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## SENATE BILL NO. 710

Offered January 20, 2006

A BILL to amend and reenact §§ 22.1-253.13:1, 22.1-253.13:4, 23-9.2:3.02, 23-9.6:1, and 23-9.14:2 of the Code of Virginia, relating to establishment of K-14 educational partnerships.

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Patrons—Hawkins and Ruff

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Referred to Committee on Education and Health

**Be it enacted by the General Assembly of Virginia:**

**1. That §§ 22.1-253.13:1, 22.1-253.13:4, 23-9.2:3.02, 23-9.6:1, and 23-9.14:2 of the Code of Virginia are amended and reenacted as follows:**

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their

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59 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to  
60 achieve the educational objectives established by the school division at appropriate age or grade levels.  
61 The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

62 The Board of Education shall include in the Standards of Learning for history and social science the  
63 study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall  
64 include consideration of disability, ethnicity, race, and gender.

65 With such funds as are made available for this purpose, the Board shall regularly review and revise  
66 the competencies for career and technical education programs to require the full integration of English,  
67 mathematics, science, and history and social science Standards of Learning. Career and technical  
68 education programs shall be aligned with industry and professional standard certifications, where they  
69 exist.

70 C. Local school boards shall develop and implement a program of instruction for grades K through  
71 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of  
72 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts  
73 and computations, proficiency in the use of computers and related technology, and scientific concepts  
74 and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and  
75 world and United States history, economics, government, foreign languages, international cultures, health  
76 and physical education, environmental issues and geography necessary for responsible participation in  
77 American society and in the international community; fine arts, which may include, but need not be  
78 limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education  
79 and employment or to qualify for appropriate training; and development of the ability to apply such  
80 skills and knowledge in preparation for eventual employment and lifelong learning.

81 Local school boards shall also develop and implement programs of prevention, intervention, or  
82 remediation for students who are educationally at risk including, but not limited to, those who fail to  
83 achieve a passing score on any Standards of Learning assessment in grades three through eight or who  
84 fail an end-of-course test required for the award of a verified unit of credit required for the student's  
85 graduation.

86 Any student who passes one or more, but not all, of the Standards of Learning assessments for the  
87 relevant grade level in grades three through eight may be required to attend a remediation program.

88 Any student who fails all four of the Standards of Learning assessments for the relevant grade level  
89 in grades three through eight shall be required to attend a summer school program or to participate in  
90 another form of remediation. Division superintendents shall require such students to take special  
91 programs of prevention, intervention, or remediation, which may include attendance in public summer  
92 school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

93 Remediation programs shall include, when applicable, a procedure for early identification of students  
94 who are at risk of failing the Standards of Learning assessments in grades three through eight or who  
95 fail an end-of-course test required for the award of a verified unit of credit required for the student's  
96 graduation. Such programs may also include summer school for all elementary and middle school grades  
97 and for all high school academic courses, as defined by regulations promulgated by the Board of  
98 Education, or other forms of remediation. Summer school remediation programs or other forms of  
99 remediation shall be chosen by the division superintendent to be appropriate to the academic needs of  
100 the student. Students who are required to attend such summer school programs or to participate in  
101 another form of remediation shall not be charged tuition by the school division.

102 The requirement for remediation may, however, be satisfied by the student's attendance in a program  
103 of prevention, intervention or remediation that has been selected by his parent, in consultation with the  
104 division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii)  
105 a special program that has been determined to be comparable to the required public school remediation  
106 program by the division superintendent. The costs of such private school remediation program or other  
107 special remediation program shall be borne by the student's parent.

108 The Board of Education shall establish standards for full funding of summer remedial programs that  
109 shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof  
110 required for full funding and an assessment system designed to evaluate program effectiveness. Based on  
111 the number of students attending and the Commonwealth's share of the per pupil instructional costs,  
112 state funds shall be provided for the full cost of summer and other remediation programs as set forth in  
113 the appropriation act, provided such programs comply with such standards as shall be established by the  
114 Board, pursuant to § 22.1-199.2.

