

AMERICAN COLLEGE OF THE --- BUILDING ARTS

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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 of Applied Science in the Building Arts, we provide the opportunity for students to become exceptionally skilled building artisans while receiving an outstanding liberal arts and sciences education. This combination of education and training will position graduates to serve as leaders 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, students learn from a talented and passionate international faculty. The City of Charleston is itself a "living classroom," that faculty members incorporate directly into students' educational experience. Some examples include surveying and preserving historic buildings, designing and installing elements into quality new construction, and restoring the College's campus at the Historic Trolley Barn. Students learn in an environment that demands excellence and provides the tools for future success.

We encourage everyone to visit the College's website, and to visit ACBA's campus to see the beauty of the school, and to get a sense of the history that is the heartbeat of Charleston. A visit also affords an experience as to what makes our students stand out by seeing them in our classrooms and workshops.

Sincerely,

A handwritten signature in blue ink that reads "Colby M. Broadwater III". The signature is written in a cursive style with a clear, legible font.

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



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.

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.

Theory of Change: Our Brand and Promise

By educating artisans in the traditional building arts through an integrated liberal arts and sciences educational program, and by emphasizing artisan, academic, leadership, ethics and financial competencies, the American College of the Building Arts develops students to become leaders in their professions skilled at encouraging and promoting the conservation and knowledge of our architectural heritage to inform the advancement and evolution of built environment best practices.

Guiding Principles

To achieve ACBA's mission we will be governed by the following five guiding principles:

- **Lifelong Commitment:** Long- term success will be based upon the development of a committed and inspired community that is dedicated to the fulfillment of the mission of the College.
- **Achievement and Excellence:** Establish accredited academic programs that result in superior student competencies in the “Liberal Arts and Building Arts” major that affords students a range of post-graduation options and offers exceptional opportunities for the College's broader constituents.
- **Learning Objectives:** Seek opportunities to create/establish successful educational learning outcomes.
- **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.
- **Resources:** Identify, develop and manage resources whether human, economic or physical in order to meet the mission and to ensure directed growth of the institution.

College History

American College of the Building Arts was founded in the aftermath of Hurricane Hugo, which struck the Southeastern coast of the United States in 1989. The devastating category four hurricane damaged or destroyed many historical coastal-Carolina buildings and left much of Charleston's iron, plaster and fine woodwork in disrepair. It took ten years to rebuild and restore the city's damaged homes and historical buildings, in part, because of a shortage of skilled artisans. In 1999, in response to this gap in the building arts, a group of local movers and shakers planted the seeds that led to the founding of ACBA.

Initially, classes and workshops that focused on the building arts were offered at a number of different Charleston area locations. However, the original educational model proved difficult to execute, and the college founders regrouped to establish a degree-granting college, integrating the American liberal arts degree model with the artisan teaching styles of Europe.

In 2004, ACBA was licensed by the South Carolina Commission on Higher Education to recruit students for a Bachelor of Applied Science and an Associate of Applied Science in the building arts. In 2009 the college awarded its first degrees to seven students. During these same years, ACBA reconfigured its administration, hiring current president, Lt. Gen. (Ret.) Colby M. Broadwater III and other administrative team members with strong business experience.

Campus History

The first classes were offered at several different locations in and around the city of Charleston, including the Old Charleston District Jail, which became the college's primary location for 17 years. Carpentry and forged Blacksmithing craft specializations were housed at a separate site. The Jail was originally constructed in 1802 and expanded in 1855 to include living quarters for the warden and jailers on the street side and an octagonal rear wing. Many infamous inmates were housed in the prison, including high seas pirates, the female mass murderer Lavinia Fischer and Denmark Vesey, a free African American who plotted a slave rebellion that was discovered before it could be executed. During the Civil War both Confederate and Union prisoners were incarcerated within its walls. Although it had no electricity or running water, the jail housed prisoners until it was decommissioned in 1939.

During the years spent occupying and renovating the jail, the college viewed itself as caretaker of the building and its rich history. As part of ACBA's living learning laboratory, faculty members led students in assessing needs and proper methods of restoration, preservation and reconstruction.

Having outgrown its existing facilities, ACBA launched a major fundraising effort in 2014 to establish a single, expanded campus that could consolidate the teaching of all trades under one roof. With a major donation from Parallel Capital and from Russell and Betty Joan Hitt, founders of Virginia-based HITT Contracting, early supporters of ACBA, the college raised funds to purchase and renovate the abandoned Charleston Trolley Barn on Upper Meeting Street. On May 7, 2015, 150 people attended the ground-breaking ceremony.

It took just over one year and approximately \$6 million to build the new state-of-the-art ACBA campus that was formally opened in October 2016. The newly repurposed building maintains the

historical ethos of the original structure while providing the students with modern academic and workshop space. Approximately 39,000 square feet were carved out of the barn's original 24,000 square foot footprint. The front third of the three-story building houses an exhibition lobby, administrative offices, classrooms, labs and a community room available to local civic groups. Workshops and trade classrooms are located in the back two-thirds of the building. A student lounge, faculty offices and conference spaces occupy the second floor. The third-floor rafters house the computer lab and ACBA's unique library and its special collections.

Location & Regional Information

Mailing Address:

649 Meeting Street
Charleston, SC 29403
Phone: 843-577-5245
Fax: 843-764-9832
Hours: M-F 8:00 a.m. – 5:00 p.m.

ACBA completed construction of its new campus in August of 2016. All facilities are now located in the original City of Charleston's Historic Trolley Barn. This building was once part of the operations and maintenance facility for Charleston's streetcar system. Charleston had a trolley system beginning in the 1860s, and expansion in the 1890s led to the construction of a new maintenance facility in 1897 – the Trolley Barn. When the city switched to a bus system in the 1930s, the Trolley Barn was modified to service the buses until newer facilities were constructed in the 1980s. Since then, the building was left without a tenant. In 2014, the Charleston City Council conveyed the building to the American College of the Building Arts. ACBA has since completely renovated the Trolley Barn.

Campus Facilities

The American College of the Building Arts is in the renovated Charleston Car Barn, an 1897 Trolley Barn with over 38,000 sq. ft. of classrooms, laboratories/workshop and administrative areas.

There are four classrooms on the first floor. One classroom is a dedicated drawing and drafting room with 18 tradition drawing stations, a general lecture classroom (with a capacity of 28), a combination science and lecture classroom (with a capacity of 24) and a general education classroom (with a capacity of 20).

Individual stall bathrooms are available for student use in the trade workshop hallways and students may self-determine appropriate use of gendered bathrooms. In addition, there are several small conference areas that are used for seminars and work study groups.

Our library is located on the third floor with over 12000 volumes on the building arts. The computer aided drafting studio is collocated on the 2nd floor and has 16 workstations.

There is over 12,000 sq. ft of shop/laboratory to support our Building Arts program. These shop/laboratory areas are divided into three major instructional areas, Stone/Plaster, Wood and Blacksmithing. Each Laboratory area is designed for the instruction of the traditional building arts while combining modern equipment to train in both modern and traditional building techniques.

The Stone/Plater area utilizes traditional tools for stone carving, plastering and masonry instruction.

The Wood Shop teaches both timber framing and carpentry. The timber framing portion uses both traditional chisels and handsaws. In addition, industry standard power saws and drills are also included in the tool inventory. The carpentry portion also uses traditional chisels and handsaws. Use of industry standard, joiners, planers, mortises and shapers are also incorporated in the instruction.

The Blacksmithing shop has both coal/coke fired forges and gas forges. Tradition bench vices and foot hammers are used and there are two pneumatic hammers for larger pieces as well as industry standard welding equipment.

Each area has a small classroom area for lectures and exercises.

The campus also has a large patio area running the length of the building on the North side. This is used as a student break area and for events.

Board of Trustees

Pierre Manigault, *Chair*

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Stephen Ziff

Margaret Hawk O'Brien, *Trustee Emeritus*

A. Bert Pruitt, Jr., MD *Trustee Emeritus*

Licensure, Certification, and Accreditation

Licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Telephone (*03) 737-2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

The ACBA is approved by the South Carolina Commission on Higher Education State Approving Agency to offer veterans' education and training via (GI Bill®).

ACBA is **accredited** by the Accrediting Commission of Career Schools and Colleges ("ACCSC") to award the Degrees of Associate of Applied Science (A.A.S.) in the Building Arts and Bachelor of Applied Science (B.A.S.) in the Building Arts. For additional information, please contact ACCSC at 2101 Wilson Boulevard, Ste. 302, Arlington, VA 22201; accsc.org; (703) 247-4212.

Honor Code and Academic Integrity

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).

The ACBA Honor Code:

An artisan at the American College of the Building Arts will not cheat, lie or steal, nor allow others to do so.

Violations of the Honor Code are to be reported to the Student Services Coordinator, who will convene the Honor Council. The Honor Council will have a hearing to determine if the incident is appropriate for review by the Honor Council and then will determine if an infraction has been committed. In the event of an infraction of the Honor Code, the Honor Council will make recommendations for an appropriate course of action to the Chief Academic Officer. The Chief Academic Officer will consider the Honor Council's recommendations and will determine an appropriate penalty.

Accused parties may appeal determinations of guilt or level of punishment to the President of the college.

The Honor Council will be comprised of the Student Services Coordinator, one member of the full-time faculty and three student representatives chosen from a pool of approved students. Students at the American College of the Building Arts may apply to be honor council representatives and will be interviewed for inclusion on the annual pool of honor council representatives.

Academic Freedom

Along with the Honor Code, ACBA also adheres to the *Joint Statement on Rights and Freedoms of Students*. Academic institutions exist for the transmission of knowledge, the pursuit of truth, the

development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical thinking and judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility: The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community.

The purpose of this statement is to enumerate the essential provisions for students' freedom to learn. The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

The following protections govern Academic Freedom, which are exercised within the precepts of the Honor Code:

Protection of Freedom of Expression: Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Protection against Improper Academic Evaluation: Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Protection against Improper Disclosure: Information about student views, beliefs and political associations that professors acquire in the course of their work as instructors, advisers and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

For more information on this subject refer to the website below.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stud-rights.htm>

Student Code of Conduct

The Classroom Code of Conduct covers specific principles of civil conduct expected in a college classroom, workshop, or learning environment:

- The professor is in charge of the class. Respectful behavior on the part of the student toward the professor is required.
- Students must be appropriately attired for the classroom, field experience, and workshop; including steel-toed boots, safety glasses/goggles, and proper clothing.
- Do not miss scheduled classes, come in late, or leave early.
- Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable.

- Turn off cell phones and all other electronic devices.
- It is inappropriate to talk with classmates while the professor (or another student who has the floor) is talking.
- Visible and noisy signs of restlessness are disruptive to others.

The material below comes directly from Gary Pavela, ed., "Questions and answers on classroom disruption," Synfax Weekly Report (July 9, 2001): 2024-2025.

How is "disruptive" behavior defined?

We define "classroom disruption" as behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class. Examples include repeated, unauthorized use of cell phones in the classroom; persistent speaking without being recognized; or making physical threats.

Faculty members have broad authority to manage the classroom environment. The college classroom isn't a public forum like a city street or park. Faculty members can define the course agenda, set and limit topics of discussion, give grades that reflect a student's knowledge or reasoning, and maintain order in the classroom. They should freely perform these important functions, as long as they refrain from unlawful discrimination, or seek to punish students solely for expressing unpopular viewpoints pertinent to the course.

Grounds for Dismissal

Examples of actions that may be cause for dismissal include, but are not limited to:

- Deliberate treatment of others in an uncivil manner. This includes use of inappropriate language (through any means of communication), gestures and yelling, among others.
- 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 instructor(s).
- Plagiarism: submitting materials that in part or whole are not entirely one's own work without crediting the source.
- Lying/Fabrication: providing false information, knowingly misrepresenting 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 examinations 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 student's work.

- Stealing/Destruction of Property: taking or destroying any object, work or idea without permission from the rightful owner.
- Violence: harming, attempting to harm, or threatening to harm another person.
- Falsification of records and official documents: altering documents affecting academic records, forging signatures and authorization or falsifying information on an official academic document, grade report, letter of permission, petition, add/drop form, ID card or any other official college document.
- Aiding and abetting others in undermining the Honor Code: (a) providing materials, 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.
- Violation(s) of any of the following policies: Drug-Free Policy; Alcohol Policy; Sexual Harassment and Sexual Misconduct Policy; Weapons Policy.
- Any findings of the Honor Council that result in a recommendation for dismissal as referred to the Chief Academic Officer.

Institutional Standards

Curriculum Standards

- The curriculum of ACBA will seek to fully integrate General Education courses with the Craft Specializations within the Building Arts major.
- The curriculum of ACBA will establish a solid base for learning through foundational classes during year one and year two.
- The curriculum of ACBA, in years three and four, will further develop foundational skills and emphasize integration of previous coursework with new areas of learning.
- The curriculum of ACBA will encourage an interdisciplinary approach to learning by offering courses with a balance of theory and practice.
- The curriculum of ACBA will encourage inquisitiveness by offering many opportunities for research and experimentation.
- The curriculum of ACBA will reward creativity by offering many opportunities for individual and collective expression.
- The curriculum of ACBA will set professional standards in the building arts.
- The curriculum of ACBA will provide students with the opportunity to attain proficiency in a Building Arts Craft Specialization.

Student Life Standards

- ACBA students and faculty will conduct themselves according to the Honor Code at all times.

- ACBA students and faculty will give evidence of a personally significant ethical code.
- 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 will take an active role in the governance of the student 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.

Teaching Standards

- ACBA faculty will encourage the free pursuit of learning by 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, student learning outcomes, 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 diverse of points of view within the classroom 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 curriculum.

Assessment at ACBA: Mission-Driven/Outcomes-Based

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, curriculum, and services.

This assessment springs from the institutional Mission, Vision, Core Values, and Standards of ACBA, which form the foundation for the student learning outcomes of the curriculum and the institution.

Throughout the curriculum at ACBA, there are ample opportunities for student assessment, including test grades, assignments, portfolios, projects, etc. Additionally, ACBA conducts regular programmatic assessment to ensure that the programs and services of the institution meet the needs of the ACBA student and community. Documents on how the assessments are conducted are on file in the Office of Academic Affairs.

Student Learning Outcomes

The following student learning outcomes are what all students at ACBA are expected to obtain and demonstrate throughout their four years at ACBA. These outcomes have been designed to provide the framework within which the educated artisan achieves a common set of competencies that will be utilized both within and outside of the College environment. Each course syllabus will list those outcomes that are the most pertinent to that course.

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 lifelong learning at all stages of their education and careers
- Students will show evident progression from level to level as evidenced by portfolios, grades, projects, etc.

Building Arts

Proficiency in a Building Arts Trade attained through work in the classroom workshop and on site.

Originally two paths existed for formal education: school or apprenticeship. The American College of the Building Arts seeks to offer an alternative to traditional trade apprenticeships by creating a curriculum for studying building trades 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 externships.

- Students will demonstrate the ability to set professional standards in the building arts
- Students will attain proficiency in a building arts trade as demonstrated through course grades, portfolios, projects, and other assignments as appropriate
- Students will demonstrate an ability to manipulate materials to produce a specified result
- Students will satisfactorily complete three summer externships in their chosen Craft Specialization

Fundamental Design and Drawing Principles

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

While most professions require proficiency in verbal and written communication skills, the Building Artisan will require visual communication skills as well. Additionally, the ability to communicate ideas and design through sketches, hand drawings, 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 in many mediums
- Students will be able to produce drawings by hand as well as via computer programs

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 the studio, workshop, and job-site 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 to 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

Communication

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

Due to the collaborative nature of projects in the Building Arts, artisans must be capable of expressing their ideas effectively as an artisan as well as a business person.

- Students will be able to speak effectively as demonstrated through classroom speeches, portfolio presentations, information presented at Open House and through other community venues, among others
- Students will be able to write effectively as demonstrated through course research papers and portfolios, and other assignments as appropriate

- Students will be able to present various forms of information (e.g. artwork, projects) effectively

Math and Science

An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, as well as with the main forms of analysis and, quantitative techniques are needed for investigating and understanding the building arts and the nature 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 “building art.” In any case, knowledge of mathematics, especially geometry and trigonometry, is essential in all trades. An understanding of scientific methods and elements of material science are essential to a student in making 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, create drawings, build and explain projects, among others
- Students will be able to make use of scientific methods to solve problems

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 understand the role and place of art and artists in differing time periods and be able to define their position in this continuum
- Students will be able to make connections between their building trade and other art forms

Critical Thinking and Reasoning

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

The ability to reason has been the starting place for most educational systems going back 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 a doer. The ability to systematically approach problems and solve them is a critical key to success. Also important is the ability to offer a reasonable critique of one’s own work and the work of others, which leads 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 their analysis

Ethics, Collaborative Skills, and Leadership

A personal code of ethics that leads to consistency, responsibility, and high standards in and out of the classroom is an important characteristic of the educated artisan. The ability to work well with others in a respectful manner and the ability to lead others towards the achievement of specific goals is a necessary part of the teamwork often required of artisans on the job and in the classroom.

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 ACBA Honor code at all times
- Students will demonstrate an ability to lead a project and work in collaboration with others
- 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 skill

Admissions Policies and Requirements

Application for Admission

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.

The faculty and staff believe that the educational mission of the American College of the Building Arts, as well as the artisan profession itself, is best served by an admissions process that results in the selection of a diverse and multi-talented student body. Each year, the goal of the Admissions Committee review process is to select unique individuals who have demonstrated the intellectual curiosity, tenacity and commitment to the community of artisans expected of the ACBA graduate. The Admissions Committee, when choosing the class, considers not only academic credentials such as GPA and SAT/ACT scores, but also personal characteristics and life experiences of applicants.

