



**MLDS CENTER**

Maryland Longitudinal  
Data System

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December  
2018

# Dual Enrollment in Maryland

*Annual Report to the Governor and General  
Assembly*

**Maryland Longitudinal Data System Center**  
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## Executive Summary

The Maryland Longitudinal Data System Center (MLDSC) is required to report annually on the number of students who are dually enrolled and the courses in which students dually enroll. This report, required under the *College and Career Readiness and College Completion Act of 2013* (see Education Article § 24-703.1, Annotated Code of Maryland), is the fifth MLDS Center Report.

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

A total of 11,843 Maryland public high school students were dually enrolled in the 2016-2017 academic year. This is a 15% increase from the prior year. Maryland Community Colleges were the most common location for students accessing dual enrollment opportunities. Dually enrolled students more closely reflected the demographics of the Maryland college-going population than the Maryland public high school population. The majority of dually enrolled Maryland public high school students were female, white, and not economically disadvantaged (as measured by non-eligibility for free/reduced price meals), although there were increases in participation amongst economically disadvantaged students, and African American, Hispanic, and Asian students.

Course information is reported from Maryland public high schools. The MLDS does not currently receive college course information. Students accessed courses in a variety of subject areas. The highest numbers of courses with dual enrollment were in the subjects of English language and literature, and mathematics.

Dual enrollment participation varied widely across the state. This is a reflection of the unique and varied opportunities for dual enrollment in each school system. The data presented in this report identifies trends in dual enrollment that policymakers and other stakeholders can evaluate to understand the impact of CCR-CCA on dual enrollment in Maryland. Supplemental information on dually enrolled Maryland public high school students including [Statewide Dual Enrollment Trends](#) and [County Dual Enrollment Trends](#) are available on the MLDS Center [website](#)<sup>1</sup> as a series of dashboards. The MLDS Center Research Branch recently completed a report studying the causal impacts of dual enrollment on postsecondary and workforce outcomes. That report, [Effects of Dual Enrollment on College and Workforce](#), is available on the [MLDS Center website](#) under Research Reports.

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<sup>1</sup> See <https://mldscenter.maryland.gov/Dashboards.html> - for the dashboard series on Dual Enrollment Trends.

# Contents

Executive Summary.....	2
Contents.....	3
Summary of Tables.....	4
Summary of Figures .....	5
Prior MLDS Center Dual Enrollment Reports.....	5
Introduction .....	6
What is dual enrollment?.....	7
Definitions in State Law .....	7
Defined for this Report .....	7
Prior Reporting.....	8
Dual Enrollment in Maryland.....	9
Statewide Dual Enrollment Trends .....	9
School System and Grade Level Overview.....	10
Selected Student Groups .....	11
Dual Enrollment Patterns: Gender.....	11
Dual Enrollment Patterns: Free or Reduced Price Meal Status .....	13
Dual Enrollment Patterns: Race and Ethnicity.....	14
Grade Level Dual Enrollment Trends .....	16
Postsecondary Segments and Institutions.....	20
Dual Enrollment Course Information.....	24
Course Subjects.....	25
College Enrollment Patterns.....	26
Summary .....	28
More information .....	29
Appendix.....	30

## Summary of Tables

Table 1: Total High School Student Enrollment, Dual Enrollment, and Dual Enrollment Percentages, State of Maryland, Trend 2011-2017 .....	9
Table 2: Total High School Student Enrollment, Dual Enrollment, and Percentage Dual Enrollment by School System, 2016-2017 .....	10
Table 3: Dual Enrollment Counts and Percentage by Gender, State of Maryland, Trend 2011-2017.....	11
Table 4: Dual Enrollment Counts and Percentage by Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, Trend 2011-2017 .....	13
Table 5: Dual Enrollment Counts and Percentage by Race/Ethnicity, State of Maryland, Trend 2011-2017 .....	14
Table 6: Dual Enrollment Total Counts and Percentage by Grade Level, State of Maryland, Trend 2011-2017 .....	16
Table 7: Dual Enrollment as a Percentage of Grade Level Enrollment, State of Maryland, Comparison 2010-2011 and 2016-2017 .....	17
Table 8: Dual Enrollment Counts and Percentage by Grade Level and Gender, State of Maryland, 2016-2017 .....	17
Table 9: Dual Enrollment Counts and Percentage by Grade Level and Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, 2016-2017 .....	17
Table 10: Dual Enrollment Counts and Percentage by Grade Level and Race/Ethnicity, State of Maryland, 2016-2017 .....	18
Table 11: Total Enrollment and Dual Enrollment Counts and Percentage by School System and Grade Level, 2016-2017 .....	19
Table 12: College Enrollment and Dual Enrollment Counts by College Segment, State of Maryland, 2015-2016 .....	21
Table 13: Undergraduate Enrollment, Percentage of Dual Enrollment by College, State of Maryland, 2016-2017 .....	22
Table 14: Dual Enrollment Counts and Percentage by Grade Level and College Segment, State of Maryland, 2016-2017 .....	23
Table 15: Percent of Dually Enrolled Students with Dual Enrollment High School Course Information by School System, 2016-2017 .....	24
Table 16: Percent of 12th Grade Students with Subsequent College Enrollment in Fall 2016 by Dual Enrollment Status, 2016-2017.....	26

## Summary of Figures

Figure 1: Number of Dually Enrolled High School Students, State of Maryland, Trend 2011-2017.....	9
Figure 2: Dual Enrollment by Gender, State of Maryland, 2016-2017 .....	12
Figure 3: High School Enrollment by Gender, State of Maryland, 2016-2017 .....	12
Figure 4: Undergraduate College Enrollment by Gender, State of Maryland, Fall 2016.....	12
Figure 5: Dual Enrollment by FARMS Status, State of Maryland, 2016-2017 .....	13
Figure 6: High School Enrollment by FARMS Status, State of Maryland, 2016-2017 .....	13
Figure 7: Dual Enrollment Percentage by Race/Ethnicity, State of Maryland, 2016-2017 .....	15
Figure 8: High School Enrollment Percentage .....	15
Figure 9: College Enrollment Percentage.....	15
Figure 10: Dual Enrollment Percentage by College Segment, State of Maryland, Fall 2016.....	20
Figure 11: Undergraduate College Enrollment Percentage by College Segment, State of Maryland, Fall 2016.....	20
Figure 12: Course Information for Dually Enrolled Students by SCED Subject Area, 2016-2017 .....	25

## Prior MLDS Center Dual Enrollment Reports<sup>2</sup>

Dual Enrollment Report	Date Published	Academic Year of Data	Data Source
<a href="#">Dual enrollment report [2013 report]</a>	December 2013	2012-2013	MHEC
<a href="#">Dual enrollment report [2014 report]</a>	December 2014	2013-2014	MHEC
<a href="#">Dual enrollment report [2015 report]</a>	December 2015	2014-2015	MLDS
<a href="#">Dual enrollment report [2016 report]</a>	December 2016	2014-2015	MLDS
<a href="#">Dual enrollment report [2017 report]</a>	December 2017	2015-2016	MLDS

<sup>2</sup> See <https://mldscenter.maryland.gov/CenterReports.html> - Select Center Reports under Center Output for a complete list of Dual Enrollment Reports.

## Introduction

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

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

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

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

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

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

Additional background information on national dual enrollment rates and trends and college enrollment outcomes for dually enrolled student can be found in the [2016 Dual Enrollment Report](#) and [other previous reports](#)<sup>3</sup>. The current report includes dual enrollment data for the 2015-2016 academic year and a summary of these data. The MLDS Center is required to report aggregate de-identified data in all reporting. All percentages reported are rounded.

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<sup>3</sup> See <https://mldscenter.maryland.gov/CenterReports.html> - Select Dual Enrollment Reports to review related reports.

## **What is dual enrollment?**

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

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

## **Definitions in State Law**

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

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

## **Defined for this Report**

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

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

Students who met these criteria were identified as dually enrolled in this report. The most recent and complete data available in the MLDS at the time this report was drafted were for the 2016-2017 academic year.



## Prior Reporting

The criteria for determining which students to count as dually enrolled were updated for the 2017 report. The updated criteria have been used again for this report. The following table provides an explanation of the prior and current criteria.

Criteria	Pre 2017	2017 & 2018
At least 1 day of overlapping enrollment dates in a Maryland public high school and a college	Yes	Yes
Length of time enrolled in college	30 days	1 day
Length of semester	30 days or more	No minimum
College enrollment in the summer between high school grades 9, 10 and 11	Excluded	Included
Summer college enrollment for students who graduated high school the summer following their expected June graduation	Excluded	Excluded
College enrollment for students who graduated high school immediately following the college enrollment	Included	Excluded

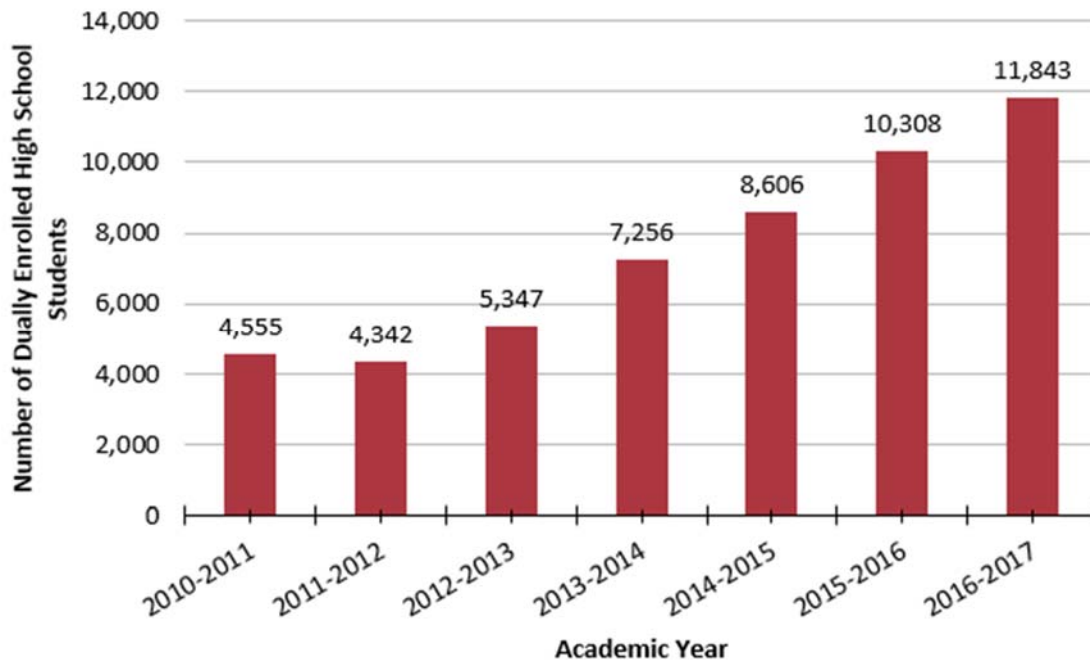
The revised criteria result in a slight reduction of the number of dually enrolled students as compared to prior criteria. The revised criteria exclude students who were enrolled in college in May immediately prior to high school graduation in June. These students were determined to be enrolled in college rather than dually enrolled in high school and college due to the timing of the enrollment at end of their high school program.

## Dual Enrollment in Maryland

### Statewide Dual Enrollment Trends

Dual enrollment rates for Maryland continue to increase annually. Figure 1 and Table 1 provide information on overall numbers and percentages of dual enrollment from 2010-2011 to 2016-2017. A total of 11,843 Maryland public high school students were dually enrolled in 2016-2017, an increase of 62% from 2010-2011. This rate of participation means that over 4% of all high school students (grades 9 to 12) had a dual enrollment experience in 2016-2017 as compared to less than 2% in 2010-2011.

**Figure 1: Number of Dually Enrolled High School Students, State of Maryland, Trend 2011-2017**



**Table 1: Total High School Student Enrollment, Dual Enrollment, and Dual Enrollment Percentages, State of Maryland, Trend 2011-2017**

Academic Year	Total High School Student Enrollment <sup>4</sup>	Number of Dually Enrolled High School Students	Percent of Dually Enrolled High School Students	Percent Change in Enrollment from Prior Year
<b>2010-2011</b>	270,754	4,555	1.68%	N/A
<b>2011-2012</b>	266,827	4,342	1.63%	-4.68%
<b>2012-2013</b>	263,445	5,347	2.03%	23.15%
<b>2013-2014</b>	260,501	7,256	2.79%	35.70%
<b>2014-2015</b>	260,053	8,606	3.31%	18.61%
<b>2015-2016</b>	260,750	10,308	3.95%	19.78%
<b>2016-2017</b>	264,549	11,843	4.48%	14.89%

<sup>4</sup> High school enrollment report by the Maryland State Department of Education is based upon fall attendance as of September 30<sup>th</sup>. High school enrollment report here reflects end-of-year attendance and includes both students enrolled before and after September 30<sup>th</sup>.

