
AMERICAN COLLEGE OF THE
BUILDING ARTS



2011-2012 CATALOGUE

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College Campus Locations and Regional Information

Mailing Address:

**21 Magazine Street
Charleston, SC 29401
Phone: 843-577-5245
Fax: 843-529-6283
www.buildingartscollege.us**

Physical location:

**Old Charleston District Jail
21 Magazine Street
(between Logan and Franklin)
Charleston, SC 29401**

The Old Charleston District 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 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 cannot only be applied in the classroom but to the classroom as well.

James Island Workshops:

**1725 Signal Point Road
Units C & D
James Island, SC 29412
Ph: 843-225-3961**

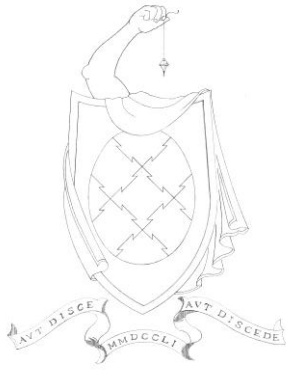
The workshops are the location for the Forged Architectural Iron, Timber Framing and Carpentry programs.

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-40, I-77, I-85, 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 services from American, Continental, United, Delta, Southwest, and US Airways. Amtrak provides regular passenger service to the Charleston area.



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 science 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 American'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 campus at the Old Charleston Jail 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 to 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 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

Charles T. Cole, Jr., Charleston, South Carolina

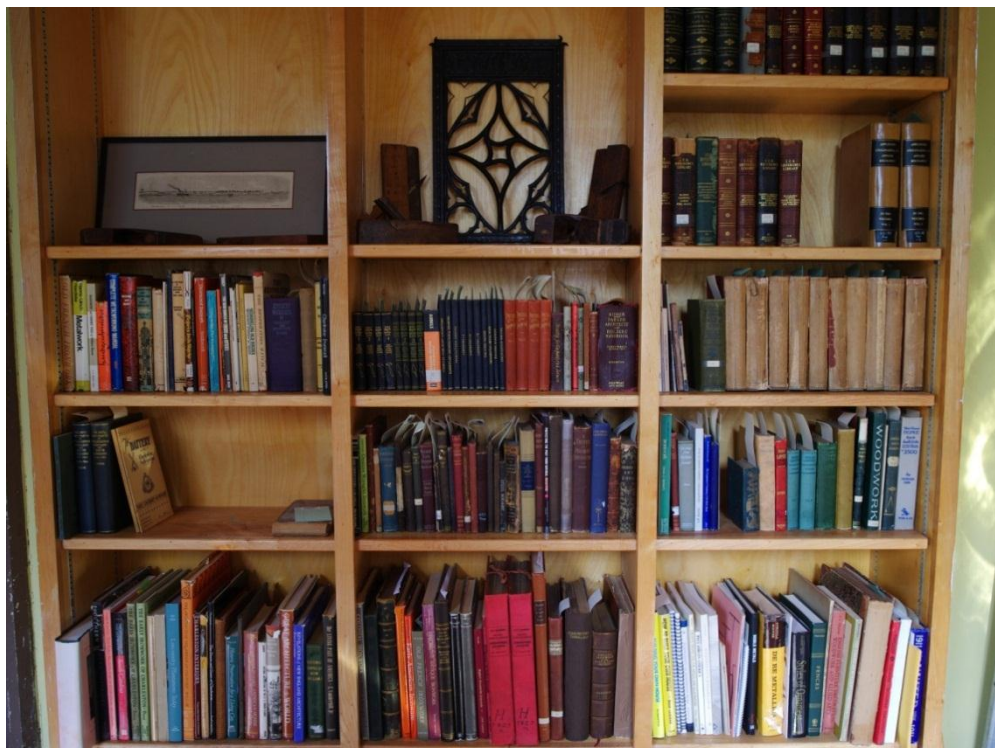
Mary Scott Guest, Palm Beach, Florida

John LaVerne, Charleston, South Carolina

Johanna Martin-Carrington, Charleston, SC

Margaret Hawk O'Brien, Washington, DC

Armstead Bert Pruitt, Jr., M.D., Charleston, South Carolina



LICENSURE

The American College of the Building Arts is licensed by the South Carolina Commission of Higher Education, 1122 Lady Street, Suite 300, 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 the accrediting agency recognized by the US Department of Education.

ACADEMIC CALENDAR-2011-2012

FALL SEMESTER 2011

August 10-12	Wed/Fri	Faculty Orientation
August 15-16	Mon/Tue	Registration/Assessment testing*
August 17-19	Wed/Fri	New Student Orientation (Freshmen)
August 17	Wed	Fall classes begin
September 5	Mon	Labor Day - No Classes
September 9	Mon	Last day to drop a class or withdraw
October 3-7	Mon-Fri	Mid-term exams
October 12	Wed	Mid-term grades due
November 23-25	Wed-Fri	Thanksgiving Break
November 28	Mon	Classes resume
December 2	Fri	Last day of classes
December 5-9	Mon-Fri	Final exam week
December 11	Mon	All Projects/Portfolios due
December 12	Tues	Christmas break begins
December 14	Wed	Final grades due

SPRING SEMESTER 2012

January 9	Mon	Spring semester begins
January 16	Mon	Martin Luther King Day - No Classes
February 3	Fri	Last day to drop a class or withdraw
February 27-March 2,	Mon-Fri	Mid-term exams
March 5-9	Mon-Fri	Spring Break
March 7	Wed	Mid-term grades due
March 14-16	Wed-Fri	Registration for Maymester/Internships
March 24	Sat	Masters of the Building Arts Festival
April 6	Fri	Good Friday - No classes
April 30/May 4	Mon-Fri	Final exam week
May 5	Sat	Graduation
May 7	Mon	All Projects/Portfolios due
May 9	Wed	Final grades due

MAYMESTER 2012

May 7	Mon	Maymester begins
May 25	Fri	Last day of classes
May 30	Wed	Final grades due

SUMMER INTERNSHIPS 2012

June 4	Mon	Internship begins
July 4	Wed	Holiday
July 27	Fri	Internship ends
Aug 27	Mon	Internship grades due/portfolios due

NOTE: * Assessment testing only for students with college transfer credit or AP credits
These dates are subject to change as conditions warrant.

Mission-Driven, Outcomes-Based Assessment at ACBA

The American College of the Building Arts has adopted a mission-driven assessment system that unifies the standards and practices of the institution under the umbrella of the mission in order to assess the efficacy of its programs, curricula, and services in helping students to fulfill the outcomes and aims of the institution. At the heart of the conceptual model utilized as an assessment framework is a five-step approach that begins with the articulated expectations of the College (the Mission, Vision, Strategic Plan, the Standards, and the Student Learning Outcomes). Step Two requires the choice of assessment design and measurement tools that provide clear data that the institution is achieving the expectations outlined in Step One. The culminating experience of Steps One and Two leads to the collection and analysis of data that forms Step Three. Once Step Three has been completed, the institution then uses that evidence to improve student learning through programmatic and curricular changes that ameliorate any weakness discovered through Step Three. Once Steps One through Four are completed, the cycle begins again in Step Five, with the assessment of the effectiveness of the improvement to determine if that recommendation meets the students' and the institution's needs. At the same time that Step Five is being completed for earlier changes, Step One begins anew for the next Assessment Cycle.

