

**Manual
for
Professionals**

New to Georgia



**Georgia Association of
Collegiate
Registrars and Admissions
Officers**

<http://www.gacrao.org>

2010

This manual has been developed and updated over the years by a number of individuals who have served on the GACRAO New Professionals Committee. We hope the information contained in this manual will prove to be helpful in

your quest to become the best that you can be in your profession.

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GACRAO ORIENTATION

HISTORY & SIGNIFICANT ACTIVITIES

In the early 1950's, the Georgia Education Association provided the means for articulation with elementary, secondary and post-secondary institutions. At the collegiate level, presidents, registrars and other academic personnel attended the annual conference of GEA. College registrars shared ideas and discussed common problems during a designated luncheon.

Through these meetings, it became apparent that an organization was needed to focus more on the issues of college-level admissions and records. At the 1954 meeting of GEA, held at the Peabody Hotel, such an organization was discussed and agreed upon during the Registrars' Luncheon. In 1955, the first Annual Meeting of Georgia Association of Collegiate Registrars and Admissions Officers (GACRAO) was held.

Since 1954, GACRAO has grown to more than 100 institutional members and over 815 individuals. The Association's Annual Meeting provides a variety of opportunities for professional growth through speakers, workshops, and social activities designed to foster closer working relationships among members. The Annual Meeting is recognized for the quality of its program, which ranges from personal development seminars to hands-on workshops.

In conjunction with the Annual Meeting, a reception for professionals new to GACRAO is now held. This reception is designed to acquaint newcomers with the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) and GACRAO and provides basic, practical information to members beginning their professional careers in Georgia.

GACRAO members have been actively and visibly involved with SACRAO and AACRAO. Representatives from GACRAO regularly attend annual meetings of neighboring states' associations (Florida, Alabama and the Carolinas) in order to enhance inter-association activities and relationships.

PURPOSE AND OBJECTIVES OF GACRAO

The purpose of the Georgia Association of Collegiate Registrars and Admissions Officers (GACRAO) is to provide for the dissemination of information and the interchange of ideas on problems of common interest; to contribute to the advancement of higher education; to foster a friendly spirit of unity and cooperation among its members; to advance professionally the office or offices of admissions, registration and records; to promote a spirit of professional pride in the vocation; and to function as a unifying and coordinating agency among the educational associations and organizations with the State.

GACRAO activities which support this purpose include:

- X Annual meeting and workshops.
- X Publication of regular newsletters or special bulletins.
- X Cooperative investigations, studies, and surveys when the information to be gathered would benefit the membership.



LISTSERVS

LISTSERV: Discussion groups where articles, announcements, listings, commentaries, etc. are shared. Topics are varied and you should choose those that are beneficial to you.

WARNING: These lists can be habit-forming and fill up your days in a hurry...You will have an increase in the volume of mail you receive.

LOCAL LISTSERV SUGGESTIONS:

RACRA	University System of Georgia Records and Admissions
REGISTDR-L	Technical System of Georgia-Records
ADMISDR-L	Technical System of Georgia-Admissions

HOW TO SUBSCRIBE TO RACRA: E-mail Cori Loftis at the university system. Her address is Cori.Loftis@USG.EDU.

HOW TO SUBSCRIBE TO REGISTDR-L AND ADMISDR-L: Email Nichole Kennedy at the Technical College System of Georgia. Her address is nkennedy@tcsg.edu.

See page 51 for a listing of additional regional and national listserv suggestions.

SOURCES OF INFORMATION ON THE WORLD WIDE WEB

Georgia Association of Collegiate Registrars and Admissions Officers

Web Address: www.gacrao.org

We are pleased to introduce the GACRAO website! This website contains the GACRAO newsletter and the executive committee contact information. It also contains GACRAO notices and workshop updates as well as links to other pertinent sites. It contains calendars of events, meeting times with directions and hotel information. You can also find the complete GACRAO constitution and by-laws and this handbook at gacrao.org.

Southern Association of Collegiate Registrars and Admissions Officers

Web Address: www.sacrao.org

The SACRAO website provides general information on SACRAO and the thirteen member states which comprise it. This page is linked to other useful pages providing downloadable forms, directory updates, and the minutes from past meetings. The executive committees and future dates and meetings are also listed.

American Association of Collegiate Registrars and Admissions Officers

Web Address: www.aacrao.org

The AACRAO website provides information on a wide variety of topics including: Federal Relations, International Education Services, Foreign Education Evaluation Services, Jobs on Line, Meetings, Professional Development, Publications, Research, Resource Center, and State and Regional Information.

