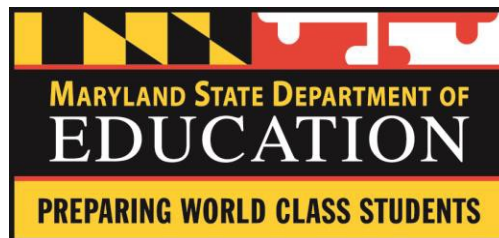


2017 School Year

Maryland Course Catalog

*Guide to Reporting Local School System
Course Data*

Version 6.2



Maryland State Department of Education

Karen B. Salmon, Ph.D.

State Superintendent of Schools

Andrew R. Smarick

President, Maryland State Board of Education

Larry Hogan

Governor

Carol A. Williamson, Ph.D.

Chief Academic Officer

Office of the Deputy for Teaching and Learning

Angela Holocker, Ed.D.

Assistant State Superintendent,

Division of Curriculum, Research, Assessment, and Accountability

Chandra Haislet

Director, Office of Accountability

Division of Curriculum, Research, Assessment, and Accountability

Date	Document Version	Document Revision Description	Document Author
2012	1.0	Creation	-
2013	2.0	Revisions for 2013	-
2014	3.0	Revisions for 2014	-
January 7, 2014	4.0	Revisions for 2015	Laia Tiderman
January 30, 2015	4.1	Included Error Codes and Description in Appendix B	Laia Tiderman
March 2016	5.0	Updates to File Format and Error Codes	Jaime Bowers
April 2017	6.0	Recent Changes documented and manual edited for clarity and consistency	Osh Oshitoye
May 18, 2017	6.1	Appendix C. Table 11: Crosswalk of MSDE to SCED Subject Code updated to match file layout	Osh Oshitoye
June 1, 2017	6.2	Appendix C. Table 11: Title changed to “ <i>SCED to MSDE Subject Area Crosswalk</i> ” and table reorganized to emphasize use of SCED	Osh Oshitoye

Table of Contents

State Superintendent of Schools	2
Governor	2
MSDE Contact Information	8
2017 Due Dates.....	8
Changes for the 2017 School Year	9
Introduction	10
Purpose	10
Summary	10
LEA Responsibilities	11
MSDE Responsibilities.....	11
Reported Courses.....	12
School Codes for the Exchange of Data (SCED)	12
Components of a Reportable Course.....	13
1. Academic Year.....	13
2. LEA Number	13
3. SCED Subject Area.....	13
Table 1: SCED Subject Areas and Associated Codes	13
4. SCED Course Number.....	14
5. Course Level.....	14
Table 2: Course Levels and Descriptions.....	15
6. Available Carnegie Units	16
Table 3: Course Term Lengths and Carnegie Units	17
7. SCED Grade Span	17
Table 4: Grades and Descriptions	18
8. SCED Sequence of Course	18
9. SCED Sequence Total	19
10. MSDE Subject Code.....	19
11. LEA Course Code	19
12. LEA Course Title	19
13. LEA Course Description.....	19

14.	Transition Course or Module	20
15.	LEA Course Credits	20
16.	Course Grade Point Average Applicability	20
17.	Course Content Standards	20
	Table 5: Course Content Standards	20
18.	Assessed Content Area	20
	Table 6: MSDE Subject Codes and Aligned State Assessments	21
19.	High School Course Requirement	21
20.	K-12 End of Course Requirement.....	21
21.	Career Technology Education (CTE) Associated Course	22
22.	Career Technology Education (CTE) Certification Description or Title	22
23.	Family and Consumer Sciences Course Indicator	22
24.	Technology Education Indicator	22
25.	Delivery Type	22
	Table 7: Course Delivery Types.....	22
26.	Instructional Language.....	23
	Table 8: Instructional Language Codes	23
27.	National Collegiate Athletic Association.....	24
28.	IPEDS ID for Institution of Higher Education.....	24
	Table 9: Maryland Course Catalog File Layout (Descriptions and Valid Codes)	25
	How to Report MCC data to MSDE	28
	Comma Separated Values (CSV) File.....	28
	MCC File Naming Convention	28
	APPENDICES	29
	APPENDIX A. MCC Error Codes	30
	Table 10 : MCC Error Codes and Descriptions	30
	APPENDIX B. Frequently Asked Reporting Questions.....	31
	APPENDIX C. SCED to MSDE Subject Area Crosswalk	34
	Table 11: SCED to MSDE Subject Area Codes	34
	SCED Subject Area	34
	SCED Description	34
	Subject	34

Core Academic Subject	34
Assessed Content Area	34
APPENDIX D. MSDE Subject Area Code Descriptions	37
Table 12: MSDE Subject Area Code Descriptions	37
MSDE Subject Area Code Descriptions	37
APPENDIX E. Approved/Conditionally Approved Maryland Online Courses.....	47
Table 13: Maryland Online Courses with associated SCED Codes.....	47
APPENDIX F. Using the MCC Application	49
How to use the MCC Application.....	49
Verification of the Accuracy of the Submitted Course Catalog Data.....	52

Table of Tables

Table 1: SCED Subject Areas and Associated Codes	13
Table 2: SCED Course Levels	15
Table 3: Course Term Lengths and Carnegie Units	17
Table 4: Grades and Descriptions	18
Table 5: Course Content Standards	20
Table 6: MSDE Subject Codes and Aligned State Assessments	21
Table 7: Course Delivery Types	22
Table 8: Instructional Language Codes	23
Table 9: Maryland Course Catalog File Layout (Descriptions and Valid Codes)	25
Table 10 : MCC Error Codes and Descriptions	30
Table 11: MSDE to SCED Subject Area	34
Table 12: MSDE Subject Area Descriptions.....	47
Table 13: Maryland Online Courses with associated SCED Codes.....	47

MSDE Contact Information

Contact: Osh Oshitoye, Ph.D.
Phone: 410-767-0364
Email: osh.oshitoye@maryland.gov
Best Method of Contact is Email

2017 Due Dates

Activity	Date
Data Collection Window Opens	September 6, 2016
Data Collection Window Closes	November 30, 2016
MSDE Review and Corrections	December 1, 2016-January 31, 2017
MCC Data Finalized	June 30, 2017 ¹

¹ The deadline of June 30, 2017 has been set in order to ensure that data is submitted and validated before the data submission for the School Course Grade Teacher (SCGT), which has a deadline of August 15, 2017.

Changes for the 2017 School Year

Changes to the Maryland Course Catalog (MCC) data collection are noted below:

- **PS** (Post-Secondary) has been eliminated from the SCED Grade Span
- **LEA Course Description** string length has been increased from 500 to 1,000
- **Educational Grade Level** has been replaced by Transition Course/Module
- **Assessed Content Area** data values have changed:
 - Social Studies-**SS** has been added
 - Multiple —**MU** has been added
 - Other—**OTH** has been added

 - English/Language Arts/Math-**ELAM** has been removed
 - English/Language Arts/Science-**ELAS** has been removed
 - Mathematics/Science-**MS** has been removed
 - English/Language Arts/Mathematics/Science-**ELAMS** has been removed
- Recording the **IPEDS School Code for Institutions of Higher Education** has changed:
 - If the course is not an IPEDS course, the valid value has change from '**NA**' to '**NONE**'
- Valid values for **Delivery Type** have changed:
 - Dual Certification —**DC** has been removed
 - Work Study/Internship – **WS** has been added
- Valid values for **Course Level** have changed:
 - College Level – **CL** has been removed
 - Transition – **TRN** has been added
 - Module – **MOD** has been added
 - Dual Enrollment – **DE** has been added
- **Instructional Language** codes have changed:
 - Korean – **KR** has been added
- New **MSDE Subject Codes** have been added:
 - Korean – **1014**
 - American Sign Language – **1015**

Introduction

Purpose

The Maryland Course Catalog (MCC) is a course classification and data collection system that contains all courses offered in Maryland Public Schools. The MCC is based on the [School Codes for the Exchange of Data](#) (SCED), which is the national model developed by the National Center for Education Statistics (NCES). Similar to the SCED, the MCC includes information for Prekindergarten through 12th grade.

Summary

The primary goal for the development of the SCED was to assist education agencies and institutions in the efforts to collect and maintain information to help the education system function efficiently and effectively. As such, the SCED is intended to provide educators and data managers with a tool to standardize data and to support instructional decision-making and education outcomes at all levels.

Likewise, the MCC, as the State of Maryland's common course catalog, allows the state to standardize its' course codes while allowing the local education agencies the flexibility to maintain their independent coding system with the only requirement that their codes align to the MCC classifications through links to the SCED and MSDE Subject Codes. As a result, the data collected through the MCC collection has led to the improvement of quality, comparability, and utility of elementary and secondary education data for the State.

The resulting benefits of the MCC are that it:

- Facilitates the efficient exchange of records and student transcripts as a student moves across the education system and transfers from one LEA to another
- Helps LEAs ensure that students are placed in appropriate courses
- Allows staff to look across the LEAs and assess how well students are doing in a particular course; and,
- Allows the LEAs to both determine and, ultimately, provide the courses necessary to meet the needs of their students

The MSDE implemented standard course codes in response to federal and state legislation, which included:

- Md. EDUCATION Code Ann. § 7-112.1. Standardized coursenumbering system.
 - This law requires that the MSDE develop a standardized course numbering system to facilitate the collection of data on student participation in courses offered by the public schools. This course numbering system is to be made available for voluntary adoption by each county school system. Any county school system that does not adopt the State standardized course numbering system is responsible for providing a translation between the county school system's course numbers and those in the State standardized course numbering system.

- Federal HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System
 - This act requires the alignment of secondary school graduation requirements with the demands of 21st century postsecondary endeavors and support for P-16 education data systems.

Information collected through the MCC supports:

- The statewide, longitudinal data system,
- The standardization of student course-taking information,
- The comparison of course offerings among school districts, and
- The use of data to inform education policy and practice to better align K-12 standards and curricula with postsecondary education and career opportunities

Collection of information through the MCC also supports two other MSDE data collections, these are the:

- Student-Course-Grade-Teacher (SCGT), and
- Class Level Membership (CLM)

The MCC does not limit or dictate course offerings at the local level. However, each local education agency (LEA) is responsible for aligning their local courses to MCC classifications. All courses offered in each LEA are reported in the MCC file but do not necessarily have to be offered in the LEA course catalog.