The Assessment Mission Statement and General Statement on Assessment provide the framework within which the institution measures success of its standards and practices. One of the governing bodies for the ACBA is the Assessment Committee, which is comprised of two professors (English; Drawing and Drafting), the Dean, and an ex-officio member who is a national assessment expert. Additionally, the institution has created a Student Life Committee as well to ensure that non-curricular elements of the college confirm to and help fulfill the college's mission. This structure will ensure that all elements of the student experience are evaluated and recommendations are made for improvement.

Thus, the use of a mission-driven, outcomes-based conceptual model will give ACBA the structure it needs through which to conduct robust assessment that clearly demonstrates an assessment cycle that follows national best practices and leads the institution to curricular and programmatic changes based upon clear and concise assessment data and analysis.

MISSION-DRIVEN Assessment

ACBA MISSION

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.

ACBA VISION

The American College of the Building Arts will be the leading resource in higher education dedicated to the innovative and continued practice, study and promotion of the Building Arts.

Strategic Objectives

To achieve ACBA's mission we will be governed by the following five strategic objectives:

1. Life

Long-term success will be based upon the development of a committed and inspired community which is dedicated to fulfill the mission of the college.

2. Achieve & Excel

Establish accredited *academic programs* that result in superior student competencies in a "Liberal Arts and Building Arts" major that affords our students a range of post-graduation options and offers exceptional opportunities for the college's broader constituents.

3. Learning Objectives

Seek opportunities to create or establish successful educational learning outcomes and partnerships.

4. Outreach and Development of Educated Artisans

Inspire future students and supporters by encouraging and promoting the building arts in the United States and throughout the world.

5. Resources

Identify, develop, and manage resources whether human, economic, or physical in order to meet the mission that ensures directed growth of the institution.

OUTCOMES-BASED Assessment

ACBA community will achieve these aims using the following three overriding institutional standards:

Institutional Standards

1. Curriculum Standards

- ACBA curriculum will seek to fully integrate the Building Arts with the Liberal Arts.
- ACBA curriculum will establish a solid base for learning through foundational classes during year one and year two.
- ACBA curriculum will establish hierarchical classes in years three and four that further develop foundational skills and emphasize integration of previous coursework with new areas of learning.
- ACBA curriculum will encourage an interdisciplinary approach to learning by offering a wide range of elective courses, seminars and study trips.
- ACBA curriculum will provide students with an understanding of theory and not focus exclusively on practice.
- ACBA curriculum will provide students with opportunities to apply knowledge and not focus exclusively on theory.
- ACBA curriculum will encourage inquisitiveness by offering many opportunities for research and experimentation.

- ACBA curriculum will reward creativity by offering many opportunities for individual and collective expression.
- ACBA curriculum will set professional standards in the Building Arts.
- ACBA curriculum will provide students with the opportunity to attain proficiency in at least one Building Arts Craft Specialization.

2. Student Life Standards

- ACBA will seek to engage the public on issues relating to education and the Building Arts.
- ACBA will provide students and faculty a setting and atmosphere conducive to inquiry, discussion, learning and contemplation.
- ACBA students and faculty will conduct themselves according to a code of honor at all times.
- ACBA student and faculty work in all areas will give evidence of a personally significant ethical code.
- ACBA students will take an active role in the governance of the study body and the institution at large.
- ACBA students, faculty and staff will communicate regularly on matters pertaining to the institution at large.
- ACBA students, faculty and staff will maintain and develop co-curricular activities that foster a sense of community and fulfill the mission of the institution.

3. Teaching Standards

- ACBA faculty will encourage the free pursuit of learning in students.
- ACBA faculty will make every reasonable effort to foster honest academic conduct.
- ACBA faculty will set high standards for themselves and their students.
- ACBA faculty will present in writing their own standards and objectives for each course and will adhere to these standards and make every reasonable effort to meet these objectives.
- ACBA faculty will make every reasonable effort to assure that evaluation of students reflects their true merit and is based on academic performance and not on matters irrelevant to that performance.
- ACBA faculty will encourage and respect a diversity of points of view within their classrooms to foster an open learning environment.
- ACBA faculty will provide time for students beyond the classroom and will assist any student that possesses a genuine desire to learn.
- ACBA faculty will meet regularly with students for the purposes of academic advisement. Full time faculty will maintain regular office hours in order to make themselves available to students.
- ACBA faculty will devote their energy to developing and improving their scholarly competence.
- ACBA faculty will shoulder their fair share of faculty responsibilities for the governance of the institution.
- ACBA faculty will use best practices in assessment in order to improve the program and curricula.

Student Learning Outcomes

Faculty and students will look to the following nine Student Learning Outcomes to achieve the College's academic mission

1. Foundation to Capstone

Foundation - Understand the skills, methods and practices necessary to become a successful educated artisan.

Capstone - Demonstrate a full understanding of the skills, methods and practices necessary to become a successful educated artisan.

The Bachelor's program at the American College of the Building Arts is hierarchical in nature meaning that courses in the first year seek to establish a foundation for the rest of the program. A student who has successfully completed the program should be able to demonstrate their achievement through the capstone course.

- Students will show a commitment to life-long learning at all stages of their education and careers
- Students will show evident progression

2. Building Arts

Proficiency in a Building Arts Craft Specialization

The American College of the Building Arts seeks to offer a sophisticated educational alternative to traditional apprenticeships by creating a curriculum for studying building crafts at the college level. Students combine classroom instruction with group and individual work in the shop or studio during the school year and practice their skills in the real world during summer internships.

- Students will demonstrate the ability to set professional standards in the Building Arts
- Students will attain proficiency in at least one Building Arts Craft Specialization
- Students will demonstrate an ability to manipulate materials to produce a specified result
- Students will satisfactorily complete three summer internships in their chosen craft

3. Fundamental Design and Drawing Principles

Ability to use 2-D reproductive principles to plan, design and execute projects

While most professions can get by with only verbal and oral communication skills, the Building Artisan will require visual communication skills as well. Additionally, the ability to communicate ideas and design through sketches, hand-drawn and computer-generated drawings is an integral part of the creative process for many artisans.

- Students will be able to make effective use of drawings and images
- Students will be able to produce drawings by hand as well as using computer-assisted programs

4. Research and Documentation Skills

Ability to gather, assess, record, and apply relevant information throughout the program.

The ability to document one's work and access the documented efforts of others is a primary skill to long-term success in any field. In the Building Arts we focus on documenting the process in studio, workshop and jobsite as well as being able to research the work of others.

