



MLDS CENTER

Maryland Longitudinal
Data System

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December
2019

Dual Enrollment in Maryland

*Annual Report to the Governor and General
Assembly*

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

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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 sixth 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 13,504 Maryland public high school students were dually enrolled in the 2017-2018 academic year. This is approximately a 13% 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/Latino, 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](#)¹ as a series of dashboards. The MLDS Center Research Branch 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.

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

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Prior MLDS Center Dual Enrollment Reports²

Dual Enrollment Report	Date Published	Academic Year of Data	Data Source
Dual enrollment report [2013 report]	December 2013	2012-2013	MHEC
Dual enrollment report [2014 report]	December 2014	2013-2014	MHEC
Dual enrollment report [2015 report]	December 2015	2014-2015	MLDS
Dual enrollment report [2016 report]	December 2016	2014-2015	MLDS
Dual enrollment report [2017 report]	December 2017	2015-2016	MLDS
Dual enrollment report [2018 report]	December 2018	2016-2017	MLDS

² 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 sixth MLDS Center report on Dual Enrollment and the fifth 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 (DoL).

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 15th 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.

The current report includes dual enrollment data for the 2017-2018 academic year. 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](#), [other previous reports](#) and [dashboards](#)³. The MLDS Center is required to report aggregate de-identified data in all reporting. All percentages reported are rounded.

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

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 one 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 2017-2018 academic year.

Prior Reporting

The criteria for determining which students to count as dually enrolled were revised for the 2017 report. The updated criteria have been used again for the 2019 report. The following table provides an explanation of the prior and current criteria.

Criteria	Pre 2017	2017 forward
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.

Time Periods Included in the Report

The 2019 report includes data on dual enrollment from the first year of reporting, 2010-2011, and the three years prior to the 2017-2018 cohort presented in this report. Data for all cohorts can be reviewed on the Center [dashboards](https://mldscenter.maryland.gov/Dashboards.html)⁴ or in prior reports.

⁴ See <https://mldscenter.maryland.gov/Dashboards.html> - Select Dual Enrollment Trends to review related dashboards.

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, the first year of reporting, compared to the last four years. A total of 13,504 Maryland public high school students were dually enrolled in 2017-2018, an increase of 66% from 2010-2011. This rate of participation means that over 5% of all high school students (grades 9 to 12) had a dual enrollment experience in 2017-2018, an increase of 3 percentage points from the 2010-2011 rate. The majority of students dually enrolled were in 12th grade, with 13% of all 12th grade students dually enrolled in 2017-2018. See **Tables 6** and **7**.

Figure 1: Dually Enrolled High School Students, State of Maryland, 2011-2018

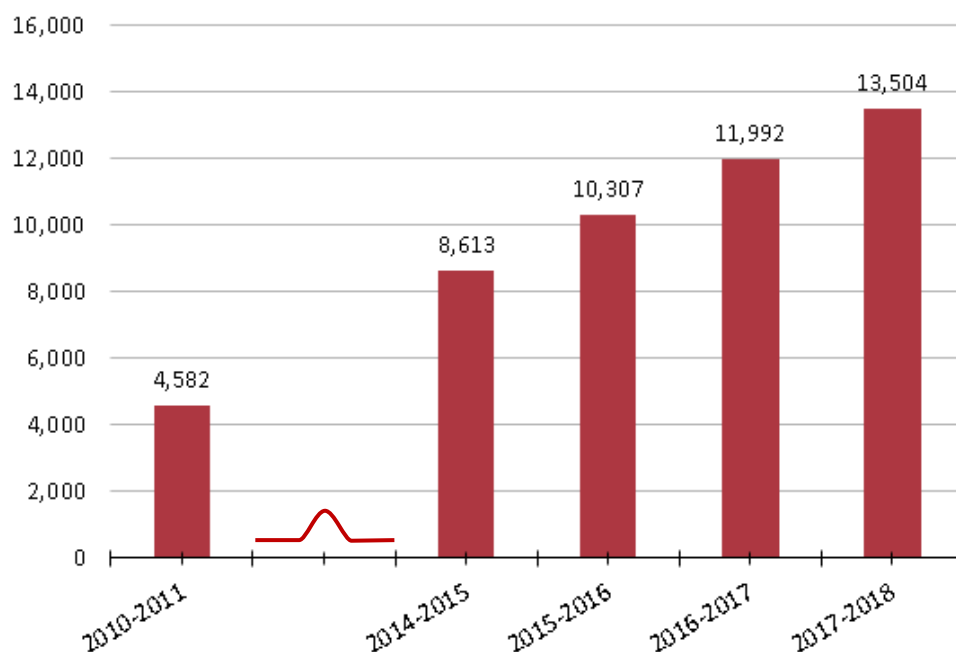


Table 1: High School Enrollment and Dual Enrollment, State of Maryland, 2011-2018

Academic Year	High School Student Enrollment ⁵	Dually Enrolled High School Students	Percent of Dually Enrolled High School Students	Percent Change in Enrollment from Prior Year
2010-2011	270,758	4,582	1.69%	n/a
2014-2015	260,059	8,613	3.31%	n/a
2015-2016	260,750	10,307	3.95%	19.67%
2016-2017	264,544	11,992	4.53%	16.35%
2017-2018	266,765	13,504	5.06%	12.61%

⁵ High school enrollment report by the Maryland State Department of Education is based upon fall attendance as of September 30th. High school enrollment reported here reflects end-of-year attendance and includes both students enrolled before and after September 30th.

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, 5.06% of students were dually enrolled. At the school system level, 17 school systems surpassed the State rate. Garrett's dual enrollment rate was three times that of the statewide rate and reflects a 2.5 percentage point increase over last year. Frederick, Somerset and Washington had dual enrollment rates that doubled the statewide rate; however, only Somerset had a notable increase last year (3%) compared to Frederick and Washington (.2% and .3% increases respectively)⁶. The three school systems with the largest number of students dually enrolled were Baltimore County, Frederick, and Prince George's, not surprising as Prince George's and Baltimore County, 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: High School Enrollment and Dual Enrollment by Local School System, 2017-2018

Local School System ⁷	High School Student Enrollment	Dual Enrollment	Percentage Dual Enrollment
State of Maryland	266,765	13,504	5.06%
Allegany	2,614	216	8.26%
Anne Arundel	23,762	1,138	4.79%
Baltimore City	21,663	561	2.59%
Baltimore County	32,657	1,729	5.29%
Calvert	5,281	408	7.73%
Caroline	1,679	114	6.79%
Carroll	8,462	530	6.26%
Cecil	4,752	190	4.00%
Charles	8,701	378	4.34%
Dorchester	1,339	79	5.90%
Frederick	13,070	1,384	10.59%
Garrett	1,160	193	16.64%
Harford	11,704	786	6.72%
Howard	17,560	860	4.90%
Kent	597	44	7.37%
Montgomery	49,952	1,046	2.09%
Prince George's	38,368	2,027	5.28%
Queen Anne's	2,377	180	7.57%
St. Mary's	5,259	406	7.72%
Somerset	764	70	9.16%
Talbot	1,454	112	7.70%
Washington	7,026	689	9.81%
Wicomico	4,487	209	4.66%
Worcester	2,077	155	7.46%

⁶ 2016-2017 Dual enrollment rates for all school systems can be found in MLDS Dual Enrollment Report of 2018.

⁷ 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 2017-2018. 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 and the last four years. Females continued to be the largest share of dually enrolled students. The gap between male and female participation appears to be consistent over time, even as dual enrollment participation increases. In 2010-2011, approximately 1,100 more females than males were dually enrolled. In 2017-2018, this gap increased to approximately 2,500; a rate that corresponds to the overall increase in dual enrollment participation. Female students as a share of total dual enrollees are overrepresented by eleven percentage points as compared to overall high school enrollment patterns in the State of Maryland. The higher rate of dual enrollment for female students is much closer to the gender distribution of Maryland colleges (6% 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 2017-2018.

Table 3: Dual Enrollment by Gender, State of Maryland, Trends 2011-2018

Academic Year	Dual Enrollment	Males		Females	
		Number	Percent	Number	Percent
2010-2011	4,582	1,729	38%	2,853	62%
2014-2015	8,613	3,415	40%	5,198	60%
2015-2016	10,307	4,157	40%	6,150	60%
2016-2017	11,992	4,992	42%	7,000	58%
2017-2018	13,504	5,405	40%	8,099	60%

Figure 2: Dual Enrollment by Gender, State of Maryland, 2017-2018

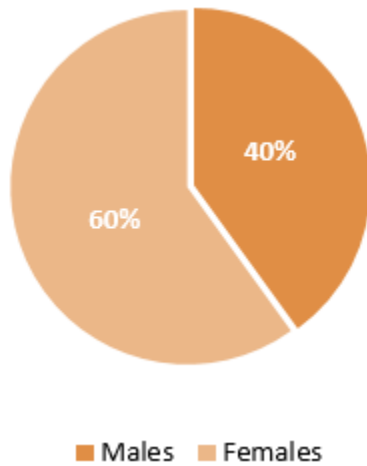


Figure 3: High School Enrollment by Gender, State of Maryland, 2017-2018

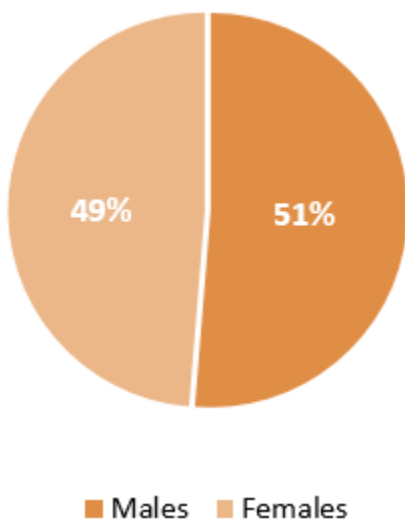
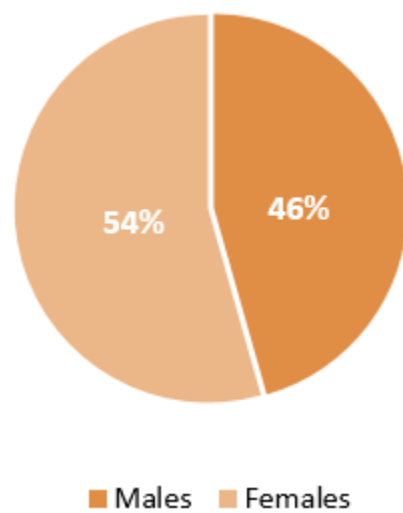


Figure 4: Undergraduate College Enrollment by Gender, State of Maryland, Fall 2017



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 eight percentage points in 2017-2018 to 23% from 15% in 2010-2011. This increase translates to almost an additional 2,300 FARMS students participating in dual enrollment. **Table 4** provides dual enrollment data for FARMS and Non-FARMS for 2010-2011 and the last four years. This increase could either be because more FARMS students participated or because more students were FARMS eligible. More research is required to understand the increase in participation.

Table 4: Dual Enrollment by Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, 2011-2018

Academic Year	Dual Enrollment	FARMS		Non-FARMS	
		Number	Percent	Number	Percent
2010-2011	4,582	705	15%	3,877	85%
2014-2015	8,613	2,000	23%	6,613	77%
2015-2016	10,307	2,308	22%	7,999	78%
2016-2017	11,992	2,577	21%	9,415	79%
2017-2018	13,504	3,067	23%	10,437	77%

Although FARMS dual enrollment continues to increase, this population is still underrepresented amongst dual enrollees. FARMS students comprised 37% of all public high school students, yet only 23% 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 2017-2018.

Figure 5: Dual Enrollment by FARMS Status, State of Maryland, 2017-2018

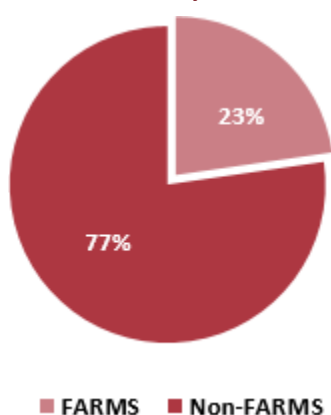
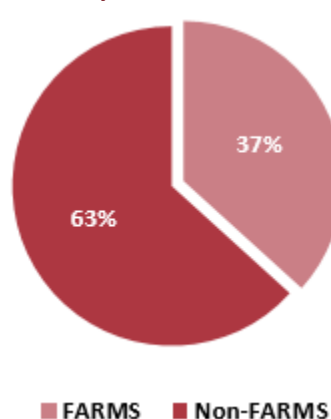


Figure 6: High School Enrollment by FARMS Status, State of Maryland, 2017-2018



Dual Enrollment Patterns: Race and Ethnicity

Dual enrollment participation is 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 more than quadrupled from 2010-2011 to 2017-2018. Collectively, dual enrollment from these three groups accounted for 42% of all dually enrolled students in 2017-2018 compared to 25% in 2010-2011.

