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Executive Orders

EXECUTIVE ORDER EWE-79-11

WHEREAS, the Louisiana Department of Urban and Community Affairs is charged with the responsibility of providing training and technical assistance to Louisiana's Native Americans; and

WHEREAS, historically, Native Americans of Louisiana and the country have experienced problems peculiar to them as a people,

NOW, THEREFORE, I, Edwin Edwards, Governor of the State of Louisiana, by virtue of authority vested in me under the laws of this State, do hereby establish the Louisiana Native American Advisory Commission to the Department of Urban and Community Affairs, to be appointed by the Governor from names submitted to the Governor by the Secretary of Department of Urban and Community Affairs from the state and federally-recognized tribal groups of Louisiana.

FURTHERMORE, the Commission's role shall be solely an advisory one and not intended to execute policy and/or administrative procedures otherwise provided the Secretary; and

FURTHERMORE, shall convene at the discretion of the Secretary and/or in coordination between the Secretary and the elected chairperson of the Commission; and

FURTHERMORE, the functions and activities of the Commission shall be limited to the Secretary of the Department of Urban and Community Affairs relative to its interaction with other agencies of state and federal government.

IN WITNESS WHEREOF, I have hereunto set my hand officially and caused to be affixed the Great Seal of the State of Louisiana, at the Capitol, in the City of Baton Rouge, on this the 10th day of October, A.D. 1979.

Edwin Edwards
Governor of Louisiana

EXECUTIVE ORDER EWE-79-12

WHEREAS, the Ninety-fourth Congress established the National Commission for the Control of Epilepsy and Its Consequences in July, 1975, under Public Law 94-63 to survey the medical and social management of epilepsy; to prepare recommendations in the areas of research, prevention, identification, treatment and rehabilitation; to develop a comprehensive plan for the control of epilepsy and its consequences; and to investigate the potential for prevention and control of epilepsy; and

WHEREAS, the National Commission for the Control of Epilepsy and Its Consequences completed a Plan for Nationwide Action on Epilepsy in August, 1977, and was commended by Vice President Walter Mondale for its thoroughness and its economy; and

WHEREAS, a portion of the recommendations of the National Commission for the Control of Epilepsy and Its Consequences is directed to activities and services on the state level which can be undertaken to improve services to people with epilepsy in the State of Louisiana; and

WHEREAS, the delivery of services to people with epilepsy in the State of Louisiana is now administered by a number of agencies with categorical and noncategorical programs and services, but there is no comprehensive plan directed specifically at aiding persons with epilepsy; and

WHEREAS, the Department of Health and Human Resources provides a large number of the state services to persons with epilepsy through its offices of Charity Hospital of New Orleans,

Hospitals, Licensing and Regulation, Mental Health, Mental Retardation, Human Development, Health Services and Environmental Quality and other program areas;

NOW, THEREFORE, I, EDWIN EDWARDS, Governor of Louisiana, by the power and authority vested in me by the constitution and laws of Louisiana, do hereby request and direct the Louisiana Department of Health and Human Resources to establish a task force to work with the Louisiana Epilepsy Association to develop a comprehensive plan for Statewide Action on Epilepsy, and, as a part of such planning, to review current legislation, policies, programs and services for persons with epilepsy;

BE IT FURTHER ORDERED THAT the said task force appointed by the Department of Health and Human Resources shall prepare, for consideration and appropriate action by the Governor and the Legislature, detailed recommendations concerning fiscal, personnel and other requirements necessary for its implementation;

BE IT FURTHER ORDERED THAT all agencies, departments, boards and commissions of the state shall extend assistance to the task force formed by the Department of Health and Human Resources in the preparation and development of this plan.

IN WITNESS WHEREOF, I have hereunto set my hand officially and caused to be affixed the Great Seal of the State of Louisiana, at the Capitol, in the City of Baton Rouge, on this the 29th day of October, A.D. 1979.

Edwin Edwards
Governor of Louisiana

Emergency Rules

DECLARATION OF EMERGENCY

Board of Trustees for State Colleges and Universities

Effective September 1, 1979, the Board of Trustees for State Colleges and Universities added the following rule to its *Policies and Procedures Manual*, Part VII, Faculty and Staff Personnel Policies and Procedures, Section 7.5 Leaves of Absence, Subsection F, Sabbatical Leave, Numbers 1, 2, and 5:

1. Every faculty member or administrator may be eligible for leave for the purpose of professional or cultural improvement, or for the purpose of rest and recuperation, for the two semesters immediately following any six or more consecutive fiscal years of active service in the institution where such teacher is employed or for one semester following three or more consecutive fiscal years of such service; provided that absence on sick leave shall not be deemed to interrupt the active service herein provided for. The work is normally to consist of advanced courses in the instructor's teaching field or in a program leading to an advanced degree in that field. A sabbatical leave taken during a summer session shall be considered a semester for leave purposes.

2. Faculty members and administrators may be granted leave for the purpose of study or research. In those cases where the faculty member or administrator receives outside compensation for such study or research such payment is to be approved in writing, in advance by the President as supportive of the purposes of the leave.

5. The compensation for the period of leave approved shall be at the rate of seventy-five percent of the salary the individual will receive during the current fiscal year for the period of time leave is applied for and granted. Individuals shall contribute to the retirement system on the basis of annual salary rate. Compensation

payable to persons on leave shall be paid at the times at which salaries of the other members of the teaching staff are paid, and in the same manner. Prior approval must be secured from the Board of Trustees before any replacement is secured for the person granted leave. Institutions should utilize faculties to the fullest extent before requesting such replacements.

This Emergency Rule was necessary in order not to deny those faculty members intending to take sabbatical leave this year, the benefit of the new compensation rules. This action was taken in accordance with the emergency provisions of the Administrative Procedures Act and under the authority of Article VIII, Section 6 of the 1974 Constitution.

Bill Junkin, Executive Director
Board of Trustees for State Colleges and Universities

DECLARATION OF EMERGENCY

Board of Elementary and Secondary Education

The State Board of Elementary and Secondary Education at its meeting on October 25, 1979, exercised those powers conferred by the emergency provisions of the Administrative Procedures Act, R.S. 49:953B to adopt the following rule. This action was necessary in order to protect the welfare of the children of the State of Louisiana enrolled in vocational-technical schools to guarantee quality education.

