Independent Study for credit
5. Work on individual projects
6. Remain off campus until the Spring Semester begins

During the “J”mester, classes meet every day for four hours, not counting lab time or travel time. It is possible to take two classes during the term, but not recommended.

The Elective Catalog for Winter and Spring will be released in September 2009 with registration to be completed by that month’s end.

### *Internships*

While many colleges and universities require some kind of internship, ACBA uses internships to place students in trade related jobs that will help them expand their skills and gain valuable real world experience. Most internships last from eight to ten weeks and take place in June and July. Full time four-year students are required to complete three internships in order to graduate. The internships vary from trade to trade. It is a student responsibility to work with faculty to arrange suitable internships to complete program.

- Non Degree – No internship required.
- Associate Degree – One internship completion is required to receive an associate degree. This will take place during the 1<sup>st</sup> summer of the two-year program.
- Bachelors Degree – Three internship completions are required to receive a Bachelors Degree. These will take place during the summers following the first, second, and third years of the program.

**American College of the Building Arts  
Building Arts Degree Program Outline  
Class of 2013**

	Fall		January		Spring		Summer	
	Course Name	Cr Hr	Course Name	Cr Hr	Course Name	Cr Hr	Internship	Cr Hr
Year 2009/ 2010	Building Arts Major I * Architecture & Society I Literature & Composition I Number Systems & Algebra Arch. Drawing & Drafting I	5 3 3 3 <u>3</u> <b>17</b>	Elective**	3     <b>3**</b>	Building Arts Major II * Architecture & Society II Literature & Composition II Geometry * Trigonometry Arch. Drawing & Drafting II	5 3 3 3 <u>3</u> <b>17</b>	Internship I	2     <b>2</b>
Year 2010/ 2011	Building Arts Major III* His. Pres. Philos. & Practice Scientific Methods Communications Social Science I	5 3 3 3 <u>3</u> <b>17</b>	Elective**	3     <b>3**</b>	Building Arts Major IV* Docu. & Researching Hist. Bldgs. Building Materials & Methods Architectural Comp. Graphics Social Science II	5 3 3 3 <u>3</u> <b>17</b>	Internship II	2     <b>2</b>
Year 2011/ 2012	Building Arts Major V* Arch. Philosophy & Principles Business Manage. & Acct. Elective**	5 3 3 3  <b>14</b>	Elective**	3     <b>3**</b>	Building Arts Major VI* Architectural Design Studio Building Arts Leadership Elective** Foreign Language I	5 3 3 3 <u>3</u> <b>17</b>	Internship III	2     <b>2</b>
Year 2012/ 2013	Building Arts Major VII* Capstone I Elective** Foreign Language II	5 3 3 <u>3</u> <b>14</b>	Elective**	3     <b>3**</b>	Building Arts Major VIII* Capstone II Elective** Foreign Language III	5 3 3 <u>3</u> <b>14</b>		

**Credit Hours**

Cr Hrs = Credit Hours **Total - 133 total**

**\* Building Arts Majors**

Forged Architectural Ironwork, Architectural Stone, Carpentry, Preservation Masonry, Plaster Working, or Timber Framing.

**Social Science**

Choose two between Government, Sociology, Economics and Psychology

**Electives**

\*Students must take four (4) elective courses total.

These can be taken in any combination of Spring/Fall/January

Choose between one of each Building Arts, Humanities, Math/Science and Architecture/Design

## ACBA Degree Program Requirements Bachelor of Applied Science Major: Building Arts

ACBA's degree requirements are in two areas of concentration:-

<b>Building Arts Degree Program</b>	
Core Curriculum	72
Building Arts Majors	61
<b>Total Degree Program hours</b>	<b>133</b>

<b>Core Curriculum</b> - ACBA's <i>Core Curriculum</i> represents a breadth of interdisciplinary knowledge including English, math, natural science, humanities and social science. The <i>Core Curriculum</i> includes the following courses:-		
ENGL 101	Literature & Composition I	3
ENGL 102	Literature & Composition II	3
MATH 101	Number Systems and Algebra	3
MATH 102	Geometry and Trigonometry	3
ARDD 101	Architectural Drawing and Drafting I	3
ARDD 102	Architectural Drawing and Drafting II	3
ARHS 101	Architecture & Society I	3
ARHS 102	Architecture & Society II	3
SCME 201	Scientific Methods	3
SCME 202	Building Materials & Methods	3
SSCI 201	Social Science I	3
SSCI 202	Social Science II	3
COMM 201	Communications	3
BMGT 301	Business Management & Accounting	3
BALE 302	Building Arts Leadership	3
BGLG 352	Foreign Language I	3
BGLG 451	Foreign Language II	3
BGLG 452	Foreign Language III	3
BCAP 401	Building Arts Capstone I	3
BCAP 402	Building Arts Capstone II	3
SPTP 451	Special Topics Seminar Elective	3
SPTP 452	Special Topics Seminar Elective	3
SPTP 453	Special Topics Seminar Elective	3
SPTP 454	Special Topics Seminar Elective	3
<b>Core Hours</b>		<b>72</b>

