

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Revisions to the Board of Regents Policy Manual Unrelated to Committee Changes

Date: May 10, 2004

Recommended Actions:

- 1) Provide final approval for revisions to the following sections of the Board of Regents Policy Manual:
 - §6.29: Revised definition of “distance education”
 - §7.08B5: Reference to audit report activity revised to coincide with the revised Board meeting schedule
 - 2) Waive first reading of the following sections of the Policy Manual and approve them for immediate publication:
 - §1.01C Orientation of Board members
 - §4.40 Conflict of Interest Policy – Duty of Loyalty
 - 3) Accept, as a first reading, revisions to the following sections of the Policy Manual:
 - 6.01 Admission Requirements (application fees)
 - §6.20 Admission Requirements (Iowa Braille and Sight Saving School)
 - §7.05B.12 Definition of Movable Equipment
-

Executive Summary:

The Board Office and Regent institutions have been in the process of reviewing and proposing editorial changes to the Board of Regents Policy Manual for more than a year. As a result of that process, the following two changes are being presented for final approval this month:

- §6.29: The definition of “distance education” needs to be changed so that it more accurately reflects distance education enrollment.
- §7.08.B.5: A reference to audit activity reporting needs to be revised to coincide with the Board’s meeting schedule.

The following two revised policies are being presented with a recommendation that first reading be waived and they be immediately approved for publication:

A policy regarding orientation of new regents, to be added as §1.01C.

The conflict of interest/duty of loyalty policy, §4.40, will be revised to include provisions related to conflict questions and access to information.

Finally, three policy revisions are being presented for first reading:

References to some specific application fees (that are now incorrect as a result of recent Board action) will be removed from §6.01.

The Iowa Braille and Sight Saving School proposes to amend §6.20 of the Policy Manual to more accurately reflect the enrollment and admissions process it uses for its students.

The definition of “moveable equipment” in §7.05B.12 of the Purchasing section of the manual needs to be revised to be consistent with the Board’s capitalization policy .

Background:

Policy Manual
being revised

For the past year a major effort has been underway to update the Board of Regents Policy Manual (formerly known as the Procedural Guide).

Standard revision
process takes two
Board meetings

Changes are proposed to the Policy Manual as a result of editorial review and Regent comments. The traditional revision process for substantive changes involves the Board reviewing proposed changes and additions at one meeting (the “first reading”), commenting on the proposals, and allowing institutional comments to be considered, and then providing final Board approval for publication at a subsequent Board meeting.

Revisions to the Policy Manual that have already been approved by the Board are listed in **Attachment 11**.

Analysis:

Definition of
“distance
education”

Revised to count all
off-campus credit
enrollments

Policies Presented for Final Approval.

The existing definition of distance education in §6.29 of the Policy Manual refers only to off-campus instruction that occurs when the students and the instructor are not together in the same location. It does not include off-campus instruction that occurs face-to-face. Many programs, especially at the masters level, are offered to cohorts at various sites throughout the state where the instructor is present with the students. However, the existing definition does not allow the enrollment for these offerings to be counted under the category of distance education. The revised definition will allow the institutions to count all off-campus credit enrollments, regardless of the delivery system used, thereby resulting in a more accurate distance education enrollment picture.

Attachment 1 reflects the current policy with the proposed revision, and

also shows how the policy would appear if the revision is approved. This revision is being presented for final approval.

Policy Manual must conform to revised Board meeting calendar

At its meeting in October, 2003, the Board of Regent adopted a revised calendar that reflected when it would hold its meetings during the remainder of 2003 and all of 2004. As a result of the Board adopting a revised meeting calendar, it is necessary to revise the Policy Manual to remove references to a specific month and include a generic reference in its place. Currently §7.08 of the Policy Manual ("Audit Activity") indicates that "A comprehensive report on the internal audit function will be made to the Board through the Banking Committee in July of each year." Since the revised meeting calendar no longer includes a Board meeting during the month of July, this reference to "July" will be changed to "annually."

Attachment 2 reflects the current policy with the proposed revision, and also shows how the policy would appear if the revision is approved. This revision is being presented for final approval.

