

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. August 31, 2020

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

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution:		Bard College
Web Address:		bard.edu, bard.edu/earlycollege, bhsec.bard.edu/baltimore
OPEID Code:		002671
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>		
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).

7/1/2020

Date

DocuSigned by:

Leon Botstein

2DAF44D36F5C457...

Signature of Chief Executive Officer

Please Submit All Information To:

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

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

I. DURATION OF APPROVAL

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

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

☒ Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

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

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

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

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

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The

institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. APPLICATION QUESTIONNAIRE

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

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

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

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

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

				other BHSEC campuses) but not on Bard's main campus (in Annandal e, NY). Instructio n takes place through multiple modes (in person, distance, and hybrid) starting in SY 2019- 20 as a result of COVID- 19.

➤ **NEW PROGRAMS**

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

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

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

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

Background on Bard and 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 (A.A.) degree, a Bachelor of Arts (B.A.) 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. Bard opened its newest early college campus, BHSEC DC, in partnership with the District of Columbia Public Schools, in 2019.

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 function both as 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, Baltimore, and

Washington, D.C. 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 2019 (including students from BHSEC Manhattan, Queens, Newark, Cleveland and Baltimore), 83% of graduating students earned an A.A. degree concurrently with a high school diploma, 96% of students earned at least one year of transferable college credit on average, and approximately 85% of BHSEC graduates continued their education at four-year college or university.

The BHSEC model has a strong evidence base demonstrating its effectiveness in helping students access and complete college. In addition to internal evaluations, BHSEC has been the subject of several independent analyses. An independent, quasi-experimental study conducted by Metis Associates 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. A study by Metis Associates of BHSEC outcomes in Newark found that attending BHSEC Newark boosted student enrollment in four-year colleges after high school. BHSEC Newark students were 12% more likely to enroll in four-year colleges upon completing high school than comparison students with the same demographic, economic, and academic profiles who attended other Newark Public Schools. In addition, The Education Trust - New York found that, of all public high schools in New York State, BHSEC Manhattan and Queens had the highest rates of on-time bachelor's degree completion for low-income students. Finally, the BHSEC model was the subject of a case study by Ithaca S+R, a higher education research group that coordinates the evaluation of the American Talent Initiative. The case study demonstrated the successes of early college, and BHSEC in particular, in expanding the college access pipeline. Ithaca S+R found that early college is a viable and promising strategy for selective liberal arts colleges, with the important focus on hiring and training effective faculty, partnerships with school districts, and balancing access and academic rigor in program admissions. Since 2003, Bard College has awarded 3,493 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 location in August of 2016. Starting in SY 2019-20, as a result of COVID-19, the school offers college classes through multiple modes, including in-person and through distance education.

In the 2019-20 school year, BHSEC Baltimore serves 417 students: 93 in 9th grade, 122 in 10th grade, 107 in Year 1 of the College program (in place of the traditional 11th grade), and 95 in Year 2 of the College program (in place of the traditional 12th grade). The maximum enrollment capacity at BHSEC Baltimore is 450 students. In the 2019-20 school year, BHSEC Baltimore employs 28 full-time faculty members and 2 adjunct faculty members. 22 members of the faculty teach in the college program, and the majority of them (77%) hold terminal degrees in their fields of study. In the Class of 2019, the first class to graduate from the school after four years in the program, approximately half of all students earned an Associate's degree, and nearly 85% earned at least one year of college credit. Bard Baltimore graduates have continued their education at a wide range of colleges and universities, including Johns Hopkins University, University of Pennsylvania, Goucher College, McDaniel College, Bowie State University, Morgan State University, University of Maryland, and UMBC. Bard Baltimore was renewed for a five-year term (the maximum it could have received) in February 2020 by the Baltimore City

Board of School Commissioners. A copy of Bard's renewal application is included as Appendix I, and the renewal report from Baltimore City Public Schools is included as Appendix J.

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 elective courses offered by the Science, Mathematics, Languages, Literature, Social Science, and Arts departments. Courses within disciplines are subject to change.

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);
 Four semesters of College Experience at 1 credit each (4 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 in SY 2019-2020.

(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 2019-20 academic year, the school served 417 students from across Baltimore City, 93 in the 9th grade, 122 in the 10th grade, 107 in Year 1 of the college program (in place of the traditional 11th grade), and 95 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. 86% of BHSEC Baltimore students identify as Black, 10% as White, 3% as Hispanic, 1% as Other. All students receive free meals, per the school district's policy. BHSEC has assessed over 300 applications as of March 2020 for 125 seats in the 9th grade class entering in Fall 2020.

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 an 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. Modifications to the admissions process and to the ways in which students can access the program may be made with the approval of Bard College and Baltimore City Public Schools.

The primary entry point to BHSEC is the 9th grade, although transfer students may apply at any grade level. 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 the need for 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 (AIR) found that early college students are significantly more likely to enroll in college and complete college degrees than comparison peers who did not attend an early college. Moreover, a 2019 AIR cost-benefit study found a total average return of \$57,682 per Early College student compared with a \$3,800 per student investment—a 15-to-1 return. (American Institutes for Research, Early College, Continued Success: Early College High School Initiative Impact Study, January 2014; AIR, The Costs and Benefits of Early College High Schools, 2019.)

In addition, BHSEC's college counseling program, organized by the College Transfer Office and offered over four semesters, helps students identify strong four-year college matches, prepare competitive applications, and transfer their college credits, or develop alternative postsecondary plans. Thus, BHSEC increases students' access to college after graduation as well as during the early college program itself. BHSEC students in the Class of 2019, the first graduating class to complete all four years at BHSEC, were accepted to nearly 90 different Institutions of Higher Education (IHEs), including four-year public and independent colleges and universities in and out of state. Bard has formal articulation agreements in place for its early college high schools with Maryland colleges, including Bowie State University, Goucher College, McDaniel College, and Mount St. Mary's University, and is working on agreements with the University of Baltimore and the University of 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 2019 is included as Appendix D.