<b>Building Arts Majors</b> - ACBA's six program majors are: Forged Architectural Ironwork (AM), Architectural Stone (AS), Carpentry (CA), Preservation Masonry (MA), Plaster Working (PL), and Timber Framing (TF). Each major includes the following courses:		
BAAI 101, BAAS 101, BACA 101, BAMA 101, BAPL 101, or BATF 101	Building Arts Major I	5
BAAI 102, BAAS 102, BACA 102, BAMA 102, BAPL 102, or BATF 102	Building Arts Major II	5
BAAI 201, BAAS 201, BACA 201, BAMA 201, BAPL 201, or BATF 201	Building Arts Major III	5
BAAI 202, BAAS 202, BACA 202, BAMA 202, BAPL 202, or BATF 202	Building Arts Major IV	5
BAAI 301, BAAS 301, BACA 301, BAMA 301, BAPL 301, or BATF 301	Building Arts Major V	5
BAAI 302, BAAS 302, BACA 302, BAMA 302, BAPL 302, or BATF 302	Building Arts Major VI	5
BAAI 401, BAAS 401, BACA 401, BAMA 401, BAPL 401, or BATF 401	Building Arts Major VII	5
BAAI 402, BAAS 402, BACA 402, BAMA 402, BAPL 402, or BATF 402	Building Arts Major VIII	5
CSAP 151	Summer Internship I	2
CSAP 251	Summer Internship II	2
CSAP 351	Summer Internship III	2
ARCG 202	Architectural Computer Graphics	3
HSPR 201	Historic Preservation Philosophy & Practice	3
HSPR 202	Documenting & Researching Hist. Buildings	3
ARDS 301	Architectural Philosophy & Principles	3
ARDS 302	Architectural Design Studio	3
<b>Major Hours</b>		<b>61</b>

## Course Descriptions

**ARDD 101 Architectural Drawing and Drafting I (Fall, 3 credits)** The student develops fundamental disciplines needed to communicate using two and three dimensional drafting and freehand drawing. These skills will be used extensively in the building arts majors to express design concepts to clients or colleagues in the building community. Subjects covered include methods and methodology of proportion, orthographic construction, linear sketching, life drawing, and perspective.

**ARDD 102 Architectural Drawing and Drafting II (Spring, 3 credits)** The student develops advanced disciplines in two and three dimensional drafting and freehand drawing with focus on new mediums and techniques. These skills will be used extensively in the building arts majors to express design concepts to clients or colleagues in the building community. Subjects covered include, advanced perspective, shade and shadow, and presentation techniques.

*Prerequisite: ARDD 101*

**ARDS 301 Architectural Philosophy and Principles (Fall, 3 credits)** Explores fundamental concepts of architecture and the communication of design through drawing and linguistic skills practiced by architects/designers and the interpretation and creation of these drawings by the building artisan. Case studies are utilized to examine these concepts.

*Prerequisite: ARDD 102*

**ARDS 302 Architectural Design Studio (Spring, 3 credits)** Explores concepts of architecture and the communication of design. Students expand upon the drawing and linguistic skills previously explored in ARDS 301 and begin learning how computers can assist in presenting and reading building concepts. This course provides a broad understanding of the tools a building artisan needs to visually communicate designs with a client or employer.

*Prerequisite: ARDS 301*

**ARHS 101 Architecture and Society I (Fall, 3 credits)**

Introduction to architectural history. Surveys the history of world architecture. Emphasis is placed on historical style periods and their relationship to cultural and technological development of each period. This course also emphasizes the artistic elements which characterize each period through intrinsic analysis and study of historically significant structures.

**ARHS 102 Architecture and Society II (Spring, 3 credits)**

Case studies in architectural history. This course provides an analytical overview of architectural history using case studies to explore cultural, technological and economic shifts in the built environment. Survey covers "dark age" through the renaissance.

*Prerequisite: ARHS 101*

**BAAI 101 Forged Architectural Ironwork I\* (Fall, 5 credits)** This course is a closely guided introduction to hand forged ironwork. The teaching is process oriented with techniques of the trade taught and practiced through a series of challenging exercises. Projects are introduced to reinforce new skills and provide a context for their application. Control of the hammer, control of the material, its shape and dimension will be the goal. Throughout, we lay a foundation for safe, skilled and efficient forge work. The student also practices many of the skills of the bench as they apply to the refinement, decoration and assembly of forged iron. The *Experiential Week* is used to explore specific subjects or projects.

**BAAI 102 Forged Architectural Ironwork II (Spring, 5 credits)** This is an extension of BAAI 101. More advanced forging skills are presented and practiced. A principle goal of this semester is the development of confident forge welding ability, one of the hallmarks of "high end" work. This course engages the student in forging and heat treating of carbon steels through making small, special purpose tools for their own use (punches, chisels, drifts etc.). Competence as a striker using the up-hand sledge for drawing down and top tool work constitutes a third new skill set emphasized in the second semester. Safety, control of material and

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\* Please note that Forged Architectural Ironwork was formerly known as Architectural Metal. The four-letter code BAAI replaces BAAM.

efficient work habits continue as core values of the instruction. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 101*

**BAAI 201 Forged Architectural Ironwork III (Fall, 5 credits)** The second year is an opportunity to refine foundational skills and reinforce the values of safety, efficiency and control of material. We introduce traditional alternatives to the swung hammer, namely the fly press, the treadle hammer and guillotine tool. Joinery traditions are discussed and practiced with particular emphasis on the decorative impact of joinery detail. Some work is carried out with gas forges as an increasingly common alternative to the use of solid fuel. Exercises and projects grow in complexity and scale as student skills develop. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 102, CSAP 151*

**BAAI 202 Forged Architectural Ironwork IV (Spring, 5 credits)** An array of skills and approaches are now available to the student who will be increasingly encouraged to select intelligently among them. This course emphasizes a team approach to larger, more sophisticated projects. Making special purpose tools, jig and fixture building will be encouraged as appropriate. Techniques of applied surface decoration such as engraving, chasing and inlay are explained and practiced. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 201*