Probe

Web Address: www.gaprobe.org

The PROBE website contains information vital to those admissions officers who travel. The site contains general information about PROBE, committees, tour calendar, counselor directory, and contact information.

GaCollege411

Web Address: www.gacollege411.org.

Collaborative effort between Board of Regents, Department of Technical and Adult Education, and Private Colleges helping students to plan, apply and pay for college. GAcollege411 is a mentor system. A mentor system is an online resource to help students and their families select a college, apply for admission, and plan to finance higher education.

The mission of GAcollege411 is to: 1) increase access to postsecondary education in the state of Georgia and, 2) simplify the tasks and processes related to planning, applying, and paying for higher education. GAcollege411 offers access to comprehensive information about colleges, universities, and technical colleges in Georgia. The site also enables students to apply for admission to each school listed.

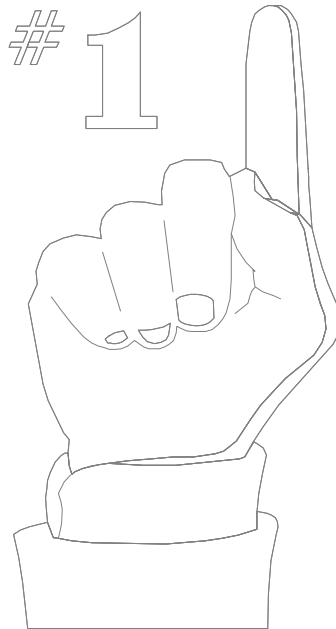
SUGGESTIONS FOR YOUR FIRST GACRAO MEETING

1. Attend as many program sessions as possible. Have an alternate session in mind in case your first choice is full.
2. Visit the exhibitors in the exhibit area. They have a wealth of information to share!
3. Attend the Keynote Address, Opening Reception, Roundtables and closing General Session – you will gain a wealth of information.
4. Meet new friends at Hospitality events. Build your professional network.
5. Ask if you don't know. Executive Committee and Local Arrangements Committee (LAC) members can be easily identified. They welcome your questions.
6. Take at least one or two good ideas home with you. Share them with your supervisor.
7. Attend the special events. Take time to enjoy the social activities.
8. Get involved in GACRAO! You have a lot to offer!
9. Volunteer to serve:
 - a. as a presenter or panel member for a program session at the annual meeting. The success of the session is based on preparation and delivery of each presenter or panel member.
 - b. as a moderator, responsible for starting and stopping the session on time, introducing presenters, and being available to assist the presenters.
 - c. on a program or standing committee.
 - d. on the local arrangements committee when the annual meeting is in your area.
10. Carry out your assignment with professionalism and responsibility. Once you volunteer, guarantee that you will complete your assignment!



STUDENTS. . .

- ... are the most important people in our institution.
- ... are not dependent on us. We are dependent on them.
- ... are not an interruption of our work. They are the purpose of it.
- ... do us a favor when they enroll. We are not doing them a favor by enrolling them.
- ... are a part of our institution -- not outsiders.
- ... are not just institutional income. They are human beings with feelings like our own.
- ... are people who come to us with their needs and wants; it is our job to fill them as best we can.
- ... deserve the most courteous attention we can give them. Without them, we would have to close our doors.



THE MEANING OF PROFESSIONALISM

There are many who refer to the field of admissions counseling as a profession. In order to determine if that is a true statement the term *profession* must be defined. Through study of the following definitions, insight may be gained as to the meaning of professionalism. The Dictionary of Education defines a profession as an occupation which requires relatively long and specialized preparation on the higher educational level and which is governed by a special code of ethics. Most of the literature outside education dealing with the definition of a profession usually identifies a profession as one having a self-selected, self-disciplined group of individuals who possess special knowledge and skills that are derived from education and who exercise that knowledge and skill in the interest of others and for the benefit of the public. The following characteristics of a profession are from Theory in Practice: Increasing Professional Effectiveness (Jossey-Bass, 1974) by Chris Argyris and Donald A. Schon, and Professional Education (McGraw-Hill, 1972) by E. H. Schlin.

