

Bard College's renewal application to operate as an out-of-state institution in Maryland in accordance with  
COMAR 13B.02.01

## 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 3, 2019

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

#### NAME AND ADDRESS OF INSITUTION 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

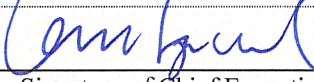
Mailing Address: Bard High School Early College, 2801 N. Dukeland Street,  
Baltimore, MD, 21216

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).

|                        |  |
|------------------------|--|
| <u>2/22/19</u><br>Date | <br>Signature of Chief Executive Officer |
|------------------------|--|

Please Submit All Information To:

Maryland Higher Education Commission  
Division of Planning and Academic Affairs  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201  
410-767-3268  
[acadprop@mhec.state.md.us](mailto: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](http://www.mhec.state.md.us) (under Academic Approval Process) along with an on-line application form.

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**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](http://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<br>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 |

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|--|--|--|--|---|
|  |  |  |  | BHSEC campuses) but not on Bard's main campus (in Annandale, NY). |
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➤ **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>                      |
|   |              |                     |                    |                                 |
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- (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 2018 (including the students from BHSEC Manhattan, Queens, Newark, Cleveland and Baltimore), approximately 83% of graduating students earned an A.A. degree concurrently with a high school diploma, approximately 97% 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, over 90% of BHSEC graduates have finished a bachelor's degree, many in less than four years.

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 over 3,000 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 2018-19 school year, BHSEC Baltimore serves 471 students: 138 in 9th grade, 128 in 10th grade, 121 in Year 1 of the College program (in place of the traditional 11th grade), and 84 in Year 2 of the College program (in place of the traditional 12th grade). The maximum enrollment capacity at BHSEC Baltimore is 500 students. In the 2018-19 school year, BHSEC Baltimore employs 34 full-time faculty members and one adjunct faculty member. 29 member of the faculty teach in the college program, and the majority of them hold terminal degrees in their fields of study.

### 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 2018-2019.

(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 2018-19 academic year, the school served 471 students from across Baltimore City, 138 in the 9th grade, 128 in the 10th grade, 121 in Year 1 of the college program (in place of the traditional 11th grade), and 84 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. 84% of BHSEC Baltimore students are Black, 12% are White, 3% are Hispanic, and 1% are multiracial. All students receive free meals, per the school district's policy. BHSEC has already received nearly 270 applications as of January 2019 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.



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 56% 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. The Class of 2018, a small transfer class of 13 graduating students, garnered 58 college acceptances between them. Bard also has four formal articulation agreements in place for its early college high schools with Maryland colleges: Bowie State University, 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 and 2018 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 while the Class of 2018 (13 graduating students in total) received approximately \$1.6 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. Of the small transfer class of 2018, 83% graduated with their high school diploma and an average of 48 college credits, and 48% obtained the A.A. degree. Approximately 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 George'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 2018-19 school year, BHSEC Baltimore is led by a Principal (Dr. Francesca Gamber), Dean of Studies (Matthew Croson), Assistant Dean of Studies (David Guba), and 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 Studies ... The Assistant Dean of Students oversees student support services and student discipline. The Dean of Studies and the Assistant Deans all 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 Program Assistant, 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 2018-19 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

Victoria Barnett-Woods



Faculty in English

BA, California State University, Northridge; MA, Marquette University; PhD, George Washington University

Courses: Seminar I

Christopher Batten

Faculty in the Visual Arts

BFA, College for Creative Studies; MFA, LeRoy E. Hoffberger School of Painting

Courses: College Figure Drawing

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

Wes Brown

Adjunct Faculty in the Visual Arts

AA, Sinclair Community College; BFA, Bowling Green State University; MFA, Indiana University

Courses: College Ceramics

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 (on sabbatical)

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 II and Gender Troubles

Ling Chen Kelley

Faculty in Chinese

BA, Bard College; MA, PhD candidate, Tsinghua University, China

Courses: Chinese Decorative Art and Chinese History

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

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

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 2019-20 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.