**BAAI 301 Contemporary Practice in Forged Architectural Ironwork I (Fall, 5 credits)** The overall objective of this semester is to build curved panels, demonstrated in a final project by building a curved panel section using scrollwork. Emphasis is placed on using historically based designs and precise drawings before fabrication begins. Applicable building codes will be used both in new design, and adaptation of old designs. Die work will be studied and used to enhance the joinery and detail of the panel. The gas forge and power hammer will be introduced both for drawing out the material for scrolls and for use with the dies. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 202, CSAP 251*

**BAAI 302 Contemporary Practice in Forged Architectural Ironwork II (Spring, 5 credits)** The overall objective of this course is to design and build an angled panel section. Leaf techniques will be learned and used to enhance the panel. This most common of iron element is used throughout all eras and styles. It is key to producing many types of historic work, and greatly enhances the overall presentation of panel railings. Theory and drawing units will teach how the panel section is used as the basic component of railings, balconies, gates, doorways and grilles. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 301*

**BAAI 401 Advanced Studies in Forged Architectural Ironwork I (Fall, 5 credits)** The overall objective of this course is to design, draw and build a curved stair panel using scrollwork. Curved panels introduce the third dimension to ironwork; used in railings and balconies, the curved panel opens many new possibilities for the blacksmith. Research will begin to formulate a senior project for AM 402. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: Grade of C- or better in BAAI 302, CSAP 351*

**BAAI 402 Advanced Studies in Forged Architectural Ironwork II (Spring, 5 credits)** This semester is devoted to the senior final project. Chosen closely with the instructor it can be a modern or historic design. A high level of execution is expected and emphasis placed on accurately creating a finished piece true to the drawing. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAI 401*

**BAAS 101 Architectural Stone I (Fall, 5 credits)/ BAMA 101 Preservation Masonry I (Fall, 5 credits)**

Introductory course for the architectural stone and preservation masonry programs. The City of Charleston, SC is used to place the course within the context of a living city where the crafts of stone and masonry have been extensively utilized. Emphasis for architectural stone is on safe hand tool usage and the stone cutting craft, and working on straight and corner detail. Emphasis is placed on history and types of brick and block, bonds and laying to the line, toothing and parging, expansion joints, mortar additives, laying piers and pilasters, laying out for door and window openings, setting lintels and using anchors and fasteners. The *Experiential Week* is used to explore specific subjects or projects.

**BAAS 102 Architectural Stone II (Spring, 5 credits)/ BAMA 102 Preservation Masonry II (Spring, 5 credits)** Emphasizes safe hand tool usage and the stone cutting craft through work on more detailed

architectural carving. Design, layout and templates advance with the work. Contemporary masonry applications. This course focuses on allied specializations that modern day masons will encounter. Emphasis is placed on brick corbelling and coping, arches, stucco and the three step process, concrete form work and grouting. This course is designed to quickly advance the skill level developed in 101 and also extend the difficulty of the processes involved. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 101 or BAMA 101*

**BAAS 201 Architectural Stone III (Fall, 5 credits)/ BAMA 201 Preservation Masonry III (Fall, 5 credits)**

Emphasis is placed on safe hand tool usage and the stone cutting craft through more detailed stone work. Design, layout and templates advance with the work. Carving techniques deal with structured detail work. Lettering. Preservation and conservation masonry. This course emphasizes lime putty repair, mortar analysis, repointing and tuckpointing, brick and stone decay and repair, stress crack repair, repair of brick arches and sills, moisture problems, stucco repair, and surface treatments. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 102, or BAMA 102, CSAP 151, CSAP 151*

**BAAS 202 Architectural Stone IV (Spring, 5 credits) / BAMA 202 Preservation Masonry IV (Spring, 5 credits)**

Emphasis is placed on safe hand tool usage and the stone cutting craft through more detailed stone work. Design, layout and templates advance with the work. High end contemporary fabrication techniques and fireplace production in stone. Lettering. Fireplaces and chimneys. This course includes history and drafting theory, design, laying the hearth, clearances, laying the firebox and smoke shelf, setting dampers, smoke chamber needs, setting lintels, mantles and raised hearths, multiple fireplace chimneys and Rumford fireplaces. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 201 or BAMA 201*

**BAAS 301 Architectural Stone V (Fall, 5 credits)** Emphasizes advancing the skills taught in the first two years and also looking at modern construction techniques with stone. Stone cutting work relates to new building construction and installation, but continues to extend the basic skills. Many of the stones previously worked in the studio are used as installation projects. Carving begins to deal with recreating exact replica. Students are asked to push the boundaries of the craft. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 202, CSAP 251*

**BAAS 302 Architectural Stone VI (Spring, 5 credits)** Emphasis is placed on advancing the skills taught in the first two years. Stone cutting, conservation and installation areas become integrated and led by set projects. Carving continues to deal with recreating exact replica carvings. Students are asked to push the boundaries of the craft. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 301*

**BAAS 401 Architectural Stone VII (Fall, 5 credits)**

Emphasis is placed on “professional practice.” All work relates to aspects of the theoretical program in construction management, estimating, contracts and licensing, etc. Students begin to manage their own independent projects, thus developing an understanding of how business works while still being defined and insulated by the school and its curriculum. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 302, CSAP 351*

**BAAS 402 Architectural Stone VIII (Spring, 5 credits)** This course continues to emphasize “professional practice.” All work relates to aspects of the theoretical program in construction management, estimating, contracts and licensing, etc. Students continue to manage their own independent projects, thus developing an understanding of how business works while still being defined and insulated by the school and its curriculum. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 401*

**BACA 101 Carpentry/Timber Framing I (Fall, 5 credits)** This course is designed as an introduction to both the carpentry and timber framing programs. The course includes wood science (selecting and preparing trees for use) and using and maintaining hand and power tools. Students are introduced to basic timber framing and cut some trusses and start hips. The techniques for cutting various joineries and their appropriate uses are studied. The *Experiential Week* is used to explore specific subjects or projects.

