

July 8, 2004

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From: Dr. Vermelle J. Johnson, Chairman, and Members, Committee on Academic Affairs and Licensing

Consideration of Request for Initial License
School of Building Arts, Charleston, SC
Associate of Applied Science and Bachelor of Applied Science in Building Arts

Summary

The School of Building Arts (SoBA) <<http://www.soba.us>> requests approval of an initial license to offer programs leading to the Associate of Applied Science (A.A.S.) and Bachelor of Applied Science (B.A.S.) degrees in Building Arts. This initial request is for approval to advertise and enroll students beginning in September 2004 for classes beginning in Fall 2005.

On January 13, 1999, the South Carolina Secretary of State issued a Certificate of Existence to the School for Building Crafts, a nonprofit incorporation. John Paul Huguley was the original incorporator. Subsequently Mr. Huguley applied to the Secretary of State and was granted an amendment to change the name to the School of the Building Arts, Inc. SoBA is recognized by the IRS as tax-exempt under Internal Revenue Code 501(c)(3). The principal goal of SoBA is to educate craftworkers, both male and female, in the arts necessary for proper restoration of historic sites. Graduates will be specialists in their crafts, not general construction workers. Students will chose a specialization in (1) architectural stone work, (2) carpentry, (3) masonry, (4) ornamental ironwork, (5) plastering, or (6) timber framing.

Upon receipt of the Application for Initial License, the staff contracted with a team of expert examiners. The staff provided to the team members a copy of the application and

exhibits. The team was asked to review the proposal for conceptual compliance with the licensing requirements and to determine whether the founders of SoBA are developing an implementation plan to establish the school in compliance with the licensing requirements. A copy of the review is attached (**Attachment 1**).

Serving on the review team were Roger Liska, Ph.D., Chairman and Professor, Department of Construction Science and Management, Clemson University, (assisted by Jeffrey Burden, Ph.D., Director, Graduate Center in Historic Preservation, Clemson University at Charleston), and Robert D. Russell, Jr., Professor, Architectural History/Urban Design, Director, Historic Preservation & Community Planning Program, College of Charleston.

Prerequisites for admission to SoBA are (1) high school credit of four units of English, three units of math, and three units of social science; (2) a high school diploma or GED; (3) SAT or ACT test scores; and (4) an interview with an admissions officer. SoBA may also accept ability-to-benefit students who score a total of 23 on the Career Programs Assessment Test (CPAt). Prospective students must also attend a trade orientation weekend during the winter before the following fall enrollment. During the orientation weekend students receive a hands-on introduction to each trade concentration. Incoming freshmen will take the ACT Computer Adaptive Placement Assessment and Support System (COMPASS) placement test in mathematics, reading, and writing.

An applicant may transfer to SoBA certain advanced placement courses, credit for College Level Examination Program (CLEP) tests, and credit from other postsecondary institutions for courses in which the applicant earned a grade of “C” or higher. Transfer credit is limited to 30 semester hours from a two-year institution and to 60 semester hours from a four-year institution.

The program will be available to full-time and part-time students. Tuition is expected to be \$6,750 for each semester for full-time students enrolling in 12 or more semester credit hours. Students are expected to purchase their own hand tools.

Educational Programs

A minimum of 72 semester credit hours is required for the associate’s degree, and a minimum of 130 semester credit hours is required for the bachelor’s degree. The curricula are traditional in that they include core general education requirements, but non-traditional in that the major is in building arts and students choose a concentration in a trade area in (1) architectural stone work, (2) carpentry, (3) masonry, (4) ornamental iron work, (5) plastering, or (6) timber framing. The following table shows the curricula.

	Yr 1	Yr 2	Yr 3	Yr 4
BUILDING ARTS				
Building Construction 101, 102	6			
Building Inspection/Analysis				3
Drawing and Drafting 101, 102	6			
Material Science			3	
Mechanical Trades			3	
Special Project			6	6
Trade Major	12	12	8	8
Trade Minor		6		
Building Arts Total				79
GENERAL EDUCATION				
Architecture History 101, 102		6		
Design			3	
Documentation		3		
Economics			3	
English	6			
Historic Preservation		3		
Math	6			
Oral Communication		3		
Research			3	
General Education Total				36
BUSINESS				
Accounting			3	
Business Management				3
Career Strategies				3
Computer Science		3		
Construction Management				3
Business Total				15
Year Total	36	36	32	26
Curriculum Total		72		130

The specialty areas are described briefly below. It should be noted that the information from the Bureau of Labor Statistics generally applies to construction work occupations and does not specifically target the craft skill focus of the SoBA programs.