Admission to the American College of the Building Arts will be granted to those applicants who, in the opinion of the Admissions Committee, will make the most significant contributions to the society as members of the artisan community. Applications are read in a holistic manner. In making its determination, the College will consider factors such as: (1) the applicant's general academic

ability based on examination of all academic transcripts, including factors such as a grade point average, the difficulty of the curriculum of degrees earned; (2) the applicant's capacity for academic study based off their standardized testing score (SAT/ACT); (3) interview with a member of the Admissions Committee to demonstrate personal qualities, characteristics of the applicant including factors such as the applicants background, career goals, cultural experiences, moral character and leadership efforts; (4) The applicant should seek to include a portfolio of all relevant work and letters of recommendation from those persons who can discuss such factors listed above. Applicants should understand that every word of the application is considered in making an admissions decision, being sure to present themselves and their stories accurately and completely.

The American College of the Building Arts affirms its policy of open admissions. The commitment of the ACBA to the most fundamental principles of all academic freedom, equality of opportunity and human dignity requires that decisions involving students be based on merit and be free from invidious discrimination in all its forms. All applicants for admissions are considered solely on the basis of their academic qualifications, without regard to race, sex, age, color, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information, pregnancy or veteran's status. American College of the Building Arts reserves the right to deny admission to any applicant whose behavior is not in keeping with the best interests of ACBA. Admissions is a joint process between the applicant and the American College of the Building Arts; we want to make sure that ACBA is the right fit for the student and the student for the College.

The Admissions Committee

The Admissions Committee is charged with granting acceptance to the incoming freshman class. Its main function is to operate in accordance with the mission and diversity statements of the American College of the Building Arts. The committee consists of four members of the ACBA Staff and Faculty. The Admissions Coordinator is present for the committee meetings, but is a non-voting member.

The Admissions Committee is comprised of the following members:

- Admissions Coordinator (non-voting member)
- Chief Academic Officer
- Student Services Coordinator
- Registrar
- Rotating Craft Specialization Faculty

The Admissions Committee will meet monthly beginning in September with the final meeting occurring in April. These meetings are scheduled according to committee member availability.

Requirements for Admission

The Office of Admissions is responsible for administering the American College of the Building Arts policies and for providing information to students regarding the admissions process including admissions criteria. The College assesses a non-refundable admissions application fee for all new students. The admissions application is not processed until the admissions application fee is received. **No application is reviewed until all required materials have been submitted.**

1. To be considered for admission, applicants must:
 - a. Submit an admissions application to the Office of Admissions. The admissions application is available online. Applications are available for submission beginning September 1st
 - b. Have earned a standard diploma from an accredited high school or have earned a high school equivalency diploma based on performance on the General Equivalency Diploma (GED) test through any state department of education; or have completed a home education program meeting the requirements of your home state.
 - c. Have high school transcript(s) (and college transcripts, if applicable) sent directly to the Office of Admissions. Home schooled students should submit a certified transcript. **An official high school transcript bearing the high school graduation date or GED test scores is required before a student is admitted to the college.**
 - d. Submit an official copy of test scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The American College of the Building Arts recommends taking the ACT test as it is the best indicator of student success, but the Office of Admission will accept valid SAT scores. In order to have the test scores sent directly to the American College of the Building Arts, enter our code as 4287 for SAT tests, or 3826 for ACT tests.
 - SAT/ACT scores stay active for five years. The Office of Admissions will waive the submission of these scores if the applicant has been out of high school for longer than five years. These applicants are, instead, required to submit a resume.
 - The Office of Admissions will also waive standardized test scores for those students who have earned an Associate's degree or higher from any accredited college or university. However, if the applicant has an active SAT/ACT score, we strongly encourage submitting the score(s).
 - e. Demonstrate writing ability and communication skills through a personal statement/essay that will allow the applicant to express themselves outside of academic achievements. In the essay students should express their reasons for wanting to pursue an education at ACBA. We recommend essays be around 300-500 words, no more than 1000.
 - f. Complete an interview with a member of the Admissions Committee. Due to geographical location, the Office of Admissions understands that an in-person interview is not always available. The Office of Admission will work to schedule a time that works for the applicant on a media platform that, within reason, works for both parties (Skype, phone call, etc.).

- g. While it is not required, it is **strongly recommended** that applicants submit at least one letter of recommendation from a person(s) who can provide expert testimony of the applicant's ability to perform academically, in a trade specific field or overall likelihood of success in the program. ACBA recommends submitting two to three letters in total.
- h. If applicable, send all official College transcripts to the Office of Admissions.
- i. A portfolio showcasing the applicant's previous craft or artistic work. This may include photography, drawings, models or other forms of craftsmanship not exclusive to their chosen specialization. Captions describing any submitted images and detailing how the applicant participated should be provided. Portfolios should be submitted in electronic format (pdf preferred), which will become a part of the applicant's file and may not be returned. Only submit portfolio work that is your own.

Deadlines

Freshman applicants are encouraged to apply as early into the admissions process as possible, which begins in early fall. Seats in each craft specialization are filled on a regular basis and crafts may be full prior to the final Admissions Committee meeting. Applications will be considered after June only if spaces remain available for the incoming class.

Admissions Decisions

All applicants will receive written notification on their admissions decisions. After the admissions process is complete, the Office of Admissions notifies each applicant of the admissions decision and provides admitted applicants with test, advisement, orientation and registration information. Admitted applicants will receive notification and instructions for securing their space at the College. Each must adhere to the procedures which include replying with a Candidate's Reply Form and Enrollment Agreement (accepting the offer of admission or withdrawing from consideration) and submitting the nonrefundable \$300 matriculation fee thirty days from the date of acceptance, or no later than July 1.

Waitlist and Deferred Entrance

An applicant cannot defer entrance to ACBA. If an admitted applicant does not enroll for the year in which they were accepted or waitlisted, they will need to formally reapply for any future terms.

ACBA will maintain application materials at the request of the applicant for one academic year. If the admitted applicant reapplies in within one year, they will only need to resubmit the Application and Application Fee to be considered for admission. **Please note that past acceptance or waitlist status does not guarantee admission to a future class.**

Campus Visits/ Interview

The Office of Admissions highly recommends that prospective applicants and their families visit the American College of the Building Arts campus in Charleston, SC. This gives the applicant the opportunity to explore the facilities, educational atmosphere and campus culture. Meeting with a member of the Admissions Committee is required for the applicants file to become complete; the

conference can provide the applicant a deeper insight into the character and personality of the institution. It also allows the Admissions Committee the opportunity to learn more about the applicant. Individuals wishing to visit campus should contact the Office of Admissions (843-266-7835). Meetings with members of the campus community can be arranged with advanced notice.

GED

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.

Intensive Courses

The curriculum at ACBA has specialized academic and artistic objectives. In exceptional cases, and upon the recommendation of the faculty, applicants who are deemed to have a satisfactory record of experience and education may be admitted to short intensive courses for one term at a time (space permitting) and must be readmitted at the beginning of each subsequent term. Students in this category may take courses from the General Education, Craft Specialization Support, and Elective areas, but are not permitted to take the Craft Specialization courses. Students with non-degree seeking status who desire to become candidates for a degree from ACBA must meet all appropriate requirements and apply for admissions.

Transfer Credit Policies

Applications from incoming transfer students 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. In order to receive transfer credit for a previously completed course, the course must be substantially equivalent to a course offered at ACBA and fulfill a requirement in the student's program. 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, where applicable. A student's GPA is not transferred as part of the transfer credit process.

All requests for transfer credit must be submitted before the end of a student's second-year at ACBA.

The curriculum at ACBA has been carefully constructed to ensure the student acquires the knowledge, skills, and abilities of the "educated artisan." Due to the integrated nature of General Education and Craft Specialization curricula at ACBA, courses are often not exact equivalents to those taken elsewhere. Therefore, to request transfer credit for any previous coursework, a course syllabus, course description, and/or booklist for the original course may be required in order to facilitate comparison.

In certain cases, and only with permission of the Registrar and Chief Academic Officer, an ACBA course may be waived if the student has similar credit that to the ACBA course and can pass an

exemption test¹. General elective credit may be granted at the discretion of the Registrar for transfer courses that fit the mission of ACBA.

Each transfer credit request is evaluated on an individual basis and credit will be awarded accordingly if it is found to be appropriate. Current students may not transfer any credits into the ACBA program without prior written permission of the Chief Academic Officer and the Registrar.

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.

ACBA accepts a maximum of 33 transfer credits of the 75 credits required of an Associate degree and 51 transfer credits of the 144 required of a Bachelor's degree.

The following chart shows some of the commonly accepted transfer courses from prior college. This list is not exhaustive and should only be used as a reference. All transfer credits require a final grade of C or better from an accredited institution. Each transfer credit request is evaluated on an individual basis and credit will be awarded accordingly if it is found to be appropriate.

COLLEGE COURSES	ACBA EQUIVALENT
English/Composition I	ENGL101
English/Composition II	ENGL102
College Algebra/Finite Math	MATH101
Calculus I	MATH101/102
Freshman 101/ University 101 / Completed College Degree	BAFD101
Communications (e.g. public speaking, etc)	COMM201
Humanities (e.g. psychology, sociology, etc)	SSCI201
Accounting	ACCT301
Foreign Language I, II, III	LANG101/102/201
Electives (some electives may transfer)	ELEC300

Advanced Placement (AP)

Advanced Placement Credit earned through the College Board is accepted at the American College of the Building Arts on a limited basis. Students who have taken college-level courses as a part of the secondary school curriculum, and who have achieved the minimum scores listed below on advanced placement exams, will be awarded advanced placement credit at ACBA. Any AP courses taken that are not listed below may be petitioned for credit through the Office of Academic Affairs

¹ E.g. a student who has successfully passed an engineering course at another institution could test out of Math 101 at ACBA.

on an individual basis.

ADVANCE PLACEMENT EXAMS	SCORES	CREDIT AT ACBA
Calculus: AB	Score of 3	MATH 101
English: AP 3	Score of 3	ENGL 101
English: AP 4	Score of 3	ENGL 102

International Baccalaureate Program (IB)

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 at ACBA.

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

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 Office of Admissions.

Open House

ACBA holds a number of open houses across the academic year. The dates for the upcoming Open Houses may be found on the college website. These events provide students with the opportunity to meet with College personnel, learn about the school and its academics, and, when time permits, to participate in the entrance interview required for admission to ACBA. For additional information on the ACBA Open Houses or to register to attend, please contact the Admissions Office.

Library

The library is located on the third floor of the Historic Trolley Barn at 649 Meeting Street. During the academic semester, the library is open Monday through Friday from 9:00 a.m. to 9:00 p.m. and the librarian is available from 8:30 a.m. – 4:30 p.m. Special class sessions may also be scheduled in advance. ACBA students and others may access the library OPAC (Online Public Access Catalog) remotely for preliminary searching and browsing 24/7. However, actual use of the system remotely for purposes of putting books on hold etc., is limited to students, faculty and staff with library

accounts.

The ACBA Library is an essential part of the instructional life at the American College of the Building Arts. The library contains more than 13,000 curriculum-related books, catalogs, current and historic periodicals, vertical files and DVDs. In addition, the library houses a notable collection of rare titles, dating from the 16th century to the present and covering subjects such as the building arts, architecture and decorative arts.

The library is committed to providing students and faculty with curriculum-targeted information services. The library has a professional librarian on staff to help students with their research needs. In addition to individual reference and research assistance, the library offers assistance in library research methods to various classes and offers library orientation sessions.

Computer Lab

The computer lab is located on the second floor of the Historic Trolley Barn. Software on the computers includes, at a minimum, Adobe Reader, Microsoft Office, and AutoCAD; additional software may be added where required. The lab is available to ACBA students for academic use only.

During the academic semester, computer lab is open Monday through Friday from 9:00 a.m. to 9:00 p.m. Special class sessions may also be scheduled in advance. Please note, however, **there will be specific hours in which students will not be able to use the computer lab due to classes or events that require the use of the lab.** Other restrictions may occur throughout the year. Notification of any disruption of service will be posted prior to the closure.

Registrar

The Office of the Registrar maintains the official academic records for each student in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Academic activities such as registration, the collection and posting of final semester grades, release of official transcripts, verification of the completion of all degree requirements, enrollment and degree verification, processing of withdrawals, and the conferring of degrees are managed within this office. Student education records are confidential and not disclosed to third parties without the written, signed consent of the student.

Health and Safety Policies

Smoking Policy

Smoking is permitted on College property **ONLY in designated outdoor areas**, where disposal containers are provided for cigarette butts and other tobacco waste. Cigarette butts or other tobacco waste shall be disposed of in approved containers. Smoking and other tobacco products (e.g., smokeless tobacco) are not permitted inside any College facility or in any of the workshops.

Drug-Free Policy

The College maintains a drug-free facility in compliance with the Drug-Free Workplace Act of 1989.

The College considers its students and employees to be its most valuable assets. We strongly encourage anyone who is abusing alcohol or drugs to seek professional assistance before it becomes a more serious problem and a danger to others in the College community.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance while on College premises or during the conduct of College business is prohibited and will result in immediate dismissal. Law enforcement authorities will be notified of the facts and circumstances concerning any illegal activity.

Alcohol Policy

Possession or use of alcoholic beverages is governed by local ordinances and state law. In addition, on-campus conduct of students and their guests relating to the possession or use of alcoholic beverages is a matter of special concern and is subject to policies and procedures. The administration will assume jurisdiction in these cases. Our community does not condone members who make irresponsible choices, including violating the laws of the State of South Carolina, ordinances of the City of Charleston, or policies of the American College of the Building Arts.

Alcoholic beverages are permitted on campus only at College-sponsored functions and are permitted only by those of legal age as specified in accordance with South Carolina law. Aiding and abetting in the sale or transfer of alcoholic beverages to any person under 21 years of age is strictly prohibited. Any individual consuming or possessing alcohol must have a valid picture identification card proving that he or she is 21 years of age or older. Use of another individual's identification or the possession of false identification is prohibited and punishable by law.

For safety and insurance reasons, at NO time may a student be in the shops or operate any equipment/machinery when in any way under the influence of alcohol or drugs.

Alcohol and Illicit Drug Health Risks

- Alcohol/substance abuse may be evidenced by lack of self-control which results in an individual harming or potentially harming him/herself or others or an individual disrupting the mission of the College.
- Alcohol and illicit drugs are toxic substances that affect the mind, body and spirit.
- Drug abuse is dangerous and can lead to death. An overdose can cause psychosis, convulsions, coma and death. Continuous use of drugs can lead to organic damage, mental illness and malnutrition. It increases the risk of AIDS, hepatitis and other diseases related to injectable drugs. Drug abuse can cause accidents resulting from foolish risks, panic attacks and acting irrationally.

Biennial Drug and Alcohol Review Procedure

Federal Drug-Free Schools and Campuses Regulations require institutions of higher education to conduct a biennial review of the current alcohol and drug programs and policies to ensure the effectiveness and identify necessary changes. ACBA will perform a review every two years to evaluate the effectiveness of the drug and alcohol prevention efforts. This will be done through a variety of efforts including, but not limited to student surveys, interviews with students and faculty, reviewing the policies of other universities, reviewing incidents that occurred over the previous two

years.

Weapons Policy

No person may carry a weapon on College property; violation of this policy may be cause for dismissal or other disciplinary actions. A weapon is any object, the principal purpose of which is the infliction of personal injury. Tools used in the ordinary course of class or special project activities are generally not regarded as weapons, but a tool may be considered a weapon if intended to inflict personal injury. Any person who carries a weapon shall be asked to leave the site or the police will be called. Faculty members have the authority to deal with any weapons issues affecting their classes, including the determination whether any given object should be regarded as a weapon within the meaning of this policy.

Title IX Policy

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et. seq.)

Title IX of the Educational Amendments of 1972 protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. ACBA is committed to providing an environment free from discrimination on the basis of sex. Sexual harassment, which includes sexual violence, is a type of sex discrimination and is prohibited under Title IX and by the College.

The College encourages any student or employee who thinks they have been subjected to sex discrimination or sexual harassment, including sexual violence, by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individual persons or offices listed below.

Barbara Antley

Title IX Coordinator

American College of Building Arts

649 Meeting Street

Charleston, SC 29403

(843) 577-5245

antleyb@acba.edu

What is Title IX?

Title IX is a federal law that protects individuals from sex discrimination in educational programs and activities.

Why is Title IX important?

Title IX helps create a safe and respectful environment that better protects students, faculty, staff and visitors from incidents of sex-based discrimination and sexual harassment, which includes sexual violence and assault.

What behaviors are prohibited by Title IX?

Sexual harassment, which includes sexual violence and assault, is a form of sex discrimination and is prohibited under Title IX.

Specific behaviors that are prohibited by Title IX include rape, sexual assault, sexual exploitation, and other forms of non-consensual activity, stalking, and relationship violence. Many behaviors that violate Title IX are also crimes.

Who does Title IX affect?

Title IX protects all students, faculty, staff and visitors from discrimination on the grounds of gender, sex, gender identity or expression, and sexual orientation.

Does Title IX protect international students?

Yes. Title IX protects all student's attending institutions in the United States that receive federal funds, regardless of national origin, international status, or citizenship status.

Does ACBA have a Sexual Misconduct Policy?

Yes. The College does not condone and will not tolerate sexual harassment or sexual violence of any kind. The College prohibits rape, domestic violence, dating violence, sexual assault, stalking, cyberstalking as well as discrimination or harassment based on sex. Allegations of sexual misconduct are investigated and processed in accordance with discipline processes outlined in the College Catalog.