Table 5: Dual Enrollment by Race/Ethnicity, State of Maryland, Trend 2011-2018

Academic Year	Dual Enrollment	Asian		Black / African American		Hispanic / Latino		All Others		White		Two or more races	
		N	%	N	%	N	%	N	%	N	%	N	%
2010-2011	4,582	190	4%	789	17%	198	4%	29	1%	3,251	71%	125	3%
2014-2015	8,613	617	7%	1,988	23%	617	7%	110	1%	4,928	57%	353	4%
2015-2016	10,307	728	7%	2,414	23%	731	7%	315	3%	5,638	55%	481	5%
2016-2017	11,992	870	7%	3,137	26%	910	8%	73	1%	6,461	54%	541	5%
2017-2018	13,504	1,070	8%	3,500	26%	1,069	8%	62	0%	7,250	54%	553	4%

Despite substantial gains in dual enrollment participation rates for African American and Hispanic/Latino since 2010-2011, the gap in participation between these two groups and whites has not narrowed in the last four years. Both African American and Hispanic/Latino students are underrepresented when compared to the overall racial and ethnic composition of Maryland high schools in 2017-2018. By contrast, Asian student participation rates for dual enrollment was slightly higher than 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 8% of all dually enrolled students. Conversely, white students are overrepresented in the dual enrollment population, comprising 54% of dually enrolled students yet only 38% 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 2017-2018.

Figure 7: Dual Enrollment by Race/Ethnicity, State of Maryland, 2017-2018

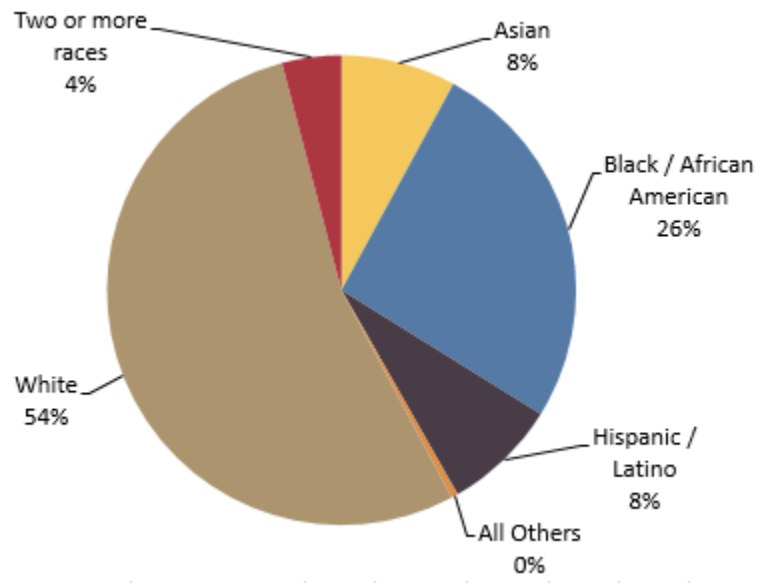


Figure 8: High School Enrollment by Race/Ethnicity, State of Maryland, 2017-2018

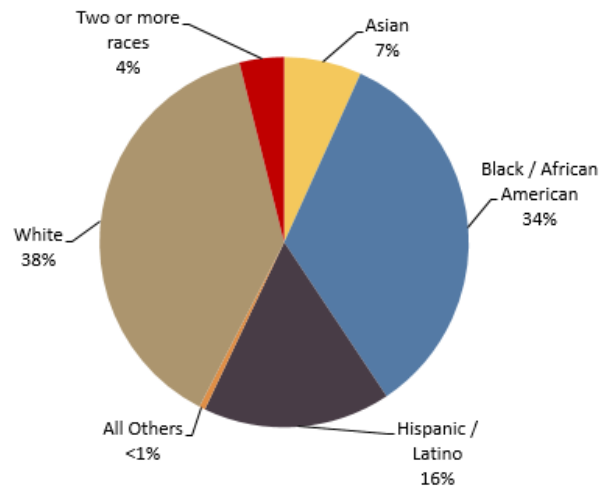
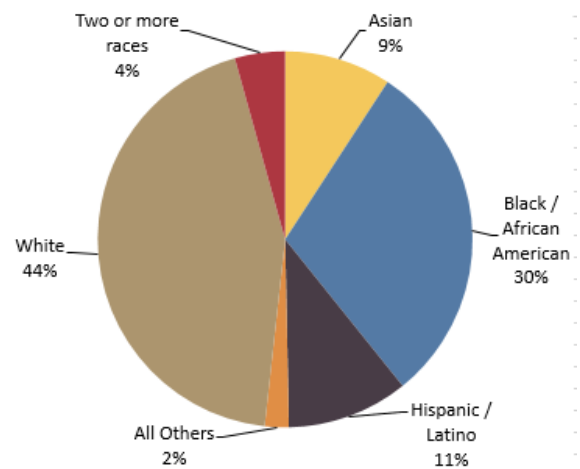


Figure 9: College Enrollment by Race/Ethnicity, State of Maryland, Fall 2017



Grade Level Dual Enrollment Trends

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

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

Table 6 presents data on how students that are dually enrolled are distributed across grade levels (option 1 above). The distribution of dual enrollment across grade levels varies greatly. The largest share of dually enrolled students were those in 12th grade. Dual enrollment in lower grade levels has increased dramatically since 2010-2011. In 2010-2011, less than twenty-five 9th graders were dually enrolled, compared to 603 in 2017-2018. This increase represents a 3 percentage point increase in dual enrollment in 9th grade between 2010-2011 and 2017-2018. Dual enrollment in 10th and 11th grades had more sizeable increases from 2010-2011 to 2017-2018. From 2010-2011 to 2017-2018 the percentage of dually enrolled students in 10th grade increased nine percentage points, while the percentage of 11th grade students increased 18 percentage points. These increases translated to a more than a tenfold increase in total numbers of students dually enrolled in grades 9, 10, and 11 from 2010-2011 to 2017-2018. Despite these large increases from 2010-2011 to present, the rates of dual enrollment in the lower grade levels has remained constant for the last four years even though there has been an increase in overall dual enrollment rates.

Table 6: Dual Enrollment Total Counts and Percentage by Grade Level, State of Maryland, Trend 2011-2018

Academic Year	Dual Enrollment	Grade 9		Grade 10		Grade 11		Grade 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
2010-2011	4,582	23	1%	62	1%	240	5%	4,257	93%
2014-2015	8,613	284	3%	691	8%	1,944	23%	5,694	66%
2015-2016	10,307	298	3%	1,010	10%	2,191	21%	6,808	66%
2016-2017	11,992	444	4%	997	8%	2,666	22%	7,885	66%
2017-2018	13,504	603	4%	1,335	10%	3,066	23%	8,500	63%

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). Overall enrollment by grade levels has experienced little change between 2010-2011 and 2017-2018. Conversely, the percentage of students at each grade level dually enrolling has grown exponentially, even if the rates for Grades 9, 10, and 11 remain low. The proportion of 12th graders dually enrolled has doubled since 2010-2011; however, the proportion of dually enrolled students at the lower grade levels has increased tenfold (11th grade) and twentyfold (9th and 10th grades).

More research is needed to understand how participating in dual enrollment in lower grade levels impacts high school and college performance. It is possible that students dually enrolled in 9th and 10th grades are not ready for the academic rigor of college classes or the social atmosphere of college. They may feel overwhelmed by the college environment or the pace at which they need to perform academically. Conversely, this early introduction to college may provide extra motivation to excel in high school and enroll in college after graduation. The impact may also vary by type of dual enrollment course. Not all courses included in dual enrollment require intense levels of academic rigor, many courses may focus on other types of academic enrichment not otherwise available at the high school. Further, not all dual enrollment courses are taught at a college with a classroom of unfamiliar college students, many are offered at the high school with high school classmates.

Table 7: Dual Enrollment as a Percentage of Grade Level Enrollment, State of Maryland, Comparison 2010-2011 and 2017-2018

Grade	2010-2011			2017-2018		
	High School Enrollment	Dual Enrollment	Percentage of Grade Level Dually Enrolled	High School Enrollment	Dual Enrollment	Percentage of Grade Level Dually Enrolled
Grade 9	74,903	23	<1%	74,114	603	1%
Grade 10	69,247	62	<1%	69,099	1,335	2%
Grade 11	62,750	240	<1%	60,390	3,066	5%
Grade 12	63,858	4,257	7%	63,162	8,500	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 9th grade. Likewise, of male students dually enrolled, 4% were in 9th grade. See **Table 8**.

Table 8: Dual Enrollment by Grade Level and Gender, State of Maryland, 2017-2018

Gender	Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	13,504	4%	10%	23%	63%
Male	5,405	4%	10%	22%	64%
Female	8,099	5%	10%	23%	62%

The grade level dual enrollment patterns were also consistent for grade level dual enrollment rates for FARMS and non-FARMS. Overall, 63% of dually enrolled students were in the 12th grade. Similarly, of FARMS students dually enrolled, 64% were in 12th grade FARMS (64%). See **Table 9**.

Table 9: Dual Enrollment by Grade Level and Eligibility for Free and Reduced Price Meal Status (FARMS), State of Maryland, 2017-2018

FARMS Status	Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	13,504	4%	10%	23%	63%
FARMS	3,067	4%	10%	22%	64%
Non-FARMS	10,437	5%	10%	23%	62%

There was less consistency in the grade level dual enrollment distribution patterns across racial and ethnic groups. See **Table 10**. Overall, dual enrollment in 9th, 10th, 11th, and 12th grades is 4%, 10%, 23%, and 63% respectively. Asian and African American students have higher than average rates of dual enrollment in 9th and 10th grades by five to six percentage points, and lower than average dual enrollment in 12th grade by 12 to 17 percentage points. Conversely, whites have lower than average rates of dual enrollment in 9th, 10th, and 11th grades, but higher in 12th grade. Asian and African American student groups appear to be engaging in dual enrollment earlier than white students, who appear to delay participation until 12th grade.

Table 10: Dual Enrollment by Grade Level and Race/Ethnicity, State of Maryland, 2017-2018

Race/Ethnicity	Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	13,504	4%	10%	23%	63%
Asian	1,070	10%	15%	24%	51%
Black/African American	3,500	10%	15%	29%	46%
Hispanic/Latino	1,069	4%	12%	23%	61%
All Others	62	*	*	*	56%
White	7,250	1%	6%	19%	73%
Two or more races	553	*	*	*	66%

*Value suppressed due to small cell size.

Finally, **Table 11** provides the total number of dually enrolled students by grade level for each local school system. Local 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, 29% of their dually enrolled students were in 12th grade, less than half of the statewide rate of 63%. Conversely, Prince George's dual enrollment in 9th, 10th, and 11th grades were nearly double the statewide rates for these grades ranging from eight to 15 percentage points higher than the statewide averages for each grades. Student's in Prince George's appear to be engaging in dual enrollment much earlier than students in other systems. Dual enrollment in Baltimore City was also notably different than statewide averages in three grade levels, 9th, 10th, and 12th. In 9th and 10th grades, Baltimore City dual enrollment was double that of the statewide average. In 12th grade, dual enrollment for Baltimore City was 13 percentage points lower than the statewide average. Baltimore City, is one of five local schools systems with 10th grade dual enrollment that is at a rate that is double that of the statewide average and one of three local school systems with 9th grade dual enrollment double that of the statewide average.

Other school systems also had distributions that varied from the statewide averages. Allegany, Anne Arundel, Cecil, Frederick, Harford, Queen Anne's, Washington, and Wicomico had 12th grade dual enrollment percentages between 11 and 31 percentage points higher than the statewide average. Similarly, Charles, Dorchester, Prince George's, St. Mary's, and Worcester had 11th grade dual enrollment percentages between eight and 16 percentage points higher than that statewide average. Finally, eight school systems did not have a single 9th grade student dually enrolled (Allegany, Dorchester, Garrett, Kent, St. Mary's, Somerset, Talbot, and Worcester), while five did not have a single 10th grade student dually enrolled (Allegany, Dorchester, Kent, Somerset, and Worcester). These variations in grade level enrollment patterns most likely reflect differences in dual enrollment policies in each school system.

Table 11: High School Enrollment and Dual Enrollment by Local School System and Grade Level, 2017-2018

School System ⁸	High School Student Enrollment	Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
State of Maryland	266,765	13,504	4%	10%	23%	63%
Allegany	2,614	216	**	**	≤10%	≥90%
Anne Arundel	23,762	1,138	3%	5%	14%	79%
Baltimore City	21,663	561	9%	20%	24%	47%
Baltimore	32,657	1,729	8%	8%	27%	57%
Calvert	5,281	408	*	19%	*	65%
Caroline	1,679	114	*	*	*	68%
Carroll	8,462	530	*	*	21%	74%
Cecil	4,752	190	*	*	*	92%
Charles	8,701	378	*	*	36%	60%
Dorchester	1,339	79	**	**	39%	61%
Frederick	13,070	1,384	1%	2%	12%	86%
Garrett	1,160	193	**	22%	27%	51%
Harford	11,704	786	*	*	5%	94%
Howard	17,560	860	7%	22%	25%	47%
Kent	597	44	**	**	*	*
Montgomery	49,952	1,046	6%	13%	21%	60%
Prince George's	38,368	2,027	12%	22%	38%	29%
Queen Anne's	2,377	180	*	*	*	76%
St. Mary's	5,259	406	**	7%	31%	62%
Somerset	764	70	**	**	33%	67%
Talbot	1,454	112	**	*	*	61%
Washington	7,026	689	*	*	22%	74%
Wicomico	4,487	209	*	*	*	81%
Worcester	2,077	155	**	**	32%	68%

*Value suppressed due to small cell size.