**BACA 102 Carpentry/Timber Framing II (Spring, 5 credits)**

This course is designed as a continued introduction to both the carpentry and timber framing programs. The course includes the study of standards, norms, fastening systems, waterproofing, roofing and siding. Students study door and window fitting and related issues. Thermal insulation is introduced. Emphasis is placed on wood roof framing, compound layout, and construction of a simple hip or valley and jack rafters. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 101*

**BACA 201 Carpentry III (Fall, 5 credits)** Finish carpentry and cabinetry. This course includes molding profiles, introduction to cabinetry, lathe work on columns and balusters, interior and exterior trim, window and door applications, and finish stair work. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 102, CSAP 151*

**BACA 202 Carpentry IV (Spring, 5 credits)** Preservation carpentry. Emphasis is placed on repairing and replacement of historically significant wooden building material. The course includes demolition techniques, use of salvaged wood, paint removal, door and window repair, Dutchman repairs, flooring repair, stairs and staircase restoration, re-screening and gutter repair. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 201*

**BACA 301 Carpentry V (Fall, 5 credits)** Door and window construction. This course includes door panel construction, door frame construction and installation, period window construction, period window frame construction and installation, special threshold and flashing applications. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 202, CSAP 251*

**BACA 302 Carpentry VI (Spring, 5 credits)** Advanced framing and roofing. This course includes study of special roofing systems, layout and construction of domes and spires, study of dormers and eyebrow windows, slate, cedar and copper roof and clay tile application. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 301*

**BACA 401 Carpentry VII (Fall, 5 credits)** Advanced woodwork and cabinetry in building construction. This course includes advanced cabinetry techniques, wood carving, lathe work and reconstruction, mantles and fireplace surrounds, entry door facades, wood steaming and bending, and spiral staircase construction. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 302, CSAP 351*

**BACA 402 Carpentry VIII (Spring, 5 credits)** Last sequenced course in the carpentry program. This is a capstone class which incorporates the knowledge obtained from all previous courses. Students have three areas of study from which to choose: spiral staircase construction, on-site preservation work, or joinery/cabinet work. All projects are coordinated with the senior level Construction Management class to incorporate estimating, scheduling and problem solving, and provide students the opportunity to take on more responsibility in preparation for job applications. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BACA 401*

**BAMA 101 Preservation Masonry I (Fall, 5 credits) /BAAS 101 Architectural Stone I (Fall, 5 credits)** Introductory course for the architectural stone and preservation masonry programs. The City of Charleston, SC is used to place the course within the context of a living city where the crafts of stone and masonry work have been extensively utilized. Emphasis for architectural stone is on safe hand tool usage and the stone cutting craft, and working on straight and corner detail. Emphasis is placed on history and types of brick and block, bonds and laying to the line, toothing and parging, expansion joints, mortar additives, laying piers and pilasters, laying out for door and window openings, setting lintels and using anchors and fasteners. The *Experiential Week* is used to explore specific subjects or projects.

**BAMA 102 Preservation Masonry II (Spring, 5 credits)/BAAS 102 Architectural Stone II (Spring, 5 credits)** Emphasizes safe hand tool usage and the stone cutting craft through work on more detailed architectural carving. Design, layout and templates advance with the work. Contemporary masonry applications. This course focuses on allied specializations that modern day masons will encounter. Emphasis is placed on brick corbelling and coping, arches, stucco and the three step process, concrete form work and grouting. This course is designed to quickly advance the skill level developed in 101 and also extend the difficulty of the processes involved. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 101 or BAMA 101*

**BAMA 201 Preservation Masonry III (Fall, 5 credits)/ BAAS 201 Architectural Stone III (Fall, 5 credits)**

Emphasis is placed on safe hand tool usage and the stone cutting craft through more detailed stone work. Design, layout and templates advance with the work. Carving techniques deal with structured detail work. Lettering. Preservation and conservation masonry. This course emphasizes lime putty repair, mortar analysis, repointing and tuckpointing, brick and stone decay and repair, stress crack repair, repair of brick arches and sills, moisture problems, stucco repair, and surface treatments. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 102, or BAMA 102, CSAP 151, CSAP 151*

**BALE 302 Building Arts Leadership (Spring, 3 credits)**

Taken in the second semester of the third year, specific topics for this course vary from year to year. Generally, this course focuses on preparing students for entry into their chosen fields. With an emphasis on building character and encouraging leadership, the course explores issues that arise in the context of doing business, leading organizations, or engaging in meaningful civic activity.

**BAMA 202 Preservation Masonry IV\*\* (Spring, 5 credits)/ BAAS 202 Architectural Stone IV (Spring, 5 credits)**

Emphasis is placed on safe hand tool usage and the stone cutting craft through more detailed stone work. Design, layout and templates advance with the work. High end contemporary fabrication techniques and fireplace production in stone. Lettering. Fireplaces and chimneys. This course includes history and drafting theory, design, laying the hearth, clearances, laying the firebox and smoke shelf, setting dampers, smoke chamber needs, setting lintels, mantles and raised hearths, multiple fireplace chimneys and Rumford fireplaces. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAAS 201 or BAMA 201*

**BAMA 301 Preservation Masonry V (Fall, 5 credits)** Advanced methods and materials in concrete and stucco. Continuation of application of concrete and study of its properties, admixtures, wall and slab form construction, curved form work, stairs and stepping form work, insulated concrete and its various applications. Also included are advanced stucco applications and study of stucco surfaces, finishes, preparation and tinting, aggregates, faux block etching, matching existing stucco and joints and flashing. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAMA 202, CSAP 251*

