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**Commission on
Higher Education**

CHE
7/8/2004
Agenda Item 4.02.A.2.

Dr. Conrad Festa
Executive Director

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, *VJH/jm* 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, toothing, 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.

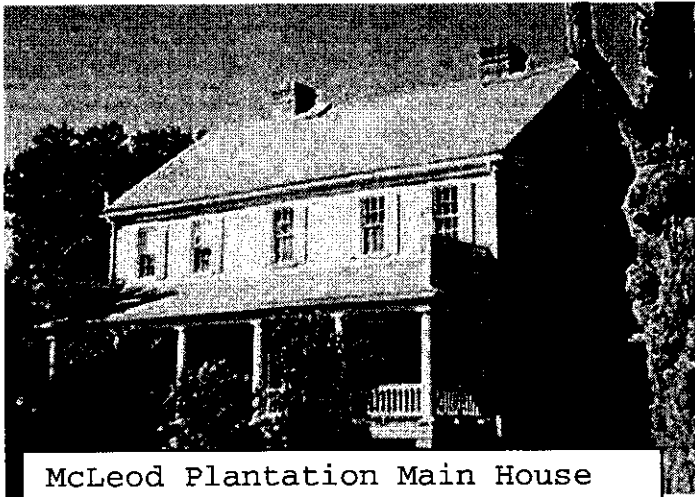
The foundation has secured grants from Save America's Treasures (\$500,000), 1772 Foundation (\$250,000), and The Gould Foundation (\$200,000). SoBA officials have applied for a \$3,370,000 grant from the U.S. Department of Labor (US DOL). The grant proposal is for education research, development, curriculum 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.