LEA Responsibilities

Each LEA's responsibilities are:

- To annually update the MCC before the LEA submits its Student-Course-Grade-Teacher (SCGT) data collection in July,
- To maintain accurate course information in the Maryland Course Catalog (MCC),
- To adhere to all reporting timelines, and
- To respond promptly and accurately to MSDE edits

MSDE Responsibilities

The responsibilities of the Maryland State Department of Education (MSDE) are:

- To check data for consistency,
- To complete all data checks accurately,
- To adhere to reporting timelines, and
- To promptly return data to the LEAs for clarification, correction, and approval

Reported Courses

LEAs should report all courses offered to students. The types of courses that must be reported include:

- **Scheduled:** These courses are defined by the school and offered at a scheduled time during a specific term such as a semester or quarter. All students begin and complete courses at the same time. This is the traditional high school model.
- **Independent Study:** These courses are defined by the school but the timeframe for beginning and completing the course is determined by the student.
- **Project-Based Learning:** This course of study is designed by the student and the timeframe for beginning and completing the coursework is also determined by the student.
- **Postsecondary Course for High School Credit:** Dual Enrolled students register for and complete postsecondary courses either online or at a college campus. These courses may not be part of a local high school's course offerings. Any postsecondary course identified in a LEA Course Catalog should be reported with the following values:
 - SCED Course Level = Dual Enrollment (**DE**)
 - Delivery Type = Dual Credit (**DC**)
 - IPEDS School Code for Institute of Higher Education = Associated Institution Number

School Codes for the Exchange of Data (SCED)

The School Courses for the Exchange of Data (SCED) is a voluntary, common classification system for prior-to-secondary and secondary school courses. This classification system was developed to meet the need for common, widely understood, standardized course codes that can be used to compare course information, maintain data about students' coursework, and efficiently exchange course-taking records. SCED is based on a 5-digit Course Code that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course.

The SCED was developed by the National Forum on Education Statistics. It is updated and maintained by a working group of state and local education agency representatives who receive suggestions and assistance from a wide network of subject matter experts at the national, state, and local levels. As a result, SCED is designed to be flexible enough that education agencies can modify it to meet their needs.

All individuals who are responsible for working with the MCC should have a thorough understanding of the SCED Framework. Information about the SCED can be found on the National Center for Education Statistics (NCES) [website](#).

It is recommended that LEA staff read the *Forum Guide to School Courses for the Exchange of Data (SCED) Classification System* (NFES 2014-802) found [here](#). The guide was developed by the National Forum on Education Statistics (Forum) to accompany the release of SCED Version 2.0 Course Codes. The guide was released in 2014, there have been no recent updates.

The guide includes an overview of the SCED structure and descriptions of the SCED Framework elements, recommended attributes, and information for new and existing users on best practices for implementing and expanding their use of SCED.

Although the Forum has released Version 4 of the SCED, because there are, what MSDE has determined as minor differences between Version 3 and Version 4, for the 2017 school year, MSDE is continuing its use of Version 3.

Components of a Reportable Course

For ease in locating elements on the file layout (page 24), each element has been assigned an item number. The item number, appears in the title of each section in which the element is described and corresponds with the item number in the file layout.

1. Academic Year

The academic year is the school year in which the course is offered. MSDE references the academic year by the ending year. Therefore, if the school year is 2016-2017, the academic year is reported as 2017.

2. LEA Number

The LEA Number is the Local Education Agency's assigned number.

3. SCED Subject Area

The SCED Subject Area is the intended major subject category of the course. Each SCED Subject Area is represented by a two-digit code. The categories are intended to include the full spectrum of courses offered in the schools. SCED Subject Area codes for Version 3 of the SCED appear in **Table 1**.

Table 1: SCED Subject Areas and Associated Codes

SCED Subject Area	SCED Subject Code
English Language and Literature	01
Mathematics	02
Life and Physical Sciences	03
Social Sciences and History	04
Visual and Performing Arts	05
Foreign Language and Literature	06
Religious Education and Theology	07
Physical, Health, and Safety Education	08
Military Science	09
Information Sciences	10
Communication and Audio/Visual Technology	11
Business and Marketing	12
Manufacturing	13

SCED Subject Area	SCED Subject Code
Health Care Sciences	14
Public, Protective, and Government Sciences	15
Hospitality and Tourism	16
Architecture and Construction	17
Agriculture, Food, and Natural Resources	18
Human Services	19
Transportation, Distribution, and Logistics	20
Engineering and Technology	21
Miscellaneous	22
Non Subject Specific	23

4. SCED Course Number

The SCED Course Number is the three-digit number that distinguishes a course within a SCED Subject Area. These numbers carry no meaning within themselves, with the exception of the four Course Numbers reserved for courses included in each SCED Subject Area:

- 995—Aide
- 997—Independent Study
- 998—Workplace Experience
- 999—Other

Only certain numbers between 001 and 999 are used in the system. Some unused numbers are reserved for two purposes:

- Unused numbers between 001 and 899 **and** 991 and 999 are reserved for use by the Forum SCED Review Panel to accommodate new courses in future versions of SCED.
- Unused numbers between 900 and 990 maybe used by states to code courses that are not included in the SCED.

5. Course Level

The Course Level is an indication of the course’s level of rigor. There are sixteen (16) options to use when coding this element (**Table 2**).

The majority of courses that schools offer are general; intended for any student in the proper grade level range. However, some courses are distinguished by having more or less rigorous requirements than the general course and are designated as enriched/advanced, honors, or basic/remedial.

Note: The Course Level designation is based on the nature and difficulty of the instruction and not on the expectations of students within the class.

Table 2: Course Levels and Descriptions

Code	Title	Description
AP	Advanced placement course	An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.
BAS	Basic course	A course focused primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.
COR	Completion of requirement, but no units of value awarded	Recognition of a student’s completion of the requirement for a course or an activity; no unit of value is awarded.
DE	Dual Enrollment course	A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student may get college credit(s)
EL	English Learner (EL) course	An instruction course in which a limited English proficient child is paced for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language
GEN	General course	A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.
GTAA	Gifted and talented/Advanced Academic course	An advanced level course designed primarily for students who have qualified for and enrolled in a school, educational institution, or district’s gifted and talented/advanced academic program.
HON	Honors level course	An advanced level course designed for students who have earned honors status according to educational requirements.
HSE	High School Equivalent	A secondary-level course offered at an education institution other than a secondary school (such as adult learning center or a community college) or through correspondence or distance learning.

Code	Title	Description
IB	International Baccalaureate course	A program of study, sponsored and designed by the International Baccalaureate Organization (IBO), that leads to examinations and meets the needs of secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates elements of several. The program is available in English, French and Spanish. In addition to the diploma program mentioned above, the IBO also offers programs for students between the ages of 3 and 16.
MOD	Module	Any other method that is completed when a 12 th grade student does not pass an approved Career and College Readiness assessment for English 11 or Algebra 2 by end of the 11 th grade.
REM	Remedial course	A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.
SWD	Students with disabilities course	A course that adopts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.
TRN	Transition Course	A course that is completed when a 12 th grade student does not pass an approved Career and College Readiness assessment for English 11 or Algebra 2 by end of the 11 th grade.
UT	Untracked course	A course that is not limited to one level of instruction so as to meet the needs of student groups at a variety of educational levels. Ex: Middle School Chorus or Band grades 6-8
X	No Specific	A course that has no specific level as outlined in the options provided above; e.g., Study Hall

6. Available Carnegie Units

The Available Carnegie Units identify the amount of Carnegie Unit Credit available to a student who successfully meets the objectives of a secondary course.

A course meeting every day for one period of the school day over the span of a school year offers one Carnegie Unit. A Carnegie Unit is thus a measure of “seat time” rather than a measure of attainment of the course objectives.

Available Carnegie Unit Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. Thus, one Carnegie Unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50 (**Table 3**).

Table 3: Course Term Lengths and Carnegie Units

Course Term	Instructional Time	Carnegie Units
Year Long Course	40 - 55 minutes or more of instruction, five days a week, for the entire school year = 7,200 minutes of instructional time or more	1.00
Semester Courses	40 - 55 minutes of instruction, five days a week, for a semester (approximately 200 minutes per week) = approximately 3,600 minutes of instructional time	0.50
Trimester Courses	40 - 55 minutes of instruction, five days a week, for a trimester (approximately 200 minutes per week) = approximately 2,400 minutes of instructional time	0.33
Quarter Courses	40 - 55 minutes of instruction, five days a week, for 9 weeks approximately 200 minutes per week) = approximately 1,800 minutes of instructional time	0.25
Trimester 3 x 5 Blocks	60 - 70 minutes of instruction, five days a week, on a block schedule (approximately 300 minutes per week) = approximately 3,600 minutes of instructional time	0.50
Quarter 4 x 4 Blocks	80+ minutes of instruction, five days a week , on a block schedule (approximately 400 minutes per week) = approximately 3,600 minutes of instructional time	0.50

7. SCED Grade Span

The SCED Grade Span is the grade span for which the course is appropriate.

SCED Grade Span is represented as a four-character code with no decimals. Each grade level from 1 through 12 is represented by a two-digit code, ranging from 01 to 12; kindergarten is represented by the two digit code 91, and prekindergarten by the numbers 92 – 96, depending on the age of the students (**Table 4**).

For example, a course appropriate for kindergarten and first grade is assigned a grade span of 9101.

Table 4: Grades and Descriptions

Grade	Description
96	Pre-Kindergarten; under age 1
95	Pre-Kindergarten; age 1
94	Pre-Kindergarten; age 2
93	Pre-Kindergarten; age 3
92	Pre-Kindergarten; age 4
91	Kindergarten
01	1 st Grade
02	2 nd Grade
03	3 rd Grade
04	4 th Grade
05	5 th Grade
06	6 th Grade
07	7 th Grade
08	8 th Grade
09	9 th Grade
10	10 th Grade
11	11 th Grade
12	12 th Grade

8. SCED Sequence of Course

The SCED Sequence of Course indicates where a specific course lies when it is part of a consecutive sequence of courses. This element should be interpreted as “part ‘n’ of ‘m’ parts” (e.g., if a school offers 4 years of Theater, Theater 3 within this school would be indicated in the sequence elements as 3 of 4, denoting the third part of a 4-part sequence of courses).