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

⁸ 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 at Maryland's community colleges, which enrolled 94% of all dually enrolled students. **Figure 10** provides data on dual enrollment by college segment. Comparatively, as seen in **Figure 11**, only 39% of all degree-seeking students in Maryland are enrolled in a Maryland community college.

Figure 10: Dual Enrollment Percentage by College Segment, State of Maryland, Fall 2017

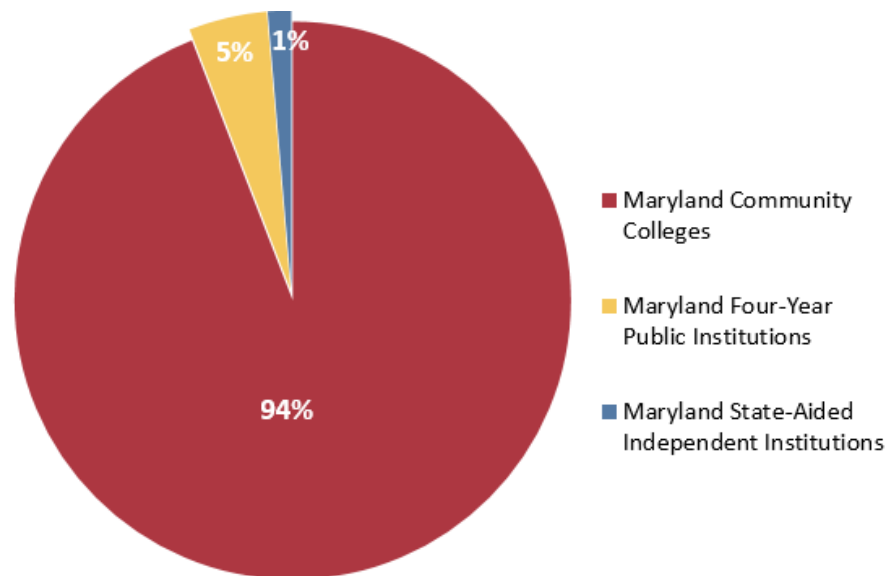
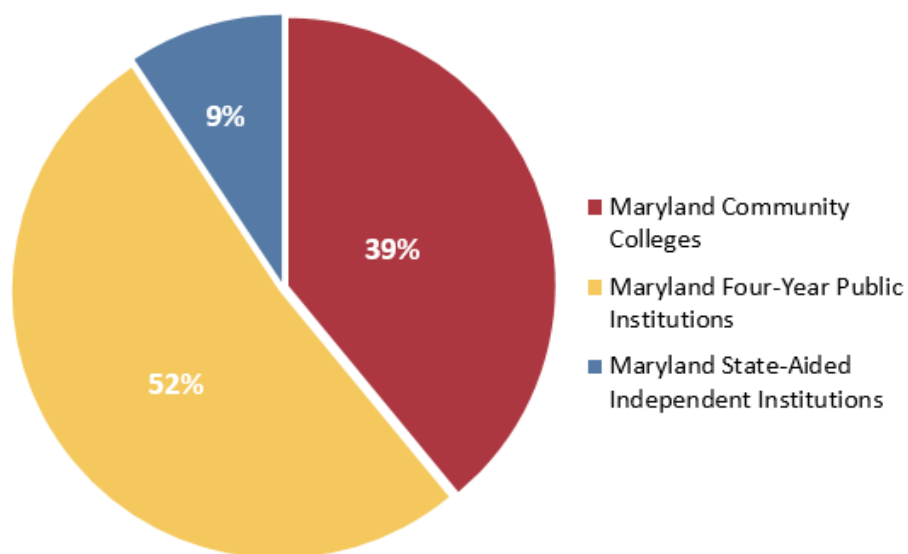


Figure 11: Degree-Seeking Undergraduate College Enrollment Percentage by College Segment, State of Maryland, Fall 2017



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 increases enrollment in the degree seeking population by 12%. Comparatively, dual enrollment students provided a 1% or less than 1% population increase at Maryland's four-year public and state-aided independent institutions segments respectively.

It should be noted that not all dual enrollment course taking happens on a college campus. Some colleges actually teach the dual enrollment course at the high school rather than at the college campus. Further, many students that take dual enrollment courses at a college may only be there for one course in one semester or registered for a course over the summer when fewer traditional college students are present on campus. More research is needed to understand course-taking patterns and their impact (or lack of impact) on college campuses.

Table 12: College Enrollment and Dual Enrollment by College Segment, State of Maryland, 2017-2018

Postsecondary Segment	Degree-Seeking College Enrollment, Fall 2017	Total Dual Enrollment	Segment Population Increase
Maryland Community Colleges	102,756	12,707	12%
Maryland Four-Year Public Institutions	136,072	614	<1%
Maryland State-Aided Independent Institutions	24,554	184	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 (14%), Frederick Community College (11%), and Prince George's Community College (15%) realized the largest percentages of dually enrolled students within Maryland's community college segment. Relatedly, Carroll Community College (20%), Chesapeake College (29%), Frederick Community College (28%), Garrett College (43%), and Hagerstown Community College (21%) experienced the largest overall population increases. With the exception of Frederick Community College, these institutions receive smaller percentages of high school students dually enrolled within the Maryland community college segment.

University of Maryland, College Park (27%) and the University of Baltimore (26%) received the largest percentage of dually enrolled students within Maryland's four-year public segment. Coppin State University enrolled 18% of dually enrolled students within the four-year public segment, a notable increase from last year's 8%⁹. Johns Hopkins University enrolled 70% of all dually enrolled students who enrolled in Maryland's state-aided independent segment, a fifteen percentage point increase over last

⁹ 2016-2017 Dual enrollment rates for all colleges and segments can be found in MLDS Dual Enrollment Report of 2018.

year¹⁰. For University of Maryland, College Park, Coppin State University, and Johns Hopkins University, the inclusion of dually enrolled students increased their overall undergraduate enrollments by 1% to 2%, while the addition of dual enrollment students to University of Baltimore increased their undergraduate population by 6%.

Table 13: Undergraduate Enrollment, Percentage of Dual Enrollment by College, State of Maryland, 2017-2018¹¹

Maryland Community Colleges	Fall 2017 Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
Allegany College of Maryland	1,990	2%	10%
Anne Arundel Community College	11,539	9%	10%
Baltimore City Community College	3,744	2%	6%
Carroll Community College	2,565	4%	20%
Cecil Community College	2,112	2%	9%
Chesapeake College	1,743	4%	29%
College of Southern Maryland	6,696	9%	18%
Community College of Baltimore County	17,657	14%	10%
Frederick Community College	4,830	11%	28%
Garrett College	450	2%	43%
Hagerstown Community College	3,179	5%	21%
Harford Community College	5,018	6%	16%
Howard Community College	9,069	6%	9%
Montgomery College	18,911	7%	5%
Prince George's Community College	10,784	15%	18%
Wor-Wic Community College	2,653	3%	15%
Maryland Four-Year Public Institutions	Fall 2017 Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
Bowie State University	5,101	13%	2%
Coppin State University	2,452	18%	4%
Frostburg State University	4,485	5%	1%
Morgan State University	6,425	*	<1%
St. Mary's College of Maryland	1,544	*	<1%
Salisbury University	7,552	3%	<1%
Towson University	19,365	2%	<1%
University of Baltimore	2,856	26%	6%
University of Maryland, Baltimore	918	**	**
University of Maryland, Baltimore County	11,126	1%	<1%
University of Maryland, College Park	29,244	27%	1%
University of Maryland University College	42,287	2%	<1%
University of Maryland Eastern Shore	2,800	*	<1%

*Value suppressed due to small cell size.

**No students were dually enrolled at this college.

¹⁰ 2016-2017 Dual enrollment rates for all colleges and segments can be found in MLDS Dual Enrollment Report of 2018.

¹¹ The population increase is calculated against the fall semester college enrollment. Not all dually enrolled students enroll in the fall. Some of dual enrollment happens in spring and summer.

Maryland State-Aided Independent Institutions	Fall 2017 Undergraduate College Enrollment	Percentage of Segment's Dual Enrollment	College Population Increase
Capitol Technology University	421	*	*
Goucher College	1,526	**	**
Hood College	1,108	*	<1%
Johns Hopkins University	5,663	70%	2%
Loyola University Maryland	3,903	*	<1%
Maryland Institute College of Art	1,743	*	<1%
McDaniel College	1,565	5%	1%
Mount St. Mary's University	1,785	13%	1%
Notre Dame of Maryland	808	**	**
St. John's College	458	**	**
Stevenson University	3,375	**	**
Washington Adventist University	750	*	*
Washington College	1,449	*	<1%

*Value suppressed due to small cell size.

**No students were dually enrolled at this college.

Lastly, **Table 14** presents grade level-segment enrollment patterns. Dually enrolled students, who enrolled in Maryland's community college segment, were predominantly in the 12th grade. Dually enrolled students who enroll in Maryland's four-year public segment were also predominantly in 12th grade with 11th grade enrollment a close second. Comparatively, the majority of dually enrolled students in Maryland's state-aided segment were in the 11th grade, while the percentage who were in 12th grade was less than one-third that of the four-year public segment. The state-aided segment also had twice as many 9th grade dually enrolled students as the community college segment and more than double the 10th grade dually enrolled students at the community college and four-year public segment. The pattern marks a change in distribution of 9th and 10th grade dually enrolled students from last year¹². In 2016-2107, four-year public and state-aided independent institutions both had twice as many 9th grade students as the community college segment. Further, in 2016-2017, there was only a five percentage point difference between the percentage of 10th grade students at four-year publics and state-aided independent institutions compared to the fifteen percentage point difference this year.

Table 14: Dual Enrollment Percentage by Grade Level and College Segment, State of Maryland, 2017-2018

Postsecondary Segment	Total Dual Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
Maryland Community Colleges	12,707	4%	10%	22%	64%
Maryland Four-Year Public Institutions	613	6%	12%	33%	49%
Maryland State-Aided Independent Institutions	184	8%	27%	51%	14%

¹² 2016-2017 Dual enrollment rates for all colleges and segments can be found in MLDS Dual Enrollment Report of 2018.

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-eight percent of Maryland's dually enrolled students in academic year 2017-2018 had dual enrollment course information reported from (MSDE). This is an increase from last year where course information was only available for 41% of students. **Table 15** presents the rate at which courses were identified as taken through partnership agreements for each school system. Course reporting may never equal 100% for two reasons. First, it is possible that courses were taken through partnership agreement but not coded as such in the data. Second, some dually enrolled students take courses in the summer, those courses are not considered dual enrollment by MSDE and thus would not be coded.

College course information from the Maryland Higher Education Commission (MHEC) is not yet available. MHEC began collecting course information from colleges in 2014 and it will be available to MLDS in 2019. Availability of MHEC course data will help identify under-reporting by coding errors versus course work completed in the summer.