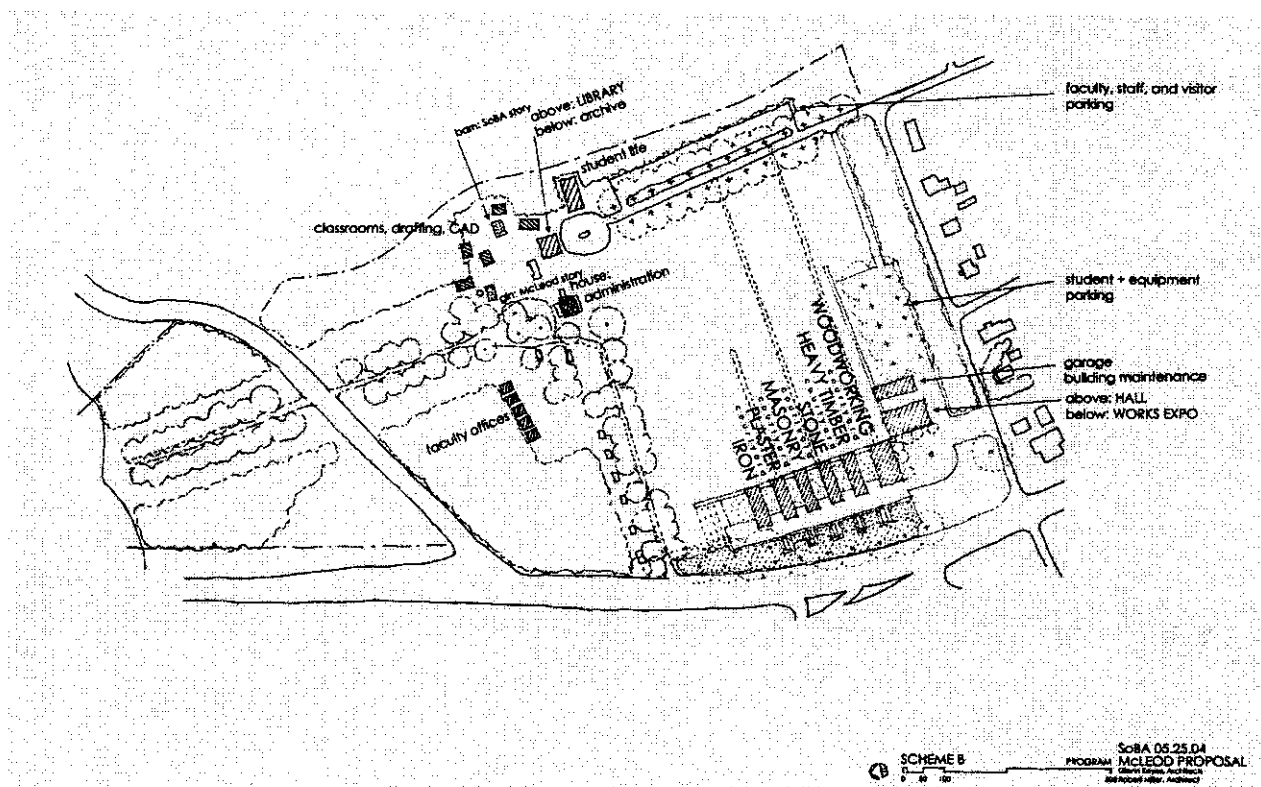


McLeod Plantation Main House

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.

May 11, 2004

Ms. Renea H. Eshleman, Coordinator
Nonpublic Postsecondary Institution Licensing
South Carolina Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201

Dear Ms. Eshleman:

The purpose of this letter is to present by findings from the review of the application for a license by the School of the Building Arts to offer two and four year degree programs.

Organization, administration and faculty – I feel the Application demonstrates that a viable organization comprised of qualified administrators is in place as well as an assessment process for their performance. It was difficult for me to ascertain whether or not sufficient resources to support the School and its operation are in place. I do feel the matter of financial and other needed resources needs to be closely monitored especially in the first five years of formal operation. In terms of the faculty, I only found that one full time faculty member was noted in the Application (Simcon Warren) but his resume or vita was not included. Therefore, I was not able to assess whether or not he is qualified to teach in the School. In addition, I was not able to find any information as to what criteria the School plans to use in hiring additional faculty, what the faculty hiring plan is or anything concerning faculty career development

Education program – It appears from reviewing the two and four year programs and the individual course outlines that the students will receive a comprehensive education relating to the practice of trade work in the specific crafts in the area of historic preservation. While the Application provides justification for the need for the two programs it is specifically focused on the need for construction craft workers throughout in the United States in all types of construction work and less specifically for the preservation sector of the industry. In addition, I do not feel the Application contains sufficient specific information as to the projected need (in terms of numbers) for individuals attaining either of the two degrees including the types of construction companies for which they will go to work. In other words, the Application does an effective job in presenting the overall need of carpenters, masons, ironworkers and plasters from a holistic standpoint but not from the sector of the construction industry for which graduates will be trained to work. The Application should have contained the results of a comprehensive industry study of what the needs are for graduates of the two programs which should include types and locations of companies and a range of starting wages. I noted the application did indicate that there is a waiting list to be accepted into

the program, but I wonder how many of the existing students and those applying are doing so to obtain a degree and work in the industry as compared to just being interested in the specific skills taught and wanting to learn them not for a future occupational but more for a hobby. I felt it would have helped if more specific information concerning career goals of the current students and those applying were provided.

My major concern is that students in the program may feel they are receiving a comprehensive education in any one of the crafts being studied and will be able to easily obtain employment in that field with any type of construction company. But carefully reviewing the topics of the various courses, this is not the case for all of the crafts in that instruction in many specific craft-related tasks is missing. It is clear in the application that those students graduating from the program will be prepared for an entry-level position in the craft(s) of their choosing but the School will need to be very careful in their recruitment and career guidance processes to insure students understand what actual employment prospects are available to them.

