



MLDS CENTER

Maryland Longitudinal
Data System

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December
2017

Dual Enrollment in Maryland

*Annual Report to the Governor and General
Assembly*

Maryland Longitudinal Data System Center
550 West Baltimore Street
Baltimore, MD 21201
<http://mldscenter.maryland.gov/>

Larry Hogan
Governor

James Fielder, Ph.D.
Secretary of Higher Education,
Chair, MLDS Governing Board

Ross Goldstein
Executive Director

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Content Contact

For additional information on this report, please contact the MLDS Center at MLDS.Center@Maryland.gov or call 410-706-2085.

Executive Summary

The Maryland Longitudinal Data System Center (MLDSC) is required to report annually on the number of students who are dually enrolled and the courses in which students dually enroll. This report, required under the College and Career Readiness and College Completion Act of 2013, is the fifth MLDS Center Report.

The data for this report comes from the Maryland Longitudinal Data System (MLDS). The MLDS is Maryland's central repository for student and workforce data. Dually enrolled students were identified in the System because they were enrolled in both a public high school and a college in Maryland, and had at least one overlapping day of enrollment in both institutions.

A total of 9,761 Maryland public high school students were dually enrolled in the 2015-2016 academic year. This is a 14% increase from the prior year. Maryland Community Colleges were the most common location for students accessing dual enrollment opportunities. Dually enrolled students more closely reflected the demographics of the Maryland college-going population than the Maryland public high school population. The majority of dually enrolled Maryland public high school students were female, white, and not eligible for free and reduced price meals, although there were increases in participation amongst lower socioeconomic students, and African American, Hispanic, and Asian students.

Course information is reported from Maryland public high schools. The MLDS does not currently contain college course information. Students accessed courses in a variety of subject areas. The highest numbers of courses were in the subjects of English language and literature, and life and physical sciences. Course offerings varied across school systems. Most school systems offered dual enrollment courses in 2 to 9 subject areas.

Dual enrollment participation and course offerings in local school systems varied widely across the state. This is a reflection of the unique and varied opportunities for dual enrollment in each school system.

More research is needed to understand how variations in program structure and course offerings effect which students dually enroll and how dual enrollment programs relate to college enrollment, academic preparation, and college performance. The MLDS Center is in the process of conducting rigorous research on the causal impacts of dual enrollment on postsecondary and workforce outcomes which will be available in spring 2018.

The data presented in this report identifies trends in dual enrollment that policymakers and other stakeholders can evaluate to understand the impact of CCR-CCA on dual enrollment in Maryland. Supplemental information on dually enrolled Maryland public high school students including [Statewide Dual Enrollment Trends](#) and [County Dual Enrollment Trends](#) are available on the MLDS Center [website](#) as a series of dashboards.

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Prior MLDS Center Dual Enrollment Reports

Dual Enrollment Report	Date Published	Academic Year of Data	Data Source
Dual enrollment report [2013 report]	December 2013	2012-2013	MHEC
Dual enrollment report [2014 report]	December 2014	2013-2014	MHEC
Dual enrollment report [2015 report]	December 2015	2014-2015	MLDS
Dual enrollment report [2016 report]	December 2016	2014-2015	MLDS
Dual enrollment report [2017 report]	December 2017	2015-2016	MLDS

Introduction

Under the College and Career Readiness and College Completion Act (CCR-CCA) of 2013, the Maryland Longitudinal Data System (MLDS) Center is required to submit to the Governor and the General Assembly an annual report on dual enrollment in Maryland (Md. Code, Ed. Art. §24-703.1). This report is the fifth MLDS Center report on Dual Enrollment and the third that utilizes data directly from the Maryland Longitudinal Data System.

The MLDS Center publishes these annual dual enrollment reports in close collaboration with the Center's partner agencies:

- Maryland State Department of Education (MSDE);
- Maryland Higher Education Commission (MHEC); and
- Department of Labor, Licensing and Regulation (DLLR).

The Maryland Longitudinal Data System is the State's central repository for student and workforce data provided by the Center's partner agencies. The MLDS Center develops and maintains the System in order to provide analyses, produce relevant information, and inform choices on student and workforce outcomes in Maryland.

Under Education Article § 24-703.1, Annotated Code of Maryland, the Center shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly on or before December 15 of each year, disaggregated by local school system, regarding:

- (1) The number of students who are dually enrolled under Title 18, Subtitle 14A of this article; and
- (2) The number and course name of the courses in which a student under item (1) of this section dually enrolls at the high school and at the public institution of higher education.

Additional background information on national dual enrollment rates and trends and college enrollment outcomes for dually enrolled student can be found in the [2016 Dual Enrollment Report](#) and [other previous reports](#). The current report includes dual enrollment data for the 2015-2016 academic year and a summary of these data. The MLDS Center is required to report aggregate de-identified data in all reporting. All percentages reported are rounded.

What is dual enrollment?

Dual enrollment refers to any broad array of programs and opportunities that allow high school students to enroll in and take college courses. This includes programs in which students are enrolled in a dual enrollment course through a partnership agreement with their local school system and thereby receive both high school and college credit. Dual enrollment also occurs when high school students independently enroll in courses at a college and only earn college credits. Dual enrollment courses can be completed in a variety of different ways, including:

- High school students traveling to college campuses or college faculty traveling to high schools;
- Specially credentialed high school teachers teaching college-level courses to students in local high schools; or
- High school students taking courses from college instructors via distance education.

Definitions in state law

The CCR-CCA (Md. Code, Ed. Art. §18-14A-01) defines dual enrollment broadly. “Dually enrolled student” means a student who is dually enrolled in:

- (i) A secondary school in the State; and
- (ii) An institution of higher education in the State.

Defined for this report

For the purposes of this report, dual enrollment was defined broadly to align with the definition in the CCR-CCA. To identify dually enrolled students, data from the MLDS were used to identify students who:

1. Had overlapping enrollment dates in a Maryland public high school and a Maryland institution of higher education (hereinafter “college”); and
2. Were enrolled in the college for at least 1 day.

Students who met these criteria were identified as dually enrolled in this report. The most recent and complete data available in the MLDS at the time this report were for the 2015-2016 academic year.

Prior Reporting

Prior MLDS Center dual enrollment reports used different criteria for determining if students were dually enrolled. After an intensive review, Center staff developed new criteria that better align with the requirements of the CCR-CCA 2013. These new criteria were discussed with the MLDS Research and Policy Advisory Board and the MLDS Data Governance Advisory Board. Center staff provided detailed analysis for review by the Advisory Boards. Feedback and input from both Boards prompted the Center to adopt the new criteria for identifying dually enrolled students for the 2017 report and for future reporting. The criteria used for current and previous reporting is provided below.

Criteria	Prior Years	Current Year
At least 1 day of overlapping enrollment dates in a Maryland public high school and a college	Yes	Yes
Length of time enrolled in college	30 days	1 day
Length of semester	30 days or more	No minimum
College enrollment in the summer between high school grades 9, 10 and 11	Excluded	Included
Summer college enrollment for students who graduated high school the summer following their expected June graduation	Excluded	Excluded
College enrollment for students who graduated high school immediately following the college enrollment	Included	Excluded

The revised criteria result in a slight reduction of the number of dually enrolled students as compared to prior reporting. For example, in the 2016 report, there were a total of 9,058 dually enrolled students in the 2014-2015 academic year. In this report, there are 8,547 dually enrolled students in that academic year. The majority of the change is due to excluding students who were enrolled in college immediately following high school graduation. These students were enrolled in college in May 2016 and subsequently graduated high school in June 2016, which indicates that their college enrollment would not be used to fulfill high school graduation requirements.

Dual Enrollment in Maryland

Statewide Dual Enrollment Trends

Dual enrollment rates for Maryland continue to increase annually. Figure 1 and Table 1 provide information on overall numbers and percentages of dual enrollment from 2010-2011 to 2015-2016. A total of 9,761 Maryland public high school students were dually enrolled from 2015-2016, an increase of 53% from 2010-2011. This rate of participation means that almost 4% of all high school students (grades 9 to 12) had a dual enrollment experience in 2015-2016 as compared to less than 2% in 2010-2011.

Figure 1: Number of Dually Enrolled High School Students, State of Maryland, Trend 2011-2016

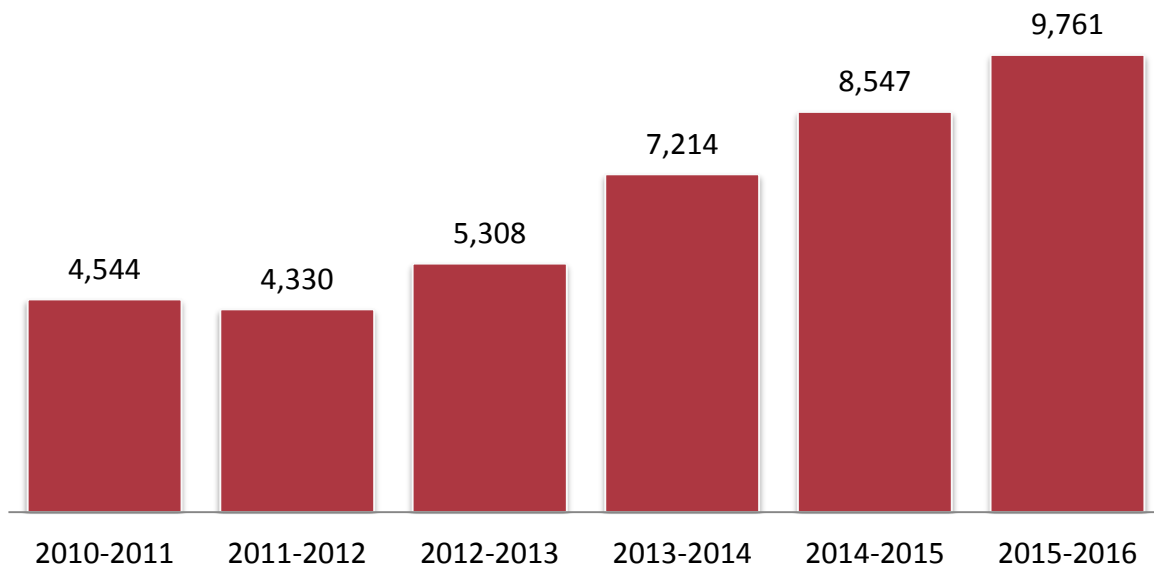


Table 1: Total High School Student Enrollment, Dual Enrollment, and Dual Enrollment Percentages, State of Maryland, Trend 2011-2016

Academic Year	Total High School Student Enrollment ¹	Number of Dually Enrolled High School Students	Percent of Dually Enrolled High School Students	Percent Change in Enrollment from Prior Year
2010-2011	264,055	4,544	1.72%	N/A
2011-2012	259,870	4,330	1.67%	-5%
2012-2013	256,836	5,308	2.07%	23%
2013-2014	253,589	7,214	2.84%	36%
2014-2015	254,072	8,547	3.36%	18%
2015-2016	253,096	9,761	3.86%	14%

¹ Source: Maryland State Department of Education, MDReportCard.org

School System and Grade Level Overview

All school systems in Maryland participated in dual enrollment, although levels and rates of participation varied widely. Table 2 provides the total number of dually enrolled students by school system. The percentage of students dually enrolled at the school system level surpassed the State average in 18 school systems. The percentage of dually enrolled students was double that of the State in five school systems, Frederick, Garrett, Somerset, Talbot, and Washington. The three school systems with the largest number of students dually enrolled were Baltimore, Frederick, and Prince George's, not surprising as Prince George's and Baltimore, are second and third in overall student enrollment respectively. Conversely, the largest school system in Maryland, Montgomery, ranked fifth in the number of students dually enrolled.

