

Dr. Dumaine Williams
Vice President and Dean of the Early Colleges
Bard College
30 Campus Rd
Annandale-On-Hudson, NY 12504

Mar 31, 2025

Dr. Sanjay Rai
Secretary, Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Rai,

I am writing to formally request the renewal and extended renewal of Bard High School Early College Baltimore (BHSEC Baltimore) as a recognized site, as well as the continued approval of our existing program. As Vice President and Dean of the Early Colleges at Bard High School Early College, I want to emphasize the significant impact that BHSEC Baltimore has had in providing rigorous, college-level education to high school students and ensuring their preparedness for higher education and future careers.

Since its inception, BHSEC Baltimore has successfully offered students the opportunity to earn up to 60 transferable college credits and an Associate of Arts degree from Bard College, all within a supportive and intellectually enriching environment. Our program has consistently demonstrated its effectiveness in promoting academic excellence, expanding college access, and serving students from diverse backgrounds, many of whom have been historically underserved.

The renewal of our program is essential in maintaining and enhancing these educational opportunities. BHSEC Baltimore aligns with state and national priorities for educational access, equity, and postsecondary attainment, and our commitment to delivering high-quality early college education remains steadfast. We seek to continue offering our established program, which has proven to be a transformative educational pathway for Maryland students.

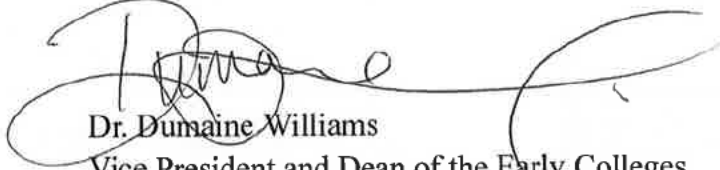
We sincerely appreciate the Maryland Higher Education Commission's ongoing support in sustaining this vital program. We look forward to your favorable consideration of this renewal request and welcome the opportunity to discuss this matter further at your convenience. Please do not hesitate to contact me should you require any additional information or supporting documentation.

Bard College

Office of the Vice President and Dean of the Early Colleges

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dumaine Williams', with a large, sweeping flourish extending to the right.

Dr. Dumaine Williams
Vice President and Dean of the Early Colleges
Bard High School Early College Baltimore

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

PROPOSED START DATE OF CONTINUED OPERATION.

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

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Bard College

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

OPEID Code: 002671

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

Chief Executives Officer: Leon Botstein, President

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

Telephone: 845-758-7423

Email: president@bard.edu

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

Name: Alysa Hutson

Title: Director of Policy and Strategy


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

Telephone: 678-977-1187

Email: ahutson@bec.bard.edu

***** CERTIFICATION *****

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

<u>4.22.2025</u> Date	<u>LEON BOTSTEIN</u> Print Name of Chief Executive
 Signature of Chief Executive	

Electronic applications are preferred for initial and renewal applications. You can send your application to oosauthorization.mhec@maryland.gov

All payments should be mailed to:
Maryland Higher Education
Commission Director of Academic
Affairs
Institution Review
6 N. Liberty St., 10th Floor
Baltimore, Maryland
21201

A copy of these regulations can be found on the [Maryland Higher Education Commission's web site](http://mhec.maryland.gov) (mhec.maryland.gov) along with an application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or 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 Extended Operation in Maryland for a period of time of up to 5 years?

☒ Yes, we wish to seek extended renewal for 5 years.

☐ No

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.**

- ☐ Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting renewal/extended renewal of the site and the approval of any new programs.

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

Submit a copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences.

- ☐ 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: <https://dat.maryland.gov/Pages/default.aspx>. 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)

Please provide copies of social media accounts, websites and printed material of the promotional materials including

- ☐ 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.

- ☐ Faculty Compliance Report for each program (Must accompany all renewals) COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each previously approved and newly proposed program.

- ☐ 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 plan² allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland. This plan may vary by program.

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

III. 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.

SECTION 1: Institutional Information

1. **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 2024-2025 school year, BHSEC Baltimore is led by a Principal (Dr. Helene Coccagne), Assistant Principal (Morgan Showalter), Dean of Studies (Dr. Benjamin Craig), and a 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 Assistant Principal supports all of the principal's responsibilities and oversees special education. 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 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 and AP 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.

See answer above and org chart included as an appendix.

2. **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 technical assistance or IT/support for library resources?

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.

3. **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 provisions 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.

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

Bard Baltimore maintains a robust student support staff. Bard Baltimore's support staff (including a Dean of Students, four Student Support Assistants who support climate and culture, two full time building substitutes who are members of the student support team; a full time social worker, part-time psychologist, three school counselors, two clinical therapists, and a Community School Coordinator.) Bard Baltimore, like all of the other schools in the Bard Early College network, has a College Transfer Office. Research shows students from economically disadvantaged families may need a series of scaffolded supports to assist in the choosing of, and application to, colleges and universities, particularly highly selective schools. In response, the CTO oversees the college advising, application, and transfer process for students transitioning from the program into their next college degree program.. The CTO Director develops the college advising calendar for students and their parents, with enrollment in a four-year degree program following BHSEC graduation being a critical goal for each student and a key part of the college readiness culture of the BHSECs. The CTO calendar includes orientation and events for parents and students in the 9th and 10th grades and then in the early college years (such as FAFSA completion workshops in the evenings), when the college-transfer process kicks into high gear.

The CTO director also provides CTO classes for Year 1 (11th grade) and Year 2 (12th grade) students. These classes occur once a week for 65 minutes. In this course, students participate in college and career exploration activities, draft college essays, resumes, and professional cover letters, participate in mock professional interviews, and take field trips to visit college campuses. The objective is to provide every student an opportunity to learn about what is available to them after their time at Bard and to practice the skills necessary to thrive in the next steps of their academic journeys.

(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?

X Yes ☐ No

How will it make this available to its students at the proposed instructional site? Bard Baltimore makes its statement of student rights and responsibilities available through its Student Handbook.

If this statement is in the Catalog you submitted with the application, please indicate the page number:
page 4

(d) Does the institution have a published student grievance procedure? X Yes ☐ No

If this procedure is in the Catalog you submitted with the application, please indicate the page number _____

If your policy is on your website or electronically, please provide a link and a copy of the student grievance policy.

If not in the Catalog you submitted, please provide us with a copy of the grievance procedure and the name of the administrator (name, title, contact information).

Grievance Policy We are committed to maintaining a school environment characterized by open communication. Student grievances should be communicated to the Dean of Students for further investigation and follow-up. Dean Melvin Bond, 443-642-2062. Grievances may also be reported to Baltimore City Schools' One Call Center at 443-984-2000.

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

INSTRUCTIONS: Has any previously reported Facilities 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 ConneXions. BHSEC occupies two floors of the building.

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

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

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

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

5. **Distance Education.** COMAR 13B.02.01.03(8). "Distance education" means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:

- (a) Internet;
- (b) One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;
- (c) Audio conferencing; and
- (d) Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in (a) – (c).

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? ☐ No ☒ 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

No, the institution is not providing distance education.

SECTION 2: Program Information

CURRENTLY OFFERED PROGRAMS.

1. 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.

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.

[illegible]

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, 2023 to August 31, 2024

Duplicate this form as necessary.

Date Completed: 3/20/25

County/Jurisdiction	Full-Time Undergraduate s	Part-Time Undergraduate s	Full-Time Graduate s	Part-Time Graduate s	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County					
Baltimore City	460				460 students (as of Fall 2024) 9th - 115 10th - 120 11/Year 1 of college - 119 12/Year 2 of college - 106
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					460

Out-of-State Degree Granting Institutions Operating in Maryland

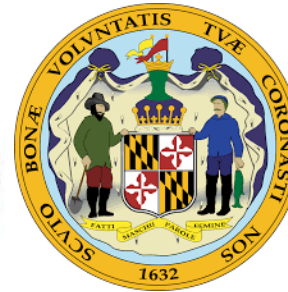
Date Completed: 3/20/25

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	460								460 students (as of Fall 2024) 9th - 115 10th - 120 11/Year 1 of college - 119 12/Year 2 of college - 106
Undeclared/No Major									
Total									460



BARD

HIGH SCHOOL • EARLY COLLEGE



Bard High School Early College
Baltimore

Course Catalog
Fall 2024 &
Spring 2025

Course Offerings are Subject to Change

Catalog Available for Download at: <https://bhsec.bard.edu/baltimore/>

A.A. Degree Requirements:

In addition to completing all Maryland State Diploma requirements, in order to receive the Bard Associate of Arts Degree, students must maintain a 2.0 GPA, earn no less than 60 college credits during the two years in the college program, and fulfill the following distribution requirements:

- Four semesters (12 credits) of the Seminar sequence
- Four semesters (12 credits) of Humanities/Social Science Courses
- Two semesters (8 credits) of College Lab Science (Bio, Physics, Chem)
- Two semesters (6 credits) of College Mathematics
- Two semesters (6 credits) of World Languages (Spanish or Chinese)
- Two semesters (6 credits) of Arts
- Two semesters (6 credits) of College Electives
- Four semesters (4 credits) of CTO

Term	Course Division	Course Number	Course Title	Disbursement Satisfaction	Credits	Course Description
II	ART	101	College Painting	Humanities OR General OR Arts Elective	3	This course is an in depth review of color theory and mixing, and painting in diverse media, including still lives, landscapes, artist copies, and portraits.
I	ART	108	Art of Portraiture	Humanities OR General OR Arts Elective	3	This course provides an overview of practical approaches toward depicting the human portrait via an array of drawing techniques. Students will be acclimated to surface anatomy, proportion, composition, with other aspects of portraiture including narrative/sentiment, and caricature. Students will develop the skills necessary to create finished/refined portrait drawings. Coursework will be informed by lectures that detail historical aspects of portrait drawing as well as contemporary practices in the genre. Students will work primarily with graphite and ink. As artists have done throughout the course of history, students will utilize their acquired knowledge to create portraits that reflect both the unique characteristics of their subjects, and the artist's world view.
I & II	ART	102	Handbuilding with Clay	Humanities OR General OR Arts Elective	3	In this beginner course, you will learn basic clay building techniques such as pinching, coiling, and slab to form various clay vessels both functional and sculptural by hand. This course will emphasize the basic design elements of line, shape, texture, and color including craftsmanship and creativity. There are no prerequisites or prior experience required for this course.
I & II	ART	112	Drawing with Color Media	Humanities OR General OR Arts Elective	3	This course highlights drawing as a distinct form of artmaking and the investigation of color that can take place within it. Students will be acclimated to value, form, proportion, perspective, color theory, and other aspects of drawing including mark-making, and visual texture.

						<p>Coursework will be informed by lectures that detail historical aspects of color media drawing as well as contemporary practices in the genre. Students will work in a variety of media including ink, colored pencil, and oil pastel. Subjects such as still-life, landscape, and the human figure, will be visited during the course. As artists have done throughout the course of history, students will utilize their knowledge of the elements of art and principles of design to create works of art that reflect the unique capabilities of color media drawing, fueled by their personal experiences.</p>
I & II	BIO	101	General Biology w/lab	<p>Science Laboratory Elective OR General Elective</p>	4	<p>By the end of this course, the student will be able to identify key concepts in biology and relate them to contemporary scientific and ethical issues, read and critique scientific literature with an understanding, design experiments, collect data, and interpret and present results, explain the chemical basis and origins of life on Earth, distinguish among cell types and understand the processes that take place within them, understand genes and genetic inheritance, discuss ecology and interactions within ecosystems and explain how the theory of evolution supports the diversity of life on Earth.</p>

II	BIO	220	Neuropsychology	Science Laboratory Elective OR General Elective	4	This course will provide a fundamental overview of neuropsychology, with an emphasis on both the biology of the nervous system and the psychology that emerges from this neurobiology. Students will explore the anatomy and physiology of the vertebrate nervous system; the vertebrate sensory responses; sleep and states of consciousness; cognition, learning, and memory; stress, defense mechanisms, and personality; and abnormal psychology. Connections will be made between neuropsychology and current scientific research and pop culture. Laboratory activities will include brain and eye dissections, human sensory responses, personality analysis, and hypnotic suggestibility.
I	CHEM	210	Organic Chemistry	Science Laboratory Elective OR General Elective	4	By the end of this course, the student will be able to read and critique scientific literature with an understanding, perform experiments, collect data, and interpret and present results, explain key concepts in organic chemistry, relating the function and three dimensional structure of carbon-based molecules, identify the pharmaceutical and social significance of specific organic compounds, describe the nomenclature, structure, properties, and reactivity of the various classes of organic molecules, and interpret spectroscopic data to determine the structure of organic compounds.