## School System and Grade Level Overview

All school systems in Maryland participated in dual enrollment, although levels and rates of participation vary widely. Table 2 provides the total number of dually enrolled students by school system. Statewide, 4.48% of students were dually enrolled. At the school system level, 18 school systems surpassed the State rate and four school systems (Frederick, Garrett, Calvert, and Washington) doubled the State rate. The three school systems with the largest number of students dually enrolled were Baltimore, Frederick, and Prince George's, not surprising as Prince George's and Baltimore, are among the largest school systems in Maryland. Conversely, the largest school system in Maryland, Montgomery, ranked fifth in the total number of students dually enrolled.

**Table 2: Total High School Student Enrollment, Dual Enrollment, and Percentage Dual Enrollment by School System, 2016-2017**

School System <sup>5</sup>	Total High School Student Enrollment	Total Dual Enrollment	Percentage Dual Enrollment
<b>State of Maryland</b>	264,549	11,843	4.48%
<b>Allegany</b>	2,558	124	4.85%
<b>Anne Arundel</b>	23,411	1,046	4.47%
<b>Baltimore City</b>	22,406	562	2.51%
<b>Baltimore</b>	32,238	1,614	5.01%
<b>Calvert</b>	5,247	444	8.46%
<b>Caroline</b>	1,657	89	5.37%
<b>Carroll</b>	8,400	457	5.44%
<b>Cecil</b>	4,816	218	4.53%
<b>Charles</b>	8,574	314	3.66%
<b>Dorchester</b>	1,292	67	5.19%
<b>Frederick</b>	12,837	1,333	10.38%
<b>Garrett</b>	1,146	162	14.14%
<b>Harford</b>	11,662	738	6.33%
<b>Howard</b>	17,127	715	4.17%
<b>Kent</b>	594	27	4.55%
<b>Montgomery</b>	49,203	818	1.66%
<b>Prince George's</b>	38,217	1,521	3.98%
<b>Queen Anne's</b>	2,354	116	4.93%
<b>St. Mary's</b>	770	52	6.75%
<b>Somerset</b>	5,160	315	6.10%
<b>Talbot</b>	1,434	89	6.21%
<b>Washington</b>	6,951	661	9.51%
<b>Wicomico</b>	4,437	222	5.00%
<b>Worcester</b>	2,058	139	6.75%

<sup>5</sup> The SEED School of Maryland is reported in the Baltimore City total due to the small size of the population.

## Selected Student Groups

The figures and tables below provide information on dual enrollment patterns by gender, socioeconomic status, and racial and ethnic groups. The demographic profile of dually enrolled students has not significantly changed from 2010-2011 to 2016-2017. Dually enrolled students continue to be predominantly female, white, and not economically disadvantaged (identified by non-eligibility for free and reduced-price meals (FARMS)).

### Dual Enrollment Patterns: Gender

Table 3 provides trend data on gender distribution for dual enrollment from 2010-2011 to 2016-2017. Females continued to be the largest share of dually enrolled students. Approximately 2,000 more female students were dually enrolled in 2016-2017 than male students. Female students as a share of total dual enrollees are overrepresented by nine percentage points as compared to overall high school enrollment patterns in the State of Maryland. This overrepresentation is much closer to the gender distribution of Maryland colleges (4% percentage point difference to Maryland colleges). Figure 2, Figure 3, and Figure 4 provide enrollment rates by gender for dual enrollment, high school, and college for 2016-2017.

**Table 3: Dual Enrollment Counts and Percentage by Gender, State of Maryland, Trend 2011-2017**

Academic Year	Total Dual Enrollment	Males		Females	
		Number	Percent	Number	Percent
<b>2010-2011</b>	4,555	1,721	38%	2,834	62%
<b>2011-2012</b>	4,342	1,653	38%	2,689	62%
<b>2012-2013</b>	5,347	2,067	39%	3,280	61%
<b>2013-2014</b>	7,256	2,882	40%	4,374	60%
<b>2014-2015</b>	8,606	3,413	40%	5,193	60%
<b>2015-2016</b>	10,308	4,154	40%	6,154	60%
<b>2016-2017</b>	11,843	4,931	42%	6,912	58%

Figure 2: Dual Enrollment by Gender, State of Maryland, 2016-2017

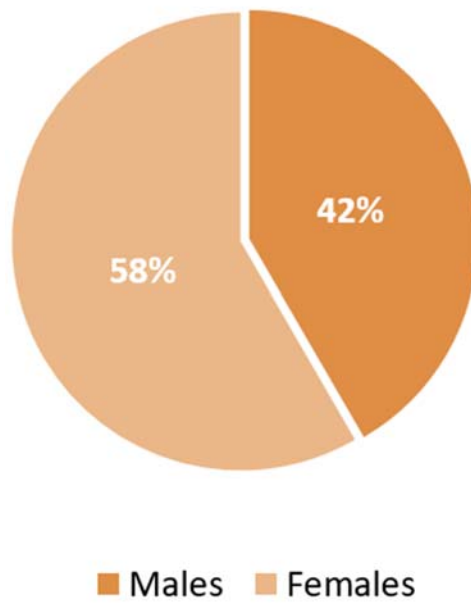


Figure 3: High School Enrollment by Gender, State of Maryland, 2016-2017

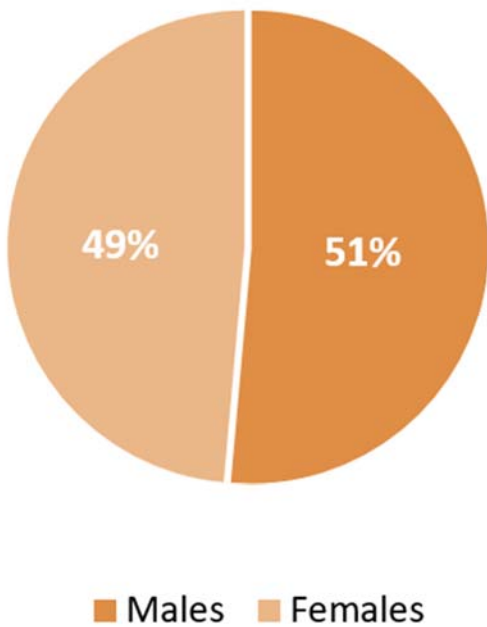
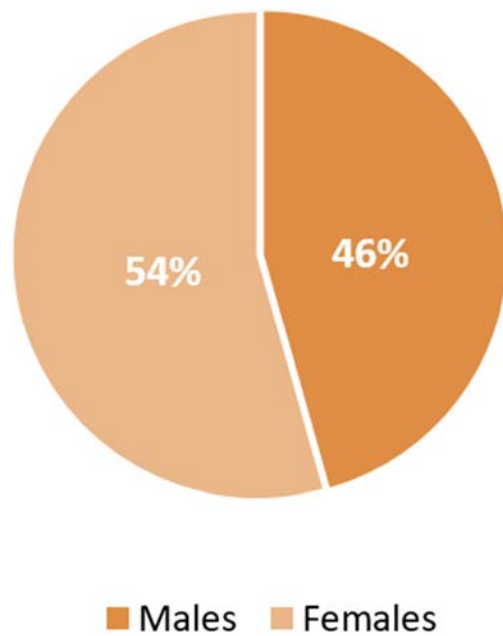


Figure 4: Undergraduate College Enrollment by Gender, State of Maryland, Fall 2016



### Dual Enrollment Patterns: Free or Reduced Price Meal Status

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

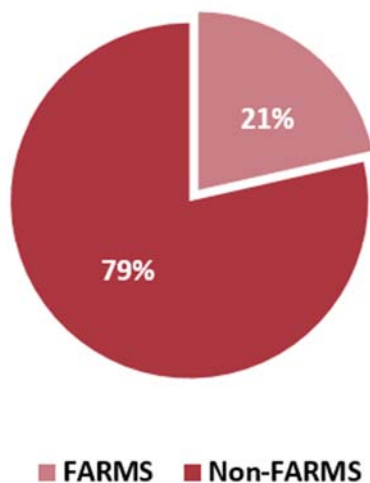
Dual enrollment rates for FARMS students increased six percentage points in 2016-2017 to 21% from 15% in 2010-2011. This increase translates to almost an additional 1,500 FARMS students participating in dual enrollment. Table 4 provides annual FARMS and Non-FARMS enrollment data.

**Table 4: Dual Enrollment Counts and Percentage by Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, Trend 2011-2017**

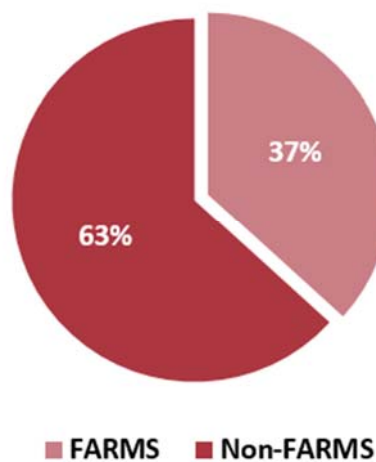
Academic Year	Total Dual Enrollment	FARMS		Non-FARMS	
		Number	Percent	Number	Percent
2010-2011	4,555	705	15%	3,850	85%
2011-2012	4,342	650	15%	3,692	85%
2012-2013	5,347	898	17%	4,449	83%
2013-2014	7,256	1,534	21%	5,722	79%
2014-2015	8,606	2,001	23%	6,605	77%
2015-2016	10,308	2,312	22%	7,996	78%
2016-2017	11,843	2,539	21%	9,304	79%

Although FARMS dual enrollments continues to increase, this population is still underrepresented amongst dual enrollees. FARMS students comprised 37% of all public high school students, yet only 21% of dual enrollment students. Figure 5 and Figure 6 provide information on overall high school enrollment levels of FARMS students as compared to FARMS dual enrollment levels for 2016-2017.

**Figure 5: Dual Enrollment by FARMS Status, State of Maryland, 2016-2017**



**Figure 6: High School Enrollment by FARMS Status, State of Maryland, 2016-2017**



### Dual Enrollment Patterns: Race and Ethnicity

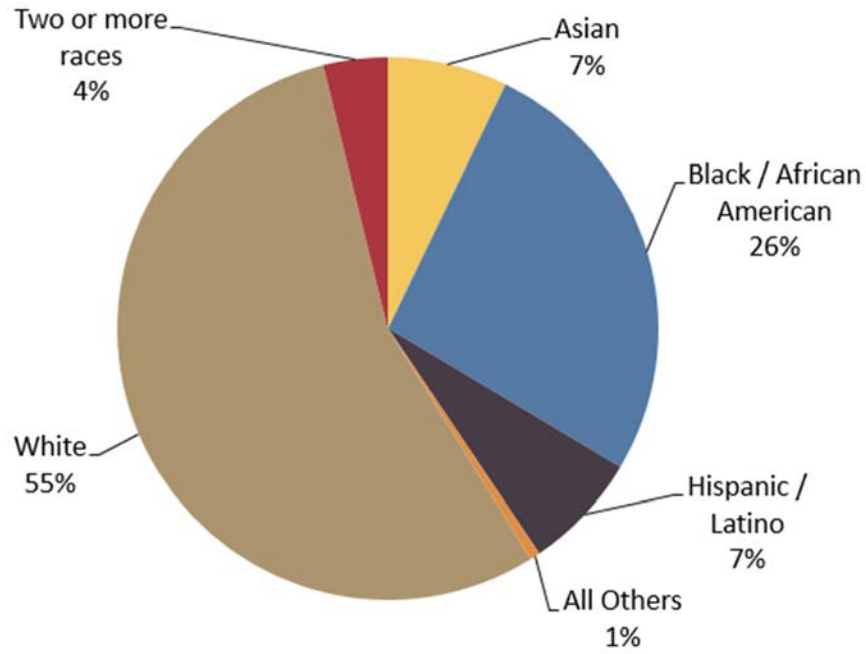
Dual enrollment rates are increasing for African American, Hispanic/Latino, and Asian students. Table 5 provides enrollment numbers and percentages for each racial and ethnic group. The number of African American, Hispanic/Latino, and Asian students dually enrolled quadrupled from 2010-2011 to 2016-2017. Collectively, dual enrollment from these three groups accounted for 40% of all dually enrolled students in 2016-2017.