Table 2: Total High School Student Enrollment, Dual Enrollment, and Percentage Dual Enrollment by School System, 2015-2016

School System ²	Total High School Student Enrollment ³	Total Dual Enrollment	Percentage Dual Enrollment
State of Maryland	253,096	9,761	3.86%
Allegany	2,559	158	6.17%
Anne Arundel	22,671	822	3.63%
Baltimore City	21,746	227	1.04%
Baltimore	31,015	1,408	4.54%
Calvert	5,165	219	4.24%
Caroline	1,522	73	4.80%
Carroll	8,355	324	3.88%
Cecil	4,720	277	5.87%
Charles	8,409	348	4.14%
Dorchester	1,251	66	5.28%
Frederick	12,355	1,098	8.89%
Garrett	1,121	102	9.10%
Harford	11,311	569	5.03%
Howard	16,621	561	3.38%
Kent	566	21	3.71%
Montgomery	46,122	749	1.62%
Prince George's	35,390	1,237	3.50%
Queen Anne's	2,237	81	3.62%
St. Mary's	4,929	320	6.49%
Somerset	748	80	10.70%
Talbot	1,354	105	7.75%
Washington	6,606	614	9.29%
Wicomico	4,084	188	4.60%
Worcester	2,035	107	5.26%

² The SEED School of Maryland is reported in the State of Maryland total because of the small size of the population.

³ Source: Maryland State Department of Education, MDReportCard.org

Selected Student Groups

The figures and tables below provide information on dual enrollment patterns by gender, eligibility for free or reduced priced meals status (FARMS), and racial and ethnic groups. The demographic profile of dually enrolled students has not significantly changed from 2010-2011 to 2015-2016. Dually enrolled students continue to be predominantly female, white, and not socioeconomically disadvantaged (as determined by the fact that they are not eligible for free and reduced price meals (FARMS)).

Dual Enrollment Patterns: Gender

Table 3 provides trend data on gender distribution for dual enrollment from 2010-2011 to 2015-2016. Females continued to be the largest share of dually enrolled students. Approximately 2,000 more female students were dually enrolled in 2015-2016 than male students. Female students as a share of total dual enrollees are overrepresented by 11 percentage points as compared to overall high school enrollment patterns in the State of Maryland. This overrepresentation decreases to 4 percentage points when comparing dual enrollment gender distribution to that of Maryland colleges. Figure 2, Figure 3, and Figure 4 provide enrollment rates by gender for dual enrollment, high school, and college for 2015-2016.

Table 3: Dual Enrollment Counts and Percentage by Gender, State of Maryland, Trend 2011-2016

Academic Year	Total Dual Enrollment	Males		Females	
		Number	Percent	Number	Percent
2010-2011	4,544	1,714	37.7%	2,830	62.3%
2011-2012	4,330	1,649	38.1%	2,681	61.9%
2012-2013	5,308	2,052	38.7%	3,256	61.3%
2013-2014	7,214	2,861	39.7%	4,353	60.3%
2014-2015	8,547	3,391	39.7%	5,156	60.3%
2015-2016	9,761	3,933	40.3%	5,828	59.7%

Figure 2: Dual Enrollment by Gender, State of Maryland, 2015-2016

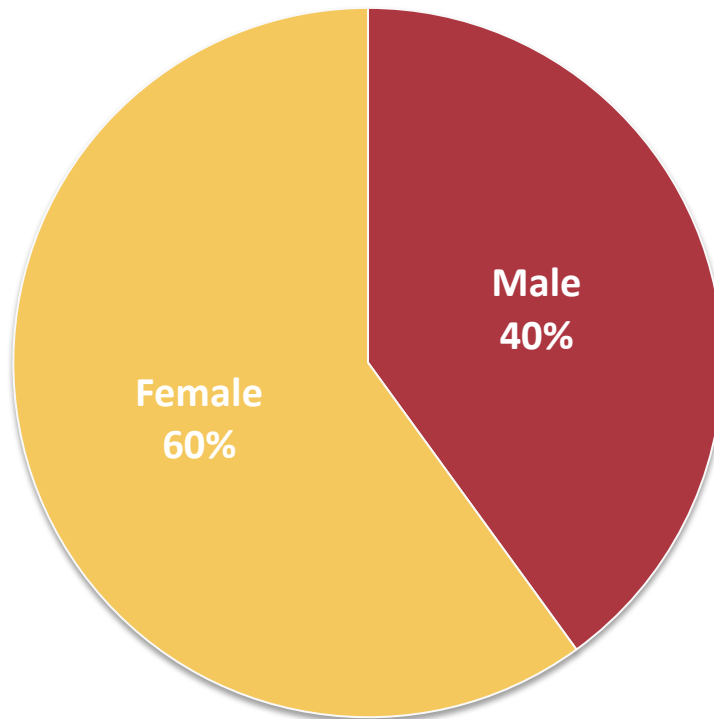
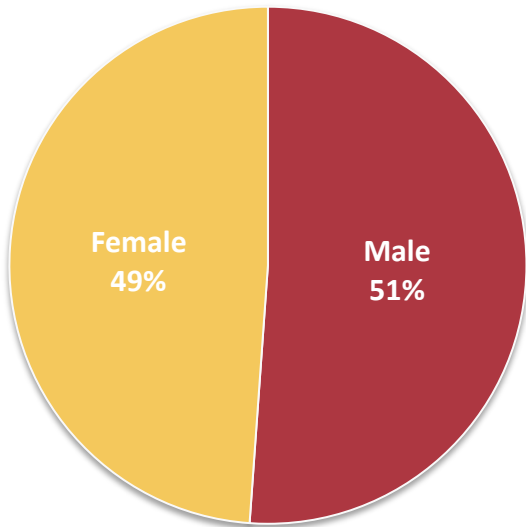
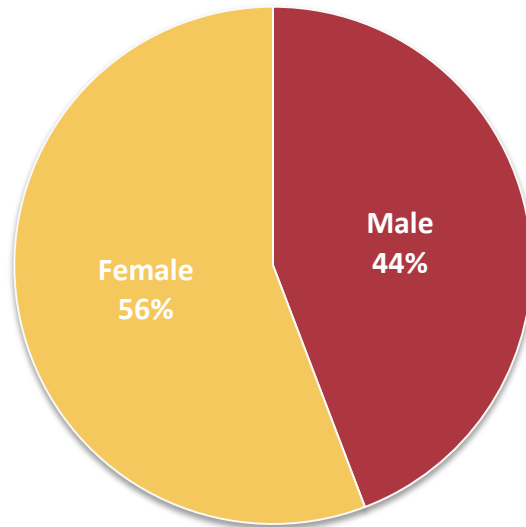


Figure 3: High School Enrollment by Gender, State of Maryland, 2015-2016⁴



⁴ Source: Maryland State Department of Education, MDReportCard.org

Figure 4: College Enrollment by Gender, State of Maryland, Fall 2015⁵



⁵ Source: [Maryland Higher Education Commission Fast Facts 2017](#)

Dual Enrollment Patterns: Free or Reduced Price Meal Status

Free or Reduced Price Meals (FARMS) is an indicator of a student's eligibility to receive low-cost or no-cost meals each school day. Students may be eligible for free or reduced-price meals through participation in certain Federal Assistance Programs or based on their family's income falling below a specified poverty threshold. The education community and this report rely on FARMS eligibility to identify socioeconomically disadvantaged students.

Dual enrollment rates for FARMS students increased 7 percentage points in 2015-2016 to 22% from 15% in 2010-2011. This increase translates to almost an additional 1,500 FARMS students participating in dual enrollment opportunities. Table 4 provides annual FARMS and Non-FARMS enrollment data.

Table 4: Dual Enrollment Counts and Percentage by Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, Trend 2011-2016

Academic Year	Total Dual Enrollment	FARMS		Non-FARMS	
		Number	Percent	Number	Percent
2010-2011	4,544	703	15.5%	3,841	84.5%
2011-2012	4,330	649	15.0%	3,681	85.0%
2012-2013	5,308	890	16.8%	4,418	83.2%
2013-2014	7,214	1,531	21.2%	5,683	78.8%
2014-2015	8,547	1,990	23.3%	6,557	76.7%
2015-2016	9,761	2,188	22.4%	7,573	77.6%

Although the number of FARMS dual enrollments continues to increase, this population is still underrepresented amongst dual enrollees. FARMS students comprised 38% of all public high school students, yet only 22% of dual enrollment students.

Figure 5 and Figure 6 provide information on overall high school enrollment levels of FARMS students as compared to FARMS dual enrollment levels for 2015-2016.

Figure 5: Dual Enrollment by FARMS Status, State of Maryland, 2015-2016

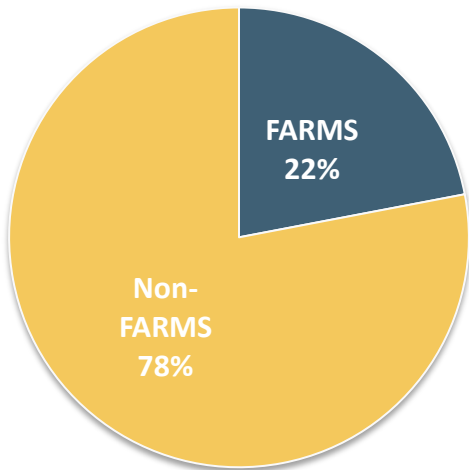
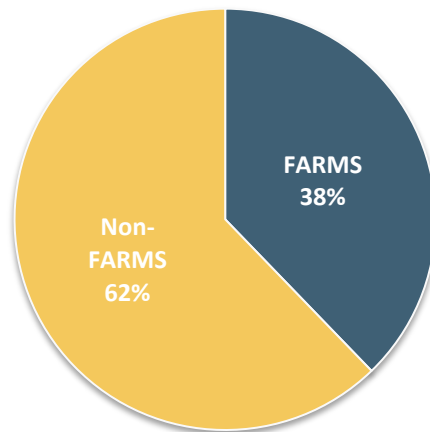


Figure 6: High School Enrollment by FARMS Status, State of Maryland, 2015-2016⁶



⁶Source: Maryland State Department of Education, MDReportCard.org

Dual Enrollment Patterns: Race and Ethnicity

Dual enrollment rates are increasing for African American, Hispanic/Latino, and Asian students. Table 5 provides enrollment numbers and percentages for each racial and ethnic group. The number of African American, Hispanic/Latino, and Asian students dually enrolled tripled from 2010-2011 to 2015-2016.

