

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Bard High School Early College Baltimore, 2801 N. Dukeland Street, Baltimore, MD, 21216

PROPOSED START DATE OF CONTINUED OPERATION. September 4, 2018

Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Bard College

Web Address: bard.edu, bard.edu/earlycollege, bhsec.bard.edu/baltimore

OPEID Code: 002671

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Leon Botstein, President

Mailing Address: Bard College, Office of the President, 30 Campus Road,
Annandale-on-Hudson, NY 12504

Telephone: 845-758-7423

Email: president@bard.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Clara Haskell Botstein

Title: Associate Vice President for Early Colleges

Mailing Address: Bard High School Early College, 2801 N. Dukeland Street,
Baltimore, MD, 21216

Telephone: 914-388-0699

Email: cbotstein@bard.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

4.6.2018 Date Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?
Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? Yes No If yes, please submit new copies.

Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The

application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- Advertisements COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?

Yes No **If yes, please provide copies of the new advertisements.**

- Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Bard High School Early College (BHSEC) Baltimore	Associate in Arts (A.A.)	Classroom	30 per semester; 60 total	Course requirements for the A.A. at BHSEC Baltimore are the same as those for the first two years of undergraduate study on Bard College's main campus. The A.A. is offered at other additional locations of Bard College (including other

				BHSEC campuses) but not on Bard's main campus (in Annandal e, NY).

➤ NEW PROGRAMS

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

- (a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

Background on the Bard High School Early Colleges

Bard College (Bard) is an independent, non-profit, four-year college of the liberal arts and sciences located in Annandale, New York. Bard is chartered by the State of New York and accredited by the Middle States Commission on Higher Education to offer an Associate in Arts degree, a Bachelor of Arts degree, and various graduate degrees.

Bard has long demonstrated a commitment to supporting rigorous college programs for younger, high-school-age scholars. In 1979, Bard College assumed leadership of Simon's Rock College (now Bard College at Simon's Rock)--the first private, residential early college in the country, established to serve students after they completed the 10th grade. Early college is premised on the belief that many adolescents are ready and eager for the greater challenge, scope, and rigor of a college education while still of high school age, and that early college can help ensure these students' success in their continuing college work after the A.A. degree and their ultimate engagement as active members of civil society and leaders in their fields. Simon's Rock is accredited by the New England Association of Schools and Colleges (NEASC), Commission on Institutions of Higher Education.

At the request of the New York City Department of Education, the leadership of Bard College and Simon's Rock jointly created the first Bard High School Early College (BHSEC), which opened in 2001. This school, now located in Manhattan, NY, was one of the first public early college high schools in the nation. Due to the success of the first BHSEC, the New York City Department of Education requested that Bard College open a second BHSEC in Queens, NY, in 2008. In 2011, then-Mayor Cory Booker of Newark, NJ, invited Bard College to open a third BHSEC in Newark. Bard established a fourth BHSEC in Cleveland in partnership with the Cleveland Metropolitan School District in 2014. Bard opened BHSEC Baltimore in partnership with Baltimore City Public Schools in August of 2015.

Through a collaboration between Bard College and the host public school systems, the BHSEC schools offer their students two years of a college preparatory high school program that segues directly into a two-year college course of study. The BHSEC academic program culminates in a state high school diploma as well as 60 transferable Bard College credits and an Associate in Arts (A.A.) degree from Bard College. The BHSEC schools serve as both public high schools and accredited campuses of Bard College. The BHSEC schools in New York City are accredited as branch campuses of Bard College at Simon's Rock through NEASC. The BHSEC schools in Newark, Cleveland, and Baltimore are accredited as additional locations of Bard College through the Middle States Commission on Higher Education.

While more than 400 early colleges have been established around the country, the BHSEC schools remain unique in embedding a two-year, college degree-granting liberal arts and sciences program within a four-year, tuition-free public high school. The BHSEC schools are also among the few early college high schools in which an independent college is the academic partner.