I	CHI	107	US China Relations	Humanities OR Language OR General Elective	3	<p>The United States and China share a rich history of people-to-people exchanges dating back to the early 19th century. Both countries have enjoyed the benefits of bilateral commercial, cultural and educational exchange, and suffered the detriments of conflict and war. Americans and Chinese alike have been profoundly impacted by the nature of these interactions. Today U.S.-China relations are experiencing profound challenges. How they face these will greatly shape global dynamics in the 21st century. This course will focus on culturally understanding and translating key historical texts from the past, and present, with an eye towards how these documents will shape the future of U.S.-China relations. It will consider the initial interactions between the peoples of the two countries and how they began to communicate. It will also focus on the historical and geopolitical context that shaped U.S.-China relations. Finally, it will consider the prospects for improving bilateral ties in the 21st century, including an examination of the role American and Chinese educational institutions, such as Bard and Xiamen University, can play in shaping mutual relations.</p>
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II	CHI	110	Understanding China through Fiction/Film	Humanities OR Language OR General OR Arts Elective	3	<p>This introductory course will explore 20th and 21st century Chinese fiction and film to help students better understand major cultural, social and political events in China. Students will study fiction and film as an art form that conveys the life experiences and reflections of the Chinese people, as an instrument of political propaganda, and as a medium of mass entertainment. Students will learn the basics of film history in China from its inception at the end of the nineteenth century to the present. They will also learn about these basic periods of Chinese history: The May Fourth New Culture Movement and the Republican era (1911- 1949), the Maoist era (1949-1978), and the Reform era of globalization (1979-present). Key films and short literary works will be assigned to each era, and serve as a starting point to address the four main units of the course: 1) introduction and the history of Chinese film; 2) issues of family and tradition, gender and youth as conveyed through fiction and film; 3) political movements and the Cultural Revolution; and, 4) reform, modernization and globalization.</p>
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I	CHI	201 (prev. 103)	Intermediate Chinese I	Humanities OR Language OR General Elective	3	Intermediate Chinese I, a semester-long high-level language course, is designed to build upon the skills students developed in Chinese I and Chinese II during their freshman and sophomore years of high school, respectively. Students will extend their ability to understand and express themselves using basic Chinese (Mandarin) while increasing their vocabulary. The aim is for students to develop communicative competence in a variety of real-life, daily situations. Students will also learn about the richness of Chinese culture and customs, thereby developing their global perspective, using supplementary materials, including rhymes, songs, videos, cartoons, and readings. Classroom instruction will be predominantly delivered in Chinese.
II	CHI	202	Intermediate Chinese II	Humanities OR Language OR General Elective	3	Chinese 202 is a semester-long Intermediate language course designed to build upon the skills students develop in Chinese 201 (previously 103), usually taken in their junior or senior year. In Chinese 202, students will extend their ability to understand and express themselves using Chinese (Mandarin) while increasing their vocabulary and command of the language. The aim is for students to develop communicative competence in a variety of real-life, daily situations, including school life, and keeping a balanced schedule, as well as travel over winter break and putting on a Chinese show at school. Students will learn about the richness of Chinese culture and customs, thereby developing their global perspective, using supplementary materials, including rhymes, videos, cartoons, and readings. Classroom instruction will be predominantly delivered in Chinese.

I	CMSC	107	Introduction to Python	General Elective	3	Computer science is a massive field of study, with a variety of interesting paths to take. Some of these include software design, video game development, artificial intelligence, data science, and much more. These areas differ from each other, but their foundation is the same: the ability to write algorithms in a programming language. This one-semester course, Introduction to Computer Programming in Python (CMSC 107), will employ the widely-used Python, focusing on the relevant details of that language, while providing students general, transferable programming knowledge. This course will begin with introduction to programming in the IDE, variables, and data types; if-statements, loops, lists, and string manipulation; and finish with the use of functions and packages to solve more complex tasks. As students move through the topics, they develop algorithmic thinking skills (such as being able to break problems into subproblems), use abstraction, and design complex solutions. Students begin the course with simple algorithms, consisting of a few lines. By the end of the course, students will comfortably be able to write algorithms that build a simple interface for and check solutions to a Tic-Tac-Toe board or find the remaining words in a Wordle game given revealed guesses and clues.
I & II	CMSC	112	Game Design-Dev Foundations	Humanities OR General Elective OR Arts Elective	3	Game Design refers to the guiding theory, elements, and principles involved in developing game concepts and planning the overall composition of games, both digital and analog. Game Development refers to the various technical and artistic skills, as well as the production methodologies required to actually build and assemble the components of a game. Games and Play occupy an understated but ever-present aspect of human history and development, with modern digital games being a continuation of a long tradition. Emphasizing critical analysis and project-based learning, this course will introduce the foundations of

						Design and Development for digital and analog games.
I & II	ECON	120	Introduction to Economics and Business	Humanities OR General Elective	3	Introduction to Economics and Business is an introductory course in macro-, micro-, and behavioral economics. The course is designed to expose students to a variety of economic and business concepts, including but not limited to: currency, scarcity, trade offs, opportunity costs, incentives, economic systems, economic institutions, corporate forms, business strategy, management, decision making, marketing, sustainability, labor issues, community investment and disinvestment, and finance.
I & II	HUM	116	Theories of Social Justice and Civic Engagement	Humanities OR General Elective	3	How do we best address social injustice? How do we empower ourselves as citizens to protect ourselves and our communities against inequity? What strategies can we employ to effect meaningful social change? Civic engagement is an act of problem-solving. As such, we will use moments in the long history of social justice movements in the U.S. and abroad to uncover the most thoughtful and impactful theories and practices for social action. Along the way, we will read, learn about, and discuss what strategies and processes we can use to effect social change in the communities in which we live.
I & II	LIT	123	Poetry Workshop	Humanities OR General Elective	3	As a poetry workshop and reading seminar, this class assumes that its members have a fundamental understanding of the practice of poetry, or intrinsic interest in the subject matter. The purpose of the course will be multifaceted as a study of poets, poems, and the act of writing and revising poetry. There will be a literary focus on contemporary American poetry narrowed around a few authors, but drawing from the works from the 1950's to the present. We will explore the collective dialogue in a group setting of how to make a poem, revise that work, and how to consider a poem as it stands alone and within the contextual perspective

						of the world at the time it is written.
II	LIT	200	Modern Chinese Literature	Humanities OR Language OR General Elective	3	How does literature reflect evolving concepts of art, ideology (self and society), and material conditions in modern China? How have literary representations changed over the past century to reflect and facilitate social and cultural transformations? This course examines how Chinese culture and society is imagined, represented, and contested through literary texts and visual culture. We will study critical issues including tradition and modernity, cultural and geographical space, gender and family, and nationalism and revolution. Readings include fiction, essays, poetry, and drama, representing diverse strands of modern Chinese culture.
II	LIT	245	Fundamentals of Translation	Humanities OR General Elective	3	An introduction to the principles and practice of translation as both interlingual and intercultural activity. Major translation theories, both descriptive and prescriptive, will be discussed, and differing English translations of original texts will be compared. Students will also learn practical techniques for translating source texts from Spanish, Chinese, and other languages.
I & II	MATH	109	College Algebra	Mathematics OR General Elective	3	Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts.

I	MATH	110	Pre Calculus	Mathematics OR General Elective	3	In this course we will cover more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential, logarithmic functions and trigonometric functions are explored. Students develop graphical and algebraic skills and study applications of concepts.
II	MATH	113	Advanced Algebra & Functions	Mathematics OR General Elective	3	Advanced Algebra & Functions is a course that continues to build a strong foundation for all future mathematics courses. The focus of the course is the study of families of functions that can be used to model real world phenomena and other applications. Multiple representations of the various function families are explored throughout the course of study through the use of technology. Topics include graphical and algebraic analysis of functions to include polynomial, radical, rational, exponential, logarithmic, and absolute value functions; sequences and series; and analytic geometry. Additional topics may include parametric and polar equations. Students who successfully complete the course set themselves up for success in PreCalculus and/or Statistics.
I & II	MATH	125	Probability & Statistics	Mathematics OR General Elective	3	This course is an overview of descriptive and inferential statistics. Statistics is inherently applied through the course, which emphasizes solutions to problems in a variety of applied settings. Measures of location and variability, probability distributions, correlation and regression, sampling and sampling distributions, hypothesis testing and estimation with confidence intervals for means and proportions are explored.
II	MATH	141	Calculus	Mathematics OR General Elective	3	Topics of this course include limits, continuity, the rate of change, derivatives, different formulas for algebraic, trigonometric, logarithmic, and exponential functions, maxima and minima, integration and

						computation of areas, the Fundamental Theorem of Calculus, and applications.
I & II	MUSC	209	Music Composition & Production	Humanities OR General OR Arts Elective	3	Music Composition & Production is a semester course focusing on the skill of music composition along with music theory and music history. Students will study the compositional styles of composers such as Giovanni da Palestrina, Ludwig van Beethoven, Arnold Schoenberg and Joan Tower in order to create their own original compositions.
I & II	MUSC	211	Digital Music Synthesis	Humanities OR General OR Arts Elective	3	This course focuses on the skill of digital composition. Students will study the compositional styles of composers such as Pauline Oliveros, Sia Furler, Koji Kondo, and Imogen Heap in order to create their own digital compositions.
II	PHIL	103	Introduction to Critical Thinking	Humanities OR General Elective	3	<i>(Cross-listed as SST 243)</i> In this class you will examine the elements of critical thinking outside of the confines of a particular discipline. This distilment allows us to focus on the structure of thinking instead of just a subject's content or various, competing truth claims. Practically speaking, this means that you will gain the ability to identify and evaluate arguments, evaluating deductive arguments in terms of validity and evaluating inductive arguments in terms of strength. You will also learn about errors in reasoning, how to identify them, and how to avoid them. Recognizing and evaluating arguments are crucial steps to making informed decisions and navigating the social world with a sense of agency and responsibility.

I	PHIL	207	Philosophy through Fiction	Humanities OR General Elective	3	We will examine a representative sample of central philosophical issues treated in both fictional and philosophical literature. We will also consider the role of imaginative examples and hypothetical cases in philosophical work, as well as the importance of notions like conceivability, possibility and necessity to philosophy. The fictional pieces often provide concrete imaginative illustrations of more abstract philosophical points, and thus can serve as significant aids. Furthermore, by considering variations in the imaginative scenarios of the fiction, we can often explore corresponding variations in associated philosophical positions. In this course we will examine both a number of major philosophical debates and the work of prominent science fiction authors. Students will become familiar with philosophical issues in epistemology, metaphysics, and ethics; they will thereby learn to critically examine the ideas portrayed in fiction and advocated in philosophy.
I & II	PHYS	101	Physics I w/lab	Science Laboratory Elective OR General Elective	4	This is a one semester algebra-based college course on physics, intended to be equivalent to the first semester of a two semester introductory college sequence. This course covers mechanics and thermodynamics, consistent with the courses covered in equivalent college content. Students are expected to think critically, perform laboratory experiments, and mathematically analyze the world around them. All topics covered in lower-level courses will be covered in greater depth and in more detail here.

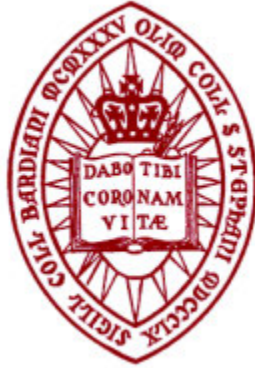
I	PS	261	Elections and the Electoral Process	Humanities OR General Elective	3	<p>The objective of Elections and the Electoral Process is primarily two-fold: to introduce you to how elections are conducted and to give you regular opportunities to think through issues and controversies surrounding elections and democracy. As we move through the course, we will consider both current events and historical developments, electoral processes employed both inside and outside the United States, and a number of arguments for and against both present practices and proposed reforms. You will be reading from a variety of sources (such as opinion articles, scholarly publications, Supreme Court decisions) and drawing on them—or flatly opposing them—to stake out your own position on the questions they address. You will also get hands-on, practical experience by taking part in conducting an election on campus and by observing this November’s election as it happens. By the end of the semester, you will have a better understanding of how elections work and (I hope) a greater interest in elections and the role they play in the life of a democratic society.</p>
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I & II	SEM	101 and 102	First Year Seminar I and II	Seminar I Requirement	3	<p>In Year 1 Seminar, we will engage with some of the events, intellectuals, and ideas that have helped shape Western civilization, along with the influential ideologies and values documented in its “great books”. But instead of simply celebrating Western culture’s “greatest hits”, our efforts in this year-long seminar course will focus on interrogating and critiquing the major trends in Western philosophical, religious, economic, and scientific thought. The historic influence of democracy, Christianity, capitalism, and colonialism are the major topics we will address in our time together. First Year Seminar will help students acquire the essential critical reading, thinking, and writing skills expected of students at the college level. Specifically, the rigor of FY Sem will teach students how to approach challenging, thought-provoking texts with confidence; help them master the craft of rational-critical debate; and hone students’ skill at articulating their views in both written and oral communication. Reading choices and assignments are specific to the individual instructor and will vary from section to section and year to year.</p>
I & II	SEM	201 and 202	Sophomore Seminar I and II	Seminar II Requirement	3	<p>This seminar is the final two parts of the four-semester Bard Seminar sequence, covering great works of philosophy and literature from antiquity to the present. In this final chapter of the course, we explore the diversity of perspectives that define modernity through the latter half of the twentieth century and into our own time. Topics covered include gender, colonialism, race, violence, power, and rewriting through texts by Jean Rhys, Toni Morrison, Michel Foucault, and others. This is a reading-intensive, participatory course, and students will be graded on their participation in class discussions. In addition, students will be expected to complete two formal papers and two creative writing projects based on the readings. Structured study periods will focus on completing readings thoughtfully and taking productive notes in preparation for</p>

						discussion. Reading choices and assignments are specific to the individual instructor and will vary from section to section and year to year.
II	SPAN	101	Beginning Spanish I	Language or General Elective	3	In this semester-long Spanish class, students will continue their exploration of the Spanish language and the cultures of Spanish-speaking countries. This course emphasizes the skills of listening, speaking, reading, writing, and cultural competency, and uses a very different approach to language learning than what students may have experienced in the past. We will be using a storytelling approach, focusing on exposure to high frequency words and using Spanish 90% of the time in class.
I	SPAN	111	US Latinx Boom	Language or General Elective	3	The explosion of South American literary work in the 1970s and 1980s -a period referred to as the “Latin American Literary Boom”- was mirrored in U.S. in the late 1980s and early 1990s. In this course, we will analyze short fictional stories, poems, plays, and essays written by contemporary Latinx authors in the U.S. FOCUS- EMPHASIS who have been underrepresented in anthologies and other collections, namely women and other less-well-known writers from a wide range of racial and cultural backgrounds. Most of these Latinx writers strive to challenge the damaging stereotypes that too often find their way into mainstream U.S. attitudes. At the same time, Latin American cultural behavior and traditions are present beneath the surface of their characters’ personalities, provoking their actions and emotions. This course will help us understand the fact that many Latinxs have to balance, at least, two (usually very different) cultural perspectives that sift through the connotations of language

I	WRIT	103	Creative Writing	Humanities OR General Elective	3	The goal of this course is to generate. We will participate in the art of writing as creators and critics, authors and readers. This semester will be a process of creative exploration and self-discovery, built upon the solid foundation of craft lectures and discussions. Our readings will span a variety of genres, forms, and subjects, broadening your conceptions of what it means to be a “writer.” With readings that focus on people of color, queer, and marginalized voices, we will explore our responsibility as writers under the modern sociopolitical pressures and how those tensions work from a craft perspective. We will spend time questioning the stylistic choices made by these authors and then examine the choices that we make in our own work. We will experiment, probe, question, and create.
II	WRIT	222	Intermediate Fiction Writing	Humanities OR General Elective	3	The Intermediate Fiction Writing Workshop is a course for students at Bard Baltimore who have demonstrated an interest in Creative Writing through their work in the Introduction to Creative Writing class or in their Year 1 or Year 2 Seminar class. The coursework builds upon the basic narrative writing skills covered in Introduction to Creative Writing, while emphasizing the writing workshop, and the publication of a literary journal. In this class, we will explore a variety of different sources of inspiration, including but not limited to visual art and music, nature, and students’ own life experiences. The class may even have the opportunity to move offsite and explore how public spaces like libraries, museums, and theaters can be sources of inspiration. Because the best way to grow as a writer is to read the work of master writers, we will read extensively in this class. We’ll read the work of contemporary writers such as Carmen Maria Machado and Neil Gaiman and seminal work by writers such as Toni Morrison and Jorge Luis Borges. We will also have the opportunity to hear from guest speakers in various writing professions from editing and publishing to creative communications. In addition to improving your writing skills, you’ll also be involved in the publication of Bard Baltimore’s first schoolwide literary journal.