- Students will be able to conduct research and apply the results of that research in their work
- Students will employ effective organizational skills in a variety of situations
- Students will be able to record and document learning and achievement through a professional portfolio

5. Communication

Demonstrate competency in verbal, written and visual languages and methods of communication and the ability to express ideas on divergent levels.

Written and Oral communication skills are vital to success in any field. In the Building Arts most projects are collaborative in some way. An artisan who is incapable of expressing his or her ideas effectively as both an artisan and a business person will ultimately be unsuccessful.

- Students will be able to speak effectively
- Students will be able to write effectively
- Students will be able to present various forms of information effectively

6. Math and Science

An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of the built environment.

In the Middle Ages the Building Arts were thought of as "applied geometry." Today we often speak of building science as opposed to art. In any case, knowledge of mathematics, especially geometry, is essential in all crafts. An understanding of scientific methods and especially of Materials Science will help the student make sense of their environment and the physical properties of the materials with which they work.

- Students will be able to make use of mathematical systems to solve problems
- Students will be able to make use of scientific methods to solve problems

7. History and Culture

Demonstrate an awareness of history across the curriculum and be able to provide historical context in a variety of situations. Understand the general development of the Western Tradition and the specific development of the Building Arts within that tradition

- Students will demonstrate an awareness of history across the curriculum
- Students will be able to provide historical context in a variety of situations
- Students will be able to write a personal and historical definition of art and artist
- Students will be able to make connections between their building craft and other art forms

8. Critical Thinking and Reasoning

Ability to demonstrate differing points of view, reach well-reasoned conclusions, and test them against relevant criteria and standard.

The ability to reason has been the starting place for most educational systems going back at least to Ancient Greece. A citizen of any democracy must be able to break down arguments and think through them completely and rationally. An educated artisan must be a thinker and not just a doer. The ability to systematically approach problems and solve them is key to success. On the other end, the ability to reasonably critique one's own work and the work of others will lead to a better understanding of the artistic process.

- Students will be able to reason effectively
- Students will be able to analyze arguments and present the results of their analysis
- Students will be able to make use of logic to solve problems
- Students will be able to make use of creative thinking skills to solve problems
- Students will be able to analyze a work of art and express the results of that analysis.

9. Ethics, Collaborative Skills, and Leadership

A personal code of ethics that leads to consistency, responsibility and high standards in, and out of, the classroom. The ability to work well with others in a respectful manner. The ability to lead others in the achievement of specific goals.

It is the belief of the American College of the Building Arts that skill in leading others can be acquired only by those who can first lead themselves. A work ethic that leads to a sense of responsibility, timeliness, integrity and high standards will translate into being a good worker, a good team member and eventually a good leader. As students progress through the program, they will have opportunities to work as members of a team. As students near completion of the program, they will have opportunities to lead.

- Students will conduct themselves according to a code of honor at all times and work in all areas will give evidence of a personally significant ethical code
- Students will demonstrate an ability to recognize the varied talent found in interdisciplinary project teams and work in collaboration with others as members of a team
- Students will demonstrate an ability to lead a project team toward a specific goal
- Students will demonstrate an understanding of good management skills
- Students will demonstrate an understanding of basic business fundamentals including successful small business management disciplines and leadership skills

Admissions Policies and Requirements

Admissions 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. 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 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.

General Admissions Requirements

An applicant must submit the following:

- A completed application and non-refundable \$50 application fee.
- Official high school transcript.
- Official college transcripts, if any. Transfer students do not need to submit a high school transcript, if they have successfully completed 30 semester hours at a post-secondary institution.
- 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 admissions 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

Admissions 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 from the General Educational Development Testing Services.

Home School

ACBA recognizes the viability of the home school experience. All home schooled 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: Each student seeking admission to ACBA must complete an interview with the Director of Admissions or designee. This is an important part of the admission 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 missions. 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/crafts experience and completed work. This allows applicants to show their artistic/creative skills and/or experience in the crafts. Experience in the desired program is not a pre-requisite for admission to the college.

Transfer and Credit Policies

Advance Placement (AP) Credit

Advanced Placement credit through the College Board (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 a secondary school and who have achieved the minimum scores listed 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.

ADVANCE PLACEMENT EXAMS	SCORES	CREDIT AT ACBA
Calculus	Score of 4	MATH 101
English: Composition and Literature	Score of 4	ENGLISH 101
English: Composition and Literature	Score of 5	ENGLISH 101 and 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 a 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.

INTERNATIONAL BACCALAUREATE	SCORE	CREDIT AT ACBA
English	Score 5, 6, 7	ENGLISH 101
Economics	Score 5, 6, 7	BMGT 201
Business	Score 5, 6, 7	BMGT 301

If transfer credit is awarded for AP or IB classes, it does not reduce the cost of tuition.

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*

All applicants for admission as a transfer student must submit the following:

- A completed application form and non-refundable \$50 application fee.
- A copy of the student's college transcript. (High School transcripts are required if less than 30 semester hours of college credit have been completed.)
- 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 passes an institutional assessment exam offered by the ACBA professor, if applicable.

Please note: transfer of electives for credit must match course description of electives offered at ACBA. The electives offered by ACBA are an important component of the curriculum, making a match very important. Therefore, a course syllabus for the original course must be presented to facilitate comparison.

Transfer credit may not affect tuition, depending on enrollment status.

The American College of the Building Arts cannot guarantee that courses taken at ACBA will transfer to other institutions of higher education, as it is at the discretion of the receiving college or university.

*Note: Policies for students seeking Re-Admission to ACBA may be found in the Student Handbook.

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.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. - 1232g; 34CFR 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 Department of Education.

For additional information on FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
(202) 260-3887
<http://www.ed.gov/policy/gen/gud/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 US 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 parents or guardians 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 Awarded/Received
- Most recent previous educational agency or institution attended by the student

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



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 the course. An "FA" is the equivalent of an "F" for GPA computation purposes.

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 materials presented during their absences. 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 within the time frame allowed by the faculty member, the grade will convert to an "F". **No time frame will be longer than 60 days!**

Honor Code and Academic Integrity

The ACBA Honor Code is a critical part of our academic environment in which freedom of expression with civility is necessary for developing critical thinking, excellence in artisanship, and personal beliefs and openness and safety are essential for everyone's success.

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities requiring all participants to follow the principle of Academic Integrity. "Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: Honesty, Trust, Fairness, Respect and Responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." (Fundamental Values of Academic Integrity, 1999, Center for Academic Integrity; www.academicintegrity.org)

ACBA Honor Code: Members of the ACBA community shall adhere to the principle of Academic Integrity. They shall express opinions with civility and with consideration for the opinions of others, respect intellectual and creative property and resources and promote the importance of the honor code in all their interactions for the benefit of the learning community. They will be honest, trustworthy, fair, respectful and responsible for their actions. They will refrain from lying, cheating, plagiarizing, stealing, violating another person's property or person, committing an act of violence or facilitating an Honor Code violation by another person. Each student and faculty member must take responsibility for addressing the Honor Code and Academic Integrity with members of the community who violate these standards.