The first part is the number in the sequence or order of a series of courses if there are multiple parts to the course. Example: **1 (of 3)**.

The method for determining SCED Sequence of Course depends on the school system’s scheduling and grading policies, the number of local courses that map to one SCED code, and whether a course is part of a larger sequence of course requirements. SCED Sequence of Course indicates only the order in which a series of courses are taken and does not indicate the length of the course or the amount of credit available to a course taker. To accurately indicate the amount of credit available for each course within the sequence, SCED Sequence of Course must always be aligned with Available Carnegie Unit Credit.

9. SCED Sequence Total

The SCED Sequence Total is the second part in the sequence or order of a series of courses if there are multiple parts to the course. Example: *(1 of) 3*.

Note: An example of a Course Sequence would be a CTE course series in which multiple courses need to be completed prior to the receipt of a certification.

10. MSDE Subject Code

The MSDE Subject Code is a 4-digit code that identifies the MSDE Subject Area that corresponds to the SCED Subject Area. When available, LEAs are encouraged to use the most specific subject codes available rather than the lesser non-specific subject codes. Detailed descriptions of all MSDE Subject Area Codes are available on Pages 36 to 45 of **Appendix D**.

LEAs should ensure alignment between the MSDE Subject Code and the SCED Subject Area Code. A crosswalk between the MSDE Subject Codes and the SCED Subject Area Codes are available on Pages 33 to 35 of **Appendix C**.

11. LEA Course Code

The LEA Course Code is the unique, locally designed course code used to identify a specific course. LEA course codes must be unique to each course within each school year, and should be consistent across school years.

12. LEA Course Title

The LEA Course Title is the title assigned to the course by the LEA. In departmentalized classes at the elementary and secondary levels, the title refers to the name by which a course is identified (e.g., American History, English III). For other non-departmentalized classes, the LEA Course Title refers to any portion of the instruction for which a grade or report is assigned (e.g., reading, composition, spelling, and language arts).

Note: No commas should be included in the LEA Course Title.

13. LEA Course Description

The LEA Course Description is provided by the local district, it includes the course outcomes and objectives. For grades 9-12, the LEA should provide as detailed a course description as possible.

Note: No commas should be included in the LEA Course Description.

Example LEA Course Description:

Sociology: Provides an introduction to basic concepts, theoretical principles and research methods of sociology and applies these tools to the analysis of human societies including the study of social structures and institutions such as the family and religion culture social interaction groups social inequality deviance and social change.

14. Transition Course or Module

A Transition Course or Module is a course or course equivalent method completed by a 12th grade student who has not passed an approved College and Career Readiness (CCR) assessment, in English 11 and/or Algebra 2, by the end of their 11th grade.

15. LEA Course Credits

LEA Course Credits are the number of credits assigned to the course as defined by the LEA Course Catalog.

16. Course Grade Point Average Applicability

The Course Grade Point Average Applicability flag is an indicator of whether the course is included in the computation of the student's Grade Point Average (GPA). This element is applicable to credit bearing courses only.

17. Course Content Standards

The Course Content Standards (**Table 5**) is an indicator of the content standards used to align course curriculum and assess whether students meet grade level expectations.

Table 5: Course Content Standards

Code	Title	Description
CO	Combination	A combination of two or more of the standards, above
LS	Local Standards	LEA Content and Academic Standards
NS	National Standards	College and Career Readiness State Standards
SS	State Standards	Maryland College and Career Readiness State Standards
NA	No Standards	Course that does not utilize any of the standards, above

18. Assessed Content Area

The Assessed Content Area indicates that the course is associated with a State mandated assessment at the elementary, middle, or high school levels. **Table 6** shows the MSDE Subject Codes and the assessment with which they are aligned.

Table 6: MSDE Subject Codes and Aligned State Assessments

Code	Title	Description	Related MSDE Subject Codes
ELA	English Language Arts (ELA)	Course is associated with the State mandated ELA assessments	0703, 0801, 0802, 0803, 0900, 0703, 1801, 1802, 1803, 1804, 1805, 1806, 0210, 0701, 0702, 0204
M	Mathematics	Course is associated with the State mandated Mathematics assessments	1200, 0703, 1801, 1802, 1803, 1804, 1805, 1806, 0202, 0203, 0204, 0208, 0210, 0701, 0702, 1701, 0900
MUL	Multiple	Courses associated with one or more State mandated assessments; ELA, Math, Science, and Social Studies	Any of the above MSDE Subject Codes could apply
OTH	Other	Course is associated with the State mandated assessments other than ELA, Math, Science, or Social Studies	0100, 0400, 0500, 0900, 1001-1013, 1100, 1300, 1500, 2000
S	Science	Course is associated with the State mandated Science assessments	1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 0703, 1801, 1802, 1803, 1804, 1805, 1806, 0204, 0205, 0210, 0701, 0702, 0900, 1400
SS	Social Studies	Course is associated with the State mandated Social Studies or History assessments	0900, 0701, 0702, 0703, 1801, 1802, 1803, 1804, 1805, 1806, 0204, 0210, 0900, 1702, 1703, 1704, 1705, 1706, 1707
NONE	None	Course not associated with an assessed content area.	N/A

19. High School Course Requirement

The High School Course Requirement flag is an indication that successful completion of the course is required in order to earn a high school diploma.

20. K-12 End of Course Requirement

The K-12 End of Course Requirement flag indicates that the course has an end of course examination required by MSDE or the Local Education Agency. An example of a K-12 Course Requirement is a CTE Course that requires a student sit for an end of course examination before certification is awarded.

21. Career Technology Education (CTE) Associated Course

The Career Technology Education (CTE) flag indicates that the course is part of an approved program of study in Career Technology Education (CTE) and is associated with courses that have a designated Classification of Instructional Programs (CIP) code. To locate appropriate SCED codes, please search the downloadable file [Version 3 SCED Course Codes](#). This file is also maintained on the MCC application.

22. Career Technology Education (CTE) Certification Description or Title

The CTE Certification Description or Title provides a description of the certification or recognition associated with the course, e.g., Networking, CAD, etc.

23. Family and Consumer Sciences Course Indicator

The Family and Consumer Sciences Course Indicator flag indicates that the course is associated with the Family and Consumer Sciences plan of study. To locate appropriate SCED codes, please search the downloadable file of [Version 3 SCED Course Codes](#). This file is also maintained on the MCC application.

24. Technology Education Indicator

The Technology Education Indicator indicates that the course is a General Technology Education or an Advanced Technology Education course.

25. Delivery Type

Delivery type describes the primary setting or medium of delivery for the course. The codes available for use appear in **Table 7**. For MSDE Online Courses, please refer to Approved/Conditionally Approved Maryland Online Courses on Pages 46 to 47 of **Appendix E** to ensure the use of the correct corresponding SCED code.

Table 7: Course Delivery Types

Code	Title	Description
FF	Face to Face	Course is taught primarily in person, in a standard meeting place such as a conventional classroom or lecture hall, and during a standard meeting time with an instructor.
DC	Dual Credit	Course is a university-level course taught in high school to eligible, enrolled students by university-qualified instructors, using the college's required textbooks and curriculum. When students successfully complete a dual-credit course, they receive both high school and college credit.

Code	Title	Description
HB	Hybrid/Blended Learning	Course uses a blended learning model that includes Face-to-Face, online components, live or taped broadcast over open air, closed circuit, or cable television systems, hard or electronic copy or other media (CD, DVD, video cassette). Course is taught via remote interactive receiver or via streaming media technologies. The student works at own pace usually without an instructor present, but generally under supervision of LEA. Course is less than 80% of instruction online.
IS	Independent Study	Course is taught using a set topic or research subject. Course is a structured learning experience recognized for credit but is not under supervision of a specific instructor.
ON	Online	Course is taught through a website, web application, or app on an internet connected device. 80% of the instruction is offered online with a live or virtual instructor. Anything less than 80% will be considered Hybrid/Blended <i>See Approved/Conditionally Approved Online Course List in Appendix E</i>
WS	Work Study/Internship	Course is taken by student completing a work study experience or internship experience in a job, work study, or internship program.

26. Instructional Language

The instructional Language key indicates the language of instruction used to teach the program or course (**Table 8**). It is understood that advanced-level Foreign Language and Literature courses are taught in the languages that is designated in the title of the course.

Table 8: Instructional Language Codes

Code	Description
AR	Arabic
ASL	American Sign Language
CH	Chinese
EN	English
FR	French
GK	Greek
GR	German
IT	Italian
JP	Japanese
KR	Korean
LN	Latin
PG	Portuguese
RN	Russian
SP	Spanish
TK	Turkish
OT	Other

27. National Collegiate Athletic Association

The National Collegiate Athletic Association Eligibility flag indicates that the course is approved for determining National collegiate Athletic Association (NCAA) eligibility.

The National collegiate Athletic Association established the NCAA Eligibility Center to serve as the authorizing group for the final review and approval of core courses for Freshman college students. Students who want to participate in intercollegiate athletics in the NCAA Division I-A and I-AA colleges and universities need to be a “qualifier” to practice, compete, and receive scholarships as Freshmen by completing courses that meet the standards of a “Core Course.”

A Core Course meets the following standards:

1. Must be an academic course that receives high school graduation credit in the following subject areas; English, Math, natural/physical science, social science, foreign language, comparative religion or philosophy,
2. Is a four-year college preparatory school or program,
3. At or above the high school’s regular academic level,
4. Is an Algebra I or part of a higher mathematics subject area, and
5. Taught by a qualified instructor

28. IPEDS ID for Institution of Higher Education

The Integrated Postsecondary Education Data System (IPEDS) ID identifies the institution of higher education where the college-level or dual-credit course is taught.

Click [here](#) to find the IPED ID for institutions of higher education.