College Affordability

In addition to inadequate college preparation and access, the cost of college is another reason some 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 2019 (75 graduating students in total) received approximately \$3.6 million in college scholarships.

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 rates of 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.

In the BHSEC Baltimore Class of 2019, 48% of eligible students (who began the college program in Fall 2017) earned the Bard College Associate's degree and 60 transferable college credits, and 84% of the graduating class earned a high school diploma and at least one year of transferable college credit on average. Approximately 62% of BHSEC Baltimore graduates continued their education at four-year colleges and universities. Other students continued at a community college or entered the workforce.

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 wall-to-wall, 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 models to BHSEC are 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, and the early college high school program at Woodlawn High in Baltimore County that partners with the Baltimore County Community College. The State of Maryland also has P-TECH programs (partnerships between public high schools, community colleges, and industry partners) that have a different model 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, including the Kirwan Commission recommendation to begin free postsecondary pathways in Maryland after the 10th grade.

- (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 2019-20 school year, BHSEC Baltimore is led by a Principal (Dr. Francesca Gamber), Dean of Studies/Assistant Principal (Matthew Croson), two Assistant Deans of Academic Life (Dr. Patrick Oray and Dr. Benjamin Craig), and an Associate Dean of Student and Family Engagement (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, counseling, 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 Deans of Academic Life provide support to faculty, including coaching and other forms of professional development. The Associate Dean of Student and Family Engagement oversees student activities and parent engagement and supports a positive school climate and culture, together with the counseling department.

All of the Deans 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 three counselors, a social worker, a student affairs associate, and a College Transfer Advisor, 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 Manager, 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 2019-20, is below. The faculty CVs are included in Appendix F.

Victoria Bampoh

Faculty in Chemistry

BSc, MPhil, University of Cape Coast; MS, PhD, Syracuse University

CHEM 101: General Chemistry with Lab

Christopher Batten

Faculty in Visual Arts

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

ART 108: Art of Portraiture

ART 104: Drawing and Painting the Figure

Ronnie Brown

Faculty in Mathematics

BS, Morgan State University; MS, Johns Hopkins University

MATH 125: Probability and Statistics

MATH 109: College Algebra

MATH 115: Introduction to Engineering and Computer Science with Mathematics Applications

Helene Coccagna

Faculty in Literature

BA, Bryn Mawr College; PhD, The Johns Hopkins University

SEM 101/102: First Year Seminar I and II

Saul Cohen

Faculty in History

BA, Queens College, CUNY; JD, Northeastern University School of Law

SST 243: Constitutional Law

Benjamin Craig

Assistant Dean; Faculty in Literature

BA, Sonoma State University; MA, Texas A&M University; PhD, Southern Illinois University, Carbondale

SEM 201/202: Sophomore Seminar I and II

Matt Croson

Dean of Studies; Faculty in History

BA, St. Mary's College of Maryland; MFA, Savannah College of Art and Design; Graduate Certificate in Curriculum and Design, School of Education, Johns Hopkins University

ARTH 125: Introduction of Architecture and Architectural History

Anna Cruz

Faculty in Literature

AB, Dartmouth College; MA, PhD, University of California, Berkley
SEM 101/102: First Year Seminar I and II

Nathaniel Doherty

Faculty in Literature

BA, Vassar College; MA, University College Dublin; PhD, SUNY Stony Brook
SEM 201/202: Sophomore Seminar I and II

Matthew Flaherty

Faculty in Literature

BA, University of Minnesota; PhD, Johns Hopkins University
SEM 201/202: Sophomore Seminar I and II

Francesca Gamber

Principal; Faculty in History

BA, Harvard University; PhD, Southern Illinois University Carbondale
HIST 221: African American Women's History
HIST 223: Mixed Race in American History

Elisabeth Gambino

Faculty in Visual Arts

BA, Hampshire College; MFA, Savannah College of Art and Design; Professional Teaching
Certificate, Johns Hopkins University
ART 111: Issues in Contemporary Art

David Guba

Faculty in History

BA, Bucknell University; MA, Villanova University; PhD, Temple University
HIST 218: Drugs and Empires

Richard Kurker

Faculty in Biology

BS, Providence College; PhD, University of Notre Dame
BIO 101: General Biology with Lab
BIO 220: Neuropsychology with Lab
CHEM 210: Organic Chemistry I with Lab

Daniel Levine

Faculty in History

BA, McGill University; MPP, University of Maryland, College Park; PhD, Georgetown University

HIST 119: Africa's World War

HIST 219: The Black Jacobins

Xinxuan Li

Faculty in Mathematics

BS, BMS, Taiyuan University of Technology; MS, University of West Florida; PhD candidate,
University of Maryland, Baltimore

MATH 101: Finite Math

MATH 110: Pre Calculus

MATH 141: Calculus

Felicia McCray

Adjunct Faculty in Social Studies

BA, Spelman College; MPP, Harvard University

HIST 120: The Black Middle Class: Race and Social Mobility in the US

Andrew McKelvy

Faculty in Spanish Language and Literature

BA, Grove City College; MA, Kent State University; PhD, American University

LIT 245: Fundamentals of Translation

SPAN 221: Spanish Phonetics and Introduction to Linguistics

Patrick Oray

Assistant Dean; Faculty in Literature

BA, University of Illinois at Urbana-Champaign; MA, PhD, University of Iowa

SEM 101/102: First Year Seminar I and II

HUM 116: Civic Engagement

Jeffrey Peters

Faculty in Literature

MAT, Towson University; PhD, Catholic University of America

WRIT 224: Introduction to Literary Production

Laura M. Quijano

Faculty in Spanish

BA, University of Mary Washington; MA, University of Maryland, College Park

SPAN 101: Beginning Spanish I

Matthew Woodle

Faculty in Technology and Design

BA, Savannah College of Art and Design; AAS, ITT Technical Institute; MA, Savannah College of Art and Design