Reference to Banking Committee already addressed

NOTE: Deletion of the reference to the "Banking Committee" in this policy is addressed in Agenda Item 3b, which deals with Policy Manual corections that are necessary as a result of the Board of Regents revised committee structure. Attachment 2 incorporates both revisions to §7.08B.5.

Policies Presented for Immediate Approval.

Two revisions to existing policies are being presented this month in which the Board office recommends both waiver of first reading and immediate approval for publication.

New Regent orientation proposed for §1.01C

The President of the Board of Regents has proposed a revision to the Policy Manual that deals with new Regent orientation. The Board is being requested to approve a new policy, §1.01C, which would require that each new member of the Board of Regents receive an individualized orientation program as well as be assigned both a Regent mentor and a Board office staff member point of contact. The goal of this policy is to enable each new Regent to more quickly become oriented to the operation of the Board of Regents and the Board office. It is anticipated that by having an individualized orientation, a mentor, and a Board office contact, new Regents will be fully supported as they begin to serve their terms and contribute to the work of the Board of Regents.

Attachment 3 is the draft of the new policy that is being proposed for addition to the Policy Manual. This policy is being presented for first reading.

Revisions dealing with conflict of interest/duty of loyalty

Section 4.40 of the Policy Manual deals with the Board's conflict of interest and Board members' duty of loyalty. A revision is being proposed to that section that calls for conflict of interest questions to be submitted to the Office of the Attorney General for resolution. It also sets limits on a Regent's access to information under certain circumstances. **Attachment 4** reflects the current policy with the proposed revision. **Attachment 5** shows how the policy would appear if the revision is approved. This

revision is being proposed for first reading.

Policies Presented for First Reading.

Three revisions to existing policies are being presented for first reading this month:

During the April, 2004 meeting of the Board of Regents, the Board approved a revised set of fees. These revised fees included some changes to university or program application fees.

Make references to specific fees generic in §6.01

Currently, §6.01 of the Policy Manual refers to specific application fee amounts. Due to the Board's approval of some revised fees, these references are now incorrect. Revising the Policy Manual to include a generic reference to application fees will inform constituents about the existence of such a fee, but will eliminate the need to update the manual each time the fee changes.

Attachment 6 reflects the current policy with the proposed revision. **Attachment 7** shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

Update IBSSS policy in §6.20

The Iowa Braille and Sight Saving School has requested revision of §6.20 of the Policy Manual so that it will more accurately reflect the enrollment and evaluation process the School uses for its students. The request to change the policy is driven by the School's Strategic Plan. Goal # 1 of their Strategic Plan is to improve the quality of programs to students who are blind or visually impaired. One of the action steps toward that goal is to offer the Quality Programs for students with Visual Impairments (QPVI) process to the center-based faculty. The School is just completing its second year of the QVPI process. One outcome of the QPVI process was to change in the admission process to include an evaluation of each student prior to his or her enrollment at IBSSS. This change was developed by the faculty and has been presented to professionals in the field. It is seen as another way to improve student programs and services. The Iowa Braille and Sight Saving School is requesting that the current description of the admissions process in the Policy Manual be updated to reflect this revision in the admissions process.

Evaluation is a new part of the admissions process.

Attachment 8 reflects the current policy with the proposed revision. **Attachment 9** shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

Recent change in capitalization policy

In 2003, the Board increased the level at which capital assets would be recognized, recorded, and inventoried (from \$2,000 to \$5,000). This capitalization policy is currently noted in §7.02 of the Policy Manual. That section of the manual remains unchanged.

The dollar amounts need to match in §7.02 and §7.05B.12

However, when the level of this capitalization policy was increased, a similar change should have been made to §7.05B.12, which defines "moveable equipment" as a certain equipment items with values of at least \$2,000. The Board Office recommends that the dollar amount in the

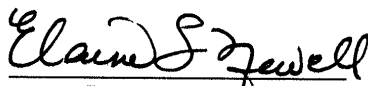
definition of "moveable equipment" in §7.05B.12 be revised to \$5,000 so that it is consistent with the \$5,000 amount in the Board's capitalization policy in §7.02.