**Table 5: Dual Enrollment Counts and Percentage by Race/Ethnicity, State of Maryland, Trend 2011-2017**

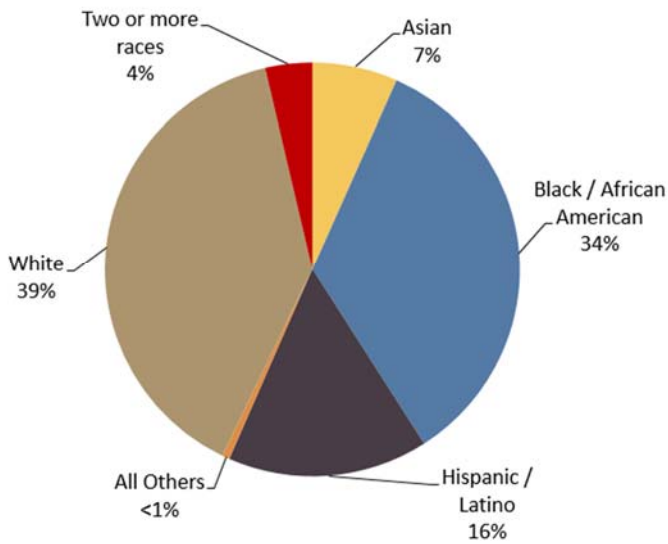
Academic Year	Total Dual Enrollment	Asian		Black / African American		Hispanic / Latino		All Others		White		Two or more races	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>2010-2011</b>	4,555	189	4%	787	17%	196	4%	126	3%	3,228	71%	125	3%
<b>2011-2012</b>	4,342	186	4%	675	16%	204	5%	151	3%	3,092	71%	150	3%
<b>2012-2013</b>	5,347	294	5%	928	17%	323	6%	212	4%	3,534	66%	211	4%
<b>2013-2014</b>	7,256	470	6%	1,471	20%	480	7%	279	4%	4,436	61%	278	4%
<b>2014-2015</b>	8,606	615	7%	2,012	23%	604	7%	319	4%	4,940	57%	318	4%
<b>2015-2016</b>	10,308	730	7%	2,460	24%	690	7%	426	4%	5,674	55%	425	4%
<b>2016-2017</b>	11,843	849	7%	3,124	26%	829	7%	457	4%	6,514	55%	456	4%

Despite gains in dual enrollment participation rates for African American and Hispanic/Latino students, both groups are underrepresented when compared to the overall racial and ethnic composition of Maryland high schools in 2016-2017. By contrast, Asian student participation rates for dual enrollment equaled that of their high school enrollment. Figures 7, 8 and 9 provide information on racial and ethnic enrollment distributions for dual enrollment, public high schools, and colleges. African American students comprised 34% of all high school students, yet only 26% of all dually enrolled students. Similarly, Hispanic/Latino students comprised 16% of all high school students, but only 7% of all dually enrolled students. Conversely, white students are overrepresented in the dual enrollment population, comprising 55% of dually enrolled students yet only 39% of all public high school students in Maryland. Interestingly, this pattern does not extend to college racial and ethnic distributions. The racial and ethnic composition of Maryland’s colleges more closely approximates that of dually enrolled students in 2016-2017.

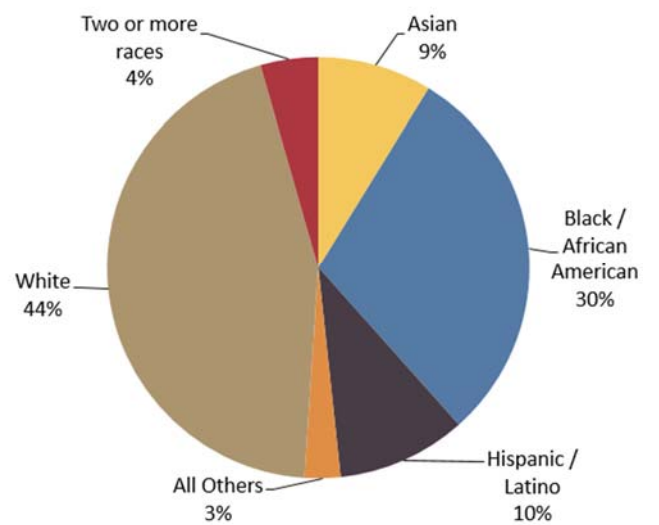
**Figure 7: Dual Enrollment Percentage by Race/Ethnicity, State of Maryland, 2016-2017**



**Figure 8: High School Enrollment Percentage by Race/Ethnicity, State of Maryland, 2016-2017**



**Figure 9: College Enrollment Percentage by Race/Ethnicity, State of Maryland, Fall 2016**





## Grade Level Dual Enrollment Trends

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

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

Table 6 presents data on how students that are dually enrolled are distributed across grade levels (option 1 above). The distribution of dual enrollment across grade levels varies greatly. The largest share of dually enrolled students were those in 12<sup>th</sup> grade, although in most years there are increases in the share of dually enrolled students in all other grade levels. For example, in 2010-2011, less than fifty 9<sup>th</sup> graders were dually enrolled, compared to 430 in 2016-2017. While 9<sup>th</sup> grade continues to realize the smallest share of dually enrolled students, 10<sup>th</sup> grade and 11<sup>th</sup> grade have had noteworthy increases since 2010-2011. The percentage of dually enrolled students in 10<sup>th</sup> grade increased seven percentage points since 2010-2011, while the percentage of 11<sup>th</sup> grade students increased 17 percentage points since 2010-2011. These increases translated to an almost tenfold increase in total numbers of students dually enrolled in grades 9, 10, and 11 from 2010-2011 to 2016-2017.

**Table 6: Dual Enrollment Total Counts and Percentage by Grade Level, State of Maryland, Trend 2011-2017**

Academic Year	Total Dual Enrollment	Grade 9		Grade 10		Grade 11		Grade 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2010-2011</b>	4,555	24	1%	61	1%	239	5%	4,231	93%
<b>2011-2012</b>	4,342	27	1%	74	2%	266	6%	3,975	92%
<b>2012-2013</b>	5,347	126	2%	392	7%	814	15%	4,015	75%
<b>2013-2014</b>	7,256	258	4%	570	8%	1,446	20%	4,982	69%
<b>2014-2015</b>	8,606	284	3%	691	8%	1,939	23%	5,692	66%
<b>2015-2016</b>	10,308	295	3%	1006	10%	2,196	21%	6,811	66%
<b>2016-2017</b>	11,843	430	4%	953	8%	2,576	22%	7,884	67%

Table 7 provides a different perspective on the distribution of dual enrollment by grade level. This table presents dual enrollment as a share of total students enrolled by grade level (option 2 above). Grades 9, 10, and 11 had smaller participation rates compared to grade 12. While the grade level participation rates were low compared to 12<sup>th</sup> grade, the change in the total numbers of dually enrolled students from these lower grade levels also increased tenfold from 2010-2011 to 2016-2017.

**Table 7: Dual Enrollment as a Percentage of Grade Level Enrollment, State of Maryland, Comparison 2010-2011 and 2016-2017**

Grade	2010-2011			2016-2017		
	Total Enrollment	Dual Enrollment	Percentage of Grade Level Dually Enrolled	Total Enrollment	Dual Enrollment	Percentage of Grade Level Dually Enrolled
<b>Grade 9</b>	74,900	24	<1%	75,483	430	<1%
<b>Grade 10</b>	69,248	61	<1%	66,355	953	1.4%
<b>Grade 11</b>	62,749	239	<1%	61,008	2,576	4%
<b>Grade 12</b>	63,857	4,231	7%	61,703	7,884	13%

Dual enrollment by grade levels can also be explored by demographic groups. Tables 8, 9, and 10 provide data on dual enrollment for each grade level by gender, FARMS, and race/ethnicity. The dual enrollment patterns across each group-grade level are generally consistent with overall dual enrollment grade level patterns. For example, 4% of dually enrolled students were in the 9<sup>th</sup> grade. Similarly, of male students dually enrolled, 4% were in 9<sup>th</sup> grade.

**Table 8: Dual Enrollment Counts and Percentage by Grade Level and Gender, State of Maryland, 2016-2017**

Gender	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>State of Maryland</b>	11,843	4%	8%	22%	67%
<b>Male</b>	4,931	4%	8%	21%	67%
<b>Female</b>	6,912	3%	8%	22%	66%

Overall, 67% of dually enrolled students were in the 12<sup>th</sup> grade. Similarly, 60% of FARMS and 68% of Non-FARMS students that were dually enrolled were in the 12<sup>th</sup> grade.

**Table 9: Dual Enrollment Counts and Percentage by Grade Level and Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, 2016-2017**

FARMS Status	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>State of Maryland</b>	11,843	4%	8%	22%	67%
<b>FARMS</b>	2,539	6%	9%	25%	60%
<b>Non-FARMS</b>	9,304	3%	8%	21%	68%

These grade level enrollment distribution patterns are consistent across most student groups with the exception of some racial and ethnic groups. Overall, 22% of dually enrolled students are in the 11<sup>th</sup> grade and 67% are in the 12<sup>th</sup> grade. These two specific grade level distributions are not consistent for Asian, African-American and Hispanic students who have larger than average percentages in 11<sup>th</sup> grade and lower than average percentages in 12<sup>th</sup> grade. These student groups appear to be engaging in dual enrollment earlier than white students, who have higher than average percentages of dual enrollment in 12<sup>th</sup> grade and lower than average percentages in 11<sup>th</sup> grade.

**Table 10: Dual Enrollment Counts and Percentage by Grade Level and Race/Ethnicity, State of Maryland, 2016-2017**

Race/Ethnicity	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>State of Maryland</b>	11,843	4%	8%	22%	67%
<b>Asian</b>	849	9%	13%	28%	50%
<b>Black/African American</b>	3,124	7%	12%	29%	52%
<b>Hispanic/Latino</b>	829	4%	8%	25%	63%
<b>All Others</b>	71	≤15%*	≤15%*	18%	68%
<b>White</b>	6,514	1%	5%	17%	76%
<b>Two or more races</b>	456	4%	8%	21%	68%

\*Value suppressed due to small cell size.

Finally, Table 11 provides the total number of dually enrolled students by grade level for each school system. School system grade level dual enrollment patterns were similar to those of the overall state patterns with a few notable exceptions. In Prince George’s school system, 33% of their dually enrolled students were in 12<sup>th</sup> grade, half of the statewide rate of 67%. Conversely, Prince George’s dual enrollment in 9<sup>th</sup> and 10<sup>th</sup> grades were more than double the statewide rates for these grades. Student’s in Prince George’s appear to be engaging in dual enrollment much earlier than students in other systems.

Other school systems also had distributions that significantly deviated from the State averages. Allegany, Anne Arundel, Cecil, Frederick, Harford, and St. Mary’s had 12<sup>th</sup> grade dual enrollment percentages between 14 and 31 percentage points higher than the State average. Conversely, Allegany, Cecil, Harford, and St. Mary’s had 11<sup>th</sup> grade dual enrollment percentages between 14 and 19 percentage points lower than the State average. Further, the dual enrollment grade level distributions at six school systems were almost exclusive to 12<sup>th</sup> grade (Allegany, Anne Arundel, Cecil, Frederick, Harford, and St. Mary’s). Finally, twelve school systems had no 9<sup>th</sup> grade students dually enrolled (Allegany, Calvert, Caroline, Cecil, Dorchester, Harford, Kent, St. Mary’s, Talbot, Washington, Wicomico, and Worcester). These variations in grade level enrollment patterns most likely reflect differences in dual enrollment policies in each school system.

**Table 11: Total Enrollment and Dual Enrollment Counts and Percentage by School System and Grade Level, 2016-2017**

School System <sup>6</sup>	Total High School Student Enrollment	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>State of Maryland</b>	264,549	11,843	4%	8%	22%	67%
<b>Allegany</b>	2,558	124	**	*	≤10%	≥90%
<b>Anne Arundel</b>	23,411	1,046	3%	4%	13%	81%
<b>Baltimore City</b>	22,406	562	17%	9%	31%	43%
<b>Baltimore</b>	32,238	1,614	3%	8%	22%	67%
<b>Calvert</b>	5,247	444	**	12%	15%	73%
<b>Caroline</b>	1,657	89	**	*	≥30%	≥50%
<b>Carroll</b>	8,400	457	≤3%	≤3%	19%	77%
<b>Cecil</b>	4,816	218	**	≤5%	≤5%	94%
<b>Charles</b>	8,574	314	≤3%	≤3%	43%	53%
<b>Dorchester</b>	1,292	67	**	*	≥40%	≥45%
<b>Frederick</b>	12,837	1,333	1%	2%	13%	84%
<b>Garrett</b>	1,146	162	*	30%	17%	≥45%
<b>Harford</b>	11,662	738	**	2%	5%	93%
<b>Howard</b>	17,127	715	7%	18%	26%	48%
<b>Kent</b>	594	27	**	*	≤35%	≥65%
<b>Montgomery</b>	49,203	818	2%	9%	23%	66%
<b>Prince George's</b>	38,217	1,521	11%	20%	36%	33%
<b>Queen Anne's</b>	2,354	116	*	*	≥25%	≥65%
<b>St. Mary's</b>	770	52	**	*	≤15%	≥85%
<b>Somerset</b>	5,160	315	≤5%	≤5%	27%	66%
<b>Talbot</b>	1,434	89	**	≤15%	≥40%	54%
<b>Washington</b>	6,951	661	**	5%	18%	76%
<b>Wicomico</b>	4,437	222	**	≤5%	≥20%	77%
<b>Worcester</b>	2,058	139	**	≤10%	≥20%	78%

\*Value suppressed due to small cell size.