What is Sexual Misconduct?

Sexual misconduct is any unwelcome conduct of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different gender.

Examples:

- Sexual harassment
- Sex-based harassment
- Sexual violence or assault
- Rape
- Groping
- Sexual coercion

- Sexual exploitation
- Sexual threats or intimidation
- Domestic violence
- Dating violence
- Stalking
- Cyber-stalking
- Any other nonconsensual sexual touching

*These examples are not all-inclusive of the types of situations that may constitute sexual misconduct.

What is Sexual Harassment?

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature which has the purpose or effect of interfering with one's academic or work performance or educational experience by creating an intimidating, hostile, offensive, or violent environment. Sexual violence/assault is also considered sexual harassment.

Examples:

- Pressure for sexual activity
- Sexual innuendos and comments
- Sexually explicit questions
- Requests for sexual favors
- Unwelcome touching, hugging, stroking, squeezing
- Spreading rumors about a person's sexuality
- Displaying or sending sexually suggestive electronic content, including but not limited to emails, text messages, etc.
- Pervasive displays of pictures, calendars, cartoons, or other materials with sexually explicit or graphic content
- Stalking a person
- Attempted or actual sexual violence

*These examples are not all-inclusive of the types of situations that may constitute sexual harassment.

When is conduct considered "unwelcome?"

Conduct is considered "unwelcome" when an individual does not invite or request it and considers the conduct to be offensive or undesirable.

What is Consent?

Consent is when someone agrees, gives permission, or says "yes" with both their body and words to sexual activity with other persons. Consent must be given while sober and clearly communicated. Consent should never be assumed. You should never assume by the way a person dresses, smiles, looks, or acts that they want to have sex with you. A person's silence should not be considered consent. A person who does not respond to attempts to engage in sexual activity, even if they do not verbally say no or resist physically, is not clearly agreeing to sexual activity.

Consent to some sexual acts does not mean consent to others, nor does past consent to a given act establish present or future consent. Even if someone has agreed to engage sexually, that person has the right to withdraw their consent at any time. Consent cannot be given from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition. Engaging in sexual activity with a person whom you know, or reasonably should know, to be incapacitated is sexual assault.

Use of force intimidation, or coercion is a denial of a person's right to freely give his or her consent. Sex without consent is sexual assault.

What does the Title IX Coordinator do?

The College's Title IX Coordinator is responsible for ensuring the College complies and carries out its responsibilities under Title IX. All questions and inquiries concerning ACBA's policies for the prevention of sexual harassment and sexual violence under Title IX should be referred to ACBA's Title IX Coordinator. The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX, and in addition, oversees all complaints of sexual misconduct, as well as identifies and addresses any patterns or systematic problems that arise during the review of complaints.

What is Bystander Intervention?

Bystander intervention is the act of assisting someone in an emergency or non-emergency situation. The College encourages all community members to take reasonable and careful actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention where it is safe to do so, creating a distraction, calling law enforcement, or seeking assistance from a person in authority.

Does Title IX protect individuals against retaliation?

Retaliation against any individual who files a complaint or participates in a harassment inquiry is prohibited. Anyone who reports an actual or suspected incident of harassment, discrimination or violence based on sex, or who participates in an investigation, will not be subject to retaliation, by the College or others, including students. Prohibited retaliatory acts include threats, coercion, intimidation, or discrimination. The College will take steps to prevent retaliation against individuals who file complaints, or any individual who provides information regarding the complaint.

If an individual believes they have been subjected to retaliation, they should contact the Title IX Coordinator. Anyone found to be in violation of this retaliation provision will be subject to disciplinary action.

How can I report sexual discrimination, harassment, or violence?

The decision to report sexual misconduct, including sexual assault, harassment, relationship violence, stalking and any other type of discrimination based on sex, is yours. Please know that the College cares about you and has many resources to help you in the healing process. If you have a complaint involving sexual misconduct, or if you have any question about ACBA's policies or procedures regarding this area, please contact the Title IX Coordinator below. In an emergency situation please contact 911. All complaints will be thoroughly reviewed and investigated in a manner that is prompt, fair, and impartial.

Barbara Antley

Title IX Coordinator

American College of Building Arts

649 Meeting Street

Charleston, SC 29403

(843) 577-5245

antleyb@acba.edu

College Policies

ACBA retains the right to modify, add, or delete any College policies on an ad-hoc basis. Students, faculty, and staff (as appropriate) will be notified in writing of policy changes that affect a specific group.

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.

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 Department of Education.

For additional information on FERPA:

Family Policy Compliance Office/US Department of Education

400 Maryland Avenue, SW Washington, DC 20202-4605

202-260-3887

Ed.gov/policy/gen/gud/fpc/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, including parents of students over 18 years of age, where permitted by law or upon written request of the student (or parent of a student under 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
- Dates of attendance
- Enrollment status (full-time, part-time, non-degree seeking)
- Degrees awarded/received
- Curriculum, major field of study, craft specialization
- Most recent previous 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.

Student Grievances

Students wishing to express unfair treatment by any College staff, faculty or fellow student may file a grievance through a three-step process. Students are encouraged to seek resolution at the lowest level as a first step. Examples of such resolution would include meeting with the individual's professor regarding a concern with a grade or scheduling a meeting with a staff member to discuss concern within his/her department. Should the student feel the issue unresolved, a scheduled meeting is to be set with the Student Services Coordinator to discuss and resolve related concerns. In the event that a student feels the issue remains unsatisfactorily resolved, an appointment may be scheduled to speak with the Chief Academic Officer who reserves the right to a final decision on such matters. The Chief Academic Officer may consult the Chief Operations Officer, Chief Financial Officer or President of the College dependent on parties involved in the complaint. Any student still dissatisfied may file complaint with the South Carolina Commission of Higher Education (CHE) in Columbia, South Carolina or the Accrediting Commission of Career Schools and Colleges (ACCSC) following instructions on the ACCSC Complaint Form.

Accrediting Commission of Career Schools and Colleges

2101 Wilson Blvd, Suite 302
Arlington, VA 22201

Telephone (703) 247-4212; FAX (703) 247-4533

ACCSC provides a direct link to their complaint form pdf which is available here:

<http://www.accsc.org/Student-Corner/Complaints.aspx>

1. All complaints must be received by the Commission in writing.
2. In order for a complaint to be processed, it should contain:
 - a. The basis for any allegation of noncompliance with ACCSC standards or requirements;
 - b. All relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any documents or materials that support the allegations, when available; and
 - c. A release from the complainant authorizing the Commission to forward a copy of the complaint, including the identification of the complainant, to the school. This can be achieved by completing

South Carolina Commission on Higher Education Academic Affairs and Licensing

1122 Lady Street, Suite 300

Columbia, SC 29201

Telephone (803) 737-2260; FAX (803) 737-2297

The South Carolina Commission of Higher Education provides a direct link to their complaint form pdf which is available here:

https://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

Students Services

Students with Disabilities

To ensure that its programs, activities, and services are accessible to all matriculating students, ACBA is committed to providing reasonable accommodations for students with documented disabilities. Documented disabilities may include, but are not limited to, a learning disability; attention deficit disorder; a visual, hearing, or mobility impairment, etc. A reasonable accommodation is one that is consistent with the academic standards of the College and does not fundamentally alter the nature of a course or program. The College works with students directly and individually throughout the accommodation process.

Final authority for determining the most reasonable and effective accommodation rests with the College and is based on the nature of a course or program and the individual student's disability-related need(s). Please note, arrangements for equipment, recorded text, interpreters, and other accommodations require advance notice.

When making a request for accommodations, ACBA requires that you submit relevant documentation. Because the laws guiding eligibility for accommodations in grades K-12 and post-secondary education differ, documentation that includes recommendations corresponding to collegiate-level demands will help to support your transition. If documentation is not current or

sufficiently comprehensive, the College may require an updated evaluation, for which the student will be responsible for the cost.

The information you provide will be kept confidential in accordance with state and federal law. It will not be part of your student file but stored separately. Students who wish to make a request for an accommodation based on a disability must:

1. Identify themselves to the Office of Admissions and Student Services and request accommodations following their acceptance of admission to ACBA. A student begins this process by completing the form entitled, “Self-Identification and Request for Accommodations for Students with Disabilities.” New students are notified of the form in their post-admission materials. Continuing students receive notification of the policy and form availability at the beginning of each semester. They may identify themselves at any time and should do so immediately following an injury or illness with permanent or long-term implications. The form will become a part of the student’s personal accommodations, which is maintained by the Office of Admissions and Student Services.
2. Provide, at the student’s expense, current (i.e. within 1 to 5 years depending upon the nature of the disability) relevant documentation of a disability. Documentation must be completed by a qualified, licensed professional. Upon receipt of required documentation, the Office of Admissions and Student Services must consult with the student and other appropriate individuals in determining reasonable accommodations.

Faculty members play an important part in ensuring suggested accommodations are appropriate in the context of their course and evaluation. The student should meet with the instructor during the first week of classes to discuss the implementation of their accommodations. If a student is dissatisfied with an instructor’s decision or the implementation of accommodations, it is the student’s responsibility to notify the Office of Admissions and Student Services who can intervene to attempt to address a student’s concerns. Students may consult with the Office of Admissions and Student Services, their advisers, or the Chief Academic Officer regarding other resources that may be useful to them during their time at ACBA.

Students who feel they have been discriminated based on their disability should consult the *Student Grievance Policy and Procedure* to be informed of the steps that can be taken to address these concerns.

Student Note-Taking Services

Upon registration with Student Services, students who qualify to receive peer notes as an accommodation must complete a request form each semester for the classes they intend to utilize the service. Once requested, Student Services will address students in each of these classes, requesting a note service volunteer. All identifying and confidential information will be protected during this process. This request announcement will be made on two separate occasions until a student volunteer is identified. It is ACBA’s intention to provide students with disabilities with full accommodations; however, in the event that no student volunteers to provide notes for a particular class, it may be requested that the course instructor provide printed copies of lecture materials to the student until a volunteer is obtained.

Student note service volunteers are to meet with Student Services to complete a signed agreement and review all policies, including confidentiality, with the Student Services Coordinator. At no point in time is the student volunteer to have access to any identifying information of the student to whom they are providing notes. All notes are to be delivered in physical form or via email to the Student Services Coordinator who will, in turn, provide the materials to the registered student. Student volunteers will agree to deliver notes weekly by 3 p.m. on Friday. Students receiving the services will agree to collect any notes delivered in hard copy format weekly by 4 p.m. on Friday.

Student Guild

Every student at ACBA is automatically a voting member of the ACBA Student Guild, the official student organization of the College. Guild membership allows students to participate in the governance of the College through the feedback that the Guild provides to the Office of Academic Affairs subsequent to its meetings. The ACBA Student Guild, as an official ACBA organization, governed by its bylaws, is comprised of representatives from each Specialization Guild, and is under the leadership of elected Guild student leaders. The Guild supports the student body in social, scholastic, and community relations. In addition to the Student Guild, each Craft Specialization has its own guild and every student is a member of the Guild of their Specialization.

Housing Referrals

ACBA provides housing information to apartment complexes near campus to assist students in finding off-campus housing accommodations. The ACBA staff does not inspect any of the facilities advertised through our office nor does it interview or screen landlords, tenants or roommates. ACBA makes no guarantees regarding the adequacy of off-campus rental properties for habitation or for the safety of the premises or surrounding areas. Tenants and landlords enter agreements for their own benefit and at their own risk.

Academic Advising

Students report to the Student Services Coordinator and/or Registrar for academic advising sessions. Students are encouraged to utilize trade faculty for matters concerning trade specific information or concerns regarding trade classes. Academic advising sessions may be scheduled to discuss academic courses, graduation readiness, and grades in any course or other concerns such as study skills. In order to support students who, experience challenges in their coursework, structured study skills appointments that address problem areas, potential need for accommodations and study/success habits are available in with the Student Services Coordinator. Students are also encouraged to meet with faculty during office hours for further assistance with course-specific material.

Attendance and supervision are vital components of student success and retention and are monitored through the academic advising system. Students at risk for academic or trade failure are identified through the academic advising program and contacted by student services to address such concerns through faculty involvement and study skills appointments. Documentation of advising and study skill appointments are kept on file in the Student Services department to ensure students receive the appropriate attention and continuity of care among academic and trade advisors.

Disability Services

Students with disabilities may register with student services in order to receive accommodations. The registration process includes an initial application and a counseling appointment with the Student Services Coordinator to determine appropriate fit of accommodations. Students registered with Student Services will have the ability to apply for accommodation letters to inform faculty of their assigned accommodations each semester.

Career Services

Student services offers a peer mentoring program in which students may be matched with an upperclassman in their trade for mentorship over the course of freshman year. Students who apply to be mentors or mentees will be matched within the first month of each academic calendar year.

The Student Services Coordinator hosts an orientation to cover the externship process and expectations every year. ACBA students complete one (A.A.S. students) or three (B.A.S. students) summer externships that help them expand their skills and gain valuable real-world experience. Most externships last from eight-to-ten weeks and take place in June and July. Students are often compensated for the work during an externship and the externships vary by area of specialization. It is important that every student understand that it is the student's responsibility to take the initiative to work with a faculty member and the Student Services Coordinator in order to arrange suitable externships to complete their program.

To bridge the gap between a student's educational experience and their entrance into the career world, ACBA requires students to engage in three externships in the first three years of their studies with three separate organizations. Trade faculty play a large guidance role in advising students on externship placements that may apply to their specific specialties. Because of the externship program, students build connections at local and distance sites that act as potential employers upon graduation. Involvement in the externship program also allows students to further build their resumes and portfolios for their entrance into their respective fields upon graduation. Trade-specific externship workshops are scheduled for the middle of the school year to provide students with the information necessary for them to build comprehensive portfolios and seek site placement. Enrollment in the institution or completion of the program does not guarantee employment.

ACBA allows students to keep their ACBA email addresses and upon degree conferral, graduates are added to an alumni email group. Employment opportunities presented to the College are shared with the ACBA alumni email group periodically.

Graduate Employment Assistance/Verification

ACBA maintains records of employment for five years post-graduation. Employment is verified through phone and email contact with both the graduate and the employer. Employment is considered appropriate and reasonable if the nature of the position is applicable to the building arts. Graduates are considered as employed in the field when graduate and employer are able to report 90 days of employment. Self-employment is verified through attestation of the graduate. ACBA utilizes a third party for verification services. This policy went into effect beginning May 2018.

Graduating students are required to submit graduate employment information/post-graduate plans as part of their graduation verification paperwork to the Registrar's Office. A verifiable employment record includes the following information:

- Graduate Name and Contact Information
- Date of Initial Employment
- Place of Employment
- Employer Address and Phone Number
- Employer Contact Person/Supervisor
- Descriptive Job Title and duties

Career development at ACBA is approached through both individualized and college-wide services. In order to attend to individual students' professional development needs, career-oriented advising appointments, such as individual resume review, interviewing skills and externship guidance are offered. Building Arts Foundations, a semester-long mandatory curriculum requirement for all freshman, also provides education and practical workshops on topics such as resume development, professional development (interviewing, online profiles, job market research). Students are able to access further resources through a career page on the ACBA website. To bridge the gap between a student's educational experience and their entrance into the career world at an institutional level, ACBA requires students to engage in three externships in the first three years of their studies with three separate organizations. Trade faculty play a large guidance role in advising students on externship placements that may apply to their specific specialties. Because of the externship program, students build connections at local and distance sites that act as potential employers upon graduation. Involvement in the externship program also allows students to further build their resumes and portfolios for their entrance into their respective fields upon graduation. Trade-specific externship workshops are scheduled for the middle of the school year to provide students with the information necessary for them to build comprehensive portfolios and seek site placement. While ACBA works to prepare students for employment in each student's chosen field, however graduation from ACBA is not a guarantee of future employment.

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; engaging in lively discussions with instructors and classmates and contributing to the student life of the College by planning and enjoying community activities, cultural events, and outdoor activities. Monthly events are hosted by Student Services to show ACBA's appreciation for its student body. Events will be advertised via email and posted across campus.

To promote wellness and self-care within the student body, events are held monthly to encourage socialization among students and increase emotional connection to the student life experience. The three trade areas offered as tracks throughout the college are promoted as student "houses" of which students are encouraged to view as teams. These houses provide structure for the peer

mentorship program in which students can volunteer to be connected to an upperclassman within their house to foster success throughout the program. School events also feature friendly competition among houses to encourage student interaction and sense of belonging. ACBA incorporates student representation into its framework through the Student Guild, an organization that offers students further engagement in the social structure of the college as well as representation at certain faculty and staff meetings.

Honor Council

ACBA's Honor Council is facilitated by Student Services. Students interested in acting as a student representative on the council may apply and seek interview in the Student Services Office.