CMSC 112: Game Design, Development, and Foundations

Richard Zarou

Faculty in Music

BA, Shenandoah University; MA, PhD, Florida State University

MUSIC 209: Music Composition and Production

MUSIC 211: Digital Music Synthesis

Hira Zeb

Adjunct Faculty in Social Science

BA, University of Maryland, College Park; LL.M., M.S., International University College of Turin

PS 118: Politics and Ethics of Food

PS 119: Political Economy of Colonization and Decolonization

Position descriptions for faculty openings for the 2020-21 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?

The library collection at BHSEC Baltimore hosts 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.

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?

BHSEC Baltimore invests in robust student support services to help students succeed in the early college. The school employs three school counselors, a full-time social worker, a full-time therapist (through an Expanded School-Based Mental Health Services partnership with Johns Hopkins Bayview), and a part-time school psychologist to help promote a positive school climate, provide advising services, and support students' socio-emotional needs. We also have a College Transfer program, run by our College Transfer Advisor, that helps students navigate the college application and transfer process and identify a postsecondary plan after Bard. Our two-person admissions team conducts student outreach and recruitment and leads BHSEC Baltimore's student ambassador group, and our Associate Dean of Student and Family Engagement coordinates student activities and parent involvement. Our Student Affairs Associate teaches a Bard 101 and 102 course to help students develop socio-emotional, time management, self-advocacy, and other skills that will help them succeed in the early college program. Finally, Bard has developed partnerships with youth-serving organizations, including Baltimore SquashWise and 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.

(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, secure 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 classrooms, college-level laboratory science facilities, a library, a computer lab, a Learning Commons, 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 the Angela Y. Davis Leadership Academy). BHSEC occupies two floors of the building.

Any student lacking equipment and technology to complete distance learning was given a laptop and hotspot in order to access online materials and complete assignments.

(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 also available for conferences and larger meetings.

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

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

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

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

Unduplicated Headcount at this location for the past academic year: September 1, 2019 to August 31, 2020

Person Completing the Student Enrollment Data Form: Clara Haskell Botstein

Telephone: 914-388-0699 **Email:**

cbotstein@bard.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County					
Baltimore City	202	0	0	0	95 Year 2 College Students (in place of 12 th grade), 107 Year 1 College Students (in place of 11 th grade), 122 10 th Grade Students, 93 9 th Grade Students. Total enrollment (high school and college): 417. Total college enrollment: 202
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford					

Howard					
Kent					
Montgomery					
Prince George's					
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico					
Worcester					
Non-Maryland Residents					
TOTALS	205				

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

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

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, 2018 to August 31, 2019

Duplicate this form as necessary.

Date Completed: 3/12/20

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Associate in Arts Degree	202								95 Year 2 College Students (in place of 12 th grade), 107 Year 1 College

					Students (in place of 11 th grade), 122 10 th Grade Students, 93 9 th Grade Students. Total enrollment (high school and college): 417. Total college enrollment: 202.
Undeclared/No Major	202				
Total	202				

Accreditation



3624 Market Street
Suite 2 West
Philadelphia, PA 19104
(267) 284-5000
www.msche.org
Follow us: @mscheorg

STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution:	BARD COLLEGE Annandale-On-Hudson, NY
Chief Executive Officer:	Dr. Leon Botstein, President
Carnegie Classification:	Baccalaureate Colleges: Arts & Sciences Focus » Four-year, small, highly residential
Control:	Private (Non-Profit)
Address:	30 Campus Road Annandale-On-Hudson, NY 12504
Phone:	(845) 758-6822
URL:	<u>www.bard.edu</u>
Accreditation Liaison Officer (ALO):	Dr. Mark Halsey
Commission Staff Liaison:	Dr. Robert Bonfiglio, Vice President

Accreditation Summary

For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).

Phase: Accredited

Status: Accredited

Accreditation Granted: 1922

Last Reaffirmation: 2017

Next Self-Study Evaluation: 2025-2026

Next Mid-Point Peer Review: 2022

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Not approved for this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

☑ Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (2-4 yrs)**
- **Associate's Degree or Equivalent**
Approved to offer ONE program at this credential level:
- **Bachelor's Degree or Equivalent**
- **Post-baccalaureate Certificate**
- **Master's Degree or Equivalent**
- **Doctor's Degree- Research/Scholarship**

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
American University of Central Asia 205 Abdymomunov St Bishkek Kyrgyzstan 720040 Kyrgyzstan	Branch Campus
Bard College Berlin Platanenstr. 24 Berlin Germany	Branch Campus
Longy School of Music of Bard College One Follen Street Cambridge, MA 02138	Branch Campus
Abu Deis Campus of Al-Quds University West Bank POB 51000 Israel	Additional Location
Bard Early College Academy 3820 St. Claude Avenue New Orleans, LA 70117	Additional Location
Bard Graduate Center 38 West 86th Street New York City, NY 10024	Additional Location
Bard Graduate Center 18 West 86th Street New York, NY 10024	Additional Location
Bard High School Early College (BHSEC) Newark 321 Bergen Street	Additional Location