Students are expected to faithfully uphold the ACBA's Honor Code and should consult the Student Handbook for more information about the Honor Code, Academic Integrity and possible sanctions for violations of policy.

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	3.00
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 absences
S	Satisfactory - used only for internships
U	Unsatisfactory - used only for internships
W	Withdrawal
XF	Failure due to dismissal

“I” Incomplete: a temporary grade the instructor may give to a student when illness, necessary absences or other reasons beyond the control of the student prevent completion required 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 issued it or by the Department Chairperson. If the unfinished work is not completed in the time frame given by the instructor, the grade shall be converted to an “F” (failure). The time frame will be no longer than 60 days. 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 costs. 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 class, rather than due to low scores.

“W” Withdrawal: withdrawing from a 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, Progress, and 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 professors and may also meet with the Registrar 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.

In addition to maintaining the appropriate GPA, students must keep their Institutional Portfolio up to date on an annual basis. To advance to the next year-level standing (for example, sophomore to junior) the student must submit to the faculty the portion that reflects the work performed during the current year-level in a final form that it is ready to be incorporated directly into their Institutional Portfolio.

Grade Reports

ACBA issues two grades 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 updated form. All students must report address changes to the Registrar's Office. The Registrar's Office maintains records of all student transcripts.

Student Grievances

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 to 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 to work it out on a one to one basis. The next step would be to contact the Dean and try to resolve the problem through the school's administration. If there is still no resolution between the Dean, student and professor, then the issue can be taken to the College President for final decision. Any student still dissatisfied may file complaint with the State Commission of Higher Education, in Columbia, South Carolina.

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 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.

Additional Policies

Additional policies related to academics and student life may be found in the Student Handbook, including consequences for Honor Code violation, readmission after dismissal, smoking, alcohol, drugs, weapons, etc.



Degree Programs

Bachelor of Applied Science in Building Arts (BAS)

The American College of the Building Arts is the only college in the world to offer the four-year degree Bachelor in Applied Science in Building Arts. While all students receive the same degree (BAS) with the same major (Building Arts), they also have an Area of Specialization in one of six Crafts: Carpentry, Timber Framing, Masonry, Architectural Stone, Forged Architectural Iron and Plaster. This degree is the main focus of the College and most students currently enrolled are in pursuit of this degree. It is designed to synthesize a traditional liberal arts degree with traditional training in the Building Arts. It provides a student with all the advantages of a traditional four year degree and a solid foundation in traditional building crafts. After completing the degree students will be well-positioned for employment within the fields of architecture, design, construction and preservation, among others. Students will also be at an advantage when applying to graduate programs especially those within the fields of architecture, preservation, construction management or engineering.

The degree consists of four years of study totaling 138 credit hours. Of those hours 72 are in general education and 66 are in craft specialization classes. As part of this, students are required to successfully complete three eight-week internships in their craft area.

Associate of Applied Science in Building Arts (AAS)

The associate's degree is designed for students who only want an introduction to the Building Arts with a goal of either immediate employment or a four-year degree in a related field at another institution. As in the four-year program, two-year students focus on one craft specialization and are required to complete one internship.

Students in the Associate Degree program must complete all courses required by the first two years of the regular ACBA program of study. At the end of their second year, students will present their final portfolio and a completed building arts project for assessment.

Academic Curriculum

General Education

General Education courses at ACBA consist of traditional liberal arts classes such as math, English, science and history. Because of the special focus of the American College of the Building Arts these classes go beyond the basic requirements of each field and make a special effort to demonstrate relationships and connections with the Building Arts. For example, problems in the math or science classes are very often based on real problems within the shop. History requirements at ACBA are met through a two-semester course called Architecture and Society which includes much of what is normally taught in a Western Civilization course but with the added focus of Architectural History.

Upper-level courses in the liberal arts include classes in such areas as Historic Preservation, Business Administration and the interdisciplinary Capstone course. Beyond regularly offered core courses, students take twelve hours of electives. While all of these elective courses have some connection to the Building Arts, they follow a liberal arts focus on theory and context in addition to hands-on practice.

Several general education courses have been designed especially to support studying the Building Arts. All students take six-hours of design. This is supplemented by three hours of computer-assisted design (CAD) and a three-hour course on Building Arts Leadership.

Building Arts - Craft Specialization

Prior to arrival on campus for their first year, students are expected to have selected their craft specialization area from among ACBA's six options: Carpentry, Timber Framing, Masonry, Architectural Stone, Forged Architectural Iron and Plaster. While students take the majority of their Building Arts courses within their particular area of craft specialization, all students begin with an introductory course called Foundations in the Building Arts. This course is designed to introduce all students to basic building construction as well as providing an overview of the building arts crafts taught at ACBA. Each craft has its own set of courses, some of which may be open to students in other specializations.



Electives

Students may take electives during Fall, Spring and Maymester of their junior and senior 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.

Maymester

The three weeks following graduation of a given year's senior class constitute the Maymester at ACBA. Students have the following options during those three weeks:

1. Take an Elective Course for credit at ACBA
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

During Maymester, classes meet every day for four hours, not counting lab time, studio time or travel time. It may be possible to take two classes during the term, but it is not recommended.

The Elective Course Catalog for Fall will be released in March of the preceding year and for Spring and Maymester in November of the preceding year. Registration should be completed by the last day of March or November.

Internship

While many colleges and universities offer some kind of internship, all degree-seeking ACBA students complete craft-related internships that 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, and students are often paid for the work they do. Full-time four-year students are required to complete three internships in order to graduate. The internships vary by area of specialization. It is important for every student to understand that it is the student's responsibility to take the initiative to work with faculty in arranging suitable internships to complete their program.

- Bachelor's Degree (BAS) - Three internship completions are required to receive a Bachelor's Degree. These will take place during the summers following the freshman, sophomore and junior years of the program.
- Associate Degree (AAS) - One internship completion is required to receive an associate degree. This will take place during the first summer of the two-year program.