Locker Policy

Lockers are assigned to students at the beginning of fall semester on a space available basis. Students use the lockers at their own risk and are expected to abide by the following terms and conditions:

- Lockers are assigned to students on a space available basis
- Lockers are assigned at the beginning of fall semester to be used for that academic year
- The contents of each assigned locker will be emptied, and items discarded should a student fail to empty and clean out their assigned locker by the graduation date for that academic year
- ACBA is not responsible for lost or missing items
- Students should not store flammable materials, chemicals, explosives or weapons of any kind
- Students should not store alcohol and illegal or controlled substances, unless prescribed to them by a physician
- Students should not store perishable items in their lockers
- Students should not affix anything to the interior or exterior of the locker assigned to them
- Students should report any locker damage or needed repairs to the Student Services Coordinator
- ACBA has the right to open assigned lockers without student consent in instances when locker procedures are being abused or in case of an emergency

Email/Mail Policy

Your ACBA email is the official method for communication at ACBA. Official email communications are intended to meet the academic and administrative needs of the campus community. The College has the right to expect that such communications will be received and read in a timely fashion. To facilitate this process, the College ensures that all students are issued an ACBA email (i.e., studentlastnamefirstnameinitial@acba.edu). **Students are expected to check their official ACBA email daily to remain informed of College related communications.** Students may only send communication to ACBA using the official ACBA email. No

communication sent from an alternate address will be accepted or answered. The content of student emails must adhere to the policies set forth by the Honor Code and must not contain unacceptable verbiage or messages. The student is responsible for the content of all College-related emails. There are no exceptions to this policy.

If a student wishes to have email redirected from his/her official College-issued account to another email address (e.g., @hotmail.com, @yahoo.com, or any other server other than the official @acba.edu), they may do so, but at their own risk. Having email redirected does not absolve the student from the responsibilities associated with official communication sent to his or her College account. The College is not responsible for the handling of email by outside vendors or unofficial servers. Also, all replies to official ACBA email, as stated above, must generate from the student's @acba.edu account. All use of email will be consistent with other policies. All use of email will be consistent with local, state and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA).

Students at the American College of the Building Arts are provided the convenience of sending and receiving mail and receiving packages. Students will be notified through ACBA email of all posts and deliveries. ACBA is not responsible for lost, damaged or stolen mail or packages.

Academic Policies

Retention of Student Work

All student work including portfolios, drawings, craft and written work is the property of the College and will be retained or returned to the student at the discretion of the College.

Sale of Class Projects

Should ACBA choose to sell class projects, any resulting profits from such sale will inure to the craft specialization of origin, unless directed otherwise by agreement of the Chief Financial Officer and Chief Academic Officer. Such direction should only be given under extraordinary circumstances.

Academic Honors

Students who achieve a GPA of 3.5-3.9 for work completed during one semester are placed on the *Honor's List* for that semester. Students who achieve a GPA of 4.0 on work during one semester are placed on the *President's List* for that semester. In addition, ACBA grants graduation honors as listed below under Graduation Requirements.

Academic Standing, Progress, Probation, and Appeal Readmission

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, all students are required to make satisfactory academic progress in order to remain enrolled at ACBA.

Satisfactory Academic Progress – Financial Aid Policy

Federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended, and require the establishment of minimum standards of academic progress toward degree completion that students must meet to maintain eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs. The Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility applies to all federal Title IV Student Aid Programs. This policy applies to all students seeking or receiving assistance whether or not aid may have been received previously.

Satisfactory Academic Progress – Academic Policy

ACBA requires that all matriculating students maintain Satisfactory Academic Progress. While typically, SAP only affects those utilizing financial aid, ACBA enforces SAP criteria on students regardless of the utilization of federal financial aid. Satisfactory Academic Progress is divided into both Qualitative and Quantitative Evaluations.

Satisfactory Academic Progress – Qualitative Evaluation

All students must meet a minimum GPA requirement under the SAP – Qualitative Evaluation. This requirement is enforced at the end of each academic year of enrollment and the minimum GPA varies depending upon the total number of credit hours earned. The minimum GPA table is divided into three groupings, the first is 25% completion of a B.A.S., the second is just over 50% completion of a B.A.S., and the third onward from there.

Total Credit Hours Earned	Minimum Cumulative & Craft Specialization GPA
0 - 33	1.50 cumulative & 1.70 craft specialization
34 - 71	1.80 cumulative & 1.80 craft specialization
72 or more	2.00 cumulative & 2.00 craft specialization

Satisfactory Academic Progress – Quantitative Evaluation

Students are allowed 150% of the normal time frame to complete their undergraduate degree. ACBA requires a minimum of 144 hours for a B.A.S. degree and 75 for an A.A.S. degree; therefore, the SAP policy requires the degree to be completed within the maximum time frame of 201 attempted hours and 106 attempted hours, respectively.

In order to meet the Quantitative Evaluation criteria, students are required to maintain an appropriate completion percentage of all credit hours attempted during each semester. Accordingly, students must complete 67% of all attempted credit hours to maintain SAP compliance.

Failure to Maintain SAP – Academic & Financial Aid Applications

Any student who fails to adhere to either the SAP Qualitative or Quantitative Evaluations will immediately have all financial aid benefits suspended and be unregistered from future classes. Any student wishing to continue in their program must submit an appeal to the Academic Review Board. It is the responsibility of the student to initiate an appeal.

Students may appeal to the Academic Review Board for an Academic Achievement Plan which will allow them to continue in their program. Academic reinstatement by the Academic Review Board does not constitute reinstatement of federal aid eligibility.

Students may additionally appeal for reinstatement of Title IV financial aid. Financial aid appeals are reviewed based on a documentable extenuating circumstance impacting academic performance.

Extenuating circumstances are considered to be past events that are no longer barriers to academic progress that were out of the student's control. The appeal application must explain why the student failed to make satisfactory progress and demonstrate how the student is now in a position to be academically successful. All approved financial aid appeals will include an Academic Achievement Plan.

Any financial aid appeal must be submitted by the end of the third week of classes during the semester in which a student is seeking financial aid benefits, *e.g.* An appeal for financial aid during the Fall semester of 2018-19 would consider that the first day of classes for that semester was August 20, 2018, and thus the appeal must be submitted by September 7, 2018.

All financial aid appeals will complete their review process by the Academic Review Board by the fifth week of classes during the semester. If the appeal is approved, Title IV financial aid will be reinstated. If the appeal is denied, the student will be allowed to continue as a matriculating student without Title IV financial aid, but only if an Academic Achievement Plan is approved.

Any student who successfully appeals (with or without Title IV financial aid) is considered to be on Academic Probation. All students on Academic Probation must meet with their advisor to regularly evaluate adherence to their Academic Achievement Plan. The frequency of evaluations will vary depending upon the Academic Achievement Plan but will require monthly evaluations at a minimum. If a student is still deficient for SAP at the end of the semester (either quantitatively or qualitatively), but is adhering to the Academic Achievement Plan, they are entitled to continue receiving Title IV financial aid.

The SAP Appeal form may be found on the ACBA website under the Current Students dropdown menu or by going directly to [acba.edu/files/Academics/SAP Appeal Form.pdf](http://acba.edu/files/Academics/SAP%20Appeal%20Form.pdf)

Satisfactory Academic Progress – Additional Information

Incomplete Grades – Students will be evaluated based on the number of enrolled hours at the end of the Drop/Add period. Incomplete courses are included in the attempted hour calculation. The ACBA policy on Incomplete Grades provides a maximum of 60 days to complete the coursework. The Qualitative Evaluation of SAP will include the incomplete grade as an F during the 60-day window, but once the work is submitted or 60-days have elapsed (whichever comes first), the

Qualitative Evaluation with the updated grade will also occur. Any student who exceeds the 60-day allotment will receive a grade of F for the course.

Repeated Coursework – Repeated courses and transfer hours accepted by ACBA will be counted in both attempted hours and hours earned.

Withdrawals from Class – Students will be evaluated based on the number of enrolled hours at the end of the Drop/Add period. Withdrawn courses are included in the attempted hour calculation.

Readmission Appeals

Students seeking readmission to The American College of the Building Arts after a withdrawal must complete an application for readmission to the College. When a returning student applies for readmission, the student's previous academic record and performance are reviewed by the Admissions Committee. If accepted by the Admissions Committee, the student will begin classes from the last academic semester completed. The readmission deadline for the Fall Semester is July 31 and for Spring Semester is October 31.

An applicant for readmission who has successfully completed one academic semester with the College must submit the online application which is available on the College website and a 500-word essay explaining why the applicant wishes to return to ACBA.

An applicant who withdraws from ACBA before the completion of the first semester of freshman year will need to completely re-apply to the College. In order for an application to be complete and presented to the Admissions Committee for review; an applicant will need to submit an online application, the application fee, a 500-word personal essay, a letter of recommendation, all official transcripts, ACT/SAT scores, and interview with a member of the Admissions Committee. The applicant may also present an optional portfolio of previous work.

All readmissions material will be handled by the Office of Admissions.

Attendance and Tardiness

Students are expected to attend each scheduled class for the full-time period. Any absences or tardiness are a part of each student's record. If a student's tardiness exceeds fifteen minutes of class time, they will be considered absent for the course meeting.

A student will be dropped from any course in which absences are equivalent to three weeks of classes (9 hours in three-credit courses and 45 hours in six-credit courses). Once a student reaches six total absences, the professor may assign a grade of FA at their discretion. Should a professor elect to assign a grade of FA the student shall be given notice prior to the final grade being assigned.

Mitigating circumstances are those which directly hinder pursuit of a course and which are judged to be beyond the student's control. Such occurrences can be used to allow a student's absence to be counted as "excused." Where possible, students should inform their professors at the earliest possible time.

The following are some general categories of mitigating circumstances. This list is not all-inclusive:

- Medical condition or disability

- Serious illness or death in the student’s immediate family
- Emergency financial obligations or change of place of employment or work schedule which preclude pursuit of the course
- Unanticipated changes in child-care responsibilities
- Active duty military service

Drop/Add, Withdrawals, and Leave of Absence

Drop/Add

A student may change his/her schedule during the first week of class (the Drop/Add period) without penalty. This may only be done with permission of the faculty adviser or the Chief Academic Officer, and the Registrar. The student must complete and submit the Drop/Add form to the Office of the Registrar.

Withdrawals

A **course** withdrawal must be accomplished by the date published on the Academic Calendar and will result in a grade of “W” being issued for the course.

A **complete** withdrawal from the College will automatically occur if a student fails to meet satisfactory academic progress after failing to meet their appeal requirements. A complete withdrawal from the College must be approved by the Chief Academic Officer and the Registrar.

A student who voluntarily withdraws from the College will, upon readmission, have the same academic and/or conduct status as before the withdrawal, unless as otherwise indicated.

A student who withdraws after the published drop-date of the semester will receive a grade of FA.

Any student who is absent for 14 consecutive calendar days will be automatically withdrawn from all courses.

Leave of Absence

As of February 2018, we do not offer Leave of Absences as any leave would require being absent for two semesters and therefore requires an application for readmission.

Grading, Grade Repeat Policy, and Grade Reports

Credit Hour Definition

ACBA follows the requirements enumerated in 34 CFR 600.2 under the definition of a credit hour.

For academic courses “one hour of classroom instruction shall require a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit.”

For craft specialization courses “at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory

work, [ex]ternships, practica, studio work, and other academic work leading to the award of credit hours.”

In practice, these definitions lead to academic courses meeting for 3 hours and assigning 6 hours of homework per week for 15 weeks. Craft specialization courses meet for 15 hours per week for 15 weeks.

Grading

All coursework at ACBA is graded on a letter-grade basis except for the Externships which are graded with a pass/fail option. The 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.

Students can check their grades at any time during the semester via the Blackbaud Student Information System, available at: <https://buildingartscollege.mycampus-app.com/app#login>. Students also receive an end of semester grade report.

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

Letter Grade	Numerical Equivalent / Description	GPA Scale
A	93 - 100	4.0
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3
B	83 - 86.9	3.0
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	73 - 76.9	2.0
C-	70 - 72.9	1.7
D+	67 - 69.9	1.3
D	60 - 66.9	1.0
F	0 - 59.9	0
I	Incomplete	0
AU	Audit	N/A
FA	Failure due to attendance	0
R	Retake	N/A
S	Satisfactory	N/A
T	Transfer	N/A
U	Unsatisfactory	0
W	Withdrawal	N/A
WE	Waiver due to exemption testing	N/A
WV	Waiver due to higher level transfer	N/A
XF	Failure due to dismissal	0

“I” Incomplete: 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 compelling 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. The work of the course must be completed within sixty (60) calendar days of the end of the semester. Failure to complete the course work within this time frame will result in a grade of “F” for the course. [Note: under extreme circumstances, a graduating senior may be given an incomplete grade for **one** course only and still walk in graduation. The student will have thirty (30) days to complete the course and receive the degree].

“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 where applicable. The designation “AU” appears on the transcript if the student attends at least 75% of the class sessions and gives evidence to the course instructor that class participation has been satisfactory. The audit is primarily used for students who need to refresh their skills and/or knowledge in order to register for a subsequent course.

“FA” Failure due to absence: This grade is given to students who fail a course due to absences that exceed 20% - 25% of the class, rather than due to low scores.

“R” Retake: Hours attempted, none earned, no GPA (see Grade Repeat Policy below).

“W” Withdrawal 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 grade of “W.”

“WE” Waiver due to exemption testing: In certain cases, and only with permission from the Chief Academic Officer and Faculty member, an ACBA course may be waived if the student is permitted to take an exemption test and achieves a grade of C or better for a course.

“WV” Waiver due to higher level transfer course: In certain cases, and only with permission of the Admissions Committee, an ACBA course may be waived if the student has transfer credit that substantially exceeds the ACBA course (e.g. a student who has successfully passed an upper-level engineering course at another institution would not be required to take Math 101 at ACBA, or if a student successfully passes a challenge exam).

“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.

Please note: a grade type of “AU,”“S,”“T,” or “WV” awards earned hours but does not affect GPA.

Grade Repeat Policy

Students at ACBA are permitted to repeat past courses in order to receive a second grade (e.g. if the student fails or earns a D in a course). Retakes of this type must be taken within the sequence of courses listed on the Program Outline in this *Catalog*. Students may, however, repeat two courses, under a “forgiveness” clause that allows the first grade to be replaced by the second grade (e.g. the student fails MATH 101 and repeats the course prior to taking MATH 102 and elects to have the new grade for MATH 101 replace the F received the first time the student took the course). The student may not retake a course that is a prerequisite for another course once the subsequent course has been taken and passed (e.g. a student may not retake SCME 201 for a new grade once

SCME 202 has been taken and received a grade).

Make Up Work Policy

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 compelling 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. The work of the course must be completed within sixty (60) calendar days of the end of the semester. Failure to complete the course work within this time frame will result in a grade of “F” for the course.

Under extreme circumstances, a graduating senior may be given an incomplete grade for **one** course only and still walk in graduation. The student will have sixty (60) calendar days to complete the course and receive the degree.

Grade Reports

ACBA issues one grade report per semester. Final (end-of-term) grade reports are available to students through their Blackbaud accounts.

Graduation Requirements

ACBA degrees prepare students for careers as entry-level tradesmen with the ability to make upward progression. An overall cumulative GPA of 2.0 and a cumulative GPA of 2.0 in the Craft Specialization are required for graduation.

Candidates for the A.A.S. degree must finish all required coursework and successfully complete one 270-hour summer externship to be eligible for graduation. The A.A.S. degree program typically takes 20 months to complete. Upon meeting all requirements for graduation, an Associate’s of Applied Science Degree in the Building Arts will be awarded.

Candidates for the B.A.S. degree must finish all coursework and successfully complete three summer externships at 270 hours each. The B.A.S. degree program typically takes 42 months to complete. Upon meeting all requirements for graduation, a Bachelor’s of Applied Science Degree in the Building Arts will be awarded with an additional designation of the student’s chosen craft specialization.

Please note: any student lacking at most 3 credit hours toward fulfillment of the graduation requirements (either due to an incomplete grade or the need to take an additional course) may apply to “walk” in graduation with prior permission of the Chief Academic Officer and the Registrar. Students must complete any incomplete work within thirty (30) days of the end of the term. Students must present the Registrar with a plan to complete any outstanding course by December of the year of graduation.

ACBA grants the following graduation honors for graduates: Cum Laude (GPA 3.25-3.49), Magna Cum Laude (GPA 3.50-3.74), and Summa Cum Laude (GPA 3.75-4.0). In addition, the Valedictorian of the graduating class is that senior maintaining the highest overall cumulative GPA at the end of

the first semester of the senior year (December).

Insurance

ACBA recommends all students to carry health insurance, whether on their own or through their parents' insurance plan, as applicable.

Tuition and Fees

Tuition and fees are due in full at the start of each academic semester. If unable to pay in full, then a payment plan or financial aid plan needs to be in place. All students are charged the full-time fee once they register for at least 12 credit hours in a semester. ACBA does not charge an “overload” fee for students taking additional credit hours in a semester. Tuition and fees for the academic year have been set by the Board of Trustees as follows:

- Full-Time Tuition: \$19,872.00 per year (\$9,936.00 per fall/spring semester)
- Shop/Studio Fee: \$700.00 per year (\$350.00/semester)
- Graduation Fee (Seniors): \$100.00
- Books and Tools:
- Drawing and Drafting Supplies:
- Elective fees where applicable
- Late fees where applicable

Special Circumstances (including Maymester/Summer, as applicable)

- Part-time student tuition rate (ten hours or less): \$450 per credit hour
- Special Student Enrollment tuition rate: \$450 per credit hour
- Shop/Studio Fee: \$300.00 per semester (where applicable)
- Elective fees where applicable
- Late fees where applicable

Estimated Additional Costs

- Books and Tools²: \$400.00 – \$750.00 depending upon the craft specialization for Freshman year; \$200 - \$300 for Sophomores, Juniors, Seniors
- Design, Drawing & Drafting tools: \$200.00

Student's Right to Cancel

The student has the right to cancel their Enrollment Agreement and obtain a refund of charges, except for non-refundable registration fees of \$300.00, paid through attendance at the first day of instruction. A written notice of cancellation can be effectuated by personally appearing at 649

² Students are required to have their own hand tools and safety equipment as specified by the faculty in the Craft Specialization. Tools vary widely for each field of study; each craft workshop has a variety of equipment and tools on site, based upon the craft specialty. The freshman year is generally the largest expenditure for tools. See website for full list of equipment and tools needed.