**BAMA 302 Preservation Masonry VI (Spring, 5 credits)** Advanced materials and methods in terra cotta, clay tile, decorative block, glass block and surface tile. Continuation and advanced application of restoration areas from BAMA 301. Emphasis is placed on project detail and quality of work. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAMA 301*

**BAMA 401 Preservation Masonry VII (Fall, 5 credits)** Emphasis is placed on safe hand tool usage and the brick cutting craft. The course includes basic design, layout, and creation of templates, health and safety, proper cutting techniques for materials, and implementation of carving techniques for conservation. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAMA 302, CSAP351*

**BAMA 402 Preservation Masonry VIII (Spring, 5 credits)** This course covers advanced methods and materials in bricklaying. The focus is on advanced techniques in brick molding and relief work, arches and vaulting, cornice corbelling and window treatment, matching historic bonding patterns and color type and special topics in brick preservation. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAMA 401*

**BAPL 101 Plaster Working I (Fall, 5 credits)** Introduction to plastering. This course includes the origin of the different gypsum plasters, use of hand tools and the different styles of architecture. Focus is on flat wall plastering, dry-walling and associated skills as well as the history of the trade, the practitioners, and their specialties. The *Experiential Week* is used to explore specific subjects or projects.

**BAPL 102 Plaster Working II (Spring, 5 credits)** The focus is on trade areas allied to plastering, which include gypsum products and dry walling, drywall mudding, paint preparation and repair work, various plaster

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\*\* Please note that Preservation Masonry was formerly known as Masonry.

wall and ceiling techniques, as well as plaster mortars pathology. This course introduces students to preservation plastering. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 101*

**BAPL 201 Plaster Working III (Fall, 5 credits)** Introduction to fibrous plastering and its history in the trade. Students become aware of the chronology of fibrous plastering, manufacturing and bench running, applying straights and curves. Students work on ceilings and other construction areas. Organization of the work area is emphasized. Ornamental and architectural plaster studies are performed. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 102, CSAP 151*

**BAPL 202 Plaster Working IV (Spring, 5 credits)** Students complete fibrous plastering and technical applications along with learning enriched cornice techniques, plaster molding, use of the different materials, cornice running, molding in the workshop and also in situ. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 201*

**BAPL 301 Plaster Working V (Fall, 5 credits)** This course focuses on advanced flat plaster and fibrous plaster techniques in the workshop as well as on-site restoration work, plaster repair of ceilings and walls, lath replacement and repair, paint preparation and removal. Case studies in restoration and material use are employed, and different plaster restoration techniques are covered. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 202, CSAP 252*

**BAPL 302 Plaster Working VI (Spring, 5 credits)** This course focuses on ornamental molds, carving and casting. Emphasis is placed on casting latex molds from existing ornaments, making molds within complex design, and on-site field work as partial fulfillment of course requirements. Applications of plaster in contemporary architecture and construction works are also addressed. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 301*

**BAPL 401 Plaster Working VII (Fall, 5 credits)** This course covers advanced ornamental applications as well as stucco techniques and applications. Mortars and stucco are studied, including introduction to plaster and lime mortars, stone-stucco, marble-stucco. On-site field work is required as partial fulfillment of course requirements. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 302, CSAP 351*

**BAPL 402 Plaster Working VIII (Spring, 5 credits)** Restoration of plaster work in different locations is emphasized through case studies and examination of the history of projects. Additional topics include cleaning and consolidation methods, exterior works with plaster, execution and protection, lime plasters and their admixtures. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BAPL 401*

**BATF 101 Timber Framing/Carpentry I (Fall, 5 credits)** This course is designed as an introduction to both the carpentry and timber framing programs. The course includes wood science (selecting and preparing trees for use) and using and maintaining hand and power tools. Students are introduced to basic timber framing and cut some trusses and start hips. The techniques for cutting various joineries and their appropriate use are studied. The *Experiential Week* is used to explore specific subjects or projects.

**BATF 102 Timber Framing/Carpentry II (Spring, 5 credits)** This course is designed as a continued introduction to both the carpentry and timber framing programs. The course includes the study of standards, norms, fastening systems, waterproofing, roofing and siding. Students study door and window fitting and related issues. Thermal insulation is introduced. Emphasis is placed on wood roof framing, compound layout, and construction of a simple hip or valley and jack rafters. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 101*

**BATF 201 Timber Framing III (Fall, 5 credits).**

Introduction to timber framing and the different layout systems (square rule layout, scribe rule layout, mapping layout, "sauterelle" (bevel) layout). Students cut trusses and practice traditional timber framing joinery. The course also introduces students to 2D drawing and load calculation, as well as design of normal wood

preservation and products for outside projects (porches, decks, balconies). The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 102, CSAP 151*

**BATF 202 Timber Framing IV (Spring, 5 credits)** Students cut hips and valleys with purlin and jack rafters. Different glues and glue laminate timber, structure and specific joinery are studied. Site management and safety is emphasized. Historic timber framing, forest management and regeneration is also addressed. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 201*

**BATF 301 Timber Framing V (Fall, 5 credits)**

Building on skills learned in BATF 202, students lay out various compound joineries and also study different types of staircase construction. Project management and quantity surveying, client relations, communication, and wood and hardware ordering is addressed. Students also visit historical timber frame structures. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 202, CSAP 251*

**BATF 302 Timber Framing VI (Spring, 5 credits)**

Following a product list and specifications, students layout various curved compound joineries and curved staircases using 3D CAD. Students practice on-site historic preservation techniques such as dismantling, repairing, maintaining and rebuilding. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 301*

**BATF 401 Timber Framing VII (Fall, 5 credits)** This course builds on the foundation of BATF 302 with students extending their proficiency in following a product list and specifications to create layouts of various curved compound joineries and curved staircases using 3D CAD. Students practice more sophisticated on-site historic preservation techniques in dismantling, repairing, maintaining and rebuilding structures. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 302, CSAP 351*

**BATF 402 Timber Framing VIII (Spring, 5 credits).**

This course provides an introduction to and demonstration of the interface between CAD programs and CNC machines. Students demonstrate competency in project and small business management including human resource issues and project liability. The *Experiential Week* is used to explore specific subjects or projects.