I & II	WRIT	224	Introduction to Literary Production - Aesthetics	Humanities OR General Elective	3	Aesthetics is the philosophy behind the evaluation of art. This course will explore the history and development of critical methods and movements in art and literature from the classical to the modern period. Students will also apply these critical methods and knowledge of movements in regular critical reviews of art in a broad range of mediums. As a writing class, students will be building a portfolio throughout the semester of these critical reviews.
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Bard High School Early College

School Practices Manual Baltimore 2024-25

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Welcome to Our First Year!

Dear Students, Families, Faculty, and Staff,

Welcome to the 2015-16 school year at Bard High School Early College Baltimore! Our school offers students the unique opportunity to take a two-year, tuition-free college course of study in the liberal arts and sciences following the 9th and 10th grades. Through a partnership between Bard College and Baltimore City Public Schools, we make it possible for students to earn both a high school diploma and up to 60 transferable college credits and an associate in arts degree from Bard College within four years.

This alternative to traditional high school is founded on the belief that many young people are ready and eager to do serious college work starting at age 16. Bard Baltimore will benefit from Bard College's 14 years of experience running successful early colleges in partnership with public school districts in New York City; New Orleans, Louisiana; Newark, New Jersey; and Cleveland, Ohio.

The school practices in this manual reflect our goal to create a thoughtful, caring community of intellectuals who support each other's growth, development, and success. We are always available to speak with you at any time about additional ways that we can provide support.

Thank you for being a part of the inaugural year of Bard High School Early College Baltimore!

Helene Coccagna Morgan Showalter Melvin T. Bond Benjamin Craig

Information for Students and Families

Academic Integrity

To plagiarize is to “steal and pass off as one’s own the ideas, words, or writings of another” (Merriam-Webster). This dictionary definition is quite straightforward, but it is possible for students to plagiarize inadvertently if they do not carefully distinguish between their own ideas or paper topics and those of others. The Bard faculty regards acts of plagiarism very seriously. Listed below are guidelines to help students avoid committing plagiarism.

- All work submitted must be the author’s. Authors should be able to trace all of their sources and defend the originality of the final argument presented in the work. When taking notes, students should record full bibliographical material pertaining to the source and should record the page reference for all notes, not just quotations.
- All phrases, sentences, and excerpts that are not the author’s must be identified with quotation marks or indentation.
- Footnotes, endnotes, and parenthetical documentation (called in-noting) must identify the source from which the phrases, sentences, and excerpts have been taken.
- All ideas and data that are not the author’s must also be attributed to a particular source, in either a footnote, endnote, or in-note (see above).
- Bibliographies must list all sources used in a paper. Students who have doubts as to whether they are providing adequate documentation of their sources should seek guidance from their instructor before preparing a final draft of the assignment.

Faculty members may determine their own responses in instances of academic dishonesty. Responses may include:

- Failure on the assignment in which plagiarism or dishonesty occurs
- Failure in the course in which plagiarism or dishonesty occurs
- Denial of the degree, in cases involving a Senior Project

The following penalties may be imposed on a student who writes a paper or part of a paper for another student (even if this is done during a formal tutoring session):

- Loss of all credit for that semester and suspension for the remainder of that semester
- Denial of the associate’s degree

Any student accused of academic dishonesty, plagiarism, or of writing for another’s use may request a hearing before the faculty. The student must request this hearing within 24 hours of receiving written notification of the charge. The findings of this body are final.

Students may not submit the same work, in whole or in part, for more than one course without first consulting with and receiving consent from all professors involved.

Advisory

Each student at Bard Baltimore will be assigned to a faculty advisor. This advisor will be the primary point of contact for students and families. The goal of the advisory program is to provide support for students to succeed in Bard’s rigorous academic environment. Advisors may also connect students to the school’s counseling and learning services resources.

Each school day begins at 8:40 a.m. with a brief check-in with the student's advisor during morning entry. Students meet with their advisors daily from 12:30-1 p.m.

Breakfast and Lunch Service

Bard Baltimore offers breakfast and lunch service in the Commons (cafeteria) at no cost to students. Breakfast is served daily from 8:15-8:40 a.m. Lunch is served from 12-12:30 p.m. Students may bring meals from home if they prefer. We encourage students to bring reusable bottles for water in lieu of using paper cups.

Bring Your Own Device

Bard Baltimore will provide laptops for student use here in the building, but we also welcome students to bring their own laptops, tablets, or netbooks for notetaking, research, and studying. Use of these devices in the classroom is at the discretion of individual faculty members. Students are responsible for their devices in the event of loss or theft.

Building Hours

Our school building is open from 8 a.m. to 5 p.m. daily. Students who arrive between 8 and 8:40 a.m. may congregate in the Commons (the cafeteria), where we will also provide breakfast. Classes begin with an advisory check-in at 8:40 a.m. and conclude at 3:30 p.m. The building remains open for 90 minutes after school each day for extracurricular activities, office hours, etc.

Bus Tickets

S-passes will be provided for students who live more than 1.5 miles from the school. Students may purchase replacement passes for \$5 in the main office if they lose their passes.

Cell Phone Use Policy

Students may use their cell phones on school grounds at three points of the day: before school, after school, and during lunch periods. Use of cell phones in the classroom is permitted only at the discretion of the faculty member. Students may not charge their cell phones in classrooms or in common spaces.

Code of Conduct

Each Bard Baltimore student signs the Code of Conduct agreement (see attachments) to pledge his or her commitment to maintaining a supportive academic community. Individual faculty members have the discretion to create and maintain specific policies and procedures to govern conduct in their classroom, with the exception of schoolwide policies on cell phone use and academic integrity (see the relevant sections in this manual).

In the event that a student refuses to comply with classroom policies and procedures, faculty members may submit an Administrative Referral for further intervention.

Dress Code

Bard students may carry the backpack of their choice. There is no uniform at our school; for general dress code guidelines, please see Baltimore City Public Schools' dress code policy at

<http://www.baltimorecityschools.org/Page/24475>. We encourage students to express themselves as long as their attire does not interfere with the learning environment.

Free Speech Policy

The content and nature of interaction among community members is taken seriously at Bard College. The prevailing ethos encourages open discussion and the expression of individual opinion. The College defends the rights of free speech and expression, dissent and protest. There can be no intellectual debate without honesty and integrity. Honest debate is often uncomfortable. While that is no reason to avoid difficult themes, it is reason to ask that the discomfort be mitigated by the good intentions of all involved. For this reason:

- Speech or conduct that employs force or the threat of force is prohibited. Deliberate conduct that egregiously interferes with another's speech, particularly in the regular academic and intellectual pursuits of the College, is prohibited.
- Threats, harassment, coercion, and acts threatening or causing physical harm are prohibited at Bard, as they are in the public community.
- Speech or expression that is not prohibited, but is rude, lacking in respect, disruptive, or hateful is discouraged. The College may voice its disapproval of such expression through private communications, public condemnation, the organization of public forum and calls for more speech and open debate.

Late Arrival to School/Class

Bard Baltimore expects students to practice managing their time throughout the day and to report to class on time. Students who arrive to school after 8:50 a.m. must sign in at the main office. Students who are habitually late to class will be scheduled for a faculty conference.

Lockers

Our building has a small number of lockers available. These will be offered to the Year 1 college students on a first come, first served basis. Students without lockers may carry their items with them throughout the day. Storing items in faculty members' classrooms is permitted at the discretion of each faculty member.

Resources

Bard Baltimore is committed to helping our students succeed. Each student will receive a faculty advisor for daily check-ins and meetings on topics including academic progress and study skills. Our guidance counselor, Mr. Colin Wiseman, is available to assist students in need of social or emotional support. Mr. Jarrett Goisovich, Learning Services Coordinator, can provide ideas for students and faculty on different ways to present or approach academic work. Students seeking tutoring services can see Ms. Allegra Abramson to access the Learning Commons tutoring program. Each faculty member will also hold office hours during the day and after school.

Study and Academic Support Periods

Most classes at Bard Baltimore will meet four days per week, with the fifth day serving as a study period for individual or small group meetings with faculty rather than a formal class. Year 1 students may also have additional Academic Support periods in their schedules.

During study periods, students must first report to their regular classroom and check in with their faculty member. They may choose to spend their study or Academic Support periods in one of three locations: a classroom with a faculty member, the library, or the Commons. When moving from one location to another, students should sign in and out using the sheets provided at each site.



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

Address: 30 Campus Road
Annandale-On-Hudson, NY 12504

Phone: (845) 758-6822

URL: www.bard.edu

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: Accreditation Reaffirmed

Accreditation Granted: 1922

Last Reaffirmation: 2017

Next Self-Study Evaluation: 2025-2026

Alternative Delivery Methods

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

Distance Education

Approved to offer programs by 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 years)**
Included within the scope
- **Associate's Degree or Equivalent**
Included within the scope to offer ONE program
- **Bachelor's Degree or Equivalent**
Included within the scope
- **Post-baccalaureate Certificate**
Included within the scope
- **Master's Degree or Equivalent**
Included within the scope
- **Doctor's Degree- Research/Scholarship**
Included within the scope

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
Bard College 30 Campus Road Annandale-On-Hudson, NY 12504	Main Campus
American University of Central Asia 205 Abdymomunov St Bishkek Kyrgyzstan 720040 Kyrgyzstan	Branch Campus
Bard College at Simon's Rock 84 Alford Road Great Barrington, MA 01230	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
Albion Correctional Facility 3595 State School Rd. Albion, NY 14411	Additional Location
Bard Early College Academy 3820 St. Claude Avenue New Orleans, LA 70117	Additional Location

Location	Type
Bard Globalization and International Affairs Program 108 West 39th Street, Suite 1000A New York, NY 10018	Additional Location
Bard Graduate Center 18 West 86th Street New York, NY 10024	Additional Location
Bard Graduate Center 38 West 86th Street New York City, NY 10024	Additional Location
Bard High School Early College (BHSEC) Bronx 1619 Boston Road Bronx, NY 10460	Additional Location
Bard High School Early College (BHSEC) Newark 321 Bergen Street Newark, NJ 07103	Additional Location
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
Bard High School Early College DC 1351 Alabama Ave. SE Washington, DC, VA 20032	Additional Location
Bard High School Early College Manhattan 525 E. Houston Street New York, NY 10002	Additional Location
Bard High School Early College Queens 30-20 Thompson Avenue Long Island City, NY 11101	Additional Location

Location	Type
Bard MBA in Sustainability 20 Jay Street, Suite 912 Brooklyn, NY 11201	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
Houde Academy Guan Sheng Wu Lu #9, Longhua District Shenzhen, China	Additional Location
International Center for Photography - Bard Program in Advanced Photographic Stu 79 Essex Street New York, NY 10002	Additional Location
New York Power Authority Main Office Building 123 Main Street	Additional Location

Location	Type
White Plains, NY 10601	
New York Public Library, Countee Cullen Branch Location 104 West 136th Street New York, NY 10030	Additional Location
Taconic Correctional Facility 250 Harris Road Bedford Hills, NY 10507	Additional Location
The Care Center 247 Cabot Street Holyoke, MA 01040	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 NYC 292 N. 8th Street Brooklyn, NY 11211	Other Instructional Site
BEC Hudson Valley (Dutchess) 5 BOCES Road Poughkeepsie, NY 12601	Other Instructional Site
Běijīng Dàxué Fùshǔ Zhōngxué Daniwan Road #82, Haidian District Beijing, China	Other Instructional Site
Brockton Clemente Program 1367 Main Street	Other Instructional Site

Location	Type
Brockton, MA 02301 Central European University Quellenstrasse 51 Vienna, Austria	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 6155 College Lane Vero Beach, FL 32966	Other Instructional Site
Dotwell - Clemente Program 1353 Dorchester Avenue Dorchester, MA 02122	Other Instructional Site
E.L. Haynes Public Charter School 4501 Kansas Avenue, NW Washington, DC 20011	Other Instructional Site
Freedom Prep Charter School 1000 Atlantic Ave Camden, NJ 08104	Other Instructional Site
Gotham Professional Arts Academy 561 Grand Avenue Brooklyn, NY 11238	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

Location	Type
IDEA Public Charter High School 1027 45th Street NE Washington, DC 20019	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
Next Step Public Charter School 561 Grand Avenue Brooklyn, NY 11238	Other Instructional Site
Orange High School 400 Lincoln Ave City of Orange, NJ 07050	Other Instructional Site
Port Townsend Public Library - Jefferson Clemente Fdn. PO Box 1774 Port Townsend, WA 98368	Other Instructional Site
South Bronx Community Charter High School 1110 Washington Avenue Bronx, NY 10456	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 270 Park Avenue New York, NY 10017	Other Instructional Site

Location	Type
Thurgood Marshall Academy Public Charter High School 2427 Martin Luther King, Jr. Avenue, SE Washington, DC 20020	Other Instructional Site
Uncommon Schools Camden Prep High School 1650 Copewood Street Camden, NJ 08103	Other Instructional Site
Urban Assembly School of Music and Art 49 Flatbush Ave Ext Brooklyn, NY 11201	Other Instructional Site
Washington Latin Public Charter School 5200 2nd St NW Washington, DC 20011	Other Instructional Site
Washington Leadership Academy Public Charter School 3015 4th St NE Washington, DC 20017	Other Instructional 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**.*

August 24, 2023

To acknowledge receipt of the substantive change request. To include the relocation of the additional location at 4430 H St SE Washington, DC 20019 to 1351 Alabama Avenue SE, Washington, DC 20032 within the institution's scope of accreditation. To note that written evidence of necessary approvals has been provided. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location by email to substantivechange@msche.org. 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 27, 2023

To acknowledge receipt of the substantive change request. To include the additional location at 1619 Boston Road, Bronx, NY 10460 within the institution's scope of accreditation. To note that written evidence of necessary approvals has been provided. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if the requested substantive change is not implemented within one calendar year from the date of this action.