Meeting Street, Charleston, SC 29403 or mailing notice to this address with the heading ATTN: Financial Aid Coordinator. A written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and states that the student no longer wishes to be bound by the Enrollment Agreement. Cancellation by telephone, email, or absence in class is insufficient for official notice of cancellation. The refund of charges will be mailed to the student within forty-five (45) days following the written cancellation notice. The notice of cancellation, if sent by mail, is effective when deposited in the mail (postmarked date), properly addressed, and with postage paid.

Financial Aid

The American College of the Building Arts offers several types of financial aid to assist our students in paying for their college education. This includes institutional loans, deferred and non-deferred loans, payment plans, work-study opportunities, and a limited number of scholarships. All loans are internally financed by ACBA but adhere to Federal guidelines.

The Office of Financial Aid coordinates and administers the financial aid programs for the College. This office provides financial assistance to students who have a demonstrated financial need and who would otherwise be unable to attend the American College of the Building Arts. The student and student's family are primarily responsible for the cost of higher education. However, scholarships, loans and work opportunities are available to students who qualify.

All applicants for financial aid are required to:

- Apply for admission to the College
- Be degree-seeking candidate
- Complete ACBA Expected Family Contribution Form (EFC) once accepted

Eligibility requirements for Financial Aid

In general, a student is eligible for financial aid if he or she meets the following requirements:

- Is a United States citizen or an eligible non-citizen
- Has a demonstrated financial need
- Is making satisfactory academic progress (as defined by the College) in their course of study
- Is not in default on any student loans or payments, including those to ACBA
- Has a high school diploma or GED, or meets special ability-to-benefit requirements

The student should first complete the EFC form. This will give ACBA the information to determine needs-based eligibility. The EFC should be forwarded to finaid@acba.edu along with the completed required tax returns.

If there is demonstrated need, this information will be given to the Scholarship Committee at ACBA for consideration for appropriate College scholarships. Information regarding non-ACBA scholarships may be obtained from the Office of Financial Aid.

The Office of Financial Aid will review the material and may request additional information.

Institutional loan eligibility will be determined by the Office of Financial Aid. The student is encouraged to research and apply for any available outside scholarship opportunities, many possibilities for which are listed on the College's website.

Financial Aid Application Deadline

- Returning Students: by the end of June for the prior academic year
- Incoming Students: by the end of August for the prior academic year

Professional Judgement

The Higher Education Act of 1992 allows financial aid administrators to make Professional Judgement (PJ) decisions when there are special or unusual family or student circumstances that may call for adjustments in determining a student's eligibility for financial aid. Circumstances requiring PJ must be analyzed on a case-by-case basis. These circumstances must be documented.

Unemployment, loss of benefits, death of parent/spouse, reduction in salary, and divorce are situations that could change a student's ability to pay college costs. Families with elementary/high school tuition costs or high medical expenses not covered by insurance, may also ask for a professional judgement. Students must complete the FAFSA with original information before a professional judgement can be made.

PJ adjustments may increase or decrease a student's EFC or COA. Specified adjustments may be made to data elements, but not to the formula. Adjustments made will apply to all institutional, state and Title IV aid awarded.

An applicant whose FAFSA information is selected for verification will be verified before PJ is performed. The Financial Aid Coordinator has the final authority to make PJ decisions.

Dependent students who have special circumstances can appeal their FAFSA dependency status through the Financial Aid Office, in order to change from dependent to independent. The Higher Education Act allows the Financial Aid Coordinator to make dependency overrides on a case-by-case basis for students with unique circumstances. In addition to documenting such a decision in the student's file, the Financial Aid Coordinator must also report the override to the CPS using FAA Access to CPS Online.

While there is room for professional judgment to play a part in the decision-making process, the following scenarios would merit consideration for a dependency override:

- Student's parents are incarcerated
- Student has been abandoned
- Student comes from an abusive family
- Parents can't be located
- Parents lack the physical or mental ability to be involved

The Financial Aid Coordinator can also determine if a student is an unaccompanied youth who is either homeless, or is self-supporting and at risk of becoming homeless. A student is considered homeless if he or she lacks fixed, regular, and adequate housing. This includes students who are living in shelters, motels, cars, or parks, or who are temporarily living with other people because they have nowhere else to go.

The following circumstances do not merit a dependency override, either alone or in combination:

- Parents refuse to contribute to the student's education
- Parents are unwilling to provide information on the application or for verification
- Parents do not claim the student as a dependent for income tax purposes
- Student demonstrates total self-sufficiency.

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 of the student. Students must apply at the Office of Financial Aid to participate in the non-federal work study program. Students who are employed by ACBA in this manner are expected to adhere to all employment stipulations (including a dress code, if applicable) of the hiring department. Hours will be clocked for remuneration against tuition—credited at \$10.00 per hour and capped at 100 hours per semester for students with demonstrated need only. Credits are applied against tuition balance; money is not paid to students directly.

Late Payment and Cancellation

Students are expected to keep their accounts current. Any student with a past due payment may **not obtain a transcript or diploma, enroll in a summer externship, or matriculate 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.

Refunds of Financial Aid Credit Balances

If the amount of a student's financial aid payments exceeds the program costs during any payment period, a refund will be issued based on the student's decision indicated on the credit balance form.

Schedule for Tuition Refund

If the student wishes to withdraw from classes, ACBA will refund a portion of tuition according to the following schedule, less a \$100.00 processing fee. Refunds will be issued within 40 days of a student's last day of attendance ("LDA") according to the following schedule:

- LDA before the first day of classes 100% Refund

Once classes begin, the refund schedule is:

- LDA before the end of the first week of classes 80% Refund
- LDA before the end of the second week of classes 60% Refund
- LDA before the end of the third week of classes 40% Refund
- LDA before the end of the fourth week of classes 20% Refund
- LDA from the fifth week of classes and thereafter 0% Refund

Date of Withdrawal versus Date of Determination (“DOD”)

The date of withdrawal, for purposes of calculating a refund, is the student’s last date of attendance. The date of determination is the earlier of the dates that the student officially withdraws, provides notice of cancellation, or the date the school determines the student has violated an academic standard. For example, when a student is withdrawn for violating an academic standard, the date of the student’s withdrawal shall be the student’s last date of attendance. The date of determination shall be the date the school determines the student has violated the academic standard (if the student has not filed an appeal). If the student files an appeal and the appeal is denied, the date of determination is the date the appeal is denied. If the student ceases attendance without providing official notification, the DOD shall be no more than 10 school days from the student’s last date of attendance. If a student officially withdraws while on a scheduled break of five consecutive days or more, the withdrawal date is the last date of scheduled class attendance prior to the start of the scheduled break.

Federal Financial Aid Return Policy

The school is certified by the U.S. Department of Education as an eligible participant in the Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs). A federal financial aid (Title IV) recipient who withdraws from the school is subject to a Return of Title IV calculation (Return Calculation). For the purpose of the Return Calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The school is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal.

The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). The school will perform a Return Calculation for students who cancel, withdraw, drop out, or are dismissed prior to completing 60% of a payment period. A Return Calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed.

Return of Title IV Calculation and Policy

When a federal financial aid recipient withdraws from the school prior to the end of a payment period, a Return Calculation must be performed to determine the amount of federal financial aid funds earned up to the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement.

The Return Calculation is completed by determining the percentage of aid earned as of the last date of attendance in the payment period; then applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. If conditions for late disbursement are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Return of Unearned Title IV Funds

In the Refund Calculation, the total amount disbursed plus amount that could have been disbursed to the student or on the student's behalf, minus the amount of federal financial aid earned by the student determines the amount of federal financial aid funds that are "unearned" and therefore required to be returned to the funding source. When a return of federal financial aid is required, the school and the student may both need to return funds. The school returns the lesser of the following amount to the appropriate federal financial aid program(s):

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

School (institutional) charges incurred by the student include tuition, fees, books, and supplies initially assessed to the student for the entire payment period. Initial charges are only adjusted for changes the school makes prior to the student's withdrawal. The amounts of institutional charges included in the Return Calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the school uses the actual charges to date, to include full tuition, fees, books, and supplies for each course in the payment period, and estimates remaining charges based on the student's program. If after the student withdraws, and the school changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation. The school returns federal financial aid funds to programs in the following order up to the net amount disbursed from each funding source:

- Unsubsidized Direct Stafford loan,
- Subsidized Direct Stafford loan,
- Direct PLUS loan,
- Pell Grant,
- Iraq & Afghanistan Service Grant (IASG)

Funds will be returned to the aid source within 45 days of the date that the school determines that the student has withdrawn.

The student (or parent, if a federal PLUS loan) is required to repay the difference between the amount of unearned aid and the amount returned by the school. If the student's portion of the unearned aid includes federal grants, the student is required to return the grant amount: (1) if the grant overpayment is greater than \$50; and (2) only to the extent that the grant amount exceeds 50%

of the original amount received for the payment period or period of enrollment. (Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Financial Aid Department will be available to advise the student if a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation is not satisfied.)

If the student earned more aid than was disbursed to him/her, the student may be due a post-withdrawal disbursement. If the Return Calculation determines that the student is due a post-withdrawal disbursement, upon the permission of the student (or parent, if a Federal PLUS loan), the School will disburse the corresponding loan funds. Any post-withdrawal disbursement must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, the school would be required to return a portion of the funds, and the student may be required to return a portion of the funds. Any outstanding student loans that remain, are to be repaid by the student according to the terms of the student's promissory notes.

After a Return Calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that the school performs the Return Calculation and will be paid in one of the following manners:

1. Return to the lender, Department of ED, to reduce the student's (or parents, if a Federal PLUS loan) loan debt with permission.
2. Return to the student.

Veteran's Administration Refund Policy

By authority of Title 38, United States Code of Federal Regulations 21.4255, Non-Accredited College and University programs are required to adhere to the following refund policy for veterans and others eligible for VA education benefits (collectively referred to as "veterans" within this policy).

The school has and maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran fails to enter the program/course, withdraws, or is discontinued there from at any time prior to completion of the program/course.

Such policy must provide that the amount charged to the veteran for tuition, fees, and other charges for a portion of the program/course shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course/program bears to its total length, within the following limitations:

- Registration Fee: An established registration fee of \$10.00 or less is not subject to proration.
- When the established registration fee is more than \$10.00, the amount in excess of \$10.00 will be subject to proration
- Prompt Refund: Refund will be made promptly (within 40 days).
- Veterans are not required to file an application for refund.

ACBA requires all students to be in good financial standing prior to registration for any subsequent

semester. Students may not register for any semester, externship, etc., until all financial obligations to the institution are satisfied and/or unless prior accommodations have been made through the Office of Financial Aid.

ACBA Scholarships

Through the immense generosity of our donors, ACBA offers scholarships for qualified students. These are not national scholarships that students compete for across the US, rather they are available only to ACBA students.

All scholarships at ACBA have been designed for students with demonstrated financial need. Financial need is determined by the Office of Financial Aid based upon each student's EFC results and scholarship decisions are made by a committee comprised of the Chief Financial Officer, Registrar, and Student Services Coordinator. ACBA's receipt of each student's EFC will enter them into the pool of available scholarships.

Degree Programs³

All degree-seeking students at ACBA have the same major: Building Arts. ACBA offers both a Bachelor of Applied Sciences and an Associate of Applied Sciences in this major. In addition to the major, students select a Craft Specialization from the following to provide a focus for their craft education: Architectural Stone, Architectural Carpentry, Classical Architecture, Blacksmithing, Masonry, Plaster, and Timber Framing. Students take a wide variety of General Education and electives, as well as a common core in the Craft Specialization.

The objective of the Associate of Applied Sciences in the Building Arts degree program is to provide a general education in one of the three general craft specialization areas (Traditional Masonry, Blacksmithing, Wood)⁴ coupled with traditional general education coursework over the liberal arts. The Associate of Applied Sciences program requires four semesters and one externship which roughly translates into 20 months for completion.

The objective of the Bachelor of Applied Sciences in the Building Arts degree program is to provide specialized education in one of the seven specific craft specialization areas (Architectural Stone, Plaster, Masonry, Timber Framing, Architectural Carpentry, Classical Architecture, and Blacksmithing) coupled with traditional general education coursework over the liberal arts. As the Bachelor's degree program extends an additional two years over the Associate degree program, further coursework in foreign language, business and leadership, architectural design, elective choices, and a capstone project are now included. The Bachelor of Applied Sciences program requires eight semesters and three externships which roughly translates into 42 months for completion.

³ The student is governed by the catalog in effect in the year of entry into ACBA and the Degree Program Requirements in effect for that class. The College reserves the right to revise the catalog and/or requirements as applicable and necessary.

⁴ There is no A.A.S. program offered for the Classical Architecture craft specialization.

Associate of Applied Science in the Building Arts (A.A.S.)

Students in the A.A.S. degree are required to complete all Degree Program Requirements (see below), including one externship between the first and second years. At the end of the second year, students will present their final portfolio. Completion of the A.A.S. degree requires 18 months of study.

During the A.A.S. degree program, students may decide to pursue the four-year B.A.S. degree at ACBA. Those students in good academic standing who wish to do so, will continue on to years three and four of the Program Outline in order to complete the B.A.S. degree. Completion of the B.A.S. degree requires 36 months of study.

Program Requirements: Associate of Applied Science in the Building Arts (A.A.S.)

GENERAL EDUCATION		37 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Architectural History & Preservation	ARHS, HSPR201	9
Literature & Composition	COMM, ENGL	9
Mathematics	MATH	6
Material Science & Construction	BCST, SCME	9
Social Science	BAFD, SSCI	4
CRAFT SPECIALIZATION SUPPORT COURSES		12 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Drawing & Drafting	ARCG, ARDD	9
Historic Preservation	HSPR202	3
CRAFT SPECIALIZATION		26 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Concentration Area	BAXX	23
Externship	EXTR	3
TOTAL DEGREE PROGRAM HOURS		75

Bachelor of Applied Science in the Building Arts (B.A.S.)

The American College of the Building Arts is the only college in the world to offer the four-year Bachelor of Applied Science (B.A.S.) in Building Arts. As with the A.A.S. degree, the student major is “Building Arts,” and, in addition, students select one of the six areas of Craft Specialization. The B.A.S. degree is designed to synthesize a traditional liberal arts and sciences degree with the Craft Specialization and training in the Building Arts. Students in the B.A.S. degree follow the Degree Program Requirements (see below). Students are also required to successfully complete three 2-credit 270 hour externships in the Craft Specialization (one each summer following the first, second, and third years).

Program Requirements: Bachelor of Applied Science in the Building Arts (B.A.S.)

GENERAL EDUCATION		64 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Architectural History & Preservation	ARHS, HSPR201	9
Literature & Composition	COMM, ENGL	9
Mathematics	MATH	6
Material Science & Construction	BCST, SCME	9
Social Science	BAFD, SSCI	4
Foreign Language	LANG	9
Business	ACCT, BALE, BMGT	9
Electives	ELEC, ENBS, ENGL300+, FNDS, REVT, STRS, WELD	9
CRAFT SPECIALIZATION SUPPORT COURSES		18 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Drawing & Drafting	ARCG, ARDD	9
Historic Preservation	HSPR202	3
Architectural Design	ARDS, ENBS, STRS	6
CRAFT SPECIALIZATION		62 TOTAL CR. HRS
Requirement Name	Course Prefixes Satisfying	Semester Credit Hours
Concentration Area	BAXX	47
Externship	EXTR	9
Capstone	BCAP	6
TOTAL DEGREE PROGRAM HOURS		144

ACBA Programs and Course Descriptions

General Education Coursework

General Education courses at ACBA consist of traditional liberal arts and sciences classes such as math, English, science, and history (specific requirements are listed in the subsequent section of this Catalog). 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 within the Building Arts. For example, problems in the math or science classes are often based on real problems within the Craft Specializations. History requirements at ACBA are met through a two-semester course called Architecture and Society which focuses on Architectural History, while not neglecting much of what is normally taught in a Western Civilization course.

General Education Course Descriptions

ACCT301 Principles of Accounting (fall, 3 credits)

The objective of the course is to learn to read, understand, and analyze financial statements. It will introduce students to the basics of business management and financial and managerial accounting. The course focuses initially on financial accounting: how to record economic events in the accounting records (i.e., bookkeeping and accrual accounting) and how to prepare and interpret the 4 primary financial statements that summarize a firm's economic transactions (i.e. the balance sheet, the income statement, statement of retained earnings, and the statement of cash flows). The course will lastly focus on managerial accounting, costing methods, and decision-making used in businesses.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARHS101 Architecture and Society I (fall, 3 credits)

Buildings are more than practical or aesthetic entities- they are a window into the cultures, stylistic preferences, and lifestyles of the past. Students will develop an awareness of the architectural traditions of various societies and cultures throughout the world. The focus will be on western building materials and traditions since the building arts taught at ACBA are derived from European and American practices; however, Islamic, African, Asian, and other traditions will also be discussed. Illustrated lectures will provide examples of domestic, religious, public, and commercial building, and a sampling of high style as well as vernacular traditions. Economic and technological principles involved in the creation of buildings and their artistic elements will be addressed, in addition to the history and cultures of the people and societies who commissioned, executed, and utilized the buildings. Course content will also focus on the roles of architects, builders, and craftsmen, and the materials and methods used in building construction over time. Lastly, we will discuss buildings as they relate to their surrounding communities, focusing on urban forms and city development

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARHS102 Architecture and Society II (spring, 3 credits)

Buildings are more than practical or aesthetic entities- they are a window into the cultures, stylistic preferences, and lifestyles of the past. Students will develop an awareness of the architectural

traditions of various societies and cultures throughout the world. The focus will be on western building materials and traditions since the building arts taught at ACBA are derived from European and American practices; however, Islamic, African, Asian, and other traditions will also be discussed. Illustrated lectures will provide examples of domestic, religious, public, and commercial building, and a sampling of high style as well as vernacular traditions. Economic and technological principles involved in the creation of buildings and their artistic elements will be addressed, in addition to the history and cultures of the people and societies who commissioned, executed, and utilized the buildings. Course content will also focus on the roles of architects, builders, and craftsmen, and the materials and methods used in building construction over time. Lastly, we will discuss buildings as they relate to their surrounding communities, focusing on urban forms and city development.
Prerequisite: ARHS 101.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

BAFD101 Building Arts Foundation (fall, 1 credit)

BAFD101 functions as a transitional course for incoming students and promotes success within the college setting. Through interactive exploration of topics such as mental health/coping skills, adjustment to college life, study skills, time management, professionalism and career development, the course integrates students into the college system. BAFD promotes engagement among students, encourages a sense of coherence and enables students to further explore their long and short-term goals in a manner that furthers their sense of direction and autonomy.