Table 15: Dually Enrolled Students with Dual Enrollment High School Course Information by School System, 2017-2018

School System ¹³	Percentage with Available High School Course Information
State of Maryland	48%
Allegany	95%
Anne Arundel	0%
Baltimore City	56%
Baltimore	33%
Calvert	23%
Caroline	87%
Carroll	77%
Cecil	74%
Charles	69%
Dorchester	87%
Frederick	91%
Garrett	49%
Harford	0%
Howard	14%
Kent	95%
Montgomery	58%
Prince George's	61%
Queen Anne's	78%
St. Mary's	79%
Somerset	100%
Talbot	97%
Washington	9%
Wicomico	76%
Worcester	96%

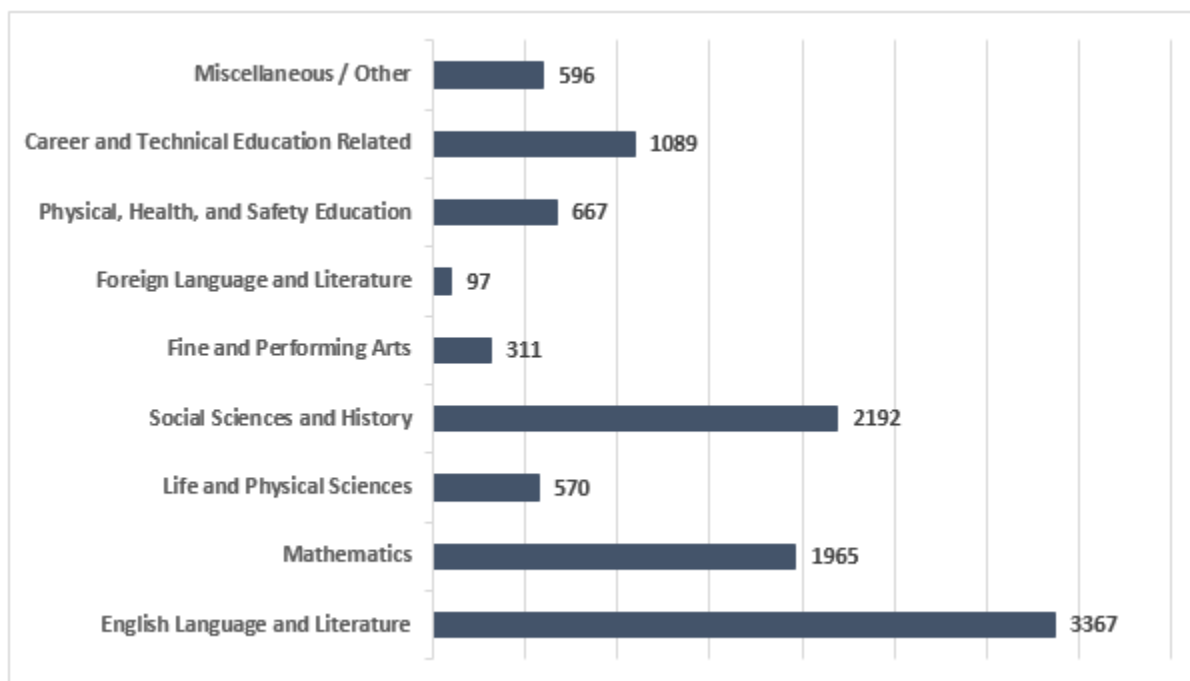
¹³ The SEED School of Maryland is reported in the Baltimore City total due to the small size of the population.

Course Subjects

Courses are classified using the School Courses for the Exchange of Data (SCED) classification system.

Figure 12 provides data on the total number of dually enrolled students by SCED across all school systems. 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, 2017-2018



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 analyses¹⁴ 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, similar to last year, there are only 570 dual enrollments in this subject, dropping it to seventh largest. Physical, Health and Safety Education had a similar drop. In 2015-2016 the number of students dually enrolled in in this subject was 1,352; this year the total is 667, which is slightly higher than the 426 from last year. The continued changes in these two groups is most likely the result of incomplete course data from several counties, including low reporting rates for Calvert (23%), Howard (14%), Washington (9%) and other counties rather than by an actual change in course-taking patterns.

¹⁴ 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 596 for 2017-2018.

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 12th grade and students never dually enrolled in high school. The percentages for college enrollment in the fall following 12th grade for the state and each school system are presented in **Table 16**.

Table 16: 12th Grade Students with Subsequent College Enrollment in Fall 2018 by Dual Enrollment Status, 2017-2018

School System	Total 12th Grade, Enrolled in College, Fall 2018	Dually Enrolled between 9th and 12th Grade, Enrolled in College, Fall 2018	Never Dually Enrolled, Enrolled in College, Fall 2018
State of Maryland	42%	61%	38%
Allegany	40%	69%	27%
Anne Arundel	43%	62%	39%
Baltimore City¹⁵	31%	59%	29%
Baltimore	42%	66%	38%
Calvert	44%	65%	37%
Caroline	34%	66%	25%
Carroll	45%	56%	43%
Cecil	36%	61%	31%
Charles	40%	60%	36%
Dorchester	36%	76%	25%
Frederick	45%	59%	37%
Garrett	38%	54%	26%
Harford	45%	49%	43%
Howard	55%	63%	53%
Kent	30%	57%	19%
Montgomery	45%	58%	44%
Prince George's	35%	64%	31%
Queen Anne's	43%	59%	37%
St. Mary's	36%	60%	28%
Somerset	40%	71%	27%
Talbot	38%	58%	32%
Washington	36%	58%	25%
Wicomico	41%	66%	36%
Worcester	42%	61%	35%

Statewide, 42% of all 12th grade students enrolled in college immediately following high school. Overall college enrollment for students with a dual enrollment experience between 9th and 12th grades was nineteen percentage points higher than the overall 12th grade average. College enrollment for students who never had a dual enrollment experience was four percentage points lower than the overall average. This means that there is a 23 percentage point difference in immediate college going between those with a dual enrollment experience and those without.

¹⁵ The SEED School of Maryland is reported in the Baltimore City total due to the small size of the population.

At the school system level, the percentage of 12th graders immediately enrolling in college ranged from a low of 30% (Kent) to a high 55% (Howard). Ten school systems had 12th grade immediate college-going rates at or above the statewide average. At the school system level, the percentage of 12th grade students that had a dual enrollment experience between 9th and 12th that went to college immediately following high school ranged from a low of 49% (Harford) to a high of 76% (Dorchester). Twelve school systems had college enrollment rates for students with a dual enrollment experience at or above the statewide average.

In all school systems, the percentage of dual enrollment students that immediately enrolled in college is higher than that of students that were never dually enrolled. In some school systems, the difference between the two rates is quite large. For example, in Dorchester, 76% of students with a dual enrollment experience immediately enroll in college after high school compared to 25% of those without a dual enrollment experience. This pattern is also present in larger school systems, like Prince George's where there is a thirty-three percentage point difference in immediate college enrollment between students with a dual enrollment experience (65%) and those without (31%). In school systems where the difference is less pronounced, this is due to higher than average college-going rates for non-dually enrolled students and slightly lower than average rates for dually enrolled students. For example, in Harford there is only a six percentage point difference in immediate college enrollment between dually-enrolled students (49%) and non-dually enrolled students (43%). This pattern also exists in Carroll, Howard, and Montgomery which have a difference in college enrollment between the two groups of ten to fourteen percentage points, much lower than the twenty-three percentage point statewide average.

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. Additional research is required to understand the differences in college enrollment patterns between dually enrolled and non-dually enrolled students, particularly at the school system level.

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 policies were deemed critical to increasing dual enrollment participation.

Overall, both the 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 sizable gains in dual enrollment in 2017-2018. For example, Allegany increased the number of its students dually enrollment from 5% in 2016-2017 to 8% this year, while Garrett increased from 14% to 17%. Increasing dual enrollment in these counties may increase college enrollment which, in turn, may increase the percentage of high school graduates from these counties with a college degree. Increased college degree attainment may benefit Allegany and Garrett counties where presently only 18.2% and 19.6% of residents age 25 and older hold a bachelor's degree or higher, half the rate of the state (39%).¹⁶ Increased levels of education may also help decrease the number of residents living in poverty in these counties by expanding career opportunities. Currently, 11.8% (Garrett) and 17% (Allegany) of residents in these counties live in poverty, compared to the state rate of 9.3%.¹⁶ Further, increased college degree attainment helps support the State of Maryland's 2025 goal of having at least 55% of its adults between the ages of 25 and 64 hold at least an Associate's degree (Education Article §10-205(A)).

Larger numbers of students from underserved groups, such as racial/ethnic minorities and economically disadvantaged students, participated in dual enrollment; however, the overall distributions within groups have changed little in the last four years. After the passage of CCR-CCA, overall participation in dual enrollment as well as the share of racial/ethnic minorities and economically disadvantaged students dually enrolled increased. For example, in 2010-2011, the distribution of non-FARMS to FARMS students dually enrolled was 83% to 17% respectively. In 2013-2014, the distribution shifted to 79% to 21%. Similarly, in 2010-2011, 71% of dually enrolled students were white, while 17% were Black/African American. This distribution pattern also changed in 2013-2014 to 61% and 20% respectively. Despite these initial gains, the distribution patterns have been relatively unchanged for the last four years. This year, FARMS students comprised 37% of all high school students, but only 23% of all dually enrolled students, a two percentage point increase from 2013-14. Similarly, this year, Black/African American students comprised 34% of all high school students but only 26% of all dually enrolled students, a five percentage point increase from 2013-14. Despite gains in participation for these groups, they continue to be underrepresented in dual enrollment. Increasing participation rates

¹⁶ 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.

amongst these groups of students may be critical to expanding access to college for groups that are otherwise also underrepresented in college.

Also noteworthy in this year's report was the increase in students participating in dual enrollment at Coppin University. Last year, 31% of students that participated in dual enrollment through the four-year public segment attended the University of Maryland, College Park (UMCP), while 29% attended University of Baltimore (UB). This year, the share of dually enrolled students at UMCP declined to 27% and UB declined to 26% while Coppin increased from 8% to 18%, making Coppin the third largest site for dual enrollment in the four-year public segment. This increase was by design as Coppin sought to increase dual enrollment through a strategic partnership with Douglass High School. Students from Douglass High School enroll in the Coppin Academy to earn credits that will apply to both high school and a degree at Coppin.

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](#)

Appendix

Table A.1: SCED Course Numbers, Subject Area, and Names for all Dual Enrollment courses by Local School System, 2017-2018

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Allegany	01103	English Language and Literature	COMPOSITION	COLLEGE ENGLISH
Allegany	01199	English Language and Literature	SPEECH—OTHER	COLL SPEECH
Allegany	02057	Mathematics	ALGEBRA III	COLLEGE ALGEBRA
Allegany	02209	Mathematics	PROBABILITY AND STATISTICS—OTHER	COLL PROB STAT
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY I
Allegany	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	COLL BIOLOGY II
Allegany	04254	Social Sciences and History	PSYCHOLOGY	COLL PSYCHOLOGY
Allegany	10008	Computer and Information Sciences	PARTICULAR TOPICS IN COMPUTER LITERACY	COLLEGE COMPUTER LITERACY
Allegany	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL COMPUTER LOGIC
Baltimore City	01001	English Language and Literature	ENGLISH/LANGUAGE ARTS I (9TH GRADE)	ENGLISH 101 @ BCCC
Baltimore City	01053	English Language and Literature	LITERATURE	ENG 200 @ BCCC
Baltimore City	01103	English Language and Literature	COMPOSITION	DE COLLEGE COMPOSITION I
Baltimore City	01103	English Language and Literature	COMPOSITION	DE COLLEGE COMPOSITION II
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	ENGL 101 @ MORGAN STATE U.
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	ENGLISH 101 @ COPPIN
Baltimore City	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	WRITING 101 @ UB
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	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	RENG 92 @ BCCC
Baltimore City	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	MATH 113 @ MORGAN STATE U.
Baltimore City	02110	Mathematics	PRE-CALCULUS	DE PRECALCULUS
Baltimore City	02201	Mathematics	PROBABILITY AND STATISTICS	MATH 107 @ BCCC
Baltimore City	02201	Mathematics	PROBABILITY AND STATISTICS	MATH 115 @ UB

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Baltimore City	02203	Mathematics	AP STATISTICS	DE INTRO TO STATISTICAL METHODS
Baltimore City	03051	Life and Physical Sciences	BIOLOGY	BIO 101 @ BCCC
Baltimore City	03051	Life and Physical Sciences	BIOLOGY	BIO 102 @ BCCC
Baltimore City	03051	Life and Physical Sciences	BIOLOGY	COLLEGE BIOLOGY
Baltimore City	03151	Life and Physical Sciences	PHYSICS	COLLEGE PHYSICS
Baltimore City	04053	Social Sciences and History	MODERN WORLD HISTORY	HISTORY 202 @ COPPIN
Baltimore City	04062	Social Sciences and History	WORLD PEOPLE STUDIES	HISTORY 206 @ COPPIN
Baltimore City	04102	Social Sciences and History	EARLY U.S. HISTORY	H 101 @ BCCC
Baltimore City	04103	Social Sciences and History	MODERN U.S. HISTORY	HISTORY 102 @ BCCC
Baltimore City	04151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	POSC 301 @ COPPIN STATE
Baltimore City	04251	Social Sciences and History	ANTHROPOLOGY	ANTH 207 @ COPPIN STATE
Baltimore City	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 101 @ BCCC
Baltimore City	04257	Social Sciences and History	IB PSYCHOLOGY	DE INTRODUCTION TO PSYC
Baltimore City	04258	Social Sciences and History	SOCIOLOGY	DE INTRO TO SOCIOLOGY
Baltimore City	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY 101 @ BCCC
Baltimore City	04306	Social Sciences and History	PHILOSOPHY	PHI 101 @ BCCC
Baltimore City	06102	Foreign Language and Literature	SPANISH II	SPANISH 102 @ CCBC
Baltimore City	10010	Computer and Information Sciences	COMPUTER LITERACY	CLT 100 @ BCCC
Baltimore City	10011	Computer and Information Sciences	COMPUTER SCIENCE PRINCIPLES	CIS 109 @ BCCC
Baltimore City	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	DE INTRO TO BUSINESS INDUSTRY
Baltimore City	22003	Miscellaneous	STUDY SKILLS	PRE 100 @ BCCC
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	01151	English Language and Literature	PUBLIC SPEAKING	COLL: SPEECH 1

