# Superintendent’s Memo #323-20

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**COMMONWEALTH of VIRGINIA   
Department of Education**

DATE: December 11, 2020

TO: Division Superintendents

FROM James F. Lane, Ed.D., Superintendent of Public Instruction

**SUBJECT: Awarding High School Credit for Dual Enrollment Coursework**

In 2018, the State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS) initiated the *[Transfer Virginia](https://drive.google.com/file/d/1jGa2GUIr6ZrNLMKCnvKVu-lbv1jYZ6lW/view?usp=sharing)* initiative aimed at building a system in which Virginia’s transfer students will find their college education more affordable, efficient, equitable, and relevant. Through this work, *Transfer Virginia* is working to ensure consistency in credits awarded by four-year colleges for college credits earned by high school students in Virginia through dual enrollment offerings. In addition, progress is being made on identifying practices that result in extra credits being earned by students that may not apply to degree completion. One such practice is the automatic pairing of each high school course unit with six credits of college coursework. The work to ensure consistency among college credit offerings and expectations identified the need to provide clarity regarding the awarding of high school credits for dual enrollment courses.

**Awarding High School Credit for Dual Enrollment Coursework**

A standard unit of credit in high school is equivalent to 140 clock hours. School divisions may waive the 140-clock-hour requirement and elect to award credit on a basis other than the 140 clock hours of instruction. Such school divisions must develop a written policy and comply with the Board of Education guidelines. The Board of Education guidelines may be found in the [Guidance Document Governing Certain Provisions of the SOA](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.doe.virginia.gov%2Fboe%2Faccreditation%2Fsoa-guidance-document.docx&data=04%7C01%7Cpparker%40vccs.edu%7Cfc520150c0ff474567a408d8828e4bd1%7Cfab6beb5360442dfbddcf4e9ddd654d5%7C0%7C0%7C637402894979106891%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=X40HRVU2VgiZJECcSH84gL2%2B3gf85fzJrr%2BusBd8JE0%3D&reserved=0), under 8VAC20-131-110 in the section titled “Alternatives to the 140 Clock Hour Requirement for Standard Units of Credit.”

A typical three-credit college course meets synchronously for 48 clock hours with the additional expectation of 96 hours of asynchronous, independent student work for course completion for a minimum of 144 hours of student engagement.

The awarding of high school credits through a dually-enrolled college course should be based on the inclusion of content expectations for the high school course being considered for credit. Thus, a school division may award a high school credit based on the completion of one dual enrollment course meeting the credit criteria. If the course in question falls below the 140-clock-hour requirement, then the local school board may award a standard unit of credit if a local policy exists enabling them to do so.

The determination of awarding a credit for dual enrollment must be made prior to the course being offered by a local school division.

JFL/MFB/oml