This is a 15-week course requiring 1 hour of class-time and 2 hours of homework per week.

BALE402 Senior Seminar on Leadership (spring, 3 credits)

Students will, over the course of the semester, learn the process of how to create a new venture. As a framework for this, we use the business planning process and students develop the essential parts of a business plan and investor pitch as a useful vehicle to achieve this goal. Students will work individually to launch companies, working through issues of market analysis, technology viability assessment, competitive positioning, teambuilding, product lifecycle planning, marketing strategy, sales channel analysis, and a strong emphasis on the entrepreneur as a salesperson. We will map the practical steps of organizational and legal issues associated with forming a brand-new company, and we will address the strategic considerations for creating companies that can quickly define and dominate a new category or disruptive technology. This is a hands-on course that teaches a rigorous framework as well as providing valuable experience to students so that they, upon completion, can be more successful in starting a new venture.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

BCST201 Building Construction (fall, 3 credits)

This course is a lecture class that focuses on the fundamental of building construction. Students will learn to efficiently organize, coordinate and communicate information to convey knowledge necessary for building construction. Incorporated is an applied research project and field sketches related to construction detailing. Students will gain exposure to the essence of building construction. The following subject content will be addressed. Foundations, wood construction, masonry construction, steel frame construction, concrete construction, roofing, glass and glazing, windows and doors, cladding systems, interior finishes, etc.

Building Construction will introduce students to a variety of building systems proceeding from the generally introduced to the further detailed. The course will present a general overview of contemporary as well as traditional examples of building materials and methods of construction and their applications. Topics will include the material characteristics of building enclosure and structural systems, case studies in traditional and modern construction, and properties of building materials.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

BMGT302 Business/Construction Management (spring, 3 credits)

This course is a lecture class that focuses on the fundamental of construction management. Students will learn to efficiently organize, coordinate and communicate information in order to effectively manage a construction project. Students will gain exposure to the business of construction management on a large and small scale. The following subject content will be addressed. Preconstruction, permitting, licensing, plan reading, estimating, scheduling, safety management, contracts, insurance, bonding, and construction law.

Construction Management will introduce students to construction in a chronological order, following that of a typical project. General progression will start with bidding and winning work, through execution of a project. It will conclude with general business methods in construction. Students will also attend site visits to reinforce plan, reading, estimating, and scheduling concepts. Case studies in traditional and modern construction will be utilized at all levels to demonstrate applications of subject matter.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

COMM201 Communications (fall, 3 credits)

The course introduces the student to Composition based on Classical Rhetoric and focuses on argumentative writing. Research assignments are the focus at the end of the course.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

COMM202 Technical Communication (spring, 3 credits)

This course will introduce the types, principles, and design of effective writing for professional purposes. Content will include business correspondence, researched reports, project proposals, and presentations. Foundational elements of graphic design in documents will focus on amplifying clear messaging and unifying concepts.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ENBS401 Environmental Building Systems (Fall, 3 credits)

A consideration of modern applications of HVAC, fire suppression, and plumbing and how they can be incorporated into classical design.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ENGL101 Literature & Composition I (fall, 3 credits)

The course introduces the student to the Western Literary Canon beginning with mythology and progressing through the Enlightenment. Composition is based on Classical Rhetoric and focuses on argumentative writing. Research assignments are the focus at the end of the course.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ENGL102 Literature & 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.*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

HSPR201 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.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

LANG101 Foreign Language I (fall, 3 credits)

Foreign Language 101 is the first semester of a language course for beginning students that will introduce basic grammar and provide a foundation of commonly used vocabulary for 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.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

LANG102 Foreign Language II (spring, 3 credits)

Foreign Language 102 builds upon the concepts introduced in the 101 course. 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: LANG 101.*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

LANG201 Foreign Language III (fall, 3 credits)

In Foreign Language 201, an intermediate course of study, students are challenged by more sophisticated grammatical structures than in the introductory level courses. The intricacies of grammar are examined, and students study such constructs as reflexive verbs, double object pronouns, and the past tense. They will continue to foster their knowledge of high-frequency vocabulary in the Craft Specializations, and of more specialized terminology for the business and community environments. At this level, students will be expected to produce language through writing and speaking as much as receiving information through reading and listening. *Prerequisite: LANG 102.*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

MATH101 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.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

MATH102 Geometry and Trigonometry (spring, 3 credits)

This course covers analytic geometry concepts and trigonometry, including applications and the use of graphing calculators.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

PROF401 Professional Practice (Spring, 3 credits)

The class will address professional services and responsibilities. Topics will include marketing, programming, contracts, project management and ethics with a focus on leadership. Students will propose a final design program for ACAP 402 and choose their advisorship as part of the requirements of this course.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

SCME 201 Building Materials and Scientific Methods I (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. Throughout the course, students use the scientific method to solve problems and to understand how the scientific method 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, including chemistry, biology, physics, and geology and how they apply to building materials. Students will have the opportunity to explore multiple scientific fields through research, thought, and discussion.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

SCME 202 Building Materials and Scientific Methods II (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.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

Prerequisites: SCME 201.

SSCI 201 Social Sciences (spring, 3 credits)

Topics for the Social Sciences course will be drawn from the following areas: Anthropology, Economics, Ethics, Philosophy, Political Science, and/or Sociology. A specific course description will be provided to students via the course syllabus.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

Electives

Beyond regularly offered core courses, students must take at least three elective courses, which are normally taken during the junior and senior years. Under certain circumstances, underclassmen may be approved to take an elective. Generally, at least one elective is offered each of the last four semesters of a student's program. Students may not audit elective courses unless permission is granted by the Office of the Registrar.

Independent Studies

Credit for Independent Study is awarded for academic study, studio projects, or research outside normal course offerings. Enrollment in an Independent Study course in any given semester is not encouraged and permission will be granted only in unusual circumstances.

Independent Study proposals must be approved by a faculty sponsor and the Chief Academic Officer and submitted to the Office of the Registrar prior to the start date of the semester in which the independent study is to be conducted. Approved Independent Study proposals are kept on file in the Registrar's Office.

For all Independent Study students, a meeting and an evaluation of progress with the faculty sponsor is expected weekly. A guide to writing an Independent Study proposal is available at the Office of the Registrar.

Students cannot participate in more than one independent study course.

Craft Specialization Support Courses

Craft Specialization Support Course Descriptions

ARCG 201 Architectural Computer Graphics (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 drawings in order to communicate their design ideas with architects and other building artisans. Topics covered will include architectural scale, proportion, orthographic projections, drawing composition, line weights and plotting.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARDD 101 Architectural Drawing (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 professors, clients or colleagues in the limited to, proportion, geometric and orthographic construction, linear sketching.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARDD 102 Introduction to Representational Drawing (spring, 3 credits)

This course is designed to teach students how to develop practical drawing skills through

conceptual, technical and compositional names. By using a variety of wet and dry materials, students will learn an array of techniques, how the physicality of different media can inform concepts and composition and eventually how it will better your problem-solving skills. There is no specific theme or technique that will take precedence over another; however, the course is primarily observation based and a variety of topics like still life, landscape, portraiture and the human figure will be introduced for students to experiment with and broaden their skills.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARDS 301 Elements, Principles & Materials (fall, 3 credits)

This course focuses primarily on teaching the elements and principles of design as they are employed in observational drawing practices and how they apply to other kinds of visual work. Aside from composition, equal emphasis will be placed on materials exploration that goes beyond foundational drawing. Throughout the semester, students will work with four historically important drawing materials: metal point, ink, chalk pastel and watercolor. In learning these mediums, students will explore how intuitive manipulation of material creates forms and ideas that could not be conceptualized beforehand and how drawing is an engine of creative exploration that will benefit each of their respective trades. *Prerequisite: ARDD 102*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

ARDS 302 Architectural Design Studio (spring, 3 credits)

This course relies on the adaptable and flexible character of drawing to generate ideas that are very important to pictorial (2D) art but can be challenging to encounter in other media, especially when working three dimensionally. This course will foster originality in design and collaboration, as well as cross-disciplinary and interdisciplinary thinking that span ACBA's represented trades. Students will put into practice what they have learned in technique and theory from representational drawing and ARDS 301 and learn how to present their ideas to potential clients. *Prerequisite: ARDS 301*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

HSPR 202 Documenting & 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. *Prerequisites: ENGL 102, HSPR 201*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

STRS 201 Structures of Buildings (Fall, 3 credits)

Students will explore the basic principles of building structures. Topics will include structural stability, loading, and materials. Diagrammatic analysis of beams, framing systems, arches, and domes will be addressed.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

STRS 301 Structures- Timber and Steel (Fall, 3 credits)

Principles of modern assembly with timber and steel including material properties, reinforcement, seismic design, foundations, and building codes.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

STRS 302 Structures- Masonry and Concrete (Spring, 3 credits)

The study of masonry and concrete structures, including material properties, reinforcement, seismic design, foundations, and building codes.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

Craft Specializations

ACBA has the following areas of Craft Specialization: Architectural Stone, Architectural Carpentry, Blacksmithing, Classical Architecture & Design, Plaster, and Timber Framing. All incoming first-year students begin their craft study with an introductory course called Foundations in the Building Arts. This course is designed to introduce the student to the concepts of the “educated artisan,” and to ensure that all students have the foundation in curricular areas that will play a key role in their ultimate success at ACBA. In this course, students are required to produce an initial portfolio. The course also focuses on critical thinking, team projects, and the habits of the mind needed by the student-artisan, among others. Beginning in the first semester, students begin the Craft Specialization curriculum.

A.A.S. and B.A.S. students complete the course work required for the degree sought. Additionally, portfolios of their classwork are required. The B.A.S. curriculum culminates in the Capstone course, which integrates the general education coursework with that of the Craft Specialization in order to provide the student with a final portfolio that synthesizes the theoretical and hands-on experiences and knowledge imparted by the ACBA curriculum.

Craft Specialization Course Descriptions

BCAP 401 Building Arts Capstone I (fall, 3 credits)

The Capstone course is designed for seniors 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 portfolio and completed built works, students will be evaluated on Professionalism. All three components must be demonstrated to pass this course.

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

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 of the senior year, students execute the project proposed in the fall. In addition to a finished project and complete portfolio, students will be evaluated on the entire process (planning, time management and communication skills). *Prerequisites: BCAP 401 and BAXX401*

This is a 15-week course requiring 3 hours of class-time and 6 hours of homework per week.

Externships

ACBA students complete one (A.A.S. students) or three (B.A.S. students) summer externships that help them expand their skills and gain valuable real-world experience. Each externship must include 270 hours of on-site experience under a supervisor at a trade-related site. Students seeking an externship must complete the appropriate documentation in order to pursue placement at a site.

Site Placement

Students hold primary responsibility for finding site placement for externship. Students seeking externship placement must complete the appropriate documentation each year. Sites considered for student placement will be thoroughly vetted by an externship coordinator and trade faculty utilizing the Site Agreement forms which outline the academic requirements of a complete externship. Externship requirements on the Site Agreement will also outline the appropriate level of skill a first, second a third-year student in each trade is expected to build upon during his/her externship semester. All externship documents/forms are made available to students by the Externship Coordinator.

Pre-Approved Sites

Pre-approved sites are pre-vetted and have signed the Site Agreement prior to the student requesting the site and therefore students who select these sites may proceed to the contractual step in the documentation process. Students are required to seek trade department head signature on the Site Contract prior to contacting the site to negotiate details of an externship. Trade faculty reserve final right to rejection of a student-site match based on the student's level of performance in trade classes. Should trade faculty approve of a student-site match through signature on the contract, the student may contact the site to negotiate the terms of his/her externship using the contract. All students are required to submit a completed contract to the externship coordinator by May 1st. The Externship Coordinator keeps a master record of pre-approved sites on Google Drive.

New Externship Sites

Students who choose to request a site for externship that is not published on the pre-approved list must submit a Request for Site Approval in order to have the site vetted. Students must seek trade department head signature on the Request for Site Approval prior to submitting the form to the externship coordinator. Trade faculty reserve final right to rejection of a student-site match based on the student's level of performance in trade classes. Should trade faculty approve of a student-site match through signature on the request, the externship coordinator and trade faculty member will thoroughly vet the site and obtain a signed Site Agreement if the site is approved. In the event that a site is not approved, the student will be notified via email and must seek an alternate site for placement. Students will also receive an email if his/her site is approved. Following notification of the approval, the student is required to seek trade department head signature on the Site Contract prior to contacting the site to negotiate details of an externship. Trade faculty reserve final right to rejection of a student-site match based on the student's level of performance in trade classes. Should trade faculty approve of a student-site match through signature on the contract, the student may contact the site to negotiate the terms of his/her externship using the contract. All students are required to submit a completed contract to the externship coordinator by May 1st.

Documentation/Grading

Students must document externship hours using the externship timesheet, including supervisory signature on the log. Students are also required to complete an evaluation of their site and must have the site complete an evaluation of the student's performance. The student is responsible for ensuring both evaluations are submitted to ACBA. In order to document the work completed over the course of an externship semester, students are required to submit a portfolio documenting their experience as defined by the trade instructor. The timesheet, site evaluation, student evaluation and portfolio must be submitted to the Externship Coordinator by the second Monday after the start of fall semester.

EXTR 101, EXTR 201, EXTR 301 Building Arts Summer Externship I, II, III (summer, 2 credits)⁵

Students put the skills they have learned into practice in structured work environments for a minimum of 270 hours in summer externships with qualified companies. This educational and career development experience is integral to a student's portfolio design, development and assessment. Externships are a collaborative effort by the student, Craft Specialization Instructor and Externship Coordinator, and follows policies and procedures provided by the Externship Coordinator.

These are all 2 credit hour courses each requiring 270 clock hours of supervised work. The 270 hours is typically divided into 4 – 8-week externships, dependent upon the company's schedule.

Architectural Carpentry and Timber Framing - "The Wood Program"

At ACBA, the carpentry and timber framing craft specializations are combined for the first two years due to the commonality of material, joinery, and most of the tools used in the two trades. The first part of the curriculum covers the basics of hand tools, wood science, and shop safety. Students will learn how to properly use, maintain, and sharpen any tools, from hand tools to portable electric tools as well as all stationary equipment commonly used in carpentry and timber framing shops. Through a series of small projects, students will be introduced to stick framing as well as mill rule layout, the most basic and modern approach to timber framing. Through these projects, they will learn how to layout and cut the joinery typically used in carpentry and timber framing. Finally, the students will learn the principles of laying out, cutting, and assembling straight and winder staircases, and progress into the introduction of sophisticated spiral staircases. Building on the common ground covered in the first two years, students then choose to specialize in either architectural carpentry or timber framing.

⁵ Students must maintain a cumulative 2.0 GPA in their craft specialization to be eligible for an externship. Additionally, students must meet the following prerequisite requirements: INTR 101 – BAXX 101 and BAXX 102; INTR 201 – BAXX 201 and BAXX 202; INTR 301 – BAXX 301 and BAXX 302. Failure to maintain either a cumulative 2.0 GPA in the craft specialization or to meet the prerequisite requirements may result in a student not undertaking an externship during that summer – the externship is required to be made up before graduation.

Architectural Carpentry

Carpentry students in the third year begin work on the non-structural, yet highly crafted and precisely detailed millwork found in buildings; work traditionally called Finish Carpentry or House Carpentry. First, they will learn how to enclose the exterior of a building, both through the use of market products and custom milled siding, trim and casing elements. This leads logically to interior panel work: how to cut it in the shop and how to install it on site.

The following semester, students will learn how to layout, cut and install different types of doors, windows and shutters. This also provides the opportunity for the student to learn the skills and joinery traditionally used, as well as more modern, production-oriented techniques.

In the fourth year, students will complete projects in both traditional and contemporary furniture making, in addition to learning the basics of cabinetry. During the last semester, students focus on structural restoration and conservation: how to properly fix and restore doors, windows and furniture; what elements can be repaired, patched or treated and what elements must be replaced altogether.

The architectural carpentry craft specialization is designed to expose a student to the wide variety of opportunities and specialty pathways available for a well-trained carpenter. By graduation, an ACBA student-artisan will have employed both historical and contemporary practices to create work in wood that is useful, beautiful and unique.