Attachment 10 reflects the current policy with the proposed revision. **Attachment 10** also shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

In summary, the Board office recommend the following with respect to the Policy Manual:

Summary of action
recommended by
Board Office

- 1) Provide final approval for revisions to the following sections of the Board of Regents Policy Manual:
 - §6.29: Revised definition of "distance education"
 - §7.08B5: Reference to audit report activity revised to coincide with the revised Board meeting schedule
- 2) Waive first reading of the following sections of the Policy Manual and approve them for immediate publication:
 - §1.01C Orientation of Board members
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 - §7.05B.12 Definition of Movable Equipment


Elaine S. Newell

Approved: 
Gregory S. Nichols

Attachment 1

PROPOSED REVISION:

6.29 Distance Education

A. Guidelines for Distance Education

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1. Definition: Distance education is defined, ~~for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs~~ (1) when student and instructor are not in the same place, or (2) when face-to-face instruction is provided at off-campus locations, including when students and instructors are in the same place Distance education may employ ~~correspondence~~ guided independent study, or audio, video, or computer technologies. Instruction may be synchronous or asynchronous.

POLICY AFTER REVISION:

6.29 Distance Education

A. Guidelines for Distance Education

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1. Definition: Distance education is defined as a formal educational process in which the instruction occurs (1) when student and instructor are not in the same place, or (2) when face-to-face instruction is provided at off-campus locations, including when students and instructors are in the same place Distance education may employ guided independent study, or audio, video, or computer technologies. Instruction may be synchronous or asynchronous.

Attachment 2

PROPOSED REVISION:

7.08 Audit Activity

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B. Internal Audits

...

5. Responsibility. Each year, the internal audit staffs will develop and execute a comprehensive audit plan to be conducted in accordance with applicable professional auditing standards. A comprehensive report on the internal audit function will be made to the Board ~~through the Banking Committee in July of each year~~ annually.

POLICY AFTER REVISION:

7.08 Audit Activity

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B. Internal Audits

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5. Responsibility. Each year, the internal audit staffs will develop and execute a comprehensive audit plan to be conducted in accordance with applicable professional auditing standards. A comprehensive report on the internal audit function will be made to the Board annually.

Attachment 3

PROPOSED REVISION

(New subsection to be added to 1.01)

1.01 Appointment of Board Members

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- C.** Following the Governor's announcement of a new member of the Board of Regents, and the Senate's confirmation, the President of the Board and the Executive Director shall plan and implement an orientation program for the new Regent that is appropriate for that individual's experience and background. In addition, the Board President shall assign to each new Regent a mentor who is a current member of the Board of Regents. Likewise, the Executive Director shall, after consultation with the Board President, identify for the new Regent a Board Office staff member who will serve as a specific resource person for that Regent. Both of these assignments shall extend throughout the new Regent's first year of service. The purpose of these mentoring and resource assignments is to provide the new Regent with support and assistance in learning about the Board of Regents, its structure, operations, and goals. It is anticipated that the Board mentor will meet with the new Regent periodically during this period of time.

Attachment 4

PROPOSED REVISION:**4.40 Conflict of Interest Policy – Duty of Loyalty**

The Board of Regents, State of Iowa ("Board"), recognizes that members of the Board, employees of the Board, and employees of institutions governed by the Board, are required to comply with Iowa Code § 68B.2A: Conflicts of Interest. To further enhance the credibility and accountability of the Board, the Board requires that all Regents and institutional officials promote at all times the best interests of the Board and its institutions consistent with policies, rules, regulations, and laws governing the Board, academic institutions, and academic freedom. The duty of loyalty requires Regents to exercise their powers and duties in the interests of the Board and its institutions and not in the Regent's own interest or in the interest of another person or organization. Regents and institutional officials must endeavor to remain free from the influence of, or appearance of, any conflicting interest in acting on behalf of the Board or a Regent institution. Actual or potential conflicts of interest for a Regent or institutional official may arise from the interests of the individual or the individual's spouse, significant other, or a family member. Such interests may include, but are not limited to, employment, ownership of, or service on, the board of directors of an organization that has or may have relationships with the Board or a Regent institution.