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Baltimore County	02106	Mathematics	TRIGONOMETRY/ALGEBRA	COLL: TRIGONOMETRY W/ALGEBRA
Baltimore County	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	COLL: ALGEBRA COLLEGE
Baltimore County	02110	Mathematics	PRE-CALCULUS	COLL: PRE-CALCULUS
Baltimore County	02111	Mathematics	LINEAR ALGEBRA	COLL: ALGEBRA LINEAR
Baltimore County	02121	Mathematics	CALCULUS	COLL: CALCULUS
Baltimore County	02121	Mathematics	CALCULUS	COLL: CALCULUS BC
Baltimore County	02123	Mathematics	DIFFERENTIAL CALCULUS	COLL: DIFFERENTIAL EQUATIONS
Baltimore County	02202	Mathematics	INFERENTIAL PROBABILITY AND STATISTICS	COLL: STATISTICS&PROBABILITY
Baltimore County	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	COLL: ENVIRONMENTAL SCIENCE
Baltimore County	03008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	COLL: EARTH/SPACE SCIENCE
Baltimore County	03051	Life and Physical Sciences	BIOLOGY	COLL: BIOLOGY
Baltimore County	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	COLL: ANATOMY&PHYSIOLOGY
Baltimore County	03101	Life and Physical Sciences	CHEMISTRY	COLL: CHEMISTRY
Baltimore County	04103	Social Sciences and History	MODERN U.S. HISTORY	COLL: US HISTORY
Baltimore County	04201	Social Sciences and History	ECONOMICS	COLL:ECONOMICS & PUB ISSUES
Baltimore County	04254	Social Sciences and History	PSYCHOLOGY	COLL: PSYCHOLOGY
Baltimore County	04306	Social Sciences and History	PHILOSOPHY	COLL: PHILOSOPHY
Baltimore County	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	COLL: THEATRE ARTS 1
Baltimore County	06101	Foreign Language and Literature	SPANISH I	COLL: SPANISH 1
Baltimore County	06121	Foreign Language and Literature	FRENCH I	COLL: FRENCH 1
Baltimore County	06401	Foreign Language and Literature	CHINESE I	COLL: CHINESE 1
Baltimore County	08016	Physical, Health, and Safety Education	LIFETIME FITNESS EDUCATION	COLL: PE FITNESS FOUNDATIONS/M
Baltimore County	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	COLL: HEALTH

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Baltimore County	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	COLL: COMP SCI PRINCIPLES
Baltimore County	10154	Computer and Information Sciences	C++ PROGRAMMING	COLL: C++ PROGRAM LANGUAGE
Baltimore County	10156	Computer and Information Sciences	COMPUTER PROGRAMMING—OTHER LANGUAGE	COLL: VISUAL BASIC
Baltimore County	10171	Computer and Information Sciences	CTE- FOUNDATIONS OF COMPUTER SCIENCE	COLL:FOUNDATIONS OF COMP SCI
Baltimore County	12061	Business and Marketing	CTE- PRINCIPLES OF BUSINESS, ADMINISTRATION, AND MANAGEMENT	COLL:PRIN OF BUSINESSADMIN&MGT
Baltimore County	12062	Business and Marketing	CTE- PRINCIPLES OF ACCOUNTING AND FINANCE	COLL:PRINCIPLES OF ACCOUNTING
Calvert	01103	English Language and Literature	COMPOSITION	HONORS COMP AND RHETORIC
Calvert	01199	English Language and Literature	SPEECH—OTHER	BASIC PRIN. OF SPEECH COMM.DE
Calvert	02057	Mathematics	ALGEBRA III	ALGEBRA 3
Calvert	02121	Mathematics	CALCULUS	CALCULUS DE
Calvert	02999	Mathematics	MATHEMATICS—OTHER	INTRODUCTION TO STATISTICS DE
Calvert	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	HONORS ENVIRON. SCIENCE
Calvert	04103	Social Sciences and History	MODERN U.S. HISTORY	HONORS US HISTORY
Calvert	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY
Calvert	04258	Social Sciences and History	SOCIOLOGY	POPULAR CUTURES DE
Calvert	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY
Calvert	04306	Social Sciences and History	PHILOSOPHY	INTRODUCTION TO PHILOSOPHY DE
Calvert	05149	Fine and Performing Arts	MUSIC—OTHER	MUSIC APPRECIATION DE
Calvert	05189	Fine and Performing Arts	ART—GENERAL	HISTORY OF WESTERN ART I DE
Calvert	10003	Computer and Information Sciences	COMPUTER AND INFORMATION TECHNOLOGY	THE INFO AGE:EMERGING TECH DE
Calvert	11101	Communications and Audio/Visual Technology	JOURNALISM	INTRO TO MASS COMMUNICATION DE

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Calvert	12055	Business and Marketing	BUSINESS PRINCIPLES AND MANAGEMENT	APPLIED BUS. COMMUNICATIONS DE
Calvert	12104	Business and Marketing	ACCOUNTING	INTRO TO BUS. MARKET ECON DE
Calvert	21099	Engineering and Technology	TECHNOLOGY—OTHER	TECHNOLOGY AND SOCIETY DE
Caroline	01053	English Language and Literature	LITERATURE	DE INTRO TO LITERATURE 102
Caroline	01103	English Language and Literature	COMPOSITION	DE ENGLISH COMP 101
Caroline	01155	English Language and Literature	COMMUNICATIONS	DE FUND OF ORAL COMMUNICATION
Caroline	01155	English Language and Literature	COMMUNICATIONS	DE INTERPERSON COMMUNICATION
Caroline	02069	Mathematics	ALGEBRA—OTHER	DE COLLEGE ALGEBRA
Caroline	02209	Mathematics	PROBABILITY AND STATISTICS—OTHER	DE STATISTICS
Caroline	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	DE ENVIRONMENTAL SCIENCE
Caroline	03051	Life and Physical Sciences	BIOLOGY	DE FUND OF BIOLOGY
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
Caroline	04102	Social Sciences and History	EARLY U.S. HISTORY	DE US HISTORY I
Caroline	04254	Social Sciences and History	PSYCHOLOGY	DE GENERAL PSYCHOLOGY
Caroline	04258	Social Sciences and History	SOCIOLOGY	DE SOCIOLOGY
Caroline	04299	Social Sciences and History	SOCIAL SCIENCES—OTHER	DE SOCIAL PROBLEMS
Caroline	04302	Social Sciences and History	HUMANITIES	DE HUMANITIES - INTEGRATED ARTS
Caroline	05139	Fine and Performing Arts	MUSIC—GENERAL	DE INTRO TO MUSIC
Caroline	08052	Physical, Health, and Safety Education	HEALTH AND FITNESS	DE WELLNESS FOR LIFE
Caroline	11056	Communications and Audio/Visual Technology	PARTICULAR TOPICS IN AUDIO/VIDEO TECHNOLOGY AND FILM	DE THE ART OF FILM
Caroline	12051	Business and Marketing	INTRODUCTORY BUSINESS	DE INTRO TO BUSINESS
Caroline	12161	Business and Marketing	RETAIL MARKETING	DE RETAILING
Caroline	12165	Business and Marketing	PRINCIPLES OF ADVERTISING	DE ADVERTISING

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Caroline	12199	Business and Marketing	MARKETING—OTHER	DE MARKETING
Caroline	19261	Human Services	HUMAN GROWTH AND DEVELOPMENT	DE HUMAN GROWTH & DEV.
Caroline	19301	Human Services	COUNSELING AND MENTAL HEALTH	DE INTRO TO COUNSELING
Carroll	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	DUAL ENROLLMENT - ENGLISH
Carroll	02999	Mathematics	MATHEMATICS—OTHER	DUAL ENROLLMENT - MATHEMATICS
Carroll	03049	Life and Physical Sciences	EARTH SCIENCE—OTHER	DUAL ENROLLMENT - EARTH/SPACE
Carroll	03099	Life and Physical Sciences	BIOLOGY—OTHER	DUAL ENROLLMENT - BIOLOGY
Carroll	03101	Life and Physical Sciences	CHEMISTRY	DUAL ENROLLMENT - CHEMISTRY
Carroll	03199	Life and Physical Sciences	PHYSICS—OTHER	DUAL ENROLLMENT - PHYSICS
Carroll	04099	Social Sciences and History	WORLD HISTORY—OTHER	DUAL ENROLLMENT - WORLD HIST
Carroll	04149	Social Sciences and History	U.S. HISTORY—OTHER	DUAL ENROLLMENT - US HISTORY
Carroll	04199	Social Sciences and History	GOVERNMENT, POLITICS AND LAW—OTHER	DUAL ENROLLMENT - GOVERNMENT
Carroll	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	DUAL ENROLLMENT - SOC STUDIES
Carroll	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	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DUAL ENROLLMENT - PHYSICAL ED
Carroll	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	DUAL ENROLLMENT - HEALTH
Carroll	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	DUAL ENROLLMENT - COMPUTER SCI
Carroll	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	DUAL ENROLLMENT - BUSINESS
Carroll	14299	Health Care Sciences	HEALTH SCIENCES—OTHER	DUAL ENROLLMENT - HEALTH SCI
Carroll	15999	Public, Protective, and Government Service	PUBLIC, PROTECTIVE, AND GOVERNMENT SERVICE—OTHER	DUAL ENROLLMENT - LAW/PUBLIC

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
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	21999	Engineering and Technology	ENGINEERING AND TECHNOLOGY—OTHER	DUAL ENROLLMENT - STEM
Cecil	02201	Mathematics	PROBABILITY AND STATISTICS	DE STATISTICS
Cecil	03056	Life and Physical Sciences	AP BIOLOGY	DE BIOLOGY & BIOLOGY LAB
Cecil	03106	Life and Physical Sciences	AP CHEMISTRY	DE CHEMISTRY I
Cecil	04256	Social Sciences and History	AP PSYCHOLOGY	DE PSYCHOLOGY
Cecil	04258	Social Sciences and History	SOCIOLOGY	DE SOCIOLOGY
Cecil	14154	Health Care Sciences	MEDICAL TERMINOLOGY	DE MEDICAL TERMINOLOGY
Charles	01103	English Language and Literature	COMPOSITION	COMP AND RHET-H
Charles	02057	Mathematics	ALGEBRA III	AD ALG/TRG-H
Charles	02110	Mathematics	PRE-CALCULUS	PRE-CALC-H
Dorchester	01006	English Language and Literature	AP ENGLISH LITERATURE AND COMPOSITION	DUAL ENROLLMENT - ENGLISH 102
Dorchester	01101	English Language and Literature	ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES)	DUAL ENROLLMENT - ENGLISH 101
Dorchester	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	DUAL ENROLLMENT - TECHNICAL WRITING
Dorchester	01155	English Language and Literature	COMMUNICATIONS	DUAL ENROLLMENT-FUND OF ORAL COMM
Dorchester	02052	Mathematics	ALGEBRA I	DUAL ENROLLMENT - COLLEGE ALGEBRA
Dorchester	02201	Mathematics	PROBABILITY AND STATISTICS	DUAL ENROLLMENT - INTRO TO STATISTICS
Dorchester	03051	Life and Physical Sciences	BIOLOGY	DUAL ENROLLMENT - BIOLOGY 101
Dorchester	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	DUAL ENROLLMENT - ANATOMY & PHYSIOLOGY
Dorchester	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	DUAL ENROLLMENT - ANATOMY LAB
Dorchester	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	DUAL ENROLLMENT - ANATOMY&PHYSIOLOGY II
Dorchester	03099	Life and Physical Sciences	BIOLOGY—OTHER	DUAL ENROLLMENT - ANATOMY II LAB
Dorchester	03099	Life and Physical Sciences	BIOLOGY—OTHER	DUAL ENROLLMENT - BIO LAB

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Dorchester	04058	Social Sciences and History	ANCIENT CIVILIZATIONS	DUAL ENROLLMENT - WORLD CIVILIZATIONS
Dorchester	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	DUAL ENROLLMENT - HISTORY 101
Dorchester	04203	Social Sciences and History	AP MICROECONOMICS	DUAL ENROLLMENT - PRIN OF MICROECONOMICS
Dorchester	04254	Social Sciences and History	PSYCHOLOGY	DUAL ENROLLMENT - PSYCHOLOGY
Dorchester	04258	Social Sciences and History	SOCIOLOGY	DUAL ENROLLMENT - SOCIOLOGY 101
Dorchester	04258	Social Sciences and History	SOCIOLOGY	DUAL ENROLLMENT - SOCIOLOGY 161
Dorchester	05149	Fine and Performing Arts	MUSIC—OTHER	DUAL ENROLLMENT - INTRO TO MUSIC
Dorchester	08016	Physical, Health, and Safety Education	LIFETIME FITNESS EDUCATION	DUAL ENROLLMENT - WELLNESS FOR LIFE
Dorchester	08099	Physical, Health, and Safety Education	HEALTH EDUCATION—OTHER	DUAL ENROLLMENT - STRESS & STRESS MGMT
Dorchester	12054	Business and Marketing	BUSINESS LAW	DUAL ENROLLMENT - BUSINESS LAW I
Dorchester	14154	Health Care Sciences	MEDICAL TERMINOLOGY	DUAL ENROLLMENT - MEDICAL TERMINOLGY
Dorchester	19261	Human Services	HUMAN GROWTH AND DEVELOPMENT	DUAL ENROLLMENT - HUMAN GRWTH & DEV
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	EN138HOOD
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG101FCC
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENG102FCC
Frederick	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	FCC EN210 CREATIVE WRITING
Frederick	02110	Mathematics	PRE-CALCULUS	PRECALC111FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS1-210FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS2-210FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS2-211FCC
Frederick	02121	Mathematics	CALCULUS	CALCULUS3-212FCC
Frederick	02201	Mathematics	PROBABILITY AND STATISTICS	ELEMSTATS206FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH130FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH201FCC
Frederick	02999	Mathematics	MATHEMATICS—OTHER	MATH207FCC
Frederick	03052	Life and Physical Sciences	BIOLOGY—ADVANCED STUDIES	BIOLOGY101FCC
Frederick	03102	Life and Physical Sciences	CHEMISTRY—ADVANCED STUDIES	CHEMISTRY101FCC