Architectural Stone Work

The architectural stone work concentration includes the topics of safe hand tool and power tool usage, stone cutting, basic carving and lettering, basic design layout, creation of templates, health and safety, storage, material science, geology of stone; sink cuts, internal and circular work; conservation techniques, work site and scaffolding safety, structured detail work; installation, creating replica carvings with pointing machine, construction management,

estimating, contracts, and licensing.

Architectural stone work is a specialty for which the Bureau of Labor Statistics does not include occupational information although some applicable information is shown with the description of the masonry specialty.

Carpentry

The carpentry concentration includes the topics of safe hand and power tool usage, hand tooled joinery, framing, layout, foundations, storage and cutting techniques, wall and joist framing, rafter and stairway construction, ladder and scaffolding safety, cabinet/drawer/door making, deck and porch construction, railing and baluster installation, cornice and interior trim, flooring, jambing, hanging and finishing doors, fence and gate construction; preservation, repair and replacement of historically significant wooden building material, demolition techniques, salvaged wood, paint removal, Dutchman repairs, flooring, re-screening and gutter repair, lathe and wood turning, wood carving, mantle and door facade design and construction, stairs and stairway construction, arches and ellipses and wood bending techniques, period window/frame construction, special threshold and flashing, roofing systems, domes and spires, dormers and eyebrow windows; slate, cedar and copper roof applications; circular windows and doors, and curved work and wood stem bending.

According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, on the Internet at <http://www.bls.gov/oco/ocos202.htm>, carpenters learn their trade informally on-the-job, train in vocational schools, train in industry-based programs, or learn skills through an apprenticeship program. Training through these programs usually lasts between two and four years. Job opportunities in these vocations are expected to be excellent through 2012. In 2002, median hourly earnings for carpenters were \$16.44.

Masonry

The masonry concentration covers the topics of the history and types of brick and block, bonds and laying to the line, tothing, expansion joints, mortar additives, laying piers and pilasters, laying out for door and window openings, setting lintels, using anchors and fasteners, brick corbelling and coping, arches, stucco and the three-step process, concrete and form work, tile and grouting, terra-cotta and glass block installation, lime putty repair, repointing and tuck pointing, brick and stone decay and repair, stress crack repair, repair of brick arches and sills, moisture problems, stucco repair and surface treatments, fireplaces and chimneys, wall and slab form construction, curved form work, stairs and stepping form work, insulated concrete and its various applications, and advanced stucco applications.

According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, on the Internet at <http://www.bls.gov/oco/ocos201.htm>, brickmasons, blockmasons, and stonemasons learn their skills informally on-the-job from experienced workers, train in vocational schools, train in industry-based programs, or learn skills through an apprenticeship program. Training through these programs usually last between two and four years. Job opportunities in these vocations are expected to be excellent through 2012. Median hourly earnings for brickmasons and blockmasons in 2002 were \$20.11. Median hourly earnings of stonemasons in 2002 were \$16.36.

Ornamental Ironwork

The ornamental ironwork concentration covers the topics of materials, tools, processes, forging techniques, design, measuring, cutting, bending, shaping, jig building, drifting, ring making, tool making, forge welding, health and safety, fabrication techniques, drilling, treadle hammer, power hammer, mortise, tenoning (join with a tenon), preservation techniques, wrought iron, and restoration and repair.

Ornamental ironwork is a specialty for which the Bureau of Labor Statistics does not include occupational information.

Plastering

The plastering concentration covers the topics of history of lime and lime plastering, hand tools, slaking, lime mortars, adhesives, cements, lath and hanging lath, three coat process, texturing, stucco, gypsum products, drywall mudding, taping, and sanding, paint preparation and repair, Portland exterior rendering, aggregates, coloring and tinting, faux block etching, problem solving, compatibility, crack repair, patching, repair untrue surfaces, cornice and Medallion repair and replacement, ceiling repair, making special cornice knives, compound coves, mold designs, running niches, ellipses, running lunettes, groin vaults; ornamental molds, carving, and casting; scagliola (plasterwork in imitation of ornamental marble), history and types of ornamentation, and kneading and rolling.

According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, on the Internet at <http://www.bls.gov/oco/ocos210.htm>, plasterers and stucco masons learn their skills informally on the job, in employer sponsored training programs, or in a two- to three-year apprenticeship program. Job opportunities in these vocations are expected to be good through 2012. In 2002, median hourly earnings for plasterers and stucco masons in all industries were \$15.91.

Timber Framing

The timber framing concentration covers the topics of history and tradition, trade practices, basic layout theory, tool use and maintenance, timber selection and acquisition, safety, materials, wood science, joinery; rigging, ropes, and assembly; site preparation and assembly, framing types and systems; scribe theory, scribe joinery and layout; chain saw safety, lifting devices, conservation and preservation; residential construction, dismantling, repair, and replacement; site layout and foundations, SIPS, stick framing, rafter and stair layout and cutting, mechanical trades, interior finishes; woodland skills, milling, and salvage; timber frame engineering, building codes and standards, compound joinery and advanced scribing, home design, drafting and engineering principles, introduction to computer aided drafting (CAD), trade math, timber management, compound roof joinery, and yard management.