The BHSEC schools have been remarkably successful. In the BHSEC Class of 2017 (including the students from BHSEC Manhattan, Queens, Newark, Cleveland and Baltimore), approximately 82% of graduating students earned an A.A. degree concurrently with a high school diploma, approximately 98% of students earned at least a year of transferable college credits on average, and over 85% of BHSEC graduates continued their education at four-year colleges and universities. In past classes, well over 90% of BHSEC graduates have finished a bachelor's degree, many in less than four years. In the first graduating class of BHSEC Baltimore, composed of students who transferred into the school after the 10th grade, 71% of eligible students earned the A.A. degree, and 92% of the graduating class earned the high school diploma and on average at least one year of transferable college credit.

Moreover, an independent, quasi-experimental study on the flagship BHSEC campuses in New York City found that BHSEC students were significantly more likely to complete bachelor's degrees than comparison students, matched by test scores, GPAs, and demographic characteristics, who attended traditional public

high schools and specialized and selective public high schools, at a magnitude of 31 percentage points and 13 percentage points, respectively. Since 2003, Bard College has awarded 2,668 A.A. degrees to BHSEC students.

Bard High School Early College Baltimore

Bard High School Early College (BHSEC) Baltimore opened in August of 2015 as a partnership between Bard College and Baltimore City Public Schools. The school is a contract school and the first early college high school in Baltimore City. The school is located at 2801 N. Dukeland Street, Baltimore, MD, 21216. The school moved to this permanent location in August of 2016.

In the 2017-18 school year, BHSEC Baltimore serves 395 students: 139 in 9th grade, 129 in 10th grade, 108 in Year 1 of the College program (in place of the traditional 11th grade), and 19 in Year 2 of the College program (in place of the traditional 12th grade). The student body will grow to approximately 500 by the 2018-19 school year. In the 2017-18 school year, BHSEC Baltimore employs 27 faculty, and the majority of those teaching college courses hold terminal degrees in their fields of study. The full-time faculty is projected to grow to approximately 32 by the 2018-19 school year.

Curriculum Overview

In order to receive the Bard College Associate in Arts degree, students must maintain a 2.0 GPA, earn no less than 60 college credits, and fulfill the requisite distribution requirements (outlined below). Of the 60 college credits required for the A.A. degree, 45 must be earned in the sequences of classes described below. The remaining credits can be earned in classes chosen from the elective courses offered by the Science, Mathematics, Languages, Literature, Social Science, and Arts departments.

Curriculum Requirements

All four semesters of the Seminar Sequence at 3 credits each (12 credits);
Two semesters of laboratory college science at 4 credits each (8 credits);
Two semesters of college mathematics at 3 credits each (6 credits);
Two semesters of college foreign language at 4 credits each (8 credits);
Two semesters of literature and history/social science at 3 credits each (6 credits);
One semester of music, theater, dance, and/or visual art (3 credits);
Two semesters of College Experience at 1 credit each (2 credits).

See Appendix A for course descriptions for the general education requirements at BHSEC. See Appendix B for syllabi for the college courses offered at BHSEC Baltimore as of 2017-2018.

(c) Please provide a brief description of the student population to be served by the proposed new programs.

The students at BHSEC Baltimore come from across Baltimore City. In the 2017-18 academic year, the school served 395 students from across Baltimore City, 139 in the 9th grade, 129 in the 10th grade, 108 in Year 1 of the college program (in place of the traditional 11th grade), and 19 in Year 2 of the college program (in place of traditional 12th grade). Students came from approximately 50 middle and high schools and over 20 zip codes, representing the great diversity of Baltimore City. 81% of BHSEC Baltimore students are Black, 14% are White, 4% are Hispanic, and 1% are Other. All students receive free meals, per the school district's policy. BHSEC has already received nearly 270 applications as of March 2018 for 125 seats in the 9th grade class entering in Fall 2019.

BHSEC students are admitted through a qualitative assessment process that includes an interview and a writing assessment. The admissions process is designed to gauge students' motivation, intellectual curiosity, and interest in the early college program of study. The admissions process for the 9th grade, the primary entry point to the school, does not include a review of students' prior academic records or test scores. In keeping with the school and the school district's goals, BHSEC seeks students from a wide range

of backgrounds, including students who are the first in their families to attend college and students who have not previously attended Baltimore City Public Schools.