*Prerequisite: BATF 401*

**BCAP 401 Building Arts Capstone I (Fall, 3 credits)** The Capstone course is designed to allow students to demonstrate their mastery over the entire ACBA curriculum and their readiness for graduation. During the fall semester students choose a project within the parameters set by faculty. The project may be a building arts project, a research project, a preservation project or a design project.

*Prerequisites: HSPR 202, BMGT 301, BALE 302*

*Co-requisites: BAAI 402, BAAS 402, BACA 402, BAMA 402, BAPL 402, or BATF 402*

**BCAP 402 Building Arts Capstone II (Spring, 3 credits)** BCAP 402 Building Arts Capstone (Spring, 1.5 credits) This course is designed to conclude the building arts degree program. Several small research projects during the fall semester lead up to the proposed capstone project. This proposal will go through three phases: draft, research, presentation. During the draft phase students meet with various faculty members and appropriate outside experts to determine the viability of their project. During the research phase, students craft an outline for the project including costs, labor and a timetable for completion. During the presentation phase, students pitch their project first to fellow students, then to the faculty and finally to the college at large as well as any invited guests.

*Prerequisites: BCAP 401*

*Co-requisites: BAAI 402, BAAS 402, BACA 402, BAMA 402, BAPL 402, or BATF 402*

**BGLG 352 Building Arts Foreign Language I (Spring, 3 credits)** Spanish 101 is the first semester of a course for beginning Spanish students that will introduce basic grammar and provide a foundation in commonly used vocabulary and vocabulary used in the building arts. Students will learn about the culture of Spanish-speaking countries, including aspects of art and architecture. Students will begin developing communicative

competency in the four language skills of listening, speaking, reading, and writing through assignments given inside and outside of class.

**BGLG 451 Building Arts Foreign Language II (Fall, 3 credits)** Spanish 102 is the second semester of world language where students will build on what they learned in 101. The format will be similar to 101 with the same balanced focus on grammar, vocabulary, and culture implemented into activities based in listening, speaking, reading, and writing; however, the approach to grammar will be more detailed.

*Prerequisite: BGLG 352*

**BGLG 452 Building Arts Foreign Language III (Spring, 3 credits)** In Spanish 201 students will be challenged by more sophisticated grammatical structures than in Introductory Spanish. The intricacies of Spanish grammar will be examined. For example, students will visit reflexive verbs, double object pronouns, and the various forms of the past tense. They will continue to foster their knowledge of high-frequency vocabulary and of more specialized terminology. At this level, students will be expected to produce language through writing and speaking as much as receiving information through reading and listening.

*Prerequisite: BGLG 451*

**BMGT 301 Business Management and Accounting (Fall, 3 credits)** Overview of the principles and practices business management for the construction industry. Introduces students to the fundamentals of developing and managing a small business. Overview of the basics in financial and managerial accounting. It will provide a simple, straightforward approach to learning accounting that emphasizes the relevance of accounting information and how (small) business managers, investors and stakeholders use accounting reports in everyday life.

*Prerequisite: MATH 102*

**COMM 201 (formerly OCOM 201) Communications 201 (Fall, 3 credits)** Building upon the firm foundation of Literature and Composition I and II, students learn to be comfortable with all kinds of public presentations—from formal speeches to informal debates and discussions.

*Prerequisites: ENGL 102*

**CSAP 151, CSAP 251, CSAP 351 Building Arts Summer Internship I, II, III (Summer, 2 credits each)**

Students put the skills they have learned into practice in structured work environments in a minimum of 8 week summer internships with qualified building companies. This educational and career development experience is integral to a student's portfolio design, development and assessment. The internship is coordinated through each individual program.

*Prerequisite for CSAP 151: BAAI 102, BAAS 102, BACA 102, BAMA 102, BAPL 102, or BATF 102*

*Prerequisite for CSAP 251: BAAI 202, BAAS 202, BACA 202, BAMA 202, BAPL 202, or BATF 202*

*Prerequisite for CSAP 351: BAAI 302, BAAS 302, BACA 302, BAMA 302, BAPL 302, or BATF 302*

**ENGL 101 Literature and Composition I (Fall, 3 credits).** Drawing on traditional rhetoric and examples of writing from across the curriculum, the course introduces the student to college level writing and establishes basic research and library skills.

**ENGL 102 Literature and Composition II (Spring, 3 credits)** In this course, students are exposed to many of the great works of literature from around the world, beginning with mythology and drawing from narratives, poems and plays. The course emphasizes critical thinking, analysis and research, ultimately resulting in a college level paper by the end of the semester.

*Prerequisite: ENGL 101*

**HSPR 201 Historic Preservation Philosophy and Practice (Fall, 3 credits)** This course focuses on the history and practice of preservation with an emphasis on practical and technical knowledge in preservation. Discussions focus on the continuing dialogue concerning preservation, restoration and conservation of historic building fabric in the United States. Other issues include social aspects of preservation and the implications of legal and political policies.