April 27, 2023

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Smolny College at Saint Petersburg State University, Russia, that ceased operations effective June 21, 2021. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision. The next evaluation visit is scheduled for 2025-2026.

March 9, 2023

To acknowledge receipt of the supplemental information report. To remind the institution of its obligation to inform the Commission about any and all developments relevant to this action. The next evaluation visit is scheduled for 2025-2026.

February 21, 2023

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 2701 Wilshire Boulevard, Los Angeles, CA 90057 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision. The next evaluation visit is scheduled for 2025-2026.

June 23, 2022

To note the substantive change visit which occurred on April 27, 2022, to the branch campus at 84 Alford Road, Great Barrington, MA 01238, and that the information provided in the substantive change request was verified. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with the United States Department of Education (USDE) guidelines published March 17, 2020. To note that a verification visit is required by USDE guidelines and will be conducted within a reasonable period of time following the virtual site visit. The next evaluation visit is scheduled for 2025-2026.

June 23, 2022

To acknowledge receipt of the supplemental information report. To note that evidence that the branch campus at 84 Alford Road, Great Barrington, MA 01238 has relinquished its NECHE accreditation and its Title IV participation as a branch campus is resolved have been received.

June 22, 2022

To acknowledge receipt of the substantive change request. To postpone a decision on the substantive change request. To request a supplemental information report, due December 1, 2022, providing an update on the status of the additional location at Smolny College at Saint Petersburg State University, Russia. The next evaluation visit is scheduled for 2025-2026.

January 4, 2022

To acknowledge receipt of the substantive change request. To include the additional location at 3595 State School Rd, Albion, NY 14411 within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or 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.

December 2, 2021

To acknowledge receipt of the supplemental information report. To require a Substantive Change Request for the closure of the additional location, Smolny College at Saint Petersburg State University, Russia, due March 1, 2022. To

remind the institution of its obligation to inform the Commission about any and all developments relevant to this action. The next evaluation visit is scheduled for 2025-2026.

July 12, 2021

Staff acted on behalf of the Commission to request a supplemental information report, due September 1, 2021, addressing recent developments at the institution which may have implications for current and future compliance with Standard IV: Support of the Student Experience. The next evaluation visit is scheduled for 2025-2026.

June 23, 2021

To acknowledge receipt of the substantive change request. To include the relocation of the additional location at 150 Broadway, 20th floor, New York, NY 10038 to 20 Jay Street, Suite 912, Brooklyn, NY 11201 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To note the Commission may rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or 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 29, 2021

To acknowledge receipt of the substantive change request. To include the branch campus at 84 Alford Road, Great Barrington, MA 01238 within the institution's scope of accreditation. To direct a substantive change site visit as soon as practicable but no later than six months after the commencement of instruction at the branch campus. To require immediate notification when instruction commences at the branch campus. To request a supplemental information report, due November 1, 2021, providing evidence that the branch campus has relinquished its NECHE accreditation and its Title IV participation and degree granting authority as a branch campus have been resolved. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or 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 29, 2021

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 3300 Wilshire Boulevard, Los Angeles, CA 90010 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the

Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision. The next evaluation visit is scheduled for 2025-2026.

April 29, 2021

To acknowledge receipt of the substantive change request. To include the additional location at the New York Public Library, Countee Cullen Branch, 104 West 136th Street, New York, NY 10030 within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.

April 29, 2021

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 345 Brook Avenue, Bronx, NY 10454 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision.

April 29, 2021

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 4999 East Bardsley Avenue, Tulare, CA 93274 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision.

March 2, 2021

To acknowledge receipt of the substantive change request. To include the additional location at 525 E. Houston Street, New York, NY 11102 within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or 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.

March 2, 2021

To acknowledge receipt of the substantive change request. To include the additional location at 30-20 Thompson Avenue, Long Island City, NY 11101 within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.

January 4, 2021

To acknowledge receipt of the substantive change request. To include alternative delivery method-distance education within the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or 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.

January 4, 2021

To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 108 W. 39th Street, Suite 1000A, New York, NY 10018 to an additional location within the institution's scope of accreditation. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the New York State Education Department (NYSED). To require immediate notification when the change is implemented. 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 16, 2020

To acknowledge receipt of formal written notice from the institution in response to the Commission's request of March 9, 2020. To temporarily waive Substantive Change Policy and Procedures and allow the use of distance education to accommodate students impacted by coronavirus (COVID-19) interruptions, in accordance with United States Department of Education (USDE) guidelines published March 5, 2020. Continued use of distance education beyond the limitations of USDE guidelines will require substantive change approval in accordance with Substantive Change Policy and Procedures. This flexibility is not available for clock-hour courses that lead to licensure if the licensing body will not accept distance learning courses or hours or give credit for them toward the number of hours a student must complete. The next evaluation visit is scheduled for 2025-2026.

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 one 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.

June 29, 2015

To acknowledge receipt of the substantive change request. To approve the relocation of the Bard Global and International Affairs Program additional

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

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

June 30, 2014

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

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

November 15, 2012

To acknowledge receipt of the complex substantive change request, to note the acquisition by the institution of the European College of Liberal Arts, and to provisionally include the branch campus at ECLA of Bard, Platanenstr. 24, Berlin, Germany, within the scope of the institution's accreditation, pending a site visit to the branch campus within six months of Bard's commencing operations at the site. The Commission requires written notification within thirty days of the commencement of operations at this branch campus. In the event that operations at this branch campus do not commence within one calendar year from the approval of this action, approval will lapse. To request a progress report, due April 1, 2014, documenting (1) inclusion of ECLA at Bard in the institution's process for assessing institutional effectiveness (Standard 7), and (2) implementation at ECLA Bard of a comprehensive and sustainable process for the assessment of student learning, including the identification of student learning outcomes at all levels and the use of assessment results to improve teaching and learning (Standard 14).

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).

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.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is a global institutional accreditor recognized by the United States Secretary of Education since 1952. As an accreditor and member of the regulatory triad, MSCHE assures students and the public of the educational quality for its over 500 institutions of higher education.

MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. Each institution is regularly and consistently evaluated and monitored in accordance with the Commission's policies and procedures.

An institution maintains its accreditation unless it is voluntarily surrendered, whether through institutional closure or otherwise, or it is denied or withdrawn by the Commission.

STATE OF MARYLAND

Department of Assessments and Taxation

I, DANIEL K. PHILLIPS OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATE CHARTERS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT BARD COLLEGE, INC. A/K/A BARD COLLEGE (F17231887) , QUALIFIED MAY 02, 2016, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF NEW YORK AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT INTERSTATE, INTRASTATE AND FOREIGN BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS SEPTEMBER 05, 2024.



Daniel K. Phillips
Director



700 East Pratt Street, 2nd Flr, Ste 2700, Baltimore, Maryland 21202
Telephone Baltimore Metro (410) 767-1344 / Outside Baltimore Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice

Online Certificate Authentication Code: 0YQtSxHeRUCEndj7P8f6ww
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>



March 31, 2025

Mr. Taun Toay
Senior Vice President and Chief Financial Officer
Bard College Ludlow, First floor
Annandale-on-Hudson, New York 12504-5000

RE: City of Baltimore High School Program

Dear Taun:

BST & Co. CPAs, LLP (BST, our, us, we) have audited the consolidated financial statements of Bard College and Subsidiaries (College), which comprise the consolidated statement of financial position as of June 30, 2024, the related consolidated statements of activities and cash flow for the year then ended, and the related notes to the consolidated financial statements. Our report was dated March 26, 2025.

At June 30, 2024, the College's consolidated statement of financial position reported [REDACTED] of total assets and [REDACTED] of total liabilities. As the College's assets exceed its liabilities, the College, is by definition, solvent.

We have not audited any financial statements of the College as of any date or for any period subsequent to June 30, 2024.

If you have any questions, please call me.

Very truly yours,

BST & Co. CPAs, LLP

A handwritten signature in black ink that reads "Ronald L. Guzior".

Ronald L. Guzior, Managing Partner

RLG/lam



Bard High School Early College Baltimore

Teach-Out Plan

Updated 4/25

1. Purpose

This Teach-Out Plan ensures that all currently enrolled students at Bard High School Early College (BHSEC) Baltimore can complete their high school diploma and, where applicable, their Associate in Arts (A.A.) degree requirements in a timely and equitable manner, following the decision to cease operations.

2. Student Communication

- Provide timely, transparent communication to students, families, and staff via multiple platforms (email, mail, school website, meetings).
- Assign a dedicated Teach-Out Coordinator to answer student and family inquiries.

3. Student Completion Options

Students will have the following options:

High School Diploma Completion

- Students in 9th and 10th grades:
 - Transfer support to comparable Baltimore City public high schools.
- Students in 11th and 12th grades (Year 1 and Year 2 of college program):
 - Remain at BHSEC Baltimore through graduation if feasible.
 - If immediate closure, priority placement in schools that allow continuation of early college or advanced coursework.

A.A. Degree Completion

- Students in Year 1 and Year 2 will have options to:
 - Complete outstanding college credits at Bard College through remote learning
 - Receive Bard College transcripts for transfer to other colleges or universities.

- College Transfer counselors will provide credit evaluations to ensure seamless credit transfers and timely degree completion.
- Students will receive academic advising through the College Transfer Office to align coursework with degree completion elsewhere.

4. Academic and Records Support

- Ensure academic advising for course transferability and graduation tracking.
- Maintain access to school counselors and advisors throughout the transition.
- Transfer academic records securely to Bard College and Baltimore City Public Schools (BCPS).
- Provide students with copies of transcripts and education verification resources.

5. Faculty and Staff Support

- Provide notice, outplacement support, and references for all staff.
- Offer counseling services to staff impacted by the closure.

6. Partnerships

- Coordinate with BCPS to facilitate student re-enrollment and credit recognition.
- Leverage our existing articulation agreements with universities (in Maryland and in other states).
- Establish new articulation agreements with local colleges (e.g., Baltimore City Community College, University of Baltimore) for students wishing to complete A.A. degrees.

7. Timeline

- **Month 1:** Announcement, student meetings, one-on-one academic planning.
- **Month 2-4:** Confirm placement plans, final classes scheduled, articulation agreements executed.
- **Month 5-6:** Finalize records transfer, ensure completion ceremonies, exit interviews.
- **Ongoing:** Provide alumni services, transcript requests, and advising through Bard College for a minimum of three years post-closure.

8. Contingency Planning

- If immediate closure is required, ensure accelerated support for student placement and completion pathways.