115 D. Local school boards shall also implement the following:

116 1. Programs in grades K through three that emphasize developmentally appropriate learning to  
117 enhance success.

118 2. Programs based on prevention, intervention, or remediation designed to increase the number of  
119 students who earn a high school diploma and to prevent students from dropping out of school.

120 3. Career and technical education programs incorporated into the K through 12 curricula that include:

a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;

b. Career exploration opportunities in the middle school grades; and

c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

11. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.

12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

F. In addition to any other programmatic requirements and for the purpose of complementing and strengthening existing dual enrollment programs, each local school board shall, by July 1, 2007, establish a regional K-14 educational partnership. Each regional K-14 educational partnership shall be developed in cooperation with one or more community colleges in the region and may include partners from the private sector. Regional K-14 educational partnerships shall (i) provide academically rigorous curricula that enables qualified students with the opportunity to specialize in career and technical subjects; (ii) be designed to articulate a specific high school curriculum with an identified community

college curriculum; (iii) be devised as a seamless system of education permitting students to matriculate from high school classes to appropriate community college programs without interruption, obtain an associate degree or other credential from a community college, and, if desired by the student, continue his education in a four-year institution; and (iv) be structured and funded as a regional program, in a manner similar to Governor's schools.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-à-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parent of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;

2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;

3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;

4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and

5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education; and

6. *Establish a procedure to facilitate the acceleration of students enrolled in a regional K-14 educational partnership that allows qualified students to set for relevant Standards of Learning assessments, and upon receiving a passing score, to earn verified credits.*

School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

In addition, the Board may:

a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

§ 23-9.2:3.02. Articulation agreements; admission of certain community college graduates; K-14 educational partnerships.

A. Beginning with academic year 2006-2007, the governing board of each four-year public institution of higher education shall develop additional articulation and transfer agreements with uniform application to all institutions within the Virginia Community College System that (i) meet appropriate general education and program requirements at the four-year institutions; and (ii) provide additional opportunities for associate degree graduates to be admitted and enrolled.

B. The State Council of Higher Education, consistent with its responsibility to facilitate the development of articulation agreements set forth in §§ 23-9.6:1 and 23-9.14:2, shall develop guidelines for such agreements.

C. *In addition to the requirements for articulation and transfer agreements between four-year public institutions of higher education and the Virginia Community College System, the community colleges shall participate in regional K-14 educational partnerships established by local school boards pursuant to § 22.1-253.13:1. Participating community colleges shall enter into articulation agreements with local school boards for the establishment of the regional K-14 educational partnerships.*

§ 23-9.6:1. Duties of Council generally.

In addition to such other duties as may be prescribed elsewhere, the State Council of Higher Education shall:

1. Develop a statewide strategic plan that reflects the goals set forth in subsection B of § 23-38.88 for higher education in the Commonwealth, identifies a coordinated approach to such state and regional

305 goals, and emphasizes the future needs for higher education in Virginia at both the undergraduate and  
306 the graduate levels, as well as the mission, programs, facilities and location of each of the existing  
307 institutions of higher education, each public institution's six-year plan, and such other matters as the  
308 Council deems appropriate. The Council shall revise such plans at least once every six years and shall  
309 submit such recommendations as are necessary for the implementation of the plan to the Governor and  
310 the General Assembly.

311 2. Review and approve or disapprove any proposed change in the statement of mission of any  
312 presently existing public institution of higher education and to define the mission of all public  
313 institutions of higher education created after the effective date of this provision. The Council shall,  
314 within the time prescribed in subdivision 1, make a report to the Governor and the General Assembly  
315 with respect to its actions hereunder. No such actions shall become effective until 30 days after  
316 adjournment of the session of the General Assembly next following the filing of such a report. Nothing  
317 contained in this provision shall be construed to authorize the Council to modify any mission statement  
318 adopted by the General Assembly, nor to empower the Council to affect, either directly or indirectly, the  
319 selection of faculty or the standards and criteria for admission of any public institution, whether related  
320 to academic standards, residence or other criteria; it being the intention of this section that faculty  
321 selection and student admission policies shall remain a function of the individual institutions.