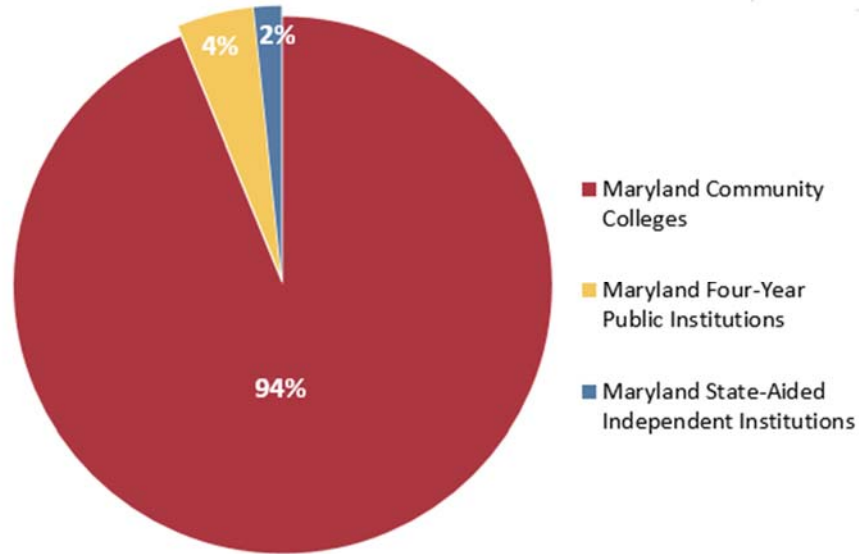
\*\*No students were dually enrolled at this grade level.

<sup>6</sup> The SEED School of Maryland is reported in the Baltimore City total due to the small size of the population.

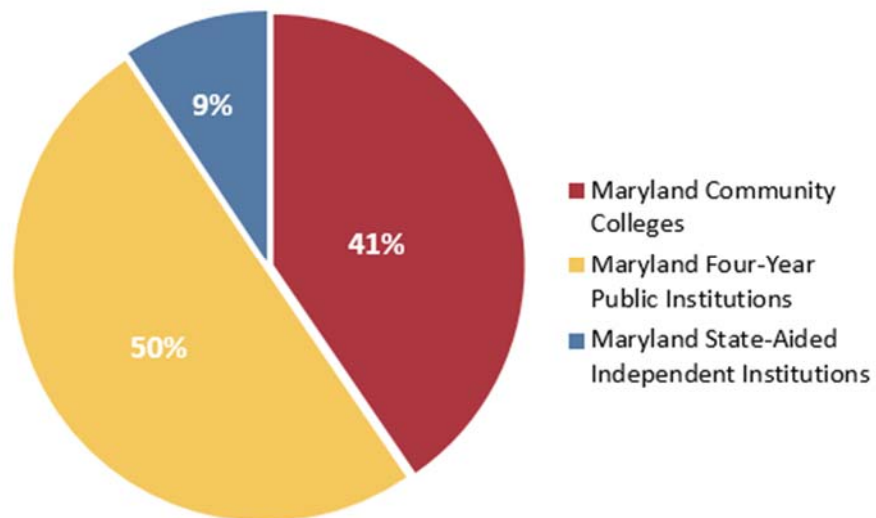
## Postsecondary Segments and Institutions

The vast majority of dual enrollment is completed through Maryland's community colleges segment, which enrolled 94% of all dually enrolled students. Figure 10 provides data on dual enrollment by college segment. Comparatively, as seen in Figure 11, only 41% of all degree-seeking students in Maryland are enrolled in a Maryland community colleges.

**Figure 10: Dual Enrollment Percentage by College Segment, State of Maryland, Fall 2016**



**Figure 11: Degree-Seeking Undergraduate College Enrollment Percentage by College Segment, State of Maryland, Fall 2016**



Dual enrollment not only increases the overall student population at a college, but it also changes the composition of the student body. Dual enrollment students are younger than traditional college students and may require different support services, instructional methods, and faculty engagement than traditional college students. Table 12 shows that dual enrollment in Maryland’s community colleges segment increases enrollment in the degree seeking population by 10%. Comparatively, dual enrollment students accounted for less than a 1% population increase at Maryland’s four-year public and state-aided independent institutions segments.

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

Postsecondary Segment	Degree-Seeking Segment College Enrollment	Total Dual Enrollment	Segment Population Increase
<b>Maryland Community Colleges</b>	107,519	11,109	10%
<b>Maryland Four-Year Public Institutions</b>	133,567	539	<1%
<b>Maryland State-Aided Independent Institutions</b>	24,831	195	<1%

These enrollment patterns and population impacts were not uniform across institutions within each segment as seen in Table 13. The Community College of Baltimore County (15%), Frederick Community College (12%), and Prince George’s Community College (13%) realized the largest percentages of dually enrolled students within Maryland’s community college segment. Relatedly, Garrett Community College (33%), Frederick Community College (27%), and Hagerstown Community College (21%) experienced the largest overall population increases. With the exception of Frederick Community College, these institutions receive small percentages of the dually enrolled students from Maryland’s community college segment.

University of Maryland, College Park and the University of Baltimore received the largest percentage of dually enrolled students within Maryland’s four-year public segment. Johns Hopkins University enrolled 55% of all dually enrolled students who enrolled in Maryland’s state-aided independent segment. For University of Maryland, College Park and Johns Hopkins University, the inclusion of dually enrolled students increased their overall undergraduate enrollments by 2% or less, while the addition of dual enrollment students to University of Baltimore increased their undergraduate enrollments by 5%.

**Table 13: Undergraduate Enrollment, Percentage of Dual Enrollment by College, State of Maryland, 2016-2017**

<b>Maryland Community Colleges</b>	<b>Fall Undergraduate College Enrollment</b>	<b>Percentage of Segment's Dual Enrollment</b>	<b>College Population Increase</b>
<b>Allegany College of Maryland</b>	2,304	1%	5%
<b>Anne Arundel Community College</b>	11,604	9%	9%
<b>Baltimore City Community College</b>	3,965	2%	5%
<b>Carroll Community College</b>	2,942	4%	15%
<b>Cecil Community College</b>	2,274	2%	10%
<b>Chesapeake College</b>	1,807	3%	18%
<b>College of Southern Maryland</b>	7,232	9%	14%
<b>Community College of Baltimore County</b>	19,390	15%	9%
<b>Frederick Community College</b>	4,860	12%	27%
<b>Garrett College</b>	506	1%	33%
<b>Hagerstown Community College</b>	3,205	6%	21%
<b>Harford Community College</b>	5,155	7%	14%
<b>Howard Community College</b>	9,113	6%	7%
<b>Montgomery College</b>	19,456	6%	3%
<b>Prince George's Community College</b>	11,286	13%	12%
<b>Wor-Wic Community College</b>	2,654	4%	15%
<b>Maryland Four-Year Public Institutions</b>	<b>Fall Undergraduate College Enrollment</b>	<b>Percentage of Segment's Dual Enrollment</b>	<b>College Population Increase</b>
<b>Bowie State University</b>	4,630	12%	1%
<b>Coppin State University</b>	2,477	8%	2%
<b>Frostburg State University</b>	4,778	3%	0%
<b>Morgan State University</b>	6,333	*	0%
<b>St. Mary's College of Maryland</b>	1,618	*	0%
<b>Salisbury University</b>	7,657	2%	0%
<b>Towson University</b>	18,967	2%	0%
<b>University of Baltimore</b>	3,186	29%	5%
<b>University of Maryland, Baltimore</b>	904	*	0%
<b>University of Maryland, Baltimore County</b>	11,025	*	0%
<b>University of Maryland, College Park</b>	27,862	31%	1%
<b>University of Maryland University College</b>	41,067	8%	0%
<b>University of Maryland Eastern Shore</b>	3,162	3%	1%

Maryland State-Aided Independent Institutions	Fall Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
<b>Capitol Technology University</b>	424	*	2%
<b>Goucher College</b>	1,461	*	0%
<b>Hood College</b>	1,151	*	1%
<b>Johns Hopkins University</b>	5,616	55%	2%
<b>Loyola University Maryland</b>	4,067	*	0%
<b>Maryland Institute College of Art</b>	1,724	*	0%
<b>McDaniel College</b>	1,535	10%	1%
<b>Mount St. Mary's University</b>	1,717	16%	2%
<b>Notre Dame of Maryland</b>	869	*	0%
<b>St. John's College</b>	434	*	0%
<b>Stevenson University</b>	3,581	*	0%
<b>Washington Adventist University</b>	807	*	1%
<b>Washington College</b>	1,446	*	0%

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

Lastly, Table 14 presents grade level-segment enrollment patterns. Dually enrolled students, who enrolled in Maryland's community college segment, were predominantly in the 12<sup>th</sup> grade. Dually enrolled students who enroll in Maryland's four-year public segment were also predominantly in 12<sup>th</sup> grade; however, this segment had nearly twice as many 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students as the community college segment. Alternatively, the majority of dually enrolled students in Maryland's state-aided independent segment were from 11<sup>th</sup> grade, while the percentage that were from 12<sup>th</sup> grade was half that of four-year public segment. As with the four-year public segment, the state-aided segment also had twice as many 9<sup>th</sup> and 10<sup>th</sup> grade dually enrolled students as the community college segment.

**Table 14: Dual Enrollment Counts and Percentage by Grade Level and College Segment, State of Maryland, 2016-2017**

Postsecondary Segment	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>Maryland Community Colleges</b>	11,109	3%	8%	20%	68%
<b>Maryland Four-Year Public Institutions</b>	539	7%	12%	37%	43%
<b>Maryland State-Aided Independent Institutions</b>	195	6%	17%	54%	23%



## Dual Enrollment Course Information

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

Course information is available from the Maryland State Department of Education (MSDE) for students who dually enrolled through a partnership agreement with the local school system, provided the local school system collected and reported the information. Forty-one percent of Maryland’s dually enrolled students in academic year 2016-2017 had dual enrollment course information reported from (MSDE). This is an increase from last year where course information was only available for 38% of students. Table 15 presents the rate at which courses were identified as taken through partnership agreements for each school system.

College course information from the Maryland Higher Education Commission (MHEC) is not yet available. MHEC began collecting course information from colleges in 2016 and it will be available to MLDS in 2019.

**Table 15: Percent of Dually Enrolled Students with Dual Enrollment High School Course Information by School System, 2016-2017**

School System <sup>7</sup>	Percentage with Available High School Course Information
State of Maryland	41%
Allegany	90%
Anne Arundel	0%
Baltimore City	36%
Baltimore	16%
Calvert	32%
Caroline	93%
Carroll	78%
Cecil	67%
Charles	55%
Dorchester	49%^
Frederick	91%
Garrett	48%
Harford	70%
Howard	13%
Kent	85%
Montgomery	0%
Prince George's	46%
Queen Anne's	0%
St. Mary's	96%
Somerset	91%
Talbot	96%
Washington	7%
Wicomico	83%
Worcester	93%

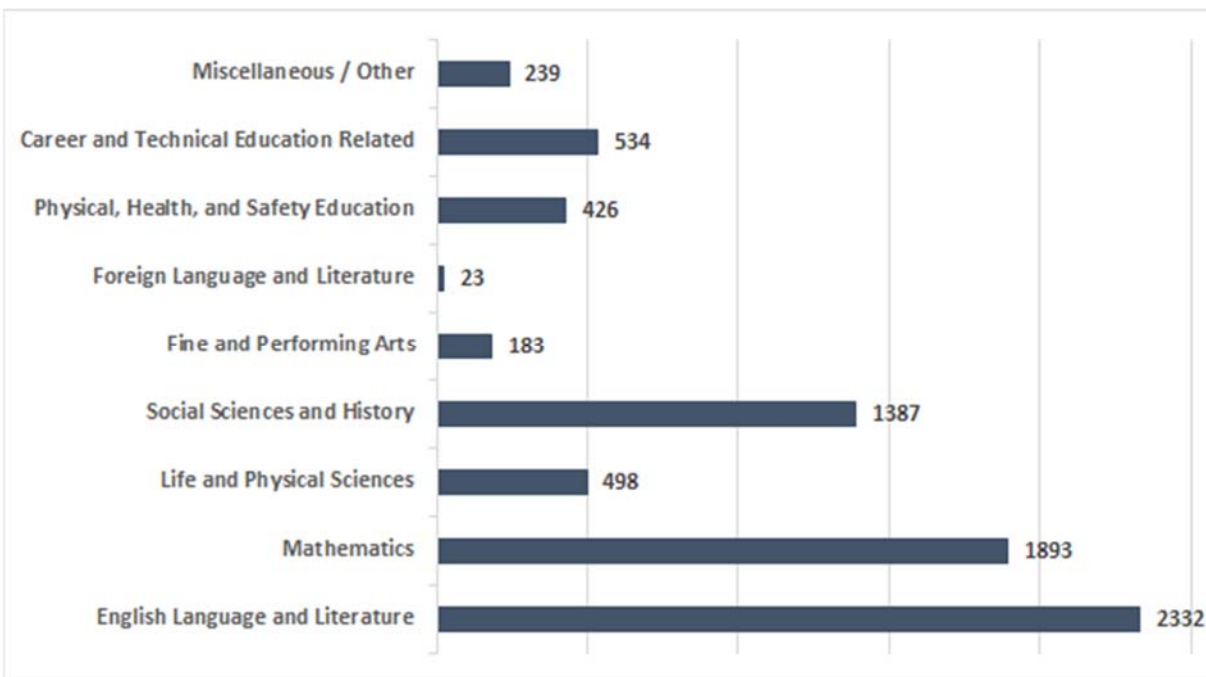
<sup>^</sup>Dorchester submitted course data for one of their two high schools. The actual percentage of courses may be higher if data were available for both schools.