At full scale, BHSEC Baltimore will enroll approximately 500 students in grades 9-12 (11th grade is considered Year 1 of the college program and 12th grade is considered Year 2 of the college program). Starting in the 2017-18 school year, the primary entry point to BHSEC is the 9th grade, although transfer students are considered. Any student residing in Baltimore City is eligible to apply.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

BHSEC Baltimore fulfills a regional and statewide need to increase the number of students who graduate with a postsecondary degree. According to the Maryland Department of Labor's 2008-2018 occupational projections, 77% of anticipated job openings in Maryland will require postsecondary training or education beyond high school. Currently, college completion rates are not sufficient to meet the needs of the workforce. According to Complete College America, of the students who matriculate to college in Maryland, 63.1% of students entering an associate's degree program require remedial education, and only 12.7% of full-time students earn an Associate's degree in three years. Only 63.5% of students at non-flagship four-year Institutions of Higher Education earn a degree in six years.

In Baltimore, the need for higher college completion is even greater. On average, in Baltimore, about 47% of recent graduating students have enrolled in college immediately after high school graduation. Approximately 44% of Baltimore City Public School graduates who first enrolled in a four-year college completed a bachelor's degree, and 5-6% of graduates who first enrolled in a two-year college completed a college degree. (Baltimore Education Research Consortium, Baltimore City Schools, College Fact Book, January 2017).

By allowing public high school students to complete up to two years of transferable college credit and an associate's degree, free of charge and within the four years of traditional high school, BHSEC Baltimore helps students access college, avoid remedial education, and complete college degrees, both associate's and bachelor's degrees, on time or early. By helping students complete college degrees, BHSEC Baltimore fulfills a key regional and statewide workforce preparation need.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a

Description of how the proposed programs will enhance higher education in Maryland and contribute society

BHSEC Baltimore fills an important societal need to increase college access, affordability, and completion for Baltimore City students.

College Access

BHSEC Baltimore increases college access for Baltimore City students in a few key ways. For one, the school provides high-school-age students with a two-year, degree-granting college course of study free of charge. This opportunity for tuition-free college study during the four years of traditional high school provides significant college access to high-school-age students. BHSEC also substantially increases the number of dual enrollment opportunities in Baltimore City. In 2014, only 55 Baltimore City Public Schools high school students (out of a population of approximately 22,882) were also enrolled in college courses. (Baltimore Education Research Consortium, *College Enrollment and Degree Completion in Baltimore City Schools*, 2013.) Data demonstrates that dual enrollment - and early college in particular - significantly improves students' likelihood of enrolling in and completing a college degree. For example, a 2014 experimental study conducted by the American Institutes for Research found that early college students are 9 percent more likely to enroll in college and 20 percent more likely to complete college degrees than comparison peers who did not attend an early college. (American Institutes for Research, *Early College, Continued Success: Early College High School Initiative Impact Study*, January 2014.)

In addition, BHSEC's college counseling program, the College Transfer Office, helps students identify strong four-year college matches, prepare competitive applications, and transfer their college credits. Thus, BHSEC increases students' access to college after graduation as well as during the early college program itself. BHSEC students in the first graduating class, the Class of 2017, were accepted to nearly 50 different four-year IHEs, including four-year public and independent colleges and universities in and out of state. Bard also has three formal articulation agreements in place for its early college high schools with Maryland colleges: Goucher College, McDaniel College, and Mount St. Mary's University. Bard is working to develop more articulation agreements with independent and public colleges in Maryland. The existing agreements are included as Appendix C, and the list of four-year colleges that accepted students in the BHSEC Baltimore Class of 2017 is included as Appendix D.