Table 9: Maryland Course Catalog File Layout (Descriptions and Valid Codes)

Item #	Data Element	Description	Data Type	Valid Codes	Length	Required/ Optional	Position	
							Start	End
1	Academic Year	Indicates the current school year, report using the end year	N	YYYY	4	R	1	4
2	LEA Number	The two-digit state designation of the local education agency (LEA)	C	01-23, 30, 32	2	R	5	6
3	SCED Subject Area	Indicates the intended major subject area of the educational course	N	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23	2	R	7	8
4	SCED Course Number	The three-digit number that distinguishes a course within a SCED Subject Area	N	001-999	3	R	9	11
5	Course Level	Indicates the level of rigor of the course	C	Remedial- REM Students with disabilities - SWD Basic course- BAS General- GEN Honors - HON Gifted & Talented/Advanced Academics - GTAA International Baccalaureate - IB Advanced Placement- AP Dual Enrollment - DE Untracked - UT English Learner (EL) - ELL Accepted as a high school equivalent- HSE Completion of requirement, no units of value awarded- COR Transition- TRN Module- MOD No Specific- X	4	R	12	15
6	Carnegie Units	The amount of credit (measured in Carnegie Unites) available to a student who successfully meets the objectives of the course	N	### or 0.00	4	R-If a course indicated is a High School Instructional Grade Level Course.	16	19
7	SCED Grade Span	Indicates the grade span for which the course is appropriate.	C	96, 95, 94, 93, 92, 91,01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	4	R	20	23
8	SCED Sequence of Course	The first part in the sequence, or order, of a series of courses if there are multiple parts	N	##	2	R	24	25
9	SCED Sequence Total	The second part in the sequence, or order, of a series of courses if there are multiple parts	N	##	2	R	26	27
10	MSDE Subject Code	The 4-digit code that identifies the MSDE identified subject area	N	####	4	R	28	31
11	LEA Course Code	The unique LEA assigned course code that identifies the course as noted in the LEA course catalog	C	#’s and/or characters	10	R	32	41

Item #	Data Element	Description	Data Type	Valid Codes	Length	Required/ Optional	Position	
							Start	End
12	LEA Course Title	Indicates the descriptive name given to the course	C	#'s and/or characters	55	R	42	96
13	LEA Course Description	Provides a description of the course content and/or goals	C	Written description or NONE	1,000	O: PK-8 R: Written description only "R" if the course indicated is a 9-12 grade level course	97	1096
14	Transition Course or Module	Indicates the primary instructional level at which the course is taught.	C	Transition Course- TRN Module- MOD None- NONE	4	R	1097	1100
15	LEA Course Credits	Indicates the number of credits assigned to the course as defined in the LEA Course Catalog.	N	### or 0.00	5	R	1101	1105
16	Course Grade Point Average Applicability	Indicates whether the course is included in the computation of the student's Grade Point Average (GPA)	C	Y,N	1	R	1106	1106
17	Course Content Standards	Indicates to which content standards the course is aligned	C	National Standards- NS State Standards- SS Local Standards- LS Combination- CO No Standards- NA	2	R	1107	1108
18	Assessed Content Area	Indicates which state mandated assessment to which the course is aligned	C	English/Language Arts- ELA Mathematics- M Science- S Social Studies- SS Multiple- MU Other- OTH None- NONE	5	R	1109	1113
19	High School Course Requirement	Indicates whether the course credit is required for a high school diploma	C	Y, N	1	R	1114	1114
20	K12 End of Course Requirement	Indicates whether the course has an end of course examination required by the State Education Agency (SEA) or Local Education Agency (LEA)	C	Y, N	1	R	1115	1115
21	CTE Associated Course	Indicates that the course is part of an approved program of study in Career Technology Education (CTE)	C	Y, N	1	R	1116	1116
22	Course Certification Description	Provides a description of the certification or recognition associated with this course	C	Written description or NONE	100	R- Written description if course is a CTE	1117	1216
23	Family and Consumer Sciences Course Indicator	Indicates that the course is associated with a Family and Consumer Sciences plan of study	C	Y,N	1	R	1217	1217

Item #	Data Element	Description	Data Type	Valid Codes	Length	Required/ Optional	Position	
							Start	End
24	Technology Education Indicator	Indicates that the course is a General Technology Education or an Advanced Technology Education course	C	General Technology Education- GTE Advanced Technology Education- ATE None- NONE	4	R	1218	1221
25	Delivery Type	Indicates the primary setting or medium of delivery for the course	C	Face- to-Face- FF Online- ON Independent Study- IS Work Study/Internship- WS Hybrid/Blended- HB	2	R	1222	1223
26	Instructional Language	Indicates the language of instruction in which the program or course is taught	C	English- EN Spanish- SP Arabic- AR Chinese- CH French- FR American Sign Language - ASL Italian- IT Portuguese- PG German- GR Greek- GK Latin- LN Japanese - JP Russian- RN Turkish- TK Other - OT	3	R	1224	1226
27	National Collegiate Athletic Association Eligibility	Indicates that the course is approved for determining NCAA eligibility.	C	Y, N	1	R	1227	1227
28	IPEDS School Code for Institute of Higher Education	Contains the IPEDS school code associated with the institution of higher education at which the college-level or dual-credit course was taught	C	##### or None	6	R- The 6 digit # is only "R" if the course indicated is a college level or dual credit course; otherwise "NONE"	1228	1233

How to Report MCC data to MSDE

All MCC files must be submitted to MSDE through the web-based application called Maryland Online Data Exchange (MODE). Please refer to **Appendix F** on Page 48 for illustrated instructions.

Comma Separated Values (CSV) File

Each LEA must submit their MCC file as a comma separated value (CSV) file. The comma-separated values (CSV) format is a widely used text file format often used to exchange data between applications. The values in the file are stored as a series of ASCII text lines organized so that each column value is enclosed in quotation marks and separated from the next column value by a comma. Each row, or each new line, starts a new record.

Example: Last Name, First Name, Middle Name, Date of Birth

Last Name: SMITH

First Name: JOHN

Middle Name: JOSEPH

Date of Birth: February 1 2003

"SMITH", "JOHN", "JOSEPH", "20030201"

NOTE: For data elements in the record layout where no data is available, use a comma without quotation marks as the delimiter.

MCC File Naming Convention

The filename of the MCC data collection is composed of the following:

- Name of the data collection
- Two (2) digit LEA number
- The date when the file was generated in YYYYMMDD format
- File submission number

Example:

Collection Name: MCC

LEA: 01

File generation date: 20110715 (July 15, 2011)

Submission number: 001

CSV file format file name example: MCC_01_20110715_001.CSV

Note: Subsequent submissions of a data file, on the same day, will be incremented by one (1). Using the example above, the next submission created in July 2015 would be: MCC_01_20110715_002.CSV

APPENDICES

APPENDIX A. MCC Error Codes

Table 10 : MCC Error Codes and Descriptions

Code Error Description	
E01	Valid and Numeric Academic Year
E02	LEA must be numeric from 01-23, 30, or 32
E03	Invalid or missing SCED Subject Area Code must be 01-23
E04	Invalid or missing SCED Course Number
E05	Invalid or missing Course Level
E06	Invalid Number of Carnegie Units Identified
E07	Carnegie Units must not exceed 1.00
E08	Invalid or missing grade span
E09	SCED Sequence must be numeric
E10	SCED Sequence total must be numeric
E11	SCED Sequence is in correct order
E12	Invalid or missing MSDE Subject Area Code
E13	MSDE Subject Area Code does not align with SCED Subject Area Code
E14	LEA Course Code is missing
E15	LEA Course Number is unique for each LEA course offered
E16	LEA Course Title is missing
E17	LEA Course Description is missing
E18	Invalid or missing Transition Course/Module
E19	Invalid or missing LEA Course Credits
E20	LEA Course Credits must be numeric and be between 0.00-12.00
E21	Grade Point Average must be "Y" or "N"
E22	Invalid or missing Course Content Standards
E23	Invalid or missing Assessed Content Area
E24	MSDE Subject Area Code does not align with Assessed Content Area
E25	High School Course requirement flag must be "Y" or "N"
E26	High School Course must be grades 9, 10, 11, 12
E27	K12 End of Course requirement must be "Y" or "N"
E28	AP or IB Course must match to SCED Grade Span
E29	AP or IB Course must match to SCED Course Code
E30	CTE Course must be "Y" or "N"
E31	Invalid or missing CTE SCED number
E32	Family and Consumer Sciences Course must be "Y" or "N"
E33	Invalid or missing Technology Education Course
E34	CTE Course must align to SCED Subject Area Code 10-23
E35	Invalid or missing Family and Consumer Science SCED number
E36	Invalid or missing Delivery Type
E38	Invalid or missing Transition Course/Module
E39	Invalid or missing Instructional Language
E40	NCAA Certified Course must be "Y" or "N"
E41	Invalid or missing IPEDS School Code
E42	Duplicate CSV Record
E43	Dual Enrollment Course does not align to a Primary/Secondary or Secondary Course

APPENDIX B. Frequently Asked Reporting Questions

Q. *How do I report a course in which a student can dual-enroll?*

A. In the file layout, record the Course Level as **DE** and include the 6-digit IPEDS number. The searchable National Center for Education Statistics website, which maintains a list of IPEDS codes, can be found [here](#).

Q. *How do I report a CTE course?*

A. In the file layout, record the *Course Level* as **GEN**, the *SCED Course Code* should denote a CTE Course and the *CTE Associated Course* flag should be recorded as “Y.”

Note: To locate appropriate SCED CTE codes, please search the downloadable file of [Version 3 SCED Course Codes](#).

Q. *How do I show that a course is a Transition Course or Module?*

A. In the file layout, elements 5 and 14 indicates whether a course is a transition course or module. Please, refer to Page 19 for transition course or module information.

Q. *How do I upload a CSV file of course information?*

A. Please refer to Pages 48 to 50, in **Appendix F**, for illustrative instructions on uploading a CSV file into MODE.

Q. *May I add to or edit a file once I submit it?*

A. Once a CSV file is submitted, it cannot be changed in anyway. However, a new file can be submitted. MODE will replace the old file with the new file.