1. Professions provide an essential service to the individual and the society.
2. A professional is concerned with an identified need or function.
3. The profession collectively, and the professional individually, possesses a body of knowledge and a repertoire of behaviors and skills needed in the practice of the profession; such knowledge, behavior, and skills normally are not possessed by the non-professional.
4. The members of the profession are involved in decision making in the service of the client. Decisions are made in accordance with the most valid knowledge available, against a background of principles and theories, and in consideration of possible impact on other related conditions or decisions.
5. The profession is based on one or more undergirding disciplines from which it draws basic insights and upon which it builds its own applied knowledge and skills.
6. The profession is organized into one or more professional associations which are granted autonomy in control of the profession and the conditions which surround it.
7. The profession has agreed-upon performance standards for admission to the profession and the profession and for continuance within it.
8. Preparation for and induction to the profession is provided through a preparation program -- usually ending in some form of licensing or certification.
9. There is a high level of public trust and confidence in the profession and in individual practitioners, based upon the profession's demonstrated capacity to provide service markedly beyond that which should otherwise be available.

10. Individual practitioners are characterized by a strong service motivation and lifetime commitment to competence.
11. Authority to practice in any individual case derives from the client or the employing organization; accountability for the competence of professional practice within the particular case is to the profession itself.
12. There is relative freedom from direct on-the-job supervision and from direct public evaluation of the individual practitioner. The professional accepts responsibility in the name of the profession and is accountable through the profession to society.

As the foregoing characteristics of a professional are reviewed, can one conclude that admissions and records personnel have reached the status of a profession?



QUALITIES OF A SUCCESSFUL PROFESSIONAL

1. Ability to communicate
2. Ability to organize oneself
3. Ability to organize job
4. Sensitivity to students -- their potentials and needs
5. Self-motivation
6. Capacity for hard work -- self-starter
7. Willingness to cooperate
8. Ability to listen well
9. Loyalty
10. Dependability
11. Enthusiasm
12. Integrity
13. Dedication -- especially to higher education
14. Humility
15. Creativity
16. Openness

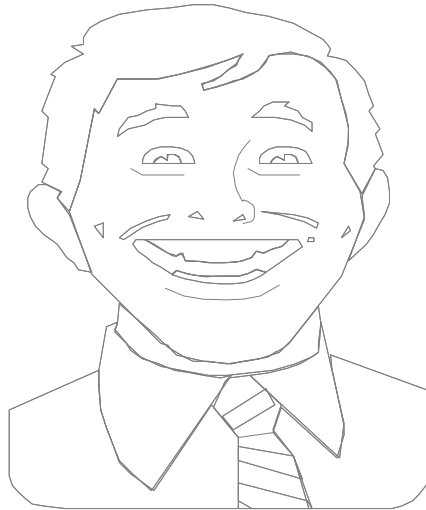


ATTITUDE

by

CHARLES SWINDOLL

"The longer I live, the more I realize the impact of attitude of life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. And so it is with you...we are in charge of our Attitudes!"



DEALING WITH DIFFICULT PEOPLE

Surround yourself with as much positive influence as possible. "Difficult" soon becomes "challenge." Doing what you choose is freedom; liking what you choose is happiness.

BODY LANGUAGE. Body language accounts for 55% of communication. It is just as important over the telephone as it is in person. Your posture, facial expressions, and gestures control your voice inflections, degree of loudness or softness, and character.

SMILE. Before you answer the telephone; it sets the tone. Smiling often during the conversation carries over the phone line. Jot down the caller's name and use it often. It has a calming effect.

Once you have listened to the caller, ask, "What is it you would like me to do for you?" Sometimes this will help a "rambling" caller zero in on his or her wants.

RELAX. Keep your voice soft, calm, and pleasant; this has a calming effect on anxious callers. Telephone personality has a mirror image; people tend to mimic each other's tone of voice, level of enthusiasm, and degree of involvement. Make sure YOU set the tone of the phone call rather than follow the lead of the other person.

Your first remark is all-important! It should immediately convince the person you're talking to that you are willing and able to help them. "Good afternoon, Ms. _____. I'm (name, title). I understand you have some questions about registration. How may I help you?"

EXPRESS EMPATHY. Empathy means appreciating and understanding someone else's feelings, not necessarily agreeing with them. Tell the caller that you understand how he/she feels.