College Affordability

In addition to inadequate college preparation and access, the cost of college is another reason students do not complete college degrees. By allowing students to earn up to 60 college credits and an associate's degree free of charge, BHSEC Baltimore allows students to save a significant amount in tuition and fees in pursuit of their college degrees. For BHSEC students transferring 60 college credits to a four-year public IHE in Maryland, the savings in tuition and fees will likely be above \$20,000, in addition to the added benefit of no debt burden for the first two years of college. (University of Maryland, Office of the Bursar, *Undergraduate Tuition, Fees, and Other Expenses*). These cost savings will further increase students' chances of completing a bachelor's degree. BHSEC students also are competitive for scholarships. Students in the BHSEC Baltimore Class of 2017 (44 graduating students in total) received approximately \$1.9 million in scholarships to four-year IHEs.

College Completion

Possessing a postsecondary degree increases lifelong earnings and reduces the risk of unemployment. (Census Bureau, *Educational Attainment in the U.S.: 2009, 2012.*) Median earnings of residents possessing a bachelor's degree are 77% higher than those of residents with only a high school diploma. (Ibid.)

The need for higher college completion is particularly strong in Baltimore. As previously stated, approximately 5-6% of Baltimore City Public Schools graduates who first enrolled in a two-year college finished any type of degree, and approximately 44% of those who started in a four-year college completed bachelor's degrees.

Because of BHSEC's supportive and rigorous early college program, BHSEC students complete college degrees at high rates. In the BHSEC Baltimore Class of 2017, 71% of eligible students (who began the

college program in Fall 2015) earned the Bard College Associate's degree and 60 transferable college credits, and 92% of the graduating class earned a high school diploma and at least one year of transferable college credits on average. 85% of BHSEC Baltimore graduates were accepted to four-year colleges and universities.

Thus, BHSEC Baltimore fills an important societal need to increase college access, affordability, and completion among Baltimore City students. Furthermore, BHSEC students are prepared by their rigorous liberal-arts-based early college training to succeed not only in four-year colleges, but also in a wide range of careers, including medicine, law, business, and academia, and to become engaged citizens and leaders in their fields. The preparation for professional and civic life from the BHSEC education provides an added societal benefit for the city and state.

- (b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

BHSEC Baltimore is the only degree-granting early college high school in Baltimore City and the only liberal arts-based, degree-granting early college high school in Maryland that has a nonprofit independent college as the higher education partner. The closest school model to BHSEC is the Academy of Health Sciences at Prince George's Community College, an early college high school focused on health sciences that partners with the Prince Geore's Community College. Baltimore County Community College opened an early college high school in partnership with a local high school in Fall 2018. The State of Maryland also has P-TECH programs (partnerships between public high schools, community colleges, and industry partners) that have a different model and approach but similarly offer a tuition-free associate's degree to students who begin college courses at a younger age. Bard is supportive of policies that allow for the expansion of high-quality early college opportunities for students.

- (c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

In the 2017-18 school year, BHSEC Baltimore is led by a Principal (Dr. Francesca Gamber) and Dean of Studies (Matthew Croson), with support from an Assistant Dean of Students (Melvin Bond).

The Principal is the leader of the school, ultimately accountable to Bard College and its Board of Trustees for the academic performance and financial management of the campus. The Principal oversees hiring, curriculum development, budgeting, and operations and is responsible for ensuring that the school is an accountable, reliable partner to Bard College and Baltimore City Public Schools. The Principal manages the administrative team and the leaders of departments, such as admissions and college transfer services. The Dean of Studies works directly with faculty, helping with curriculum development, course sequencing, scheduling, and providing instructional feedback and support. The Dean of Studies also liaises with the Bard College Office of the Registrar regarding students' transcripts. The Assistant Dean of Students oversees student support services and student discipline. The Dean of Studies and the Assistant Dean of Students both report to the Principal, who reports to Bard College through the Dean of the Early Colleges (who reports to the Executive Vice President of Bard College) and the Bard College Standing Commission on Early Colleges, chaired by Bard's Dean of the College. In addition, a faculty committee at Bard, the Early College Faculty Exchange and Oversight Committee, reviews syllabi, course proposals, and faculty CVs for all of the early colleges, including BHSEC Baltimore. The Dean of the Early Colleges, who works closely with the Faculty Exchange and Oversight Committee and Bard's senior academic leadership, provides guidance, support, and coaching to the BHSEC leadership teams.