Q. *How do I enter a course as specialized (ex: Advanced Academics, Special Education, Module, etc.) area?*

A. In the file layout, record *COURSE LEVEL* as **GTAA, SWD, MOD**, etc. Additionally, provide information in the *LEA COURSE TITLE* and *LEA COURSE CODE* that indicates that the course is a specialty course.

Q. *How do I know if the course is a valid MSDE Online course?*

A. Please, refer to Pages 46 to 47 in **Appendix E** for an approved/conditionally approved list of MSDE Online courses and their associated *SCED COURSE CODES*.

Q. How do I know if the course is a Hybrid/Blended course?

A. Please, refer to Page 22 for a complete description of a hybrid/blended course.

Q. How do I correctly enter a course that has multiple sessions or parts?

A. Please, refer to Pages 17 to 18 for instructions on how to enter a course that has multiple sessions or parts.

Q. Do I have to enter a Course Description for every course?

A. No, the course descriptions for courses offered in PK-8 are optional. However, all courses offered in 9th-12th grade are required to have a course description.

Q. How do I determine the Assessed Content Area for a particular course?

A. Please, refer to Page 20 for all MSDE Subject Codes and their aligned State assessments.

Q. How do I determine the MSDE Subject Code for a particular course?

A. Please, refer to Pages 33 to 35 for a list of MSDE Subject Codes in **Appendix C**.

Q. How do I know what is required and what is optional when entering MCC data?

A. In the file layout, on Pages 24 to 26, the last column with the heading **Required/Optional** indicates whether a data element is required or optional.

Q. How do I determine the Delivery Type for a particular course?

A. Please, refer to Pages 21 to 22 for a complete description of course delivery types.

Q. How do I determine the instructional language for a course?

A. Please, refer to Page 22 for a list of instructional languages and their descriptions.

Q. How do I determine if a course is NCAA eligible?

A. Please, refer to Page 23 for identifying a NCAA approved course.

Q. Where do I find IPEDS codes to enter for dual credit courses?

A. Please, refer to Page 23 for information about IPEDS codes. The searchable National Center for Education Statistics website, which maintains a list of IPEDS codes, can be found [here](#).

Q. *How do I determine Carnegie Units for a course?*

A. Please, refer to Page 16 for information about Carnegie Units.

Q. *What reports can I print to see the courses entered into the MCC application?*

A. Please, refer to the Course Reports located on the MODE application. They can be found under the title MCC Reports/Exports. The reports include:

- Courses Taken by Course Level
- Courses Taken by Transition Course/Module
- Courses Taken by Grade Span
- Courses Taken by Delivery Type
- CTE Courses Taken
- Family and Consumer Science Courses Taken

Q. *How can I see the errors I have in my MCC file?*

A. Please refer to the Error Reports located on the MODE application. They can be found under the title MCC Reports/Exports. The reports include:

- Error/Warning Summary Report
- Error/Warning Detail Report

APPENDIX C. SCED to MSDE Subject Area Crosswalk

Table 11: SCED to MSDE Subject Area Codes

SCED Subject Area	SCED Description	MSDE Subject Area Code	Subject	Core Academic Subject	Assessed Content Area
05	Fine and Performing Arts	0100	Art	Yes	OTH
18	Agriculture, Food, and Natural Resources	0201	Agriculture	No	NONE
02,12	Business and Marketing	0202	Bookkeeping (or Accounting)	Yes	M
02,12	Business and Marketing	0203	Business	Yes	M
01-23	Miscellaneous	0204	Cooperative Education (or Work-Based Learning)	No	OTH
08,14	Health Care Sciences	0205	Health Occupations	No	OTH
14-16,19	Human Services	0206	Family and Consumer Science (Home Economics)	No	NONE
10-11, 21	Engineering and Technology	0207	Technology Education (Industrial Arts)	No	NONE
12	Business and Marketing	0208	Marketing Education	Yes	NONE
9-21	Manufacturing	0210	Trades and Industry	No	NONE
10, 21	Computer and Information Sciences	0300	Computer Science	No	OTH
05, 08	Fine and Performing Arts	0400	Dance	Yes	OTH
05, 08	Fine and Performing Arts	0500	Drama/Theater	Yes	OTH
08	Physical, Health, and Safety Education	0600	Driver Education	No	OTH
01-08, 23	Non-Subject-Specific	0701	Pre-Kindergarten	No	ELA, M, S, MU
01-08, 23	Non-Subject-Specific	0702	Kindergarten	Yes	ELA, M, S, MU
01-08, 23	Non-Subject-Specific	0703	Elementary Education	Yes	ELA, M, S, MU
01	English Language and Literature	0801	English	Yes	ELA
01, 11	Communication and Audio/Video Tech.	0802	Journalism	No	ELA

SCED Subject Area	SCED Description	MSDE Subject Area Code	Subject	Core Academic Subject	Assessed Content Area
01	English Language and Literature	0803	Reading	Yes	ELA
01-23	English Language and Literature	0900	ESOL	Yes	ELA
06	Foreign Language and Literature	1001	French	Yes	OTH
06	Foreign Language and Literature	1002	German	Yes	OTH
06	Foreign Language and Literature	1003	Latin	Yes	OTH
06	Foreign Language and Literature	1004	Russian	Yes	OTH
06	Foreign Language and Literature	1005	Spanish	Yes	OTH
06	Foreign Language and Literature	1006	Other Foreign Language	Yes	OTH
06	Foreign Language and Literature	1007	Multiple Language Course	Yes	OTH
06	Foreign Language and Literature	1008	Arabic	Yes	OTH
06	Foreign Language and Literature	1009	Chinese	Yes	OTH
06	Foreign Language and Literature	1010	Italian	Yes	OTH
06	Foreign Language and Literature	1011	Japanese	Yes	OTH
06	Foreign Language and Literature	1012	Portuguese	Yes	OTH
06	Foreign Language and Literature	1013	Turkish	Yes	OTH
06	Foreign Language and Literature	1014	Korean	Yes	OTH
06	Foreign Language and Literature	1015	American Sign Language	Yes	OTH
08, 14	Physical, Health, and Safety Educ.	1100	Health	No	NONE
02, 12	Mathematics	1200	Mathematics	Yes	M
05	Fine and Performing Arts	1300	Music	Yes	OTH
03, 18	Agriculture, Food, and Natural Res.	1400	Outdoor Education	No	NONE
08	Physical, Health, and Safety Educ.	1500	Physical Education	No	OTH
03	Life and Physical Sciences	1601	Biology	Yes	S
03	Life and Physical Sciences	1602	Chemistry	Yes	S
03	Life and Physical Sciences	1603	Earth/Space	Yes	S
03	Life and Physical Sciences	1604	General Science	Yes	S
03	Life and Physical Sciences	1605	Geology	Yes	S
03	Life and Physical Sciences	1606	Physical Science	Yes	S

SCED Subject Area	SCED Description	MSDE Subject Area Code	Subject	Core Academic Subject	Assessed Content Area
03	Life and Physical Sciences	1607	Physics	Yes	S
03	Life and Physical Sciences	1608	Environmental Science	Yes	S
04	Social Sciences and History	1701	Economics	Yes	M, SS
04	Social Sciences and History	1702	Geography	Yes	SS
04	Social Sciences and History	1703	History	Yes	SS
04	Social Sciences and History	1704	Political Science	Yes	SS
04	Social Sciences and History	1705	Psychology	Yes	SS
04	Social Sciences and History	1706	Social Studies	Yes	SS
04	Social Sciences and History	1707	Sociology	Yes	SS
01-08, 22, 23	Non-Subject-Specific	1801	Special Education Infant – Grade 3	Yes	MU
01-08, 22, 23	Non-Subject-Specific	1802	Special Education Grades 1 - 8	Yes	MU
01-08, 22, 23	Non-Subject-Specific	1803	Special Education Grades 6 - Adult	Yes	MU
01-08, 22, 23	Non-Subject-Specific	1804	Hearing Impaired	Yes	MU
01-08, 22, 23	Non-Subject-Specific	1805	Severely/Profoundly Disabled	Yes	MU
01-08, 22, 23	Non-Subject-Specific	1806	Visually Impaired	Yes	MU
1-23	Miscellaneous	2000	Other (Non-Core Academic Subjects)	No	OTH

APPENDIX D. MSDE Subject Area Code Descriptions

Table 12: MSDE Subject Area Code Descriptions

MSDE Subject Area Code Descriptions
<p>Agriculture – 0201: Students develop agricultural education by providing participating in a laboratory for practical training in agriculture, leadership, cooperation, and citizenship. Students are active participants in the FFA; learn by taking part in and conducting meetings, speaking in public, participating in events based on occupational skills, earning awards and recognition, and becoming involved in cooperative efforts and community improvement. Students are also trained in agricultural and job opportunities.</p>
<p>Biology – 1601: Students demonstrate an understanding of the key concepts that make sense of the life sciences which focus on patterns, processes, and relationships of living organisms. These courses include such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.</p>
<p>Bookkeeping (Accounting) – 0202: Students learn fundamental accounting principles and procedures used in businesses through integrating and using accounting-related software and information systems. Course content includes the recording and completion of the accounting cycle, payroll, taxes, debts, depreciation, and periodic adjustments through a computerized accounting program. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or computer accounting software are used. Advanced topics may include principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.</p>
<p>Business data/processing – 0203: Students learn management opportunities and effective human relations. It provides students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, it provides a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. Course content also includes problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.</p>
<p>Chemistry – 1602: Students demonstrate the ability to use scientific skills and processes to explain composition and interactions of matter. Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.</p>
<p>Civics/Political Science – 1704: Students learn the historical development and current status of the fundamental concepts and processes of government including authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens; and engage in political participation and contribute to the public process.</p>
<p>Computer science – 0300: Students learn computer programming skills using the medium of computer languages. Students will become the architects of a virtual world by creating animations using visual objects and straightforward commands that make programming easier to understand. Students will exercise their creativity, problem solving, critical thinking skills, logic, and mathematical techniques to structure and document well designed computer programs. Topics in the courses include; programming methodology, features, procedures, algorithms, data structures, computer systems, and programmer responsibilities.</p>

MSDE Subject Area Code Descriptions

Cooperative education (work based learning) – 0204: Students participate in paid and unpaid work-based learning arrangements between employers and schools with structured employer-supervised learning for students, in which: the structured employer-supervised learning: occurs in the workplace in conformance with established safety standards, integrates classroom instruction and work to result in the acquisition of at least one unit of academic credit, and links employment to each student's career interest; and provides approved paid and unpaid work-based learning experiences for students that are consistent with the strategic economic development goals established for the State which include careers in consumer service, hospitality, and tourism; business management and finance; manufacturing, engineering technology; environmental, agricultural, and natural resources; health and biosciences; arts, media, and communication; transportation technologies; human resource services; construction and development, and strives to achieve geographic representation of students participating in paid work-based learning experiences.