BUILDING ARTS BACHELOR DEGREE PROGRAM OUTLINE 2011 – 2012

Summer	Fall Semester	Cred Hr	Spring Semester	Cred Hr	
	Building Arts Foundation*	6	Building Art**	6	
	Architecture and Society I	3	Architecture and Society II	3	
	Literature and Composition I	3	Literature and Composition II	3	
	Numbers Systems/Algebra	3	Geometry/Trigonometry	3	
	Arch Drafting/Drawing I	3	Arch Drafting/Drawing II	3	
	Total Credits	18	Total Credits	18	
Summer	Fall Semester	Cred Hr	Spring Semester	Cred Hr	
Internship	Building Art**	6	Building Art**	6	
	Intro Historic Preservation	3	Research/Doc. Hist. Build.	3	
	Scientific Methods	3	Building Materials Methods	3	
	Arch Computer Graphics	3	Communications	3	
	Government	3	Accounting & Economics	3	
1	Total Credits	18	Total Credits	18	
Summer	Fall Semester	Cred Hr	Spring Semester	Cred Hr	Maymester
Internship	Building Art**	6	Building Art**	6	
	Arch Philo. & Principles	3	Architectural Design Studio	3	
	Small Business Management	3	Building Arts Leadership	3	
	Foreign Language	3	Foreign Language	3	
	Elective ⁺	3	Elective ⁺	3	Elective ⁺
1	Total Credits	18	Total Credits	18	
Summer	Fall Semester	Cred Hr	Spring Semester	Cred Hr	Maymester
Internship	Building Art**	6	Building Art**	6	
	Capstone I	3	Capstone II	3	
	Foreign Language	3	Elective ⁺	3	
	Elective ⁺	3			Elective ⁺
1	Total Credits	15	Total Credits	12	

TOTAL PROGRAM HOURS: 138

⁺ Electives:

Students must take four (4) electives for a total of twelve (12) hours. Electives may be taken during the junior and senior years, or during Maymester or Summer Sessions. These courses are interdisciplinary in nature and vary from year to year. All of them will have some Building Arts connection and are an opportunity to broaden a student's knowledge beyond their chosen specialization.

*** Foundations:**

All students take the foundation course in the fall of their freshman year.

**** Building Arts Craft Specialization:**

Architectural Stone, Masonry, Plaster, Carpentry, Timber Framing, Forged Architectural Iron

ACBA Degree Program Requirements Bachelor of Applied Science in the Building Arts

GENERAL EDUCATION		72 TOTAL CREDIT HRS
Course Designation	Course Description	Credit Hours
ARDD 101	Architectural Drafting and Drawing I	3
ARDD 102	Architectural Drafting and Drawing II	3
ARHS 101	Architecture and Society I	3
ARHS 102	Architecture and Society II	3
ENGL 101	Literature and Composition I	3
ENGL 102	Literature and Composition II	3
MATH 101	Numbers Systems and Algebra	3
MATH 102	Geometry and Trigonometry	3
SCME 201	Scientific Methods	3
SCME 202	Building Materials and Methods	3
COMM 201	Communications	3
BGLG 351	Foreign Language I	3
BGLG 451	Foreign Language II	3
BGLG 452	Foreign Language III	3
ELECT 451	Elective I	3
ELECT 452	Elective II	3
ELECT 453	Elective III	3
ELECT 454	Elective IV	3
SSCI 201	Government	3
BMGT 201	Accounting and Economics	3
BMGT 301	Small Business Management	3
BALE 302	Building Arts Leadership	3
BCAP 401	Building Arts Capstone I	3
BCAP 402	Building Arts Capstone II	3
BUILDING ARTS SPECIALIZATION		66 TOTAL CREDIT HRS
Course Designation	Course Description	Credit Hours
ARCD 202	Architectural Computer Graphics	3
ARDS 301	Architectural Philosophy and Principles	3
ARDS 302	Architectural Design Studio	3
CSAP 151	Summer Internship I	1
CSAP 251	Summer Internship II	1
CSAP 351	Summer Internship III	1
HRPR 201	Historic Preservation Philosophy and Principles	3
HRPS 202	Documenting and Researching Historic Buildings	3
BAFD 101	Building Arts Foundation 101	6
BASP 102	Building Arts Specialization 102	6
BASP 201	Building Arts Specialization 201	6
BASP 202	Building Arts Specialization 202	6
BASP 301	Building Arts Specialization 301	6
BASP 302	Building Arts Specialization 302	6
BASP 401	Building Arts Specialization 401	6
BASP 402	Building Arts Specialization 402	6
TOTAL DEGREE PROGRAM HOURS		138

ACBA Degree Program Requirements Associate of Applied Science in the Building Arts

GENERAL EDUCATION		39 TOTAL CREDIT HRS
Course Designation	Course Description	Credit Hours
ARDD 101	Architectural Drafting and Drawing I	3
ARDD 102	Architectural Drafting and Drawing II	3
ARHS 101	Architecture and Society I	3
ARHS 102	Architecture and Society II	3
ENGL 101	Literature and Composition I	3
ENGL 102	Literature and Composition II	3
MATH 101	Numbers Systems and Algebra	3
MATH 102	Geometry and Trigonometry	3
SCME 201	Scientific Methods	3
SCME 202	Building Materials and Methods	3
COMM 201	Communications	3
SSCI 201	Government	3
BMGT 201	Accounting and Economics	3
BUILDING ARTS SPECIALIZATION		34 TOTAL CREDIT HRS
Course Designation	Course Description	Credit Hours
ARCD 202	Architectural Computer Graphics	3
CSAP 151	Summer Internship I	1
HRPR 201	Historic Preservation Philosophy and Principles	3
HRPS 202	Documenting and Researching Historic Buildings	3
BAFD 101	Building Arts Foundation 101	6
BASP 102	Building Arts Concentration 102	6
BASP 201	Building Arts Concentration 201	6
BASP 202	Building Arts Concentration 202	6
TOTAL DEGREE PROGRAM HOURS		73



GENERAL EDUCATION 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 major 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 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

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.

Prerequisite: ARHS 101

BALE 302 Building Arts Leadership (Spring, 3 credits)

Taken in the second semester of the junior year, specific topics for this course vary from year-to-year. Generally, this course focuses on preparing student 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.

BCAP 401 Building Arts Capstone (Fall, 3 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, and presentation. During the draft phase students meet with various faculty members and appropriate outside experts to determine the viability of their projects. 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.

BCAP 402 Building Arts Capstone II (Spring, 3 credits)

This course is designed to allow students to demonstrate their mastery over the entire ACBA curriculum and their readiness for graduation. During the spring semester students execute the project they proposed in the fall. In addition to a finished project and complete portfolio, students will be evaluated on the process including planning, time management and communication skills.

Prerequisites: BCAP 401

BGLG 352 Building Arts Foreign Language I (Spring, 3 credits)

Foreign Language 101 is the first semester of a course for beginning students that will introduce basic grammar and provide a foundation in commonly used vocabulary used in the Building Arts. Students will learn about the culture of the foreign language-speaking countries, including aspects of art and architecture. Students will begin developing communication 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)

Foreign Language 102 builds upon 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. The approach to grammar will be more detailed.

Prerequisite: BGLG 352

BGLG 452 Building Arts Foreign Language III (Spring, 3 credits)

In Foreign Language 201 students will be challenged by more sophisticated grammatical structures than in the introductory level courses. The intricacies of 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 201 Accounting and Economics (Spring, 3 credits)

Introduction to microeconomics: the study of the behavior of consumers and producers operating in the markets of the economy. The course includes supply and demand, competition, production costs, monopolies, resource markets and wage determination. Throughout the course, examples and applications are presented which relate to the Building Arts.