Collectively, dual enrollment from these three groups accounted for 36% of all dually enrolled students in 2015-2016.

Table 5: Dual Enrollment Counts and Percentage by Race/Ethnicity, State of Maryland, Trend 2011-2016

Academic Year	Total Dual Enrollment	Asian		Black/African American		Hispanic/Latino		All Others		White		Two or more races	
		N	%	N	%	N	%	N	%	N	%	N	%
2010-2011	4,544	188	4.1%	785	17.3%	194	4.3%	30	0.7%	3,222	70.9%	125	2.8%
2011-2012	4,330	184	4.3%	676	15.6%	203	4.7%	35	0.8%	3,083	71.2%	149	3.4%
2012-2013	5,308	293	5.5%	919	17.3%	316	6.0%	57	1.1%	3,513	66.2%	210	7.0%
2013-2014	7,214	469	6.5%	1,461	20.3%	471	6.5%	119	1.7%	4,416	61.2%	278	3.9%
2014-2015	8,547	614	7.2%	1,991	23.3%	597	7.0%	114	1.3%	4,910	57.5%	321	3.8%
2015-2016	9,761	705	7.2%	2,317	23.7%	657	6.7%	329	3.4%	5,352	54.8%	401	4.1%

Despite gains in dual enrollment participation rates for African American and Hispanic/Latino students, both groups are underrepresented when compared to the overall racial and ethnic composition of Maryland high schools in 2015-2016. By contrast, Asian student participation rates for dual enrollment equaled that of their high school enrollment. Figure 7, Figure 8 and Figure 9 provide information on racial and ethnic enrollment distributions for dual enrollment, public high schools, and colleges. African American students comprised 36% of all high school students, yet only 24% of all dually enrolled students. Similarly, Hispanic/Latino students comprised 13% of all high school students, but only 7% of all dually enrolled students. Conversely, white students are overrepresented in the dual enrollment population, comprising 55% of dually enrolled students yet only 42% of all public high school students in Maryland. Interestingly, this trend does not extend to college racial and ethnic patterns. The racial and ethnic composition of Maryland's colleges more closely approximated that of dually enrolled students in 2015-2016.

Figure 7: Dual Enrollment Percentage by Race/Ethnicity, State of Maryland, 2015-2016

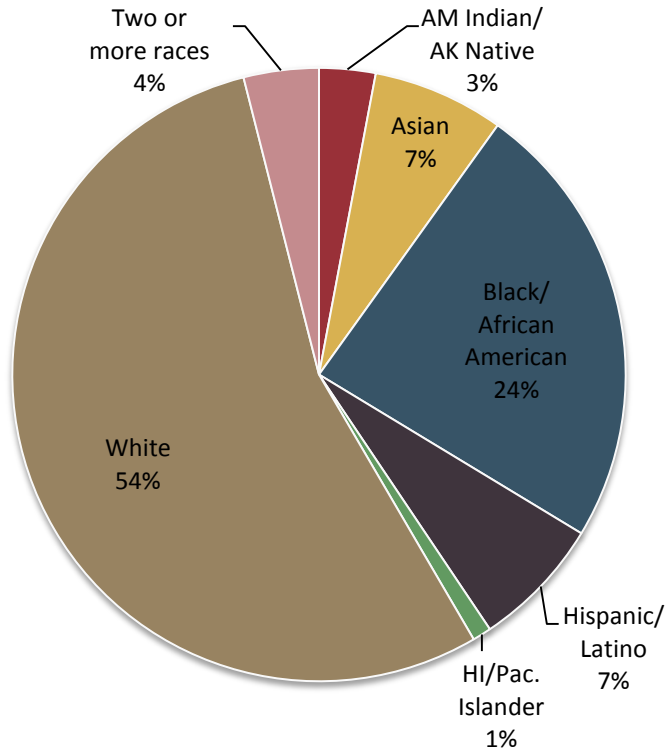


Figure 8: High School Enrollment Percentage by Race/Ethnicity, State of Maryland, 2015-2016⁷

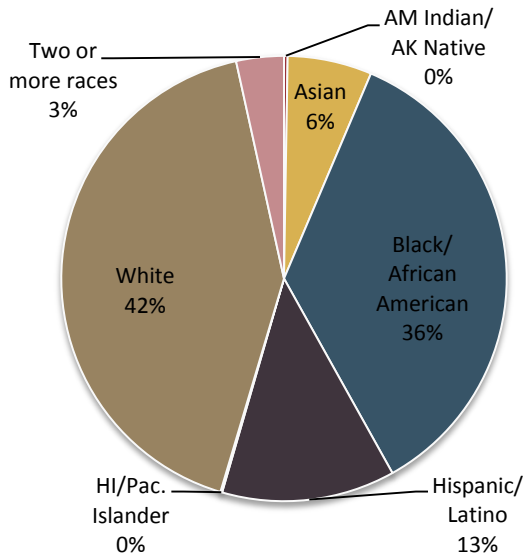
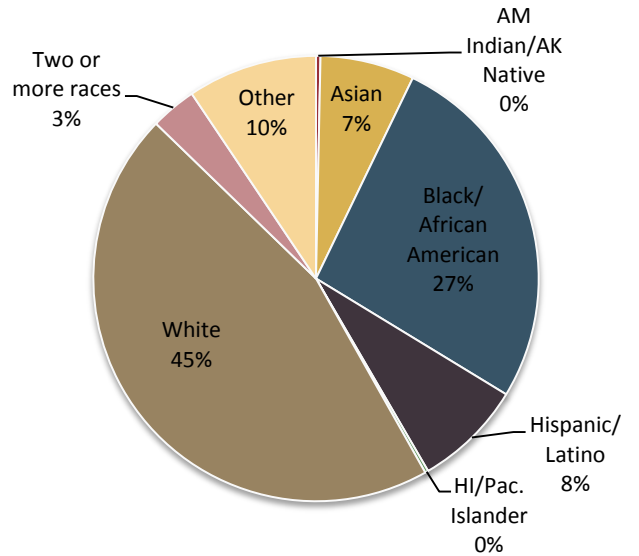


Figure 9: College Enrollment Percentage by Race/Ethnicity, State of Maryland, 2015-2016⁸



⁷ Source: Maryland State Department of Education, MDReportCard.org

⁸ Source: Maryland Higher Education Commission Fast Facts 2017

Grade Level Dual Enrollment Trends

There are two ways to explore dual enrollment by grade level:

1. Distribution of dually enrolled students across grade levels; and
2. Percentage of all students by grade level that were dually enrolled.

Table 6 presents data on how students that are dually enrolled are distributed across grade levels (number 1 above). The distribution of dual enrollment across grade levels varies greatly. The largest share of dually enrolled students were those in 12th grade, although each year there are increases in the share of dually enrolled students in all other grade levels. For example, in 2010-2011, less than 50 9th graders were dually enrolled, compared to 280 in 2015-2016. While 9th grade continues to realize the smallest share of dually enrolled students, 10th grade and 11th grade have realized noteworthy increases since 2010-2011. The percentage of dually enrolled students in 10th grade increased 9 percentage points since 2010-2011, while the percentage of 11th grade students increased 16 percentage points. These percentage point increases translated to an almost tenfold increase in total numbers of students dually enrolled in grades 9, 10, and 11 from 2010-2011 to 2015-2016.

Table 6: Dual Enrollment Total Counts and Percentage by Grade Level, State of Maryland, Trend 2011-2016

Academic Year	Total Dual Enrollment	Grade 9		Grade 10		Grade 11		Grade 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2010-2011	4,544	24	1%	61	1%	238	5%	4,221	93%
2011-2012	4,330	27	1%	74	2%	266	6%	3,963	92%
2012-2013	5,308	124	2%	386	7%	809	15%	3,989	75%
2013-2014	7,214	257	4%	565	8%	1,437	20%	4,955	69%
2014-2015	8,547	280	3%	688	8%	1,926	23%	5,653	66%
2015-2016	9,761	280	3%	956	10%	2,052	21%	6,473	66%

Table 7 provides a different perspective on the distribution of dual enrollment by grade level. This table presents dual enrollment as a share of total students enrolled by grade level (number 2 above). Grades 9, 10, and 11 had the smallest participation rates compared to grade 12. While the grade level participation rates were low compared to 12th grade, the change in the total numbers of dually enrolled students in these lower grade levels also increased tenfold from 2010-2011 to 2015-2016.

Table 7: Dual Enrollment as a Percentage of Grade Level Enrollment, State of Maryland, Comparison 2010-2011 and 2015-2016⁹

Grade	2010-2011			2015-2016		
	Total Enrollment*	Dual Enrollment	Percentage of Grade Level Dually Enrolled	Total Enrollment*	Dual Enrollment	Percentage of Grade Level Dually Enrolled
Grade 9	74,620	24	<1%	71,516	280	<1%
Grade 10	67,871	61	<1%	63,927	956	1.5%
Grade 11	62,481	238	<1%	59,558	2,052	3%
Grade 12	61,182	4,221	7%	58,534	6,473	11%

⁹ Source: Maryland State Department of Education, MDReportCard.org, Data Download, Enrollment Data Files, 2011 and 2015

Dual Enrollment in Maryland

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Dual enrollment by grade levels can also be explored by demographic groups. Table 8, Table 9, and Table 10 provide data on dual enrollment for each grade level by gender, FARMS, and race/ethnicity. The dual enrollment patterns across each group-grade level are generally consistent with overall dual enrollment grade level patterns. For example, 3% of dually enrolled students were in the 9th grade. Similarly, of male students dually enrolled, 2% were in 9th grade.

Table 8: Dual Enrollment Counts and Percentage by Grade Level and Gender, State of Maryland, 2015-2016

Gender	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	9,761	3%	10%	21%	66%
Male	3,933	2%	11%	20%	67%
Female	5,828	3%	9%	22%	66%

Overall, 66% of dually enrolled students were in the 12th grade. Similarly, 60% FARMS and 68% of Non-FARMS students that were dually enrolled were in the 12th grade.

Table 9: Dual Enrollment Counts and Percentage by Grade Level and Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, 2015-2016

FARMS Status	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	9,761	3%	10%	21%	66%
FARMS	2,188	4%	11%	25%	60%
Non-FARMS	7,573	2%	9%	20%	68%

These enrollment distribution patterns are consistent across most student groups with the exception of some racial and ethnic groups. Overall, 21% of dually enrolled students are in the 11th grade and 66% are in the 12th grade. These two specific grade level distributions are not consistent for Asian and African American students who have larger percentage enrollments in 10th and 11th grade and lower enrollments in 12th grade.