Location	Type
Newark, NJ 07103	
Bard High School Early College Campus Cleveland 13501 Terminal Avenue Cleveland, OH 44135	Additional Location
Bard High School Early College DC 4430 H Street SE Washington, DC 20019	Additional Location
BHSEC Baltimore 2801 N. Dukeland Street Baltimore, MD 21216	Additional Location
Brooklyn Public Library Central Library 10 Grand Army Plaza Brooklyn, NY 11238	Additional Location
Coxsackie Correctional Facility 11260 Route 9W P.O. Box 200 Coxsackie, NY 12051-0200	Additional Location
Eastern New York Correctional Facility 30 Institution Road P.O. Box 338 Napanoch, NY 12458-0338	Additional Location
Fishkill Correctional Facility 18 Strack Drive Beacon, NY 12508-0307	Additional Location
Green Haven Correctional Facility 594 Route 216 Stormville, NY 12582	Additional Location
Heart of Los Angeles 2701 Wilshire Boulevard	Additional Location

Location	Type
Los Angeles, CA 90057	
Houde Academy Guan Sheng Wu Lu #9, Longhua District Shenzhen, China	Additional Location
Immanuel Presbyterian Church 3300 Wilshire Boulevard Los Angeles, CA 90010	Additional Location
International Center for Photography - Bard Program in Advanced Photographic Stu 79 Essex Street New York, NY 10002	Additional Location
International Community High School 345 Brook Avenue Bronx, NY 10454	Additional Location
LMHQ 150 Broadway, 20th floor New York, NY 10038	Additional Location
New York Power Authority Main Office Building 123 Main Street White Plains, NY 10601	Additional Location
St. Petersburg State University Smolny College Russian Federation	Additional Location
Taconic Correctional Facility 250 Harris Road Bedford Hills, NY 10507	Additional Location
The Care Center	Additional Location

Location	Type
247 Cabot Street Holyoke, MA 01040	
Tulare College Center of the College of the Sequoias 4999 East Bardsley Avenue Tulare, CA 93274	Additional Location
Woodbourne Correctional Facility 99 Prison Road P.O. Box 1000 Woodbourne, NY 12788-1000	Additional Location
Bard Clemente in Kingston 55 Franklin Street Kingston, NY 12401	Other Instructional Site
Bard Early College Hudson 364 Warren Street Hudson, NY 12534	Other Instructional Site
Bard Globalization and International Affairs Program 108 West 39th Street, Suite 1000A New York, NY 10018	Other Instructional Site
Brockton Clemente Program 1367 Main Street Brockton, MA 02301	Other Instructional Site
Clemente Program - Phoenix 1242 N. Central Avenue Phoenix, AR 85004	Other Instructional Site
Clemente Program - Springfield 66 Bridge Street Northampton, MA 01060	Other Instructional Site
Clemente Program - Vero Beach	Other Instructional

Location	Type
6155 College Lane Vero Beach, FL 32966	Site
Dotwell - Clemente Program 1353 Dorchester Avenue Dorchester, MA 02122	Other Instructional Site
Holyoke Clemente Course The Care Center, 247 Cabot Street Holyoke, MA 01040	Other Instructional Site
Humanities in Perspective 813 SW Alder St, Suite 702 Portland, OR 97205	Other Instructional Site
Illinois Humanities Council - Clemente Program 203 North Wabash Avenue, Suite 2020 Chicago, IL 60601-2417	Other Instructional Site
Latin American Youth Center - Clemente Program 1419 Columbia Road, NW 20009 Washington, DC 20009	Other Instructional Site
LMHQ 150 Broadway, 20th Floor New York, NY 10038	Other Instructional Site
Port Townsend Public Library - Jefferson Clemente Fdn. PO Box 1774 Port Townsend, WA 98368	Other Instructional Site
The Children's Village - Clemente Program 2090 Adam Clayton Powell, Jr. Blvd. New York, NY 10027	Other Instructional Site
The Fellowship Initiative of JPMorgan Chase	Other Instructional

Location	Type
270 Park Avenue New York, NY 10017	Site
Worcester Clemente Program Worcester Art Museum, 55 Salisbury Street Worcester, MA 01609	Other Instructional Site

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.*

Accreditation Actions

*The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the **Commission's Accreditation Actions Policy and Procedures** and the **Substantive Change Policy and Procedures**.*

January 3, 2020

To acknowledge receipt of the substantive change request. To include the relocation of the International Center of Photography – Bard Program in Advanced Photographic Studies, 1114 Avenue of the Americas at 43rd Street, New York, NY 10036 to 79 Essex Street, New York, NY 10002 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new address and of the date that instruction at the former address ceases. To note the Commission may rescind this action if instruction does not commence within once calendar year from the date of this action. The next evaluation is scheduled for 2025-2026.

October 29, 2019

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Harlem Children's Zone, 3 East 118th Street, New York, NY 10035. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

July 2, 2019

To acknowledge receipt of the substantive change request. To include the additional location at Bard Graduate Center, 38 West 86th Street, New York, NY 10024 within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.

July 2, 2019

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Bard High School Early College (BHSEC) Cleveland - East Campus, 3817

Martin Luther King Drive, Cleveland, OH 44105. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

April 30, 2019

To acknowledge receipt of the substantive change request. To include the additional location at Bard High School Early College DC, 4430 H Street SE, Washington, DC 20019 within the institution's scope of accreditation. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

January 4, 2019

To acknowledge receipt of the substantive change request. To include the additional location at New York Power Authority Main Office Building, 123 Main Street, White Plains, NY 10601 within the scope of the institution's accreditation. The Commission requires 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. The next evaluation visit is scheduled for 2025-2026.