TYPES OF DIFFICULT PEOPLE

ANGRY FROM THE START. This type is the easiest to identify (puffing, talking very loudly). It helps if you have some forewarning from the receptionist who first took the call. Take a deep breath, relax your shoulders, and swallow your sharp retort. You can change a hostile caller into a pleasant, perhaps even friendly one simply by using tact, patience, understanding, and great listening power! An **angry** caller has a compelling need to blurt out the entire story. If you interrupt, he or she will probably start all over again! Whenever possible, give your caller time to say all that's on his or her mind. Until the caller has finished, there's little hope for communicating any type of peace offering. Smile, say the caller's name (it has a soothing effect), and just listen. Don't use the time the caller is talking to formulate your own response. Paraphrase or summarize what the caller has said and ask if that's correct. Identify your position; callers appreciate knowing "where" they're talking. Emphasize; you can turn anger around. If you find yourself getting angry as the conversation progresses, it is best to get off the phone. "Let me get your number, investigate a little further, and call you back (or have someone call you back)."

AGGRESSORS. Aggressors speak loudly and rapidly and their language can be abusive and intimidating. They make no effort to spare your feelings, and you will hear exactly what they are thinking! Don't initially challenge them; hear them out. They need to feel they're in the lead. Ask questions about what they are saying, and then present your point without too many details. They don't have time for lengthy explanations or social talk -- they want action! Know the boundaries between what you can't do and what it is merely inconvenient for you to do.

EXPERTS. Experts have all the answers! Make sure you're up-to-date on the facts. If you find that you are not as knowledgeable as your caller, ask many questions. Present the caller with options and let him/her choose what he or she thinks is best. You may need to get the caller's number and discuss the situation with someone else at your institution before committing yourself.

NEGATIVES. Negatives like to play the victim. They complain, act defeated, and make emotional appeals for your sympathy. Listen, be positive but realistic, keep their attention directed toward the facts, and discuss logically.

SWEET. Grandfather/grandmother types ramble for precious minutes, repeat themselves often, and won't let you get a word in. Jot notes while they talk and you listen! Patience is your greatest virtue. From your notes, summarize their needs/requests and assure them that you will get a response as quickly as possible.

PITTY-PATS. Pitty-pats have whining voices and give many details that aren't relevant to the conversation. Again, patience is a necessity. With an authoritative tone to your voice, you might reply, "Let me see if I can help you define exactly what you need me to do for you."

AGREEABLES. Rarely thought of as difficult types because they are warm and friendly and appear to be easy to deal with, agreeables don't always follow through on their promises. They also can't say no, so they tend to over-commit themselves. Therefore, they may require follow-up on their commitments. (You may recognize co-workers here.)

DEMANDING. Demanding types are typically rich and/or powerful. They know the rules, but they want you to do their request, regardless. They love to drop influential names and tell you all they've done for your institution. Remain calm and pleasant. If you are unsure whether you have the authority to do what is being requested ask the caller to hold (or take a number and promise a call back) while you find out. Every institution has its own policy regarding how to respond to demanding types; make sure you find out yours so you aren't overruled and seen as an "unhelpful bureaucrat" later.

adapted from:

Your Telephone Personality
The Economics Press, Inc.
12 Daniel Road
Fairfield, NJ 07004-2575

and

J. Albright/B. Greene
Presentation to GACRAO
support staff members
March 1992



WHAT YOU SHOULD KNOW ABOUT YOUR INSTITUTION

Admissions Policies and Procedures

1. What is entailed in applying for admission? What forms are needed?
2. What admission tests are required? What are the average scores for entering freshmen?
3. How is admission to the institution determined? What percent of all applicants are admitted? How large is the freshman class?
4. When is the application deadline? Is a non-refundable deposit required?
5. What is the average high school G.P.A. of entering freshmen?
6. How can someone have a campus tour? Sit in on classes? Eat lunch in the cafeteria? Stay overnight in a residence hall?
7. How does the institution handle home schooled students?



Costs and Financial Aid

1. What kinds of financial aid programs are available? What forms should be filled out?
2. Are there financial aid deadlines to be met? When will a student know how much aid can be received?
3. Does the institution offer special academic, talent or alumni scholarships?
4. What are the basic costs at the institution (tuition, room, board, and fees)? How much do students normally spend for books and personal expenses?
5. Are part-time jobs available on campus? Can freshmen qualify for these jobs?
6. What is HOPE and how does it apply to students? Will they receive HOPE scholarships (awarded at public and private institutions) or will they receive HOPE grants (awarded at private institutions and public technical institutions only) or HOPE Awards (one time allocation of \$500 for GED recipients)?

Academic Policies and Programs

1. Is the college/university accredited?
2. What majors are offered by the institution? What degrees are granted?
3. What are the "general education" requirements for graduation?
4. On what type of academic calendar year is the institution established?
5. How many credits are considered a "normal load"?
6. Does the institution encourage independent research projects by students?
7. Are honor societies available on campus?
8. Is it possible to take courses on a pass/fail basis?