Prerequisite: MATH 102

BMGT 301 Small Business Management (Fall, 3 credits)

This course provides an overview of the principles and practices of business management for the construction industry and introduces students to the fundamentals of developing and managing a small business. It also includes an overview of the basics in financial and managerial accounting and it provides a simple, straight forward 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 (Spring 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

ENGL 101 Literature and Composition I (Fall, 3 credits)

The course introduces the student to the Western Literary Canon beginning with mythology and progressing through the Renaissance. Composition is based on Classical Rhetoric and focuses on argumentative writing with some creative writing as well. Research methods are introduced toward the end of the term.

ENGL 102 Literature and Composition II (Spring 3, credits)

The course continues the study of the Western Literary Canon beginning with the Enlightenment and moving into the present day. Composition is based on Classical Rhetoric and focuses on research and analysis with some creative writing as well.

Prerequisite: ENGL 101

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)

This course seeks to instill in students an appreciation of science and how a scientific approach can help them in many aspects of their life and work. It delves deeply into scientific approaches to understanding the world. Students learn how scientists think, develop ideas, discover, experiment, analyze and interpret data, draw and communicate conclusions and they also learn to do likewise themselves. Throughout the course, students will use the scientific method to solve problems and to understand how it applies to all scientific disciplines and endeavors as well as to other disciplines and settings. The course also introduces students to a variety of science topics, skills and ideas. Students will have the opportunity to explore multiple scientific fields through research, thought and discussion.

SCME 202 (formerly MTSC 201) Building Materials and Methods (Spring, 3 credits)

This course focuses on understanding the physical and chemical properties and sciences of traditional building materials, including hard- and soft-woods, igneous, sedimentary and metamorphic rocks and stone, clay brick, plaster, mortars, cements, gypsum, iron and related materials. Students will develop hypotheses and experiments, carry out experiments, perform analyses and calculations, interpret results, and draw and share conclusions as part of gaining an understanding of the nature of the materials they and their colleagues use in their crafts.

Prerequisites: SCME 201, MATH 102

Co-requisite: BA Concentration 201

SSCI 201 GOVERNMENT

The government class explores the concept of government and offers examples from throughout history ultimately focusing on Local, State and Federal Government in the United States. This class is a co-requisite for Historic Preservation and a prerequisite for Economics and the business classes.

Electives Course Descriptions

Students must take four electives in the Special Topic Seminars. 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 areas such as Building Arts, humanities, math, science, architecture and design, etc. Below are examples of actual taught or proposed classes:

Introduction to Anthropology (3 credits):

Anthropology is the study of humanity. Anthropologists examine the way people create, live and interact with each other. This course will focus on basic principles and theories as well as some fieldwork. Archaeological research and several field trips will be included. Students will learn about Anthropology through individual reading, classroom discussion and field trips.

Medieval Studies - Castle, Monastery and Town (3 credits):

This course will examine daily life in the three estates of the middle ages-nobles, clergy and commons. Specific topics may include - chivalry, Arthurian Legend, heraldry, monastic orders, music (sacred and profane), cuisine and craft guilds. Student projects might include designing your own castle, building a siege weapon of some sort and cooking (not necessarily eating) medieval food

Exploring the Green Building Movement (3 credits):

This course will explore the current trends and ideas in Environmentally Sensitive building techniques. New materials and technologies as well as an examination of the criteria for LEED certification will be included.

Principles of Compound Curves:

This course will explore curved compounds and their application in the Building Arts. Compound Curves may be used to create curved fascia, barrel vault roofs, curved corners, curved dormers or domes. While the course will focus on applications in carpentry and timber framing, the principles can be applied to other crafts and non-wood students are encouraged to participate.

The Architecture and Design of Miami:

From the planned community of Coral Gables, to the world-famous Art Deco hotels of Miami Beach, Florida, Miami, Florida offers a tremendous opportunity for students to study architecture and design. The class will introduce students to the history of Miami, with an emphasis on the built environment and continuing efforts and effects of historic preservation in the city and surrounding communities.

Building Arts Study Trip to England:

A three-week trip to England focusing on English culture in general and the Building Arts in particular. The course will cover architecture beginning with the Bronze Age and running up to the Gherkin Age. Students will spend 1/3 of the trip in London, 1/3 in the Southwest including Oxford, Salisbury and Bath, and 1/2 in the North including York, Durham and Lincoln.

Introduction to Landscape Architecture:

This course will introduce the student to the major concepts in contemporary landscape architecture using the Charleston area as a resource. Students will learn the theory behind landscape and will engage in several hands-on projects during the course of the term.

Survey of Non-Western Architecture:

This course will review architectural history outside the Western Tradition. While topics vary, the course will focus on Asian and African architecture exploring differences in design, materials and techniques.

BUILDING ARTS CRAFT SPECIALIZATION COURSE DESCRIPTIONS

Forged Architectural Iron

Metal has been used for many purposes – from satisfying the basic artistic need to create objects of beauty to the forging of weapons to hunt, to protect and to defend. The contemporary artisans who work metal still used many of the same methods and tools that have been developed over several centuries. Even through modern techniques and tools have made the process of working metal easier by increasing precision and productivity, it still takes commitment and skill to succeed. A metal artisan may work in a variety of materials such as iron, steel or bronze; many specialize in one or two. They are all manipulators to shape and form. Wrought ornamental iron, gates, fences, balconies, railings and many other built-in decorative elements are increasingly common in today’s contemporary homes and public places. A skilled metal artisan is able to forge, join, and weld materials to create unique objects of utility and beauty that enhance their architectural surroundings. The “apprenticeship” requires a full training program centered on theory, drawing and manual practice.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BAAI 102 Forged Architectural Ironwork (Spring, 6 credits)

BAAI 201 Forged Architectural Ironwork (Fall, 6 credits)

BAAI 202 Forged Architectural Iron works (Spring, 6 credits)

BAAI 301 Contemporary Practice in Forged Architectural Ironworks (Fall, 6 credits)

BAAI 302 Contemporary Practice in Forged Architectural Ironworks (Spring, 6 credits)

BAAI 401 Advanced Studies in Forged Architectural Ironworks (Fall, 6 credits)

BAAI 402 Advanced Studies in Forged Architectural Ironwork (Spring, 6 credits)

Architectural Stone

The stone craft has evolved from simple dry stone walling to the intricately detailed carving on cathedrals and monuments throughout the world. The artisans who work stone still use the same methods and tools developed over centuries. Although modern techniques and tools have altered the process somewhat, this craft cannot be taught quickly. It requires a knowledgeable practitioner with highly developed skill sets to become proficient at working many types of stone. If you have a disposition towards highly detailed and precise work, good hand and eye coordination, and a strong mathematical background then stone is an ideal craft.

Architectural Stone, Plaster and Masonry overlap in some areas and stone students may be combined with students in other concentrations for part or all of a given course.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BAAS 102 Architectural Stone (Spring, 6 credits) Introductory course for the Architectural Stone, Plaster and Preservation Masonry programs.