The following digital databases available to all BHSEC students:

Academic Search Premier

History Reference Center

Points of View Reference Center

Explora Secondary Schools

Student Resources in Context

Global Issues in Context

U.S. History in Context

Opposing Viewpoints in Context

Science in Context

Oxford English Dictionary

Social Explorer

Oxford African American Studies Center

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

Bard Baltimore invests in robust student support services. The school employs three counselors, two Student Support Specialists, a full-time social worker and a part-time psychologist to help promote a positive school climate and support students' socio-emotional needs. The Student Support Specialists implement restorative justice work at BHSEC and provide socio-emotional support to students. We also have a College Transfer program, run by two of the counselors, that assists students with the college application and transfer process. Our Program Assistant provides academic and administrative support, and our two-person admissions team conducts student outreach and family engagement, along with our Assistant Dean of Students. BHSEC has continued its partnership with the Baltimore Intersection, which has a site at BHSEC. The Intersection staff offer civic engagement programming, socio-emotional support, and college advising to Bard students. Bard Baltimore also has an Expanded School-Based Mental Health Services partnership with Bayview that allows a therapists to be on site twice a week.

(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). 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

## Accreditation



## Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

June 23, 2017

Dr. Leon Botstein  
President  
Bard College  
30 Campus Road  
Annandale-On-Hudson, NY 12504

Dear Dr. Botstein:

At its session on June 22, 2017, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. To acknowledge the institution's participation in the Collaborative Implementation Project and to commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2025-2026.

This action is an affirming action, as explained in the policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with Commission policy, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Bard College. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Robert A. Schneider, Senior Vice President for Accreditation Relations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary L. Wirt', with a stylized flourish at the end.

Gary L. Wirt, Ed.D.  
Chair





## MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

### STATEMENT OF ACCREDITATION STATUS

**BARD COLLEGE**  
30 Campus Road  
Annandale-On-Hudson, NY 12504  
Phone: (845) 758-6822; Fax: (845) 758-0815  
[www.bard.edu](http://www.bard.edu)

**Chief Executive  
Officer:**

Dr. Leon Botstein, President

### INSTITUTIONAL INFORMATION

**Enrollment  
(Headcount):** 2894 Undergraduate ; 419 Graduate  
**Control:** Private (Non-Profit)  
**Affiliation:** None  
**2015 Carnegie  
Classification:** Baccalaureate Colleges - Arts & Sciences Focus  
**Approved Degree  
Levels:** Associate's ( ), Postsecondary Award/Cert/Diploma ( $\geq$  2 years, < 4 years), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Doctor's - Research/Scholarship;  
**Distance Education  
Programs:** Not Approved

**Accreditors Recognized by U.S. Secretary of Education:**

### Instructional Locations

**Branch Campuses:** American University of Central Asia, 205 Abdymomunov St, Kyrgyzstan; Bard College Berlin, Platanenstr. 24, Germany; Longy School of Music of Bard College, Cambridge, MA.

**Additional Locations:** Abu Deis Campus of Al-Quds University, West Bank, Israel; Bard Graduate Center, New York, NY; Bard High School Early College (BHSEC) Cleveland - East Campus, Cleveland, OH; Bard High School Early College (BHSEC) Newark, Newark, NJ; Bard High School Early College Campus Cleveland, Cleveland, OH; BHSEC Baltimore, Baltimore, MD; Brooklyn Public Library, Brooklyn, NY (ANYA); Cocksackie Correctional Facility, Cocksackie, NY; Eastern New York Correctional Facility, Napanoch, NY; Fishkill Correctional Facility, Beacon, NY; Green Haven Correctional Facility, Stormville, NY; Heart of Los Angeles, Los Angeles, CA; International Center for Photography, New York, NY; International Community High School, Bronx, NY; LMHQ, New York, NY; St. Petersburg State University, Smolny College, Russia; Taconic Correctional Facility, Bedford Hills, NY;

The Care Center, Holyoke, MA; Tulare College Center of the College of the Sequoias, Tulare, CA; Woodbourne Correctional Facility, Woodbourne, NY.