<sup>7</sup> The SEED School of Maryland is reported in the Baltimore City total due to the small size of the population.

## Course Subjects

Courses are classified using the School Courses for the Exchange of Data (SCED) classification system. Figure 12 provide data on the total number of dually enrolled students by SCED and school system. There are 18 SCED subject areas. Reported here are the most common subject areas for dual enrollment courses. The remaining SCED subjects were grouped together as a “Miscellaneous/Other” subject area.

**Figure 12: Course Information for Dually Enrolled Students by SCED Subject Area, 2016-2017**



Available course data indicate that dual enrollment primarily focused on English, math, and social sciences and history courses. Some students pursued coursework in the arts, foreign languages, career and technical training and physical, health and safety education. These findings are consistent with prior year analysis<sup>8</sup> with one exception. In 2015-2016 there were 2,658 students enrolled in Life and Physical Sciences, making it the third largest subject. This year, there are only 498 dual enrollments in this subject, dropping it to fifth largest. Physical, Health and Safety Education has a similar drop. In 2015-2016 the number of students dually enrolled in in this subject was 1,352; in 2016-2017 the total is 426. The drastic change in these two groups is most likely the results of missing course data from Montgomery, Queen Anne’s and Anne Arundel counties and under-reporting by Dorchester county rather than by an actual change in course-taking patterns.

<sup>8</sup> The number of courses classified as miscellaneous/other was drastically reduced in 2015-2016 due to improvements in school system data quality and the expansion of the course classification to report Career and Technical Education courses. In 2013-2014, approximately 3,000 courses were identified as either miscellaneous or other compared to 237 for 2016-2017.

## College Enrollment Patterns

The last section of this report explores college enrollment patterns for 12th grade students dually enrolled at any point between 9th and 12<sup>th</sup> grade and students never dually enrolled in high school. The percentages for college enrollment in the fall following 12<sup>th</sup> grade for the State and each school system are presented in Table 16.

**Table 16: Percent of 12th Grade Students with Subsequent College Enrollment in Fall 2016 by Dual Enrollment Status, 2016-2017**

School System	Total 12th Grade, Enrolled in College, Fall 2016	Dually Enrolled between 9th and 12th Grade, Enrolled in College, Fall 2016	Never Dually Enrolled, Enrolled in College, Fall 2016
<b>State of Maryland</b>	42%	60%	39%
<b>Allegany</b>	39%	65%	32%
<b>Anne Arundel</b>	45%	63%	41%
<b>Baltimore City</b>	31%	51%	29%
<b>Baltimore</b>	43%	65%	39%
<b>Calvert</b>	45%	68%	36%
<b>Caroline</b>	31%	50%	26%
<b>Carroll</b>	43%	56%	40%
<b>Cecil</b>	34%	57%	29%
<b>Charles</b>	40%	63%	37%
<b>Dorchester</b>	34%	65%	28%
<b>Frederick</b>	45%	54%	40%
<b>Garrett</b>	44%	61%	35%
<b>Harford</b>	48%	53%	46%
<b>Howard</b>	57%	67%	55%
<b>Kent</b>	25%	35%	23%
<b>Montgomery</b>	46%	55%	46%
<b>Prince George's</b>	37%	64%	34%
<b>Queen Anne's</b>	41%	68%	37%
<b>St. Mary's</b>	36%	61%	29%
<b>Somerset</b>	36%	68%	18%
<b>Talbot</b>	44%	63%	39%
<b>Washington</b>	35%	58%	24%
<b>Wicomico</b>	42%	66%	37%
<b>Worcester</b>	42%	63%	36%
<b>SEED School of Maryland</b>	61%	92%	48%

Statewide, 60% of students who were dually enrolled at least once between 9<sup>th</sup> and 12<sup>th</sup> grade enrolled in college in the fall after their 12<sup>th</sup> grade year as compared to 39% of students who were never dually enrolled in high school. This college enrollment pattern is reflected in all school systems. Further, sixteen school systems had college enrollment rates for dually enrolled students higher than that of the state average, ranging from 61% to 92%. The majority of the remaining school systems were slightly below the state average by 2 to 10 percentage points. While one system, Kent, was at half the State average for the percentage of dually enrolled students enrolling in college.

While most school systems had college enrollment rates for dual enrollment students near the State average, the difference in college enrollment between dually enrolled students and non-dually enrolled students was not consistent. At the State level, the college enrollment rate for 12th grade students was 21 percentage points lower than the college enrollment rate for dually enrolled 12th grade students. At the school system level, that rate was as narrow as 8 percentage points (Harford) and as wide as 49 percentage points (Somerset).

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

## Summary

The Maryland College and Career Readiness and College Completion Act of 2013 (CCR-CCA) sought to expand dual enrollment across the state both by encouraging participation and offering funding to support participation. CCR-CCA established rules for the tuition and fees that could be charged to dually enrolled students and created the Early College Access Grant to offer financial support to dual enrollment students. These measures are recognized as critical to increasing dual enrollment participation.

Both the overall number and percentage of high school students that were dually enrolled increased again this year; however, the percentage change in the increase from the prior year declined slightly, from 19.78% to 14.89%. Some school systems experience significant gains in dual enrollment in 2016-2017. For example, Baltimore City had 1% of its population dually enrolled in 2015-2016, but 2.5% in 2016-2017. While this may represent one of the smallest dual enrollment percentages in the State, it is an important step forward for Baltimore City, where many students are economically disadvantaged or identify with an underserved racial/ethnic group. Similarly, Garrett's dual enrollment population was 9.1% in 2015-2016 and 14.14% in 2016-2017. Increasing dual enrollment in Garrett may increase college enrollment which, in turn, may increase the percentage of high school graduates from this county with a college degree (currently 19% compared to 38% of the State) and contribute to decreases in the number of residents living in poverty (12.8% compared to 9.3% of the State)<sup>9</sup> by expanding career opportunities for those completing college degrees.

Dual enrollment participation for underserved groups, such as racial/ethnic minorities and economically disadvantaged students continue to increase. Increasing participation rates amongst these groups of students may be critical to expanding access to college for groups that are otherwise underrepresented in college. Further, the data show an upward trend in the percentage of 9<sup>th</sup> grade students dually enrolled, while the percentage of 10<sup>th</sup> grade dually enrolled students declined slightly. The expansion of dual enrollment to lower grade levels may play an important role in academic preparedness as students who pursue dual enrollment earlier in their high school careers may be able to take more courses and courses that increase in academic rigor, providing a solid foundation from which to begin their college careers.

Also noteworthy in this year's report was the increase in students participating in dual enrollment at the University of Baltimore. Last year, 41% of students that participated in dual enrollment through the four-year public segment attended the University of Maryland, College Park (UMCP), the largest site of dual enrollment for the segment by 20 percentage points. This year, the rate for UMCP declined to 31%, while the University of Baltimore increased from <5% last year to 29% this year, making them the second largest site for dual enrollment in the four-year public segment. This increase was not by chance, but by design as University of Baltimore sought to increase dual enrollment through strategic

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<sup>9</sup> U.S. Census Bureau. [QuickFacts](#). QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

partnerships that offer financial and academic supports to high school students dually enrolling at University of Baltimore, particularly those from Baltimore City public schools.<sup>10</sup>

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

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

## More information

The MLDS Center Research Branch has completed a study on the causal impacts of dual enrollment on postsecondary and workforce outcomes. These analyses match each dually enrolled student to a student who was not dually enrolled based on demographic characteristics, program participation, school system, academic achievement, and distance to a college. This approach provides confidence that the effect found is actually due to dual enrollment, rather than due to student characteristics or school/school system characteristics that may relate to better outcomes. Preliminary findings were presented at the [MLDS Center research series](#) in 2017. The final published report, [Effects of Dual Enrollment on College and Workforce](#), is available on the [MLDS Center website](#) under Research Reports.

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

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

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<sup>10</sup>Learn more about University of Baltimore’s dual enrollment programs by accessing: <https://www.usmd.edu/usm/B-Power/> and <http://www.ubalt.edu/academics/early-college-initiatives/dual-enrollment.cfm>.

## Appendix

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

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Allegany	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL COMPUTER LOGIC
Allegany	10008	Computer and Information Sciences	PARTICULAR TOPICS IN COMPUTER LITERACY	COLLEGE COMPUTER LITERACY
Allegany	01037	English Language and Literature	LANGUAGE ARTS—GENERAL	COLLEGE ENGLISH
Allegany	01199	English Language and Literature	SPEECH—OTHER	COLL SPEECH
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY I
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY II
Allegany	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALGEBRA
Allegany	02209	Mathematics	PROBABILITY AND STATISTICS—OTHER	COLL PROB & STAT
Allegany	04254	Social Sciences and History	PSYCHOLOGY	COLL PSYCHOLOGY
Baltimore City	12104	Business and Marketing	ACCOUNTING	ACCT 221 @ BCCC
Baltimore City	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COSC 199 022 @ COPPIN STATE
Baltimore City	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	MISY 150 @ COPPIN
Baltimore City	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	RENG 92 @ BCCC
Baltimore City	01001	English Language and Literature	ENGLISH/LANGUAGE ARTS I (9TH GRADE)	ENGLISH 101 @ BCCC
Baltimore City	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	YEAR 1 SEMINAR
Baltimore City	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 222 @ TOWSON U.
Baltimore City	01053	English Language and Literature	LITERATURE	ENG 200 @ BCCC
Baltimore City	01151	English Language and Literature	PUBLIC SPEAKING	SPEECH 101 @ BCCC
Baltimore City	01151	English Language and Literature	PUBLIC SPEAKING	SPEECH 105 @ COPPIN
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	ENGL 101 @ CCBC
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	ENGLISH 102 @ CCBC
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	WRITING 101 @ UB
Baltimore City	14155	Health Care Sciences	PARTICULAR TOPICS IN HEALTH INFORMATION	HEED 110 @ COPPIN
Baltimore City	03051	Life and Physical Sciences	BIOLOGY	BIO 102 @ BCCC

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Baltimore City	03151	Life and Physical Sciences	PHYSICS	COLLEGE PHYSICS
Baltimore City	02056	Mathematics	ALGEBRA II	COLLEGE ALGEBRA
Baltimore City	02069	Mathematics	ALGEBRA—OTHER	MAT 87M @ BCCC
Baltimore City	02111	Mathematics	LINEAR ALGEBRA	HON. LINEAR ALG. 110.212 @ JHU
Baltimore City	02999	Mathematics	MATHEMATICS—OTHER	HON. SINGLE VARIABLE CALC.@JHU
Baltimore City	02999	Mathematics	MATHEMATICS—OTHER	MATH 129 @ BCCC
Baltimore City	02110	Mathematics	PRE-CALCULUS	MAT 128 @ BCCC
Baltimore City	02201	Mathematics	PROBABILITY AND STATISTICS	MATH 107 @ BCCC
Baltimore City	02201	Mathematics	PROBABILITY AND STATISTICS	MATH 115 @ UB
Baltimore City	02055	Mathematics	TRANSITION ALGEBRA	MAT 91 @ BCCC
Baltimore City	02055	Mathematics	TRANSITION ALGEBRA	MAT 92 @ BCCC
Baltimore City	22003	Miscellaneous	STUDY SKILLS	PRE 100 @ BCCC
Baltimore City	04251	Social Sciences and History	ANTHROPOLOGY	ANTH 207 @ COPPIN STATE
Baltimore City	04102	Social Sciences and History	EARLY U.S. HISTORY	H 101 @ BCCC
Baltimore City	04201	Social Sciences and History	ECONOMICS	ECON 103 @ COPPIN
Baltimore City	04307	Social Sciences and History	PARTICULAR TOPICS IN PHILOSOPHY	PHIL 102 @ COPPIN
Baltimore City	04306	Social Sciences and History	PHILOSOPHY	PHI 101 @ BCCC
Baltimore City	04306	Social Sciences and History	PHILOSOPHY	PHIL 103 @ COPPIN
Baltimore City	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 101 @ BCCC
Baltimore City	04258	Social Sciences and History	SOCIOLOGY	SOCI 201 @ COPPIN STATE
Baltimore City	04151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	POSC 301 @ COPPIN STATE
Baltimore City	04001	Social Sciences and History	WORLD GEOGRAPHY	GEOGRAPHY 102 @ COPPIN
Baltimore City	04062	Social Sciences and History	WORLD PEOPLE STUDIES	HISTORY 205 @ COPPIN
Baltimore County	12062	Business and Marketing	CTE-PRINCIPLES OF ACCOUNTING AND FINANCE	COLL:PRINCIPLES OF ACCOUNTING
Baltimore County	12061	Business and Marketing	CTE-PRINCIPLES OF BUSINESS, ADMINISTRATION, AND MANAGEMENT	COLL:PRIN OF BUSINESSADMIN&MGT
Baltimore County	12006	Business and Marketing	WORD PROCESSING	COLL: KEYBOARDING
Baltimore County	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL: COMP SCI PRINCIPLES
Baltimore County	10171	Computer and Information Sciences	CTE- FOUNDATIONS OF COMPUTER SCIENCE	COLL:FOUNDATIONS OF COMP SCI
Baltimore County	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	COLL: CYBER SECURITY