In terms of the quality of education the students may receive in any one of the specific courses I found it difficult to arrive at any conclusions because the syllabi were incomplete in that they did not contain specific objectives of what students will be able to do as the result of taking the course and what instructional materials will be used including text books, etc. Also the syllabi did not contain course prerequisites and how the students will be specifically assessed (just stating assessment in the topical outline is not sufficient). In terms of prerequisites, I feel administration and faculty need to identify what fundamental skills and knowledge the students need for each of the courses. In more closely reviewing some of the content of the courses of which I am very familiar, I feel some additional thought needs to be given as to the ability of the students to succeed without first having mastered certain fundamental skills and knowledge related to the specific course. For instance students need to understand and be able to perform mathematical calculations in algebra, geometry and trigonometry before they will be successful in understanding the behavior of structures and their various elements and connections. As presented in the Application, students will be taking MATH 101 and 102, which provide instruction in the three areas mentioned above at the same time they are taking Building Construction 101 and 102 that requires the students to apply the math fundamentals. Based on my experience I would recommend that the construction courses be placed in the second year of the program and be replaced with more fundamental courses contained later in the programs. In light of this suggestion I also recommend that a thorough and thoughtful review be conducted of the entire two programs to ensure the students will have the appropriate prerequisite skills and knowledge to succeed in succeeding courses and the results of this review be presented in a matrix (flow chart) format.

Finally, being that both programs are industry specific, it is critical that the School establish a formal advisory committee of practicing professionals representing a cross section of companies in which graduates will be employed. This committee would serve in an advisory capacity to the School and its faculty and can assist in various ways including curriculum and course content reviews, fund raising, providing resources, etc.

Library and student services – In reviewing the Application for the various issues related to this area. It appears there exists sufficient library resources and related support. In reviewing the Bibliography I did note however, that it was missing some major sources of craft training curricula especially the National Center for Construction Education and Research Contrend (NCCER) series and the National Association of Home Builders (NAHB) craft training material. As the programs develop it will become important from both a cost and student preparation standpoint that existing related craft training materials be carefully reviewed and total or in part adopted so as to first not “reinvent the wheel,” thus saving costs, and second to insure a greater portability of the education received by the students to other geographic locations of the United States and other sectors of the industry. For example the NCCER has a craft worker national recognition program in place whereby those students who have successfully demonstrated the mastery of specific skills and knowledge through written and performance testing, using the Contrend series of educational modules, are placed in a national registry acknowledging the successful completion of the training. This serves as a form of certification in the construction industry and assists workers in obtaining new employment and assuring employers that they hire qualified individuals. The NAHB is embarking on a similar program. It is highly recommended, therefore, that the School make every effort to create partnerships with similar educational organizations to work together for the benefit of their students and the construction industry and not become insular and thus negatively impact the quality of the two programs.

Issues relating to admissions, recordkeeping, transfer policy from another institution and advising appear to be adequate. I did not find a School catalog. In addition, in terms of students from the School transferring to another college or university, I did find a statement in the Application that the School does not guarantee transferability of its courses. I am concerned that at the same time nothing was mentioned about beginning to work with other institutions in the state on the issue of transferability of courses. I would think this would be important in two directions. First, I could see opportunities for upper division high school students interested in the building trades attending classes at the School or even possibly the School offering classes at a large high school that was adequately equipped to support the specific courses. Likewise, many two year vocational institutions are already providing craft worker training in some of the standard trades and thus have the needed tools, equipment, space and faculty to effectively teach trade-related classes. Creating more formal partnerships with other educational institutions should result in a more efficiently managed School. And finally, some of the students who succeed in obtaining a two or four year degree may wish to continue their education in the professional disciplines of architecture or construction management and may want to transfer to such a baccalaureate degree program within or outside the state.