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Frederick	03152	Life and Physical Sciences	PHYSICS—ADVANCED STUDIES	FCCPHYSICS201
Frederick	03152	Life and Physical Sciences	PHYSICS—ADVANCED STUDIES	INTPHYSICS1203FCC
Frederick	03152	Life and Physical Sciences	PHYSICS—ADVANCED STUDIES	INTPHYSICSII204FCC
Frederick	04149	Social Sciences and History	U.S. HISTORY—OTHER	HISTORY202FCC
Frederick	04201	Social Sciences and History	ECONOMICS	FCCEC201PRINOFECN
Frederick	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY101FCC
Frederick	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY101FCC
Frederick	05154	Fine and Performing Arts	VISUAL ART—COMPREHENSIVE	FCCAR100
Frederick	05154	Fine and Performing Arts	VISUAL ART—COMPREHENSIVE	FCCDRAWING106
Frederick	06305	Foreign Language and Literature	LATIN V	LATIN202FCC
Frederick	06802	Foreign Language and Literature	AMERICAN SIGN LANGUAGE II	FCCASL103
Frederick	10152	Computer and Information Sciences	COMPUTER PROGRAMMING	FCC CIS106 OBJ DESGN & PRG
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCBU109:SMBUSINESS
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCBU140:AGRI-BUSINESS
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS101COMPSCIFL
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS101COMPSCIOC
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS111
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS170
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS190
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS191

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS192
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS193
Frederick	10999	Computer and Information Sciences	INFORMATION TECHNOLOGY—OTHER	FCCCIS212
Frederick	11153	Communications and Audio/Visual Technology	DIGITAL MEDIA DESIGN AND PRODUCTION	FCCCMM152
Frederick	12051	Business and Marketing	INTRODUCTORY BUSINESS	FCCBU103INTBUSINESS
Frederick	12104	Business and Marketing	ACCOUNTING	FCCACCT101PRINCACCT
Frederick	12104	Business and Marketing	ACCOUNTING	FCCACCT102PRINACCT2
Frederick	12303	Business and Marketing	CTE- BUSINESS ECONOMICS	FCCEC201PRINOFECON
Garrett	01053	English Language and Literature	LITERATURE	GARRETT COLLEGE ENG102-INTRO TO LIT
Garrett	01103	English Language and Literature	COMPOSITION	GARRETT COLLEGE ENG101-COMPOSITION I
Garrett	01155	English Language and Literature	COMMUNICATIONS	GARRETT COLLEGE SPC101-INTRO TO COMMUNIC
Garrett	02057	Mathematics	ALGEBRA III	GARRETT COLLEGE MATH105-COLLEGE ALGEBRA
Garrett	04002	Social Sciences and History	PARTICULAR TOPICS IN GEOGRAPHY	GARRETT COLLEGE GEO201-CULTURAL GEOGRAPH
Garrett	04258	Social Sciences and History	SOCIOLOGY	GARRETT COLLEGE SOC101-PRINCIPLES OF SOC
Garrett	05151	Fine and Performing Arts	ART APPRECIATION	GARRETT COLLEGE ART103-ART APPRECIATION
Garrett	10108	Computer and Information Sciences	NETWORK SECURITY	GARRETT COLLEGE CIS106-INTRO TO CYBERSEC
Garrett	19253	Human Services	NUTRITION AND WELLNESS	GARRETT COLLEGE BIO130-NUTRITION
Howard	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12
Howard	02039	Mathematics	MATHEMATICS—GENERAL	GT MATH ELECTIVE
Howard	02057	Mathematics	ALGEBRA III	ADV ALGEBRA & FUNCTIONS
Howard	02102	Mathematics	DISCRETE MATHEMATICS	DISCRETE MATHEMATICS G/T
Howard	02103	Mathematics	TRIGONOMETRY	TRIGONOMETRY - HONORS
Howard	02104	Mathematics	MATH ANALYSIS	MATH ANALYSIS - HONORS
Howard	02110	Mathematics	PRE-CALCULUS	PRECALCULUS - G/T
Howard	02121	Mathematics	CALCULUS	BUSINESS CALCULUS - G/T

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Howard	02123	Mathematics	DIFFERENTIAL CALCULUS	DIFF EQUATIONS-G/T
Howard	02124	Mathematics	AP CALCULUS AB	CALCULUS AB - AP
Howard	02125	Mathematics	AP CALCULUS BC	CALC C/MULTIVAR CALC-AP
Howard	04103	Social Sciences and History	MODERN U.S. HISTORY	US HISTORY-HON
Howard	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY
Howard	05154	Fine and Performing Arts	VISUAL ART— COMPREHENSIVE	ART I: FOUND OF STUDIO
Howard	06101	Foreign Language and Literature	SPANISH I	SPANISH I
Howard	06121	Foreign Language and Literature	FRENCH I	FRENCH I
Howard	06403	Foreign Language and Literature	CHINESE III	CHINESE III
Howard	06601	Foreign Language and Literature	RUSSIAN I	RUSSIAN I
Howard	06602	Foreign Language and Literature	RUSSIAN II	RUSSIAN II
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	12062	Business and Marketing	CTE- PRINCIPLES OF ACCOUNTING AND FINANCE	PRINC OF BUSINESS
Kent	01053	English Language and Literature	LITERATURE	CC/INTRO TO LITERATURE*102
Kent	01151	English Language and Literature	PUBLIC SPEAKING	CC/FUND OF ORAL COMM*
Kent	02201	Mathematics	PROBABILITY AND STATISTICS	CC/INTRO TO STATISTICS*
Kent	03051	Life and Physical Sciences	BIOLOGY	CC/FUND OF BIOLOGY*101
Kent	04065	Social Sciences and History	PARTICULAR TOPICS IN WORLD HISTORY	WC/INTRO TO ENVIRONMENTAL ARCHAEOLOGY*
Kent	04102	Social Sciences and History	EARLY U.S. HISTORY	CC/US HISTORY I*
Kent	04103	Social Sciences and History	MODERN U.S. HISTORY	CC/US HISTORY II*
Kent	04153	Social Sciences and History	POLITICAL SCIENCE	WC/POLITICAL SCIENCE*102
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

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Kent	04258	Social Sciences and History	SOCIOLOGY	WC/INTRO TO SOCIOLOGY*
Kent	05113	Fine and Performing Arts	MUSIC THEORY	WC/INTRO TO MUSIC*
Kent	06121	Foreign Language and Literature	FRENCH I	WC/ELEMENTARY FRENCH*
Kent	06122	Foreign Language and Literature	FRENCH II	WC/FRENCH II*
Kent	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC STRESS AND STRESS MANAGEMENT*
Kent	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC/WELLNESS FOR LIFE*
Kent	19262	Human Services	CONSUMER ECONOMICS/PERSONAL FINANCE	CC PERSONAL FINANCE*
Kent	22003	Miscellaneous	STUDY SKILLS	CC/FRESHMAN SEMINAR*
Montgomery	01199	English Language and Literature	SPEECH—OTHER	CL ADV SPEECH
Montgomery	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	CL ADV ENGLISH
Montgomery	02999	Mathematics	MATHEMATICS—OTHER	CL ADV MATH
Montgomery	03999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	CL ADV SCIENCE
Montgomery	04201	Social Sciences and History	ECONOMICS	CL ADV ECONOMICS
Montgomery	04999	Social Sciences and History	SOCIAL SCIENCES AND HISTORY—OTHER	CL ADV SOCIAL STUDIES
Montgomery	05099	Fine and Performing Arts	THEATER—OTHER	CL ADV THEATRE
Montgomery	05199	Fine and Performing Arts	VISUAL ARTS—OTHER	CL ADV VISUAL ART
Montgomery	05201	Fine and Performing Arts	INTERDISCIPLINARY ARTS	CL ADV INTEGRATED ARTS
Montgomery	06819	Foreign Language and Literature	AMERICAN SIGN LANGUAGE—OTHER	CL ADV WL AM SIGN LANGUAGE
Montgomery	06999	Foreign Language and Literature	FOREIGN LANGUAGE AND LITERATURE—OTHER	CL ADV WORLD LANGUAGE
Montgomery	08099	Physical, Health, and Safety Education	HEALTH EDUCATION—OTHER	CL ADV HEALTH
Montgomery	10004	Computer and Information Sciences	COMPUTER APPLICATIONS	CL ADV COMPUTER APPS
Montgomery	10199	Computer and Information Sciences	COMPUTER PROGRAMMING—OTHER	CL ADV COMPUTER SCIENCE

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Montgomery	11199	Communications and Audio/Visual Technology	PRINTING TECHNOLOGY—OTHER	CL ADV GRAPHIC DESIGN
Montgomery	11999	Communications and Audio/Visual Technology	COMMUNICATION AND AUDIO/VIDEO TECHNOLOGY—OTHER 1199	CL ADV MEDIA
Montgomery	12149	Business and Marketing	FINANCE—OTHER	CL ADV ACCOUNTING
Montgomery	12999	Business and Marketing	BUSINESS AND MARKETING—OTHER	CL ADV BUSINESS
Montgomery	15099	Public, Protective, and Government Service	LAW ENFORCEMENT—OTHER	CL ADV CRIMINAL JUSTICE
Montgomery	17999	Architecture and Construction	ARCHITECTURE AND CONSTRUCTION—OTHER	CL ADV CONSTRUCTION
Montgomery	18099	Agriculture, Food, and Natural Resources	PLANT SYSTEMS—OTHER	CL ADV LANDSCAPE
Montgomery	19199	Human Services	EDUCATION—OTHER	CL ADV EDUCATION
Montgomery	21099	Engineering and Technology	TECHNOLOGY—OTHER	CL ADV TECHNOLOGY CREDIT
Montgomery	21999	Engineering and Technology	ENGINEERING AND TECHNOLOGY—OTHER	CL ADV ENGINEERING
Montgomery	22999	Miscellaneous	MISCELLANEOUS—OTHER	*COLLEGE ELECTIVE
Montgomery	22999	Miscellaneous	MISCELLANEOUS—OTHER	CL ADV GENERAL COURSE
Prince George's	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 DE
Prince George's	01155	English Language and Literature	COMMUNICATIONS	SPEECH COMM DE
Prince George's	02058	Mathematics	PARTICULAR TOPICS IN ALGEBRA	COLLEGE ALGEBRA DE
Prince George's	02107	Mathematics	TRIGONOMETRY/ANALYTIC GEOMETRY	TRIG/ANALY GEOM DE
Prince George's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS DE
Prince George's	02121	Mathematics	CALCULUS	CALCULUS 2 DE
Prince George's	02121	Mathematics	CALCULUS	CALCULUS AB DE
Prince George's	02201	Mathematics	PROBABILITY AND STATISTICS	INTRO STATISTICS DE
Prince George's	02201	Mathematics	PROBABILITY AND STATISTICS	PROB/STATISTICS DE
Prince George's	02201	Mathematics	PROBABILITY AND STATISTICS	PROBABILITY 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

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Prince George's	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	ANATOMY/PHYSIOLOGYDE
Prince George's	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY DE
Prince George's	03063	Life and Physical Sciences	PARTICULAR TOPICS IN BIOLOGY	ENVIRON BIOLOGY DE
Prince George's	03099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY LAB DE
Prince George's	03151	Life and Physical Sciences	PHYSICS	PHYSICS 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
Prince George's	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	US HISTORY PT 1 DE
Prince George's	04101	Social Sciences and History	U.S. HISTORY—COMPREHENSIVE	US HISTORY PT 2 DE
Prince George's	04151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	LSN GOVERNMENT 1 DE
Prince George's	04162	Social Sciences and History	LAW STUDIES	LAW WRIT RESEARCH DE
Prince George's	04166	Social Sciences and History	PARTICULAR TOPICS IN LAW	CONSTITUTION LAW 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	05118	Fine and Performing Arts	MUSIC APPRECIATION	MUSIC SURVEY DE
Prince George's	05162	Fine and Performing Arts	VISUAL COMMUNICATIONS DESIGN	COMPGRAPHICS2 DE
Prince George's	05199	Fine and Performing Arts	VISUAL ARTS—OTHER	INTRO TO ART DE
Prince George's	06101	Foreign Language and Literature	SPANISH I	SPANISH 1 DE
Prince George's	06102	Foreign Language and Literature	SPANISH II	SPANISH 2 DE
Prince George's	06121	Foreign Language and Literature	FRENCH I	FRENCH 1 DE
Prince George's	06122	Foreign Language and Literature	FRENCH II	FRENCH 2 DE
Prince George's	06123	Foreign Language and Literature	FRENCH III	FRENCH 3 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