Timber Framing

Timber Framing at ACBA includes both traditional and contemporary approaches. Throughout the Middle Ages and up to the pre-Industrial era in western civilization, master timber framers (along with stone carvers) acted as architects (literally, “chief builder/maker”) due to their ability to think in three dimensions in the construction process. At ACBA, students are trained not only to cut timber framed structures, but to be leaders in wood construction using both traditional and more modern approaches including glue lam, modern fasteners and production-oriented tools such as specific CAD programs and CNCs.

The first semester of the junior year, students learn how to layout, cut and raise a traditional timber framed structure using square rule, and the more ancient scribing method, which allows the student to cut a frame using material that is not straight, square or of even dimensions. Then through a series of drawings and smaller scaled models, students learn how to execute some of the most complicated roof structures. These intricate shapes include intersecting hips, valleys, and curved roof systems. More than learning how to execute those roof structures, students will realize and understand the three-dimensional components for any timber structure and how to solve the problems encountered.

During the next semester, the students will design a wooden structure with CAD-work, a specific timber framing software that enables the student to use any wooden component, from traditional timbers to modern glue lam, as well as any hardware currently on the market. In addition, students will be introduced to engineering in order to help them understand how loads transfer through a structure from the roof to the foundation, size the beams and use the appropriate joinery for the

weight to be carried.

Finally, in the senior year, students will learn how to restore or preserve a timber structure. This will cover both how to fix a beam and estimate the cost, time, and amount of work needed to fix the entire structure. In determining how to repair the structure, good building practices will be considered as well as what may have gone wrong and why the failure occurred.

Architectural Carpentry and Timber Framing Coursework⁶

Combined Coursework

BAWT 101 Introduction to Woodworking and Carpentry (Fall, 5 credits)

This course is an introduction to woodworking for both the carpentry and timber framing craft specializations. In this course the student will learn how to use, maintain and sharpen hand tools used within the carpentry and timber framing trades. Related safety issues will be presented so that the student will be able to use these hand tools in a safe and efficient manner. The students will perform repetitive exercises as a means of training their eyes and hands to become capable and familiar with the essential tools of the craft. The course will also focus on an introduction to wood science and the different aspects of the material that lies at the heart of our work.

This is a 15-week course requiring 9 hours of class-time per week.

BAWT 102 Intermediate Woodworking and Carpentry (Spring, 6 credits)

During the first few weeks of this semester, we will study more in depth the different types of joinery used in woodworking, related to both fine wood work and timber framing. After reviewing the safety and basics about wood work, we will be introducing power tools, both portable and stationery. Using the skills learned through those first few weeks, we will build a few small projects involving some of the joinery methods covered, using both hand and power tools.

The other part of the semester will be the study of stick framed houses, in accordance with the National Residential Build Code. As part of this study, we will learn how to frame floors, walls and gable end roofs. Through this process, we will also study the different framing materials and hardware used in conventional framing. Safety precautions will be our main focus for every aspect of the curriculum.

This is a 15-week course requiring 15 hours of class-time per week.

BAWT 201 Mill Rule and Compound Roof Systems (Fall, 6 credits)

One half of the semester will be dedicated to compound roof system applied to stick framing. The student will learn how to layout and cut a roof system with hips, valleys, jack rafters and purlins, connected to each other butt cut. The course is based on a mathematical approach to calculate the important dimensions and will use geometrical drawings to find the angles needed to layout and cut

⁶ Architectural Carpentry and Timber Framing are combined during the first two years at the college. During this time, the course prefix is “BAWT.” Once a student successfully progresses to their third year, they petition to be a member of either Architectural Carpentry or Timber Framing. Those course prefix are “BACA” for Architectural Carpentry and “BATF” for Timber Framing.

the different elements. The most advanced stage of this learning process will be the execution of a roof system with unequal pitches and overhangs.

The other half of the semester is an introduction to timber framing, with an overview of the different ways to build a timber framed structure. Then we will learn what is called mill rule to lay out and cut a small frame with walls and bents. In this course the student will learn how to compile a wood list needed for a frame, budget time and pricing for material use of traditional joinery and how to read plans in order to execute a chamfer plan.

This is a 15-week course requiring 15 hours of class-time per week.

BAWT 202 Staircases (Spring, 6 credits)

This course is an introduction to the different methods of constructing open and closed stairways in accordance with the state and national building code. The student will be introduced to various methods of design, drafting, construction of straight run, winder, and circular stairs employing both open and closed stringer methodology. Plan reading, drafting and pattern making will be an integral part of the course. The student will also be introduced to some of the finishing products used on wooden structures. The student will also be introduced to different glues and fasteners used in stair construction.

This is a 15-week course requiring 15 hours of class-time per week.

Individual Coursework

BACA 301 (Fall, 6 credits) - Architectural Carpentry I: Doors, Windows, and Shutters

This course addresses the elements of purpose made joinery dealing with the apertures of a building. The student will become aware of the rich history of this specific field of construction. Understand the terminology that describes the details of doors, shutters, gates & vents. The students will do formal drawings & sketches of elevations & sectional views, therefore able to detail & communicate the construction of these various joinery components. The students will make real joinery components, selecting materials, milling lumber, jointing & finishing to a professional standard for delivery to a building site. Knowledge of timber technology, woodwork machinery & consideration of the relative hardware for these joinery components will be gathered or mastered.

BATF 301 (Fall, 6 credits) - Timber Framing I: Square Rule and Scribe Rule Layout

After reviewing and practicing the basic layout method known as mill rule, this course is an introduction to more complicated and historic layout methods used in timber framing. One part of the semester will be dedicated to a layout method called Square Rule. The other part of the semester will be dedicated to a layout method called Scribe Rule with two approaches, English and French. Finally, the students will be exposed to Mapping timbers. Throughout the semester we will be reading about and studying historic and modern examples of buildings that employ these methods.

BACA 302 (Spring, 6 credits) - Architectural Carpentry II: Trim Work

BACA 302 builds on the joinery and layout techniques introduced in BACA 301. Students will continue to advance in detailed millwork and other aspects of Finish or Architectural Carpentry. They will learn how to enclose the exterior of a building with traditional siding types, execute exterior casing and trim work (other exterior trim features and furniture, as well as gates and fences.) Students will receive an introduction in project management and planning for carpentry,

advance their knowledge of shop design and applied drawing. They will also learn detailed interior and mill work, bending and laminating, wood finishes, and lathe work.

BATF 302 (Spring, 6 credits) - Timber Framing II: Advanced Compound Roof System with Joinery

This course is an advanced course on compound roof system. In this course the student will learn how to layout and cut a roof system with valleys, jack rafters, ridges, purlins and plates, all connected to each other using timber framed joinery, including tenon and mortise, housing, dovetail, etc. The length by center line will be calculated by math. The method used to obtain the different angles is known as “sauterelles” method. We will use a combination of down scaled and full scaled drawings to layout the joineries. In addition, we will spend a couple weeks on square rule and a couple weeks on the Hanover staircase project.

BACA 401 (Fall, 6 credits) - Architectural Carpentry III: Furniture

In the fourth year, students will complete projects in both traditional and contemporary furniture making, in addition to learning the cabinetry basics. Advanced woodwork and cabinetry in building construction. Course addresses cabinetry techniques, built in furniture, mantles and fireplace surrounds, entry door facades, wood bending and lamination, spiral stair construction, and complex stair molding and finishing.

- During the duration of this semester we will focus on traditional and modern techniques, assemblies, layout, joinery, and installation for: advanced carpentry, cabinet making, and furniture design.
- We address design process and model layout
- Introduction to project management and planning for finish carpentry
- Machinery orientation and setup will be covered with a focus on moldings and accents that these items sometimes require.
- Safety precautions and effective tool usage will be our main focus for every aspect of the curriculum.

BATF 401 (Fall, 6 credits) - Timber Framing III: CADwork and Curved Compound Roof Systems

Part of this semester will be an introduction course on curved roof system and curved work. We will expose the principle of geometry for curved work based on plumb and level plans. Then the students will learn how to connect curved and straight roofs and design layout and cut components for such curved roof systems, including plates, purlins, hips and valleys. The other part of the semester the student will get familiar with Cadwork, including 2D, 3D and CNC transfer files. As part of the CAD, we will also have an introduction on engineering; learn the basic load transfer through a timber frame structure, beam sizing and how joinery carries the load.

The students will also learn how to estimate material quantity and time to execute and raise a frame. This will be done through a business plan of the business they would like to start at some point after graduation

BACA 402 (Spring, 6 credits) - Architectural Carpentry IV: Preservation of Fine Woodworking Pieces

During the last semester, students focus on structural restoration and conservation: how to properly fix and restore doors, windows and furniture; what elements can be repaired, patched or treated and what elements must be replaced altogether. Class will include preservation project management (including estimating and executing preservation carpentry projects, permitting processes, site risks and lead abatement), stabilization and addressing integrity, conducting preservation research, wood rot and repair, preservation joinery, millwork repair, wood carving, and traditional finishes (application and repair.)

- During the duration of this semester we will focus on repair and preservation of architectural or trim carpentry elements.
- The course will contain case studies and site visits to analyze and plan remediation for active preservation projects
- We will then move into the design process of the windows, doors, and casework that best fit the structure and client's needs, taking into account aesthetic and function.
- Traditional and modern joinery techniques will be covered during the design and building of the items with a focus on historically accurate designs.
- Machinery orientation and setup will be covered with a focus on moldings and accents that these items sometimes require.
- Safety precautions and effective tool usage will be our main focus for every aspect of the curriculum.

BATF 402 (Spring, 6 credits) - Timber Framing IV: Restoration and Preservation of Wooden Structures

This course will examine different methods and approaches used in the preservation and restoration of historic timber framed structures. The student will learn the process of surveying and evaluating structures and developing plans for stabilization, preservation or restoration *in situ*. We will also consider dismantling, relocation, replication and adaptive reuse. One key question used to determine the most appropriate way forward will be, "What are you preserving?". The tools, methods and materials used to execute this work will be discussed. This course will be illustrated with case studies of historical framing from across North America and Europe.

Architectural Stone and Masonry – “Traditional Masonry Craft Specialization”

Foundational Skills

ACBA has developed a fully integrated traditional masonry program that is specifically designed to create a traditional masonry student-artisan who is familiar with base-level knowledge, theory, technology & practice within 2 areas of Specialization acquired during the first two years (occurring during the junior and senior years). The priority over the initial years is to understand and develop the ability to create accurate and neatly finished flat and straight work in the three subject areas (Architectural Stone, Masonry, and Plaster). These defined areas of fundamental skills and knowledge are the essential foundation for moving onto more advanced techniques and specializing in the junior and senior years. During this time, the course prefix is “BATT.”

Specialization Coursework

At the end of the 202 class students will be asked to choose a specialism between the three crafts which have been introduced over the first two years of the program. Specialism prefix are “BAAS” for Architectural Stone, “BAMA” for Masonry, and “BAPL” for Plaster.

Architectural Stone (BAAS): Architectural Stone has two sides to its work practice. 1. Working Stone is generally a reductive craft; instead of using materials to construct, stonework starts with a block or raw material and reduces in size. The tools and techniques for executing that skill have been developed and refined over centuries. Although hand mallets and chisels are still used, they are supplemented with air hammers and angle grinders. 2. The Installation of stone with worked stone or raw block is similar in nature to Masonry work however the material are generally much larger. So, whether working a window, a gargoyle, or installing the material, stonework requires the patience, imagination and artistic ability of students and craftsmen alike.

Traditional Masonry (BAMA). Masonry is the true building block of construction; no structure can exist without a sound foundation. Students learn various techniques for laying brick, block, stone into structural patterns and forms to create a stable structure in masonry. Masonry is the life blood of the construction industry and this course sets you up to work in contemporary practice anywhere in the world. It also develops an ethos of preservation. Masonry work requires a deep and thorough understanding of the multiple materials and processes and are skills sought after in the industry.

Plaster Work (BAPL): For centuries, the art of applying plaster has been used to adorn the finest buildings in the world, from domiciles to grand cathedrals. Students learn flat-wall and fibrous plastering; casting and ornamental carving; preservation and conservation techniques. The development of environmentally friendly materials and technology has fueled a resurgence in the popularity of plaster and the experts who work it.

Traditional Masonry Craft Specialization Coursework⁷

Combined Coursework

BATT 101 Introduction to Traditional Masonry I: Mixing Mortar and Laying Masonry Level (Fall, 5 credits)

Introduction to Traditional Masonry I: Mixing Mortar and Laying Masonry is designed to provide first-year students with an introduction to the concepts of the Traditional Masonry Specialization and the life and work of an artisan. The course provides a foundation for the four-year Traditional Masonry craft specialization introducing common concepts among the three areas of Craft Specializations including basic foundations, mortar mixes and mixing, using levels and laying masonry materials.

This is a 15-week course requiring 9 hours of class-time per week.

BATT 102 Introduction to Traditional Masonry II: Layout, Basic Brick Laying, and Mortars (Spring, 6 credits)

This two-part course expands on 101 developing basic skills required to produce finish quality products and masonry for new build structures. This includes laying block and brick to the line and bonding both materials; building corners; scaffolding; mortar types It also introduces the basics of stone working using hand tools to create flat surfaces and a basic molding

This is a 15-week course requiring 15 hours of class-time per week.

BATT 201 Intermediate Traditional Masonry I: Carving an Ovolo, Flat Plasterwork (Fall, 6 credits)

This two-part course continues to develop brick masonry skills working on steps, columns and a more complex masonry form. It also introduces the basic concepts of flat work plaster with the three-coat system: Scratch; Brown and finish coats.

This is a 15-week course requiring 15 hours of class-time per week.

BATT 202 Intermediate Traditional Masonry II: Carving a Cyma-Recta, Masonry Bonding, and Arch Work, Running Plaster in the Workshop (Spring, 6 credits)

This two-part course expands on the initial stone carving course by developing stonework which has more complex moldings such as cyma-recta. It also introduces students to running flat plaster work on tables to run simple cornice.

This is a 15-week course requiring 15 hours of class-time per week.

BATT 301 Intermediate Traditional Masonry III: Introduction to Modeling and Casting (Fall, 6 credits)

This course is designed to consolidate the two previous classes in Architectural Stonework and enhance the student's ability to work stone. It will take in template making for a specific design and

⁷ Architectural Stone, Masonry, and Plaster are combined during the first two and a half years at the college. During this time, the course prefix is "BATT." Once a student successfully progresses to their sixth semester, they petition to be a member of either Architectural Stone, Masonry, or Plaster. Those course prefixes are "BAAS" for Architectural Stone, "BAMA" for Masonry, and "BAPL" for Plaster.

carving multiple shapes within a molding. Additionally, this course will introduce students to the Building Art Practice and Theory of modeling and casting techniques which allow the recreation or creation of historic plaster, stonework and masonry details.

This is a 15-week course requiring 15 hours of class-time per week.

Individual Coursework

BAAS 302 Architectural Stone I: Advanced Carving and Masonry Installation I (Spring, 6 credits)

This course is designed to take the student into the creation of more extensive template making and Architectural Carving using multiple stones to create a singular object. The carved work will include internal returns whereby template are placed on the outside but turns mean that the molding becomes blind to the template.

This is a 15-week course requiring 15 hours of class-time per week.

BAMA 302 Masonry I: Advanced Carving and Masonry Installation I (Spring, 6 credits)

Develop the basic skills required to produce finish quality products and masonry for new build structures. Students will learn to utilize power tools to work materials. Students will use acquired skills to extend competency in work practice

This is a 15-week course requiring 15 hours of class-time per week.

BAPL 302 Plaster I: Running In-situ and installation (Spring, 6 credits)

This course continues the model molding class but starts to emphasize the installation of plaster elements onto the walls whether molded strap work or decorative detail. It also starts to develop creation of design as a part of the plasters tool kit.

This is a 15-week course requiring 15 hours of class-time per week.

BAAS 401 Architectural Stone II: Advanced Carving and Masonry Installation II (Fall, 6 credits)

Advanced Carving and Masonry Installation: This course is designed in two parts. Part One. Will be a stone working project designed to build skills but adding complexity. Part Two. The class will take on a live project and work through the complications of bringing a project from the first steps to completion of a set of finished products that have been approved and finalized by the client.

This is a 15-week course requiring 15 hours of class-time per week.

BAMA 401 Masonry II: Advanced Carving and Masonry Installation II (Fall, 6 credits)

This course starts to develop the concept of Preservation of Masonry Structures and the materials that it interacts with. Students will have to rebuild Masonry in real world situations with like for like materials. They will also continue to develop the skills needed to manipulate multiple materials and tools to achieve the onsite job needs.

This is a 15-week course requiring 15 hours of class-time per week.

BAPL 401 Plaster II: Basic Conservation of Historic Plaster Work (Fall, 6 credits)

This course starts to develop the concept of Preservation of Plaster and the materials that it

interacts with. Students will have to rebuild surfaces that plaster needs to apply to in real world situations. They will also continue to develop the skills needed to manipulate multiple materials and tools to achieve the onsite job needs.

This is a 15-week course requiring 15 hours of class-time per week.

BAAS 402 Architectural Stone III: Advanced Carving and Masonry Installation III (Spring, 6 credits)

This course will focus on techniques and practices of carving extending the use of advanced carving skills. Tools /techniques for redressing large areas of detail. Attention will be paid towards full scale drawing and template making, some work may be done onsite if applicable.

This is a 15-week course requiring 15 hours of class-time per week.

BAMA 402 Masonry III: Advanced Carving and Masonry Installation III (Spring, 6 credits)

This course starts to develop the onsite management skills needed for a practitioner off masonry work. They will be asked to manage a project, interact with clients and fellow practitioners. The result should be the finalization of a planned project that meets the objective set by the project outline.