Timber framing is a specialty for which the Bureau of Labor Statistics does not include occupational information.

Finances

The licensing application of SoBA contains audited financial statements for the years ended December 31, 2000 and 2001, a copy of the 2002 IRS Return of Organization Exempt from Income Tax, and an Accountant's Compilation Report for the year ended December 31, 2003. The application also includes a development plan that incorporated for 1999 through 2003 development records with a list of donors, analysis, goals and objectives for development, and a plan of development. The plan includes a five-year and ten-year long-term capital campaign. The income to SoBA comes from the foundation, from government grants, from individuals, and from corporations. Governmental support is not predictable, varies from year to year, and is not included in the development plan of SoBA. An analysis of the financial documents provided for the years 2000 through 2003 reveals that SoBA is thinly capitalized, but its base is improving, largely due to its success with grants and donations.

The foundation has secured grants from Save America's Treasures (\$500,000), 1772 Foundation (\$250,000), and The Gould Foundation (\$200,000). SoBA officials have applied for a \$3,370,000 grant from the U.S. Department of Labor (US DOL). The grant proposal is for education research, development, curriculum development, and equipment. In the event that the grant is not forthcoming, the officials of the school will not proceed with its plan to offer the programs leading to degrees.

The institution will post a bond in the amount of \$70,000, based on the projected tuition income for the first year of \$648,960 to fulfill the requirements for a surety bond of not less than ten percent of the projected annualized gross income of the program. The regulation requires that the bond is to be used only for payment of a refund of tuition and other instructional fees

due a student or potential student in the event the institution closes owing refunds to students.

Facilities and Space

On February 28, 2000, the Housing Authority of the City of Charleston deeded to SoBA the .936 acre tract of land and improvements known as the “Charleston District Jail.” The property is at the southwest corner of Franklin and Magazine Streets in the city of Charleston. The transfer is subject to certain easements, covenants, restrictions, and/or limitations and to the rights and obligations described in an instrument dated November 23, 1992, entitled “State Historic Preservation Grant Funds Covenant Agreement” entered into between the Housing Authority and the South Carolina Department of Archives and History. The renovation of the Jail is a long-term project and will serve as a “real life” facility for students to practice their skills.