School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Baltimore County	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	COLL: ENGLISH 11
Baltimore County	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	COLL: ENGLISH 12
Baltimore County	05107	Fine and Performing Arts	PIANO	COLL: CLASS PIANO
Baltimore County	06421	Foreign Language and Literature	JAPANESE I	COLL: JAPANESE 1
Baltimore County	06101	Foreign Language and Literature	SPANISH I	COLL: SPANISH 1
Baltimore County	06101	Foreign Language and Literature	SPANISH I	COLLEGE SPANISH I
Baltimore County	06104	Foreign Language and Literature	SPANISH IV	COLL: SPANISH 4
Baltimore County	03051	Life and Physical Sciences	BIOLOGY	COLL: BIOLOGY
Baltimore County	03101	Life and Physical Sciences	CHEMISTRY	COLL: CHEMISTRY
Baltimore County	03008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	COLL: EARTH/SPACE SCIENCE
Baltimore County	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	COLL: ENVIRONMENTAL SCIENCE
Baltimore County	03060	Life and Physical Sciences	MICROBIOLOGY	COLL: MICROBIOLOGY
Baltimore County	02056	Mathematics	ALGEBRA II	COLLEGE ALGEBRA
Baltimore County	02121	Mathematics	CALCULUS	COLL: CALCULUS BC
Baltimore County	02202	Mathematics	INFERENTIAL PROBABILITY AND STATISTICS	COLL: STATISTICS&PROBABILITY
Baltimore County	02111	Mathematics	LINEAR ALGEBRA	COLL: ALGEBRA LINEAR
Baltimore County	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	COLL: ALGEBRA COLLEGE
Baltimore County	02110	Mathematics	PRE-CALCULUS	COLL: PRE-CALCULUS
Baltimore County	02106	Mathematics	TRIGONOMETRY/ALGEBRA	COLL: TRIGONOMETRY W/ALGEBRA
Baltimore County	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	COLL: HEALTH
Baltimore County	08016	Physical, Health, and Safety Education	LIFETIME FITNESS EDUCATION	COLL: PE FITNESS FOUNDATIONS/M
Baltimore County	04201	Social Sciences and History	ECONOMICS	COLL:ECONOMICS & PUB ISSUES
Baltimore County	04103	Social Sciences and History	MODERN U.S. HISTORY	COLL: US HISTORY
Baltimore County	04306	Social Sciences and History	PHILOSOPHY	COLL: PHILOSOPHY
Baltimore County	04254	Social Sciences and History	PSYCHOLOGY	COLL: PSYCHOLOGY
Calvert	12104	Business and Marketing	ACCOUNTING	INTRODUCTION TO BUSINESS IN A MARKET ECONOMY DE
Calvert	12054	Business and Marketing	BUSINESS LAW	BUSINESS LAW I DE
Calvert	12055	Business and Marketing	BUSINESS PRINCIPLES AND MANAGEMENT	APPLIED BUSINESS COMMUNICATIONS DE
Calvert	11101	Communications and Audio/Visual Technology	JOURNALISM	INTRODUCTION TO MASS COMMUNICATION DE

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Calvert	01103	English Language and Literature	COMPOSITION	HONORS COMP AND RHETORIC
Calvert	01199	English Language and Literature	SPEECH—OTHER	BASIC PRINCIPLES OF SPEECH COMMUNICATIONS DE
Calvert	05189	Fine and Performing Arts	ART—GENERAL	HISTORY OF WESTERN ART I DE
Calvert	05189	Fine and Performing Arts	ART—GENERAL	HISTORY OF WESTERN ART II DE
Calvert	05149	Fine and Performing Arts	MUSIC—OTHER	MUSIC APPRECIATION DE
Calvert	05999	Fine and Performing Arts	VISUAL AND PERFORMING ART—OTHER	CALCULUS DE
Calvert	03101	Life and Physical Sciences	CHEMISTRY	HONORS CHEMISTRY DE
Calvert	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	HONORS ENVIRONMENTAL SCIENCE DE
Calvert	02057	Mathematics	ALGEBRA III	ALGEBRA 3 D
Calvert	02999	Mathematics	MATHEMATICS—OTHER	INTRODUCTION TO STATISTICS DE
Calvert	02110	Mathematics	PRE-CALCULUS	ACADEMIC PRE-CALCULUS & TRIG
Calvert	02110	Mathematics	PRE-CALCULUS	HONORS PRE-CALCULUS & TRIG. DE
Calvert	04103	Social Sciences and History	MODERN U.S. HISTORY	HONORS UNITED STATES HISTORY DE
Calvert	04306	Social Sciences and History	PHILOSOPHY	INTRODUCTION TO PHILOSOPHY DE
Calvert	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY DE (ONE ELECTIVE CREDIT)
Calvert	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY DE (ONE ELECTIVE CREDIT)
Calvert	04063	Social Sciences and History	WESTERN CIVILIZATION	HISTORY OF WESTERN CIVILIZATION DE
Caroline	11002	Communications and Audio/Visual Technology	COMMUNICATION TECHNOLOGY	DE INTRO TO MASS MEDIA
Caroline	11101	Communications and Audio/Visual Technology	JOURNALISM	DE INTRO TO JOURNALISM/MEDIA
Caroline	11056	Communications and Audio/Visual Technology	PARTICULAR TOPICS IN AUDIO/VIDEO TECHNOLOGY AND FILM	DE THE ART OF FILM
Caroline	01155	English Language and Literature	COMMUNICATIONS	DE FUND OF ORAL COMMUNICATION
Caroline	01103	English Language and Literature	COMPOSITION	DE ENGLISH COMP 101
Caroline	01104	English Language and Literature	CREATIVE WRITING	DE CREATIVE WRITING
Caroline	01053	English Language and Literature	LITERATURE	DE INTRO TO LITERATURE 102
Caroline	05152	Fine and Performing Arts	ART HISTORY	DE INTRODUCTION TO ART
Caroline	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	DE INTRO TO THEATRE
Caroline	05139	Fine and Performing Arts	MUSIC—GENERAL	DE INTRO TO MUSIC
Caroline	05055	Fine and Performing Arts	THEATER—ACTING/PERFORMANCE	DE INTRO TO ACTING

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Caroline	05157	Fine and Performing Arts	VISUAL ARTS—PAINTING	DE PAINTING I
Caroline	19261	Human Services	HUMAN GROWTH AND DEVELOPMENT	DE HUMAN GROWTH & DEV.
Caroline	03004	Life and Physical Sciences	ASTRONOMY	DE INTO TO ASTRONOMY
Caroline	03101	Life and Physical Sciences	CHEMISTRY	DE GEN CHEMISTRY I
Caroline	02069	Mathematics	ALGEBRA—OTHER	DE COLLEGE ALGEBRA
Caroline	02073	Mathematics	ANALYTIC GEOMETRY	DE CALC&ANALYGEOMETRYI
Caroline	02201	Mathematics	PROBABILITY AND STATISTICS	DE STATISTICS
Caroline	08052	Physical, Health, and Safety Education	HEALTH AND FITNESS	DE WELLNESS FOR LIFE
Caroline	15054	Public, Protective, and Government Service	LAW ENFORCEMENT	DE INRO LAW ENFORCEMENT
Caroline	04251	Social Sciences and History	ANTHROPOLOGY	DE CULTURAL ANTHROPOLOGY
Caroline	04102	Social Sciences and History	EARLY U.S. HISTORY	DE US HISTORY I
Caroline	04103	Social Sciences and History	MODERN U.S. HISTORY	DE US HISTORY II
Caroline	04254	Social Sciences and History	PSYCHOLOGY	DE GENERAL PSYCHOLOGY
Caroline	04258	Social Sciences and History	SOCIOLOGY	DE SOCIOLOGY
Caroline	04099	Social Sciences and History	WORLD HISTORY—OTHER	DE WORLD CIVILIZATION I
Caroline	04099	Social Sciences and History	WORLD HISTORY—OTHER	DE WORLD CIVILIZATION II
Carroll	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	DUAL ENROLLMENT - BUSINESS
Carroll	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	DUAL ENROLLMENT - COMPUTER SCI
Carroll	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	CONCURRENT ENROLLMENT - READ
Carroll	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	DUAL ENROLLMENT - ENGLISH
Carroll	05149	Fine and Performing Arts	MUSIC—OTHER	DUAL ENROLLMENT - MUSIC
Carroll	05199	Fine and Performing Arts	VISUAL ARTS—OTHER	DUAL ENROLLMENT - ART
Carroll	06999	Foreign Language and Literature	FOREIGN LANGUAGE AND LITERATURE—OTHER	DUAL ENROLLMENT - WORLD LANG
Carroll	14999	Health Care Sciences	HEALTH CARE SCIENCES—OTHER	DUAL ENROLLMENT - HEALTH SCI
Carroll	19099	Human Services	CHILD AND ELDER CARE—OTHER	DUAL ENROLLMENT - CHILDCARE
Carroll	19262	Human Services	CONSUMER ECONOMICS/PERSONAL FINANCE	DUAL ENROLLMENT - FIN LIT
Carroll	03099	Life and Physical Sciences	BIOLOGY—OTHER	DUAL ENROLLMENT - BIOLOGY
Carroll	03101	Life and Physical Sciences	CHEMISTRY	DUAL ENROLLMENT - CHEMISTRY
Carroll	03008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	DUAL ENROLLMENT - EARTH/SPACE

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Carroll	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	DUAL ENROLLMENT - SCIENCE
Carroll	03199	Life and Physical Sciences	PHYSICS—OTHER	DUAL ENROLLMENT - PHYSICS
Carroll	02999	Mathematics	MATHEMATICS—OTHER	CONCURRENT ENROLLMENT - MATH
Carroll	02999	Mathematics	MATHEMATICS—OTHER	DUAL ENROLLMENT - MATHEMATICS
Carroll	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	DUAL ENROLLMENT - HEALTH
Carroll	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DUAL ENROLLMENT - PHYSICAL ED
Carroll	15999	Public, Protective, and Government Service	PUBLIC, PROTECTIVE, AND GOVERNMENT SERVICE—OTHER	DUAL ENROLLMENT - LAW PUBLIC
Carroll	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	DUAL ENROLLMENT - SOC STUDIES
Carroll	04149	Social Sciences and History	U.S. HISTORY—OTHER	DUAL ENROLLMENT - US HISTORY
Carroll	04099	Social Sciences and History	WORLD HISTORY—OTHER	DUAL ENROLLMENT - WORLD HIST
Cecil	05169	Fine and Performing Arts	MULTIMEDIA ART	DE DIGITAL IMAGING I
Cecil	05169	Fine and Performing Arts	MULTIMEDIA ART	DE DIGITAL IMAGING II
Cecil	05167	Fine and Performing Arts	PHOTOGRAPHY	DE PHOTOGRAPHY I
Cecil	03106	Life and Physical Sciences	AP CHEMISTRY	DE CHEMISTRY I
Cecil	03155	Life and Physical Sciences	AP PHYSICS B	DE PHYSICS I
Cecil	02123	Mathematics	DIFFERENTIAL CALCULUS	DE CALCULUS II
Cecil	02109	Mathematics	ELEMENTARY FUNCTIONS	DE MATH CONCEPTS & STRUCTURES
Cecil	02201	Mathematics	PROBABILITY AND STATISTICS	DE STATISTICS
Cecil	04251	Social Sciences and History	ANTHROPOLOGY	DE CULTURAL ANTHROPOLOGY
Cecil	04256	Social Sciences and History	AP PSYCHOLOGY	DE PSYCHOLOGY
Cecil	04258	Social Sciences and History	SOCIOLOGY	DE SOCIOLOGY
Charles	02057	Mathematics	ALGEBRA III	AD ALG/TRG-H
Charles	02110	Mathematics	PRE-CALCULUS	PRE-CALC-H
Dorchester	01005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	DUAL ENROLLMENT ENGLISH 101
Dorchester	01005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	ENGLISH101
Dorchester	01006	English Language and Literature	AP ENGLISH LITERATURE AND COMPOSITION	DUAL ENROLLMENT ENGLISH 102
Dorchester	01006	English Language and Literature	AP ENGLISH LITERATURE AND COMPOSITION	ENGLISH102
Dorchester	03056	Life and Physical Sciences	AP BIOLOGY	DUAL ENROLLMENT BIOLOGY 101