Each Regent shall disclose on an annual basis any interests that may create an actual, potential or perceived conflict of interest and shall supplement the disclosure as new interests may appear. A management plan shall be developed for disclosed conflicts. For some interests, disclosure alone may be sufficient. Others may require recusal from participation on certain matters, or, in very unusual situations, divestiture of the interest or resignation from a conflicting position.

Regent institutions shall have Conflict of Interest policies in place for institutional employees not subject to this policy. Such institutional policies shall not be inconsistent with this policy.

By its requirement that there be a student member of the Board, the Legislature is deemed to have determined that a student's interest in Board determinations of tuition policy and the like do not constitute an impermissible conflict of interest.

The following procedure shall be followed in the event a question arises within the Board of Regents regarding a conflict of interest:

1. In all instances where a Regent has a question as to whether he or she may have a conflict of interest in a specific matter, such question shall be referred to the Office of the Attorney General of the State of Iowa for determination, and the Board member shall act in accordance with that determination.
2. If a Regent has a question about whether another Regent has a conflict of interest on a specific matter, the procedure noted above shall be followed, and the Regent having the alleged conflict shall be notified about the question at the time it is referred to the Office of the Attorney General.
3. No Regent shall have access to any information not available to the public submitted by any person or entity (the "Proposing Person or Entity") where such Regent has an interest, direct or indirect, in any entity which proposes to offer a product or service (regardless of whether competitively bid) which would compete with the product or service being offered by the Proposing Person or Entity. In the event of any dispute concerning the foregoing, the matter shall be referred to the Office of the Attorney General.

Attachment 5

POLICY AFTER REVISION:

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Attachment 6

PROPOSED REVISION:

6.01 Admission Requirements Common to the Three State Universities

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- B. The Board of Regents, State of Iowa, has adopted the following requirements governing admission of students to the three state universities.

...

1. Admission of undergraduate students directly from high school.

...

- a. Applicants must submit a formal application for admission, together with a ~~\$30~~ the appropriate application fee for U.S. citizens or permanent residents, to the State University of Iowa, Iowa State University, or the University of Northern Iowa. All three universities have a ~~\$50~~ separate application fee for international students. . . .

2. Admission of undergraduate students by transfer from other colleges.

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Attachment 7

POLICY AFTER REVISION:

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Attachment 8

PROPOSED REVISION:

6.20 Admission Requirements: Iowa School for the Deaf and Iowa Braille and Sight Saving School

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- B. Iowa Braille and Sight Saving School
1. All blind persons and persons whose vision is so defective that they cannot be properly instructed in the common schools, who are residents of the state and of suitable age and capacity, shall be entitled to an education in the Iowa Braille and Sight Saving School at the expense of the state. Non-residents also may be admitted to the Iowa Braille and Sight Saving School if their presence would not be prejudicial to the interests of residents upon such terms as may be fixed by the Board of Regents. (Iowa Code §269.1)
 2. To be enrolled at the Iowa Braille and Sight Saving School, an individual must meet the following criteria:
 - a. Be visually impaired (as defined by the rules of Special Education),
 - b. Be determined through the process established by the Rules of Special Education, to be eligible for services of the Iowa Braille and Sight Saving School
 - c. Be under 21 years of age
 - d. Be immunized as evidenced by a valid Iowa State Department of Health certificate of immunization, and
 - e. Be a resident of the State of Iowa. (The residency requirement will be considered on an individual basis consistent with the laws of the State of Iowa and the rules and regulations of the Board of Regents, State of Iowa.)
 - f. Participate in the Iowa Braille and Sight Saving School's Evaluation/Enrollment Process.
 3. ~~The admission guidelines include the following steps:~~
 - ~~a. The Area Education Agency/Local Education Agency must identify the students as being visually impaired.~~
 - ~~b. Based on each individual student's needs, the Individual Education Plan (IEP) team, including a representative of the Iowa Braille and Sight Saving School, shall specify the services that the student will receive. Student needs must be related to the impact of the visual impairment in one or more of the following core skill areas:~~
 - ~~1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods;~~
 - ~~2) Skills for acquiring information, including appropriate use of technological devices and services;~~