Driver education – 0600: Students will learn and demonstrate preliminary driving checks (visual checks of tires, lights, and fluid levels); understand and demonstrate their ability to use safety equipment such as seat belts and vehicle instruments; understand and demonstrate their ability to maneuver a motor vehicle in simple and complex driving environments; understand and demonstrate their ability to use the identify, predict, decide, and execute process for responding to traffic situations; understand and apply Maryland traffic laws to traffic situations; understand and apply special driving procedures in adverse driving situations; understand the effects of alcohol and other drugs upon driving performance, understand the hazards of driving while impaired or intoxicated, the criminal penalties and administrative sanctions for alcohol and drug related motor vehicle violations, the medical, biological, and psychological effects of the consumption of alcohol and drugs and their impact on the operation of a motor vehicle, and other drug and alcohol related information that is beneficial to applicants for a driver's license; and understand and apply principles for selecting, insuring, and maintaining a motor vehicle.

Earth/Space – 1603: Students demonstrate an understanding of the processes that operate on Earth and address its place in the solar system and galaxy. Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. Students learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.

Economics – 1701: Students evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider costs benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Elementary K-5 – 0703: Elementary courses are designed to deliver content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon MSDE and LEA standards for elementary education. Core subjects include; English Language Arts, Mathematics, Science, and Social Studies.

MSDE Subject Area Code Descriptions

English, Language Arts or Reading – 0801: Students in primary and early intermediate grades Pre-K—3 develop and apply the foundational skills of reading (including print concepts, phonological awareness, phonics and word recognition, and fluency) necessary to proficiently read a range of grade level appropriate texts with purpose and understanding. Students in primary and intermediate grades 2-5 develop and apply comprehension of Literary Text. Students read, comprehend and analyze a wide range of grade appropriate literary texts that meet the grade level text complexity guidelines of the Maryland College-and Career-Ready Standards for English Language Arts/Literacy. Students in primary and intermediate grades 2-5 develop and apply comprehension of Informational Text, students read, comprehend, and analyze a wide range of grade appropriate informational texts that meet the grade level text complexity guidelines of the Maryland College- and Career-Ready Standards for English Language Arts/Literacy. Students in primary and intermediate grades develop and apply writing skills by using writing as a way of offering and supporting opinions/claims, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences proficiently. Students in primary and intermediate grades develop and apply speaking and listening skills by learning the skills needed to effectively communicate in a variety of contexts; including face to face and digital contexts by presenting, listening and responding appropriately. Students in primary and intermediate grades develop and apply language skills by learning to control the conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively through its structure and precise vocabulary. Students in middle and high school apply comprehension of Informational Text, comprehension of literary texts. Students in middle and high school apply writing skills by using writing as a way of offering and supporting opinions/claims, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences proficiently. Students in middle and high school apply speaking and listening skills by learning the skills needed to effectively communicate in a variety of contexts; including face to face and digital contexts by presenting, listening and responding appropriately. Students in middle and high school grades apply language skills by learning to control the conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively through its structure and precise vocabulary.

Environmental Science – 1608: Students demonstrate an understanding of the key concepts that make sense of the life sciences which focus on patterns, processes, and relationships of living organisms. Increase knowledge, confidence, skills, and motivation to make decisions and take actions that create and maintain an optimal relationship between themselves and the environment, and preserve and protect the unique natural resources of Maryland, particularly those of the Chesapeake Bay and its watershed. Investigate and analyze environmental issues ranging from local to global perspectives and; develop and implement a local action project that protects, sustains, or enhances the natural environment.

MSDE Subject Area Code Descriptions

ESOL – 0900: English for Speakers of Other Languages (ESOL) courses are designed for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. Students are instructed only by means of English using established methodologies for developing second language skills. ESOL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to “regular” English courses. ESOL courses may also an orientation to the customs and culture of the diverse population in the United States. In some ESOL courses students will receive instruction in their native language as well as in English. Students are identified for ESOL courses based on; communication in a language other than English; whose families use a primary language other than English in the home; who use a language other than English in daily non-school surroundings. ELLs who no longer require Title III services and are exited from ELL services are monitored for two year to ensure that these children continue to make progress in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services

Family and Consumer Sciences – 0206: Students develop the knowledge and skills that are used to manage one’s family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; child care and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences.

Fine Arts (Art – 0100, Music – 1300, Dance – 0400, Drama/Theater – 0550): Students develop the ability to perceive and respond to experiences and the environment through the fine arts, which includes: Developing an understanding of ways that sensory stimuli affect perception of the acquisition of knowledge, developing an understanding and appreciation of a variety of artistic responses to ideas, images, forms, sounds, and experiences, and developing an understanding of ways that organizing concepts affect expression in the fine arts; to develop an understanding of the fine arts in historical, cultural, and social contexts, which includes: developing the ability to recognize and appreciate the fine arts as forms of individual and cultural expression, developing an understanding of the philosophies, traditions, styles, forms, and conventions of the fine arts, and developing an understanding of the interrelationships among the fine arts and other forms of cultural expression such as the humanities and sciences; to develop skills and attitudes and to organize knowledge and ideas for creative expression and performance in the fine arts, which includes: developing the skills and attitudes required to perform or produce in one or more of the fine arts disciplines, developing the ability to create compositions using the organizing concepts of the fine arts and a variety of materials, techniques, and processes, and developing the ability to improvise and experiment with artistic media; to develop the ability to apply criteria to aesthetic decision making, which includes: developing the knowledge, skills, and sensitivity to make aesthetic judgments, developing the ability to identify, describe, apply, and communicate personal criteria for assessing one’s own work, and developing the ability to apply aesthetic criteria to the environment.

MSDE Subject Area Code Descriptions

Foreign Language (Arabic – 1008, Chinese – 1009, French – 1001, German – 1002, Italian – 1010, Japanese – 1011, Latin – 1003, Portuguese – 1012, Russian – 1004, Spanish – 1005, Turkish – 1013, American Sign Language –, Multiple Language Course – 1007, and Other Foreign Language – 1006):

Students exchange information orally and in writing in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret the target language in its spoken and written form on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language. Students demonstrate knowledge and understanding of other people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives. Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture. Students reinforce and further knowledge of other content areas through a language other than English. Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures. Students demonstrate understanding of the nature of language through comparisons of the language studied and English. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. Communities: Students use the language both within and beyond the school setting. Students use the language for personal enjoyment and enrichment.

Geology – 1605: Students take part in an in-depth study of the forces that formed and continue to affect the earth's surface. Earthquakes, volcanoes, and erosion are examples of topics that are presented.

Geography – 1702: Students learn to appreciate their own place in the world and foster curiosity about environments and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspective; and apply geographic representation including maps, imagery, and geospatial technologies.

Health – 1100: Students learn about healthy behaviors and the ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. The instructional program provides for diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include the Maryland Health Education Content Standards. Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness. Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs. Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of healthcare products, services, and community resources. Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the lifecycle.

Health Occupations – 0205: Students become familiar with the healthcare industry and help refine their health care-related knowledge and skills. Topics covered usually include an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities.

MSDE Subject Area Code Descriptions

Hearing Impaired – 1804: Students with hearing impairments use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Instructional services shall be provided to an identified student with a hearing impairment in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. Hearing impaired students participate in the Partnership for Assessment of Readiness for College and Careers (PARCC) in reading and in mathematics, Maryland High School Assessment in algebra/data analysis, English, and Biology, and Maryland State Assessments for Science with appropriate accommodations. Accommodations are provided for students that meet the criteria for hearing impairment.

History – 1703: Students evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world.

Journalism – 0802: Students demonstrate writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography, photojournalism, and digital technology skills may be included production of a school newspaper, yearbook, or literary magazine.

Marketing Education – 0208: Students become familiar with a wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are sometimes covered subjects in marketing courses.

Mathematics – 1200: Mathematics courses are designed to deliver comprehensive instructional content to provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. In prekindergarten through grade 5, students shall demonstrate knowledge of the domains: Number, Counting and Cardinality, Number Operations and the Problems They Solve, Numbers in Base Ten, Number – Fractions, Measurement and Data Analysis, and Geometry. For grades 6–8, students shall demonstrate knowledge of the domains: Ratios and Proportional Reasoning, The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. For high school students, students should demonstrate knowledge of the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students in prekindergarten through high school shall demonstrate knowledge of the processes and proficiencies of mathematics: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Other (non-Core Academic Subjects) – 2000: Other Miscellaneous courses that are not core content based.

Outdoor Education – 1400: Students cover a wide range of topics concerning agriculture and natural resources, including plant and animal science, production, and processing; environmental science and conservation; ecology; agricultural mechanics; agricultural construction; food production for a growing global population, business operations and management; and the careers available in the agricultural/natural resources industry. These courses may also include topics such as chemical and soil science, forestry, agricultural marketing, and veterinary science. This course may have an outdoor experience component.

MSDE Subject Area Code Descriptions

Physical Education – 1500: Students demonstrate their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety. Students demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations. Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks. Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits. Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Physics – 1607: Student will apply the concepts and laws of physics to understand and explain the behavior of the physical world. Student will be able to apply mathematics of calculus through multivariate calculus and one full semester course in differential equations. Student will have experiences in the physics classes with activity-based learning consistent with current methods of teaching physics at high schools and have familiarity with experimental physics and have experience with the collection and analysis of data from experiments on physical systems. Student is strongly recommended to have a well-rounded background in science and should consider taking other science courses from areas such as chemistry, earth sciences, astronomy, geology, or biology.