Rule 6.03.46

In order to comply with the mandates of Act 644 of the 1979 Regular Session, the Board took the first step in adopting guidelines and procedures for the dismissal of directors and assistant directors in vocational-technical schools as follows:

Rules and Regulations

for Removal from Office of Regional Directors, Directors, and Assistant Directors in Vocational-Technical Schools

A regional director, director, or assistant director in a vocational-technical school under the jurisdiction of the State Board of Elementary and Secondary Education shall not be removed from office except upon written and signed charges of willful neglect of duty, or incompetency, or dishonesty, and then only if found guilty after a hearing by the Board or a committee of the Board, which hearing may be public or private at the option of the affected employee. Removal from office includes termination and/or demotion. At least fifteen days in advance of the date of the hearing, the Board shall furnish the respondent employee with a copy of the written charges. The respondent employee shall have the right to appear before the Board or committee of the Board, with witnesses in his behalf and with counsel of his selection, all of whom shall be heard by the Board or committee of the Board at the hearing. Any finding of a committee of the Board shall be reviewed and acted upon by the full Board. The Board may set aside or modify the findings of a committee of the Board. Nothing herein contained shall impair the right of appeal to a court of competent jurisdiction.

James V. Soileau, Executive Director
Board of Elementary and Secondary Education

DECLARATION OF EMERGENCY

Department of Health and Human Resources Office of Human Development

In accordance with the Appropriations Act of the 1979 Louisiana Legislature, the Department of Health and Human Resources, Office of Human Development, has adopted the

emergency rulemaking to implement a program of Community Respite Care Services for Handicapped Persons and Their Families, effective October 1, 1979.

The purpose of Respite Care Services is maintenance of handicapped individuals in their own homes rather than placement in more restrictive settings. Emergency rulemaking was necessary to implement the program immediately in order that eligible handicapped individuals and their families could utilize the service to prevent more restrictive placement.

William A. Cherry, M.D., Secretary
Department of Health and Human Resources

Rules

RULE

Department of Agriculture Office of Agricultural and Environmental Sciences Structural Pest Control Commission

Amendment to Lethal Yellowing Quarantine

Whereas, it has been determined that a serious plant pest commonly known as Lethal Yellowing is known to exist outside the State of Louisiana; and

Whereas, Lethal Yellowing is known to be a serious pest of palm trees.

Therefore, in order to prevent the introduction and spread within Louisiana, and to eradicate the Lethal Yellowing wherever found in the state, the Louisiana Department of Agriculture under authority of Part II of Chapter 12 of Title 3 of the Louisiana Revised Statutes of 1950, does hereby propose the following amendment to the quarantine and regulation declaring new regulated products.

V. Regulated Products: All palms of any species.

Following Host Plants:

1. *Allagoptera arenaria* (Gomes) Kuntze
2. *Arenga engleri* Becc.
3. *Arikuryroba schizohpylla* (Mart.) Bailey (Arikury palm)
4. *Borassus flabellifer* L. (Palmyra palm)
5. *Caryota mitis* Lour. (Cluster fish-tail palm)
6. *Chrysalidocarpus cabadae* H. E. Moore (Cabada palm)
7. *Cocos nucifera* L. (Coconut palm) - all varieties, including Malayandwarf
8. *Corypha elata* Roxb. (Buri palm, Gebang palm)
9. *Dictyosperma album* (Bory) H. Wendl. and Drude (Hurricane or Princess palm)
10. *Gaussia attenuata* (O. F. Cook) Beccari (Puerto Rican Gaussia)
11. *Howeia belmoreana* (C. Moore and F. Meull.) Becc. (Sentry palm)
12. *Latania* spp. (all species)
13. *Livistona chinensis* (N. J. Jacquin) R. Br. ex Mart. (Chinese fan palm)
14. *Mascarena verschaffeltii* (Wendl.) Bailey (Spindle palm)
15. *Nannorrhops ritchiana* (W. Griffith) J. E. T. Aitchison (Mazari palm)
16. *Phoenix canariensis* Hort. ex Chab. (Canary Island date palm)
17. *Phoenix dactylifera* L. (Date palm)
18. *Phoenix reclinata* Jacq. (Senegal date palm)
19. *Phoenix sylvestris* (L.) Roxb. (Sylvester date palm)
20. *Pritchardia affinis* Becc. (Kona palm)
21. *Pritchardia pacifica* Seem. and H. Wendl. (Fiji Island fan palm)
22. *Pritchardia thurstonii* F. Meull. and Drude
23. *Ravenea hildebrandti* Wendl. ex Bouche

- 24. *Trachycarpus fortunei* (Hook.) Wendl. (Chinese windmill palm)
- 25. *Veitchia merrillii* (Becc.) H. E. Moore (Christmas palm, Manila, or adonidia)
- 26. *Veitchia montgomeryana* H. E. Moore (Montgomery's palm)

Richard Carlton, Secretary
Structural Pest Control Commission

RULE

**Department of Corrections
Board of Pardons**

The Louisiana Board of Pardons has adopted rules governing the processing of applications for pardon, commutation of sentence, or restoration of citizenship.

It is specifically provided that rules previously adopted and adhered to, unless included herein, are void.

Rule 1. Filing Procedure. To constitute a complete application for pardon, commutation of sentence, or restoration of citizenship, an applicant must comply with two basic requirements:

A. Submit a petition setting forth the name of applicant, date of birth, offense, parish where tried, judicial district, sentence and date, length of time served, reason for requesting clemency, and relief desired. The petition shall be signed and dated and shall contain a prison address (if applicant is incarcerated) and a home address. There is no requirement that the petition be in any particular form or length, so long as it is legible and contains the items mentioned. In the case of a request for pardon or restoration of citizenship, all previous convictions for which applicant was not pardoned must be listed.

B. Have published in a newspaper whose distribution includes the parish in which the offense is alleged to have been committed, one advertisement that indicates applicant's intent to apply to the Board for clemency. For the purpose of compliance with this rule, the Board will accept an application received within one year of the date of appearance of the advertisement. The applicant shall provide the Board with proof of publication as evidenced by a certificate furnished by said newspaper.

Rule 2. Hearing Dates. The Board's regular meeting days are Mondays, Tuesdays, and Wednesdays. It shall also meet at such other times as the Chairman may determine necessary for the purpose of reviewing and taking action upon applications pending before it and to transact such other business as it deems necessary.