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Dorchester	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES— OTHER	DUAL ENROLLMENT BIO LAB
Dorchester	03055	Life and Physical Sciences	PHYSIOLOGY	PSYCHOLOGY
Dorchester	02052	Mathematics	ALGEBRA I	COLLEGEALGEBAR
Dorchester	02201	Mathematics	PROBABILITY AND STATISTICS	DUAL ENROLLMENT STATISTICS
Dorchester	22999	Miscellaneous	MISCELLANEOUS—OTHER	DUAL ENROLLMENT HUMAN GRWTH & DEV
Dorchester	04204	Social Sciences and History	AP MACROECONOMICS	PRINOFMACROECONOMICS
Dorchester	04203	Social Sciences and History	AP MICROECONOMICS	PRINOFMICROECONOMICS
Dorchester	04258	Social Sciences and History	SOCIOLOGY	DUAL ENROLLMENT SOCIOLOGY 101
Dorchester	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY101
Frederick	12104	Business and Marketing	ACCOUNTING	FCC ACCT 102 PRIN ACCT2
Frederick	12051	Business and Marketing	INTRODUCTORY BUSINESS	FCC BU103 INT BUSINESS
Frederick	11153	Communications and Audio/Visual Technology	DIGITAL MEDIA DESIGN AND PRODUCTION	FCC CMM 152
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC BU109:SM BUSINESS
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC BU140:AGRI-BUSINESS
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 111
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 170
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 190
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 191
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 192
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 193
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS 212
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS101 COMP SCI FL
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY— OTHER	FCC CIS101 COMP SCI OC
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	EN138 HOOD
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG 101 FCC

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG 102 FCC
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH 101 LIBERTY
Frederick	01197	English Language and Literature	SPEECH—INDEPENDENT STUDY	FCPS SPEECH FUND.
Frederick	06802	Foreign Language and Literature	AMERICAN SIGN LANGUAGE II	FCC ASL 103
Frederick	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY 101 FCC
Frederick	03149	Life and Physical Sciences	CHEMISTRY—OTHER	CHEMISTRY 101 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 1-210 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 2-210 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 2-211 FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS 3-212 FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH 112 HOOD
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH 130 FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH 207 FCC
Frederick	02110	Mathematics	PRE-CALCULUS	PRECALC 111 FCC
Frederick	02201	Mathematics	PROBABILITY AND STATISTICS	ELEM STATS 206 FCC
Frederick	04201	Social Sciences and History	ECONOMICS	FCC EC201 PRIN OF ECON
Frederick	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 101 FCC
Frederick	04258	Social Sciences and History	SOCIOLOGY	FCPS INTRO SOCIOLOGY
Frederick	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY 101 FCC
Frederick	04149	Social Sciences and History	U.S. HISTORY—OTHER	HISTORY 202 FCC
Garrett	10108	Computer and Information Sciences	NETWORK SECURITY	GARRETT COLLEGE CIS106-INTRO TO CYBERSEC
Garrett	01155	English Language and Literature	COMMUNICATIONS	GARRETT COLLEGE SPC101-INTRO TO COMMUNIC
Garrett	01103	English Language and Literature	COMPOSITION	GARRETT COLLEGE ENG101-COMPOSITION I
Garrett	01053	English Language and Literature	LITERATURE	GARRETT COLLEGE ENG102-INTRO TO LIT
Garrett	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	GARRETT COLLEGE BIO145-ELEMENTS OF ECOLO
Garrett	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	GARRETT COLLEGE BIO150-GENERAL ECOLOGY
Garrett	02069	Mathematics	ALGEBRA—OTHER	GARRETT COLLEGE MATH105-COLLEGE ALGEBRA
Garrett	04258	Social Sciences and History	SOCIOLOGY	GARRETT COLLEGE SOC101-PRINCIPLES OF SOC

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Harford	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	HCC ENGLISH 101
Harford	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	HCC ENGLISH 102
Harford	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	HCC ENGLISH 204
Harford	03004	Life and Physical Sciences	ASTRONOMY	HCCASTR151
Harford	02052	Mathematics	ALGEBRA I	HCC MATH 101
Harford	02125	Mathematics	AP CALCULUS BC	HCC MATH 204
Harford	02125	Mathematics	AP CALCULUS BC	HCCMATH206
Harford	02121	Mathematics	CALCULUS	HCC MATH 203
Harford	02121	Mathematics	CALCULUS	HCC MATH 216
Harford	02999	Mathematics	MATHEMATICS—OTHER	HCC MATH 102
Harford	02999	Mathematics	MATHEMATICS—OTHER	HCC MATH 212223
Harford	08001	Physical, Health, and Safety Education	PHYSICAL EDUCATION	HCC PHY ED
Harford	08001	Physical, Health, and Safety Education	PHYSICAL EDUCATION	HCCPHYED230
Harford	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	HCC US HIST 103
Harford	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	HCC US HIST 104
Howard	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12
Howard	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	MUSIC AND SOCIETY
Howard	05149	Fine and Performing Arts	MUSIC—OTHER	MUSIC TECHNOLOGY I
Howard	05154	Fine and Performing Arts	VISUAL ART—COMPREHENSIVE	ART I: FOUND OF STUDIO
Howard	06801	Foreign Language and Literature	AMERICAN SIGN LANGUAGE I	AMERICAN SIGN LANGUAGE I
Howard	06802	Foreign Language and Literature	AMERICAN SIGN LANGUAGE II	AM SIGN LANG II
Howard	06121	Foreign Language and Literature	FRENCH I	FRENCH I
Howard	06601	Foreign Language and Literature	RUSSIAN I	RUSSIAN I
Howard	06602	Foreign Language and Literature	RUSSIAN II	RUSSIAN II
Howard	06103	Foreign Language and Literature	SPANISH III	SPANISH III
Howard	03004	Life and Physical Sciences	ASTRONOMY	ASTRONOMY
Howard	03008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	EARTH AND SPACE SCIENCE
Howard	02203	Mathematics	AP STATISTICS	STATISTICS - AP
Howard	04103	Social Sciences and History	MODERN U.S. HISTORY	US HISTORY-HON
Howard	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Kent	11003	Communications and Audio/Visual Technology	PARTICULAR TOPICS IN COMMUNICATION	FUNDOFORALCOMM
Kent	05158	Fine and Performing Arts	VISUAL ARTS—SCULPTURE	THEARTFFILM
Kent	02069	Mathematics	ALGEBRA—OTHER	CC/ALG/MATH113-101*
Kent	02201	Mathematics	PROBABILITY AND STATISTICS	CC/INTRO TO STATISTICS*
Kent	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC/WELLNESS FOR LIFE*
Kent	04102	Social Sciences and History	EARLY U.S. HISTORY	USHISTORYI
Kent	04306	Social Sciences and History	PHILOSOPHY	WC/INTROPHILO 100*
Kent	04254	Social Sciences and History	PSYCHOLOGY	CC/GEN PSYCHOLOGY*
Kent	04254	Social Sciences and History	PSYCHOLOGY	WC/GENPSYCHOLOGY*
Kent	04258	Social Sciences and History	SOCIOLOGY	CC/SOCIOLOGY*161
Kent	04258	Social Sciences and History	SOCIOLOGY	WC/INTRO TO SOCIOLOGY*
Prince George's	12010	Business and Marketing	CTE-OFFICE SYSTEMS MANAGEMENT I	OFFICE SYS MGT 1 DE
Prince George's	10299	Computer and Information Sciences	INFORMATION SUPPORT AND SERVICES—OTHER	INTRO INFO TECHNO DE
Prince George's	21015	Engineering and Technology	PARTICULAR TOPICS IN ENGINEERING	SYSTEMS ENG 1 DE
Prince George's	01155	English Language and Literature	COMMUNICATIONS	SPEECH COMM DE
Prince George's	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 PART 1 DE
Prince George's	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 PART 2 DE
Prince George's	05118	Fine and Performing Arts	MUSIC APPRECIATION	MUSIC SURVEY DE
Prince George's	19251	Human Services	FAMILY AND CONSUMER SCIENCES—COMPREHENSIVE	INTRO NUTRITION DE
Prince George's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	ANAT AND PHYSIO 2 DE
Prince George's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	ANATOMY/PHYS LAB1 DE
Prince George's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	ANATOMY/PHYS LAB2 DE
Prince George's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	ANATOMY/PHYSIOLOGYDE
Prince George's	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY LAB DE
Prince George's	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY DE
Prince George's	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALGEBRA DE
Prince George's	02121	Mathematics	CALCULUS	CALCULUS 1 DE
Prince George's	02102	Mathematics	DISCRETE MATHEMATICS	FINITE MATH DE



School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Prince George's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS DE
Prince George's	02201	Mathematics	PROBABILITY AND STATISTICS	INTRO STATISTICS DE
Prince George's	02105	Mathematics	TRIGONOMETRY/MATH ANALYSIS	TRIG/ANALY GEOM DE
Prince George's	22999	Miscellaneous	MISCELLANEOUS—OTHER	CONCUR ENROL COL N/C
Prince George's	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	HEALTH ISSUES DE
Prince George's	08001	Physical, Health, and Safety Education	PHYSICAL EDUCATION	LIFETIME SPORTS DE
Prince George's	08001	Physical, Health, and Safety Education	PHYSICAL EDUCATION	PERSONALFITNESS1 DE
Prince George's	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY DE
Prince George's	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY DE
Prince George's	04151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	LSN GOVERNMENT 1 DE
Prince George's	04051	Social Sciences and History	WORLD HISTORY—OVERVIEW	WORLD HISTORY 1 DE
Prince George's	04051	Social Sciences and History	WORLD HISTORY—OVERVIEW	WORLD HISTORY 2 DE
Somerset	01996	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—SUPPLEMENTAL	FUNDAMENTALS OF ENGLISH II
Somerset	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	FUNDAMENTALS OF ENGLISH I
Somerset	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE - 101
Somerset	04439	Social Sciences and History	SOCIAL STUDIES—GENERAL	WORLD CIVILIZATIONS
St. Mary's	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	COLLEGE INFORMATION AGE; EMERGING TECHNOLOGIES
St. Mary's	01054	English Language and Literature	AMERICAN LITERATURE	AMERICAN LITERATURE I
St. Mary's	01005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	COMPOSITION AND RHETORIC
St. Mary's	01006	English Language and Literature	AP ENGLISH LITERATURE AND COMPOSITION	COMPOSITION AND LITERATURE
St. Mary's	01156	English Language and Literature	APPLIED ENGLISH AND COMMUNICATIONS	COL INTRO INTERPERSONAL COMM
St. Mary's	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	COLLEGE PREP ENGLISH 12: RHETORIC AND COMPOSITION
St. Mary's	01062	English Language and Literature	LITERATURE OF A PERIOD	ENGLISH LITERATURE I
St. Mary's	01065	English Language and Literature	LITERATURE OF A THEME	INTRO TO SHORT NOVEL AND NOVEL
St. Mary's	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	BUSINESS AND TECHNICAL WRITING