- Provide remote learning options if physical closure occurs before students complete coursework.
-

Bard High School Early College Baltimore 2024-25

Students and Families				
↓	↓	↓	↓	↓
Administration	Academics	Social/Emotional	Student Support and Admissions	Facility
<p>Principal (Coccagna) <i>Budget, hiring, procurement and vendor contracting, policy development and compliance, strategic planning, observations and evaluations, major discipline, civic engagement partnerships, advisory board, commencement, field trip approvals, advance leave request approvals, volunteer onboarding, fundraising, Title II, IV grant management, emergency fund grant management, day-of callouts and coverage requests</i></p> <p>Assistant Principal (Showalter) <i>Attendance review daily, Data Cleansing monitoring, observations and evaluations; SPED administrative manager; Operations (point person for custodial/ building issues, monthly drills); bi-weekly new faculty meetings, MAAPP mentor check-ins; College Board testing coordination</i></p>	<p>Division Leads Humanities and World Languages (Kennedy) + Mathematics, Science, Fine and Applied Arts (Uthe) <i>Peer observation, professional development resources, Deans' Hour, department meetings</i></p> <p>Registrar: Winkler</p>	<p>School Counseling Melchior, Webre, Thomas</p> <p><i>Academic counseling, social/ emotional support, credit checks, historical transcripts, summer school registration, College Board test coordination, school counselor recommendations</i></p>	<p>Student Support Assistants</p> <p>(Hardy, Nelson, Ferguson, Moore, Brown) <i>Technology Liaison for staff and students. Restorative practices and conflict resolution for issues not handled by the Dean of Students. Climate support, class coverage, general operational assistance</i></p>	<p>Custodial <i>Ms. Norma Villanueva; Ms. Denise Pollard</i></p>

Dean of Students (Bond) <i>Restorative practices and conflict resolution not handled by the Student Support Team, activities/ clubs/ Club Rush, family contact/ engagement support, prom/ dances, incentive programs, special events and assemblies, coordination of Student Support Team</i>	Teaching Faculty <i>Lesson planning, delivery of instruction, family engagement, grading, office hours, daily attendance, IEP/ 504 accommodations and documentation, SST interventions, other Professional Responsibilities per BTU</i>	Related Services: social work (Ellis), school psychologist (Alam) <i>Social/ emotional support, crisis response, IEP/ 504 support</i>		Cafeteria <i>Field trip lunch requests at least 2 weeks in advance</i>
Dean of Studies (Craig) <i>Scheduling, informal observations, grade reporting, credit transfer approvals, new course approvals, leads Curriculum and Policy Committee, articulation agreements, faculty research fund awards, summer school coordination, new faculty meetings</i>	Library (Wasserman) <i>Student Research Symposium, academic integrity tutorials, research resources for your class</i>	Community School Coordinator: Rubling	Admissions (Kadota + Townes) <i>Recruitment, open houses, Summer Bridge, application processing and decisions, social media and website management</i>	
School Secretary (Mountcastle) <i>Enrollment/ transfer, payroll entry, data cleansing, records maintenance, bus passes, visitor entry, updating family contact info in Infinite Campus, service tickets for maintenance requests</i>	Exceptional Learning and Intervention (Schmitt, Showalter, Cushing) <i>IEP, 504, GAL, third-party billing, College Board accommodation requests</i>		College Transfer Office (Kimball) <i>CTO classes, FAFSA, college applications, admissions rep visits, other postsecondary options, campus visits, alumni support and contacts, commencement support, alumni support</i>	

Other Important Designations

SLO Ambassador	Deller
ULR Representative	Wasserman
New Teacher Mentors	
Survey Coordinator	Wasserman
BTU Rep	Webre <i>(For Bard employees: contact assistant director of finance and administration at Bard College for HR-related needs or issues)</i>
Testing Coordinator (all testing except College Board tests)	Wasserman
Intervention Team <i>Data monitoring, attendance monitoring, crisis prevention + response, also serves as SST standing team</i>	School Counselors + Related Services + Administration + Exceptional Learning and Intervention + Student Support
Athletic Director	Bond
Attendance Mentor <i>Targeted supports for chronically absent students</i>	Attendance Team
Building Emergency Response Team	Coccagna, Bond, Ellis, Showalter, Craig
Wellness Center Staffers	Nowlin



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Bard High School Early College Baltimore			
Program Title (complete this form for each program)	Associates of Arts degree			
Total # of credits required in program	60	Total # of courses required in Program	21	
List Full-time Faculty (add rows as necessary)				
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program
Ronnie Brown	Mathematics	BS, Morgan State University; MS, Johns Hopkins University	4	12
Brian Deller	History	BA, Ohio State University; MAT, Towson University	0	0
Helene Coccagna	Literature	BA, Bryn Mawr College; PhD, Johns Hopkins University	2	6
Saul Cohen	History	BA, Queens College, CUNY; JD, Northeastern University School of Law	2	6
Benjamin Craig	Literature	BA, Sonoma State University; MA, Texas A&M University; PhD, Southern Illinois University, Carbondale	4	12
Christian Czaniecki	Literature	BA, West Virginia University; MFA, Queens University of Charlotte	8	24
Elisabeth Gambino	Fine Art	BA, Hampshire College; MFA, Savannah College of Art and Design; Professional Teaching Certificate, Johns Hopkins University	8	24
David Guba	History	BA, Bucknell University; MA, Villanova University; PhD, Temple University	4	12
Richard Kurker	Science	BS, Providence College; PhD, University of Notre Dame	8	24
Daniel Levine	History	BA, McGill University; MPP, University of Maryland, College Park; PhD, Georgetown University	2	6
Mark Levine	World Language	BA, Swarthmore College; MPhil, Yale University	5	15
Andrew McKelvy	Spanish Language & Literature	BA, Grove City College; MA, Kent State University; PhD, American University	4	12
Rushie McLeod	Literature	BA, University of California Los Angeles; MA, Southern New Hampshire University	4	12

Chelsea Nakabayashi	World Language (Chinese)	BA, University of Wisconsin Madison; MA, Johns Hopkins University; MA, University of Massachusetts Amherst; PhD, Beijing Normal University	5	15
Patrick Oray	Literature	BA, University of Illinois at Urbana-Champaign; MA, PhD, University of Iowa	4	12
Jeffrey Peters	Literature	BA, St. Mary's College of Maryland; MA, St. John's College; MAT, Towson University; PhD, Catholic University of America	0	0
James Povilonis	Mathematics		0	0
Laura Quijano	World Language (Spanish)	BA, University of Maryland; MA, PhD, University of Maryland, College Park	5	15
Brian Uthe	Science	BS, Radford University; MS, University of Maryland, Baltimore County; PhD, University of Maryland, Baltimore County	1	6
Catherine VanNetta	Mathematics	BS, MEd, Towson University; PhD, University of Maryland, College Park	6	18
Matthew Woodle	Fine Art and Technology	BA, Savannah College of Art and Design; AAS, ITT Technical Institute; MA, Savannah College of Art and Design	2	6
Richard Zarou	Music	BMus, Shenandoah University; MA, PhD, Florida State University	2	6
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			80	243
<i>List Part-time Faculty (add rows as necessary)</i>				
Christopher Batten	Fine Art	Hoffberger School of Painting; Certificate in the	4	12
Elliot Grabill	Mathematics and Music	University; MM, Peabody Conservatory	4	12
Lyn Townes	Fine Art	of the Fine Arts	2	6
Total courses taught by PART- time faculty			12	36
* % of courses taught by FULL-TIME faculty:				
courses in program; this MUST exceed 33%)				

Dr. Benjamin T. Craig

Curriculum Vitae

EDUCATION

- 2008 – 2017 Ph.D. Philosophy, Southern Illinois University Carbondale
Dissertation: *“A Community of the Lonely: Using Paul Ricoeur's Theory of Narrative to Cultivate Community in America”*
Adviser: *Dr. Kenneth Stickers*
Committee: *Dr. Thomas Alexander & Dr. Steven Tyman*
- 2013 – 2015 Baltimore City Teaching Residency
- 2006 – 2008 M.A. Philosophy, Texas A&M University
Master's thesis: *“The Aesthetic Turn in the Face of Nihilism: Heidegger and Dewey on the Importance of Art in Modernity”*
Adviser: *Dr. Theodore George*
Committee: *Dr. John McDermott & Dr. Susan Stabile*
- 2002 – 2006 B.A. Philosophy, Sonoma State University
Degree presented with **Honors** and department **Distinction**

AREA OF SPECIALIZATION

Classical American Philosophy and 19th and 20th Century Continental Philosophy

AREAS OF COMPETENCY

Ancient Philosophy, Hermeneutics, and the Philosophy of Religion

EMPLOYMENT

Administrator

2019 – Present Assistant Dean of Faculty Affairs
Bard High School Early College Baltimore

Secondary English Teacher, Baltimore City Public Schools

2017 – Present Bard High School Early College Baltimore
2015 – 2017 ConneXions: A Community Based Arts School
2013 – 2015 Paul Laurence Dunbar High School

Philosophy Instructor

2014 – 2018 Morgan State University (Baltimore, MD)
2012 – 2014 Baltimore City Community College (Baltimore, MD)
2010 – 2012 Lincoln Land Community College (Springfield, IL)

TEACHING CERTIFICATION

2015 SPC I (Standard Professional Certificate I)
Educator ID: 30-3473 (expires 6/30/2020)

TEACHING EXPERIENCE

Early College Teaching

Bard High School Early College Baltimore

2017 – Present: Introduction to Philosophy, World Literature, First Year Seminar,
Second Year Seminar

High School Teaching

ConneXions: A Community Based Arts School

2015 – 2017 School Year: English III & English II

Paul Laurence Dunbar High School

2013 – 2015 School Year: English IV & Journalism

University Teaching

Morgan State University

2015 – Present Philosophy 109 – Introduction to Critical Thinking
(Two classes each semester over five semesters)

Baltimore City Community College

2013 – 2015 Philosophy 101 – Introduction to Philosophy (Two
classes each semester over six semesters)

Lincoln Land Community College

Fall 2012	Philosophy 204 - Introduction to Philosophy (Online)
Spring 2012	Philosophy 210 - World Religions
Spring 2011	Philosophy 205 - Ethics: Morality and Contemporary Values
Fall 2010	Philosophy 201 - Introduction to Logic
Fall 2010	Philosophy 210 - World Religions
Spring 2010	Philosophy 210 - World Religions

Southern Illinois University – Carbondale

Spring 2012	Philosophy 309i - Philosophy of Politics, Law, and Justice
Spring 2011	Philosophy 307i - Philosophy of Science and Technology
Fall 2010	Philosophy 102 - Introduction to Philosophy

CURRENT PROJECTS

“Restoring the American Narrative: Ricoeur amidst the American Philosophers”

“The Narrative Core in American Philosophy”

“Mythos: Emplotment and Myth”

“What do we mean by Community anyway?”

PUBLICATIONS

Book Reviews

Review of Melvin Rogers’s *The Undiscovered Dewey: Religion, Morality, and the Ethos of Democracy* in *Contemporary Pragmatism* 8:1 (June 2011)

PRESENTATIONS

Conference Papers

“Royce, Gadamer, and a Horizon of Love”

Presented at the Midsouth Philosophy Conference
Memphis, TN (February 25, 2012)

"Myth and Misuse: Zeroing in on the function of Myth in Ricoeur"
Presented at the Society for Ricoeur Studies. Philadelphia, PA
(October 22, 2011)

"The Significance of Ricoeur's Notion of Narrative for the Problem of Community"
Presented at the Society for Ricoeur Studies meeting at the Society for Existential and Phenomenology (SPEP). Philadelphia, PA (October 19th 2011)

"The Sociological Problem of Community and Classical American Philosophy"
Presented at the Graduate Panel for the Society for the Advancement of American Philosophy (SAAP) at the Pacific Division meeting of the American Philosophical Association (APA). San Diego, CA (April 22th 2011)

"A Beloved Community of Traitors"
Presented at the Josiah Royce Society meeting at the Central Meeting of the American Philosophical Association (APA). Minneapolis, Minnesota (April 2nd 2011)

"Dewey's Aesthetics as Cultivating Community"
Presented at the Society for the Advancement of American Philosophy (SAAP)
Spokane, WA (March 12th 2011)

"Kant's Great Corpse: Mysticism and the Perceiver's Interpretation."
Presented at the *Collegium Phaenomenologium's* participant's conference. Città di Castello, Umbria, Italy (July 7th 2007).

Commentaries

Commentary for J. Edward Hackett's paper "The Givenness of Value and Phenomenological Method in Scheler and Heidegger." Midsouth Philosophy Conference (February 25, 2012)

Commentary for Aaron Rodriguez's paper "Hanging by a Narrative Thread." Society for the Advancement of American Philosophy Graduate Student Session at Pacific APA: San Francisco, CA (March 31st, 2010)

Commentary for Erik Baldwin's paper "Religious Dogma without Religious Fundamentalism." 12th Annual *Building Bridges* Conference: Carbondale, IL, (November 14th, 2009).

Commentary for Sean Lipham's paper "William James's 'Inductive' Method." *Agora* Graduate Student Colloquia. Southern Illinois University – Carbondale (April 24th 2009).

TRAINING

Spring 2012 Online Faculty Instruction and Blackboard Training Program

SERVICE

Professional Service

2009 Editorial Assistant, *Continental Philosophy Review*

2009-2011 Journal Referee, *Kinesis*

Department Service

ConneXions: A Community Based Arts School

2017 School Governance Committee

2017 Baltimore Teacher's Union School Representative

2017 Leadership Team

Southern Illinois University Carbondale

2010 Graduate & Professional Student Council Philosophy Department Representative

Fall 2009- Graduate Student Representative to the Faculty Graduate Committee for
Spring 2010 the Graduate Philosophy Student Union

Spring 2009 Systems Administrator and Computer Technician

SCHOLARSHIPS, GRANTS, AND AWARDS

2010-2011 Graduate Teaching Assistantship and Tuition Fellowship, Southern Illinois
University Carbondale

2009 Continental Philosophy Review Assistantship, Southern Illinois
University Carbondale

Spring 2009 Computer Support and Network Administrator Assistantship, Department
of Philosophy, Southern Illinois University Carbondale

Fall 2008 Graduate School Tuition Scholarship, Southern Illinois University Carbondale

Fall 2007 Texas A&M University Philosophy Department Travel to Conference Grant

Fall 2007 Melbern G. Glasscock Funding Grant for long-term educational experience,
Texas A&M University

2006-2008 Graduate Teaching Assistantship and Tuition Fellowship, Texas A&M University

Spring 2003 University-wide Leadership Award, Sonoma State University

PROFESSIONAL MEMBERSHIP AND SOCIETY AFFILIATIONS

Society for Phenomenology and Existential Philosophy

Society for the Advancement of American Philosophy

American Philosophical Association

HELENE A. COCCAGNA, PhD

EDUCATION

- 2009 **THE JOHNS HOPKINS UNIVERSITY**, Baltimore, MD
Doctor of Philosophy, Department of Classics
Dissertation Title: “Embodying Sympotic Experience: Considering the Bodies and Voices of Athenian Vases”
- 2006-07 **AMERICAN SCHOOL OF CLASSICAL STUDIES**, Athens, Greece
Lucy Shoe Merritt Fellow
- 2004 **AMERICAN ACADEMY IN ROME**, Rome, Italy
Summer Program in Archaeology Scholarship Recipient
- 2001 **BRYN MAWR COLLEGE**, Bryn Mawr, PA
B.A. *cum laude* in Classical & Near Eastern Archaeology and Classics
- 2000 **INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES**, Rome, Italy