Rule 3. Notice of Hearings. Before considering the application for clemency of any person, the Board shall give thirty days written notice to the district attorney and sheriff of the parish in which the applicant was convicted, to the applicant and/or his attorney (if any), and to any other interested person, of the date, time, and place at which the application will be heard and considered.

Rule 4. Discretionary Powers of the Board. An application may be considered by the Board any time after it is received, but no application will be considered by the Board until it deems the application to be complete.

In determining which cases are ready to be heard, the Board may, in its discretion, refuse to grant a hearing if an applicant has not served one-fifth of his sentence. In cases of life sentences and sentences of forty-five years or longer, the applications may be heard at the discretion of the Board. Additionally, the Board may refuse a hearing to an applicant because of his past criminal record or his poor conduct while incarcerated. However, if good cause is shown, nothing in this article shall prevent the Board from hearing the types of cases mentioned hereinabove.

In any matters not specifically covered by these rules, the Board shall have discretionary powers to act.

Rule 5. Employment and Residence Agreements. To demonstrate good faith, an applicant should provide the Board with both an employment and a residence agreement. However, neither an employment nor a residence agreement is required, but both are encouraged. The agreements shall inform the Board of the applicant's plans for the present and/or future.

Rule 6. Denials. The Board, upon denying an application, shall, within twenty-one working days, inform the applicant of the denial. No new application will be accepted until one year has elapsed from the date of denial.

John D. Hunter, Chairman
Board of Pardons

RULES

**Governor's Special Commission on Education Services
Loan/Grant Division**

Louisiana State Guaranteed Student Loan Program

Rule 8 has been changed to read:

8. Guarantee; Interest; Special Allowance

The Louisiana guarantee to lenders is one hundred percent of unpaid principal and interest. The federal statute prescribes seven percent simple interest on current loans, plus a special allowance which is paid by the federal government in addition to the seven percent interest on loans disbursed after November 8, 1965. The special allowance percentage is adjusted quarterly, and prior to July 1, 1979, was limited to an average of five percent in any twelve-month period. Beginning July 1, 1979, there is no five percent limit, and the special allowance is calculated according to the following formula:

The special allowance for any three-month period is computed by determining the average of the bond equivalent rates of the ninety-one-day Treasury bills for that period, by subtracting three and one-half percent from this average, by rounding the resultant percent upward to the nearest one-eighth of one percent, and by dividing the resultant by four.

The interest and special allowance are presently paid to lenders by the Governor's Special Commission on Education Services each six months on approximately January 15, and July 15, for periods ending December 31, and June 30. After payment to lenders, the Governor's Special Commission on Education Services immediately requests refund from the federal government for its portion of interest and special allowance.

Richard W. Petrie, Director, Loan/Grant Division
Governor's Special Commission on Education Services

RULE

Board of Elementary and Secondary Education

Rule 3.01.05

(Replaces present policy in effect.) The Board adopted the State Plan for Nutrition Education and Training Program for 1980 as presented by the Department of Education.

Rule 3.01.70.v(10)

The Board approved for final adoption Adapted Physical Education Certification Basic Requirements which were adopted at its August 23, 1979, meeting as emergency rules and published in Volume 5, Number 9, September 20, 1979, issue of the *Louisiana Register*.

Rule 3.01.51t

The Board approved for final adoption an addition to page 114, Bulletin 741, *Handbook for School Administrators*, to read as

follows: The requirements for application for establishment of a new public special school must be submitted to the Department of Education for review and then for recommendation to the Board of Elementary and Secondary Education at least one month prior to the Board meeting for which approval is being requested.

Rule 3.01.51u

The Board approved for final adoption an amendment to Bulletin 741, *Handbook for School Administrators*, by deleting policy mandating eighth grade literacy testing in reading and by adding provisions of the Competency-Based Education Program.

seek waivers of the certification requirements in Bulletin 746 shall have the right of first appeal to the Due Process Committee of the Board, but only after a statement of certification denial by the Department of Education using data submitted to the Department. The Due Process Committee shall evaluate the requests for certification waivers using the same guidelines.

All persons whose requests for certification waivers are denied based on the recommendation of the Due Process Committee, shall have the right of final appeal to the full membership of the Board. No requests for certification waivers, how-

Louisiana Literacy Assessment Program

Louisiana Literacy Assessment Program							
Minimum Standards/Competencies 1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Reading K-12	Mathematics K-12	Writing K-12	12th Grade Competencies	Science (K-12)	To be determined	TBD	TBD
State Assessment (Act 621)							
	4-8-11 Reading	4-8-11 Reading Mathematics	4-8-11 Reading Writing Mathematics	4-8-11 Reading Writing Mathematics	4-8-11 Reading Mathematics Writing	4-8-11 Reading Mathematics Writing	6-8-11 Reading Mathematics Writing
Minimum Competency Testing (Act 750)							
			Develop 2nd	Pilot 2nd Develop 3rd	Implement 2nd Pilot 3rd Modify 4th	Implement 2nd & 3rd Pilot 4th Develop 5th	Implement 2-3-4 Pilot 5th Develop 6th

Rule 3.01.51v

The Board approved for final adoption an amendment to Bulletin 741, *Handbook for School Administrators*, page 37, Section 2b(1) to read as follows: A student, unless married, must be seventeen years of age in order to be authorized to be administered the Test of General Education Development.

Rule 1.00.71

The Board approved for final adoption operating procedures relative to meetings to comply with the open public meetings law. These procedures were adopted by the Board as emergency rules on August 23, 1979, and were published in Volume 5, Number 9, September 20, 1979, issue of the *Louisiana Register*.

Rules 3.07.10b, 3.07.11, 3.07.12, 3.07.20, 3.07.21

The Board approved for final adoption deletion of the above mentioned rules relative to Adult Education due to obsolescence.

Rule 3.01.70d

The Board approved for final adoption amendment to Policy and Procedure Manual by deleting reasons for recommending certification waivers to read as follows:

Teacher Certification Appeals. Bulletin 746 must contain in an appropriate place the following statement: "A person applying for a teaching or other certifiable position in Louisiana who does not meet all of the requirements of Bulletin 746, but who feels that he/she should be certified, may appeal his/her case to the Board."

Appeals of all degreed persons, whether employed or not, shall be evaluated by the Teacher Certification Appeals Council, and waivers of the certification requirements in Bulletin 746 may be recommended by the Appeals Council to the Board.