Physical Science – 1606: Physical Science courses cover basic principles of physical science, such as matter, energy, force, and motion. Topics may include conservation of energy and matter, the atomic model, the periodic table, electricity, or other topics consistent with state academic standards for physical science. Students shall demonstrate an understanding that there are mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical principles.

Political Science – 1704: Students study politics from a theoretical perspective, including an examination of the role of government and the nature of political behavior, political power, and political action.

Pre-Kindergarten – 0701: Pre-Kindergarten courses are state-funded programs for four-year-old children who are from families that are economically disadvantaged or homeless. The overall goal of prekindergarten is to provide learning experiences to help children develop and maintain the basic skills necessary to be successful in school. The Prekindergarten program provides appropriate experiences that address the literacy, cognitive, social, emotional, and physical needs of young children.

Psychology – 1705: Students study individual human behavior. Course content typically includes an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

MSDE Subject Area Code Descriptions

Science – 1604: Science courses are designed to deliver comprehensive instructional content to provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. Students demonstrate an understanding in scientific investigations that requires skills and knowledge that are specific to each practice. Students demonstrate an understanding of the processes that operate on Earth and address its place in the solar system and galaxy. Students demonstrate an understanding of the key concepts that make sense of the life sciences which focus on patterns, processes, and relationships of living organisms. Students shall demonstrate an understanding that there are mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical principles. Students demonstrate an understanding by engaging in solving complex problems that include issues of social and global significance with an emphasis on identifying the best solution to a problem, which often involves researching how others have solved it before in complex problems.

Severely/Profoundly Disabled – 1805: Students with an educational, social, or emotional disability identified as Special Education students use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Instructional services shall be provided to an identified student with disabilities in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. A severely/profoundly disability is determined as severely impairing cognitive abilities, adaptive skills, and life functioning and may have associated severe behavior problems. Identified students have a high probability of additional physical or sensory disabilities and require significantly more educational resources than are provided for the children with mild and moderate disabilities in special education programs.

Social Studies – 1706: Science courses are designed to deliver comprehensive instructional content to provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years and shall include the content standards set forth in the College, Career, and Civic Life Framework for Social Studies State Standards. Students use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using the following disciplinary and inquiry literacies: Disciplinary Literacies include using deliberative process, participating in school settings, following rules, making economic decisions, using economic data, identifying prices in a market, reasoning spatially, constructing maps, using geographic data, classifying historical sources, determining the purpose of an historical source, analyzing cause and effect in history; and Inquiry Literacies include questioning, selecting sources, gathering information from sources, making claims, using evidence, constructing arguments and explanations, adapting arguments and explanations, presenting arguments and explanations, critiquing arguments and explanations, analyzing social problems, assessing options for action, and taking informed action.

Sociology – 1707: Students study human behavior in society. These courses provide an overview of sociology, generally including topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

Special Education Infant-Grade 3 – 1801: Students with an educational, social, or emotional disability identified as Special Education students use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Children from infancy to grade 3 with developmental disabilities may be eligible for early intervention—a statewide system of services and supports designed to enhance the potential for growth and development in children with developmental disabilities and the ability of families to meet the special needs of their children. Instructional services shall be provided to an identified student with disabilities in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. Students participate in the Partnership for Assessment of Readiness for College and Careers in reading and mathematics; with appropriate accommodations. Accommodations are provided for students that meet the criteria for special education.

MSDE Subject Area Code Descriptions

Special Education Grades 1-8 – 1802: Students with an educational, social, or emotional disability identified as Special Education students use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Children and adolescents from grade 1 to grade 8 with developmental disabilities may be eligible for intervention—a statewide system of services and supports designed to enhance the potential for growth and development in children and adolescents with developmental disabilities and the ability of families to meet the special needs of their children. Instructional services shall be provided to an identified student with disabilities in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. Students participate in the Partnership for Assessment of Readiness for College and Careers in reading and in mathematics and Maryland State Assessments for Science with appropriate accommodations. Accommodations are provided for students that meet the criteria for special education.

Special Education Grades 6-Adult – 1803: Students with an educational, social, or emotional disability identified as Special Education students use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Adolescents, teenagers, and adults from grade 6 to adulthood with developmental disabilities may be eligible for intervention—a statewide system of services and supports designed to enhance the potential for growth and development in adolescents, teenagers, and adults with developmental disabilities and the ability of families to meet the special needs of their children. Instructional services shall be provided to an identified student with disabilities in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. Students participate in the Partnership for Assessment of Readiness for College and Careers in reading and in mathematics; Maryland High School Assessment in algebra/data analysis, English, and Biology; and Maryland State Assessments for Science with appropriate accommodations. Accommodations are provided for students that meet the criteria for special education.

Technology Education – 0207: Students participate in an integrated, experienced-based instructional program designed to prepare a population that is knowledgeable about technology – its evolution, systems, techniques, uses and social and cultural significance. Students demonstrate an understanding by engaging in solving complex problems that include issues of social and global significance with an emphasis on identifying the best solution to a problem, which often involves researching how others have solved it before in complex problems. Courses use the application of mathematics and science concepts to solve practical problems and extend human capabilities. Courses use a comprehensive and experience-based science, technology, engineering and mathematics (STEM) curriculum. Students develop technological literacy by demonstrating how mathematics and science is applied to the process of engineering design. Students participate in real-world challenges, laboratory activities, and computer-assisted instruction is used to provide students with hands-on and authentic learning experiences.

Trades and Industry – 0210: Students are introduced to various methods used to process and transform materials. Processing techniques covered usually include casting, forming, separating, assembling, and finishing. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, automation, engineering, production, and marketing.

MSDE Subject Area Code Descriptions

Visually Impaired – 1806: Students with visual impairments use the State and local LEA Curriculum which aligns Maryland Content Standards and the Maryland Assessment Program. Instructional services shall be provided to an identified student with a visual impairment in accordance with federal and State special education law and regulations according to an IEP or a 504 plan. Visually Impaired students participate in the Partnership for Assessment of Readiness for College and Careers in reading and in mathematics; Maryland High School Assessment in algebra/data analysis, English, and Biology; and Maryland State Assessments for Science with appropriate accommodations. Accommodations are provided for students that meet the criteria for visual impairment.

APPENDIX E. Approved/Conditionally Approved Maryland Online Courses

Table 13: Maryland Online Courses with associated SCED Codes

SCED Code	Maryland Online Course	SCED Code	Maryland Online Course
15051	Administration of Justice II	21006	Engineering Design 1
02052	Algebra 1	01058	English 3, 4 World Literature
02056	Algebra 2	01001	English 9
02069	Algebra/Data Analysis (HSA)	01001	English 9 CC
04151	American Government (HSA)	01002	English 10
05153	AP Art History	01003	English 11
03056	AP Biology	01003	English 11 CC
02124	AP Calculus	01004	English 12
02124	AP Calculus AB	01004	English 12 CC
02125	AP Calculus BC	03003	Environmental Science
03106	AP Chemistry	12149	Financial Literacy
10157	AP Computer Science A	10152	Foundations of Computer Science
01005	AP English Language and Comp	10003	Foundations of Technology
01006	AP English Literature and Comp	06121	French 1
03207	AP Environmental Science	06121	French 1 Continued
06132	AP French Language and Culture	06122	French 2
04004	AP Human Geography	06123	French 3
04204	AP Macroeconomics	06124	French 4
04203	AP Microeconomics	10203	Game Design
04256	AP Psychology	02072	Geometry
06112	AP Spanish Language and Culture	06201	German 1
02203	AP Statistics	06202	German 2
04157	AP US Government and Politics	06203	German 3
04104	AP US History	08051	Health
05151	Art Appreciation	08052	Health and Fitness
03051	Biology	02061	Integrated Math 1
03099	Biology (HSA)	02061	Integrated Math 2
02121	Calculus	02061	Integrated Math 3
03101	Chemistry	10004	Introduction to Computer Applications
06401	Chinese 1	12103	Introduction to Finance
06402	Chinese 2	06421	Japanese 1
06403	Chinese 3	06422	Japanese 2
22003	College Career Preparation	11101	Journalism

SCED Code	Maryland Online Course
01104	Creative Writing
10016	Cyber Security
02123	Differential Equations (Calculus)
03010	Earth Science
10003	Emergent Computer Technology
01001	English 1
12101	Personal Finance
08001	Physical Education
03011	Physical Science Core
03151	Physics
02110	Pre-Calculus
12056	Principles of Business and Marketing
02201	Probability and Statistics
04254	Psychology
01151	Public Speaking
22001	SAT Prep
06801	Sign Language 1
06802	Sign Language 2
05152	Art History and Appreciation
01103	Developmental Writing
01054	American Literature
01058	World Literature
04201	Economics

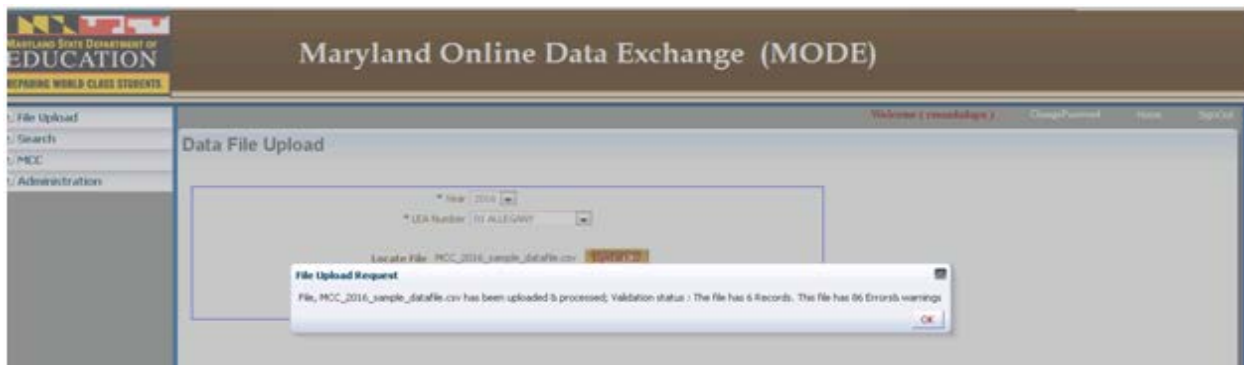
SCED Code	Maryland Online Course
06301	Latin 1
06302	Latin 2
06303	Latin 3
02111	Linear Algebra
02122	Multivariable Calculus
05118	Music Appreciation
06101	Spanish 1
06101	Spanish 1 Continued
06102	Spanish 2
06102	Spanish 2 Continued
06103	Spanish 3
06104	Spanish 4
04152	US Government
04101	US History
10205	Video Game Design
04051	World History
01056	British Literature
12051	Introduction to Business
04258	Introduction to Sociology
10155	Java Programming I
10155	Java Programming II
10201	Website Design