Finance and facilities – It does not appear that adequate resources and space are in place though commitments have been made and work continues to obtain them. I note that even the Application states that adequately equipped space is not sufficient to begin classes in the fall of 2005. This may be another reason to seek formal working relationships with other educational institutions in the area such as Trident Tech so as to

begin classes in an adequately equipped facility on the timetable noted in the Application. I do feel that the presented Building Program was very thorough and thoughtful to meet the School needs now and for the near future. The types of equipment listed in the Application appear to be appropriate in type but I am not sure about quantity. In addition, it will become important that all equipment be state-of-the-art and not antiquated donations to the School.

My last concern pertains to assessment. While the School has included various needed components of a comprehensive assessment process, it has not presented how the components integrate into an institutional program, how the results of individual assessments will be used to make improvements and how the results will be made available to the public. The School should have an academic quality plan identifying the process used for continuous improvement. The plan will serve as a tool for continual improvement and improvement of all of its programs. This process should contain measurable objectives (for not just students but for all academically-related aspects of the two programs) a systematic means of collecting, quantifying and analyzing data relative to the objectives, development of conclusions based on the data collected, and program modifications, when deemed appropriate to improve the programs. Finally, the plan should be reviewed and updated on an annual basis and the results of same, where appropriate should be made available to the public through a website and/or School promotional and other materials.

In closing the mission of the School of the Building Arts appears to be appropriate and fill a critical need in a specialized sector of the construction industry. However, I feel the leadership of the institution needs to more carefully consider the issues I have raised in my letter in order to insure both the students and the construction industry that they are delivering and maintaining a quality comprehensive educational program. If you have any questions, please don't hesitate to contact me.

Yours truly,

Roger W. Liska, EdD, FAIC, CPC, FCIQB, PE
Chair and Professor

**Compiled Recommendations
School of Building Arts
Review Conducted Spring 2004 for Conditional Licensure**

1. Provide to CHE a final building plan for facilities dedicated to the operation of SoBA or access to facilities through formal working relations with other education institutions.
2. Provide to CHE the policies and procedures for faculty hiring and career development.
3. Provide to CHE documentation that adequate financial and operating resources are available to support the school. Attain audited financial statements each year.
4. Provide to CHE an implementation plan showing a schedule of faculty who will be hired along with updated information on faculty, including resume or vita.
5. Provide to CHE a revised draft of the catalog that includes more explicit information to prospective students so that they have disclosures that the graduates of the program will be prepared for entry-level positions in the craft(s) of their choosing and includes career guidance and realistic future employment opportunities.
7. Develop and refine course syllabi as faculty are hired and courses scheduled; include specific objectives, instructional materials to be used, textbooks; revise course descriptions to reflect course prerequisites in terms of skills, knowledge, and courses; and how students will be assessed.
8. Conduct a thorough and thoughtful review of the programs and the sequence of courses to assure that students have prerequisite skills and knowledge to be successful in construction courses after they complete more fundamental courses.
9. Submit to CHE information about the structure, membership, and proceedings of advisory committees. Advisory committees should include in membership practicing professionals representing a cross-section of companies in which graduates will be employed. The committees would serve in an advisory capacity to the school and its faculty and assist in various ways such as reviewing curriculum and course content, fundraising, and providing resources.
10. Confirm that the learning resource center includes the National Center for Construction Education and Research (NCCER) Contren® Learning Series (standardized construction, maintenance, and pipeline curricula for over 40 crafts) and the National

Association of Home Builders (NAHB) craft training material; provide documentation that the school has initiated partnership with the NCCER craft worker national recognition program so that graduates are placed on the national registry acknowledging the successful completion of training.

11. Initiate communications to address transferability of courses; seek out opportunities for high school students interested in the building trades attending classes at the school or the school offering classes at a high school that is adequately equipped to support the specific courses.

12. Investigate options and a timeline to attain accreditation by an accrediting agency recognized by the US Department of Education, preferably SACS.

13. Deposit into an escrow account any tuition and fees collected from prospective students to use to make refunds if the students cancel their enrollment agreements or if the officials of the school abandon their efforts to implement the programs.