Degreed persons whose appeals are rejected based on a recommendation of the Appeals Council shall have the right of a second appeal to the Due Process Committee of the Board. Using the same personal data and the same guidelines as used by the Appeals Council, the Due Process Committee may reevaluate the decision of the Council and make further recommendations to the Board on the waiver of certification requirements.

Nondegreed persons, whether employed or not, wishing to

ever, shall originate at the level of the full Board, and all cases must be reviewed first by an appeals body. (Reference 1.00.30a)

Rule 3.07.11

The Board approved for final adoption Graduation Requirements for Adults:

a) Revisions to Bulletin 741, *Handbook for School Administrators* (1977 edition), relative to Graduation Requirements for Adults, pages 37-45:

**3.07.11a Graduation Requirements for Adults
Adults Who Are Nonveteran**

1. Evening Schools. All state-approved high schools may offer courses for adults in the evenings, or at such times as necessary apart from their regular daily schedules. Before these courses may be accredited, a particular high school must submit a report in the form of an amendment to the Annual School Report to the Department of Education.

The minimum aggregate time allotment for one unit in an adult education course shall not be less than one hundred eighty clock hours of instruction. There shall be no limitation on the lengths of class periods. High school credit may be granted only in those courses listed in the program of studies.

All other minimum objective standards required of state-approved high schools shall be the same in the adult education program where high school credit is granted. In those cases where credit is allowed for successful completion of adult education courses, such credit may be considered as having been earned in residence.

2. Adult Education Program.

a. Definition. The Louisiana Adult Education Program shall be defined as an academic instructional program offering adults sixteen years of age and older with less than a secondary education the opportunity to continue their education to at least the level of completion of secondary school in an organized program administered by the Louisiana State Department of Education through local education agencies.

b. Requirements for Taking the General Educational

Development (GED) Test.

1. A student must be eighteen years of age or older, unless married, in order to be authorized to be administered the GED Test.

2. To qualify for recommendation to take the GED test, a student must enroll in an adult education program and take a standardized achievement test at the high school level. An average score of 13.0, with no one subject matter area below 12.0, must be obtained by the individual in order to receive authorization for administration of the GED test. Adult education students will be allowed to qualify to take the GED test without mandatory class attendance.

c. Procedure for Taking the GED Test.

1. By submission of Form DE-502, "Authorization for Administration of Test of General Educational Development," the parish or city superintendent of schools shall certify to the director of the Bureau of Adult Education, State Department of Education, that the student has complied with the adult education requirements and is authorized to be administered the GED test.

2. The local supervisor of adult education shall be responsible for submitting the original and one copy of this form to the director of the Bureau of Adult Education, one copy to the official GED testing center, and one copy to the student, indicating the official GED testing center where the student must make an appointment to take the test.

3. The official GED testing center shall have authorization to administer the GED test to the student upon receipt of the approved Form DE-502 unless notified otherwise by the director of the Bureau of Adult Education within ten days of receipt of the authorization.

4. The official GED testing center shall submit the completed test to the scoring agent.

d. Requirements for Passing the GED Test.

1. In order for an individual to satisfactorily complete the GED test, he must earn a standard score of 35 or above on each of the five sections of the test, or if any one or more of the scores is below 35, he must average a minimum composite score of 45 for all of the five sections.

2. A nonveteran who fails to make satisfactory scores must receive instruction in the areas of deficiency until such time as the instructor certifies the student is proficient in the failed section or sections.

3. A student who receives such instruction may be recommended for retesting on those sections of the test he failed, but not prior to thirty days from the date of the previous test.

4. The original and one copy of the retest recommendation form shall be submitted to the director of the Bureau of Adult Education by the parish or city superintendent; one copy to the official GED testing agent, and one copy to the student.

5. Retesting must be on a different form of the test from the one previously administered.

6. The student must score a minimum of 35 on each of the retested sections.

7. All test results must be submitted by the chief examiner to the director of the Bureau of Adult Education.

e. Issuance of High School Equivalency Diploma.

1. The official GED scoring agent shall certify that the student has successfully completed the GED test through submission of an original and four copies of form DE-509, "Official Results of General Educational Development," to the director of the Bureau of Adult Education.

2. The director of the Bureau of Adult Education shall certify that the student has complied with all adult education requirements, successfully passed the GED test, and is eligible to receive a high school equivalency diploma by signing form DE-509, "Official Results of the Test of General Educational Development."

3. The director of the Bureau of Adult Education shall attach an original and one copy of form DE-502, "Authorization for Administration of the Test of General Educational Development," with an original and one copy of form DE-509, "Official Results of the Test of General Educational Development," and submit to the director of the Bureau of Secondary Education.

4. The director of the Bureau of Secondary Education shall issue a high school equivalency diploma to the adult student and forward the diploma and one copy of form DE-502 and form DE-509 to the principal of the high school from which the diploma has been requested.

5. The principal shall sign the diploma and forward to the student. If transcripts have been requested by the student, the principal shall prepare and send to the director of the Bureau of Secondary Education, Certificate of High School Credits, nonveteran, for the applicant.

It is the responsibility of the local adult education supervisor to notify the principal of the high school from which the diploma is requested that a transcript is needed when the student is initially recommended to take the GED test.

6. A student shall receive his equivalency diploma through the last high school he attended, through the high school nearest his legal residence, or through the high school nearest to the publicly supported institution of higher education to which he is academically admissible, or through the high school which has been specifically designated by a local school system for that purpose.

7. High school equivalency diplomas shall be issued only through state-approved high schools, and the student shall be considered a graduate of that school.

8. A Louisiana resident who successfully completes the test at an official out-of-state GED center will be entitled to receive an equivalency diploma provided an official copy of his GED test results and qualifying scores on a standardized achievement test as certified by the testing agent have been received by the director of the Bureau of Adult Education. Louisiana residents who have received a high school equivalency diploma from another state will not be eligible to receive a Louisiana equivalency diploma on that basis without meeting the regular adult education requirements and successfully completing the GED test.

f. Retesting.

1. Before being retested a student must receive instruction in the areas of deficiency until such time as the instructor certifies the student is proficient in the failed section or sections.

2. A student who receives such instruction may be recommended for retesting on those sections of the test he failed, but not prior to thirty days from the date of the previous testing.

3. Retesting must be on a different form of the test from the one previously administered.

4. The student must score a minimum of 35 on each of the retested sections.

5. Retest recommendation forms shall be submitted to the director of the Bureau of Adult Education, by the parish or city superintendent.