**Other Instructional Sites:** Bard Clemente in Kingston, Kingston, NY; Bard Early College in New Orleans - Douglass Center, New Orleans, LA; Bard in Hudson Civic Academy, Hudson, NY; Brockton Clemente Program, Brockton, MA; Clemente Program - Phoenix, Phoenix, AR; Clemente Program - Springfield, Northampton, MA; Clemente Program - Vero Beach, Vero Beach, FL; Dotwell - Clemente Program, Dorchester, MA; Holyoke Clemente Course, Holyoke, MA; Humanities in Perspective, Portland, OR; Illinois Humanities Council - Clemente Program, Chicago, IL; Immanuel Presbyterian Church, Los Angeles, CA; Latin American Youth Center - Clemente Program, Washington, DC; LMHQ, New York, NY; Port Townsend Public Library - Jefferson Clemente Fdn., Port Townsend, WA; The Children's Village - Clemente Program, New York, NY; Worcester Clemente Program, Worcester, MA; World Policy Institute (Bard Globalization and International Affairs Program (BGIA)), New York, NY.

## **ACCREDITATION INFORMATION**

**Status:** Member since 1922

**Last Reaffirmed:** June 22, 2017

### **Most Recent Commission Action:**

June 22, 2017: To reaffirm accreditation. To acknowledge the institution's participation in the Collaborative Implementation Project and to commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2025-2026.

### **Brief History Since Last Comprehensive Evaluation:**

November 15, 2012: To accept the Periodic Review Report, to reaffirm accreditation, and to commend the institution for the quality of the Periodic Review Report. To request that the self-study in preparation for the evaluation visit in 2016-2017 document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the use of assessment results, and are linked to resource allocation (Standard 2).

November 15, 2012: To note the visit by the Commission's representative and to include the branch campus at the Longy School of Music of Bard College, One Follen Street, Cambridge, MA 02138, within the scope of the institution's accreditation.

November 15, 2012: To acknowledge receipt of the complex substantive change request, to note the acquisition by the institution of the European College of Liberal Arts, and to provisionally include the branch campus at ECLA of Bard, Platanenstr. 24, Berlin, Germany, within the scope of the institution's accreditation, pending a site visit to the branch campus within six months of Bard's commencing operations at the site. The Commission

requires written notification within thirty days of the commencement of operations at this branch campus. In the event that operations at this branch campus do not commence within one calendar year from the approval of this action, approval will lapse. To request a progress report, due April 1, 2014, documenting (1) inclusion of ECLA at Bard in the institution's process for assessing institutional effectiveness (Standard 7), and (2) implementation at ECLA Bard of a comprehensive and sustainable process for the assessment of student learning, including the identification of student learning outcomes at all levels and the use of assessment results to improve teaching and learning (Standard 14).

April 29, 2013:

To acknowledge receipt of the substantive change request, to approve the reclassification of the instructional site at the Heart of Los Angeles, 2701 Wilshire Boulevard, Los Angeles, CA 90057 as an additional location, and to include the location within the scope of the institution's accreditation. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the previous request that the self-study in preparation for the evaluation visit in 2016-2017 document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the use of assessment results, and are linked to resource allocation (Standard 2).

June 27, 2013:

To note the visit by the Commission's representative and to affirm the inclusion of the branch campus at ECLA of Bard, Platanenstr. 24, Berlin, Germany within the scope of the institution's accreditation. To remind the institution that the progress report, due April 1, 2014, should document (1) inclusion of ECLA of Bard in the institution's process for assessing institutional effectiveness (Standard 7), and (2) implementation at ECLA Bard of a comprehensive and sustainable process for the assessment of student learning, including the identification of student learning outcomes at all levels and the use of assessment results to improve teaching and learning (Standard 14), and that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

September 3, 2013:

To acknowledge receipt of the substantive change request and to approve the relocation of the additional location from Paramount Bard Academy, 1942 Randolph Street, Delano, CA 93215 to Tulare College Center of the College of the Sequoias, 4999 East Barclay Avenue, Tulare, CA 93274, and to include the new additional location within the scope of the institution's accreditation. To remind the institution that the progress report, due April 1, 2014, should document (1) inclusion of ECLA of Bard in the institution's process for assessing institutional effectiveness (Standard 7), and (2) implementation at ECLA Bard of a comprehensive and sustainable process for the assessment of student

learning, including the identification of student learning outcomes at all levels and the use of assessment results to improve teaching and learning (Standard 14), and that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

June 26, 2014: To accept the progress report. To remind the institution that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

June 30, 2014: To acknowledge receipt of the substantive change request. To include the additional locations at Bard High School Early College Campus, 11801 Worthington Avenue, Cleveland, OH 22111 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

June 30, 2014: To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional sites at (1) Fishkill Correctional Facility, 18 Strack Drive, Beacon, NY 12508-0307; and (2) Taconic Correctional Facility, 250 Harris Road, Bedford Hills, NY 10507 as additional locations and to include the locations within the scope of the institution's accreditation.