322 3. Study any proposed escalation of any public institution to a degree-granting level higher than that  
323 level to which it is presently restricted and to submit a report and recommendation to the Governor and  
324 the General Assembly relating to the proposal. The study shall include the need for and benefits or  
325 detriments to be derived from the escalation. No such institution shall implement any such proposed  
326 escalation until the Council's report and recommendation have been submitted to the General Assembly  
327 and the General Assembly approves the institution's proposal.

328 4. Review and approve or disapprove all enrollment projections proposed by each public institution  
329 of higher education. The Council's projections shall be in numerical terms by level of enrollment and  
330 shall be used for budgetary and fiscal planning purposes only. The Council shall develop estimates of  
331 the number of degrees to be awarded by each institution and include those estimates in its reports of  
332 enrollment projections. The student admissions policies for the institutions and their specific programs  
333 shall remain the sole responsibility of the individual boards of visitors.

334 5. Review and approve or disapprove all new academic programs which any public institution of  
335 higher education proposes. As used herein, "academic programs" include both undergraduate and  
336 graduate programs.

337 6. Review and require the discontinuance of any undergraduate or graduate academic program that is  
338 presently offered by any public institution of higher education when the Council determines that such  
339 academic program is (i) nonproductive in terms of the number of degrees granted, the number of  
340 students served by the program, the program's effectiveness, and budgetary considerations, or (ii)  
341 supported by state funds and is unnecessarily duplicative of academic programs offered at other public  
342 institutions of higher education in the Commonwealth. The Council shall make a report to the Governor  
343 and the General Assembly with respect to the discontinuance of any such academic program. No such  
344 discontinuance shall become effective until 30 days after the adjournment of the session of the General  
345 Assembly next following the filing of such report.

346 7. Review and approve or disapprove the creation and establishment of any department, school,  
347 college, branch, division or extension of any public institution of higher education that such institution  
348 proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation  
349 and establishment of departments, schools, colleges, branches, divisions and extensions, whether located  
350 on or off the main campus of the institution in question. If any organizational change is determined by  
351 the Council to be proposed solely for the purpose of internal management and the institution's curricular  
352 offerings remain constant, the Council shall approve the proposed change. Nothing in this provision shall  
353 be construed to authorize the Council to disapprove the creation and establishment of any department,  
354 school, college, branch, division or extension of any institution that has been created and established by  
355 the General Assembly.

356 8. Review the proposed closure of any academic program in a high demand or critical shortage area,  
357 as defined by the Council, by any public institution of higher education and assist in the development of  
358 an orderly closure plan, when needed.

359 9. Develop a uniform, comprehensive data information system designed to gather all information  
360 necessary to the performance of the Council's duties. The system shall include information on  
361 admissions, enrollments, self-identified students with documented disabilities, personnel, programs,  
362 financing, space inventory, facilities and such other areas as the Council deems appropriate.

363 10. Develop in cooperation with institutions of higher education guidelines for the assessment of  
364 student achievement. An institution shall use an approved program that complies with the guidelines of  
365 the Council and is consistent with the institution's mission and educational objectives in the development  
366 of such assessment. The Council shall report the institutions' assessments of student achievement in the

biennial revisions to the state's master plan for higher education.

11. Develop in cooperation with the appropriate state financial and accounting officials and to establish uniform standards and systems of accounting, record keeping and statistical reporting for the public institutions of higher education.

12. Review biennially and approve or disapprove all changes in the inventory of educational and general space that any public institution of higher education may propose, and to make a report to the Governor and the General Assembly with respect thereto. No such change shall be made until 30 days after the adjournment of the session of the General Assembly next following the filing of such report.