- ~~3) Orientation and mobility instruction;~~
- ~~4) Independent living skills;~~
 - ~~5) Social interaction skills;~~
 - ~~6) Transition services;~~
 - ~~7) Recreation and leisure activities;~~
 - ~~8) Career education.~~

~~c. The IEP must specify the duration of services to be offered at the Iowa Braille and Sight Saving School by clearly defining the anticipated date for the student to return to the Local Education Agency. Although all IEPs are reviewed, and placement decisions made annually, enrollment may be for a shorter amount of time.~~

3. The following describes the Evaluation/Enrollment Process:

Step 1: A student of legal age, parent(s), LEA, AEA, or other service providers, including Iowa Braille staff, may initially inquire about the services provided at IBSSS.

Step 2: Prior to enrollment, an application packet is sent to the student's parent(s) and the LEA/AEA.

Step 3: The completed application packet must be returned to: Center-Based Services; Iowa Braille and Sight Saving School; 1002 G Avenue; Vinton, IA 52349.

Step 4: The material returned in the application packet is reviewed by the Iowa Braille and Sight Saving School Child Study Team, who will determine the completeness of the information received and determine the type of evaluation necessary for the student. The parents and/or LEA/AEA will be contacted if additional information is required prior to the beginning of the evaluation process.

Step 5: The student's current IEP team, including an Iowa Braille and Sight Saving School representative will convene to discuss the proposed evaluation process.

Step 6: If the IEP Team determines that it is necessary and appropriate, an on-campus evaluation may be scheduled for the student. A typical evaluation may run from 5 – 30 days. When this occurs, the IEP team will draft the student's interim IEP, which will define specific conditions and timelines for the on-campus evaluation and may include any of the expanded core curriculum areas noted below.

Expanded Core Curriculum

- 1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods.
- 2) Technology Skills (acquiring information, including appropriate use of assistive technological devices and services).
- 3) Orientation and Mobility Skills.
- 4) Independent Living Skills
- 5) Social Interaction Skills.
- 6) Transition Services.
- 7) Recreation and Leisure Skills.
- 8) Career Education/Vocational/Work Experience.
- 9) Self Determination

Step 7: Following the evaluation process, a student evaluation profile will be written by the members of the Evaluation Team. The evaluation team will be comprised of IBSSS faculty members assigned to evaluate the student, based on the student's individual evaluation needs. The profile will serve as the basis for future deliberations and decisions regarding the student's IEP.

Step 8: The student's IEP team, including members from the local school district and Iowa Braille and Sight Saving School, will convene to review and interpret the student evaluation profile and the information collected during the evaluation process. The team will also consider whether the student is intellectually and physically capable of benefiting from the educational programs offered by Iowa Braille and Sight Saving School

Step 9: At this meeting the IEP team will recommend service delivery options appropriate to the student's intellectual and physical capabilities, as well as the location and duration of services, and will revise the IEP accordingly. If the IEP team determines that the Iowa Braille and Sight Saving School should be the location of the student's services and program, an official enrollment date will be set at the meeting.

Attachment 9

POLICY AFTER REVISION:

§6.20 Admission Requirements: Iowa School for the Deaf and Iowa Braille and Sight Saving School

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B. Iowa Braille and Sight Saving School

1. All blind persons and persons whose vision is so defective that they cannot be properly instructed in the common schools, who are residents of the state and of suitable age and capacity, shall be entitled to an education in the Iowa Braille and Sight Saving School at the expense of the state. Non-residents also may be admitted to the Iowa Braille and Sight Saving School if their presence would not be prejudicial to the interests of residents upon such terms as may be fixed by the Board of Regents. (Iowa Code § 269.1)
2. To be enrolled at the Iowa Braille and Sight Saving School, an individual must meet all the following criteria:
 - a. Be visually impaired (as defined by the Rules of Special Education)
 - b. Be determined through the process established by the Rules of Special Education, to be eligible for services of the Iowa Braille and Sight Saving School;
 - c. Be under 21 years of age;
 - d. Be immunized as evidenced by a valid Iowa State Department of Health certificate of immunization; and
 - e. Be a resident of the State of Iowa. (The residency requirement will be considered on an individual basis consistent with the laws of the State of Iowa and the rules and regulations of the Board of Regents, State of Iowa.)
 - f. Participate in the Iowa Braille and Sight Saving School's Evaluation/Enrollment Process.