August 27, 2018

To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional sites at (1) Harlem Children's Zone, 3 East 118th Street, New York, NY 10035; and (2) Houde Academy, Guan Sheng Wu Lu #9, Longhua District, Shenzhen China 518113 as additional locations and to include the locations within the scope of the institution's accreditation. To note that documentation of approval from the state is required. The Commission requires written notification within thirty days of the commencement of operations as an additional location. Operations at the additional locations must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

April 30, 2018

To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at Bard Early College Academy, 3820 St. Claude Avenue, New Orleans, LA 70117 as an

additional location and to include the location 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. The next evaluation visit is scheduled for 2025-2026.

October 30, 2017

To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the additional location from the Heart of Los Angeles, 2701 Wilshire Boulevard, Los Angeles, CA 90057 to Immanuel Presbyterian Church, 3300 Wilshire Boulevard, Los Angeles, CA 90010 and to include the new location, to be effective upon receipt of the necessary institutional approvals. 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. The next evaluation visit is scheduled for 2025-2026.

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.

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.

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.

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.

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.

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.

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).

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.

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 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.

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 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 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).

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 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).

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).

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).

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.

October 31, 2012

To acknowledge receipt of the substantive change request and to reclassify the branch campus at the Abu Deis Campus of Al-Quds University, West Bank, POB 51000, Jerusalem, as an additional location. To note that the Period Review Report, due June 1, 2012, has been received and will be acted on by the Commission at its November meeting.

July 2, 2012

To acknowledge receipt of the substantive change request, to include the additional locations at (1) Bayview Correctional Facility, 550 West 20th Street, New York, NY 10011-2678, (2) Eastern New York Correctional Facility, 30 Institution Road, P.O. Box 338, Napanoch, NY 12458-0338, and (3) Woodbourne Correctional Facility, 99 Prison Road, P.O. Box 1000, Woodbourne, NY 12788-1000 within the scope of the institution's accreditation, and to reclassify the existing instructional sites at (4) Cocksackie Correctional Facility, 11260 Route 9W, P.O. Box 200, Cocksackie, NY 12051-0200 and (5) Green Haven Correctional Facility, 594 Route 216, Stormville, NY 12582 as additional locations. The Periodic Review Report due June 1, 2012 has been received and will be acted upon by the Commission at its November meeting.

June 28, 2012

To note the visit by the Commission's representative and to affirm inclusion of the following additional locations within the scope of the institution's accreditation: (1) International Community High School, 345 Brook Avenue, Bronx, NY 10454 and (2) Paramount Bard Academy, 1942 Randolph Street, Delano, CA 93215 . To note that the Periodic Review Report, due June 1, 2012, has been received and will be acted on at the Commission's November meeting.

May 1, 2012

To acknowledge receipt of the substantive change request and to include the MBA in Sustainability degree within the scope of the institution's accreditation.

May 1, 2012

To acknowledge receipt of the substantive change request and to include the additional location at 36 West 44th Street, Suite 1011, New York, NY 10036 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 Periodic Review Report, due June 1, 2012, should document the integration with and impact on the institution of its branch campuses and additional locations (Standard 13).

April 26, 2012

To acknowledge receipt of documentation of state approval, and to provisionally 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 pending a site visit to the branch campus within six months.

November 17, 2011

To accept the progress report. To request that the Periodic Review Report, due June 1, 2012, document the integration with and impact on the institution of its branch campuses and additional locations (Standard 13).

August 30, 2011

To acknowledge receipt of the complex substantive change request, to note the acquisition by the institution of the Longy School of Music, and to provisionally 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, effective upon notification of receipt of final approval from the Commonwealth of Massachusetts and 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.

August 30, 2011

To acknowledge receipt of the substantive change request and to provisionally include the additional locations at International Community High School, 345 Brook Avenue, Bronx, NY 10454 and Paramount Bard Academy, 1942 Randolph Street, Delano, CA 93215 within the scope of the institution's accreditation, pending a site visit to one of the locations within six months. To note that this approval is not retroactive. The Commission requires written notification within

thirty days of the commencement of operations at this additional location. In the event that operations at this additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission has previously requested a progress report, due by October 1, 2011, documenting with regard to the branch campus at Al-Quds University, West Bank, POB 51000, Jerusalem, (1) the impact of finances on institutional operations and the development or continuation of alternative funding sources (Standard 3); (2) steps taken to ensure adequate faculty staffing (Standard 10); and (3) steps taken to strengthen and further develop the branch campus (Standard 13). The Periodic Review Report is due June 1, 2012.

June 23, 2011

To note the visit by the Commission's representative and to affirm the inclusion of the branch campus at the American University of Central Asia, 205 Abdymomunov St., Bishkek, Kyrgyz Republic 720040, and the contractual agreement with the American University of Central Asia within the scope of the institution's accreditation. To remind the institution that the Commission has previously requested a progress report, due by October 1, 2011, documenting with regard to the branch campus at Al-Quds University, West Bank, POB 51000, Jerusalem, (1) the impact of finances on institutional operations and the development or continuation of alternative funding sources (Standard 3); (2) steps taken to ensure adequate faculty staffing (Standard 10); and (3) steps taken to strengthen and further develop the branch campus (Standard 13). The Periodic Review Report is due June 1, 2012.

November 18, 2010

To note the visit by the Commission's representative and to affirm the inclusion of the branch campus at the Abu Deis Campus of Al-Quds University, West Bank, POB 51000, Jerusalem and the contractual agreement with Al-Quds University within the scope of the institution's accreditation. To request a progress report, due by October 1, 2011, documenting (1) the impact of finances on institutional operations and the development or continuation of alternative funding sources (Standard 3); (2) steps taken to ensure adequate faculty staffing (Standard 10); and (3) steps taken to strengthen and further develop the branch campus (Standard 13). The Periodic Review Report is due June 1, 2012.