EXPERIENCE

- 2019-Present **BARD HIGH SCHOOL EARLY COLLEGE**, Baltimore, MD
Literature Faculty
- World Literature
 - Year One Seminar
- 2013-Present **MARYLAND INSTITUTE COLLEGE OF ART (MICA)**
Adjunct Professor, Intellectual History
- World Mythology
 - The Problem of Evil
 - Civilization and its Discontents
- 2014-2019 **GLENELG COUNTRY SCHOOL**, Ellicott City, MD
Humanities Department Chair
- Represented department to Curriculum Committee
 - Guided department through AIMS re-accreditation process
 - Conducted monthly department meetings
 - Served as a liaison between leadership team and department
 - Coordinated departmental hiring, conducted interviews, consulted with administrative team on hiring decisions
 - Observed teaching of department members; offered support and guidance as needed
- 10th Grade Dean*
- Monitored and supported academic progress of tenth grade students
 - Facilitated communication among tenth grade faculty, and between faculty and students’ parents and guardians
- Teacher - Ancient Studies; AP Art History*
- Taught integrated World History and Literature course to ninth grade students
 - Taught Art History elective courses

Global Scholars Program Coordinator

- Collaborated with division head and team of faculty to design program
- Guided students seeking a distinction in Aesthetics and Culture

Gender and Sexuality Alliance (GSA) Faculty Sponsor

- Supervised and supported student leaders and club members in planning events and outreach
- Chaperoned GSA at annual AIMS Making Schools Safe conference

2009 – 2014

BRYN MAWR SCHOOL, Baltimore, MD

Leader of 8th Grade Team

- Facilitated bi-weekly meetings of 8th grade teachers

Community Service Learning (CSL) Coordinator

- Coordinated quarterly meetings among CSL representatives from each division
- Organized and facilitated cross-divisional CSL efforts
- Presented CSL progress update and goals to Board of Trustees

Teacher, Ancient History & Latin

- Awarded the Robert G. Merrick Sr. Chair in History (2011)

Coordinator of Afternoon Supervision

- Hired and supervised faculty and student staff for afternoon program

2006-2009

WALTERS ART MUSEUM, Baltimore, MD

Curatorial Research Fellow

- Recipient of the Robert and Nancy Hall Fellowship (2006)
- Delivered opening lecture for 2009 exhibit *Heroes! Mortals and Myths in Ancient Greece*

2002-2009

THE JOHNS HOPKINS UNIVERSITY, Baltimore, MD

Instructor and Teaching Assistant

- Courses taught included: “Everything in Moderation? Exploring Wine in Ancient Greece”; Greek Mythology; Intermediate Greek; Elementary Latin

PhD Candidate, Department of Classics

- Fellowships and grants received: First and Second Year Fellowships; Summer Research Fellowship; J. Brien Key Graduate Student Assistance Grant; Dean’s Teaching Fellowship
- Organized the James Poultney Memorial Lecture
- Served as Assistant Curator for Classical Art in the Johns Hopkins Archaeological Collection (2003-2005)

PROFESSIONAL ENGAGEMENT

2020

Bard Early College Fellowship

2018

NAIS School Leadership Institute, Episcopal High School, Alexandria, VA

2018

AIMS Accreditation, Committee Member, Baltimore, MD

2016

National Diversity Practitioners Institute, Saint Andrew’s Episcopal School, Potomac, MD

2015

National Endowment for the Humanities (NEH) Summer Institute, “Teaching Connected Histories of the Mediterranean,” University of Denver, Denver, CO

PUBLICATIONS AND PAPERS DELIVERED

- 2014 “Manipulating Mastoi” in ed. Denise Demetriou and Amalia Avramidou, *Festschrift for Alan Shapiro*, DeGruyter.
- 2010 “Embodying Sympotic Pleasure: A Visual Pun on the Body of an Auletris” in ed. Allison Glazebrook and Madeleine Henry, *Porne and Porneion: the Greek Prostitute in Context*, Wisconsin, 2010.
- 2009 “Heroes! Mortals and Myth in Ancient Greece” Opening lecture, Walters Art Museum, Baltimore.
- 2009 Contributions to ed. Sabine Albersmeier. *Heroes! Mortals and Myth in Ancient Greece*. Exh. cat. Walters Art Museum, Baltimore.
- 2009 Contributions to ed. Alan Shapiro, *Worshipping Women: Ritual and Reality in Classical Athens*, Exh. cat. New York, Onassis Cultural Center.
- 2009 “Manipulating *Mastoi*: The Female Breast in the Sympotic Setting” APA 2009, Philadelphia.
- 2008 Contributions to ed. Sabine Albersmeier. *The Art of Ancient Greece*. Walters Art Museum, Baltimore. London 2008.

COMMUNITY ENGAGEMENT

- 2015-PRESENT **THREAD, INC.**, Baltimore, MD
Volunteer
Mentor recent high school graduate.
- 2013-2014 **MY SISTER’S CIRCLE**, Baltimore, MD
Volunteer
Served as one-to-one mentor to middle school student.
- 2010-2013 **Y MARYLAND BUILDING FUTURES**, Baltimore, MD
Volunteer
Served as one-to-one mentor to middle school student.

REFERENCES



[REDACTED]
[REDACTED]
MELVIN T. BOND II, MBA

OBJECTIVE

To obtain a position that is both awarding, challenging and will allow me to utilize and build upon my previous experiences.

SUMMARY OF CORE COMPETENCIES AND KNOWLEDGE

I possess a high energy and deep desire to produce results and focus on delivering excellent customer service. I also have proven ability to manage multiple projects and maintained a Security Level Secret Clearance. The following list summarizes my skills and knowledge gained from work experienced:

- Project Management
- Budgeting and Finance
- Leadership and Management
- Human Resource and Capital
- Superior Writing Skills
- Excellent with Microsoft Office
(Word, Excel, Power point, Access)

WORK EXPERIENCE

August 2016-Present

Baltimore City Public School System

Bard High School Early College Baltimore

Dean of Students

- Compile and analyze data to increase student attendance and academic performance
- Successfully facilitated 7 graduating classes with 90 plus students earning either AA degrees, high school diplomas, or college credits transferrable to their next institution.
- Maintain a safe and orderly environment
- Maintain Integrity and Equity in peer to peer and student to teacher relationships
- Maintain standards of promptness when completing assignments
- Effectively manage systems that will support high school learning environments and student achievement
- Build partnerships in the community and region to benefit students, families, and school
- Aligns all aspects of a school culture to student and adult learning for Bard students and faculty
- August 2016 – June 2017 – Student Support Specialist/Women's Varsity Head Basketball Coach
- July 2017 – June 2019 – Assistant Dean of Students/Athletic Director/Men's/Women's Head Basketball Coach
- July 2019 – June 2021 – Associate Dean of students Athletic Director/Men's/Women's Head Basketball Coach
- July 2021 – Present – Dean of Students/Athletic Director/Men's/Women's Head Basketball Coach

August 2015-June 2016

Baltimore City Public School System

The Green Street Academy

Student Support Specialist

- Compile and analyze data to increase student attendance
- Maintain a safe and orderly environment
- Maintain standards of promptness when completing assignments
- Effectively manage systems that will support high school learning environments and student achievement
- Aligns all aspects of a school culture to student and adult learning for GSA students and faculty

August 2013-August 2015

Baltimore City Public School System

Academy for College and Career Exploration (ACCE)/The Stadium School

Climate and Culture Specialist

- Compile and analyze data to increase student attendance
- Maintain a safe and orderly environment
- Maintain standards of promptness when completing assignments
- Effectively manage systems that will support middle grades learning environment and student achievement
- Aligns all aspects of a school culture to student and adult learning for ACCE PREP students and faculty
- Liaison for ACCE Prep staff and students for external partnership with SquashWise Inc.

January 2012-April 2013

Miracle Systems@ Department of State Arlington, VA

Office of the Inspector General (O.I.G.)

Support Services Specialist/Executive Auditor (Federal Sector)

- Maintains a Security Level Secret Clearance
- Serves as the Services Liaison for the Executive Branch of Administrative Operations
- Presents weekly and monthly audit survey work with results to increase management controls
- Serves as the technical representative for support services and facility maintenance providing development strategies on all service agency directives.
- Superior performance using General Auditing Standards in accordance with the Department of State and OIG policies and practices.
- Serves as the agency Space and Facility Management Officer executing employee and equipment relocation, space alterations, policy development, and monthly inspections to ensure safety efficiency, and professionalism for all OIG divisions.
- Prepares audit reports for Senior Staff by documenting and presenting findings and recommending corrective actions and performing follow-up audits.
- Performs quick-response or troubleshooting audits designed to prevent serious problems.
- Serves as the Property Management Officer on logistics as a technical expert and property accountability management agency wide by addressing annual inventory, resolving inventory discrepancies, maintaining a database of inventoried items.
- Conducted several entrance and exit conferences with management officials at each audit location to explain purpose, objectives, and audit scope.
- Serves as the agency liaison for fleet management of government vehicles providing coordination and oversight of maintenance, vehicle rotation, recording mileage, and reviewing utilization patterns
- Serves as a liaison for the Administrative Operations Chief when coordinating and facilitating daily events and quarterly conferences for all OIG divisions through a SharePoint website
- Provides guidance for contract performance and clauses, develops proposals for acquisition of

goods and services to ensure the Bureau receives the most cost effective solution, best product, and service

- Manages (3) employees to enhance job performance by providing positive and constructive feedback to in order to reward, coach, correct, and motivate.

February 2011-January 2012

Sodexo@ Johns Hopkins Hospital Baltimore, MD

Retail Management Experience (Healthcare/Hospitality Industry)

- Led 35 frontline staff to produce the best food quality and customer service daily.
- Managed payroll for union staff and non union staff in the dietary department.
- Managed a 12,000 weekly safe for several retail food operations that included branded concepts, in-house formats and signature designs to ensure client satisfaction
- Implemented business practices to increase sales 3% from prior fiscal year
- Managed job performance by providing positive and constructive feedback to employees in order to reward, coach, correct, and motivate.
- Ensured compliance with all federal, state and local regulations as well as Sodexo/client policies and procedures, scoring gold standard in all areas of responsibility during NSF Food audit
- Established a safe work environment for employees by providing safety-related training and equipment maintenance and by ensuring compliance with Sodexo safety and loss prevention programs.
- Maintained Servsafe certification and any locally-required certifications.

July 2010-February 2011

Verizon Wireless Fortune500 Company

Corporate Store

Sales Experience (Business and Consumer Sales Consultant)

- Provides superior customer service to business clients and consumers to exceed revenue target for net activations, renewals, accessories, handsets, and enhanced services to increase sales results.
- Demonstrates superior knowledge of equipment function and network capabilities by presenting rate package evaluations and solutions that best benefit the company and customer.
- Maintains excellent customer retention by growing the existing customer base and resolving all consumer issues and concerns.
- Ensures superior cash results by accurately processing each customer transaction and performing daily audits by retaining electronic signatures and cash management worksheets.
- Retains thorough knowledge of all store functions and competitive knowledge in the wireless industry for all products and services.

June 2009- May 2010

F.Y.I. (For Your Information Inc.)@Department of Labor (Federal Contract) Washington, DC

V.E.T.S. Veterans Employment and Training Services (Office Agency Management and Budget)

Finance Experience (Finance Technician)

- Closed 60 invoices per month by allocating proper funds to each veteran who traveled to training classes and conferences.
- Created electronic profiles within the e2 system to align itineraries with weekly electronic invoices.
- Developed a relationship with Carlson Travel Agency and the leadership team in the Chief Financial Office in the Department of Labor, to ensure maintenance and accuracy for each individual that traveled with VETS.
- Developed an accurate filing system with weekly class profiles that stored all class and highly sensitive information for financial audits.
- Developed and enhanced the correspondence process for the entire VETS agency that was used

across 6 regions and eliminated a backlog of 50 letters overdue

- Served as a member on the correspondence team in VETS for congressional letters with Senior Leadership to review and create congressional responses to Capital Hill.
- Served as a member on the Competitive Grants (IVTP, JVSG, HVRP) review team in VETS to facilitate each grant through the clearance process to be approved by the Executive Secretariat Office of the Secretary of Labor.

April 2008- June 2009

Sodexo@ Johns Hopkins Hospital Baltimore, MD

Finance/Human Resource Experience (Healthcare/Hospitality Industry)

- Completed 52 financial weekly roll-up's and 36 transmittal reports meeting all deadlines
- Managed payroll for union staff , non union staff and supervisors in the dietary department.
- Created a quantitative analysis of complex financial data for project and budgeting cost control
- Prepared weekly report analysis that included financial projections and recommendations of actions.
- Assisted in the development of business policies, conducts special financial and business related studies.
- Developed internal and external relationships to ensure maintenance and delivery of financial reports and statements.
- Monitored and trained finance staff to ensure accountability for best performance.
- Managed components of HR administration, including payroll, benefits, records retention, and compensation.
- Provided consultation for support to constituents in HR, Sales, and operating units.

June 2005-April 2008

Sodexo@ Johns Hopkins Hospital Baltimore, MD

Retail Management Experience (Healthcare/Hospitality Industry)

- Led frontline staff to produce the best food quality and customer service
- Managed job performance by providing positive and constructive feedback to employees in order to reward, coach, correct, and motivate.
- Ensured compliance with all federal, state and local regulations as well as Sodexo/client policies and procedures (e.g. quality assurance, safety, operations, personnel).
- Established a safe work environment for employees by providing safety-related training and equipment maintenance and by ensuring compliance with Sodexo safety and loss prevention programs.
- Maintained Servsafe certification and any locally-required certifications.