3. The following describes the Evaluation/Enrollment Process:

- Step 1: A student of legal age, parent(s), LEA, AEA, or other service providers, including Iowa Braille staff, may initially inquire about the services provided at IBSSS.
- Step 2: Prior to enrollment, an application packet is sent to the student's parent(s) and the LEA/AEA.
- Step 3: The completed application packet must be returned to: Center-Based Services; Iowa Braille and Sight Saving School; 1002 G Avenue; Vinton, IA 52349.
- Step 4: The material returned in the application packet is reviewed by the Iowa Braille and Sight Saving School Child Study Team, who will determine the completeness of the information received and determine the type of evaluation necessary for the student. The parents and/or LEA/AEA will be contacted if additional information is required prior to the beginning of the evaluation process.

Step 5: The student's current IEP team, including an Iowa Braille and Sight Saving School representative will convene to discuss the proposed evaluation process.

Step 6: If the IEP Team determines that it is necessary and appropriate, an on-campus evaluation may be scheduled for the student. A typical evaluation may run from 5 – 30 days. When this occurs, the IEP team will draft the student's interim IEP, which will define specific conditions and timelines for the on-campus evaluation and may include any of the expanded core curriculum areas noted below.

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- 1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods.
- 2) Technology Skills (acquiring information, including appropriate use of assistive technological devices and services).
- 3) Orientation and Mobility Skills.
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Step 7: Following the evaluation process, a student evaluation profile will be written by the members of the Evaluation Team. The evaluation team will be comprised of IBSSS faculty members assigned to evaluate the student, based on the student's individual evaluation needs.
The profile will serve as the basis for future deliberations and decisions regarding the student's IEP.

Step 8: The student's IEP team, including members from the local school district and Iowa Braille and Sight Saving School, will convene to review and interpret the student evaluation profile and the information collected during the evaluation process. The team will also consider whether the student is intellectually and physically capable of benefiting from the educational programs offered by Iowa Braille and Sight Saving School

Step 9: At this meeting the IEP team will recommend service delivery options appropriate to the student's intellectual and physical capabilities, as well as the location and duration of services, and will revise the IEP accordingly. If the IEP team determines that the Iowa Braille and Sight Saving School should be the location of the student's services and program, an official enrollment date will be set at the meeting.

Attachment 10

PROPOSED REVISION:

§7.05 Purchasing

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B. Organization and Responsibilities

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12. Definitions:

- a. Moveable equipment is defined as any moveable property valued at a unit acquisition cost of at least ~~\$2,000~~ \$5,000 which is identifiable, is not a replacement part, and has a useful life of one year or more.

POLICY AFTER REVISION:

§7.05 Purchasing

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B. Organization and Responsibilities

...

12. Definitions:

- a. Moveable equipment is defined as any moveable property valued at a unit acquisition cost of at least \$5,000 which is identifiable, is not a replacement part, and has a useful life of one year or more.

NOTE: For ease of reference, the following policy shows the text in §7.02 (“\$5,000”) that serves as the basis for requesting the change to §7.05.

§7.02 General Policies [UNCHANGED]

1. Pursuant to Iowa Code §7A.30 , all equipment valued at \$5,000 or more and held for one year or more shall be included in the institution’s equipment inventory.