This is a 15-week course requiring 15 hours of class-time per week.

BAPL 402 Plaster III: Advanced Conservation of Historic Plaster Work (Spring, 6 credits)

This course will focus on techniques and practices of clay modeling based on historic precedent extending the use of advanced model mold skills and techniques. Attention will be paid towards full scale drawing and template making and the transfer of this information onto the sculptured piece.

This is a 15-week course requiring 15 hours of class-time per week.

Blacksmithing

A skilled metal artisan is able to forge, join, and weld materials to create unique objects of utility and beauty. Students in the Blacksmithing craft specialization spend the first two years concentrating on traditional forging. The third year introduces contemporary welding tools and techniques as well as other materials such as steel or bronze. In the fourth year, students integrate the traditional with the contemporary to complete a series of increasingly difficult projects.

Throughout the craft specialization there is an emphasis on research – both in the field with a sketchbook and in the library with a notebook. ACBA metal student-artisans are expected to be competent in all areas of the trade including theory, design, drawing, and hand-skills.

Blacksmithing Coursework

BAAI 101 Introduction to Blacksmithing (fall, 5 credits)

The term will focus primarily on fundamentals: fire control, free hand forging (by eye), basic principles of drawing and design. Upon completion of a battery of exercises -- exploring drawing, upsetting, welding -- the students will progress to tool making. This will be the main concentration for the second half of the semester. The final two weeks will be a series of forging exercises to demonstrate skill.

This is a 15-week course requiring 9 hours of class-time per week.

BAAI 102 Blacksmithing I (Spring, 6 credits)

The term will focus on building upon the fundamentals: fire control, free hand forging (by eye), basic principles of drawing and design. Upon completion of a battery of exercises -- exploring drawing, upsetting, welding -- the students will progress to tooling with more advanced elements (eyes, moving parts) and then to building hardware. This will be the main concentration for the second half of the semester, to include forging and decorative filing. The final week will be a series of forging exercises to demonstrate skill.

This is a 15-week course requiring 15 hours of class-time per week.

BAAI 201 Blacksmithing II (fall, 6 credits)

This is a 15-week course requiring 15 hours of class-time per week.

Students will continue to refine basic forging skills while taking a serious look at the history of Western ironwork. We'll study the styles and context of major styles starting in the late middle ages. In each phase we'll spend time looking at photo documentation of key historic examples and make sample details to absorb the spirit of the time. Then each student will work up a plan for an 18 by 24 inch panel that summarizes significant design features and techniques of the period. We'll work samples of Gothic, Art Nouveau, Art Deco, and Contemporary periods. While talking about the style we'll leave the baroque for a more serious examination later. This project will likely extend into the second term when we'll also start using other materials including copper, bronze, aluminum, and stainless steel.

BAAI 202 Blacksmithing III (Spring, 6 credits)

The overarching plan is to continue to follow the history of ironwork in Western Europe and America. We begin this semester with a look at Art Nouveau through a presentation on the history of the movement in Britain, Scotland, Germany, Italy, France and the US. Each student will design and produce a piece that is historically correct to one style of Art Nouveau. No student moves on to making their piece until they have turned in a photocopy of a client-ready drawing of their proposed project.

This is a 15-week course requiring 15 hours of class-time per week.

BAAI 301 Contemporary Practices In Blacksmithing I (fall, 6 credits)

This term will be an intensive interaction bringing power hammer skills to a new level including learning to forge and use custom power hammer tooling. Other metals that can combine with iron will be explored and included in assignments. The review the history of design in iron and how it was produced at the time will continue.

This is a 15-week course requiring 15 hours of class-time per week.

BAAI 302 Contemporary Practices In Blacksmithing II (Spring, 6 credits)

This term will include a detailed look at the historic design traditions of the late 19th and early 20th Century. It will also include techniques associated with that period of blacksmithing and their relationship to the design movements of the time. More modern assembly techniques will be included in the assignments.

This is a 15-week course requiring 15 hours of class-time per week.

BAAI 401 Advanced Studies In Blacksmithing I (fall, 6 credits)

The term will include the study of the modern blacksmithing movement that is the basis of the 21st century smithing trade. Students will work individually to research significant craftspeople working in the field during this period and produce samples that demonstrate their understanding of the era.

This is a 15-week course requiring 15 hours of class-time per week.

BAAI 402 Advanced Studies In Blacksmithing II (Spring, 6 credits)

This term will focus on professional skill development aimed at preparing them for a role in the existing iron trade. Special consideration will be given to the individual needs of the students. There will also be a study of iron preservation and restoration and support for their Capstone project including design consultation and technical support.

This is a 15-week course requiring 15 hours of class-time per week.

Classical Architecture and Design

The introduction of Classical Architecture and Design springs from our belief in the importance of infusing traditional methods into teaching the building arts and the recognition that most U.S. design and architecture programs have become less practical and more theoretical.

Students in the four-year Classical Architecture and Design specialty will learn how the classical tradition developed in the past and most importantly how it can inform our built environment in the

future. Alongside our liberal arts curriculum, eight design studios will focus on different categories like fundamental classicism as well as more complex subjects in residential, secular civic, classical interiors and landscape. Students will learn to apply classical knowledge to all scales of building while learning practical applications of contemporary building practice. Students will also choose from electives like wood carving, stone carving, scagliola, gilding and color theory, that tie directly into to the practical Art of Building

The Classical Architecture and Design program seeks to educate what the Greeks understood as Arkhitéktōn – the master builder. ACBA’s specialization in Classical Architecture and Design falls under the Bachelors of Applied Science in the Building Arts. The specialization, as defined by the college, is designed as a pre-professional degree, giving our graduates the best possible education in classical principles of architecture and hands-on practical knowledge of traditional construction methods. Graduates are prepared to pursue jobs as Architectural Technicians and in the fields of Architecture, Design, Preservation, and Construction among others in the growing building industry where knowledge of classical and traditional building methods are desired. Because of our accreditation with the Accrediting Commission of Career Schools and Colleges, post-graduation professional certifications may be pursued through the American Design Drafting Association, although licensure is not mandatory for becoming an architectural draftsman, certification can increase job opportunities.

Should any graduate of the American College of the Building Arts want to pursue licensure as a professional architect in the future, an additional degree will be required. Requirements for licensure as an architect vary according to state, but generally include a professional architecture degree from a school accredited by the National Architectural Accrediting Board.

Further information on licensure, including state specific requirements, can be found here:

<https://www.ncarb.org/get-licensed/licensure-basics>

Classical Architecture and Design Coursework

BACL 101 Foundation A (Fall, 5 credits)

To even begin as designers, we must learn how to see, how to think and how to communicate. This studio will start by developing the ability of the student to make visual distinctions in the world of design.

The student will engage in numerous short exercises to sharpen the eye, through the study of useful precedents. After this initial immersion in the most basic principles, the student will engage in a thorough study of the classical orders—using them to engage with principles of classicism.

This course will manifest in drawn and verbal presentations—an important introduction to how architects & designers can communicate to clients, builders, and the public. The relationship between our key communication tool the hand drawing, and what is needed & useful to artisans, will be focused upon.

This is a 15-week course requiring 9 hours of class-time per week.

BACL 102 Foundation B (Spring, 6 credits)

The works of “high classicism” are as beautiful, subtle, complex, culturally layered and powerful as anything humanity has produced.

This studio will look to the highest examples of classical architecture, concentrating on four profound works, taking one from each of the critical periods; Ancient Greece, Ancient Rome, Renaissance Rome and the American Renaissance and analyzing each in depth. The student will peel back the layers, discovering the historic, compositional, ceremonial, ornamental, constructional, urbanistic, political, biographical, and artistic forces that brought it forth.

The students will be assigned a portion of a high classical building—one façade or important element (like a major portal) and will produce an “*analytique*” drawing of it. The goals will be to develop skills and practice in: design analysis, graphic composition, drawing and rendering, as well as lettering.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 201 Vernacular (Fall, 6 credits)

There is an ongoing debate about what is “building” and what is “architecture”—and how one influences, nourishes & strengthens the other. This studio will focus on the “classical vernacular,” as shown in America’s domestic and functional architecture, from colonial times to just after World War II. There will be an emphasis on Southern architecture and will focus particularly on examples from Charleston and the low country. Students will use their knowledge of High Classicism (learned in BACL 102) to understand where it intersects and influences vernacular design.

There will be three brief *esquisse* projects like a gateway to a rural school, a chapel of ease or a gas station in a historic district. Each will be presented in a simplified *analytique* form to continue developing your skills in composition & graphics.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 202 Classical Design --- Residential (Spring, 6 credits)

Building on the works of Vitruvius and Palladio, this studio will consider the human form in relation to our most intimate environment: the home—and will consider, form, spatial relationships, the environment, and the “psychology of space”, as they relate to the most frequent (and endlessly challenging) design problem: the residence.

This will also be our opportunity to explore the theory (and practical applications) of sacred geometry and proportioning systems.

There will be an emphasis on the broad understanding of the tools necessary to visually communicate designs to a client or employer. After an initial sketch problem, the balance of the semester’s design work will focus on a medium-sized detached house.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 301 Classical Interiors (Fall, 6 credits)

We spend our lives inside interiors— “rooms”—but a seemingly simple question like “What makes a Room?” is rarely asked. The student will be instructed on the basic understanding of the elements that create interior spaces and their proper arrangement, including; moldings and ornament, millwork and paneling, doors and windows, ceilings and flooring, furniture placement, lighting and color, accommodating mechanical and structural elements with grace.

Integration of the above factors through cohesion & appropriateness, will be emphasized, with the

goal to master their manipulation. Excellent & powerful examples will be visited and analyzed.

In this studio there will be two projects: Analysis of an existing space and the Interior design of a given space, including accommodating/selecting/showing all of the factors listed above. The results of both projects will be shown through drawings that explore different effective ways of communication.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 302 A Medium-Sized Civic Building (Spring, 6 credits)

This studio will incorporate classical orders, classical planning (like the use of axes and hierarchical space), and volumetric relationships into the development of medium-scale public building, like a courthouse or an intermediate school. Students will be exposed to topics like egress and accessibility, necessary in any modern public building, require special attention, especially for their incorporation into classical planning and exterior design. Local and national case studies of public buildings will be an integral part of the course.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 401 A Medium-Sized Sacred Building (Fall, 6 credits)

From Greek and Roman Temples, to the churches of the Renaissance, sacred spaces have always been integral to the development of architecture and to all civilization. This studio will investigate the ways in which various religious beliefs have influenced the design of religious structures—and vice-versa.

In this studio we will especially focus on how this has been manifesting in the classical tradition and will look in some depth at inspiring examples. —Students will see how classical elements, planning, and design strategies have made these buildings successful and powerful

The student will design a classical sacred building, in a faith and precedent of their choosing. Excellence in presentation will be expected, including examples of ornament and embellishment of the student's own devise.

This is a 15-week course requiring 15 hours of class-time per week.

BACL 402 Orders (Spring, 6 credits)

In this studio students will draw on all of the elements of classicism learned in previous courses for a deeper exploration of the relationship between the ancient canonic orders and contemporary building practice. The class will work alongside of ACAP 402 for the completion of final project.

This is a 15-week course requiring 15 hours of class-time per week.

ACBA Administration, Staff, and Faculty

Administration

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

President

M.A., Naval War College

M.A., Salve Regina University

B.A., The Citadel

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Chief Advancement Officer

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B.A., College of Charleston

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D.Phil., Oxford University

M.A. University of Maryland

B.A., Rutgers University

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J.D., The Ohio State University

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B.A. (Hons) University College, London

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Morgan Kinder

Librarian

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B.A., College of Charleston

Hannah Whitt

Student Services & Financial Aid Coordinator

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B.S.W., University of North Carolina – Greensboro

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M.F.A., University of Georgia
B.F.A., Clemson University

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Professor of Architectural Carpentry
Master of Carpentry, Chamber of Trades, Germany
Sworn Expert, Chamber of Trades, Germany

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M.Arch., University of Notre Dame
B.A., College of Charleston

Matthew Garton

Professor of Blacksmithing
B.A. (Hons), Hereford College of Arts

Kaminar Haislip

M.F.A., Winthrop University
B.F.A., Winthrop University

Rob Hanawalt

Professor of Business & Construction
Management
Operator and Builder for 15+ years

Steve Kester

Professor of Plaster
Plasterer for 40+ years

Joseph Kincannon

Professor of Architectural Stone Carving
Stone carver for 40+ years

Morgan Kinder

Director of Library Services

M.L.S., University of South Carolina
B.A., College of Charleston

Arnaud LeRouzic

Professor of Carpentry
C.A.P., Compagnons du Devoir
B.P., Compagnons du Devoir

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B.S., College of Charleston

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B.A.S., American College of the Building Arts

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Professor of Carpentry
Professional Carpenter for 25+ years

Abraham Pardee

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B.F.A., Tennessee Tech. University

Betty Prime

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M.Arch., University of Pennsylvania
M.S., University of Pennsylvania
B.A., Clemson University

Sacha Rosen

Professor of Architecture
M.Arch., University of Oklahoma
B.A., University of Oklahoma

Phillip Smith

Professor of Architecture

M.Arb., University of Notre Dame

Bruno Sutter

Professor of Timber Framing
C.A.P., Compagnons du Devoir
B.P., Compagnons du Devoir

Professor of Foreign Language
M.A., Northwestern University
B.A. (Hons), University College, London

Simeon Warren

Professor Emeritus
B.A., Glasgow School of Art
BTEC Diploma, Leeds College
A.C.C., City and Guilds of London

Charlotte Thompson

Community Helplines and Support Groups

AIDS Hotline	1-800-448-0440
Alcoholics Anonymous	1-843-723-9633
Charleston County Dept. Alcohol and Drug Abuse Services	1-843-958-3300
Charleston Dorchester Mental Health Center	1-843-852-4100
National Drug Information Treatment	1-800-662-4357
National Suicide Prevention Lifeline	1-800-273-8255
National Sexual Assault Hotline	1-800-656-4673
Veterans Suicide Prevention Hotline	1-800-273-8255, Press 1
Suicide Prevention for LGBTQ Youth	1-866-488-7386
Eating Disorder Services for Charleston County	1-843-747-8336
Sexually Transmitted Diseases Hotline	1-800-322-2437
Substance Abuse Treatment Referral Hotline	1-800-662-4357
Charleston County Health Department	1-843-579-4500
Mental Health Referral Hotline	1-877-726-4727
Poison Control	1-800-222-1222
Substance Abuse Information	1-800-662-4357
Survivors of Suicide	1-843-747-3007
Lawyer Referral Service	1-800-868-2284

Local Hospitals and Emergency Care

Emergency	911
Roper Hospital	1-843-724-2000
MUSC Health	1-843-792-1414
Harvest Free Medical Clinic	1-843-747-3526
Lowcountry Pregnancy Center	1-843-553-3505
Planned Parenthood Center of Charleston	1-843-628-4380

Childcare Referrals

www.Sc-ccrr.org

1-888-335-1002

www.Scchildcare.org

1-803-898-2570

Transportation

Charleston Area Regional Transportation Authority (CARTA)

1-843-724-7420

www.ridecarta.com/riding-carta/how-to-ride

www.ridecarta.com/riding-carta/how-to-ride/riders-with-disabilities

2022-23 Academic Calendar

FALL SEMESTER 2022	
Monday, August 2 – Friday, August 6	Faculty Meetings/Training
Thursday, August 12	New Student Orientation
Monday, August 15	First Day of Class
Monday, August 22	Externship Portfolios/Evaluations Due
Monday, September 5	Labor Day – College Closed/No Classes
Tuesday, September 6	Externship Grades Due
Tuesday, September 13	Last Day to Drop Class with a Grade of “W”
Monday, October 17 – Tuesday, October 18	Fall Break/No Classes
Wednesday, October 19	Midterm Grades Due
Wednesday, November 23 – Friday, November 25	Thanksgiving Holiday - College Closed/No Classes
Monday, December 5	Last Day of Classes
Tuesday, December 6 – Wednesday, December 7	Reading Day/Weather Make-Up Day
Thursday, December 8 – Friday, December 9	Final Exams
Friday, December 16	Final Grades Due
SPRING SEMESTER 2023	
Monday, January 2	Faculty Meetings/Training
Monday, January 9	First Day of Class
Monday, January 16	College Closed – Martin Luther King, Jr. Day
Monday, February 6	Last Day to Drop Class with a Grade of “W”
Monday, March 6 – Friday, March 10	No Class – Spring Break
Friday, March 10	Midterm Grades Due
Monday, May 1	Last Day of Class
Tuesday, May 2 – Wednesday, May 3	No Class – Reading Day or Weather Make-up Day
Thursday, May 4 – Friday, May 5	Final Exams
Wednesday, May 10	Final Grades Due
Friday, May 12	Capstone Reception
Saturday, May 13	Graduation
Monday, May 15 – Friday, May 19	Faculty Meetings

Record Retention Policy

Academic Affairs	
Faculty Meeting Minutes	2 years, then destroy
Grade and Appeals Committee Files	4 years, then destroy
Academic Success Center Files	2 years, then destroy
Registration and Drop/Add Requests	2 years, then destroy
Academic Transcripts	5 years, then permanent archives
Grade Rosters and Grade Changes	4 years, then permanent archives
Human Resources	
Personnel Files (Active & Terminated)	3 years after termination, then destroy
Grievance Files	3 years after resolution, then destroy
Student Affairs	
Student Honor Code Violation Form	5 years, then destroy
Students' Graded Exams, Papers, Homework	2 years, then destroy

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