August 2006-May 2007

Aramark @ Frostburg State University Frostburg, MD

Aramark @ Johns Hopkins University Baltimore, MD

Retail/Café Dining Management Experience (Education/Hospitality Industry)

- Led frontline staff to produce the best food quality and customer service.
- Implemented business practices in order to uphold company mission and values.
- Managed overall performance by tracking unit sales of product groups or items to control inventory for menu and pricing management.
- Maintained Servsafe certification and any locally-required certifications.
- Managed job performance by providing positive and constructive feedback to employees in order to reward, coach, correct, and motivate.
- Supervised day-to-day work activities by delegating authority, assigning and prioritizing activities and monitoring operating standards.

August 2006-December 2006

Frostburg State University Admissions Office

Office Assistant/ Panelist

Student Work Study

- Served as an initial point of contact for high schools in surrounding counties of MD/DC/VA.
- Typed memos and correspondence for staff
- Updated Monthly Calendar for open house and school visits
- Managed multi-lined telephone system and created a filing system.
- Entered student data into PeopleSoft System while handling highly sensitive and confidential records.

Changes Enterprises

Sales Associate/ Floor Supervisor

May 2002 – January 2007 (Seasonal)

Retail Management Experience

- Provided one-on-one customer service to generate superior sales
- Performed operational duties to keep store visually appealing
- Trained new hires and sales associates
- Completed store inventory with senior level management through 9 locations in Baltimore.

EDUCATION

January 2007- May 2008

University of Phoenix Timonium, MD

Masters of Business Administration, MBA

September 2001- December 2006

Frostburg State University Frostburg, MD

Bachelors of Science, Business Administration w/concentration in Human Resources, B.S.

September 1998- June 2001

Baltimore City College H.S. Baltimore, MD

College Preparatory

VOLUNTEERISM

Frostburg State University

Society of Human Resource Management, S.H.R.M.

September 2004- December 2006

Director of Public Relations/Community

Frostburg State University

Black Student Alliance, B.S.A.

September 2001-December 2006

Frostburg State University

Frostburg State University Football Team

Bobcat Defensive Lineman

August 2001-August 2005

Morgan Showalter

EDUCATION:

Towson University

Administrator 1 Certification. Baltimore, MD. 2015

The Johns Hopkins University

Master of Science in Educational Studies. Concentration: Mind, Brain, and Teaching. Baltimore, MD. 2013

Central Connecticut State University

Teacher Certification. Major: Art Education, K – 12. New Britain, CT. 1997

Maryland Institute, College of Art

Bachelor of Fine Arts. Major: Painting. Baltimore, MD. 1992

The Interlochen Arts Academy

High School Diploma. Major: Visual Arts. Interlochen, MI. 1987

CERTIFICATIONS:

State of Maryland Advanced Professional Certificate, Highly Qualified.

Administrator 1, English 9-12, Art, PreK – 12, Special Education Grades 6 – 12

ADDITIONAL EDUCATION:

The University of Maryland, Baltimore County

Teacher Quality in Chemistry Program, 2015-16 Cohort. Baltimore, MD.

K-12 LEADERSHIP EXPERIENCE:

Bard High School, Early College-Baltimore. Baltimore City Public Schools. Assistant Principal, June 2023 to present.

Bard High School, Early College-Baltimore. Baltimore City Public Schools. Acting Principal (Managing Assistant Principal) August 2022 to June 2023.

TEACHING EXPERIENCE:

Bard High School, Early College-Baltimore. Baltimore City Public Schools. Academic Interventionist, 2021 to 2022

Augusta Fells Savage Institute of Visual Arts High School. Baltimore City Public Schools.

August 2013 to 2021

- Special education teacher, self-contained classroom (English language arts, biology, chemistry, physics)
- General education classroom – Strategic reading
- Special education case manager
- Instructional leadership team member

Catonsville Educational Center of the Regional Institute for Children and Adolescents.

Maryland State Department of Health and Mental Hygiene

Special educator, digital arts/art teacher. High school for emotionally disturbed adolescents. July 2006 to October 2013

- Created staff professional development on brain based learning and mindfulness interventions in education

Golden Ring Middle School. Baltimore County Public Schools. Long term substitute, special education adaptive math classroom teacher. Spring, 2006

Byron College. Athens, Greece. British sixth form college. middle school, GCSE, and A-Level art teacher. August 2001 to 2003

Greenhill International School, Athens, Greece. American high school art and technology teacher. August 2000 to May 2001

Mary Mapes Dodge School, Chicago Public Schools, Chicago IL. Art Teacher, K-8. August 1998 to August 2000.

Bacon Academy. Colchester, CT. Public high school art teacher. 1997

WORK EXPERIENCE:

Full time Fine Artist. Athens, Greece and Paris, France. 2004-2006.

LEADERSHIP and LEGISLATIVE ACTIVITIES:

Appointee to the Maryland State Commission on Innovation and Excellence in Education (The Kirwan Commission)

Baltimore Teachers Union/American Federation of Teachers-Maryland. 8/2016 to 01/2020

American Federation of Teachers-Maryland. Elected Vice-President at Large, 2021-2024

American Federation of Teachers-Maryland. Political Action Committee. 5/2016 to 06/2022

Labor Round Table. Participant. Baltimore City Council. 2017 to 2019

Great Talk Inc. (speaker series). Board Member. 9/2016 to present

Educational Issues Committee. Baltimore Teachers Union. 2016-2019

Teacher Leaders Program, American Federation of Teachers/Baltimore Teachers Union, 2015/16 cohort member

Union Learning Representative at Augusta Fells Savage, Institute of Visual Arts High School. Baltimore Teachers Union. 9/2013 to 06/2021

BIBLIOGRAPHY (EDUCATION):

The Baltimore Sun: Op-Ed. *Poverty measures don't reflect reality, educational needs.* 03/11/2019

The Baltimore Sun: Op-Ed. *Kirwan Commission wrestles with best way to teach struggling learners.* 09/08/2018

The Baltimore Sun: Op-Ed. *Finding common ground with Betsy Devos.* 10/05/2017
Education Weekly. Op-Ed. *Poverty creates extra challenges; It demands extra resources.* 07/27/2017
The Baltimore Sun. Letter to the editor. *Charter schools not the answer.* 3/24/2017
The Baltimore Sun. Op-Ed. *School choice too often leads to segregation.* 10/27/2016
The Baltimore Sun. Op-Ed. *Public education is a matter of public health.* 6/10/2016
The Baltimore Sun. Op-Ed. *Baltimore students have something to say on Freddie Gray.* 5/17/2015
The Baltimore Sun. Letter to the editor. *Don't blame teacher contract for deficit.* 3/20/2015
Education Weekly. Letter to the editor. *Set standards for strengthening bodies and minds at the same time?* 3/26/2014, Vol. 33 Issue 26, p34

SPEECHES/CONFERENCES:

The 2016 Maryland State Department of Education Data Summit. Presentation of: *Self-Regulation, Public Education, and Public Health.* 6/1/2016
The 2013 Harvard Graduate School of Education Student Research Conference: Through the Looking Glass – Truth and Context in Education Research. Presentation of the paper *Breath: an Argument for Mindfulness Based Interventions in American Public Schools.* Harvard University, Cambridge, MA
The 2012 Harvard Graduate School of Education Student Research Conference: Changing Progress – The Science of Educational Revolution. Presentation of the paper *The Causal Relationship of Self-Control in Early Childhood to Decision Making Throughout Life.* Harvard University, Cambridge MA.
Second International Workshop on ICTs, Arts and Cultural Heritage. Digital Art Technologies, Applications, and Policy. Presentation of the paper *"Digital Mind"*. Foundation for the Hellenic World. Athens, Greece 2003

TEACHING GRANTS:

Northrup Grumman STEM grant. 2012. Used to purchase hardware for video game design unit.
Advancing the Fine Arts in Our Elementary Schools. \$3,300 grant to utilize video technology in the visual arts curriculum by partnering with Chicago's Street Level Youth Media. Chicago. 2000
Chicago Public Schools Mini Grant for the unit "Africa is All Around Us". Chicago 1999

SELECTED ACADEMIC AWARDS & SCHOLARSHIPS

State of Connecticut Full Tuition Grant; Central CT State University; State of Connecticut (1995)
Thalheimer Four-Year Merit Scholarship Award, The Maryland Institute College of Art; (1987)

ART EXHIBITIONS (* solo)

2016 The Depot of the Gallery. a.antonopoulou.art, Athens, Greece
2010 Artprize. Grand Rapids, MI
2009 Artprize. Grand Rapids, MI
Sink/Float. Area 405, Baltimore, MD
Videopolis 2009. Metro Gallery, Baltimore MD
"...and on this invention, they show shows, right?". Electronic Gallery, Salisbury University, Salisbury MD
2008 * Örebro Läns Museum, Örebro, Sweden
Experimental Docs (or not)! 1818 Gallery, Baltimore MD
Edit2008. International Dance Film Festival. Budapest, Hungary
2007 Videoformes2007, Clermont-Ferrand, France
2006 "Smoke". Cheap Art. Athens, Greece
International Video Dance Festival 2005/2006. Tokyo, Japan
Old Habits Die Hard. Trafo, House of Contemporary Art, Budapest, Hungary
2005 The Third Tashkent Bienalle. Tashkent, Uzbekistan
Critique of Pure Image, Between Fake and Quotation. Plovdiv, Bulgaria
«bzzz» Emerging Video. FIPA 2005, Biarritz France
"Old Habits Die Hard
Art in General/ Goethe Institute, New York, USA
"Situations". Museum of Contemporary Art, Sydney Australia
Island Film and Video Festival 05. Prenelle Gallery. London, England
Euroscreen 2005.
Museum Wesel, Lower Rhine, Germany
Istanbul Contemporary Art Museum, Turkey
Fournos Center for the Art and New Technology, Athens, Greece
Gallery Noass, Art and Culture Project Noass, Riga,
Schloss Ringenberg, Hamminkeln, Germany
Kresija Gallery, Ljubljana, Slovenia
QUARTER – Centro Produzione Arte, Florence, Italy
Insa Art Space of the KCAF, Seoul, Korea
Galeria e Arteve te Kosoves, Prishtina, Kosovo
Goethe-Institute Toronto, Canada
The Luigi Pecci Centro for Contemporary Art, Florence, Italy. Videominuto.
2004 The Making of Balkan Wars: The Game. With *Personal Cinema.*
Media Lab Madrid, Centro Cultural Conde Duque. Madrid, Spain

"Channel Zero". Netherlands Media Art Institute, Amsterdam, The Netherlands
REX Cultural Center, Belgrade, Serbia
Casa Transit. Cluz, Romania
City Museum of Skopje, Macedonia
POC in Town. The Forum for Photography. 17th International Photo Exposition, Cologne, Germany
Video Cream. Artandgallery, Milan, Italy.
PhotoEspaña 04. Madrid, Spain
38th Parallel Skironio Museum, Athens, Greece.
Nine Dragon Heads, 9th International Environment Art Festival and Symposium. Chongju, Korea
Park in Progress. La Nuit Européenne de la Creation se Deroulera. With the circus Ekimoz. Marly le Roi, France
"Another Greece/Atelier-Cirque". in conjunction with Association Balkans-Transit and Centre Régional des Arts du Cirque.
***Hybrid Nights**. Fournos Center for Digital Culture Athens, Greece
"Old Habits Die Hard"
Norwich Gallery, Norwich, Norfolk, England
Kunsternes Hus, Oslo, Norway
SIGNAL, Malmö, Sweden
Yeans. Goetenberg, Sweden
Moterenhalle, Dresden, Germany
Medi@terra 2004. (virus/son) Multimedia group installation with Sia Kyriakakos, Dimitris Rotsios, Eleni Kotsoni. The Byzantine and Christian Museum. Athens, Greece

ARTIST'S RESIDENCIES:

The Third Tashkent Biennale. Tashkent, Uzbekistan. October, 2005
POC in Town. 17th International Photo Exposition, Cologne, Germany. 2004
PhotoEspaña 04. "Piece of Cake Project Visits Madrid". Residencia de Estudiantes, Madrid, Spain. June, 2004
Nine Dragon Heads, 9th International Environment Art Festival and Symposium. Chongju, Korea. 2004
"Atelier-Cirque" Centre Régional des Arts du Cirque. Cherbourg, France. March, 2004
Piece of Cake. Rouen, France. November, 2002

COMMERCIAL VIDEO PRODUCTION / DIGITAL PHOTOGRAPHY

Zaman Dances: 9 part video for Oriental dancer, Alaleh. Filmed, produced, edited in Greece. 2005
The Day of Museums 2005. Video project for the Museum of the Olive and Greek Olive Oil, Sparta Greece
European Day 2004. Video project for the French Ministry of Culture, Paris France
Greek Pavillion, The 50th Venice Biennale. Videographer for the Greek Ministry of Culture
Deste Foundation, Athens, Greece. Creation of documentary video and digital photography for exhibition *Fusion Cuisine*. 2002

BIBLIOGRAPHY(Art):

Designers Against Aids – The First Decade. 2010 Ludion Publishing, Belgium. Ninette Murke, Alain de Botton, Peter Piot.



**Applying to
Bard Baltimore**



Attend an Open House

To learn more about our school and start our application process, we invite you to check out our website and sign up to attend a virtual or in-person open house. The majority of our events this year will be virtual, with a couple of in-person opportunities.



Writing Assessment

Because Bard is a writing and reading intensive school, we believe writing is a critical component of evaluating students. This assessment is composed of multiple free response essays that will be completed in person during one of the writing assessment session days. The applicant will be reading an excerpt and then responding to a few prompts. What is most important is student voice and development of ideas. New to the application cycle this year will be the requirement of completing the writing assessment in person on Bard Baltimore's campus. Since the start of the pandemic, we have offered our writing assessment online and completed off campus. We are now moving back to requiring the writing assessment to be completed in person.



Student Interview

The interview is conducted one-on-one via Zoom with a member of our admissions staff and the applicant. We are looking for students who are excited and ready for this challenge. We seek students who demonstrate academic ambition and intellectual curiosity. We want to see how your student envisions themselves at Bard and what about our program inspires them.