13. Visit and study the operations of each of the public institutions of higher education at such times as the Council shall deem appropriate and to conduct such other studies in the field of higher education as the Council deems appropriate or as may be requested by the Governor or the General Assembly.

14. Provide advisory services to private, accredited and nonprofit institutions of higher education, whose primary purpose is to provide collegiate or graduate education and not to provide religious training or theological education, on academic, administrative, financial and space utilization matters. The Council may also review and advise on joint activities, including contracts for services between such public and private institutions of higher education or between such private institutions and any agency of the Commonwealth or political subdivision thereof.

15. Adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in this Code. The various public institutions of higher education shall comply with such rules and regulations.

16. Issue guidelines consistent with the provisions of the federal Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g requiring public institutions of higher education to release a student's academic and disciplinary record to a student's parent.

17. Develop and revise, as it deems necessary, in consultation with the Coordinator of Emergency Management, a model institutional crisis and emergency management plan for the purpose of assisting public and private two-year and four-year institutions of higher education in establishing, operating, and maintaining emergency services and disaster preparedness activities.

18. Require that each institution of higher education formed, chartered, or established in the Commonwealth after July 1, 1980, shall ensure the preservation of student transcripts in the event of institutional closure or revocation of approval to operate in the Commonwealth of Virginia. An institution may provide for the preservation of student transcripts by binding agreement with another institution of higher education with which it is not corporately connected or in such other way as the Council may authorize by regulation. In the event an institution closes, or has its approval to operate in the Commonwealth revoked, the Council, through its Director, may take such action as is necessary to secure and preserve the student transcripts until such time as an appropriate institution accepts all or some of the transcripts. Nothing in this section shall be deemed to interfere with the right of a student to his own transcripts; nor shall this section authorize disclosure of student records except as may otherwise be authorized by law.

19. Develop, in cooperation with the institutions of higher education, the Board of Nursing, and the Advisory Council on the Future of Nursing in Virginia, a strategic statewide plan to ensure an adequate supply of nurses. The Council shall recommend to the Governor and the General Assembly such changes in public policy as may be necessary to meet the state's current and future need for essential nursing services.

20. Facilitate the development of dual admissions and articulation agreements between two- and four-year public and private institutions of higher education in Virginia *and the participation of the community colleges in regional K-14 educational partnerships established pursuant to § 22.1-253.13:1. Such agreements* Dual admissions and articulation agreements between two- and four-year public and private institutions of higher education shall be subject to the admissions requirements of the four-year institutions, except as provided in § 23-9.2:3.02.

21. Provide periodic updates of base adequacy funding guidelines adopted by the Joint Subcommittee Studying Higher Education Funding Policies for the various public institutions.

In carrying out its duties and responsibilities, the Council, insofar as practicable, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities.

§ 23-9.14:2. State Transfer Module.

A. The Council shall develop, in cooperation with the governing boards of the public two- and four-year institutions of higher education, a State Transfer Module that designates those general education courses that are offered within various associate degree programs at the public two-year institutions that are transferable for credit or admission with standing as a junior (third year) to the public four-year institutions.

428 In developing such Module, the Council shall also seek the participation of private institutions of  
429 higher education in the Commonwealth.

430 B. The Council shall also facilitate the development of dual admissions and articulation agreements  
431 between the Commonwealth's public and private two- and four-year institutions of higher education.  
432 Such agreements shall be subject to the admissions requirements of the four-year institutions.

433 The Council shall also develop guidelines for the articulation agreements required by § 23-9.2:3.02,  
434 *including articulation agreements required for the development of regional K-14 educational*  
435 *partnerships pursuant to § 22.1-253.13:1.*

436 C. The Council shall develop and make available to the public information identifying (i) all general  
437 education courses offered at public two-year institutions and designating those that are accepted for  
438 purposes of transfer for course credit at four-year public and private institutions of higher education in  
439 Virginia; and (ii) those two- and four-year public institutions that have entered into articulation  
440 agreements as required by § 23-9.2:3.02.