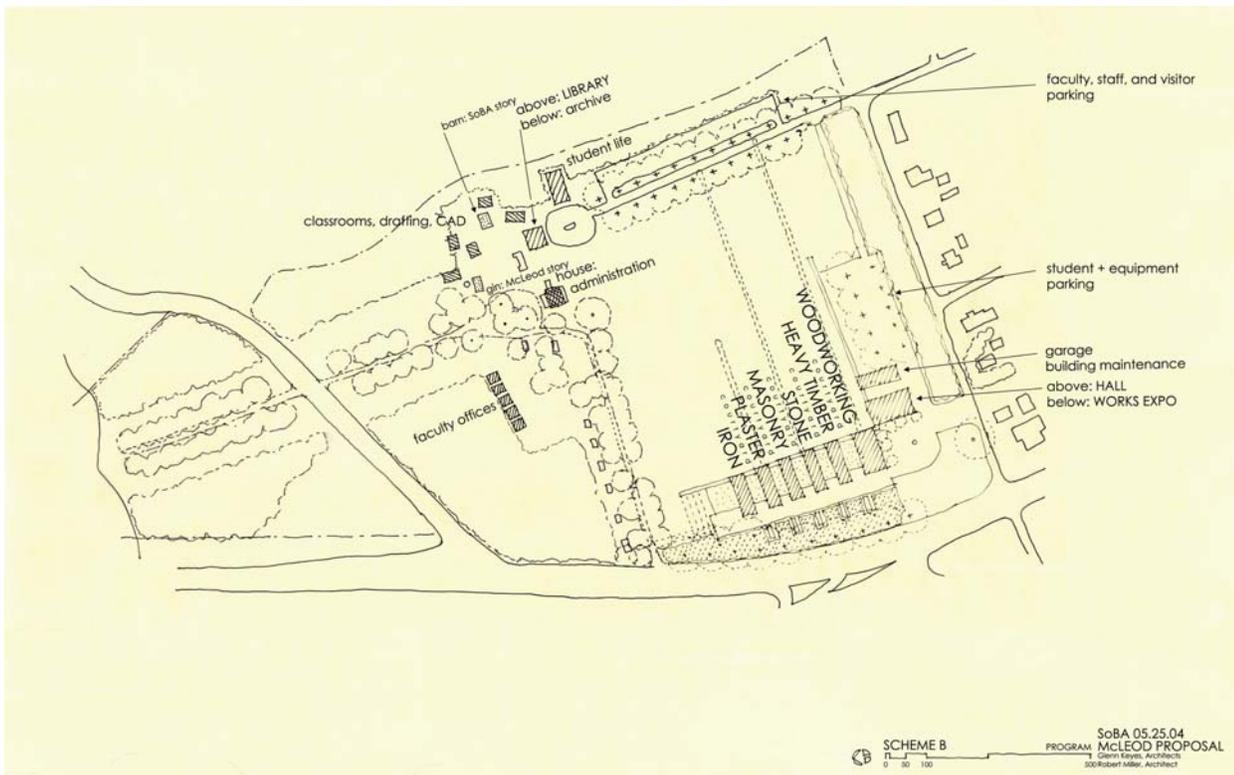


McLeod Plantation Main House

SoBA officials have entered into negotiations with the Historic Charleston Foundation to purchase the McLeod Plantation located on James Island. The Historic Charleston Foundation acquired a third of the property when William Ellis McLeod died at age 104 in 1990 and bought the rest three years later. Locating SoBA at the McLeod Plantation will further preservation efforts of the country by transforming a historic site into the education center for building artisans. The McLeod Plantation property includes 38 acres of land

and 11 antebellum structures. During the Civil War, the main house was used as a hospital and after the war housed the headquarters of the Freedman’s Bureau. The Historic Charleston Foundation would sell the property for about \$850,000, which would reimburse it for the cost of holding and maintaining the property for the past 11 years. Before the McLeod campus becomes a reality, the school must work out sales terms and easements; get the city to rezone the property to allow school use; and raise as much as \$20 million to convert the former plantation into a campus.

Architects Glenn Keyes and Robert Miller have worked on a preliminary design that calls for six workshop buildings across the field near the trees along Tatum Street. Classroom and support buildings would be located in and around outbuildings east of the main home, which would be renovated for administration space.



Equipment

In accordance with the CHE licensure requirements, a list of the major items of equipment is provided. The applicant indicates that all of the equipment will be owned. Because of the specialized nature of the skills training for the curricula, the training equipment requirements are extensive. Much of the equipment is already in place because of the workshops the school offers.

Library and Student Services

CHE regulations require the school to document that the institution owns or makes available through formal agreements access to adequate learning resources and services to support the programs offered. SoBA has a lending agreement with the College of Charleston library. Students and faculty will be able to check out books and will have full in-house reference services. SoBA students and faculty will also have access to the Charleston County Library. SoBA has developed an implementation plan for an on-site library collection. It is the intention of the officials of the SoBA to hire a librarian whose responsibility will be to build the library, the staff, and the collection.

Student services will be provided through orientation and through counseling from a staff person to address educational, occupational, financial, and personal advising; retention and

program completion; and employment assistance. Extracurricular activities will be developed to serve the educational needs of students under guidance and supervision of the institution.

Organization, Administration, and Faculty

The organization of the proposed SoBA as described in the institution's application materials is standard for a small, private institution of higher education. Already in place is a governing board, advisory councils, a president, a vice president of development, a director of education, a grants manager, a research consultant, a special events/international project manager, and an office/human resources manager. If the Commission approves the proposal, there will be an admissions officer/registrar, a student life director/counselor, and a director of library services. SoBA officials will continue to evaluate the needs of the institution and assure that appropriate administrative support is available.

Resources will be dedicated to support the administration and faculty. Position descriptions and qualifications for employment in administrative positions, record-keeping processes, and evaluation procedures and processes are in development and will be further defined and refined as staff positions are filled.

The school currently has one full-time faculty member and will recruit and add faculty as it develops its programs and prepares to offer courses. All faculty members will meet the minimum requirements established by CHE regulation. An appropriate number of faculty members must hold terminal degrees; all others who teach upper-division courses and all faculty members who teach general education courses must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree or hold the minimum of the master's degree with a major in the teaching discipline.

It is ambitious for SoBA officials to attempt to implement in Fall 2005 its plan to offer programs leading to degrees. Although it may seem premature to seek licensure now, conditional approval at this time will enable the school to initiate a national advertising campaign and to enroll students over the next year. The success of the project will depend largely on the ability of the founders to expedite grants and fundraising.

Staff Recommendation

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the School of Building Arts to advertise and enroll students for classes to begin in Fall 2005 provided that 1) no "unique cost" or other special state funding be required or requested; 2) SoBA submit to the Commission updated material to document compliance with the licensing requirements and the recommendations shown in **Attachment 2**; and 3) a team visit the Charleston facility in 2005 to confirm compliance.

Committee Recommendation

The Committee meets on July 7, 2004, and will present its recommendation at the CHE meeting.