Faculty

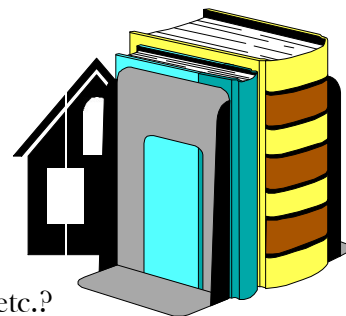
1. What is the student/faculty ratio?
2. What percentage of faculty members hold doctoral degrees?
3. Does the institution hire part-time "graduate assistants" to teach introductory level courses? Do tenured faculty teach freshmen courses regularly?
4. What is the average class size for an introductory course?
5. How many "TV lectures are freshmen likely to experience?
6. Are courses available through distance learning?

Academic Services

1. What kind of orientation program is available? When is it held?
2. Are students assigned a faculty advisor? What responsibilities do advisors have?
3. How large is the institution's library? Is it accessible to undergraduates?
4. Are there any off-campus or foreign study programs available?
5. Are there any remedial or tutoring services available?

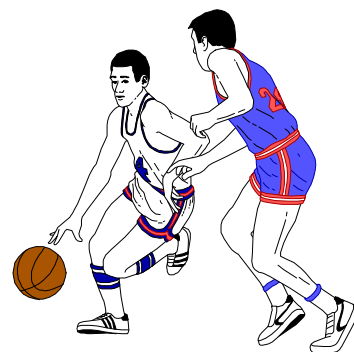
Housing

1. What kind of on-campus housing is available? How many students are there per room? How are roommate assignments made?
2. When can students live off-campus if they so chose?
3. Does the institution allow visitation privileges in student rooms?
4. What social activities are available in the residence halls throughout the year?
5. What kind of regulations are enforced regarding noise, alcohol, drugs, etc.?
6. What things should students bring to campus when they move in?



Student Activities and Athletics

1. What extra-curricular and social activities are available?
2. What types of lecture series or cultural programs are available to students?
3. Is there an on-campus film series?
4. Do fraternities and sororities exist on the campus?
5. How many varsity sports are available? Are "try-outs" held?
6. Are intramural sports available? What percentage of students participate?
7. Are the field house and other facilities frequently open for general student use? What kind of equipment is available?



Student Services

1. Does the institution have a Career Planning and Placement Center? What services are available?
2. What is the institution's overall placement rate? What are the placement rates for individual majors?
3. Does the institution offer a field experience internship program to all students or to students in certain majors?
4. Is there a Health Clinic on campus?

5. What types of counseling services are available to students?
6. Do students have a voice on campus committees?
7. Is there a bookstore on campus? What do they carry besides books?
8. What types of food services are available on campus?

Miscellaneous

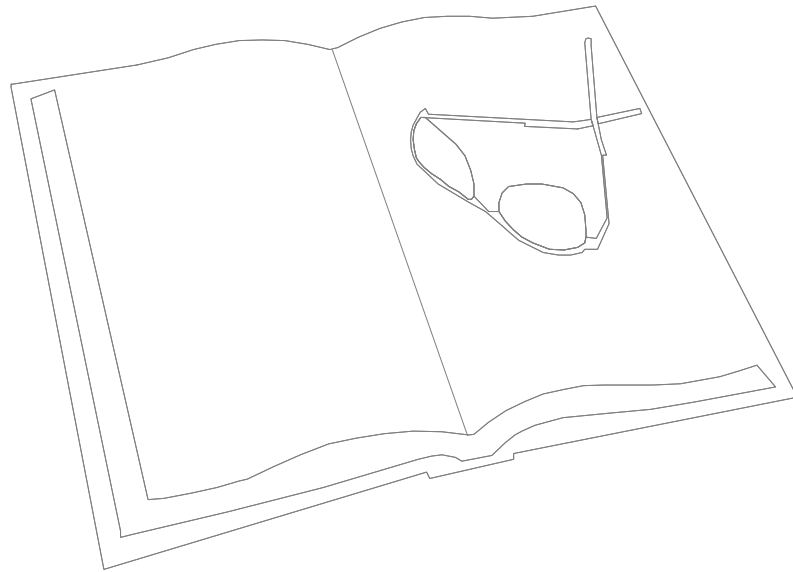
1. What is the enrollment at the institution?
2. From what states and foreign countries do students come? What percentage of students are minorities?
3. What is the environment like in the surrounding community? What services, recreational activities, and job opportunities are available off-campus?
4. What scores and tests are required for CLEP and AP?
5. May students have a car on campus during their freshman year?
6. Does the institution have a student newspaper? How often is it published?
7. Is the institution affiliated with a religious denomination? What percent of the students are from that denomination?
8. What is the average drop-out rate each year? What reasons do students give for dropping out?
9. What are your responsibilities regarding "Student Right to Know"?