November 2, 2010

To acknowledge receipt of the substantive change request and to include the branch campus at the American University of Central Asia, 205 Abdymomunov St., Bishkek, Kyrgyz Republic 720040, and contractual agreement with the American University of Central Asia, provisionally within the scope of the institution's accreditation, pending a site visit to the branch campus within six months. The Periodic Review Report is due June 1, 2012.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is one of seven regional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE is an institutional accreditor. Therefore, MSCHE examines and reaffirms accreditation for each of its member institutions as a whole rather than the specific programs within the institution. MSCHE does not approve individual programs. MSCHE accreditation does not expire but is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle.

Course descriptions from the College's catalog

Course Descriptions for General Education Requirements, College Year 1 & Year 2

Overview

To earn a Bard College Associate in Arts (A.A.) degree at Bard High School Early College, students must maintain a 2.0 GPA, earn no less than 60 college credits during the two years in the college program, fulfill the requisite distribution requirements (outlined below), and complete all city and state high school diploma requirements. Of the 60 credits required for the Bard 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.

- 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/or history/social science at 3 credits each (6 credits);
- One semester of music, theater, dance, and/or visual art (3 credits);
- Two semesters of Research Workshop at 1 credit each (2 credits).

What follows is a description of each of the classes proposed to be offered for college credit, organized by requirement category and specifying the credits proposed to be granted for each course.

Seminar Sequence: Each of the following four courses is required in the order described.

BARD005 College Year 1 Seminar I (3 credits): This course delves into the origins of civilization in the Mediterranean region by exploring a wide variety of primary sources from the Mesopotamian, Egyptian, Greco-Roman, Judeo-Christian, and Islamic cultures. Drawn from antiquity through the 15th century, the course materials encompass a wide variety of media, including fragmented and intact written texts; architectural structures, sculptures, paintings, and other visual representations; musical selections; and recited sacred and secular texts. Writing-intensive in nature, this course helps students discover what they themselves think about the materials and situate their views in relation to those of their classmates. This course develops students' critical reading skills, including the "reading" of non-textual materials, and expressing ideas gained from such reading in oral and written forms.

BARD006 College Year 1 Seminar II (3 credits): This course centers on changes in the nature of knowledge and knowing, as various revolutions—the Scientific Revolution, political revolutions (American, French, and others), and the Industrial Revolution—swept the world. Initially centered in Europe, the geographic range expands into the New World as the notion of Western civilization changes with the colonization of the Western Hemisphere. Drawn from the 16th century through the mid-19th century, course materials present the theories of the era and their manifestations in a wide range of forms, including poetry, drama, autobiography, and the novel; sacred hymns and secular opera; and paintings, photographs, and other forms of visual expression. Students also investigate critical secondary articles in conjunction with the primary sources. Building upon Year 1 Seminar I, students in this writing-intensive course work to raise their skills of critical reading, thinking, writing, and discussion to greater levels of complexity and sophistication.

BARD007 College Year 2 Seminar I (3 credits): This course explores the development of key ideas central to the way we think about modernity. It focuses on the ways in which a diverse range of 19th- and early 20th-century thinkers both shaped and challenged the shape of the emerging modern world. Through rigorous study of evocative novels and works of political, social, and psychoanalytic theory, the seminar asks students to think and write critically about concepts that have revolutionized the world in the last 150 years and continue to provide the framework for vital contemporary debates. In a time when diasporas blur boundaries in national identity, this course expands from earlier geographic notions of Western civilization toward a more global, international outlook. Through intensive reading of primary materials, in conjunction with related readings in secondary sources, students learn to read sources critically at varying speeds, in relation to their intended purposes for the materials. In so doing, students raise their skills of critical thinking to ever higher levels.

BARD008 College Year 2 Seminar II (3 credits): In this course, students explore the contemporary culture of uncertainty through analyses of twentieth century texts in diverse disciplines, culminating in a research and writing project inquiring deeply into the controversial ideas of one contemporary writer. By the early twentieth century, increasing awareness of the limitations of human knowledge complicated the nineteenth-century conceptions of, and faith in, science and progress. The twentieth century's global wars, genocidal destruction, threats of nuclear annihilation and environmental degradation, mass population displacements, and increasing globalization have turned modernism's skepticism into postmodern uncertainty. Developments and discoveries in the physical sciences—and in Quantum Theory, in particular—upset the standard conception of the universe as knowable, revealing instead a world dominated by chance and complexity. Through intensive critical reading, thinking, and writing, students are encouraged to discover how principles of uncertainty can facilitate thinking about the complex, global world of our new century and their place in it.

Science Sequences: Two semesters of a laboratory science course are required, consisting of one of the sequences offered in biology, chemistry or physics.

BARD033 College Biology I (4 credits)

BARD034 College Biology II (4 credits)

This two-semester sequence investigates the fundamentals of living systems. Through lectures and laboratory investigations, students explore the structure and function of the cell and the biological macromolecules making up the cell and investigate biological systems of two Kingdoms of life: plants and animals. In the first semester, students also look at key chemical reactions that keep the cell alive and help it carry out its duties, and they study how single cells function together to build up multicellular organisms as complex as humans. In the second semester, students examine the anatomy and physiology of major plant and animal groups, paying particular attention to mechanisms of reproduction, growth and development. Students become familiar with methods of taxonomy and phylogenetic analysis and engage fundamental principles of evolution, including mechanisms of genetic variation and inheritance, population dynamics, extinction and the origin of species.

BARD035 College Chemistry I (4 credits)

BARD036 College Chemistry II (4 credits)

This two-semester sequence introduces students to the general principles of chemistry. The courses are designed to provide a solid base in general chemistry as well as to demonstrate applications in related fields. The classes and discussions are intended to provide students with the basic principles and theories of general chemistry. Concurrently, the laboratory, multiple

sessions in length, will develop the practical aspects of chemistry by introducing fundamental laboratory techniques and emphasizing the core chemical principles studied in class.