BAAS 201 Architectural Stone (Fall, 6 credits)

BAAS 202 Architectural Stone (Spring, 6 credits).

BAAS 301 Architectural Stone (Fall, 6 credits)

BAAS 302 Architectural Stone (Spring, 6 credits)

BAAS 401 Architectural Stone (Fall, 6 credits)

BAAS 402 Architectural Stone (Spring, 6 credits)

Carpentry

Carpentry has existed since humans first picked up tools and used wood to create shelter. The artisans who work wood still use many of the same methods and tools. Modern carpentry techniques and tools have made the process of working even easier, as they enhanced both precision and productivity. These are many categories within the carpentry craft – artisans may specialize in any number of areas including structural framing, finish trim work, fine joinery, cabinetry, and wood decoration in many forms. Carpenters must be precise. They use both hand tools and machines, often working alongside specialists in different fields on new construction or preservation work. Geometry, trigonometry and technical drawing are all used on a daily basis in the field of Carpentry.

Carpentry and Timber Framing crafts do have overlap and combine programmatic content throughout the course.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BACA 102 Carpentry (Spring, 6 credits)

BACA 201 Carpentry (Fall, 6 credits)

BACA 202 Carpentry (Spring, 6 credits)

BACA 301 Carpentry (Fall, 6 credits)

BACA 302 Carpentry (Spring, 6 credits)

BACA 401 Carpentry (Fall, 6 credits)

BACA 402 Carpentry (Fall, 6 credits)

Masonry

Masonry is the craft which historically has been fundamental to all construction. Without a mason there would be no foundations or building. While masons have used the same techniques and tools for centuries, advancements in technology mean structures such as skyscrapers and suspension bridges, which 150 years ago would have been impossible to build, can now be created. With the range of tools available, masons must have a broad range of professional knowledge and high level of acquired skills. This is a very diverse area of specialization, which includes the use of stone, brick, concrete and cement blocks. Masonry often requires working as a part of a team, and together creating a structure from the ground up.

Architectural Stone, Plaster and Masonry crafts do have overlap and combine programmatic content throughout the course.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BAAS 102 Masonry (Spring, 6 credits) Introductory course for the Architectural Stone, Plaster and Preservation Masonry programs.

BAMA 201 Preservation Masonry (Fall, 6 credits)

BAMA 202 Preservation Masonry (Spring, 6 credits)

BAMA 301 Preservation Masonry (Fall, 6 credits)

BAMA 302 Preservation Masonry (Spring, 6 credits)

BAMA 401 Preservation Masonry (Fall, 6 credits)

BAMA 402 Preservation Masonry (Spring, 6 credits)

Plaster

Of all the Building Arts, plastering is the craft which has changed the least over time. Artisans still use the same methods and tools which have been developed over hundreds of years. Newer, less costly materials have caused

resurgence in the popularity of plaster, but the skills needed remain time-tested. The characteristics of plaster make it an excellent material to create highly decorative details. At its core, plastering appears to be a simple craft, but when one sees a true master working, it is revealed as a true art form. Plasterers use a limited palette of tools, but they are used to great effect working with textural surfaces in flat plastering and stucco work, or creating ornamental details in decorative cornice and scagliola. Plasterers help create a finished look for any room. If you have a disposition towards creating fine finish and details, this craft lead you to a rewarding future. It is only through constantly working and understanding the material that an artisan can develop the skills to become a highly desired worker. Most plastering today is undertaken in preservation and in high quality construction.

Architectural Stone, Plaster and Masonry crafts do have overlap and combine programmatic content throughout the course.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BAAS 102 Plaster Working (Spring, 6 credits) introductory course for the Architectural Stone, Plaster and Masonry programs.

BAPL 201 Plaster Working (Fall 6, credits)

BAPL 202 Plaster Working (Spring, 6 credits)

BAPL 301 Plaster Working (Fall, 6 credits)

BAPL 302 Plaster Working (Spring, 6 credits)

BAPL 401 Plaster Working (Fall, 6 credits)

BAPL 402 Plaster Working (Spring, 6 credits)

Timber Framing

Historically, timber framing has evolved from constructing basic wood structure to the high art of the vast vaulted ceilings seen in many structures around the world. The artisans who work these large timbers still use the same methods and tools developed over hundreds of years. Modern techniques and tools have made the process of working wood easier by speeding up precision and productivity, but it still takes great effort and skill to create these highly engineered interlocking structures. If you have a disposition to work with hand and power tools making wood joinery to a degree of precision akin to furniture, timber framing is an ideal craft. You must also be able to work within a team to create these structures and use geometry, trigonometry, and be adept at technical drawing. It is essential for an individual entering this craft to go through detailed training before they can become a fine worker a large timbers and wood. Timber Framing has been on the increase in this country during the past 15 years because of the renewed interest in durable, quality wooden structures and preservation.

Carpentry and Timber Framing crafts do have overlap and combine programmatic content throughout the course.

BAFD 101 Building Arts Foundation (Fall, 6 credits)

BATF 102 Timber Framing (Spring, 6 credits)

BATF 201 Timber Framing (Fall, 6 credits)

BATF 202 Timber Framing (Spring, 6 credits)

BATF 301 Timber Framing (Fall, 6 credits)

BATF 302 Timber Framing (Spring, 6 credits)

BATF 401 Timber Framing (Fall, 6 credits)

BATF 402 Timber Framing (Spring, 6 credits)

General Building Arts Courses (taken by students in all craft specialization areas)

BAFD 101 Building Arts Foundation (6 Credits)

In this course students are introduced to the Building Arts and the life of an Artisan. As the course progresses, students will work individually and in small groups to complete a variety of projects all of which will be documented in an academic portfolio.

CSAP 151, CSAP 251, CSAP 351 Building Arts Summer Internship I, II, III

Students put the skills they have learned into practice in structured work environments for a minimum of 8 weeks in 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: BA Specialization 102;

Prerequisite for CSAP 251: BA Specialization 202;

Prerequisite for CSAP 351: BA Major Specialization 302

ARCG 201 Architectural Computer Graphic (Fall, 3 credits)

This course builds on the hand drafting skills learned in ARDD and translates them to the computer. Students will learn how to draw using AutoCAD and Sketch Up and how to print completed drawing in order to communicate their design ideas with architects and other building artisan. Topics covered will include architectural scale, proportion, orthographic projections, drawing composition, line weights and plotting

ARDS 301 Architectural Philosophy and Principles (Fall, 3 credits)

Explore 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 drawing 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

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 preservations, 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 to 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



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 the Building Arts; developing 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 and Academic Advisement

Each incoming student at ACBA will participate in a two-part orientation program formulated to provide the student with the information critical to his or her success. The first part of orientation is completed prior to the start of classes and overviews the Student Handbook, the Catalog and, through those documents, pertinent information that first-year students initially need. When classes begin these students attend the required Building Arts Foundation course, which continues to provide orientation materials and guidance to all first semester freshmen.