June 30, 2014: To acknowledge receipt of the substantive change request. To note that the institution has closed its additional location at Bayview Correctional Facility, 550 West 20th Street, New York, NY 10011-2678. To remove this additional location from the institution's accreditation.

September 2, 2014: To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at the International Center for Photography, 1114 Avenue of the Americas at 43rd Street, New York, NY 10036 as an additional location and to include the location within the scope of the institution's accreditation. To remind the institution that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).



June 29, 2015: To acknowledge receipt of the substantive change request. To include the additional location at BHSEC Baltimore, 1101 N. Wolfe Street, Baltimore, MD 21213 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse.

June 29, 2015: To acknowledge receipt of the substantive change request. To approve the relocation of the Bard Global and International Affairs Program additional location from 36 West 44th Street, Suite 1101, New York, NY 10036 to 394 Broadway, New York, NY 10013 and to include the new additional location within the scope of the institution's accreditation. The Commission requires written notification within 30 days of the commencement of operations at this additional location and the closure of the other location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

August 31, 2015: To acknowledge receipt of the substantive change request. To approve the relocation of the Bard High School Early College Campus Cleveland additional location from 11801 Worthington Avenue, Cleveland, OH 44111 to 13501 Terminal Avenue, Cleveland, OH 44135 and to include the additional location within the scope of the institution's accreditation. The Commission requires written notification within 30 days of the commencement of operations at this additional location and the closure of the other location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the self-study in preparation for the evaluation visit in 2016-2017 should document continued implementation of planning and improvement processes that are clearly communicated, provide for constituent participation, incorporate the results of assessment results, and are linked to resource allocation (Standard 2).

February 29, 2016: To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at The Care Center, 247 Cabot Street, Holyoke, MA 01040 as additional location and to include the location within the scope of the institution's accreditation. To remind the institution of the Commission's request of August 31, 2015 regarding the self-study in preparation for the evaluation visit in 2016-2017.

June 27, 2016: To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from Bard MBA in Sustainability, 394 Broadway, New York, NY 10013 to LMHQ, 150



Broadway, 20th floor, New York, NY 10038 and to include the new additional location within the scope of the institution's accreditation. The Commission requires written notification within 30 days of the commencement of operations at the new additional location and the closure of the old location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the Commission's request of August 31, 2015 regarding the self-study in preparation for the evaluation visit in 2016-2017.

January 3, 2017: To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the BHSEC Baltimore additional location from 1101 N. Wolfe Street, Baltimore, MD 21213 to 2801 N. Dukeland Street, Baltimore, MD 21216. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. To remind the institution of the Commission's request of August 31, 2015 regarding the self-study in preparation for the evaluation visit in 2016-2017.

February 27, 2017: To acknowledge receipt of the substantive change request. To include the additional locations at (1) Bard High School Early College (BHSEC) Cleveland - East Campus, 3817 Martin Luther King Drive, Cleveland, OH 44105; and (2) Bard High School Early College (BHSEC) Newark, 321 Bergen Street, Newark, NJ 07103 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at these additional locations. Operations at the additional locations must commence within one calendar year from the date of this action. To note that the evaluation visit has occurred and will be acted upon by the Commission at the June meeting.

May 1, 2017: To acknowledge receipt of the substantive change request. To include the additional location at Brooklyn Public Library, Central Library, 10 Grand Army Plaza, Brooklyn, NY 11238 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. To note that the evaluation visit has occurred and will be acted upon by the Commission at the June meeting.