Table 10: Dual Enrollment Counts and Percentage by Grade Level and Race/Ethnicity, State of Maryland, 2015-2016

Race/Ethnicity	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	9,761	3%	10%	21%	66%
American Indian/Alaskan Native	314	≤4%	≤4%	10%	≥80%
Asian	705	5%	14%	30%	51%
Black/African American	2,317	6%	17%	28%	49%
Hispanic/Latino	657	3%	10%	21%	66%
Hawaiian/Pacific Islander	15	*	*	*	≥70%
White	5,352	1%	7%	18%	74%
Two or more races	401	2%	9%	20%	69%

*Indicates the data were suppressed because of the small size of the population.

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Finally, Table 11 provides the total number dually enrolled students by grade level for each school system. School system grade level dual enrollment patterns were similar to those of the overall state patterns with a few notable exceptions. In Prince George’s school system, 33% of their dually enrolled students were in 12th, half of the statewide rate of 66%. Conversely, Prince George’s dually enrolled students at more than double the statewide rates in grades 9 and 10. This trend was also present in six other school systems (Baltimore City, Calvert, Charles, Garrett, Howard, and St. Mary’s). In each of these school systems, the school’s percentage dually enrolled students in 10th was approximately double that of the statewide rate. Other school systems had 12th grade dual enrollment rates below the statewide rate. Baltimore City, Calvert, Charles, Dorchester, Howard, and St. Mary’s all had a lower percentage of dually enrolled students in 12th grade. Further, the dual enrollment grade level distributions at four school systems were almost exclusive to 12th grade (Allegany, Cecil, Harford, and Kent). Finally, nine school systems had no 9th grade students dually enrolled (Allegany, Caroline, Dorchester, Garrett, Kent, Queen Anne’s, Washington, Wicomico, and Worcester).

Table 11: Total Enrollment and Dual Enrollment Counts and Percentage by School System and Grade Level, 2015-2016

School System ¹⁰	Total High School Student Enrollment ¹¹	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	253,096	9,761	3%	10%	21%	66%
Allegany	2,559	158	0%	0%	1%	99%
Anne Arundel	22,671	822	2%	4%	10%	84%
Baltimore City	21,746	227	4%	23%	26%	48%
Baltimore	31,015	1,408	3%	8%	24%	65%
Calvert	5,165	219	2%	25%	29%	44%
Caroline	1,522	73	0%	0%	34%	66%
Carroll	8,355	324	1%	2%	19%	77%
Cecil	4,720	277	1%	1%	7%	91%
Charles	8,409	348	2%	18%	32%	48%
Dorchester	1,251	66	0%	5%	47%	48%
Frederick	12,355	1,098	1%	3%	12%	85%
Garrett	1,121	102	0%	25%	10%	66%
Harford	11,311	569	1%	1%	6%	93%
Howard	16,621	561	5%	21%	27%	47%
Kent	566	21	0%	5%	5%	90%
Montgomery	46,122	749	2%	9%	21%	68%
Prince George's	35,390	1,237	11%	22%	34%	33%
Queen Anne's	2,237	81	0%	1%	22%	77%
St. Mary's	4,929	320	1%	24%	30%	45%
Somerset	748	80	1%	0%	46%	53%
Talbot	1,354	105	1%	1%	41%	57%
Washington	6,606	614	0%	4%	17%	78%
Wicomico	4,084	188	0%	2%	18%	80%

¹⁰ The SEED School of Maryland is reported in the State of Maryland total because of the small size of the population.

¹¹ Source: Maryland State Department of Education, MDReportCard.org

School System ¹⁰	Total High School Student Enrollment ¹¹	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
Worcester	2,035	107	0%	3%	15%	82%

Postsecondary Segments and Institutions

The vast majority of dual enrollment is completed through Maryland Community Colleges, which enrolled 94% of all dually enrolled students. Figure 10 provides data on dual enrollment by college segment. Comparatively, as seen in Figure 10 and Figure 11, only 36% of all degree-seeking students in Maryland are enrolled in community colleges.

Figure 10: Dual Enrollment Percentage by College Segment, State of Maryland, 2015-2016

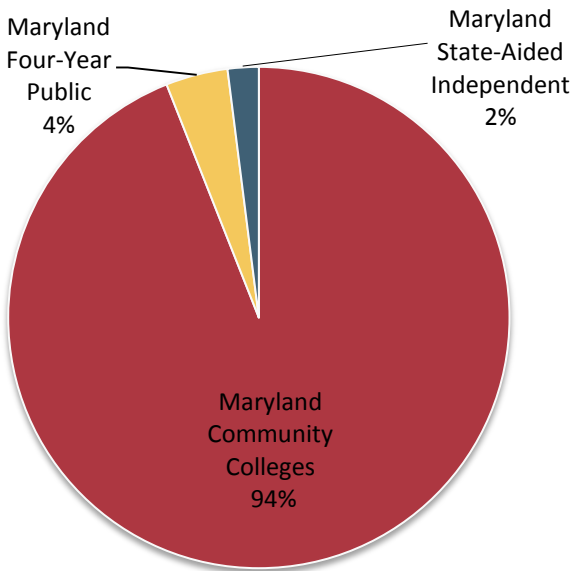
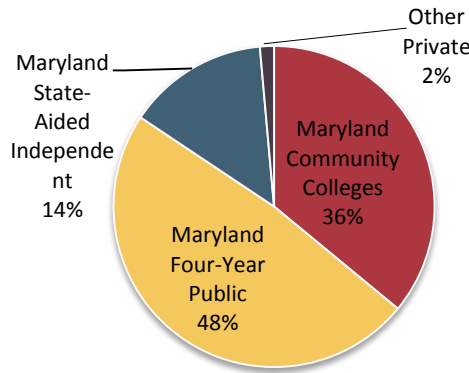


Figure 11: Degree-seeking College Enrollment Percentage by College Segment, State of Maryland, 2015-2016¹²



Dual enrollment not only increases the overall student population at a college, it changes the composition of the student body. Dual enrollment students are younger than traditional college students and may require different support services, instructional methods, and faculty engagement than traditional college students. Table 12 shows that Maryland’s Community College segment experiences a 7% population increase over their degree-seeking students by the addition of dual enrollment students. Comparatively, Maryland’s Four-Year Public and State-Aided Independent segments experience less than a 1% population increase through the presence of dual enrollment students.

¹² Source: [Maryland Higher Education Commission Fast Facts 2017](#)

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Table 12: College Enrollment and Dual Enrollment Counts by College Segment, State of Maryland, 2015-2016

Postsecondary Segment	Degree Seeking Segment College Enrollment ¹³	Total Dual Enrollment	Segment Population Increase
Maryland Community Colleges	129,407	9,167	7%
Maryland Four-Year Public Institutions	173,996	397	<1%
Maryland State-Aided Independent Institutions	51,135	197	<1%

These enrollment patterns and population impacts were not uniform across institutions within each segment as seen in

Table 13. The College of Southern Maryland, Community College of Baltimore County, Frederick Community College, and Prince George’s Community College realized the largest percentages of dually enrolled students within the Community College segment. Conversely, Frederick Community College, Hagerstown Community College, Chesapeake Community College and Garrett Community College experienced the largest population increases, although three of those institutions receive small percentages of the dually enrolled students from the Community College segment.

University of Maryland, College Park received the largest percentage of dually enrolled students within in the 4-Year Public segment. Johns Hopkins University enrolled 65% of all dually enrolled students enrolled within the State-Aided Independent segment. For both of these institutions, the inclusion of dually enrolled students increased their overall undergraduate enrollments by 2% or less.

¹³ Source: [Maryland Higher Education Commission Fast Facts 2017](#)

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Table 13: Degree-Seeking Undergraduate Enrollment, Percentage of Dual Enrollment and Percentage by College and Segment, State of Maryland, 2015-2016

Maryland Community Colleges	Fall Undergraduate College Enrollment ¹⁴	Percentage of Segment's Dual Enrollment	College Population Increase
Allegany College of Maryland	3,091	2%	6%
Anne Arundel Community College	14,689	9%	5%
Baltimore City Community College	4,060	1%	2%
Carroll Community College	3,542	3%	7%
Cecil Community College	2,591	3%	10%
Chesapeake College	2,264	3%	11%
College of Southern Maryland	8,166	10%	10%
Community College of Baltimore County	22,179	16%	6%
Frederick Community College	6,197	12%	15%
Garrett College	712	1%	11%
Hagerstown Community College	4,276	7%	13%
Harford Community College	6,520	6%	8%
Howard Community College	9,632	6%	5%
Montgomery College	25,320	7%	2%
Prince George's Community College	13,040	12%	8%
Wor-Wic Community College	3,128	3%	8%
Maryland Four-Year Public Institutions	Fall Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
Bowie State University	4,315	10%	1%
Coppin State University	2,668	5%	1%
Frostburg State University	4,961	5%	0%
Morgan State University	6,319	≤5%	-
St. Mary's College of Maryland	1,745	8%	2%
Salisbury University	7,849	6%	0%
Towson University	19,049	3%	0%
University of Baltimore	3,344	≤5%	-
University of Maryland, Baltimore	866	0%	0%
University of Maryland, Baltimore County	11,243	≤5%	-
University of Maryland, College Park	27,443	41%	1%
University of Maryland University College	37,355	7%	0%
University of Maryland Eastern Shore	3,742	18%	2%

¹⁴ Source: [Maryland Higher Education Commission Data Book 2017](#)

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Maryland State-Aided Independent Institutions	Fall Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
Capitol Technology University	416	*	-
Goucher College	1,472	*	-
Hood College	1,277	*	-
Johns Hopkins University	6,427	65%	2%
Loyola University Maryland	4,068	*	-
Maryland Institute College of Art	1,820	*	-
McDaniel College	1,668	*	-
Mount St. Mary's University	1,795	11%	1%
Notre Dame of Maryland	1,013	*	-
St. John's College Annapolis	406	*	-
Stevenson University	3,700	*	-
Washington Adventist University	877	*	-
Washington College	1,423	*	-

*Indicates the data were suppressed because of the small size of the population.

Lastly, Table 14 provides a final consideration for college segment dual enrollment patterns by presenting data on grade level-segment enrollment patterns. Dually enrolled students, who enrolled in the Community College segment, were predominantly in the 12th grade. Alternatively, dually enrolled students who enroll in the other two segments were somewhat evenly distributed across grades 10, 11 and 12, with the largest proportions enrolled in 11th grade.

Table 14: Dual Enrollment Counts and Percentage by Grade Level and College Segment, State of Maryland, 2015-2016

Postsecondary Segment	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
Maryland Community Colleges	9,167	2%	9%	20%	69%
Maryland Four-Year Public Institutions	397	10%	19%	41%	31%
Maryland State-Aided Independent Institutions	197	9%	29%	39%	23%

Dual Enrollment Course Information

There are two sources of course information for dually enrolled students: 1) the high school and 2) the college.