Students are assigned an academic adviser and are required to meet with the advisor at least once prior to the midterm exam period of their first semester. More meetings between students and their advisor are strongly encouraged in both formal and informal settings, with a goal of at least one meaningful dialogue each semester.

A mandatory meeting is held if a student is failing any course at mid-term, goes on academic probation, or exhibits any behavior leading to disciplinary concerns.

Optimally, a natural outgrowth of the intense workshop-based studies (two full days per week for over three years) in the area of craft specialization is a close working relationship between each student and the corresponding craft faculty. Ongoing consultation with this professor is strongly encouraged and may provide students with a key source of advisement from the professor who best knows their work and interests.

Finally, the fact that all students take small-sized classes with each full-time general education faculty member throughout their first two years, as well as additional classes with adjunct faculty, facilitates each student finding one or more professors with whom he or she feels comfortable and from whom they can get academic advice, guidance, and mentoring in a safe environment. The many opportunities for students to develop close professional relationships with faculty is one of the great benefits of the small size of the college and the low (~5:1) student-to-faculty ratio.

Students should not hesitate to request a meeting with any of their professors to discuss problems they are having in or out of school. Students may also request a session with a professional counselor through the office of the Registrar. Such sessions are confidential and do not impact a 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.

Student Housing

While the College does not provide on-campus housing, ACBA is pleased to have permission for students to access to 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, Registrar's Office helps facilitate conversations between students within the ACBA student body who are seeking roommates

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.

Non-Federal Student Work-Study Program

ACBA offers a work-study program for its students to help reduce the cost of tuition. The number of hours and credit given for the program will depend upon the financial need to the student. The work-study rate is \$10.00 per hour. A maximum of 200 hours per semester may be earned.

Work-study listings will be posted on the reader board in the mail hall of the jail. It is up to the student to apply for the position. A time sheet will be maintained by each student and reviewed and approved by the hiring supervisor. Time sheets will be submitted on a weekly basis. Credit will be issued at the end of the semester.

Additional Policies

Additional policies related to student life and academics may be found in the Student Handbook, including policies on readmission, smoking/alcohol/drugs, weapons, consequences for Honor Code violation, etc.



Tuition, Fees, and Scholarship

Tuition and Fees

Tuition and fees for the 2011-2012 academic year have been set by the Board of Trustees as follows:

Charges Per Semester

- Degree-seeking ACBA student fee (full-time twelve or more credit hours) \$9,936
- Required hand tools \$200-\$300 (approximately)
- Estimated costs for textbooks \$200-\$300 (approximately)
- Part-time student fee (eleven hours or less) \$675 per semester hour
- Non-Degree seeking student fee \$675 per semester hour **

***Call the Registrar's Office for details at 843-577-5425.*

Students are required to have their own hand tools as specified by faculty in their building arts craft. Tools needed for each field of study vary widely. Textbooks are sold through the University Bookstore, on King Street, Charleston, SC Each workshop has a variety of equipment and tools in the shop based upon the craft specialty. The freshman year will be the largest expenditure for tools.

Payment Plans

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

Semester = payment in full due August 1 (Fall Semester) and January 6 (Spring Semester).

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 their financial obligations.

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

Scholarship and Student Loans from ACBA are not available to part-time students.

All necessary steps for financing for the 2011-2012 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 in writing within three business days prior to the beginning of classes. 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 ACBA 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, to enroll in their internship, 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 Faculty

Administration

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

B.A. The Citadel

M.A. Salve Regina University

Simeon Warren, Dean of the College, Professor of Architectural Stone

Lincoln Cathedral-National Joint council for the Building Industry 2-year Apprenticeship

Craft Certificate in Masonry, City and Guilds of London Institute

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

BTEC Diploma, Leeds College of Art and Design

B.A. (hons) First Class, Glasgow School of Arts

James M. Waddell, VP of Operations and Administration

B.A. The Citadel

Ginna Waddell, Director of Finance

B.S. University of Washington

Kerri Forrest, Director of Institutional Advancement

B.S. Clemson University

M.A. American University

Rosie Such, Director of Admissions and Registrar

Brittany Darwin, Annual Fund/Special Events

B.A. University of South Carolina

Steve Hanson, Special Projects

B.A. University of Georgia

John J Boyce, College Librarian

B.A. Fordham University

M.A. New York University

M.S. Florida State University (Library Sciences/ Information Sciences)

Faculty

William H. Bates, III, Professor of Architectural Drafting & Drawing

B.I.D. Auburn University

M.Arch. University of Miami

John J Boyce, College Librarian

B.A. Fordham University

M.A. New York University

M.S. Florida State University

Timothy M. Chesser, Professor of English

B.A. Erskine College

M.A. College of Charleston

Richard Guthrie, Professor of Forged Architectural Iron

Journeyman Blacksmith/Whitesmith, Colonial Williamsburg

Martin Kleinrock, Ph.D. Professor of Mathematics and Science

B.A. University of California, Santa Barbara

M.S. University of California, San Diego, Scripps Institution of Oceanography

Ph.D. University of California, San Diego, Scripps Institution of Oceanography

Kenneth Nuttle, Professor of Carpentry

B.S. Pennsylvania State University

Historic Cabinetmaker, Colonial Williamsburg

Journeyman, Millwork Carpenter, Colonial Williamsburg

David Payne, Professor of Historic Preservation

B.A. University of Massachusetts

M.S. in Historic Preservation, University of Vermont

M.Arch. University of Miami

Bruno Sutter, Professor of Timber Framing

CAP, Association Ouvriere des Compagnons du Devoir

Brevet Professionnel, Association Ouvriere des Compagnons du Devoir

Simeon Warren, Dean of the College, Professor of Architectural Stone and Plaster

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

BTEC Diploma, Leeds College of Art and Design

B.A. (hons) First Class, Glasgow School of Arts

Adjunct Faculty

Susan Collins, Preservation Architecture Adjunct

B.A. Rutgers University

A.A.S. in the Building Arts, Specialization in Architectural Stone, American College of the Building Arts

M.A. in Historic Preservation, Savannah College of Art & Design

Kevin Dunn, Business Management Adjunct

B.A. New York University

M.B.A. Saint Johns University

Gerard Lynch, PhD, Masonry Adjunct

Licentiate, City and Guilds of London Institute (LCG)

M.A. (with distinction), DeMontfort University

Ph.D., DeMontfort University

Ricky Espinoza, Spanish Adjunct (Non-Instructor of Record)

B.S. Clemson University



American College of the Building Arts reserves the right to amend any administrative, academic, or disciplinary policy or regulation described in this catalog without prior notice to persons who might thereby be affected. Information about fees, expenses, and other charges applies to the academic year 2011-2012.

The provisions of the Catalog are not to be regarded as an irrevocable Contract between the College and student or the College and the parents or guardians of the student. In so far as possible, the information in this book is complete and accurate as of the date of publication.