BARD037 College Physics I (4 credits)

BARD038 College Physics II (4 credits)

This two-semester sequence introduces the general principles of physics, presenting both a historical perspective and modern applications of these principles. Both concepts and problem solving are emphasized and the importance of experimental physics is demonstrated in the laboratory. The fall semester focuses on mechanisms; the spring semester focuses on electricity and magnetism. Topics include linear and rotational motion, Newton's laws of motion, conservation of energy, momentum, thermodynamics, harmonic motion, wave motion, light, sound, electricity, magnetism, and an introduction to modern physics. Selected topics are studied via multiple session laboratory experiments.

Mathematics Sequence: Six credits of college mathematics courses, selected from the courses below, are required to fulfill the General Education requirements. Because some courses have semester and year-long versions, this requirement can take two to four semesters to complete.

BARD021 College Algebra (3 credits) (semester and year-long versions)

College algebra enables students to polish their algebra skills in order to study more advanced math; the course also serves students who intend to focus on areas outside of mathematics and the sciences in their college studies. The algebraic tools studied include those required for pre-calculus and calculus, as well as for the study of probability, statistics, computer science, and other quantitative fields. Students learn about graphs, polynomials, rational functions, exponential functions and logarithmic functions.

BARD022 College Pre-Calculus (3 credits) (semester and year-long versions)

This course focuses on the study of the function concept and the major function classes. Among the classes that will be considered are the polynomial functions, the rational functions, the exponential and logarithmic functions, and the trigonometric functions and their inverses. This course is recommended for anyone who is seriously considering continuing on in mathematics or in the sciences in their college careers.

BARD023 College Calculus I (3 credits)

BARD024 College Calculus II (3 credits)

This two-semester sequence focuses on the major elements of calculus. The first semester centers on functions, graphs, and limits. The concept of the derivative is also central to the course, including the derivative at a point, and the derivative as a function. The second semester includes interpretation and properties of definite integrals, the fundamental theorem of calculus, and applications of anti-differentiation.

Foreign Language Sequence: Two semesters of the same foreign language are required; students choose either Spanish or Chinese.

BARD073 College Beginning Spanish I (4 credits)

BARD074 College Beginning Spanish II (4 credits)

This two-semester sequence introduces students to the basics of Spanish pronunciation and grammar through both conversational and written exercises. In addition to exploring the Spanish language, students will also gain a deeper understanding of English grammar, and grammar and language more broadly, through this course. Aspects of Spanish culture are also explored. The

content coverage is similar to that in the three-semester sequence of Spanish 9, 10/I, and 10/II, but at the more rapid pace expected of college-level introductory language study.

BARD075 College Intermediate Spanish I (4 credits)

BARD076 College Intermediate Spanish II (4 credits)

This sequence in high beginning and intermediate Spanish grammar, composition, and conversation aims to solidify students' command of grammar and increase their fluency in spoken and written Spanish. Students at all points in the sequence are also introduced to the analysis of literary and non-literary texts, cinema, and other cultural artifacts. Various text and media sources, including literature, film, music, and popular culture, are used to access contemporary topics in Hispanic culture and to foster conversation and composition writing. Students will participate in class discussions in Spanish, complete grammar exercises, and write compositions of progressive length and complexity.

BARD079 College Beginning Chinese I (4 credits)

BARD080 College Beginning Chinese II (4 credits)

This course introduces students to the basics of Chinese pronunciation, grammar, and character writing through both conversational and written exercises. In addition to exploring the Chinese language, students will also gain a deeper understanding of English grammar, and grammar and language more broadly, through this course. Aspects of Chinese culture are also explored. The content coverage is similar to that in the three-semester sequence of Chinese 9, 10/I, and 10/II, but at the more rapid pace expected of college-level introductory language study.

BARD081 College Intermediate Chinese I (4 credits)

BARD082 College Intermediate Chinese II (4 credits)

This sequence in high beginning and intermediate Chinese grammar, composition, and conversation aims to solidify students' command of grammar and increase their fluency in spoken and written Chinese. The reading and writing focuses on traditional Chinese characters, with increasing attention over time to simplified forms as well. Students at all points in the sequence are introduced to various authentic texts and artifacts. Various text and media sources, including literature, film, music, and popular culture, are used to access contemporary topics from throughout the Chinese-speaking world. The cultural activities also foster conversation and composition writing and grammar practice. Students will participate in class discussions in Chinese, complete grammar exercises, and write compositions of progressive length and complexity.

Literature, History, and Social Sciences: Students are required to take two semester-long courses in these areas to fulfill this portion of the General Education requirements. The following are examples of courses students at BHSEC schools could choose from in recent years.

BARD009 College Literature of the Caribbean Diaspora (3 credits)

In this writing-intensive course, students explore literature of the Caribbean Diaspora, focusing on slave narratives, short stories, poetry, and fiction novels from the nineteenth and twentieth centuries. The texts will cover parts of the Spanish, French, and English-Speaking Caribbean. A large number of Caribbean peoples have immigrated to parts of the U.S. and Europe, so students will read narratives that explore those experiences as well. Some of the themes to be addressed are: slavery, colonialism, imperialism, “constructions” of identity (race, class, gender, sexuality, nationality), language, migration, immigration, cultural survival, and “coming of age.”

BARD010 College Literature of Spain, Portugal, Brazil, and Latin America (3 credits)

This is a survey course that provides an introduction to the understanding and appreciation of literature written in Spanish and Portuguese. The course studies and discusses important texts in the Spanish, Latin American, Brazilian and Portuguese traditions, and focuses on refining intellectual skills through class discussions, oral presentations, and the completion of research essays. The course is taught in English, and all the works are read in translation. However, students who wish to read the texts in the original are encouraged to discuss this possibility with the teacher.