In addition to the Principal and Deans, BHSEC employs support staff, including guidance counselors, a College Transfer Officer, Student Support Specialists, and Bard Fellow, among others, who offer students socio-emotional support and counseling, academic tutoring and guidance, and college advising services. Faculty also serve as advisors to students. There is no Financial Aid Officer at BHSEC, as no tuition is charged to students at the school.

Bard College and its early college network team provide guidance and support to the leadership of BHSEC Baltimore on academic, operational, data, policy, and financial management issues. Relevant offices and staff include, but are not limited to: Bard's Office of the Dean of the College, Bard's Finance Office, Bard's Office of Development and Alumni Affairs, Bard's Human Resources Office, Bard's Office of the Registrar, and the Bard Early College network staff, including the Vice President for Early Colleges, Dean of the Early Colleges, Associate Vice President for Early Colleges, Director of Finance and Operations, Finance and Human Resources

Associate, Data and Evaluation Associate, Program Associate, and Development team. The Principal and Deans at BHSEC Baltimore have the opportunity to communicate regularly with other BHSEC leadership teams, informally and through meetings facilitated by the Bard Early College network team and specifically the Dean of the Early Colleges.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

The CVs of the current administrators are included in Appendix E.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

The current list of the full-time faculty teaching in the college program at BHSEC Baltimore, with their degrees, areas of specialization, and list of college courses taught at BHSEC in 2017-18 is below. The faculty CVs are listed in Appendix F.

Victoria Bampoh

Faculty in Chemistry

B.Sc. Chemistry, University of Cape Coast, Cape Coast, Ghana; Diploma in Education, University of Cape Coast; M.Ph. Chemistry, University of Cape Coast; M.S. Chemistry, Syracuse University; Ph.D. Chemistry, Syracuse University

Courses: General Chemistry

Ronnie Brown

Faculty in Mathematics

B.S., Industrial Engineering, Morgan State University; M.S., Environmental Sciences and Policy,
Johns Hopkins University

Courses: College Algebra, Probability and Statistics

Saul Cohen

Faculty in History

B.A., History, Queens College, City University of New York; J.D., Northeastern University School
of Law

Courses: Introduction to Law

Benjamin Craig

Faculty in Literature

B.A., Philosophy, Sonoma State University; M.A. in Philosophy, Texas A&M University; Ph.D. in
Philosophy, Southern Illinois University at Carbondale

Courses: Seminar

Matt Croson

Dean of Studies, Faculty in History

B.A., Anthropology and Sociology, St. Mary's College of Maryland; M.F.A. in Historic
Preservation, Savannah College of Art and Design; Graduate Certificate in Curriculum and
Design, School of Education, Johns Hopkins University

Courses: Introduction to Architecture and Architectural History

Matthew Flaherty

Adjunct Faculty in Literature

Ph.D. in English Literature, Johns Hopkins University

Courses: Literature of the Anti-Hero, Seminar

Francesca Gamber

Principal, Faculty in History

B.A., Afro-American Studies, Harvard University; Ph.D., Historical Studies, Southern Illinois
University at Carbondale

Courses: History of Poverty, African-American History, U.S. History

Elisabeth Gambino

Faculty in the Visual Arts

B.A., English, International Studies, and Studio Art, Hampshire College; M.F.A., Illustration, Savannah College of Art and Design; Professional Teaching Certificate, The Johns Hopkins University; Baltimore City Public School's High School Career Art Teacher of the Year in 2012 and Elementary Art Teacher of the Year in 2011

Courses: Issues in Contemporary Art, Art of Anatomy

David Guba

Faculty in History

B.A., History, Bucknell University; M.A., Intellectual History, Villanova University; Ph.D., Modern European History, Temple University

Courses: Drugs and Empire

Emily Hayman

Faculty in Literature

B.A., Philosophy, Boston College; Ph.D., English Language and Literature, Columbia University in the City of New York