**Next Self-Study Evaluation: 2025 - 2026**

**Date Printed: June 23, 2017**

## **DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

Course descriptions from the College's catalog

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### ***-- Fine Arts --***

#### *Ceramics I*

Professor Wesley Brown

This course will introduce you to the basic ceramic materials and techniques and topics in art. With the materials you will create vessels and sculptures through handbuilding. And through critiques, readings, and writings you will familiarize yourself with art theory and contemporary artists working in the field of ceramics.

#### *Drawing and Painting*

Professor Christopher Batten

This is a foundation art class, which teaches essential visual thinking skills applicable across disciplines. This course meets fine art graduation requirements for the state of Maryland. Students will develop an understanding of basic visual design and principles of art making and master a variety of techniques used in visual arts, including drawing, design, collage, and painting. This class is focused on creative problem-solving, analysis and response. The importance of the creative process, visual thinking, idea development and communication will be stressed, as well as the development of technical craft used in all art projects. Students will demonstrate visual thinking skills through the ability to analyze, discuss, and respond to artworks in writing, speech, and creative response.

#### *Drawing and Painting the Figure*

Professor Christopher Batten

This course is an introduction to practical approaches toward depicting the human figure via an array of drawing and painting techniques. Students will be acclimated to surface anatomy, proportion, and other aspects of figuration including narrative composition, portraiture, and abstraction. Coursework will be informed by lectures that detail historical aspects of figurative drawing/painting as well as contemporary practices in the genre. Students will work in a variety of media including charcoal, graphite, watercolor, ink, acrylic, and collage. As artists have done throughout the course of history, students will utilize their knowledge of the figure to create works of art that reflect their unique view of the world, fueled by their personal experiences.

#### *Compositional Styles*

Professor Richard Zarou

Compositional Styles is a semester course focusing on the skill of music composition along with music theory and music history. Students will study the compositional styles of composers such as Giovanni da Palestrina, Ludwig van Beethoven, Arnold Schoenberg and Joan Tower in order to create their own original compositions.

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### ***-- Humanities --***

*Confronting Empire: The West and the World*  
Professor David Guba

This course examines the origins, dynamics, and repercussions of “new” imperialism in modern world history. Starting in the mid-to-late 19th century, imperial nation-states across the globe scrambled to acquire and control as much overseas territory as possible, and largely in the undeveloped but resource-rich areas of Latin America, Africa, and Asia. Though dominant societies in Europe, the Americas, and Asia had pursued empire-building for centuries, the economic, political, intellectual, technological, and cultural transformations of the 19th century produced an unprecedented fervor for imperial expansion that worked to shape the rocky landscape of 20th century world history as well as the world we live in today. In the first units of the course, we will examine the origins and dynamics of “new” imperialism. Why did most powerful states—whether republics or monarchies, dictatorships or communes—engage in the project of new imperialism in the late 19th and early 20th centuries? What drove this unprecedented and global conquest of territory? What impact did this new phase of imperialism have on both colonizers and the colonized? And what enabled and facilitated this conquest? Our readings and class meetings during the first unit will work to answer and complicate these and related questions.

*Constitutional Law*  
Professor Saul Cohen

This is a semester long Constitutional Law course which explored and examines the workings of the U.S. Constitution. The Constitution is the basic law of the land, the foundational document that establishes the structure of our government and grants us our individual rights. We will use an integrative approach to examine how doctrines have changed over time, how the document is and has been interpreted, and through the use of case studies of Supreme Court cases examine how the Court resolves disputes. We will use the same methods as used in law schools i.e. legal thinking, writing, discussion, and argumentation.

*Elections and the Electoral Process*  
Professor Andrew McKelvy

The objective of Elections and the Electoral Process is primarily two-fold: to introduce you to how elections are conducted and to give you regular opportunities to think through issues and controversies surrounding elections and democracy. As we move through the course, we will consider both current events and historical developments, electoral processes employed both inside and outside the United States, and a number of arguments for and against both present practices and proposed reforms.



# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

You will be reading from a variety of sources (such as opinion articles, scholarly publications, Supreme Court decisions) and drawing on them—or flatly opposing them—to stake out your own position on the questions they address. You will also get hands-on, practical experience by taking part in conducting an election on campus and by observing this November’s election as it happens. By the end of the semester, you will have a better understanding of how elections work and (I hope) a greater interest in elections and the role they play in the life of a democratic society.