6. All test results must be submitted by the chief examiner to the director of the Bureau of Adult Education.

Veterans or Members of the United States Armed Forces

1. Definition.

a. A person is considered a veteran if he has served at least ninety days in active military service and been honorably discharged from such service.

b. A person is considered a "member of the armed forces" if he is engaged in active military duty in the Army, Navy, Air Force, Marine Corps or Coast Guard. A member of the National Guard is not considered a "member of the armed forces" unless his unit has been federalized by the United States Government.

2. Service Credit.

a. Two units of credit toward high school graduation may be awarded to any member of the United States Armed Forces, or any honorably discharged veteran who has completed his basic training, upon presentation of a military record attesting to such completion.

b. Special training obtained while in the armed forces, comparable to courses offered in civilian secondary schools, may be accredited up to a maximum of two units.

c. All subjects completed by a member of the armed forces, or by an honorably discharged veteran, through the United States Armed Forces Institute, the Marine Corps Institute, or the Coast Guard Institute, may be accredited at face value.

3. Regular High School Diploma.

a. Any person who served honorably in the United States Armed Forces and has made satisfactory scores on the GED test may be awarded a regular diploma if he has earned a minimum of eight resident units of credit from a state-approved high school, regardless of the requirements for regular high school graduates.

b. A member of the United States Armed Forces, or an honorably discharged veteran, may be awarded a regular high school diploma upon completion of twenty units of work, regardless of the requirements for regular graduates.

c. In order to be eligible for a regular diploma based on results of the GED test, a member of the armed forces, or an honorably discharged veteran, must be a legal resident of Louisiana, or he must have formerly attended a Louisiana school.

d. A veteran who formerly attended a Louisiana school should submit his application for a regular diploma to the principal of the last school he attended in Louisiana.

e. An applicant now living in Louisiana who was never enrolled in a Louisiana school, but who attended an approved high school or elementary school in another state, should submit his application for a regular diploma to the principal of the nearest high school.

4. Equivalency High School Diploma.

a. Any honorably discharged veteran may be administered the GED test by one of the official GED centers approved by the Department of Education. For the purpose of identification, the veteran shall present a copy of his discharge papers to the chief examiner.

b. Members of the armed forces may take the GED test during the time they are in the service. They should be advised to make arrangements with their commanding officers.

c. A high school equivalency diploma may be issued in lieu of a regular diploma to a member of the United States Armed Forces, or an honorably discharged veteran, who has made satisfactory scores on the GED test and who has earned fewer than eight high school units of resident credit from a state-approved school.

d. A statement giving the date of the applicant's entrance into the United States Armed Forces should be

made in the Remarks column of the Certificate of High School Credits, veteran.

e. In order to be eligible for an equivalency diploma based on results of the GED test, a member of the armed forces, or an honorably discharged veteran, must be a legal resident of Louisiana, or he must have formerly attended a Louisiana school.

f. A veteran who formerly attended a Louisiana school should submit his application for an equivalency diploma to the principal of the last school he attended. If he did not attend a high school in Louisiana, he should submit his application to the high school nearest his residence.

g. An applicant now living in Louisiana who was never enrolled in a Louisiana school, but who attended an approved high school or elementary school in another state, should submit his application to the principal of the nearest high school.

5. Preparation of Certificates of High School Credits for Veterans and Members of the Armed Forces.

a. High school principals will prepare and send to the director of the Bureau of Secondary Education, State Department of Education, Baton Rouge, Louisiana 70804, Certificates of High School Credits, veteran (blue and pink copies), for all applicants.

b. If a diploma is to be granted on the basis of completion of twenty units, a complete record of all high school units earned shall be listed.

c. Only resident units completed should be listed if a diploma is to be issued on the basis of a minimum of eight units of high school work and successful completion of the GED test.

d. Work completed in residence at fully accredited high schools from other states may be accepted and applied toward meeting graduation requirements.

e. Official records of high school work being applied toward meeting the requirements for graduation must be in the files of the school issuing the diploma.

f. If an applicant has attended school in any state, but does not present any high school units, the principal will indicate on the Certificate of High School Credits, veteran, the name of the school last attended. Official records attesting to this fact should be on file in the principal's office.

g. A certified copy of the record of the GED test must accompany the Certificate of High School Credits if administered by an official GED testing center other than one approved by the Louisiana Department of Education.

h. A statement giving the date of the applicant's entrance into the United States Armed Forces should be made in the Remarks column of the Certificate of High School Credits, veteran.

6. Scoring. In order for an individual to satisfactorily complete the GED test, he must earn a standard score of 35 or above on each of the five sections of the test, or, if any one or more of the scores is below 35, he must average a minimum composite score of 45 for all of the five sections.

7. Retesting.

a. A veteran who fails to make satisfactory scores may, without having received additional instruction, be retested on the section or sections of the test he failed, but not prior to thirty days from the date of the previous testing.

b. Before being retested, a veteran may, if he desires, receive instruction in the areas of deficiency until such time as the instructor certifies he is proficient in the failed section or sections.

c. Retesting must be on a different form of the test from the one previously administered.

d. The student must score a minimum of 35 on each of the retested sections.

e. Retest recommendation forms shall be submitted to the director of the Bureau of Adult Education by the parish or city superintendent.

f. All test results must be submitted by the chief examiner to the director of the Bureau of Adult Education.

Summary of Methods to Obtain a High School Diploma

1. Regular High School Diploma

- a. Earning 20 units of eligible credits
- b. Completing requirements under the Early College Admissions Policy
- c. Being a veteran or a member of the armed forces with 8 or more resident high school credits and successfully completing the GED test.

2. Equivalency High School Diploma

- a. Enrolling in the Adult Education Program and successfully completing the GED test
- b. Being a veteran, or a member of the armed forces, with fewer than 8 resident high school units of credit, and successfully completing the GED test
- c. Completing successfully an entrance examination at an accredited college and one semester of work at the college level.
- b) Requests for waivers of the age requirements for taking the General Education Development Test (GED) must be submitted to the Board by the local educational agency in which the student resides with a rationale from the school principal and approved by the parish superintendent.
- c) Any request for a waiver of the age requirement may also be made directly to the Board.

James V. Soileau, Executive Director
Board of Elementary and Secondary Education

RULES

Board of Regents

**1980 State Appropriation Formula
Section I. Authority**

This formula is submitted in accordance with Article VIII, Section 5-(D)(5) of the Louisiana Constitution of 1974 which mandates the Board of Regents "to formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education." Additionally, there have been repeated requests in the past from the Executive and Legislative branches of state government and the institutions themselves for the development of an equitable method for determining funding levels for each institution.