Courses: Seminar I and II

Sean Kennedy

Faculty in History

B.A., Philosophy and Religion, Washington College; M.A., History, Washington College

Courses: The American Civil War and Reconstruction, Introduction to Philosophy

Victoria Klima

Faculty in Environmental Science

B.S., Marine Safety and Environmental Protection, Massachusetts Maritime Academy; M.S., Coastal Zone Management, NOVA Southeastern University

Courses: Literature of the Sea, College Environmental Science

Richard Kurker

Faculty in Biology

BS, biochemistry, Providence College; PhD, biochemistry, University of Notre Dame

Courses: College Biology, Anatomy

Yu-San Lai

Faculty in Chinese Language and Literature

B.A., English/Language Arts Teacher Education, National Chiayi University; M.A., East Asian Languages and Cultures Chinese Pedagogy, Indiana University Bloomington

Courses: College Chinese, Chinese Cinema

Nelly Lambert

Faculty in Literature

B.A., Comparative Literature, the University of Chicago; M.A., English Literature and Film Studies, Georgetown University; M.A., Western Philosophy and Great Books, Saint John's College Annapolis; American Association of University Women Dissertation Fellow; Ph.D., American Poetry, the Catholic University of America

Courses: Seminar, Literature of the City, Literary Correspondences

Thomas Lavelle

Faculty in Chinese Language and Literature

B.S., Public Administration, Point Park College; TESOL, Education, University of Birmingham (UK); M.F.A., Interactive Media, Staffordshire University; PBC Certification, Chinese Language, University of Maryland, College Park; Maryland Teaching Certificate - Chinese Language K-12

Courses: College Chinese, Introduction to Graphic Design

Xinxuan Li

Faculty in Mathematics

BS, mathematics and applied mathematics and Bachelor of Management, marketing, Taiyuan University of Technology; MS, mathematics, University of West Florida; ABD, mathematics, University of Maryland Baltimore County

Courses: College Algebra II, Probability and Statistics, Pre-Calculus, Calculus

Chris Malec

Faculty in Physics

B.S., Physics, University of Wisconsin, Madison; Ph.D. in Condensed Matter Physics, Georgia Tech

Courses: College Physics, Modern Experimental Physics

Andrew McKelvy

Faculty in Spanish Language and Literature

B.A., Political Science, French, And Spanish, Grove City College; M.A., Translation (Spanish), Kent State University; Ph.D., Political Science, American University

Courses: College Spanish, Social Science of Elections

Patrick Oray

Faculty in Literature

Ph.D., American Studies, University of Iowa, Iowa City; M.A., American Studies, University of Iowa, Iowa City; B.A., English, University of Illinois, Urbana-Champaign

Courses: Seminar, Civic Engagement

Laura M. Quijano (on leave)

Faculty in Spanish Language and Literature

B.A., Spanish, University of Mary Washington; M.A., Latin American Literatures and Cultures, University of Maryland—College Park

Courses: College Spanish, Spanish Language and Culture

Matthew Woodle

Faculty in Technology and Design

B.A., interactive design and game development, Savannah College of Art and Design; AAS, visual communication, ITT Technical Institute; MA, interactive design and game development, Savannah College of Art and Design

Courses: Technology Foundations, Game Design

Richard Zarou

Faculty in Music

B.A., Music in Composition, Shenandoah University; M.A., Music in Composition, Florida State University; Ph. D., Music in Composition, Florida State University

Courses: Digital Music Synthesis, Compositional Styles

Position descriptions for faculty openings for the 2018-19 school year are included in Appendix G.

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

In addition to previously reported information, the library collection at BHSEC Baltimore has grown to over 1,500 books in the physical collection in addition to digital databases through Bard College.

Bard hopes to make the following digital databases available to all BHSEC students:

Academic Search Premier

Business Source Premier

America: History and Life with Full Text

Art and Architecture Source

Historical Abstracts with Full Text

JSTOR's Secondary Schools Collection. (This Collection contains the majority of content from the complete JSTOR journal archive, including all 15 Arts and Sciences Collections; the Life Sciences Collection; the Ecology and Botany II Collection; the Business Collection IV; and all four Primary Source Collections, including 19th Century British Pamphlets.)