Course information is available from Maryland State Department of Education (MSDE) for students who dually enrolled through a partnership agreement with the local school system provided the local school system collected and reported the information. Thirty-eight percent of Maryland's dually enrolled students in the academic year 2015-2016 had dual enrollment course information reported from (MSDE). This is an increase from last year where course information was only available for 29% of students.

College course information from the Maryland Higher Education Commission (MHEC) is not yet available. MHEC began collecting course information from colleges in 2016 and it will be available to MLDS in 2017. Table 15 presents the rate at which courses were identified as being taken through partnership agreements for each school system.

Table 15: Percent of Dually Enrolled Students with Dual Enrollment High School Course Information by School System, 2015-2016

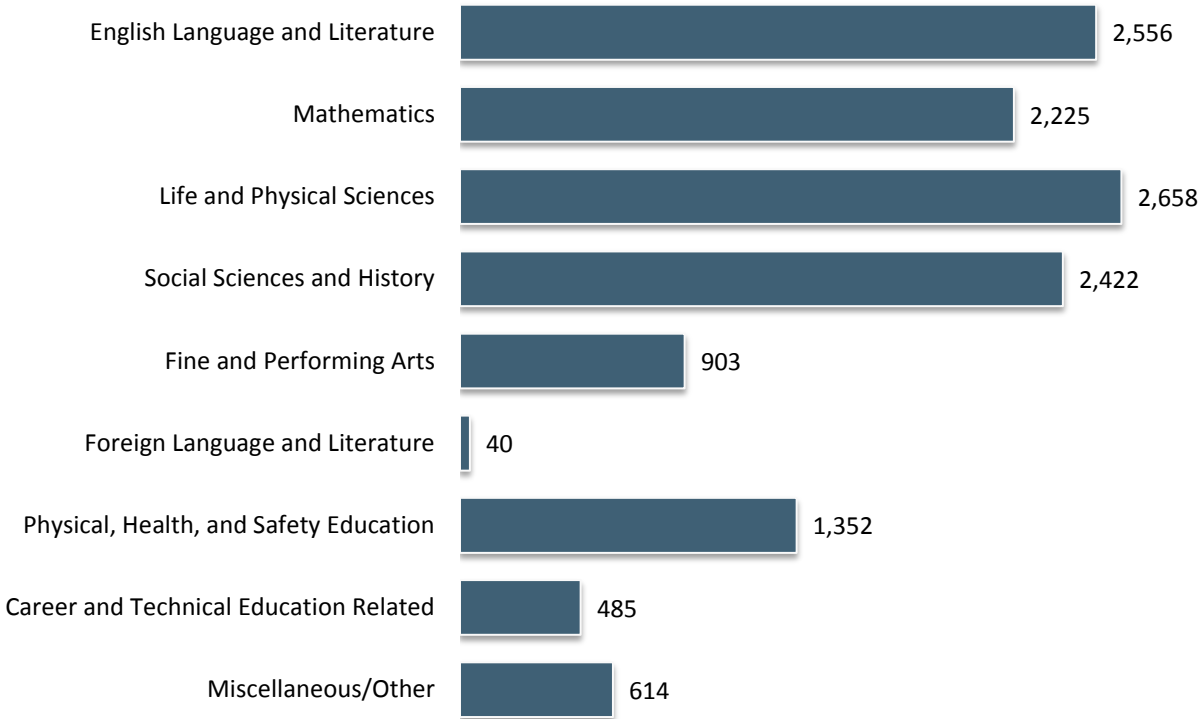
School System ¹⁵	Percentage with Available High School Course Information
State of Maryland	38%
Allegany	90%
Anne Arundel	0%
Baltimore City	12%
Baltimore	10%
Calvert	82%
Caroline	86%
Carroll	88%
Cecil	34%
Charles	56%
Dorchester	65%
Frederick	84%
Garrett	56%
Harford	65%
Howard	8%
Kent	76%
Montgomery	11%
Prince George's	32%
Queen Anne's	5%
St. Mary's	81%
Somerset	64%
Talbot	90%
Washington	9%
Wicomico	62%
Worcester	18%

¹⁵ The SEED School of Maryland is reported in the State of Maryland total because of the small size of the population

Course Taking Patterns

Courses are classified using the School Courses for the Exchange of Data (SCED) classification system. Figure 12 and Table 16 provide data on the total number of dually enrolled students by SCED and school system. There are 22 SCED subject areas. Reported here are the most common subject areas for dual enrollment courses. The remaining SCED subjects were grouped together as a “Miscellaneous/Other” subject area.

Figure 12: Course Information for Dually Enrolled Students by SCED Subject Area, 2015-2016



Available course data indicate that dual enrollment focused on English, math, science and social science courses. Some students pursued coursework in the arts, foreign languages, career and technical training and physical, health and safety education. These findings are consistent with prior year analysis¹⁶. While most school systems participated in dual enrollment through English and math courses, enrollment in other subjects was dominated by Prince George’s school system. Prince George’s accounts for 90% of all life and physical science, 65% of all social sciences and history, 93% of all fine and performing arts, and 93% in physical, health and safety education dual enrollment. Interestingly, Montgomery only participated in one category of courses: career and technical education related courses. Charles is the only other school system with single-subject participation, Math. Course subject enrollment for all other school systems ranged from between 2 and 9 subject areas.

¹⁶ The number of courses classified as miscellaneous/other was drastically reduced in 2015-2016 due to improvements in school system data quality and the expansion of the course classification to report Career and Technical Education courses. Last year, approximately 3,000 courses were identified as either miscellaneous or other compared to 614 for 2015-2016.

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Table 16: Dual Enrollment Course Counts by SCED Subject Areas and School System, 2015-2016

School System	English Lang. and Lit.	Math	Life and Physical Sciences	Social Sciences and History	Fine and Performing Arts	Foreign Lang. and Lit.	Physical, Health, and Safety Ed.	CTE Related	Misc./Other
State of Maryland	2,556	2,225	2,658	2,422	903	40	1,352	485	614
Allegany	229	42	33	34	0	0	0	11	0
Baltimore City	11	1	2	2	1	1	0	0	41
Baltimore	70	9	3	35	1	4	57	10	0
Calvert	65	154	0	0	0	0	0	0	0
Caroline	0	1	0	3	1	0	0	0	175
Carroll	159	69	9	186	16	10	8	139	1
Cecil	0	17	2	84	1	0	0	1	0
Charles	0	194	0	0	0	0	0	0	0
Dorchester	27	13	1	9	2	0	0	1	2
Frederick	785	137	39	251	0	15	0	133	0
Garrett	113	1	19	12	0	0	0	0	0
Harford	39	688	0	0	2	0	2	0	0
Howard	39	0	0	0	0	6	0	0	0
Kent	2	12	4	1	0	2	0	7	0
Montgomery	0	0	0	0	0	0	0	105	0
Prince George's	766	524	2,387	1,578	844	0	1,264	0	386
Queen Anne's	3	0	0	1	0	0	0	0	0
St. Mary's	31	239	0	4	0	0	0	27	0
Somerset	22	0	18	27	0	0	0	0	0
Talbot	52	3	0	75	16	0	15	7	1
Washington	61	48	93	37	19	2	6	44	7
Wicomico	74	69	41	83	0	0	0	0	1
Worcester	8	4	7	0	0	0	0	0	0

College Enrollment Patterns

The last section of this report explores college enrollment patterns for students dually enrolled in 12th grade, students not dually enrolled in 12th grade, and all 12th grade students. The percentages for college enrollment in the fall following 12th grade for the state and each school system are presented in Table 17.

Statewide, 61% of students who were dually enrolled in 12th grade enroll in college in the fall after their 12th grade year as compared to 39% of students not dually enrolled in 12th grade, and 41% of all 12th grade students. This statewide college enrollment pattern is reflected across all school systems. In all school systems, a higher percentage of students who were dually enrolled in 12th grade enrolled in college in the fall after high school as compared to those not dually enrolled in 12th grade or all 12th grade students. Thirteen counties had college enrollment rates for 12th grade dually enrolled students higher than that of the state, ranging from 63% to 75%. The percentage rate difference varies by the school system. Howard had the smallest gap between dually enrolled 12th grade students non-dually enrolled 12th grade students, and Caroline the largest gap between 8 and 47 percentage points respectively.

Table 17: Percent of 12th Grade Students with Subsequent College Enrollment in Fall 2016 by Dual Enrollment Status, 2015-2016

School System	Dually Enrolled in 12 th Grade	Not Dually Enrolled in 12 th Grade ¹⁷	All 12 th Grade Students
State of Maryland	61%	39%	41%
Allegany	71%	28%	38%
Anne Arundel	63%	38%	41%
Baltimore City	59%	29%	30%
Baltimore	65%	39%	42%
Calvert	62%	42%	44%
Caroline	75%	28%	34%
Carroll	60%	45%	47%
Cecil	56%	29%	35%
Charles	67%	40%	42%
Dorchester	69%	25%	30%
Frederick	55%	40%	44%
Garrett	63%	36%	42%
Harford	60%	43%	47%
Howard	60%	52%	53%
Kent	53%	24%	28%
Montgomery	57%	44%	44%
Prince George's	62%	35%	36%
Queen Anne's	56%	35%	38%
St. Mary's	69%	35%	39%
Somerset	69%	26%	37%
Talbot	63%	37%	42%
Washington	58%	25%	35%
Wicomico	65%	37%	41%
Worcester	61%	37%	41%

¹⁷ Students identified as “not dually enrolled in 12th grade” may have been dually enrolled in 9th, 10th, or 11th grades. Additionally, some students may not have enrolled in college in the fall as they may have completed an Associate’s degree concurrent to high school and not continued on for a higher level college degree.

These results should be interpreted with caution because a greater percentage of dually enrolled students were female, white, and not eligible for FARMs, all characteristics associated with greater likelihood of enrolling in college.

Summary

The Maryland College and Career Readiness and College Completion Act of 2013 (CCR-CCA) sought to expand dual enrollment across the state both by encouraging participation and offering funding to support participation. CCR-CCA established rules for the tuition and fees could be charged to dually enrolled students and created the Early College Access Grant to offer financial support to dual enrollment students. These measures are recognized as critical to increasing dual enrollment participation. While total dual enrollment rates may still be low within Maryland, the data reflect a distinct increase in dual enrollment participation overall as well as among lower socio-economic students and racial/ethnic minorities after the passage of the CCR-CCA in 2013.

The data presented indicate that participation rates for underserved groups, such as racial/ethnic minorities and lower-socioeconomic students are increasing. Increasing participation rates amongst these groups of students may be critical to expanding access to college for groups that are otherwise underrepresented in college. Further, the data show an upward trend in participation in dual enrollment of 9th and 10th grade students. The expansion of dual enrollment to lower grade levels may play an important role in academic preparedness as students who pursue dual enrollment earlier in their high school careers may be able to take both more courses and courses that increase in academic rigor, providing a solid foundation to begin their college careers.