### *Gender Trouble*

Professor Emily Hayman

What is “gender trouble”? This provocative question was posed by the philosopher and gender theorist Judith Butler in 1990, and it continues to echo with meaning today. In fact, it seems to refract into multiple questions, including: What is the trouble with gender? Do we – or specific individuals – experience trouble with “gender” as society defines it? How do societal concepts of gender cause us trouble? How do we trouble those societal concepts to better serve or describe ourselves as individuals?

These are just a few of the questions that we will explore in this course through an array of literary and theoretical texts that touch upon the concepts of gender, sex, and sexuality. Students will be asked to be close and insightful readers and to approach their reading with an open mind and an interest in “troubling” their own preconceptions of gender.

### *Introduction to Philosophy*

Professor Benjamin Craig

Philosophy is that discipline within the academy reserved for asking the Big Questions: “Does God exist?” “What is the right thing to do?” “What is the best life?” “What is the nature of the soul?” “What is the meaning of life?” They are considered the Big Questions because these are the questions that humanity has organized itself around. One of the things that makes us human is that we seem to be the only species that considers questions like these. In a profound way, these questions make us human. And, as it will be argued throughout the course, considering these questions can lead to a fuller, richer, and more intentional life. At the heart of the liberal arts, of which philosophy is king, is the pledge that if you undertake this endeavor, then you will come out the other side able to lead a freer life.

Your primary aim in this course should be to explore how to live “an examined life,” in which you question what seems obvious about life, often finding that it isn’t obvious, after all. Your second aim should be to improve your skills at critical reading and writing. Your third aim is to enjoy some great works of literature and philosophy. Please note that although the course should help you to reflect on your own life, it will do so by honing your skills at interpreting and assessing works by great

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

authors, ancient and modern. Lectures, discussions, and written assignments will be devoted to critical thinking about the texts.

### *Theories of Social Justice and Civic Engagement (Contemporary World Affairs)*

Professor Patrick Oray

How do we best address social injustice? How do we empower ourselves as citizens to protect ourselves and our communities against inequity? What strategies can we employ to effect meaningful social change? Civic engagement is an act of problem solving. As such, we will use moments in the long history of social justice movements in the U.S. and abroad to uncover the most thoughtful and impactful theories and practices for social action. Along the way, we will read, learn about, and discuss what strategies and processes we can use to effect social change in the communities in which we live.

### *Year 1 Seminar*

Professors Vicki Barnett-Woods, Daniel Gilman, and Patrick Oray

This course is intended as a first-year college survey course, drawing upon both a wide range of readings and a wide range of ideas. The primary task of this course is to introduce students to major philosophical and ethical questions that drive a huge amount of literature, as well as many other aspects of societies current and past. Students will engage with some of the events, intellectuals, and ideas that have helped shape Western civilization, along with the influential ideologies and values documented in its “great books”. But instead of simply celebrating Western culture’s greatest hits, our efforts in this year-long seminar course will focus on interrogating and critiquing the major trends in Western philosophical, religious, economic, and scientific thought.

### *Year 2 Seminar*

Professors Matthew Flaherty and Emily Hayman

The general theme of the Seminar course sequence is to delve into the question of what it means to be human. In the first section of the sequence, you explored what it means to be a good citizen and to live a good life. In this second section, we’ll consider whether moral and cultural development is worth the price we pay for it. We’ll explore many hard questions that come along with civilization and modernity. As our democracy continues to be threatened by tribalistic prejudice and misinformation, American citizens have a responsibility to develop habits of charitable and informed discussion. Every person deserves the opportunity to reflect on the values that inform their lives through dialogue with great works of literature.

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### ***-- Languages and Cultures --***

#### *Chinese Culture Through Film*

Professor Yu-San Lai

This is an introductory course on Chinese cinema (including China, Taiwan, Hong Kong). Students are expected to view selected films; Through the lenses of the film, we will be examining closely at some contemporary issues and gain a deeper understanding in the course of Chinese development. The contemporary issues addressed in this course include: Concubine Culture, Homosexuality in China, and Cultural Revolution. Other than the cultural and historical events being focused on, this course will also briefly introduce the techniques of storytelling and filming camera angles. No previous knowledge of language Chinese is required, but some Chinese language elements will be built in throughout the course, students are encouraged to study some basic Chinese on their own.