BARD013 College Topics in Literature: Shakespeare (3 credits)

This course will give students the necessary tools to examine, enjoy, and appreciate the poetry and plays of Shakespeare. Students will consider his plays as both texts and as works intended for performance. Readings will include plays that are representative of the different genres Shakespeare practiced, including comedy, tragedy, romance, and history. This course will provide students with the foundation for future explorations of Shakespeare's works.

BARD049 College Africa in World History (3 credits)

From the majestic and mysterious rise of the Great Pyramids at Giza to the horrifying genocides in Rwanda and Sudan, the continent of Africa remains, for many, an alien place that has the ability to inspire awe or fear. This course is designed to demystify the continent and to demonstrate roles that Africa and Africans have played in global history. It will briefly introduce students to the social, political, economic, and cultural changes in different regions, countries, and peoples across the continent from prehistory to the present – changes that occurred within the context of an emerging global society.

BARD047 College U.S. History to 1960-2010 (3 credits)

This undergraduate survey course focuses on recent US History from 1960 to 2010. Vietnam, The Civil Rights Movement, Watergate, the rise of conservatism as well as the great changes in culture and the role of the US in the world will be explored. Cultural shifts, the changing nature of work, technological change, and their effects on social institutions will also be studied. One highlight of the course will be to study recent American history through plays, music, and film. The course will also teach the fundamentals of historical research and writing, culminating in a project involving research and a paper/project on a topic of the student's choice. Social movements, (e.g., the women's rights movement, the civil rights movement, the gay rights movement, the labor and environmental movements) will be at center stage.

BARD053 College Political Science (3 credits)

What is politics? What is power? What is political science? This undergraduate course is an introduction to political science with a focus on its four cognates: Political Theory, American Government, Comparative Politics, and International Relations. The course will give students a solid grounding in key texts and concepts, as well as facility in research and writing in political studies. The course has a laboratory component.

BARD054 College Sociology (3 credits)

Sociologists examine how social structures and arrangements shape human experience. They also examine how people create order and conflict. This introduction to sociology course offers students foundational understandings of basic sociological approaches (including terminology, theory, and methods) that sociologists use to understand social order, social conflict, and social change. Key elements emphasized are social structure, institutions and roles; culture; sex and gender; social class and stratification; social change; theory; methodology; race and/or ethnicity; and socialization.

BARD140 College History of Africa and the Americas (3 credits)

This course will trace the relationship between Africans and people of African descent in the Americas. Through this examination, students will learn about the impact that Africans had on the early development of the United States, Caribbean, and South America, as well as the roles that members of the African diaspora have played in the history of Africa.

Arts Courses: Students are required to take 3 credits in theater, visual arts, music or dance in order to fulfill this portion of the General Education requirements. The following are examples of courses students at BHSEC schools could choose from in recent years.

BARD098 College Studio Art (3 credits)

Modeled on an art school foundation program, this course enables students to develop basic skills in drawing, painting, and design. Students meet in the studio each week to explore various media and develop an understanding of the principles of representation and of abstract composition. Emphasis is on observation and self-expression. No previous art experience is required. Students may earn credit for this course more than once.

BARD099 College Theater (3 credits)

Through explorations of character, action, motivation, movement, and voice, students develop foundational skills of acting for the stage. By creating their own work, as well as presenting scenes written by others, they explore the theater as a creative space. Acting work is supplemented by theoretical and literary readings from the modern stage. Students may earn credit for this course more than once.

BARD141 College Multi-Media Journaling (3 credits)

This interdisciplinary course incorporates the development of artistic and communication skills through the exploration of drawing, writing, sound, and digital video. The students will pick a theme or topic and explore how it relates to their own lives throughout the semester in their sketchbooks, journals, and on digital recording devices. In the telling of their own experiences through a combination of these formats, students will strengthen their respective communication and storytelling abilities while focusing on one subject matter, ultimately creating four parts and developing them into a final project presented in a digital portfolio.

BARD144 College Studio Art Workshop (1 credit)

This course enables students to explore basic skills in drawing, painting, and design. Students meet in the studio each week, working with media and developing an understanding of the principles of representation and of abstract composition. Emphasis is on observation and self-expression.

BARD137 College Drama Workshop (1 credit)

Students explore character, action, motivation, movement, and voice—all of the basic elements of acting for the stage. By creating their own work, as well as presenting scenes written by others, they explore the theater as a creative space. Acting work is supplemented by readings from the modern stage.

BARD134 College Dance Workshop (1 credit)

Students explore the basic of elements of dance, in various styles. Through experimentation with movement, they increase their awareness of their bodies in motion. They also explore choreography.

Research Workshop: This two-semester sequence is a General Education requirement for students in Year 1 of the early college program.

BARD123 College Research Workshop I (1 credit)

BARD124 College Research Workshop II (1 credit)

In this two-semester sequence, students in the early college program investigate study skills essential to college success. They learn about the various aspects—intellectual, emotional, and financial—of adjusting to college life, in both residential and commuter settings. They also explore and practice the personal writing essential to successful applications for transfer admission and scholarships. The students also investigate topics related to financial literacy and economics and develop skills needed for academic research.

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

June 17, 2019

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, 21216. I am pleased to inform you that Bard College is authorized to offer the program as listed below until August 31, 2020. 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. 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 2020-2021. 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.

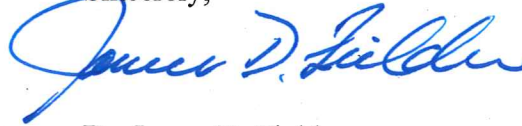
MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

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,



Dr. James D. Fielder
Secretary

JDF:KKS:jmc

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

File: 19123