*Prerequisite: ARHS 102*

**HSPR 202 Documenting and Researching Historic Buildings (Spring, 3 credits)** This course is an introduction of research methods relative to historic preservation. The focus is on different research methodologies, types of resources, tools for assessing information, evaluating/analyzing sources/content, and presentation of findings. The primary product of this course will be a conservation report and measured drawings of a selected building.

*Prerequisite: ENGL 102, HSPR 201*

**MATH 101 Number Systems and Algebra (Fall, 3 credits)** This course covers number systems, number properties and representations, essential algebraic concepts, functions and basic problem solving of linear and quadratic equations.

**MATH 102 Geometry and Trigonometry (Spring, 3 credits)** This course covers analytic geometry concepts and trigonometry, including applications and the use of graphing calculators.

*Prerequisite: MATH 101*

**SCME 201 Scientific Methods (Fall, 3 credits)** The course introduces students to a variety of science topics, skills and ideas. Students will have the opportunity to explore several different scientific fields through research and experimentation. Throughout the course, students will use the scientific method and understand that the scientific method applies to all scientific disciplines and endeavors.

**SCME 202 (formerly MTSC 201) Building Materials and Methods (Spring, 3 credits)** Natural, physical and chemical properties of building materials. This course includes hardwoods and softwoods; igneous, sedimentary and metamorphic stone; clay brick and related minerals; mortars and cements; plaster, gypsum, and Portland; and iron.

*Prerequisite: SCME 201*

*Co-requisite: BAAI 201 BAAS 201, BACA 201, BAMA 201, BAPL 201, or BATF 201*

**SSCI 201 Social Science I (Fall, 3 credits)** Specific course topics will be listed with the course when offered.

**SSCI 202 Social Science II (Spring, 3 credits)** Specific course topics will be listed with the course when offered.

## **Elective Course Descriptions**

### **Special Topics Seminars**

Students must take four electives in the Special Topics Seminars category. The number, variety and topics of special topics seminars will vary from semester to semester and year to year. Topics are offered that relate directly to faculty expertise and research as well as to the interests and needs of the student body. These seminars provide an opportunity for advanced, in-depth study in the areas of the building arts, humanities, math and sciences, architecture and design.

**SPTP 451 Special Topics in the Humanities (3 credits)** Specific topic will be listed when the course is offered.

**SPTP 452 Special Topics in the Building Arts (3 credits)** Specific topic will be listed when the course is offered.

**SPTP 453 Special Topics in Math and Science(3 credits)** Specific topic will be listed when the course is offered.

**SPTP 454 Special Topics in Architecture and Design (3 credits)** Specific topic will be listed when the course is offered.

## Student Life

The American College of the Building Arts is committed to academic excellence and high level artisanship in the building arts. Students have many opportunities to explore their building arts majors; develop strong portfolios to carry into the future; engage in lively discussions with instructors and classmates; and contribute to the student life of the college by planning and enjoying community activities, cultural events, and outdoor activities. The mission of the college is focused on success— student success.

## Student Orientation

The first year of college is usually the most difficult. It involves many changes and challenges. To help students during the all important first year, ACBA provides a two-day orientation period and continued monitoring and advisement.

## Academic Advising

Each incoming student is assigned an advisor. A student may request a meeting with his or her advisor at any time for any reason. The advisor may also request to meet with individual students. Finally, a meeting may be initiated by the Dean, the Office of Student Services or even by another professor.

Meetings are automatic if a student is failing at midterm, goes on academic probation or gets into any kind of disciplinary trouble. In addition to a student's assigned academic advisor, all faculty serve as informal advisors. Students should not hesitate to request a meeting with any of their teachers to discuss any problems they are having in school whether it involves classes or not.

For problems outside of school, students can request a counseling session with a professional counselor through the Office of Student Services. Such sessions are strictly confidential and will not affect the student's academic standing in any way.

## Insurance

An often unexpected financial burden is the cost of being treated for illnesses or accidents that require admission to a hospital or a visit to a specialist. **All students are required to carry some form of health insurance.** Insurance is NOT included in the student fee schedule and must be contracted separately. Proof of insurance is required prior to enrollment.

## Student Housing

While the College does not provide on-campus housing, ACBA is pleased to have permission for students to access the College of Charleston's Off-Campus Housing Website at <http://reslife.cofc.edu/offcampushousing/offcampushousing.html>. The site provides current information on rental apartments and houses. In addition, Student Services helps facilitate conversations between students who are seeking roommates from within the ACBA student body.

By providing these referrals, ACBA is not endorsing properties or roommates and cannot take responsibility for any concerns that may arise if a contractual agreement is entered into with property owners or roommates.

## **Social Honor Code**

The Social Honor Code represents the shared values and expectations that support the development of the individuals and the group. This sentiment is especially true for an academic community where freedom of expression with civility is necessary for developing critical thinking, excellence in artisanship, and personal beliefs. Each student is responsible for acting in a manner that does not negatively influence others, and demonstrates support and respect for all members of the community.

To be clear about social behavior that is expected, students should consult the Student Handbook for information about social responsibility and possible sanctions for violations of policy.

## **Tuition, Fees, and Scholarships**

### **Tuition and Fees**

The tuition for the 2009 – 2010 academic year is;

#### ***Charges Per Semester***

- Full-time degree seeking student fee (includes course credit) \$9,936
- Required hand tools \$200-\$300 (approximately)
- Estimated costs for textbooks \$100-\$200 (approximately)
- Part-time student fee per semester hour \$675 \*
- Non-Degree seeking student fee per semester hour \$675 \*\*

\* *Part time student is defined as any student who is enrolled in 12 credit hours or less.*

\*\**Call the Academic Affairs office for details at 843-577-5425.*

Students are required to have their own hand tools as specified by their trade faculty . Tools needed for each field of study vary widely. Textbooks are sold through University Books of Charleston located at 360 King Street. Each workshop has a variety of equipment and tools in the shop based upon the trade specialty. The first year will be the largest expenditure for tools.