#### *Dried Inkwells- Contemporary Chinese Art*

Professor LC Kelley

China has witnessed dramatic economic and cultural changes in the past four decades. The Chinese contemporary art scene has naturally reflected these changes, undergoing its own distinct transformations since the late 1980s. This course will offer students the opportunity to journey through forty years of contemporary Chinese art history by “visiting” the most influential Chinese artists, including several Chinese-American artists whose careers began in China. Through the lenses of each artist’s works, we will analyze China’s contemporary history, culture, society, economic disparity, consumerism, and modernization. Class readings will be selected from exhibition catalogues, artists interviews, newspapers, critic reviews, and magazine articles.

#### *Honors Chinese I*

Professor Yu-San Lai

This is an introductory course aiming to explore the language and culture. The language part will essentially focus on colloquial Mandarin, stressing on communicating skills in daily settings. Chinese culture will be introduced throughout the course, both in Mandarin and in English. Supplementary materials such as songs, poems, tongue twisters, jokes, and movies might be added throughout the semester as a means to introduce Chinese culture to help form an international perspective and become world citizens.

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### *Latin American Short Fiction: Beyond the Boom*

Professor Laura Quijano

In this course we will analyze short fictional narratives from both well- and lesser-known Latin American authors in order to situate and understand the texts in their socio-historical contexts. Students will read a variety of short fiction published from the early 20th century to the present, including some Latinx authors. The primary texts will be supplemented with essays on the form and function of the short story as well as a few films based on the work of the authors we will be studying.

### *Spanish 2*

Professor Laura Quijano

In this semester-long Spanish class, students will build on what they learned in Spanish 1. They will be introduced to some basic phrases, develop the grammar and vocabulary necessary to describe their immediate world in the past and present tenses. The course emphasizes the skills of listening, speaking, reading, writing and cultural awareness.

### *Three Kingdoms- Legend Beyond Culture*

Professor LC Kelley

One of four Chinese classic novels, *Three Kingdoms* is a cultural and literary icon in East Asia, and is considered the most widely-read historical novel in late imperial to modern China - comparable in popularity and influence to Shakespeare in the west. This class explores fundamentals of Chinese history, culture and heritage through an epic tale based on events and folklore from the tumultuous late-Han, Three Kingdoms era from 200 to 256 AD. Weekly classroom discussion topics will cover a variety of conundrums, including (but not limited to) differences between the two English translations, elements of imperial Chinese society, how women are portrayed throughout the novel, and military strategy.

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### ***-- Mathematics and Critical Thinking --***

#### *College Algebra*

Professor Ronnie L. Brown

Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts.

#### *Finite Mathematics*

Professor XinXuan Li

This course explores finite mathematics as it appears in both theoretical math and real life including the examination of patterns, linear equations and applications, systems of linear equations, matrix algebra and applications, and Sets and Counting.

#### *Introduction to Architecture and Architectural History*

Professor Matt Croson

This course will introduce students to the historical evolution of architecture, both abroad and close to home. Students will learn how to use an architect's rule to interpret scale on scaled drawings; identify and discuss how our built environment is both an artifact and a vector in our shared history; describe how computer model and physical models are used to express architectural concepts; and identify the work of iconic architects. In this course, students will work on their own architectural drafts and build scale models based around scenarios and conflicts surrounding the creation of houses and cities.

#### *Technology Foundations*

Professor Matthew Tobias Woodle

Technology Foundations is a practical skill based course that aims to build Technology Literacy through the creation of Digital Media. As a part of an integrated approach to using technology in contemporary professional environments, the focus of this course will be on working through Iterative cycles of Planning, Production, and Presentation. Digital Media production processes are used to create both virtual and physical products: Website Design, Concept Illustration, Print Publication, Film & Video Game Design Production, and Industrial Fabrication all depend on digital design and Production Pipelines. In this course students will learn these Development Processes in parallel with Rapid Visualization techniques as part of a skills based approach to develop their Technological Literacy.



# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

### ***-- Sciences --***

#### *College Biology I*

Professor Richard Kurker

A reintroduction to the concepts of biology in which students will identify key concepts in biology and relate them to contemporary scientific and ethical issues. Students will read and critique scientific literature with an understanding; design experiments, collect data, and interpret and present results; explain the chemical basis and origins of life on Earth; distinguish among cell types and understand the processes that take place within them; understand genes and genetic inheritance; discuss ecology and interactions within ecosystems; and explain how the theory of evolution supports the diversity of life on Earth.

#### *Environmental Science*

Professor Victoria Klima-Blanchard

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

#### *Forensic Science*

Professor Richard Kurker

An introduction to the science and technology used by forensic scientists. In this course students will describe the historical context of forensic science and its basic applicability to criminal law; distinguish among various types of evidence and evaluate a crime scene; describe how fingerprints, hair, fibers, soil, glass, blood and DNA can be used to draw conclusions from a crime scene; explain the significance of toxicology and the chemical analysis of drugs, poisons, and trace evidence; understand how conclusions can be drawn from forensic entomology and human remains; use firearm/fire/explosion remnants, toolmarks, and impressions in forensic analysis; identify forgeries in handwriting and documents; and perform and design forensic science experiments, collect data, and analyze results.

#### *General Chemistry I*

Professor Victoria Bampoh

This course is a one-semester chemistry course that will build on the fundamentals of General Chemistry. A review of foundational topics such as atomic structure, molecular structure, properties of molecules and chemical bond formation will precede the course. The concepts introduced in this

# ***Bard High School Early College Baltimore***

## ***2018-19 College Course Descriptions***

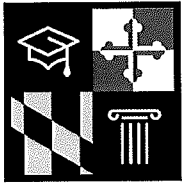
course will include behavior of gases, energy changes, theory of light, solutions, acid-base and nuclear reactions. Throughout the course, a heavy emphasis is placed on group activities and individual problem solving skills as well as laboratory-based investigations of important phenomena.

### *Marine Science*

Professor Victoria Klima-Blanchard

Marine biology is the science of saltwater and everything that lives, moves, and filters through it. When you look at a globe, you can see that nearly three quarters of the Earth's surface is covered with water and it contains an incredible diversity of microbial, algal, and animal life forms. In this course, you will learn about life in the ocean depths, at the Polar extremes, in coral reefs, estuaries, and in the open sea. You will learn about plants large and small, marine birds, reptiles, invertebrates and fish. You will learn how all these organisms connect with each other in the marine biome, and what threats are facing these ecosystems.

## Recent Approval Letter



**MHEC**

*Creating a state of achievement*

Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

James D. Fielder, Jr., Ph. D.  
Secretary

December 4, 2018

Dr. Leon Botstein  
President  
Bard College  
Campus Road  
P. O. Box 5000  
Annandale-on-Hudson, NY 12504-5000

Dear President Botstein

The Maryland Higher Education Commission has received a renewal application from Bard College to offer one program at its site located at 2801 N. Dukeland St. in Baltimore, MD. I am pleased to inform you that Bard College is authorized to offer the program as listed below until August 31, 2019. Please note that there is a condition placed on this program approval. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.01. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. No objections were received during the 30-day circulation period.

### **Approved Program**

Associate of Arts in Liberal Arts and Sciences – Early College Program

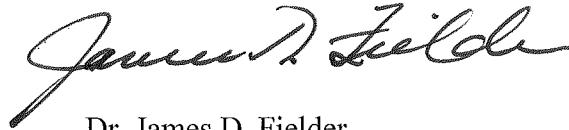
The following condition applies to this approval:

Upon the annual renewal of its certificate of approval to operate in Maryland, Bard College must report its enrollments at each grade level and total Associate of Arts graduates.

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at [www.mhec.maryland.gov](http://www.mhec.maryland.gov). In order to operate the program in Maryland after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2019-2020. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

A handwritten signature in cursive script, reading "James D. Fielder". The signature is written in dark ink and is positioned above the printed name and title.

Dr. James D. Fielder  
Secretary

JDF:KKS:jmc

C: Clara Botstein, Associate Vice President, Bard Early Colleges  
File: 18167