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
St. Mary's	14999	Health Care Sciences	HEALTH CARE SCIENCES—OTHER	ACADEMY OF HEALTH PROFESSIONS 2
St. Mary's	14003	Health Care Sciences	MEDICAL LAW AND ETHICS	INTRO TO BIO LEGAL ETHICAL ISS
St. Mary's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	INTRO TO HUMAN ANAT/PHYSIOLOGY
St. Mary's	03062	Life and Physical Sciences	CONCEPTUAL BIOLOGY	PRINCIPLES OF BIOLOGY (LAB)
St. Mary's	03152	Life and Physical Sciences	PHYSICS—ADVANCED STUDIES	FUNDAMENTALS OF PHYSICS (LAB)
St. Mary's	02057	Mathematics	ALGEBRA III	ALGEBRA 3
St. Mary's	02121	Mathematics	CALCULUS	CALCULUS (CM)
St. Mary's	02121	Mathematics	CALCULUS	CALCULUS II
St. Mary's	02123	Mathematics	DIFFERENTIAL CALCULUS	CALCULUS III
St. Mary's	02123	Mathematics	DIFFERENTIAL CALCULUS	COL DIFF EQUAT
St. Mary's	02102	Mathematics	DISCRETE MATHEMATICS	FINITE MATHEMATICS
St. Mary's	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	CALC I AND ANALYTIC GEOMETRY
St. Mary's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS (CM)
St. Mary's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS (HONORS)
St. Mary's	02201	Mathematics	PROBABILITY AND STATISTICS	INTRODUCTION TO STATISTICS
St. Mary's	02209	Mathematics	PROBABILITY AND STATISTICS—OTHER	STATISTICAL APPLICATIONS
St. Mary's	02106	Mathematics	TRIGONOMETRY/ALGEBRA	PRECALC ALG AND TRIGONOMETRY
St. Mary's	04164	Social Sciences and History	BUSINESS LAW	COL BUS LAW
St. Mary's	04154	Social Sciences and History	COMPARATIVE GOVERNMENT	AMERICAN GOVERNMENT
St. Mary's	04103	Social Sciences and History	MODERN U.S. HISTORY	THE UNITED STATES SINCE 1877
St. Mary's	04259	Social Sciences and History	PARTICULAR TOPICS IN SOCIOLOGY	COL SOCIOLOGY
St. Mary's	04065	Social Sciences and History	PARTICULAR TOPICS IN WORLD HISTORY	COL LEGACY OF THE MODERN WORLD
St. Mary's	04254	Social Sciences and History	PSYCHOLOGY	GENERAL PSYCHOLOGY
St. Mary's	04099	Social Sciences and History	WORLD HISTORY—OTHER	HISTORY OF WESTERN CIV I
St. Mary's	04099	Social Sciences and History	WORLD HISTORY—OTHER	HISTORY OF WESTERN CIV II
Talbot	18201	Agriculture, Food, and Natural Resources	AGRIBUSINESS MANAGEMENT	CC AGRICULTURAL MARKETING
Talbot	21108	Engineering and Technology	BLUEPRINT READING	CC BLUEPRINT READING
Talbot	01155	English Language and Literature	COMMUNICATIONS	CC FUNDAMENTALS OF ORAL COMMUNICATION
Talbot	01103	English Language and Literature	COMPOSITION	CC COMPOSITION

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Talbot	01053	English Language and Literature	LITERATURE	CC INTRO TO LITERATURE
Talbot	01058	English Language and Literature	WORLD LITERATURE	CC WORLD LIT II
Talbot	05189	Fine and Performing Arts	ART—GENERAL	CC INTRO TO ART
Talbot	05203	Fine and Performing Arts	FILM APPRECIATION AND ANALYSIS	CC THE ART OF FILM
Talbot	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	CC INTRO TO THEATER
Talbot	05118	Fine and Performing Arts	MUSIC APPRECIATION	CC INTRO TO MUSIC
Talbot	05055	Fine and Performing Arts	THEATER—ACTING/PERFORMANCE	CC INTRO TO ACTING
Talbot	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	CC ANATOMY & PHYSIOLOGY I
Talbot	03051	Life and Physical Sciences	BIOLOGY	CC FUND OF BIOLOGY
Talbot	03101	Life and Physical Sciences	CHEMISTRY	CC GEN CHEMISTRY I
Talbot	03101	Life and Physical Sciences	CHEMISTRY	CC GEN CHEMISTRY II
Talbot	03060	Life and Physical Sciences	MICROBIOLOGY	CC MICROBIOLOGY
Talbot	13207	Manufacturing	WELDING	CC ADVANCED WELDING
Talbot	13207	Manufacturing	WELDING	CC BASIC ARC WELDING
Talbot	02058	Mathematics	PARTICULAR TOPICS IN ALGEBRA	CC COLLEGE ALGEBRA
Talbot	02141	Mathematics	PARTICULAR TOPICS IN ANALYTIC MATHEMATICS	CC CALC & ANALYTIC GEOMETRY I
Talbot	02201	Mathematics	PROBABILITY AND STATISTICS	CC INTRO TO STATISTICS
Talbot	22106	Miscellaneous	SEMINAR	CC HONORS VISION SEMINAR
Talbot	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC WELLNESS FOR LIFE
Talbot	04102	Social Sciences and History	EARLY U.S. HISTORY	CC US HISTORY I
Talbot	04302	Social Sciences and History	HUMANITIES	CC INTEGRATED ARTS
Talbot	04207	Social Sciences and History	PARTICULAR TOPICS IN ECONOMICS	CC PRIN OF MACROECONOMICS
Talbot	04207	Social Sciences and History	PARTICULAR TOPICS IN ECONOMICS	CC PRIN OF MICROECONOMICS
Talbot	04255	Social Sciences and History	PARTICULAR TOPICS IN PSYCHOLOGY	CC INTRO TO COUNSELING
Talbot	04254	Social Sciences and History	PSYCHOLOGY	CC GENERAL PSYCHOLOGY
Talbot	04258	Social Sciences and History	SOCIOLOGY	CC SOCIOLOGY
Washington	12104	Business and Marketing	ACCOUNTING	PRIN OF ACCT
Washington	10154	Computer and Information Sciences	C++ PROGRAMMING	INTRO C C++
Washington	10301	Computer and Information Sciences	COMPUTER FORENSICS	COMP FORENSICS
Washington	10301	Computer and Information Sciences	COMPUTER FORENSICS	COMPUTER FORENSICS I

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Washington	10251	Computer and Information Sciences	COMPUTER TECHNOLOGY	INTRO TO INFO TECH
Washington	10054	Computer and Information Sciences	DATA SYSTEMS/PROCESSING	SYSTEMS DESIGN AND ANALYSIS
Washington	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	INTRO TO SEC FUND
Washington	10101	Computer and Information Sciences	NETWORK TECHNOLOGY	NETWORK BASCIS
Washington	10111	Computer and Information Sciences	PARTICULAR TOPICS IN NETWORKING SYSTEMS	TACTICAL PERIMETER DEFENSE
Washington	21003	Engineering and Technology	ENGINEERING TECHNOLOGY	DYNAMICS
Washington	21049	Engineering and Technology	ENGINEERING—OTHER	ENGINEERING STATICS
Washington	21015	Engineering and Technology	PARTICULAR TOPICS IN ENGINEERING	MECH OF MATERIALS
Washington	21001	Engineering and Technology	PRE-ENGINEERING TECHNOLOGY	INTRO TO ENGINEERING
Washington	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	COMP&LIT
Washington	01102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	ENG COMP
Washington	01151	English Language and Literature	PUBLIC SPEAKING	HCC PUB SPK
Washington	01151	English Language and Literature	PUBLIC SPEAKING	PUBLIC SPEAKING
Washington	05004	Fine and Performing Arts	DANCE HISTORY AND APPRECIATION	DANCE APPREC I
Washington	05173	Fine and Performing Arts	IB ART/DESIGN	INTRO VIS ARTS
Washington	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	HIST ROCK/ROLL
Washington	05116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	MUSIC APPRECIATION
Washington	06101	Foreign Language and Literature	SPANISH I	ELEM SPANISH I
Washington	14055	Health Care Sciences	EMERGENCY MEDICAL TECHNOLOGY	EMS PRACTICUM II
Washington	14055	Health Care Sciences	EMERGENCY MEDICAL TECHNOLOGY	MEDICAL EMERGENCIES
Washington	14055	Health Care Sciences	EMERGENCY MEDICAL TECHNOLOGY	MEDICAL EMERGENCIES II
Washington	14254	Health Care Sciences	PARTICULAR TOPICS IN HEALTH SCIENCES	CARDIOLOGY-CARDIOVASCULAR DIS
Washington	14254	Health Care Sciences	PARTICULAR TOPICS IN HEALTH SCIENCES	PEDIATRICS AND SPECIAL POPULAT
Washington	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	HUMAN ANAT/PHY I LAB
Washington	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	HUMAN ANAT/PHYS I
Washington	03056	Life and Physical Sciences	AP BIOLOGY	BIO LAB

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Washington	03056	Life and Physical Sciences	AP BIOLOGY	DIV/LIV THINGS
Washington	03056	Life and Physical Sciences	AP BIOLOGY	PRIN BIO
Washington	03056	Life and Physical Sciences	AP BIOLOGY	PRIN BIO II
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	CHEM LAB
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM II
Washington	03106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM LAB II
Washington	03101	Life and Physical Sciences	CHEMISTRY	INTO COLLEGE CHEMISTRY
Washington	03101	Life and Physical Sciences	CHEMISTRY	INTRO COLLEGE CHEM LAB
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I LAB
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II
Washington	03151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II LAB
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS II
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS III
Washington	03199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS LAB
Washington	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALG
Washington	02124	Mathematics	AP CALCULUS AB	CALCULUS I
Washington	02121	Mathematics	CALCULUS	CALCULUS II
Washington	02102	Mathematics	DISCRETE MATHEMATICS	DISCRETE MATH
Washington	02126	Mathematics	PARTICULAR TOPICS IN CALCULUS	DIFFERENTIAL EQUATIONS
Washington	02110	Mathematics	PRE-CALCULUS	PRE-CALC
Washington	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	PERSONAL HEALTH
Washington	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DIVERSITY/CULTURE IN SPORTS
Washington	15051	Public, Protective, and Government Service	CRIMINAL JUSTICE	INTRO CRIM JUS
Washington	07002	Religious Education and Theology	COMPARATIVE RELIGION	WORLD RELIGIONS
Washington	04251	Social Sciences and History	ANTHROPOLOGY	CUL ANTHROPOLOGY
Washington	04057	Social Sciences and History	AP WORLD HISTORY	WORLD HIST
Washington	04057	Social Sciences and History	AP WORLD HISTORY	WORLD HIST II
Washington	04302	Social Sciences and History	HUMANITIES	A CURIOUS CONTINUUM
Washington	04306	Social Sciences and History	PHILOSOPHY	INTRO TO PHILOSOPHY
Washington	04254	Social Sciences and History	PSYCHOLOGY	DEVELOP PSYCH: HUMAN D
Washington	04254	Social Sciences and History	PSYCHOLOGY	GEN PSYCH

School System	SCED Code	SCED Subject Area	SCED Course Title	LEA Course Title
Washington	04258	Social Sciences and History	SOCIOLOGY	INTRO SOCIOLOGY
Washington	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY OF SCI & TECH
Wicomico	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH CL PREQ NC
Wicomico	01003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	ENGLISH 11 - CL
Wicomico	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 CL
Wicomico	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY - CL
Wicomico	03149	Life and Physical Sciences	CHEMISTRY—OTHER	CHEMISTRY - CL
Wicomico	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	ENVIRONMENTAL SCI - CL
Wicomico	03151	Life and Physical Sciences	PHYSICS	PHYSICS I - CL
Wicomico	02121	Mathematics	CALCULUS	CALCULUS I - CL
Wicomico	02126	Mathematics	PARTICULAR TOPICS IN CALCULUS	CALCULUS II - CL
Wicomico	02201	Mathematics	PROBABILITY AND STATISTICS	STATISTICS AND PROB. CL
Wicomico	04103	Social Sciences and History	MODERN U.S. HISTORY	AMERICAN HISTORY - CL
Wicomico	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY - CL
Wicomico	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	US HISTORY - CL
Wicomico	04062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION 151 CL
Wicomico	04062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION CL PREQ NC
Worcester	12104	Business and Marketing	ACCOUNTING	PRINCIPLESACCOUNT
Worcester	12051	Business and Marketing	INTRODUCTORY BUSINESS	INTROTOBUSINESS
Worcester	01005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	WWCC FUNDAMENTALS OF ENGLISH II DE
Worcester	01155	English Language and Literature	COMMUNICATIONS	WWCC FUND OF ORAL COMM DE
Worcester	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG 101 FCC
Worcester	01101	English Language and Literature	ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES)	FUNDAMENTALS OF ENGLISH I (DE)
Worcester	01101	English Language and Literature	ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES)	FUNDAMENTALSOFENGLISHI
Worcester	03051	Life and Physical Sciences	BIOLOGY	WWCC FUNDAMENTALS OF BIOLOGY DE
Worcester	03101	Life and Physical Sciences	CHEMISTRY	GENERAL CHEMISTRY I (DE)
Worcester	03008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	EARTHSCIENCE
Worcester	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE (DE)

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Worcester	02201	Mathematics	PROBABILITY AND STATISTICS	ELEMENTARY STATISTICS (DE)
Worcester	02201	Mathematics	PROBABILITY AND STATISTICS	MWCC ELEMENTARY STATISTICS DE
Worcester	02106	Mathematics	TRIGONOMETRY/ALGEBRA	COLLEGE ALGEBRA & TRIGONOMETRY (DE)
Worcester	04058	Social Sciences and History	ANCIENT CIVILIZATIONS	WORLD CIVILIZATIONS II
Worcester	04058	Social Sciences and History	ANCIENT CIVILIZATIONS	MWCC WORLD CIVILIZATIONS I DE
Worcester	04306	Social Sciences and History	PHILOSOPHY	INTRO TO PHILOSOPHY
Worcester	04254	Social Sciences and History	PSYCHOLOGY	MWCC INTRO TO PSYCHOLOGY DE
Worcester	04258	Social Sciences and History	SOCIOLOGY	MWCC INTRO TO SOCIOLOGY DE