Despite positive trends, limited conclusions can be drawn about Maryland's dual enrollment programs from the data in this report, particularly when comparing data across school systems. Students access dual enrollment in different ways within each school systems. These differences could be due to the terms of partnership agreements, geographic location, course delivery, or other factors. Course subject offerings and scheduling also create variation in dual enrollment programs across school systems and may impact participation. It is possible that the courses offered through dual enrollment do not align to college and career interests for some students, or they are offered at times that create scheduling conflicts, either at school or home. Further, not all students have easy access to colleges. Student's participation may be limited due to the distance to college, lack of transportation, or other similar barriers.

More research is needed to understand how variations in program structure and course offerings effect which students dually enroll and how dual enrollment programs relate to college enrollment, academic preparation, and college performance. The data presented in this report identifies trends in dual enrollment that policymakers and other stakeholders can evaluate to understand the impact of CCR-CCA on dual enrollment in Maryland.

More information

The MLDS Center Research Branch is in the process of conducting rigorous research on the causal impacts of dual enrollment on postsecondary and workforce outcomes. These analyses match each dually enrolled student to a student who was not dually enrolled on demographic characteristics, program participation, school system, academic achievement, and distance to a college. This approach provides confidence that the effect found is actually due to dual enrollment, rather than due to student characteristics or school/school system characteristics that may relate to better outcomes. Preliminary findings were presented at the [MLDS Center research series](#) and the research report is expected to be published early in 2018.

Additional information on Dual Enrollment Trends is available on the [MLDS Center website](#) as a series of dashboards. These dashboards provide supplemental information on dually enrolled Maryland public high school students. The dashboards are available here:

- [Statewide Dual Enrollment Trends](#)
- [County Dual Enrollment Trends](#)

Appendix

Table A.1: SCED Course Numbers, Subject Area, and Names for all Dual Enrollment courses by LEA 24

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Table A.1: SCED Course Numbers, Subject Area, and Names for all Dual Enrollment courses by LEA

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Allegany	01037	English Language and Literature	LANGUAGE ARTS—GENERAL	COLLEGE ENGLISH
Allegany	01199	English Language and Literature	SPEECH—OTHER	COLL SPEECH
Allegany	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALGEBRA
Allegany	02209	Mathematics	PROBABILITY AND STATISTICS—OTHER	COLL PROB & STAT
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY I
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY II
Allegany	04254	Social Sciences and History	PSYCHOLOGY	COLL PSYCHOLOGY
Allegany	10008	Computer and Information Sciences	PARTICULAR TOPICS IN COMPUTER LITERACY	COLLEGE COMPUTER LITERACY
Allegany	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL COMPUTER LOGIC
Baltimore City	01001	English Language and Literature	ENGLISH/LANGUAGE ARTS I (9TH GRADE)	ENGLISH 101 @ BCCC
Baltimore City	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	YEAR 1 SEMINAR
Baltimore City	01061	English Language and Literature	LITERATURE OF A GENRE	THE GOLDEN AGE OF KUNG FU CINEMA
Baltimore City	01063	English Language and Literature	LITERATURE OF A PLACE	LITERATURE OF THE CITY
Baltimore City	01151	English Language and Literature	PUBLIC SPEAKING	SPEECH 101 @ BCCC
Baltimore City	02056	Mathematics	ALGEBRA II	COLLEGE ALGEBRA
Baltimore City	03051	Life and Physical Sciences	BIOLOGY	COLLEGE BIOLOGY
Baltimore City	03151	Life and Physical Sciences	PHYSICS	COLLEGE PHYSICS
Baltimore City	04053	Social Sciences and History	MODERN WORLD HISTORY	HISTORY 152 @ BCCC
Baltimore City	04109	Social Sciences and History	PARTICULAR TOPICS IN U.S. HISTORY	AMERICAN CITIES
Baltimore City	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	ISSUES IN CONTEMPORARY ART
Baltimore City	06101	Foreign Language and Literature	SPANISH I	COLLEGE SPANISH I
Baltimore City	22999	Miscellaneous	MISCELLANEOUS—OTHER	DUAL ENROLLMENT
Baltimore	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	COLL: ENGLISH 11
Baltimore	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	COLL: ENGLISH 12
Baltimore	02106	Mathematics	TRIGONOMETRY/ALGEBRA	COLL: TRIGONOMETRY W/ALGEBRA
Baltimore	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	COLL: ALGEBRA COLLEGE
Baltimore	02110	Mathematics	PRE-CALCULUS	COLL: PRE-CALCULUS
Baltimore	02202	Mathematics	INFERENTIAL PROBABILITY AND STATISTICS	COLL: STATISTICS&PROBABILITY
Baltimore	03101	Life and Physical Sciences	CHEMISTRY	COLL: CHEMISTRY
Baltimore	04103	Social Sciences and History	MODERN U.S. HISTORY	COLL: US HISTORY
Baltimore	04201	Social Sciences and History	ECONOMICS	COLL:ECONOMICS & PUB ISSUES
Baltimore	04254	Social Sciences and History	PSYCHOLOGY	COLL: PSYCHOLOGY
Baltimore	04306	Social Sciences and History	PHILOSOPHY	COLL: PHILOSOPHY
Baltimore	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	COLL: THEATRE ARTS 1
Baltimore	06101	Foreign Language and Literature	SPANISH I	COLL: SPANISH 1
Baltimore	06422	Foreign Language and Literature	JAPANESE II	COLL: JAPANESE 2

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School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Baltimore	08016	Physical, Health, and Safety Education	LIFETIME FITNESS EDUCATION	COLL: PE FITNESS FOUNDATIONS/M
Baltimore	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	COLL: HEALTH
Baltimore	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL: COMP SCI PRINCIPLES
Baltimore	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL:FOUNDATIONS OF COMP SCI
Baltimore	10154	Computer and Information Sciences	C++ PROGRAMMING	COLL: C++ PROGRAM LANGUAGE
Baltimore	12055	Business and Marketing	BUSINESS PRINCIPLES AND MANAGEMENT	COLL:PRIN OF BUSINESSADMIN&MGT
Baltimore	12104	Business and Marketing	ACCOUNTING	COLL:PRINCIPLES OF ACCOUNTING
Baltimore	19052	Human Services	CHILD DEVELOPMENT	COLL: CHILD DEVELOPMENT ERP1
Calvert	01103	English Language and Literature	COMPOSITION	HONORS COMPOSITION & RHETORIC
Calvert	02057	Mathematics	ALGEBRA III	ALGEBRA 3
Calvert	02110	Mathematics	PRE-CALCULUS	ACADEMIC PRE-CALCULUS & TRIG
Calvert	02110	Mathematics	PRE-CALCULUS	HONORS PRE-CALCULUS & TRIG
Caroline	02201	Mathematics	PROBABILITY AND STATISTICS	DE STATISTICS
Caroline	04099	Social Sciences and History	WORLD HISTORY—OTHER	DE WORLD CIVILIZATION
Caroline	05152	Fine and Performing Arts	ART HISTORY	DE INTRODUCTION TO ART
Caroline	22999	Miscellaneous	MISCELLANEOUS—OTHER	DUAL ENROLL
Caroline	22999	Miscellaneous	MISCELLANEOUS—OTHER	DUAL ENROLL-2
Caroline	22999	Miscellaneous	MISCELLANEOUS—OTHER	ENGLISH COMP 101 DUAL ENR
Caroline	22999	Miscellaneous	MISCELLANEOUS—OTHER	INTRO TO LITERATURE 102 DUAL ENR
Carroll	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	DUAL ENROLLMENT - ENGLISH
Carroll	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	CONCURRENT ENROLLMENT - READ
Carroll	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	DUAL ENROLLMENT - ENGLISH
Carroll	02999	Mathematics	MATHEMATICS—OTHER	CONCURRENT ENROLLMENT - MATH
Carroll	02999	Mathematics	MATHEMATICS—OTHER	DUAL ENROLLMENT - MATHEMATICS
Carroll	03099	Life and Physical Sciences	BIOLOGY—OTHER	DUAL ENROLLMENT - BIOLOGY
Carroll	03199	Life and Physical Sciences	PHYSICS—OTHER	DUAL ENROLLMENT - PHYSICS
Carroll	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	DUAL ENROLLMENT - SCIENCE
Carroll	04099	Social Sciences and History	WORLD HISTORY—OTHER	DUAL ENROLLMENT - WORLD HIST
Carroll	04149	Social Sciences and History	U.S. HISTORY—OTHER	DUAL ENROLLMENT - US HISTORY
Carroll	04199	Social Sciences and History	GOVERNMENT, POLITICS AND LAW—OTHER	DUAL ENROLLMENT - GOVERNMENT
Carroll	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	DUAL ENROLLMENT - SOC STUDIES
Carroll	05139	Fine and Performing Arts	MUSIC—GENERAL	DUAL ENROLLMENT - MUSIC
Carroll	05199	Fine and Performing Arts	VISUAL ARTS—OTHER	DUAL ENROLLMENT - ART
Carroll	06999	Foreign Language and Literature	FOREIGN LANGUAGE AND LITERATURE—OTHER	DUAL ENROLLMENT - WORLD LANG
Carroll	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DUAL ENROLLMENT - PHYSICAL ED