Attachment 11

Board approved revisions of sections of the Policy Manual

- Chapter V. Equal Opportunity, in January 2002.
- Chapter II. Meetings and Chapter IV: Personnel, in March 2002.
- Chapter IV. Personnel -- §4.04: Appointment of Presidents, Superintendents, and Executive Director and §4.11: Employment and Supervision of Immediate Family Members, in April 2002.
- Chapter III. Board Office, in April 2002.
- Chapter VI. Academic Policies and Procedures (with the exception of §§6.03 and 6.04), in April 2002.
- Chapter I. Board of Regents, in May 2002.
- Chapter VI. Academic Policies and Procedures, §§6.03 and 6.04, in May 2002.
- Chapter VIII. Charges and Fees, in May 2002.
- Chapter IV. Personnel -- §4.37: Regent Employees Representing the Board of Regents and the Regent Enterprise, and §4.38: Regent Employees Serving on State Committees as Regent Employees, in June 2002.
- Chapter I. Board of Regents -- §1.07(A)(2)(b) (amended to include a community college president as a representative on the Committee on Educational Coordination), in June 2002.
- Chapter VII. Business Procedures -- §7.04: Purchasing, in July 2002.
- Chapter IV. Personnel -- §4.39: Conflict of Interest of Public Officers and Employees – Gifts, §4.40: Conflict of Interest – Duty of Loyalty, and §4.41: Inclement Weather, in January 2003.
- Chapter VII. Business Procedures -- §7.01: Authority, §7.02: General Practices, §7.04: Financing, §7.06: Risk Management, §7.07: Compliance and Reporting, and §7.08: Audits, in January 2003.
- Chapter IX. Property and Facilities -- §9.03: Register of Capital Improvement Business Transactions, §9.04: Permission to Proceed with Project Planning, §9.05: Program Statement, §9.06: Project Descriptions and Budgets, §9.07: Consultant Agreements and Amendments, §9.08: Construction Contracts and Change Orders, §9.09: Acceptance of Completed Construction Contracts, and §9.10: Final Reports, in January 2003.
- Chapter I. Board of Regents -- § 1.03: Report of Special Schools Advisory Committees; §1.04, subsections C and E; and §1.06: Regent Advisory Committees on Iowa School for the Deaf and Iowa Braille and Sight Saving School, in April 2003.
- Chapter IV. Personnel -- §4.42: Interinstitutional Staff Sharing, in April 2003.
- Chapter VI. Academic Policies and Procedures -- §6.05: Academic Review and Program Approval and subsection 6.05B(3), in April 2003.
- Chapter IX. Property and Facilities -- §9.07: Consultant Agreements and Amendments, in April 2003.
- Chapter I. Board of Regents -- §1.03: Governance, subsection E: Governance Reports – Banking Committee, in May 2003.
- Chapter I. Board of Regents -- §1.05: Board of Regents Committee, in May 2003.
- Chapter VII. Business Procedures -- §7.09: Printing, in July 2003.
- Chapter VII. Business Procedures -- §7.02: General Policies, A. Budgets, 6. Reallocation, in October 2003.

- Chapter I. Board of Regents - §1.06E: Economic Development and Technology Transfer, in October 2003.
- Chapter III. Board Office -- §3.03: Responsibilities of the Executive Director and Board Office, emeritus status for Board Office staff, in November 2003.
- Chapter IV. Personnel -- §4.16: Holidays, in December 2003.
- Chapter IV. Personnel -- §4.31: Drug-Free Environment and Controlled Substances, Subsection C, in December 2003.
- Chapter VI. Academic Policies and Procedures -- §6.05: Academic Review and Program Approval, in December 2003.
- Chapter V. Equal Opportunity -- §5.06: Affirmative Action Committee, in December 2003.
- Chapter VII. Business Procedures -- §7.09: Printing, Subsection D-4, in December 2003.
- Chapter I. Board of Regents -- §1.09, Affiliated Organizations, in January 2004.
- Chapter VII Business Procedures -- §7.04B, Master lease drawdowns, in January, 2004.
- Chapter VII Business Procedures --§7.04C, Assistance in reporting, in January, 2004.
- Chapter VII Business Procedures -- §7.04I, Purchasing report, in January, 2004.
- Chapter VIII Fees and Charges -- §8.06A, Residence system reporting, in January, 2004
- Chapter I Board of Regents -- §1.03E, Governance Reports, in February 2004
- Chapter I Board of Regents -- §1.02, Strategic Plan, in April, 2004