Section II. Introduction

The complex character of educational institutions, combined with increasing enrollments and operational costs in the last decade, exerted a demand for a more uniform method to distribute tax-generated funds to state institutions of higher learning. These pressures resulted in the development of numerous higher education formulae in numerous states using various factors of measurement as input for calculations to derive state appropriations for public colleges and universities. The number of states adopting this approach of "formula funding" has continually increased since the early 1960's; one survey indicated that twenty-five states utilized this method in 1973, and indications are that the trend is continuing. In computing the required amount of state funding, these formulae range in complexity from those using a few factors to those using many factors.

There are inherent advantages in using the formula approach to determine state appropriations. The formula method results in the accumulation of measurable data from institutions; it permits

the use of mathematical calculations that remove the necessity for subjective evaluation; and it is objective in nature and identifies the needs of all institutions in comparable terms. Primarily, the formula concept is equitable. This formula uniformly places financing on a per student credit hour basis for each institution. Equity, and not necessarily equality, is the basic objective of the formula.

The intention of this formula does not extend to the internal allocation of funds for any functional category, specific discipline, or program. The internal allocation necessary for the development of an effective program of higher education on each campus remains the prerogative of that campus administration and its governing board.

**Section III.
1980-81 Basic Factor Chart
Value Per Student Credit Hour**

Instruction, Research, Academic Support and all Other Support

Student Level	Lower Cost Areas	Higher Cost Areas
Lower Level Undergraduate	\$ 41.84	\$ 54.61
Upper Level Undergraduate	56.73	74.75
Nursing - LLU		113.73
Nursing - ULU		144.43
Nursing - Masters		240.15
Masters	186.54	235.15
Specialist Professional	209.14	
Doctorate	514.11	641.86
Law		123.59

The following are higher cost areas including Higher Education General Information Survey (HEGIS) taxonomy codes. Agriculture (0101-0199), Allied Health and Pharmacy (1208, 1211-1215, 1220, 1223-1225), Engineering (0901-0999), Fine Arts and Architecture (0201-0299, 1001-1099), Law (1401-1499), Nursing (1203), Sciences (0401-0499, 0700-0799, 1901-1999), Technology (5100-5499). All remaining HEGIS taxonomy codes are valued at the lower cost rate.

Definitions and Interpretations

1. Values. The values in the chart are based upon average Southern Regional Education Board (SREB) academic year (nine-month) salaries, pupil/teacher ratios, definitions of full-time equivalent students in student credit hours (SCH's) per academic year, and historical expenditure patterns by function. The veterinary medicine formula shall be considered by the Board of Regents prior to the 1980-81 budget hearings. If approved, the budget of the School of Veterinary Medicine prepared for 1980-81 on a nonformula basis may be amended.

2. Level. The assignments in the chart were stratified by level of offering and by program area. In the reporting of SCH productivity, the level of offering for a given SCH will be determined by the classification of the student pursuing the course.

3. Student Classification Structure.

Classification Structure	Earned Credits
Lower Level Undergraduate	0-59 semester hours
Upper Level Undergraduate	60 semester hours- graduation
Masters	Accepted for Graduate Study; Masters and Masters plus thirty
Specialist/Professional	Specialist/Professional refers only to students formally enrolled in an Education Specialist Program. The higher value assigned to this level of instruction reflects the Board of Regents' dedi- cation to the improvement of teachers in Louisiana
Doctorate	Formally admitted to study toward the Doctorate

4. Additional Student Classification Definitions.

A. A post-baccalaureate student enrolled in a state institution of higher learning, but not officially admitted to graduate school, is to be counted as "upper level undergraduate."

B. The categories presently recognized as "professional" are law (only those courses taught in a professional school of law), veterinary medicine, dentistry, and medicine. Of these, only law is currently included in this formula. Veterinary medicine may be included prior to the 1980-81 consolidated budget.

C. "Deferred credit" is defined as credit earned by students when credit is granted at a later date, such as graduation from high school. These "deferred credits" may be counted in an institution's SCH production during the period in which the student is officially registered in the class.

D. SCH credit earned in courses taught out of state is to be counted for student classification purposes and also is to be included in a separate section on the SCH production report for formula purposes. Records must be kept by course and location and are to indicate the number of students enrolled and the SCHs produced for each such course. Such records must be submitted to the Board of Regents no later than thirty days following the completion of the course.

E. An institution shall not count audits in its SCH production report.

F. Credit by examination, transfer credit, or correspondence study credit taken at another institution may be used only in the classification of the student and not in an institution's SCH production report. An institution may accept a provisional student's classification on the basis of the best knowledge available during the first semester of enrollment at the institution.

G. Credit earned in a cooperative institution (hospital, etc.) by a student enrolled in medical technology (or any curriculum requiring such arrangement) may not be counted in an institution's SCH production report.

H. Student classification must be updated each semester.

I. Student credit hours in nursing pursued in an associate degree nursing program are to be considered as upper level hours.

5. HEGIS Taxonomy. Taxonomy codes used in the Basic Factor Chart have not been expanded for this revision. The areas used are specific ones extracted from the taxonomy developed by the Western Interstate Commission for Higher Education (WICHE) for the United States Office of Education. These taxonomy codes have been statistically assigned into higher cost or lower cost areas.

Section IV. Formula Methodology

Student credit hours that remain scheduled on the fourteenth class day are separated into higher cost or lower cost program areas and levels, using the HEGIS Taxonomy and student classifi-

cation respectively. At the time legislative budget requests are prepared, summer and fall productivity data are complete. The approaching spring session production estimate should be based on the experience of the previous spring. Actual spring data will be available prior to the regular legislative session, and all institutions must submit adjusted reports by February 23, 1980 (Louisiana Tech by April 6, 1980). The SCH's shall be net, reflecting all transactions (drops, adds, resignations, etc.) occurring prior to the cutoff date. The resulting net SCH's are multiplied by the appropriate values on the Basic Factor Chart (Section III), and the sum of these products establishes one hundred percent of the funding generated by SCH production. The values contained in the Basic Factor Chart are based on state support of seventy-five percent of Educational and General (E & G) expenditures. Also, the values on the chart recognize fixed costs by providing a base support for all institutions. Funds for research are also included in the formula in accordance with the following provisions:

Generally Mandated Research shall be defined as that research which is (1) initiated internally by the institution or its management board, or (2) assigned as an institutional mission by *The Master Plan for Higher Education in Louisiana*, or (3) assigned as a general institutional mission by the executive or legislative branch of state government. The funds which will support this type of research shall be generated by values in the Basic Factor Chart of the higher education formula.