WHAT HIGH SCHOOL COUNSELORS EXPECT FROM COLLEGE/UNIVERSITY ADMISSIONS OFFICERS

What does the high school counselor look for in a college admissions officer?

1. Professionals who know their institution.
2. Representatives who know their programs.
3. Representatives who know the total cost of attending college.
4. Representatives who know about their institution's financial aid programs.
5. Representatives who make it a point to know the high school they are visiting.
6. Individuals who are truthful in what they say.
7. Representatives who make appointments in advance and keep them.
8. Representatives who have low turnover.



TRAVEL RULES & TIPS

RULE 1

Plan ahead - especially in arranging your high school visits. You must give your office plenty of notice about your travel plans in order for them to properly confirm your visit to a high school. It is very difficult to call high schools to make appointments when you are on the road.

RULE 2

Make lists and check them before you depart. A work list and a personal list will be really helpful!

RULE 3

Pace yourself!

Try to.....

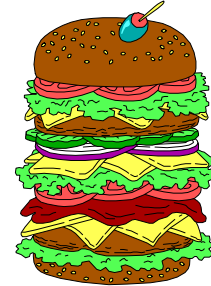
Give yourself plenty of time to get ready for a trip.

Give yourself time to get dressed without having to run.

Give yourself time to eat your food, not inhale it. (If you don't have time to eat before a program, you may find yourself eating at 10:00 at night)

Give yourself time to think about what you're doing, and when in a hurry, don't forget to **BREATHE!**

Long, deep breaths will help pull you together in a panic.

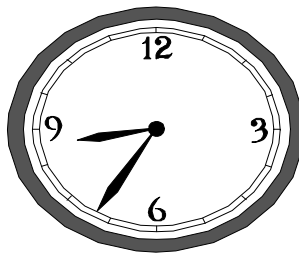


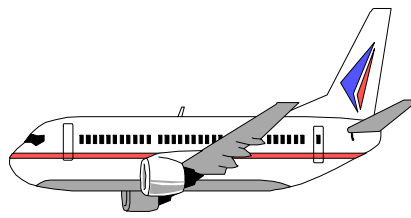
One half of all Americans in their twenties do not eat breakfast. If you are part of the no-breakfast generation, please change your habit first thing tomorrow morning! Breakfast is the worst possible meal to skip.

A study found that a group of people who ate no breakfast and a large lunch lost as much efficiency when they returned to work as if they had gone a whole night without sleep.

RULE 4

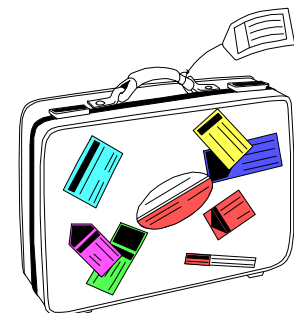
Always expect the unexpected! Surprises and accidents will happen, so be ready for anything. Remember that you are a professional and you can handle even those not-so-pleasant surprises that will come up!





Air Travel

1. Join frequent flyer membership clubs with the airlines that you will be using.
2. If you spend a Saturday night, the airfare is usually cheaper (e.g., \$250.00 vs. \$700.00).
3. Know the name of the airport. Many cities now have more than one.
4. Know the terminal from which you are leaving.
5. Know your flight check-in time and check in to major airports at least forty-five minutes early.
6. Make sure you tag your bags ahead of time so that you don't have to fill out tags at the airport. It will save time.
7. Airlines sometimes have restrictions on the number of bags you can check, so be aware of regulations. (Usually it's two bags per person.)
8. When you check your bags in at the airport, it may be easier to drive your car to the outside baggage check, check your bags, and then park your car. Or, you can park your car first and then carry your luggage to the airport terminal.
9. Tip all outside sky-cabs \$1.00 for every piece of luggage they check for you.
10. Consider taking a carry-on bag on the plane to hold essentials (underwear, toothbrush, medications) in case your luggage is lost!
11. Travel lightly. Remember that you will have a case full of publications, a garment bag, perhaps a small suitcase, a briefcase, and a purse (women). Your office may want to invest in a luggage cart.
12. If your luggage is lost, go to the office of the airline you were flying on and report the loss. Don't panic! Luggage can usually be found very easily, and the airline will usually deliver the luggage to you at your hotel.
13. Try to time your flight so that you are not arriving at an airport late at night when parking lots and terminals are deserted.