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Carroll	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	DUAL ENROLLMENT - HEALTH
Carroll	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	DUAL ENROLLMENT - COMPUTER SCI
Carroll	12055	Business and Marketing	BUSINESS PRINCIPLES AND MANAGEMENT	ADV BUSINESS MANAGEMENT
Carroll	12142	Business and Marketing	CTE-ADVANCED ACCOUNTING	ACCOUNTING II
Carroll	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	DUAL ENROLLMENT - BUSINESS
Carroll	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	DUAL ENROLLMENT - FIN LIT
Carroll	14261	Health Care Sciences	CTE-PRINCIPLES OF THE BIOMEDICAL SCIENCES	PRINC OF BIOMEDICAL SCIENCES
Carroll	14262	Health Care Sciences	CTE-HUMAN BODY SYSTEMS	HUMAN BODY SYSTEMS
Carroll	14999	Health Care Sciences	HEALTH CARE SCIENCES—OTHER	DUAL ENROLLMENT - HEALTH SCI
Carroll	15999	Public, Protective, and Government Service	PUBLIC, PROTECTIVE, AND GOVERNMENT SERVICE—OTHER	DUAL ENROLLMENT - LAW, PUBLIC
Carroll	21024	Engineering and Technology	CTE-PRINCIPLES OF ENGINEERING- MOVE TO 21018	PRINCIPLES OF ENGINEERING
Carroll	21026	Engineering and Technology	CTE-INTRODUCTION TO ENGINEERING DESIGN- MOVE TO 21017	INTRO ENGINEERING DESIGN
Carroll	21999	Engineering and Technology	ENGINEERING AND TECHNOLOGY—OTHER	DUAL ENROLLMENT - STEM
Carroll	22003	Miscellaneous	STUDY SKILLS	CONCURRENT ENROLLMENT - SKILLS
Cecil	02110	Mathematics	PRE-CALCULUS	DE PRE-CALCULUS
Cecil	02123	Mathematics	DIFFERENTIAL CALCULUS	DE CALCULUS II
Cecil	02201	Mathematics	PROBABILITY AND STATISTICS	DE STATISTICS
Cecil	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	DE HUMAN ANATOMY AND PHYSIOLOGY/LAB
Cecil	03106	Life and Physical Sciences	AP CHEMISTRY	DE CHEMISTRY I
Cecil	04256	Social Sciences and History	AP PSYCHOLOGY	DE PSYCHOLOGY
Cecil	04258	Social Sciences and History	SOCIOLOGY	DE SOCIOLOGY
Cecil	05169	Fine and Performing Arts	MULTIMEDIA ART	DE DIGITAL IMAGING I
Cecil	10203	Computer and Information Sciences	INTERACTIVE MEDIA	DE MODELING AND ANIMATION I
Charles	02110	Mathematics	PRE-CALCULUS	PRE-CALC-H
Dorchester	01005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	DUAL ENROLLMENT - ENGLISH 101
Dorchester	01006	English Language and Literature	AP ENGLISH LITERATURE AND COMPOSITION	DUAL ENROLLMENT - ENGLISH 102
Dorchester	02201	Mathematics	PROBABILITY AND STATISTICS	DUAL ENROLLMENT - STATISTICS
Dorchester	03056	Life and Physical Sciences	AP BIOLOGY	DUAL ENROLLMENT - BIOLOGY 101
Dorchester	04102	Social Sciences and History	EARLY U.S. HISTORY	DUAL ENROLLMENT - HISTORY 201
Dorchester	04258	Social Sciences and History	SOCIOLOGY	DUAL ENROLLMENT - SOCIOLOGY 101
Dorchester	05139	Fine and Performing Arts	MUSIC—GENERAL	DUAL ENROLLMENT - INTRO TO MUSIC
Dorchester	05169	Fine and Performing Arts	MULTIMEDIA ART	DUAL ENROLLMENT - INTRO TO ART
Dorchester	19253	Human Services	NUTRITION AND WELLNESS	DUAL ENROLLMENT - WELLNESS FOR LIFE

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Dorchester	22999	Miscellaneous	MISCELLANEOUS—OTHER	DUAL ENROLLMENT - HUMAN GRWTH & DEV
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG 101 FCC
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG 102 FCC
Frederick	02107	Mathematics	TRIGONOMETRY/ANALYTIC GEOMETRY	TRIG W/GEO 131 FCC
Frederick	02110	Mathematics	PRE-CALCULUS	PRECALC 111 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 1-210 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 2-210 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 3-212 FCC
Frederick	02201	Mathematics	PROBABILITY AND STATISTICS	ELEM STATS 206 FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH 130 FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH 207 FCC
Frederick	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY 101 FCC
Frederick	03149	Life and Physical Sciences	CHEMISTRY—OTHER	CHEMISTRY 101 FCC
Frederick	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	HISTORY 202 FCC
Frederick	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 101 FCC
Frederick	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY 101 FCC
Frederick	06305	Foreign Language and Literature	LATIN V	LATIN 202 FCC
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS 170
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS 190
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS 191
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS 192
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS 193
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS101 COMP SCI FL
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCC CIS101 COMP SCI OC
Frederick	11153	Communications and Audio/Visual Technology	DIGITAL MEDIA DESIGN AND PRODUCTION	FCC CMM 152
Frederick	12051	Business and Marketing	INTRODUCTORY BUSINESS	FCC BU103 INT BUSINESS
Frederick	12104	Business and Marketing	ACCOUNTING	FCC ACCT 101 PRIN ACCT
Frederick	12104	Business and Marketing	ACCOUNTING	FCC ACCT 102 PRIN ACCT2
Garrett	01053	English Language and Literature	LITERATURE	GARRETT COLLEGE ENG102-INTRO TO LIT
Garrett	01103	English Language and Literature	COMPOSITION	GARRETT COLLEGE ENG101-COMPOSITION I
Garrett	01155	English Language and Literature	COMMUNICATIONS	GARRETT COLLEGE SPC101-INTRO TO COMMUNIC
Garrett	02201	Mathematics	PROBABILITY AND STATISTICS	GC MATH 210 STATISTICS
Garrett	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	GARRETT COLLEGE BIO150-GENERAL ECOLOGY

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Garrett	04258	Social Sciences and History	SOCIOLOGY	GARRETT COLLEGE SOC101-PRINCIPLES OF SOC
Harford	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	HCC ENGLISH 101
Harford	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	HCC ENGLISH 206
Harford	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	HCC ENGLISH 102
Harford	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	HCC ENGLISH 204
Harford	02052	Mathematics	ALGEBRA I	HCC MATH 101
Harford	02121	Mathematics	CALCULUS	HCC MATH 203
Harford	02121	Mathematics	CALCULUS	HCC MATH 216
Harford	02125	Mathematics	AP CALCULUS BC	HCC MATH 204
Harford	02999	Mathematics	MATHEMATICS—OTHER	HCC MATH 022
Harford	02999	Mathematics	MATHEMATICS—OTHER	HCC MATH 023
Harford	05159	Fine and Performing Arts	CERAMICS/POTTERY	HCC ART 115
Harford	08001	Physical, Health, and Safety Education	PHYSICAL EDUCATION	HCC PHY ED
Howard	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12
Howard	06122	Foreign Language and Literature	FRENCH II	FRENCH II
Howard	06801	Foreign Language and Literature	AMERICAN SIGN LANGUAGE I	AMERICAN SIGN LANGUAGE I
Howard	06999	Foreign Language and Literature	FOREIGN LANGUAGE AND LITERATURE—OTHER	WORLD LANGUAGE ELECTIVE
Kent	01103	English Language and Literature	COMPOSITION	CC/COMPOSITION/ENG*
Kent	01104	English Language and Literature	CREATIVE WRITING	WC/INTRO TO CREATIVE WRITING*
Kent	02002	Mathematics	GENERAL MATH	CC/FUND OF MATH*
Kent	02069	Mathematics	ALGEBRA—OTHER	CC/ALG/MATH113-101*
Kent	02201	Mathematics	PROBABILITY AND STATISTICS	CC/INTRO TO STATISTICS*
Kent	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	WC/BIOLOGY III*
Kent	03151	Life and Physical Sciences	PHYSICS	WC/PHY 101 COLLEGE PHYSICS I*
Kent	04102	Social Sciences and History	EARLY U.S. HISTORY	CC/US HISTORY I*
Kent	06401	Foreign Language and Literature	CHINESE I	WC/CHINESE*
Kent	11003	Communications and Audio/Visual Technology	PARTICULAR TOPICS IN COMMUNICATION	CC/FUND OF ORAL COMM*
Kent	15054	Public, Protective, and Government Service	LAW ENFORCEMENT	CC/INTRO TO LAW ENFORCEMENT/CRIMINOLOGY*
Montgomery	10154	Computer and Information Sciences	C++ PROGRAMMING	COMPUTER PROG 1B
Montgomery	10157	Computer and Information Sciences	AP COMPUTER SCIENCE A	AP COMP PROG 2B
Montgomery	10158	Computer and Information Sciences	AP COMPUTER SCIENCE AB- MOVE TO 10157	COMP PRG 3 ADV B
Montgomery	10249	Computer and Information Sciences	MEDIA TECHNOLOGY—OTHER	SOFT APP DESGN A
Montgomery	12104	Business and Marketing	ACCOUNTING	ADV ACCT A HON

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Montgomery	12104	Business and Marketing	ACCOUNTING	ADV ACCT B HON
Montgomery	12149	Business and Marketing	FINANCE—OTHER	PERSONAL FINANCE
Montgomery	19052	Human Services	CHILD DEVELOPMENT	ADV CHILD DEV 3B
Montgomery	19198	Human Services	EDUCATION—WORKPLACE EXPERIENCE	ADV INTERN EDUCATION CHILD STUDIES
Montgomery	21103	Engineering and Technology	DRAFTING—ARCHITECTURAL	ARCH DRAFTING TP
Montgomery	21107	Engineering and Technology	CAD DESIGN AND SOFTWARE	CAD TECHNLY TP
Prince George's	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH 12 PART 1 DUAL ENROLLMENT - MATCHES PGCC EGL 10
Prince George's	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH 12 PART 2 DUAL ENROLLMENT - MATCHES PGCC EGL 10
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	CALCULUS 1 DUAL ENROLLMENT SEMESTER
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	CALCULUS 2 DUAL ENROLLMENT SEMESTER
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	COLLEGE ALGEBRA DUAL ENROLLMENT ONLY
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	INTERMEDIATE ALGEBRA DUAL ENROLLMENT
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	INTRODUCTION TO STATISTICS DUAL ENROLLMENT - MATCHES PG
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	PRECALCULUS - AHS@PGCC STUDENTS ONLY
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	QUANTITATIVE MODELING AND REASONING DUAL ENROLLMENT - F
Prince George's	02999	Mathematics	MATHEMATICS—OTHER	TRIGONOMETRY AND ANALYTIC GEOMETRY DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	ANATOMY AND PHYSIOLOGY 2 DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	ANATOMY AND PHYSIOLOGY DUAL ENROLLMENT - MATCHES PGCC B
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	BIOLOGY DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	BIOLOGY LAB DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	HUMAN ANATOMY AND PHYSIOLOGY LAB 1 DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	HUMAN ANATOMY AND PHYSIOLOGY LAB 2 DUAL ENROLLMENT
Prince George's	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	MICROBIOLOGY DUAL ENROLLMENT - MATCHES PGCC BIO 2010 MI
Prince George's	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	PSYCHOLOGY DUAL ENROLLMENT - MATCHES PGCC PSY 1010 GENE
Prince George's	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	SOCIOLOGY DUAL ENROLLMENT - MATCHES