Specifically Mandated Research shall be defined as those research projects/programs which are initiated by executive order or by state statute. Funds for this type of research shall be requested as a formula exclusion.

The burden of proof is upon the institution that a particular research project is specifically mandated. Line item expenditures that are a direct result of a state legislative or executive mandate must be submitted to the Board of Regents' Finance Committee for review before such research will be allowed as a formula exclusion.

All institutions are to receive a base appropriation of \$1,084,482. This appropriation is intended to recognize fixed costs and diseconomies of scale.

An inflation factor for partial allocation of any new funds for higher education is included to promote an equitable distribution of inflationary support. The inflation factor amount for every institution funded on SCH production will be calculated by the Regents' staff. This computation will be based upon information institutionally supplied on budget "Form A's" for the 1979-80 operating budgets. All schools are to receive the inflation factor regardless of their level of implementation.

The combination of funds generated by SCH production, funds from the base appropriation, and funds generated by the inflation factor constitute full formula funding.

Procedure: Inflation Factor Calculation

Current Year 1979-80 Budgeted Operating Other Support Expenditures

Institutional Support	\$ _____
Student Services	_____
Scholarships and Fellowships	_____
Operation and Maintenance of Physical Plant	_____
Total Other Support	_____
State Appropriation Share	_____ x .75
Inflation Percentage (may be changed annually)	_____ x .10
Inflation Factor	\$ _____

Section V. Functional Category Distribution

Allocations to Educational and General Expense. Dr. John Dale Russell ("Budgetary Analysis," *College Self-Study*, Richard Axt

and Hall T. Sprague, Eds. Boulder, Colorado: Western Interstate Commission for Higher Education, 1959, p. 106.) has recommended allocations of expenditures to the eight functional categories of the Educational and General function. These categories, in use until recently, were: (1) resident instruction; (2) organized activities related to instruction; (3) organized research; (4) extension and public service; (5) libraries; (6) general administration; (7) general expense; and (8) maintenance and operation of physical plant. If the first four of Russell's categories are grouped under one heading, his recommendations are reduced to four groups as follows:

Resident Instruction and Related Activities	At least 63%
Libraries	5% to 6%
General Administration	15% or less
Operation and Maintenance of Physical Plant	16% or less

Further analysis in conjunction with Dr. Russell's research has led to the selection of the following suggested allocations of total educational and general expenditures:

Resident Instruction and Related Activities	68%
Libraries	5%
General Administration and General Expense	15%
Operation and Maintenance of Physical Plant	12%
	100%

Recent developments will have a definite impact on these allocations. Two such developments are: (1) the establishment of new functional categories within the E & G Function by National Association of College and University Business Officers (NACUBO); and (2) the energy crisis which has sent utility cost soaring, and therefore, may change the physical plant allocation. Since there are not sufficient data to support new recommended allocations, the old percentages shall be retained as broad guidelines.

The new functional categories as established by NACUBO; and how they should be converted for percentage allocation purposes, are as follows:

NACUBO New Categories	Conversion to Russell's Percentage Allocation
(1) Instruction	RIRA
(2) Research	RIRA
(3) Public Service	RIRA
(4) Academic Support (Libraries)	RIRA Libraries
(5) Student Services	GAGE
(6) Institutional Support	GAGE
(7) Scholarships and Fellowships	GAGE
(8) Operation and Maintenance of Plant	OMPP

For comparative purposes, Libraries are to be extracted from Academic Support.

It should be noted that Staff Benefits (related benefits) costs are to be reported as a cost in the department (category) in which an individual is employed. This has been recommended by NACUBO in the most recent publication of the handbook, *College and University Business Administration*, 1974.

Section VI. Funding Requests

A. Because the budgetary process requires considerable planning and effort, it is necessary that the requests be both reasonable and adequate to meet institutional needs and also be within the

state's funding capabilities. Therefore, these requests must be prepared in the manner set forth in this formula document. The Regents have the prerogative to make the final recommendation for funding levels of all segments of higher education. Such recommendations will be based upon: (1) complete evaluation of all requests, (2) projected state revenues, and (3) the development of a consolidated budget to be presented to the executive and legislative branches of state government.

B. The 1980-81 budget requests for all institutions subject to the formula are to be based on an implementation rate of one hundred percent. However, no institution need request less than the 1979-80 amount of state appropriations received for formula purposes. Funding requests for areas excluded from the formula shall be determined on an individual basis as set forth in Section IX, Exclusions.

C. Funding requests for management boards and their staffs, i.e., the Louisiana State University System, the Southern University System, and the Board of Trustees System, will be as set forth in Section IX, Exclusions. The funds for the operations of these management boards are an actual cost allocable to each segment of the respective boards. Therefore, an institution's pro rata share of system costs plus that individual institution's state appropriation shall be used in determining the attainment of the one hundred percent level of implementation.

D. Effective in fiscal 1980-81, all state appropriations not conforming to the formula allocation process shall not be considered in the continuing base appropriations, nor will these funds be considered in the application of the Inflation Factor computation. For comparative purposes in all formula schedules, analyses, etc., such funds will be included for determining implementation level; funds appropriated that do not conform to the formula process shall be footnoted to indicate their amount, source, and purpose. The aim of this section is to encourage equitable allocation of all funds for higher education through the formula.

Section VII. Special Requests

Justification for extraordinary expenditures, for a limited predetermined period, shall be based on this section. The purpose of this section is to provide a means of requesting funds over and above those funds generated by SCH production. Such funds may be requested to support projects particular and peculiar to a specific situation; e.g., a land purchase, large equipment purchase to meet accreditation requirements, etc. Each request is to be supported by a separate, concise report giving the purpose, the necessity, the expected results, the minimum amount needed, and the method of determining this amount. In addition, if the possibility exists that special funding will be required for more than one year, the expected duration shall be given along with a complete explanation. Requests for ongoing continuous functions, merely to avoid inclusion in formula funding, will not be granted.