APPENDIX F. Using the MCC Application

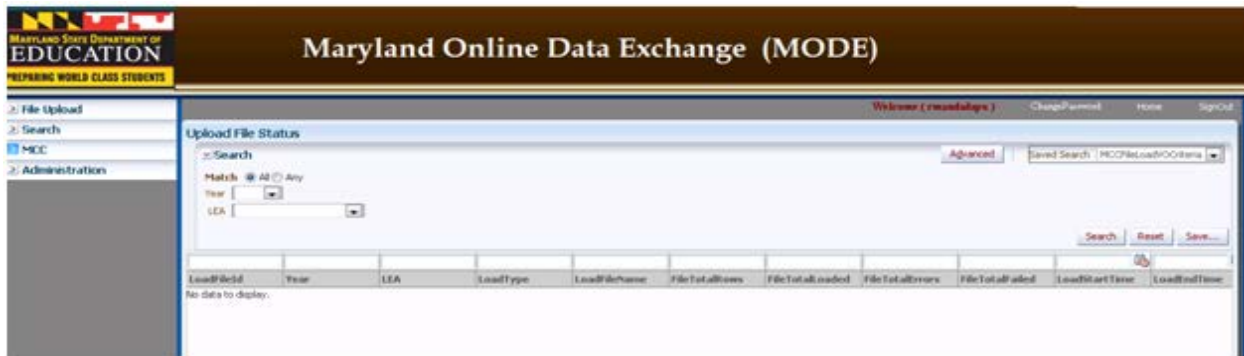
How to use the MCC Application



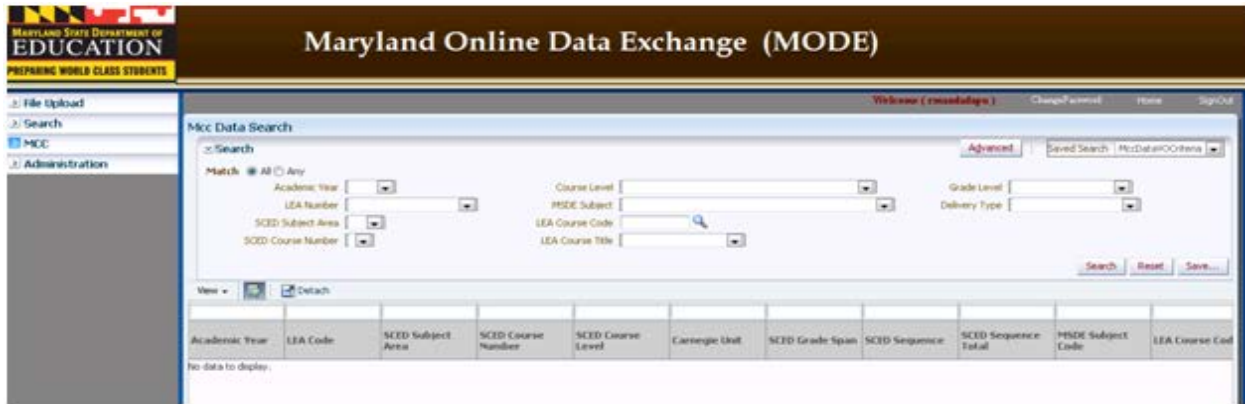
Login Page: Use your MCC username and password to login into the application.



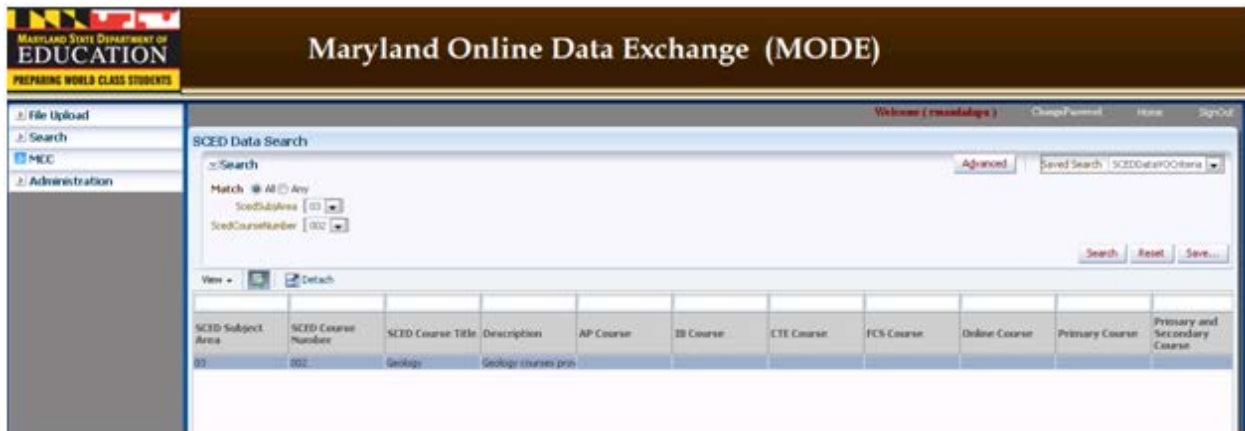
File Upload: This screen gives the user the ability to upload the MCC CSV file.



Upload Status Search Page: This screen gives the user the ability to see if the upload of their MCC CSV file was successful.



Data Search Page: In the same way SCED and LEA courses search pages will be available including Uploaded data.



SCED Search Page: This screen gives the user the ability to search for a particular SCED subject area or SCED course number.



Reports: This screen gives the list of URLs for all the reports and can invoke individual reports by clicking on the respective name.

ORACLE Business Intelligence

ErrorsWarningsSummary

Academic Year: 2016 LEA: 01 ALLEGANY

Maryland State Department of Education
 Division of Curriculum, Assessment, and Accountability
 Date: May 4, 2016

School Year: 2016
 LEA: 01 ALLEGANY
 MCC - Error Warning Summary Report

Error Code	Error Counts	Error Description
E04	19	Invalid or missing SCED Course Number
E12	1	Invalid or missing MSDE Subject Code
E13	94	MSDE Subject Code does not align with SCED Subject Area
E24	89	MSDE Subject Code does not align with Assessed Content Area
E29	3	AP or IB Course must match to SCED Course Code
E31	2	CTE Associated Course does not match a CTE Career Cluster
E35	8	Family and Consumer Science Course does not match correct SCED number.
W02	336	College Level Course does not align to a Secondary Course
	552	

Error Report Summary: This screen gives the LEA the ability to search for an overall summary of the MCC errors and warnings.

ORACLE Business Intelligence

ErrorDetailsReport

Academic Year: 2016 LEA: 01 ALLEGANY

Maryland State Department of Education
 Division of Curriculum, Assessment, and Accountability
 Date: May 4, 2016

School Year: 2016
 LEA: 01 ALLEGANY
 MCC Error Warning Details Report

SCED Subject Area	SCED Course Number	LEA Course Code	SCED Course Level	SCED Grade Span	Course Sequence	Education Grade Level	Assessed Content Area	Instructional Language	CTE Course	Delivery Type	Error Warning Codes
01	068	124	BAS	1212	0101	12	NONE	EN	N	FF	E24, W02
22	002	125	X	1112	0101	11	NONE	EN	N	FF	W02
01	001	131	HON	0912	0101	09	NONE	EN	N	FF	E24, W02
01	002	132	HON	1012	0101	10	ELA	EN	N	FF	W02
01	999	133	AP	1112	0101	11	NONE	EN	N	FF	E13, E24, W02
01	999	130H	HON	1112	0101	11	NONE	EN	N	FF	E24, W02
01	037	134	CL	1212	0101	P5	NONE	EN	N	DC	E24, W02
01	199	136	CL	1212	0101	P5	NONE	EN	N	DC	E24, W02
01	155	137	GEN	1212	0101	12	NONE	EN	N	FF	E24, W02
23	004	1001	GEN	0101	0101	01	NONE	EN	N	FF	E24,

Error Report Detail: This screen gives the LEA the ability to search for an individual and detailed errors and warnings.

Maryland State Department of Education
 PREPARING WORLD CLASS STUDENTS

Maryland Course Code

File Upload
 Search
 MCC
 Administration

WELCOME (jbonners) Change Password Home Sign Out

Data File Download

School Year: 2016
 LEA Number: 01 ALLEGANY

Download Cancel

Export LEA File: This screen gives the LEA the ability to download the most current MCC file that was loaded into the MCC application.



Division of Curriculum, Research Assessment, and Accountability

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

MARYLAND COURSE CATALOG DATA COLLECTION

Verification of the Accuracy of the Submitted Course Catalog Data

The data submitted to the Maryland State Department of Education have been reviewed by the LEA and are as error free and accurate as possible. These data conform to the requirements specified in the *Maryland State Department of Education’s Maryland Course Catalog Guide*.

Note: In order to create MSDE Legislative Reports, these data will be linked to data submitted via the Student-Course-Grade-Teacher (SCGT) collection via the **LEA Course Codes**. Therefore, the **LEA Course Codes** in the two collections must match **exactly**.

Please **Print** the Name of the LEA

By signing this document, I acknowledge that all Course Catalog Data Error Reports have been reviewed and the Course Catalog data are accurate.

<i>Person(s) Responsible for the MCC Data Quality</i>	<i>Title</i>	<i>Date</i>
---	--------------	-------------

<i>Superintendent of Schools, or other superintendent designee</i>	<i>Title</i>	<i>Date</i>
--	--------------	-------------

Return to: Osh Oshitoye, Ph.D.
200 W. Baltimore Street,
Baltimore, MD 21201
Fax: 410.333.2017
Osh.oshitoye@maryland.gov