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				PGCC SOC 1010 INTRO
Prince George's	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	WORLD HISTORY 1 DUAL ENROLLMENT - MATCHES PGCC HST 1310
Prince George's	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	WORLD HISTORY 2 DUAL ENROLLMENT - MATCHES PGCC HST 1320
Prince George's	05999	Fine and Performing Arts	VISUAL AND PERFORMING ART—OTHER	INTRODUCTION TO ART DUAL ENROLLMENT
Prince George's	05999	Fine and Performing Arts	VISUAL AND PERFORMING ART—OTHER	MUSIC SURVEY DUAL ENROLLMENT
Prince George's	08999	Physical, Health, and Safety Education	PHYSICAL, HEALTH, AND SAFETY EDUCATION—OTHER	HEALTH ISSUES DUAL ENROLLMENT - MATCHES PGCC HLE 2130 F
Prince George's	08999	Physical, Health, and Safety Education	PHYSICAL, HEALTH, AND SAFETY EDUCATION—OTHER	LIFETIME SPORTS DUAL ENROLLMENT
Prince George's	08999	Physical, Health, and Safety Education	PHYSICAL, HEALTH, AND SAFETY EDUCATION—OTHER	PERSONAL FITNESS 1 DUAL ENROLLMENT - MATCHES PGCC PED 1
Prince George's	22999	Miscellaneous	MISCELLANEOUS—OTHER	SPEECH INTERPERSONAL COMMUNICATIONS DE - MATCHES PGCCS
Queen Anne's	01103	English Language and Literature	COMPOSITION	COMPOSITION
Queen Anne's	04149	Social Sciences and History	U.S. HISTORY—OTHER	US HISTORY I
St. Mary's	01099	English Language and Literature	LITERATURE—OTHER	NA
St. Mary's	02057	Mathematics	ALGEBRA III	ALGEBRA 3 CM
St. Mary's	02069	Mathematics	ALGEBRA—OTHER	NA
St. Mary's	02102	Mathematics	DISCRETE MATHEMATICS	FINITE MATHEMATICS CM
St. Mary's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS CM
St. Mary's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS HON CM
St. Mary's	02121	Mathematics	CALCULUS	CALCULUS CM
St. Mary's	02149	Mathematics	ANALYTIC MATHEMATICS—OTHER	NA
St. Mary's	04063	Social Sciences and History	WESTERN CIVILIZATION	NA
St. Mary's	04255	Social Sciences and History	PARTICULAR TOPICS IN PSYCHOLOGY	NA
St. Mary's	04259	Social Sciences and History	PARTICULAR TOPICS IN SOCIOLOGY	NA
St. Mary's	14999	Health Care Sciences	HEALTH CARE SCIENCES—OTHER	ACAD HEALTH PROF HUM ANAT CM
Somerset	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	FUNDAMENTALS OF ENGLISH I
Somerset	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE - 101
Somerset	04439	Social Sciences and History	SOCIAL STUDIES—GENERAL	WORLD CIVILIZATIONS
Talbot	01103	English Language and Literature	COMPOSITION	CC COMPOSITION
Talbot	01104	English Language and Literature	CREATIVE WRITING	CC CREATIVE WRITING
Talbot	01155	English Language and Literature	COMMUNICATIONS	CC FUNDAMENTALS OF ORAL COMMUNICATION
Talbot	02201	Mathematics	PROBABILITY AND STATISTICS	CC INTRO TO STATISTICS
Talbot	04102	Social Sciences and History	EARLY U.S. HISTORY	CC US HISTORY I

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Talbot	04103	Social Sciences and History	MODERN U.S. HISTORY	CC US HISTORY II
Talbot	04254	Social Sciences and History	PSYCHOLOGY	CC GENERAL PSYCHOLOGY
Talbot	04258	Social Sciences and History	SOCIOLOGY	CC SOCIOLOGY
Talbot	04302	Social Sciences and History	HUMANITIES	CC INTRO TO HUMANITIES
Talbot	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	CC INTRO TO THEATER
Talbot	05189	Fine and Performing Arts	ART—GENERAL	CC INTRO TO ART
Talbot	05203	Fine and Performing Arts	FILM APPRECIATION AND ANALYSIS	CC THE ART OF FILM
Talbot	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC WELLNESS FOR LIFE
Talbot	13207	Manufacturing	WELDING	CC BASIC ARC WELDING
Talbot	13207	Manufacturing	WELDING	CC INTERMEDIATE WELDING
Talbot	22102	Miscellaneous	SCHOOL ORIENTATION	CC FRESHMAN SEMINAR COURSE
Washington	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	BEGIN COMP
Washington	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	COMPLIT
Washington	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	ENG COMP
Washington	01151	English Language and Literature	PUBLIC SPEAKING	HCC PUB SPK
Washington	01151	English Language and Literature	PUBLIC SPEAKING	PUBLIC SPEAKING
Washington	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALG
Washington	02102	Mathematics	DISCRETE MATHEMATICS	DESCRETE MATH
Washington	02110	Mathematics	PRE-CALCULUS	PRE-CALC
Washington	02111	Mathematics	LINEAR ALGEBRA	LINEAR ALGEBRA
Washington	02121	Mathematics	CALCULUS	CALCULUS II
Washington	02121	Mathematics	CALCULUS	CALCULUS III
Washington	02124	Mathematics	AP CALCULUS AB	CALCULUS I
Washington	02126	Mathematics	PARTICULAR TOPICS IN CALCULUS	DIFFERENTIAL EQUATIONS
Washington	02201	Mathematics	PROBABILITY AND STATISTICS	INTRO TO STATS
Washington	03004	Life and Physical Sciences	ASTRONOMY	DESCRIPTIVE ASTRONOMY
Washington	03051	Life and Physical Sciences	BIOLOGY	GEN BIO II
Washington	03051	Life and Physical Sciences	BIOLOGY	GEN BIO II LAB
Washington	03056	Life and Physical Sciences	AP BIOLOGY	BIO LAB
Washington	03056	Life and Physical Sciences	AP BIOLOGY	GEN BIO I
Washington	03056	Life and Physical Sciences	AP BIOLOGY	PRIN BIO
Washington	03056	Life and Physical Sciences	AP BIOLOGY	PRIN BIO II
Washington	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY
Washington	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY LAB
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	CHEM LAB

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Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM II
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM LAB II
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	ORGANIC CHEMISTRY I
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	ORGANIC CHEMISTRY I LAB
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I LAB
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II LAB
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS II
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS III
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS LAB
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS LAB II
Washington	04001	Social Sciences and History	WORLD GEOGRAPHY	WORLD REGIONAL GEO
Washington	04057	Social Sciences and History	AP WORLD HISTORY	WORLD HIST II
Washington	04104	Social Sciences and History	AP U.S. HISTORY	US HISTORY II
Washington	04254	Social Sciences and History	PSYCHOLOGY	GEN PSYCH
Washington	04258	Social Sciences and History	SOCIOLOGY	INTRO SOCIOLOGY
Washington	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY OF SCI TECH
Washington	04306	Social Sciences and History	PHILOSOPHY	INTRO TO PHILOSOPHY
Washington	05004	Fine and Performing Arts	DANCE HISTORY AND APPRECIATION	DANCE APPREC I
Washington	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	HIST ROCK/ROLL
Washington	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	MUSIC APPRECIATION
Washington	05173	Fine and Performing Arts	IB ART/DESIGN	INTRO VIS ARTS
Washington	05199	Fine and Performing Arts	VISUAL ARTS—OTHER	THE ARTS: CREATIVE SYNTHESIS
Washington	06102	Foreign Language and Literature	SPANISH II	ELEM SPANISH II
Washington	06201	Foreign Language and Literature	GERMAN I	ELEM GERMAN I
Washington	07999	Religious Education and Theology	RELIGIOUS EDUCATION AND THEOLOGY— OTHER	WORLD RELIGIONS
Washington	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DIVERSITY/CULTURE IN SPORTS
Washington	08052	Physical, Health, and Safety Education	HEALTH AND FITNESS	PERSONAL HEALTH
Washington	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	INTRO TO INFO TECH
Washington	10016	Computer and Information Sciences	PLTW CYBERSECURITY	CYBERSECURITY TOPICS
Washington	10016	Computer and Information Sciences	PLTW CYBERSECURITY	INTRO CYBERSEC
Washington	10016	Computer and Information Sciences	PLTW CYBERSECURITY	TACTICAL PERIMETER DEFENSE
Washington	10101	Computer and Information Sciences	NETWORK TECHNOLOGY	NETWORK BASICS

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Washington	10108	Computer and Information Sciences	NETWORK SECURITY	INTRO TO SEC FUND
Washington	10154	Computer and Information Sciences	C++ PROGRAMMING	ADV C++ PROG
Washington	10154	Computer and Information Sciences	C++ PROGRAMMING	INTRO C C++
Washington	10256	Computer and Information Sciences	PARTICULAR TOPICS IN INFORMATION SUPPORT AND SERVICES	ETHICS INFORMATION AGE
Washington	10301	Computer and Information Sciences	COMPUTER FORENSICS	COMPUTER FORENSICS I
Washington	12104	Business and Marketing	ACCOUNTING	PRIN OF ACCT
Washington	14051	Health Care Sciences	NURSING	FOUNDATIONS OF NURSING
Washington	14051	Health Care Sciences	NURSING	FOUNDATIONS OF NURSING II
Washington	14051	Health Care Sciences	NURSING	NURSING II CLINICAL
Washington	14051	Health Care Sciences	NURSING	NURSING II LAB
Washington	14252	Health Care Sciences	BIOTECHNOLOGY	INTRO TO BIOTECHNOLOGY
Washington	15051	Public, Protective, and Government Service	CRIMINAL JUSTICE	INTRO CRIM JUS
Washington	19253	Human Services	NUTRITION AND WELLNESS	NUTRITION
Washington	21001	Engineering and Technology	PRE-ENGINEERING TECHNOLOGY	INTRO TO ENGINEERING
Washington	21002	Engineering and Technology	ENGINEERING APPLICATIONS	ENGINEERING STATICS
Washington	21999	Engineering and Technology	ENGINEERING AND TECHNOLOGY—OTHER	STEM SEMINAR I
Wicomico	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	ENGLISH 11 - CL
Wicomico	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 CL
Wicomico	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH CL PREQ NC
Wicomico	02121	Mathematics	CALCULUS	AT SALISBURY UNIVERSITY
Wicomico	02121	Mathematics	CALCULUS	CALCULUS I - CL
Wicomico	02126	Mathematics	PARTICULAR TOPICS IN CALCULUS	CALCULUS II - CL
Wicomico	02201	Mathematics	PROBABILITY AND STATISTICS	STATISTICS AND PROB. CL
Wicomico	02201	Mathematics	PROBABILITY AND STATISTICS	WOR WIC MTH152
Wicomico	03099	Life and Physical Sciences	BIOLOGY—OTHER	ALREADY EARNED AP BIO CREDIT LAST YEAR
Wicomico	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY - CL
Wicomico	03099	Life and Physical Sciences	BIOLOGY—OTHER	PER MOM AND STUDENT TAKING COLLEGE GRADE OVER AP
Wicomico	03149	Life and Physical Sciences	CHEMISTRY—OTHER	CHEMISTRY - CL
Wicomico	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	ENVIRONMENTAL SCI - CL
Wicomico	04062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION 151 CL
Wicomico	04062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION CL PREQ NC
Wicomico	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY - CL
Wicomico	22998	Miscellaneous	MISCELLANEOUS—WORKPLACE EXPERIENCE	OTHER CL NC
Worcester	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	FUNDAMENTALS OF ENGLISH I (DE)

Dual Enrollment in Maryland

December 2017

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Worcester	02106	Mathematics	TRIGONOMETRY/ALGEBRA	COLLEGE ALGEBRA & TRIGONOMETRY (DE)
Worcester	02201	Mathematics	PROBABILITY AND STATISTICS	ELEMENTARY STATISTICS (DE)
Worcester	03101	Life and Physical Sciences	CHEMISTRY	GENERAL CHEMISTRY I (DE)