Hotels

1. Join membership clubs to any of the hotels where you plan to stay. Holiday Inn, Marriott, Ramada, Hilton hotels all have special rates/incentives if you are a member of their club programs. Keep your motel directories in your car with your maps. Always keep a record of your reservation confirmation numbers. You may need it. State school people - keep a supply of the tax exemption forms with your maps; you need one of these every time you check in to a motel.
2. It is essential that you make hotel reservations in advance and that you guarantee your hotel with a credit card for late arrival.
3. Never allow a hotel desk clerk to announce your room number out loud so others can hear. If this happens, request a new room number. Practice caution when staying in motels - don't let strangers see your room key, or hear your room number; take off your name badge before you return to your motel, etc.
4. You can request a non-smoking room in most hotels.
5. Women: For safety reasons, request an inside room - one that you enter from a hallway as opposed to an outside door, and request a first floor room (this is safest in case of a fire and is easier for loading and unloading luggage.) (See "Tips for Women Travelers") Travel in groups if possible.

Packing

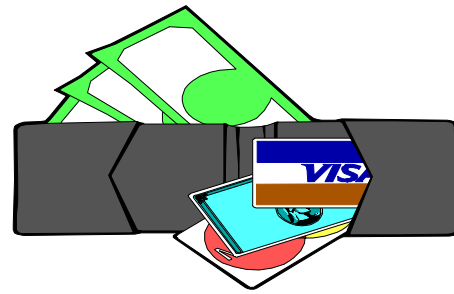
1. Pack Wisely! Pack everything you need and then divide it in half. Now you are ready to travel! Pack lightly; plan outfits so that you can get the most out of the clothes you pack.
2. **ALWAYS CARRY A TRAVEL ALARM CLOCK!** Hotel wake-up calls are not dependable. Use trial size items (samples) of toothpaste, shampoo, etc.
3. Pack things that you do not want to wrinkle in plastic dry-cleaning bags, both in your suitcase and in your hanging/garment bag... guaranteed not to wrinkle but might cause static cling. Using "static guard," rolling your clothes, and hanging clothes in a steam-filled bathroom will also reduce wrinkling.
4. A carry-all type bag with lots of compartments and pockets is good for packing last minute things and for spillable items (shampoo, perfume, lotion, etc.). Ziploc bags and 35 mm film containers are great for keeping spillable and loose items secure in your luggage.
5. Make a list of everything you will need, including items for your table display--don't forget your tablecloth, sign, etc.



Car Travel

1. Get current maps of each area where you are traveling and read maps before you leave. Try not to read maps at the same time you're driving! Always have a map in your car, even if you think you know where you are going. If you feel that you are lost, stop and ask for directions. Keep your automobile in good condition. Join a road service (AAA, Amoco, etc.)
2. Reserve a car at least 2-3 weeks in advance. Make sure you check "drop off" fees. If you drop the car off in a different city than where you picked it up, the rate will be higher.
3. If you have a preference concerning the type of car you want, you may request that car. However, the agency does not guarantee that particular model will be available.
4. Check the car for any damages before you leave the rental lot. You will be charged for them if they find damages after you return.
5. Check the type of insurance under which your school is covered. The rental agency will ask you if you want collision damage waiver and any other types of insurance which will cost more.
6. If you are driving your own car, make sure you have all the equipment to change a flat tire.
7. It helps to learn a few basic car maintenance skills like how to change a tire or check the oil. Also, you may want to invest in a product called "Fix a Flat" which will temporarily fill a deflated tire. Also, a flashlight with new batteries is very important!
8. Always keep a spare key somewhere in your possession. Magnetic boxes may be purchased to attach to a discreet place on the outside of your car.
9. When packing your vehicle at home, pack discreetly. It is not safe to make it known that you travel often, especially if you live alone. In addition, it is not safe to leave your car filled with clothes when you park your car in a hotel.