Section VIII. Other Means of Financing

All annually recurring revenues, regardless of source, shall be budgeted by each institution. There are several reasons for this requirement: (1) the 1974 Constitution requires the annual appropriation of all funds for budgetary purposes; (2) budgeting provides responsible fiscal control over funds; and (3) budgeting requires planning in advance which, if properly done, normally results in more efficient and economical use of available resources. Institutions are the recipients of revenues from varied sources. Some examples of what should be included in the annual budgets, both the request and operating, are as follows: tuition and student fees; parking fees and fines; library fines; income from publications; income from sales and services; recurring federal funds such as George Barden, Vocational Education, McIntire-Stennis, etc; user fees in continuing education, correspondence study, and extension courses; and auxiliary income.

Section IX. Exclusions

A. The primary reasons for this section providing funding out-

side formula-generated appropriations are:

1. A method of measurement has not been devised for those institutions or operations that do not utilize student credit hours as a determinant of productivity. These institutions and operations are the Louisiana State University Medical Center and the Louisiana State University Center for Agricultural Sciences and Rural Development. A newly designed, modified program budget approach support by substantiating statistical and narrative data shall be used by the Medical Center in requesting funds for 1980-81.

2. Other exclusions consist of specific items which do not fall within the normal scope of operations of all institutions. For this reason these items are separated from formula consideration in order to provide a sound basis of comparison between institutions. Within this category are bond service and special funds for capital outlay (for those institutions that include these funds in the operating budget); Louisiana State University Fireman Training Program Dedicated Funds; Specifically Mandated Research; the annual Livestock Show at Southern University-Baton Rouge; Laboratory Schools at Louisiana State University-Baton Rouge and Southern University-Baton Rouge.

B. Method of Determining Recommended Funding Level:

1. Funding of these exclusions that are not otherwise provided for will be based upon fully documented and justified need as required so as to fulfill their duties and responsibilities as set forth in the role, scope, and mission charge of the respective units. The units for this year are:

- a. Southern University Board and system staff.
- b. Board of Trustees and system staff.
- c. Louisiana State University Board and system staff.
- d. Louisiana State University Medical Center.
- e. Center for Agricultural Sciences and Rural Development.
- f. Specifically mandated research.

2. The School of Veterinary Medicine is to prepare a budget request consistent with the actual needs for establishing the program.

3. Louisiana State University has received dedicated revenues for a number of years which could be bonded and expended for capital facilities. Capital outlay in the Board of Trustees and Southern University Systems has been handled outside of operating budgets, whereas the Louisiana State University System has used a combination approach. Because provisions already require the expenditures of annual appropriation funds to service these commitments, it is recommended that these funds be received by Louisiana State University above the formula amounts until these commitments are retired. In compliance with the Constitution and laws of this state, additional comments cannot be made without approval of the Board of Regents.

4. It is recommended that each public college or university operating a public laboratory school receive the proper allocation of funds based on the minimum foundation formula of the State Department of Education. For Louisiana State University-Baton Rouge and Southern University-Baton Rouge, these funds should be specifically appropriated to the institutions.

5. The Louisiana State University-Baton Rouge Fireman Training Program receives funds dedicated from fire insurance premiums by Act 32 of 1970. This Act provides that one-fourth of one percent of premiums received annually by insurers for fire coverage within Louisiana be used solely for this program. Since this amount is subject to fluctuation, the requested budget amount should be based on the previous year's receipts adjusted for any anticipated changes. These funds are to be received in addition to formula funds.

6. The Southern University-Baton Rouge annual livestock show is to be separately funded outside of the formula appropri-

ation.

7. The allocation to Southern University-Baton Rouge for the Scotlandville Fire District is an annual fixed amount charged the campus for the provision of fire department protection. This is necessary since the campus is not located within the jurisdiction of a municipal fire department. These funds are to be exclusive of formula funding.

Section X. Audit Procedures

The use of a state appropriation formula results in student credit hours becoming dollars through the conversion using the basic factor chart. The audit procedure previously established will continue to be used for this revision. This will insure correct and consistent interpretation and application of the procedure for recording and receiving credit for SCH production and will facilitate the use of the State Appropriation Formula. Every affected institution shall be visited each year and shall provide any required assistance needed to validate the methods and procedures used and the resultant data. The auditors shall use a predetermined audit outline including statistically proven record search patterns for those record areas requiring comparisons. Records to be examined shall include but not be limited to the following: class rolls; final grade reports; drop/add records; transcripts; student schedules; withdrawals and resignations; and any other relevant data sources.

Discrepancies shall be noted and reconciled, and the necessary corrective action shall be taken. Should a particular situation warrant it, the audit will be expanded so that the extent of the problem can be determined and the SCH production reports amended to indicate the correct production figures. Official notification of the adjustment shall be given to all concerned parties.

The audit process will also include a review of off-campus SCH production to verify compliance with Board of Regents' Policy 4.2, Guidelines for the Conduct of Off-Campus Activities. Noncompliance will be noted in the audit report.

Appendix A

Standardized Reporting Forms

The student credit hour audit procedure as it presently exists takes fourteenth class day data (department, course, section, credit hours, number enrolled, student identification, and SCH's produced) and compares them to final grade reports. Any exceptions must be substantiated with support documentation; i.e., properly prepared drop, add, or resignation forms. This provides a uniform reporting system to put all institutions of higher education in the state on a common base, primarily utilizing four standardized report formats. These reports, the (1) class roster, (2) final grade report, (3) detailed formula level report, and (4) summary formula area report, are to be prepared by all institutions.

The reports should be prepared as of the close of the fourteenth class day during the regular semesters and the seventh class day during the summer session (Louisiana Tech by the ninth class day). One copy of the Summary Formula Area Report should be sent to the Board of Regents by the twenty-fourth class day of each regular semester and the seventeenth class day of the summer session (Louisiana Tech by the nineteenth class day). For new classes beginning after the fourteenth (seventh, ninth) class day, each institution will be required to file a supplementary report of SCH's produced. These classes are to be reported in the session in which they are completed or in the following session if they are conducted totally in an interim period. The SCH production is to be reported in keeping with the two preceding requirements, with SCH production being counted on a date that is equivalent to the fourteenth or seventh class day (Louisiana Tech, the ninth) of courses offered during a regular semester. These supplemental reports will be due upon issuance of final grades in the reporting session and should include beginning and ending dates and equivalent cut-off dates for each class. A class day is defined as a regular class schedule day; Saturday, Sunday and state legal holidays are to be excluded as class days.

A common sequence arrangement of the various reports is to be