Open House Schedule

The majority of our Open House events are done virtually through Zoom. We have one in-person Open House in November, there are limited spots available for the in person event so please register in advance.

Virtual Open Houses:

Thursday, **October 17th** at 7pm

Thursday, **December 12th** at 7pm

Thursday, **January 9th** at 7pm

In Person Open House:

Saturday, **November 16th** at 10am

For whichever event you would like to attend, please make sure to register in advance for the event on our website at :

batimore.bard.edu/admission

In Person Writing Assessment Sessions

New to the application cycle this year will be the requirement of completing the writing assessment in person on Bard Baltimore's campus. After each virtual open house, we will invite students to campus the following Tuesday afternoon to complete their writing assessment. If that date does not work for their schedule, they can sign up for a later session below. They must complete the writing assessment to be scheduled for their interview, and to ultimately be considered for admission to Bard. Students who do not complete the writing assessment portion and the interview will not be considered for admission.

Writing Assessment Session Dates

Tuesday, **October 22nd** at 4pm

Saturday, **November 16th** following the Open House panel

Tuesday, **December 17th** at 4pm

Tuesday, **January 14th** at 4pm

For whichever event you would like to attend, please make sure to register in advance for the event on our website at :

batimore.bard.edu/admission

Sample Class Night Events

The Admissions Department invites all interested applicants to join us on **Tuesday, January 7th from 4-6pm** for our in person Sample Class Event!

We hope you will join us for this inside look at the Bard Early College experience.

At the event, students will have the opportunity to attend two pre-assigned class sessions to experience first hand what a Bard class feels like. There are a limited number of seats available for this in-person event, so pre-registration is required in order to attend this event.

Registration for this event closes a week before the event or when it fills up. Please contact the Admissions Department directly with any questions or concerns at jkadota@bhsec.bard.edu or ltownes@bhsec.bard.edu.

**Register for the Sample Class
Event at the link below:**

baltimore.bard.edu/admission



*Do not
forget*

**You must also rank Bard
Baltimore on your Baltimore
City High School Choice
application, to be placed at
our school through the
choice process.**

We hope we are your #1 !





What's new in the college program?

Introduction to Python (CMSC 107) with Mr. Povilonis

Computer science is a massive field of study, with a variety of interesting paths to take. Some of these include software design, video game development, artificial intelligence, data science, and much more. These areas differ from each other, but their foundation is the same: the ability to write algorithms in a programming language. This one-semester course, Introduction to Computer Programming in Python (CMSC 107), will employ the widely-used Python, focusing on the relevant details of that language, while providing students general, transferable programming knowledge. This course will begin with introduction to programming in the IDE, variables, and data types; if-statements, loops, lists, and string manipulation; and finish with the use of functions and packages to solve more complex tasks. As students move through the topics, they develop algorithmic thinking skills (such as being able to break problems into subproblems), use abstraction, and design complex solutions. Students begin the course with simple algorithms, consisting of a few lines. By the end of the course, students will comfortably be able to write algorithms that build a simple interface for and check solutions to a Tic-Tac-Toe board or find the remaining words in a Wordle game given revealed guesses and clues.

Philosophy through Fiction (PHIL 207) with Dr. Craig

We will examine a representative sample of central philosophical issues treated in both fictional and philosophical literature. We will also consider the role of imaginative examples and hypothetical cases in philosophical work, as well as the importance of notions like conceivability, possibility and necessity to philosophy. The fictional pieces often provide concrete imaginative illustrations of more abstract philosophical points, and thus can serve as significant aids. Furthermore, by considering variations in the imaginative scenarios of the fiction, we can often explore corresponding variations in associated philosophical positions. In this course we will examine both a number of major philosophical debates and the work of prominent science fiction authors. Students will become familiar with philosophical issues in epistemology, metaphysics, and ethics; they will thereby learn to critically examine the ideas portrayed in fiction and advocated in philosophy.

Intermediate Fiction Writing (WRIT 222) with Ms. Ramakrishnan

The Intermediate Fiction Writing Workshop is a course for students at Bard Baltimore who have demonstrated an interest in Creative Writing through their work in the Introduction to Creative Writing class or in their Year 1 or Year 2 Seminar class. The coursework builds upon the basic narrative writing skills covered in Introduction to Creative Writing, while emphasizing the writing workshop, and the publication of a literary journal. In this class, we will explore a variety of different sources of inspiration, including but not limited to visual art and music, nature, and students' own life experiences. The class may even have the opportunity to move offsite and explore how public spaces like libraries, museums, and theaters can be sources of inspiration. Because the best way to grow as a writer is to read the work of master writers, we will read extensively in this class. We'll read the work of contemporary writers such as Carmen Maria Machado and Neil Gaiman and seminal work by writers such as Toni Morrison and Jorge Luis Borges. We will also have the opportunity to hear from guest speakers in various writing professions from editing and publishing to creative communications. In addition to improving your writing skills, you'll also be involved in the publication of Bard Baltimore's first schoolwide literary journal.



Scan here to take a peak at ALL of the college classes that we offer at Bard!

BARD BALTIMORE

SCHOOL PROFILE



About Bard

Bard High School Early College (BHSEC) Baltimore is a partnership between Bard College and Baltimore City Public Schools. BHSEC Baltimore is one of eight nationally recognized Bard Early Colleges. Bard College operates these schools in Manhattan, Queens, and Hudson, New York; Newark, New Jersey; Cleveland, Ohio; New Orleans, Louisiana; Baltimore, Maryland; and Washington, D.C.

The Bard Early Colleges immerse students in the traditions and practices of a liberal arts and science education. Students take high school courses in the ninth and tenth grades, followed by a full-time college-level course load in what would be the eleventh and twelfth grades. They are able to graduate with both a high school diploma and an Associate in Arts degree in liberal arts from Bard College. With a faculty of highly qualified scholars who teach both high school and college courses, the Bard Early Colleges impart higher-level thinking skills through analytic writing, focused discussion, and in-depth inquiry.

Mission Statement

The Bard Early Colleges are founded on the belief that many high school-aged students are eager and ready for the intellectual challenges of a college education. The Bard Early Colleges provide adolescents with a rigorous, credit-bearing, tuition-free college course of study in the liberal arts and sciences following the 9th and 10th grades.



Why Early College?

A high school early college is a partnership with a public school district that provides two years of accelerated high school (9th and 10th grade) and two additional years of a free, credit bearing college curriculum. The initiative enables young people, regardless of background, to have the opportunity to attend and succeed at a rigorous collegiate institution. These programs dramatically increase college access and completion through readiness (by familiarizing students with a college environment), access (by saving students thousands of dollars in tuition), and acceleration (by enabling students to graduate high school with two full years of college credits). Bard Baltimore is one of eight early college campuses within the Bard Early College network.



Core Components of Our Model

- **Free college program** up to an associate's degree and 60+ credits that transfer to bachelor's degree programs across the country
- **College instructors**, typically with a terminal degree in the content area and trained in early college pedagogy and Bard Writing and Thinking practices, teaching all grade levels (high school and college courses)
- A robust and engaging **liberal arts and sciences curriculum** developed by Bard;
- Small, writing- and discussion-based **seminar style classes**
- Strong academic and socio-emotional **student supports**
- **Qualitative admissions process** that selects students based on their motivation to participate and intellectual curiosity through an interview and faculty-designed assessment
- **Student empowerment** in the classroom and school community
- **Diversity in the student body**, reflecting the local community



FACULTY

Bard Baltimore faculty members are active in their fields of expertise and dedicated to fostering adolescent learning. Most are experienced college professors with a special interest in working with younger students. BHSEC Baltimore faculty members also pursue their own research and publications. Please see our website for faculty academic biographies.

STUDENT LIFE

Bard Baltimore students come from a wide variety of schools, neighborhoods, cultures, and backgrounds. In addition to a rigorous academic schedule, students are often involved in clubs, sports, and other extracurricular activities. Like the academic program, student activities are driven by student leadership and student participation. All the clubs and activities at Bard Baltimore are spearheaded by student interest. We encourage students to pursue their passions; faculty and staff are here to help facilitate that process through our robust systems of support.

BARD'S APPLICATION PROCESS

To be considered for admission to our school, your student must go through our separate admissions process as well as rank us on their high school choice application (if they are a current 8th grader). Bard Baltimore admits students through a qualitative application process that includes an interview and a writing assessment. Bard Baltimore seeks students who demonstrate academic ambition and intellectual curiosity. This year, we are recruiting 125 students for our 9th grade class and a select number of transfer students into grades other than ninth. A student's composite score or GPA is not a factor for admission into Bard Baltimore. Our admissions process takes a more holistic approach to admissions, focusing on qualitative rather than quantitative data.

More than 70% of the full-time faculty hold Ph.D. degrees

Faculty members teach in both the high school and college programs, supporting a smooth transition between the two

BHSEC college classes are taught by faculty with terminal degrees in their fields

Some clubs at Bard include:

- Basketball
- Girls' Volleyball
- Code Rainbow
- Chess Club
- Mock Trial
- Student Government Association
- Studio 109
- Student Ambassadors
- Chinese Language Club
- Anime Club

Contact our Admissions Department directly at b-admissions@bhsec.bard.edu or at baltimore@bhsec.bard.edu

Curriculum Sequence

Subject	Ninth Grade	Tenth Grade	Year 1 and 2 (college courses)
Social Studies	History of the Americas American Government	History of the World	12 credits in Humanities/Social Sciences Samples courses offered: African-American History since 1865; American Cities; History of Poverty in the United States; Drugs and Empires; Society and Technology in Contemporary China; Confronting Empire; Introduction to Philosophy; Civil War History; Introduction to Constitutional Law; The Election
English	Literature of the Americas	Literature of the World	6 credits in Year 1 Seminar (required) 6 credits in Year 2 Seminar (required) Sample courses offered: Literature of the Anti-Hero; Literature of the Sea; Literature of the City; Historical Fiction; Creative Writing
Math	Algebra I	Geometry	3 credits in College Algebra (required) 3 additional math credits Sample courses offered: College Probability and Statistics; College Precalculus; College Calculus I
Science	Physics	Chemistry	4 credits in College Biology (required) 4 additional lab science credits Sample courses offered: College Physics; College Chemistry; Microbiology; Marine Biology; Anatomy
World Languages	Spanish I or Chinese I	Spanish II or Chinese II	6 credits required Sample courses offered: College Spanish I; College Spanish II; The Golden Age of Kung Fu Cinema; Contemporary Chinese Cinema; Latin American Literature
Arts and Technology	Drawing and Painting or Survey of Music	Foundations of Computer Science	6 credits required Sample courses offered: Issues in Contemporary Art; Art of Anatomy; College Music; Graphic Design
Physical Education & Health		Team Sports Health Education	
Exams	MCAP Algebra I High School Assessment - American Government	MCAP English 10	Maryland Integrated Science Assessment
Electives			4 credits of College & Career Advising (CTO) course 6 additional credits required

Course syllabi are available on our website at baltimore.bard.edu/academics

DID YOU KNOW?

At Bard Baltimore, students have the ability to graduate from high school with a diploma, 60 college credits, and an AA degree from Bard College.



We are apart of a multi-campus network of schools, established through partnerships with Bard College and local school districts to offer students the chance to go farther and faster than the status quo allows

Our model is premised on the belief that many adolescents are **ready and eager** to start college at an earlier age. Empowering them to do so during the last two years of high school in a supportive environment inspires **love of learning** and civic and intellectual engagement and propels students towards success in college and beyond.



Bard Baltimore

Be you. Be challenged. Be ready for life.

APPLICATION OVERVIEW

Part One: The Open House

At the Open House you will hear from faculty, students, and staff about our community and early college program. To learn more about our school and start our application process, we invite you to check out our website and sign up to attend a virtual or in-person open house. The majority of our events this year will be virtual, with a couple of in-person opportunities. Pre-registration is required for all events. Families may register for this online on our website at baltimore.bard.edu. For in person events, Bard's campus is located at 2801 N. Dukeland St. Baltimore, MD 21216.

Open House Dates

Thursday, **October 17th** at 7pm
(Virtual via Zoom)

Saturday, **November 16th** at 10am
(In Person on Bard's campus)

Thursday, **December 12th** at 7pm
(Virtual via Zoom)

Thursday, **January 9th** at 7pm
(Virtual via Zoom)

Part Two: The Writing Assessment

Because Bard is a writing and reading intensive school, we believe writing is a critical component of evaluating students. This assessment is composed of multiple free response essays that will be completed in person during one of the writing assessment session days. The applicant will be reading an excerpt and then responding to a few prompts. What is most important is student voice and development of ideas. New to the application cycle this year will be the requirement of completing the writing assessment in person on Bard Baltimore's campus. Since the start of the pandemic, we have offered our writing assessment online and completed off campus. We are now moving back to requiring the writing assessment to be completed in person.

Writing Assessment Sessions

Tuesday, **October 22nd** at 4pm

Saturday, **November 16th** at 10am
(Following the open house panel)

Tuesday, **December 17th** at 4pm

Tuesday, **January 14th** at 4pm

All of these events will occur in person on Bard Baltimore's campus.

Part Three: The Interview

The interview is conducted one-on-one with a member of our admissions staff and your student through Zoom. We are looking for students who are excited and ready for this challenge. We seek students who demonstrate academic ambition and intellectual curiosity. We want to see how your student envisions themselves at Bard and what about our program inspires them. Most students are able to complete their interview at school in a quiet space, minimizing the need to miss additional school time for this part of the process.

Disability Accommodations

Bard Baltimore is committed to the principle that no qualified individual with a disability shall, on the basis of the disability, be excluded from admission or the benefits of services, programs or activities at Bard Baltimore. If you have a disability and wish accommodations please contact- Jenna Kadota, Admissions Manager, (443) 642-5048, jkadota@bhsec.bard.edu 1 week prior to your student's writing assessment session so that you can share your disability documentation and discuss your specific accommodation needs.