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Prince George's	08051	Physical, Health, and Safety Education	HEALTH EDUCATION	HEALTH ISSUES DE
Prince George's	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	INTRO INFO TECH DE
Prince George's	10012	Computer and Information Sciences	EXPLORING COMPUTER SCIENCE	FOUND COMP SCI DE
Prince George's	10123	Computer and Information Sciences	CTE- CCNA DISCOVERY III: ROUTING AND SWITCHING IN THE ENTERPRISE	CCNA ROUTING DE
Prince George's	10124	Computer and Information Sciences	CTE- CCNA DISCOVERY IV: DESIGNING AND SUPPORTING COMPUTER NETWORKS	CCNA NETWORKING DE
Prince George's	10127	Computer and Information Sciences	CTE- PC HARDWARE AND SOFTWARE (IT ESSENTIALS I AND II)	IT ESSENTIALS 1 DE
Prince George's	11103	Communications and Audio/Visual Technology	BROADCASTING TECHNOLOGY	TV PRODUCTION 1 DE
Prince George's	12010	Business and Marketing	CTE- OFFICE SYSTEMS MANAGEMENT I	OFFICE SYS MGT 1 DE
Prince George's	12104	Business and Marketing	ACCOUNTING	PRINCIPLES ACCTG DE
Prince George's	16001	Hospitality and Tourism	EXPLORATION OF HOSPITALITY CAREERS	INTRO HOSPITALITY DE
Prince George's	19161	Human Services	CTE- HUMAN GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE	HUMAN DEVELOPMENT DE
Prince George's	19163	Human Services	CTE- FOUNDATIONS OF CURRICULUM AND INSTRUCTION	FOUND CURRICULUM DE
Prince George's	19251	Human Services	FAMILY AND CONSUMER SCIENCES—COMPREHENSIVE	CLINICALNUTRITION DE
Prince George's	21015	Engineering and Technology	PARTICULAR TOPICS IN ENGINEERING	SYSTEMS ENG 1 DE
Prince George's	22999	Miscellaneous	MISCELLANEOUS—OTHER	CONCUR ENROL COL N/C
Prince George's	22999	Miscellaneous	MISCELLANEOUS—OTHER	PLAN ACAD SUCCESS DE
Queen Anne's	01053	English Language and Literature	LITERATURE	INTRO TO LITERATURE
Queen Anne's	01103	English Language and Literature	COMPOSITION	COMPOSITION
Queen Anne's	01155	English Language and Literature	COMMUNICATIONS	FUND OF ORAL COMMUNICATION
Queen Anne's	02052	Mathematics	ALGEBRA I	COLLEGE ALGEBRA
Queen Anne's	02110	Mathematics	PRE-CALCULUS	PRECALCULUS

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Queen Anne's	02201	Mathematics	PROBABILITY AND STATISTICS	INTRO TO STATISTICS
Queen Anne's	03101	Life and Physical Sciences	CHEMISTRY	GENERAL CHEMISTRY I
Queen Anne's	04049	Social Sciences and History	GEOGRAPHY—OTHER	CULTURAL GEOGRAPHY GEO142
Queen Anne's	04052	Social Sciences and History	WORLD HISTORY AND GEOGRAPHY	WORLD CIVILIZATION I
Queen Anne's	04061	Social Sciences and History	WORLD AREA STUDIES	WORLD CIVILIZATION II
Queen Anne's	04149	Social Sciences and History	U.S. HISTORY—OTHER	US HISTORY I
Queen Anne's	04149	Social Sciences and History	U.S. HISTORY—OTHER	US HISTORY II
Queen Anne's	04249	Social Sciences and History	ECONOMICS—OTHER	PRIN MICROECONOMICS
Queen Anne's	04254	Social Sciences and History	PSYCHOLOGY	GENERAL PSYCHOLOGY
Queen Anne's	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 150
Queen Anne's	04258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY
Queen Anne's	05189	Fine and Performing Arts	ART—GENERAL	INTRO TO ART
Queen Anne's	05194	Fine and Performing Arts	IB FILM	THE ART OF FILM
Queen Anne's	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	STRESS & STRESS MANAGEMENT
Queen Anne's	08049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	WELLNESS FOR LIFE
Queen Anne's	10206	Computer and Information Sciences	MOBILE APPLICATIONS	MICRO APPS INTEGRATION
Queen Anne's	13207	Manufacturing	WELDING	WEL 101 BASIC ARC WELDING
Queen Anne's	13207	Manufacturing	WELDING	WEL105 INTERMEDIATE WELDING
Queen Anne's	15051	Public, Protective, and Government Service	CRIMINAL JUSTICE	CMJ 211 TECH OF CRIMINAL INVES
Queen Anne's	15051	Public, Protective, and Government Service	CRIMINAL JUSTICE	CRIMINOLOGY CMJ191
Queen Anne's	15055	Public, Protective, and Government Service	FORENSIC SCIENCE	FORENSIC PSYCH & VICTIMOLOGY
Queen Anne's	19261	Human Services	HUMAN GROWTH AND DEVELOPMENT	HUMAN GROWTH & DEVELOPMENT PSC

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Queen Anne's	22106	Miscellaneous	SEMINAR	FRESHMAN SEMINAR COURSE
Somerset	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	FUNDAMENTALS OF ENGLISH I
Somerset	01053	English Language and Literature	LITERATURE	DE - STUDIES IN LIT II - POETRY
Somerset	01156	English Language and Literature	APPLIED ENGLISH AND COMMUNICATIONS	DE-FUNDAMENTALS OF ORAL COMM
Somerset	01999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	DE-FUNDAMENTALS OF ENGLISH II
Somerset	02106	Mathematics	TRIGONOMETRY/ALGEBRA	DE-COLLEGE ALGEBRA & TRIG
Somerset	02202	Mathematics	INFERENTIAL PROBABILITY AND STATISTICS	ELEMENTARY STATISTICS
Somerset	03003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE - 101
Somerset	03051	Life and Physical Sciences	BIOLOGY	DE-FUNDAMENTALS OF BIOLOGY
Somerset	03151	Life and Physical Sciences	PHYSICS	DE-GENERAL PHYSICS
Somerset	04254	Social Sciences and History	PSYCHOLOGY	DE-INTRO TO PSYCHOLOGY
Somerset	04254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY 101
Somerset	04258	Social Sciences and History	SOCIOLOGY	DE - SOCIOLOGY
Somerset	04439	Social Sciences and History	SOCIAL STUDIES—GENERAL	WORLD CIVILIZATIONS
Somerset	06121	Foreign Language and Literature	FRENCH I	DE - FUNDAMENTALS OF FRENCH
Somerset	08052	Physical, Health, and Safety Education	HEALTH AND FITNESS	DE-INTEGRATED HEALTH & FITNESS
St. Mary's	01004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	COLLEGE PREP ENGLISH 12: RHETORIC AND COMPOSITION
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	01055	English Language and Literature	AMERICAN LITERATURE/HISTORY	AMERICAN LITERATURE II
St. Mary's	01062	English Language and Literature	LITERATURE OF A PERIOD	ENGLISH LITERATURE II
St. Mary's	01099	English Language and Literature	LITERATURE—OTHER	COL COMP & LIT
St. Mary's	01099	English Language and Literature	LITERATURE—OTHER	COL COMP & RHET
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	LSS Course Title
St. Mary's	01105	English Language and Literature	RESEARCH/TECHNICAL WRITING	COLLEGE BUSINESS WRITING
St. Mary's	02057	Mathematics	ALGEBRA III	ALGEBRA 3
St. Mary's	02102	Mathematics	DISCRETE MATHEMATICS	FINITE MATHEMATICS
St. Mary's	02107	Mathematics	TRIGONOMETRY/ANALYTIC GEOMETRY	COLLEGE ANALYTIC TRIGONOMETRY
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	02121	Mathematics	CALCULUS	CALCULUS (CM)
St. Mary's	02121	Mathematics	CALCULUS	CALCULUS II
St. Mary's	02121	Mathematics	CALCULUS	COL CALCULAS I
St. Mary's	02123	Mathematics	DIFFERENTIAL CALCULUS	CALCULUS III
St. Mary's	02123	Mathematics	DIFFERENTIAL CALCULUS	DIFFERENTIAL EQUATIONS
St. Mary's	02201	Mathematics	PROBABILITY AND STATISTICS	INTRODUCTION TO STATISTICS
St. Mary's	04254	Social Sciences and History	PSYCHOLOGY	GENERAL PSYCHOLOGY
St. Mary's	14999	Health Care Sciences	HEALTH CARE SCIENCES—OTHER	ACADEMY OF HEALTH PROFESSIONS 2
Talbot	01053	English Language and Literature	LITERATURE	CC INTRO TO LITERATURE
Talbot	01103	English Language and Literature	COMPOSITION	CC COMPOSITION
Talbot	01155	English Language and Literature	COMMUNICATIONS	CC FUNDAMENTALS OF ORAL COMMUNICATION
Talbot	02057	Mathematics	ALGEBRA III	CC COLLEGE ALGEBRA
Talbot	02201	Mathematics	PROBABILITY AND STATISTICS	CC INTRO TO STATISTICS
Talbot	03051	Life and Physical Sciences	BIOLOGY	CC FUND OF BIOLOGY
Talbot	03051	Life and Physical Sciences	BIOLOGY	CC PRIN OF BIOLOGY I
Talbot	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	CC ANATOMY & PHYSIOLOGY I
Talbot	04102	Social Sciences and History	EARLY U.S. HISTORY	CC US HISTORY I
Talbot	04254	Social Sciences and History	PSYCHOLOGY	CC GENERAL PSYCHOLOGY
Talbot	04255	Social Sciences and History	PARTICULAR TOPICS IN PSYCHOLOGY	CC HUMAN GROWTH & DEV
Talbot	04258	Social Sciences and History	SOCIOLOGY	CC INTRO TO HUMAN SRVCS SOC WORK
Talbot	04258	Social Sciences and History	SOCIOLOGY	CC SOCIOLOGY
Talbot	05051	Fine and Performing Arts	INTRODUCTION TO THEATER	CC INTRO TO THEATER

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Talbot	05203	Fine and Performing Arts	FILM APPRECIATION AND ANALYSIS	CC THE ART OF FILM
Talbot	08057	Physical, Health, and Safety Education	HEALTH AND LIFE MANAGEMENT	CC WELLNESS FOR LIFE
Talbot	13207	Manufacturing	WELDING	CC BASIC ARC WELDING
Talbot	14154	Health Care Sciences	MEDICAL TERMINOLOGY	CC MEDICAL TERMINOLOGY
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	PUBLIC SPEAKING
Washington	01155	English Language and Literature	COMMUNICATIONS	INTRO TO HUM COMM
Washington	02069	Mathematics	ALGEBRA—OTHER	COLLEGE ALG
Washington	02102	Mathematics	DISCRETE MATHEMATICS	DISCRETE MATH
Washington	02103	Mathematics	TRIGONOMETRY	TRIGON
Washington	02108	Mathematics	MATH ANALYSIS/ANALYTIC GEOMETRY	FIN MATH
Washington	02110	Mathematics	PRE-CALCULUS	PRE-CALC
Washington	02121	Mathematics	CALCULUS	CALCULUS II
Washington	02121	Mathematics	CALCULUS	CALCULUS III
Washington	02124	Mathematics	AP CALCULUS AB	CALCULUS I
Washington	02126	Mathematics	PARTICULAR TOPICS IN CALCULUS	DIFFERENTIAL EQUATIONS
Washington	02201	Mathematics	PROBABILITY AND STATISTICS	INTRO TO STATS
Washington	03051	Life and Physical Sciences	BIOLOGY	HUMAN BIOLOGY
Washington	03053	Life and Physical Sciences	ANATOMY AND PHYSIOLOGY	HUM ANA AND PHY I
Washington	03056	Life and Physical Sciences	AP BIOLOGY	BIO LAB
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	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY
Washington	03060	Life and Physical Sciences	MICROBIOLOGY	MICROBIOLOGY LAB
Washington	03101	Life and Physical Sciences	CHEMISTRY	INTO COLLEGE CHEMISTRY
Washington	03101	Life and Physical Sciences	CHEMISTRY	INTRO COLLEGE CHEM LAB