#### ***Payment Plans***

Monthly = payments begin on June 1st (one half of the first semester tuition will be paid before Fall Semester begins in August)

Semester = payments due July 27th and January 2nd.

### **Scholarships and Student Loans**

Admissions decisions are made without regard for the ability to pay. To support this policy, the College has a robust scholarship program and works closely with eligible students to ensure they can meet financial obligations.

The American College of the Building Arts makes available various loan and scholarship options based on financial need. For more information contact the Registrar.

**All necessary steps for financing for the 2008-2009 Academic Year must be finalized and payment arrangements completed during the first week of class.**

### **Refund Policy**

Students who are admitted and register for classes at ACBA are financially responsible for fees and charges associated with those classes. For the first term of enrollment an applicant may cancel his or her enrollment by notifying ACBA within 72 hours (business days). After the third day, but before classes begin, ACBA may retain \$100. After classes begin, ACBA may retain a pro rata portion of tuition, less \$100, for the time the student actually attended based on the last date attended, rounded to the nearest 10 percent of the term. After the first semester of enrollment, a student who submits a completed *Withdrawal Form* within the specified deadline for the academic term for which the refund is requested receives a refund according to the schedule below. Refunds are made within 40 days of the date the college receives written notice from the student.

#### ***Schedule for Tuition Refund***

- Before the first day of class 100%
- First week 80%
- Second week 60%
- Third week 40%
- Fourth week 20%
- Thereafter 0%

### **Late Payment and Cancellation**

Students are expected to keep their accounts current. Any student with a past due payment is not allowed to obtain a transcript or diploma or to enroll for any subsequent semester. ACBA reserves the right to cancel the enrollment of a student with past indebtedness. The cancellation of enrollment does not relieve the student of the incurred debt.

# **Administration and Staff**

## **Administration**

### **Lt. General (Ret.) Colby M. Broadwater III, President**

BA, The Citadel

MA, Salve Regina University

### **Brittany Darwin, Director of Development**

BA, University of South Carolina

### **John Paul Huguley, Founder, Director of Comprehensive Campaign**

### **Robert Morrison, Director of Operations and Finance**

BA, The Citadel

MBA, Temple University

### **Ade Ofunniyin, Ph.D., Director of Major Gifts and Provost**

BA, Fordham University

PhD, University of Florida

### **Rosie Such, Director of Admissions and Registrar**

### **Simeon Warren\*, Dean of the College, Professor of Architectural Stone Carving**

Lincoln Cathedral -National Joint Council for the Building Industry Apprenticeship

Advanced Craft Certificate in Masonry, City and Guilds of London Institute

BTEC Diploma, Leeds College of Art and Design

BA (hons) First Class, Glasgow School of Arts

## **Staff**

### **Heather Bedsole, Office Manager, Assistant to the President**

BA, Converse College

### **Emily Pruden, Assistant to the Dean**

BA, College of Charleston

MA, Savannah College of Art and Design

## **Faculty**

### **William H. Bates, III, Professor of Architecture and Design**

BID, Auburn University

MArch, University of Miami

### **Timothy M. Chesser, Professor of English**

BA, Erskine College

MA, College of Charleston

### **Thomas Clark, Professor of Mathematics**

BA, MAT, University of North Carolina, Chapel Hill

MA, University of North Carolina, Greensboro

PhD--Florida State University

### **Jay T. Close, Professor of Forged Architectural Ironwork**

BA, University of California

MA, The Victoria University of Manchester

### **Lance Crowe, Professor of Forged Architectural Ironwork**

BFA, University of North Carolina, Greensboro

Brevet de Matrise, Association Ouvriere des Compagnons du Devoir

### **Frank Genello, Professor of Preservation Masonry**

BA, University of Pittsburgh

MPA, Marywood College

MA, Boston University

### **James Hanford, Professor of Stone Carving**

Lincoln Cathedral -National Joint Council for the Building Industry Apprenticeship

Advanced Craft Certificate in Masonry, City and Guilds of London Institute

BTEC Diploma, De Montfort University, Conservation and Restoration Studies

### **Mikael Letendard, Professor of Carpentry**

CPP, Association Ouvriere des Compagnons du Devoir

Brevet de Maitrise, Association Ouvriere des Compagnons du Devoir

### **Margaret Moughan, Librarian**

BA, Franklin & Marshall College

MS, MA, Simmons College

### **David Payne, Professor of Architecture and Design**

BA, University of Massachusetts

MS, University of Vermont

MArch, University of Miami

**Bruno Sutter, Professor of Timber Framing**

CAP, Association Ouvriere des Compagnons du Devoir

Brevet Professionnel, Association Ouvriere des Compagnons du Devoir

**Darryl Weiser, Instructor of Timber Framing**

Certificate of Achievement, West Virginia University

US Department of Labor Journeyman Carpenter Certification / Carpentry Apprentice

**Adjunct Faculty**

**William G. Bullock, Jr., Adjunct Professor of Computer Science**

BS, Clemson University

**Jim Crow, Adjunct Professor of Building Construction**

BA, University of Arkansas

**Kevin Dunn, Adjunct Professor of Business Management**

BS, New York University

MBA, Saint Johns University

**John McCarthy, Adjunct Professor of Historic Preservation**

BA, Temple University

MA, Temple University

**Jennifer Olson Walker, Adjunct Professor of Spanish**

BA, University of Georgia

MA, Middlebury College

**Michael Plate, Adjunct Instructor of Plaster Working**

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