MAS Full Text Ultra School Edition (a high school magazine collection: 473 titles; reference works; biographies; image collections; and primary source collections)

Military and Government Collection

Readers' Guide to Periodical Literature

Religion and Philosophy Collection

Soc(iology)Index with Full Text

Digital databases, including EBSCO databases, Gale databases, and Oxford University Press databases, are available at sites.google.com/bec.bard.edu/baltimore-library/databases.

BHSEC Baltimore hired a full-time librarian starting in Fall 2017. The resume of the librarian is attached as Appendix H.

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

We have added student supports to the previously reported student services. First, we have hired two full-time Student Support Specialists and a part-time social worker and psychologist to help promote a positive school climate and support students' socio-emotional needs. The Student Support Specialists implement restorative justice work at BHSEC. We also have a College Transfer Officer, who assists with the college application and transfer process, a Bard Fellow, who provides academic support, an Admissions Coordinator, and two AmeriCorps VISTA volunteers, who help with outreach and family engagement. BHSEC has continued its partnership with the Baltimore Intersection, which has a site at BHSEC. The Intersection staff provide socio-emotional support and college advising to Bard students.

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

BHSEC Baltimore keeps student records in a dedicated, secured room to which only senior administrators have access. Students' electronic records are kept in password protected systems, including Infinite Campus, used by Baltimore City Public Schools, and Banner, used by Bard College.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students? Yes No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: ____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? Yes No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

BHSEC Baltimore is located at 2801 N. Dukeland Street in Baltimore. In the building, BHSEC students have access to college-level laboratory science facilities, a library, a computer lab, and additional study spaces. Students also have access to a gymnasium, playing fields, a cafeteria, and an auditorium, all of which are shared with the co-located schools (ConneXions and Independence charter schools). Starting in the 2017-18 school year, BHSEC occupies two floors of the building.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

BHSEC Baltimore employs custodial staff who maintain the building and grounds. Bard rents the facility from Baltimore City Public Schools, which is responsible for major structural repairs. Bard has worked with Baltimore City Public Schools to ensure that the facility meets building and fire codes and that appropriate safety protocols are in place.

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

The BHSEC Baltimore facility has an administrative office suite, a conference room, and a faculty lounge. Faculty members use their classrooms as offices. Classroom spaces are available for conferences and larger meetings.

8. Distance Education. “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application

Student Enrollment Data Form Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Bard College (for the Bard High School Early College Baltimore campus) **Location:** 2801 N. Dukeland Street, Baltimore, MD, 21216

Unduplicated Headcount at this location for the past academic year: September 1, 2017 to August 31, 2018

Person Completing the Student Enrollment Data Form: Clara Haskell Boltstein **Telephone:** 914-388-0699 **Email:** cbotstein@bard.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County					
Baltimore City	127	0	0	0	19 Year 2 College Students (in place of 12 th grade), 108 Year 1 College Students (in place of 11 th grade), 129 10 th Grade Students, 139 9 th Grade Students. Total enrollment (high school and college): 395. Total college enrollment: 127.
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford					

Howard									
Kent									
Montgomery									
Prince George's									
Queen Anne's									
St. Mary's									
Somerset									
Talbot									
Washington									
Wicomico									
Worcester									
Non-Maryland Residents									
TOTALS	127								

Student Enrollment Data Form Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Bard College (for the Bard High School Early College Baltimore campus) **Location:** 2801 N. Dukeland Street, Baltimore, MD, 21216

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, 2017 to August 31, 2018
Duplicate this form as necessary.

Date Completed: 4/6/18

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Associate in Arts Degree	127								19 Year 2 College Students (in place of 12 th grade), 108 Year 1 College

**Students (in
place of 11th
grade), 129
10th Grade
Students,
139 9th
Grade
Students.
Total
enrollment
(high school
and college):
395. Total
college
enrollment:
127.**

Undeclared/No Major									
Total	127								