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Washington	03101	Life and Physical Sciences	CHEMISTRY	NUTRITION FOR HEALTH SCI
Washington	03103	Life and Physical Sciences	ORGANIC CHEMISTRY	ORGANIC CHEM II LAB
Washington	03103	Life and Physical Sciences	ORGANIC CHEMISTRY	ORGANIC CHEMISTRY I
Washington	03103	Life and Physical Sciences	ORGANIC CHEMISTRY	ORGANIC CHEMISTRY II
Washington	3103	Life and Physical Sciences	ORGANIC CHEMISTRY	ORGANIC CHEMISTRY I LAB
Washington	3106	Life and Physical Sciences	AP CHEMISTRY	CHEM LAB
Washington	3106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM
Washington	3106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM II
Washington	3106	Life and Physical Sciences	AP CHEMISTRY	GEN CHEM LAB II
Washington	3151	Life and Physical Sciences	PHYSICS	APPLIED PHYSICS
Washington	3151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I
Washington	3151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS I LAB
Washington	3151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II
Washington	3151	Life and Physical Sciences	PHYSICS	GENERAL PHYSICS II LAB
Washington	3199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS
Washington	3199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS II
Washington	3199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS III
Washington	3199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS LAB
Washington	3199	Life and Physical Sciences	PHYSICS—OTHER	PRIN OF PHYSICS LAB II
Washington	3210	Life and Physical Sciences	SCIENCE, TECHNOLOGY AND SOCIETY	STEM SEMINAR I
Washington	3210	Life and Physical Sciences	SCIENCE, TECHNOLOGY AND SOCIETY	STEM SEMINAR II
Washington	4001	Social Sciences and History	WORLD GEOGRAPHY	WORLD REGIONAL GEO
Washington	4057	Social Sciences and History	AP WORLD HISTORY	WORLD HIST
Washington	4057	Social Sciences and History	AP WORLD HISTORY	WORLD HIST II
Washington	4104	Social Sciences and History	AP U.S. HISTORY	US HISTORY I

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Washington	4151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	AMERICAN GOVERNMENT
Washington	4254	Social Sciences and History	PSYCHOLOGY	DEVELOP PSYCH: HUMAN D
Washington	4254	Social Sciences and History	PSYCHOLOGY	GEN PSYCH
Washington	4258	Social Sciences and History	SOCIOLOGY	INTRO SOCIOLOGY
Washington	4258	Social Sciences and History	SOCIOLOGY	SOCIOLOGY OF SCI & TECH
Washington	4302	Social Sciences and History	HUMANITIES	A CURIOUS CONTINUUM
Washington	4306	Social Sciences and History	PHILOSOPHY	INTRO TO PHILOSOPHY
Washington	5004	Fine and Performing Arts	DANCE HISTORY AND APPRECIATION	DANCE APPREC I
Washington	5110	Fine and Performing Arts	CHORUS	VOICE I
Washington	5116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	HIST ROCK/ROLL
Washington	5116	Fine and Performing Arts	MUSIC HISTORY/APPRECIATION	MUSIC APPRECIATION
Washington	5151	Fine and Performing Arts	ART APPRECIATION	INTRO VIS ARTS
Washington	6101	Foreign Language and Literature	SPANISH I	INTERMED SPANISH I
Washington	6102	Foreign Language and Literature	SPANISH II	ELEM SPANISH II
Washington	6102	Foreign Language and Literature	SPANISH II	INTERMED SPANISH II
Washington	6121	Foreign Language and Literature	FRENCH I	ELEM FRENCH 1
Washington	6122	Foreign Language and Literature	FRENCH II	ELEM FRENCH II
Washington	7002	Religious Education and Theology	COMPARATIVE RELIGION	WORLD RELIGIONS
Washington	8049	Physical, Health, and Safety Education	PHYSICAL EDUCATION—OTHER	DIVERSITY/CULTURE IN SPORTS
Washington	10001	Computer and Information Sciences	INTRODUCTION TO COMPUTER TECHNOLOGY	INTRO TO SEC FUND
Washington	10007	Computer and Information Sciences	IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY	DIVER IN A TECH SOC
Washington	10016	Computer and Information Sciences	PLTW CYBERSECURITY	ETHICS

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Washington	10016	Computer and Information Sciences	PLTW CYBERSECURITY	ETHICS INFORMATION AGE
Washington	10053	Computer and Information Sciences	DATABASE APPLICATIONS	DATABASE FUND
Washington	10101	Computer and Information Sciences	NETWORK TECHNOLOGY	NETWORK BASCIS
Washington	10108	Computer and Information Sciences	NETWORK SECURITY	ETHICAL HACKING FUND
Washington	10108	Computer and Information Sciences	NETWORK SECURITY	INTRO CYBERSEC
Washington	10108	Computer and Information Sciences	NETWORK SECURITY	TACTICAL PERIMETER DEFENSE
Washington	10109	Computer and Information Sciences	ESSENTIALS OF NETWORK OPERATING SYSTEMS	UNIX/LINUX OPER SYS
Washington	10154	Computer and Information Sciences	C++ PROGRAMMING	INTRO C C++
Washington	10155	Computer and Information Sciences	JAVA PROGRAMMING	INTRO TO JAVA
Washington	10199	Computer and Information Sciences	COMPUTER PROGRAMMING—OTHER	WEB DEVE I
Washington	10201	Computer and Information Sciences	WEB PAGE DESIGN	WEB DESIGN I
Washington	10201	Computer and Information Sciences	WEB PAGE DESIGN	WEB DESIGN II
Washington	10202	Computer and Information Sciences	COMPUTER GRAPHICS	GRAPHIC DESIGN I
Washington	10251	Computer and Information Sciences	COMPUTER TECHNOLOGY	INTRO TO INFO TECH
Washington	10301	Computer and Information Sciences	COMPUTER FORENSICS	COMPUTER FORENSICS I
Washington	10302	Computer and Information Sciences	CYBER CRIME	CYBERSECURITY TOPICS

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Washington	11004	Communications and Audio/Visual Technology	SOCIAL MEDIA	MEDIA AND CULTURE
Washington	11151	Communications and Audio/Visual Technology	DIGITAL MEDIA TECHNOLOGY	COMPU ILLUSTR ADOBE
Washington	12051	Business and Marketing	INTRODUCTORY BUSINESS	INTRO TO BUS ORG & MNGT
Washington	12104	Business and Marketing	ACCOUNTING	PRIN OF ACC II
Washington	12104	Business and Marketing	ACCOUNTING	PRIN OF ACCT
Washington	13002	Manufacturing	MANUFACTURING—COMPREHENSIVE	LEAN MAN & QUALITY ASSUR
Washington	13999	Manufacturing	MANUFACTURING—OTHER	FLUID POWER
Washington	13999	Manufacturing	MANUFACTURING—OTHER	FLUID POWER LAB
Washington	14051	Health Care Sciences	NURSING	FOUNDATIONS OF NURSING
Washington	14051	Health Care Sciences	NURSING	FOUNDATIONS OF NURSING II
Washington	14051	Health Care Sciences	NURSING	NURSING II CLINICAL
Washington	14051	Health Care Sciences	NURSING	NURSING II LAB
Washington	14252	Health Care Sciences	BIOTECHNOLOGY	INTRO TO BIOTECHNOLOGY
Washington	15051	Public, Protective, and Government Service	CRIMINAL JUSTICE	INTRO CRIM JUS
Washington	17104	Architecture and Construction	INDUSTRIAL ELECTRICITY	FUND OF ELECTRIC
Washington	20102	Transportation, Distribution and Logistics	POWER AND MECHANICS	MECHANICS
Washington	20112	Transportation, Distribution and Logistics	HEAVY EQUIPMENT MECHANICS	STRENGTH OF MATERIALS
Washington	21003	Engineering and Technology	ENGINEERING TECHNOLOGY	FOUND OF ENG TECH
Washington	21015	Engineering and Technology	PARTICULAR TOPICS IN ENGINEERING	MECH OF MATERIALS
Washington	21049	Engineering and Technology	ENGINEERING—OTHER	ENGINEERING STATICS
Washington	21099	Engineering and Technology	TECHNOLOGY—OTHER	ADV MOT, MA, AND DEV
Washington	21099	Engineering and Technology	TECHNOLOGY—OTHER	INTRO TO INDUS TECH
Washington	21107	Engineering and Technology	CAD DESIGN AND SOFTWARE	COM-AID DES

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Wicomico	1003	English Language and Literature	ENGLISH/LANGUAGE ARTS III (11TH GRADE)	ENGLISH 11 - CL
Wicomico	1004	English Language and Literature	ENGLISH/LANGUAGE ARTS IV (12TH GRADE)	ENGLISH 12 CL
Wicomico	1999	English Language and Literature	ENGLISH LANGUAGE AND LITERATURE—OTHER	ENGLISH CL PREQ NC
Wicomico	2121	Mathematics	CALCULUS	CALCULUS I - CL
Wicomico	2126	Mathematics	PARTICULAR TOPICS IN CALCULUS	CALCULUS II - CL
Wicomico	2201	Mathematics	PROBABILITY AND STATISTICS	STATISTICS AND PROB. CL
Wicomico	2999	Mathematics	MATHEMATICS—OTHER	MATHEMATICS - CL
Wicomico	3099	Life and Physical Sciences	BIOLOGY—OTHER	BIOLOGY - CL
Wicomico	3149	Life and Physical Sciences	CHEMISTRY—OTHER	CHEMISTRY - CL
Wicomico	3151	Life and Physical Sciences	PHYSICS	PHYSICS I - CL
Wicomico	3999	Life and Physical Sciences	LIFE AND PHYSICAL SCIENCES—OTHER	ENVIRONMENTAL SCI - CL
Wicomico	4062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION 151 CL
Wicomico	4062	Social Sciences and History	WORLD PEOPLE STUDIES	WORLD CIVILIZATION CL PREQ NC
Wicomico	4254	Social Sciences and History	PSYCHOLOGY	PSYCHOLOGY - CL
Worcester	1005	English Language and Literature	AP ENGLISH LANGUAGE AND COMPOSITION	WWCC FUNDAMENTALS OF ENGLISH II DE
Worcester	1101	English Language and Literature	ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES)	FUNDAMENTALS OF ENGLISH I (DE)
Worcester	1101	English Language and Literature	ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES)	WWCC FUNDAMENTALS OF ENGLISH I DE
Worcester	1102	English Language and Literature	ENGLISH/COMPOSITION (JUNIORS AND SENIORS)	FUNDAMENTALS OF ENGLISH II (DE)
Worcester	1155	English Language and Literature	COMMUNICATIONS	WWCC FUND OF ORAL COMM DE
Worcester	2106	Mathematics	TRIGONOMETRY/ALGEBRA	COLLEGE ALGEBRA TRIGONOMETRY (DE)
Worcester	2110	Mathematics	PRE-CALCULUS	PRE-CALC-H
Worcester	2201	Mathematics	PROBABILITY AND STATISTICS	WWCC ELEMENTARY STATISTICS DE
Worcester	2209	Mathematics	PROBABILITY AND STATISTICS—OTHER	ELEMENTARY STATISTICS (DE)
Worcester	3003	Life and Physical Sciences	ENVIRONMENTAL SCIENCE	ENVIRONMENTAL SCIENCE (DE)
Worcester	3008	Life and Physical Sciences	EARTH AND SPACE SCIENCE	WWCC EARTH SPACE SCIENCE DE

School System	SCED Code	SCED Subject Area	SCED Course Title	LSS Course Title
Worcester	3051	Life and Physical Sciences	BIOLOGY	WWCC FUNDAMENTALS OF BIOLOGY DE
Worcester	3101	Life and Physical Sciences	CHEMISTRY	GENERAL CHEMISTRY I (DE)
Worcester	4058	Social Sciences and History	ANCIENT CIVILIZATIONS	WWCC WORLD CIVILIZATIONS I DE
Worcester	4058	Social Sciences and History	ANCIENT CIVILIZATIONS	WWCC WORLD CIVILIZATIONS II DE
Worcester	4102	Social Sciences and History	EARLY U.S. HISTORY	WWCC AMERICAN HISTORY DE
Worcester	4151	Social Sciences and History	U.S. GOVERNMENT—COMPREHENSIVE	WWCC AMERICAN GOVERNMENT DE
Worcester	4254	Social Sciences and History	PSYCHOLOGY	WWCC INTRO TO PSYCHOLOGY DE
Worcester	4258	Social Sciences and History	SOCIOLOGY	WWCC INTRO TO SOCIOLOGY DE
Worcester	4306	Social Sciences and History	PHILOSOPHY	WWCC INTRO TO PHILOSOPHY DE
Worcester	5152	Fine and Performing Arts	ART HISTORY	WWCC INTRO TO ART HISTORY DE
Worcester	12051	Business and Marketing	INTRODUCTORY BUSINESS	WWCC INTRO TO BUSINESS DE
Worcester	19154	Human Services	PARTICULAR TOPICS IN EDUCATION	WWCC FOUNDATIONS OF EDUCATION DE