Money



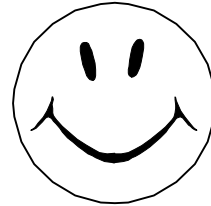
1. Pay your bills before you go on a trip.
2. Find out if you will be using a school credit card, your personal credit card, or cash advances for your trip.
3. Consider using traveler's checks as a precaution.
4. Be sure to keep receipts. Store them in a safe place (a zip lock plastic bag is great!)
5. If you decide to take personal money on a school trip, take only enough for incidental expenses.
6. You may want to keep two separate checking accounts: your personal account and a school account for reimbursement checks.
7. **NEVER, NEVER** mix personal money and institutional money.
8. Purchase a tip table (may be purchased at Hallmark or a similar store).
9. Never carry more than one credit card.

Supplies

1. In order to hold on to pens used at college programs, take the top off of them before handing them to students. This will help prevent them from "walking off."
2. Always carry plenty of view books, catalogs, etc . . . If you are going to be gone for a long period of time, materials may be mailed to you, and held for your arrival at your hotel. If you run out of inquiry cards, use a legal pad, or go to a quick copy and make copies of one of your inquiry cards.
3. Check for pocket calendar, pad of paper, checkbook, ledger to keep up with programs, mileage, expenses, receipts, students, etc.

General

1. Have at least one major credit card of your own.
2. Have at least one major credit card (Gasoline - Amoco, Exxon, Shell, etc.) that belongs to either you or your institution.
3. Make sure your driver's license is current.
4. Write things down as soon afterwards as possible to maintain accuracy. Do not procrastinate and do not rely on memory.



Travel and Your Emotions

1. Travel can be stressful, but you can control your stress if you try.
2. Exercise releases substances in the brain called endorphins which act as natural tranquilizers. Running, walking, and biking are all great exercises.
3. Don't forget, laughing is a great exercise too! When you laugh you exercise your heart, your lungs, and even your adrenal glands. You breathe deeper and get more oxygen flowing through your body.
4. The key to successful travel is to have a sense of humor and a positive attitude.



TIPS FOR WOMEN TRAVELERS! (A Few Even Apply To Men)

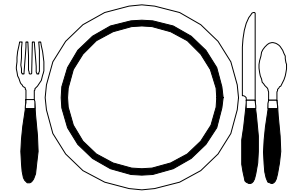


I. Hotels

- A. Request an inside room--one that you enter from a hallway as opposed to an outside door.
- B. Request a first-floor room (this is safest in case of a fire). It's also easier for loading and unloading your luggage.
- C. Many hotels provide irons and ironing boards free of charge. You simply have to ask.
- D. When going into your room, do not enter it if there is anyone suspicious in the hallway. The idea is not to inform a stranger of which room you're in. It's better to keep walking around until the hall is empty and then enter your room.
- E. Do not allow the desk clerk to loudly announce your room number. Don't hesitate to ask for another room if this happens.
- F. If you arrive at your hotel late at night, it's better to park near the lobby and reach your room that way rather than park in an outer lot.

II. Restaurants

- A. Do not allow the host/hostess to seat you in a spot you don't like.
- B. If someone asks to join you at dinner or a bar, do not hesitate to say "no" if you don't want any company. Be firm.
- C. Be prepared to receive suggestive comments and intense "gazes" while eating alone. Just politely ignore it all. Eventually, they'll give up.
- D. Take a book with you to a restaurant if you feel awkward about eating alone. This will also discourage men from trying to get your attention.
- E. If eating in the company of men, be sure to tell the waitress/waiter right away that you need separate checks. Otherwise, the wait staff will assume it goes on the man's tab.
- F. Never put your room key down on a table or bar. Doing so may publicize your room number.

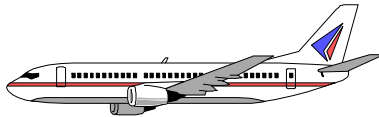


III. Clothing

- A. When traveling, the most convenient types of luggage are a clothes bag and makeup bags.
- B. Buy a portable iron. Also, steam in a bathroom gets rid of wrinkles.
- C. Driving does terrible things to the backs of your shoes. Put a towel or carpet sample under your shoes to protect them.

IV. Automobile

- A. When traveling, especially on expressways and turnpikes, don't allow anyone to look under the hood of your car unless you are standing there watching them. There have been instances where service station attendants cut hoses or do other things without your knowledge.
- B. If your car breaks down on the highway, especially at night, just lock the doors, turn on the hazard lights, and put the hood up. Wait until a police officer comes to your aid. If a stranger stops and offers to help, the best help he/she can give is to go to the nearest phone and call the police or a towing service.
- C. Always have your car key ready when you leave a building on your way to your car.
- D. Check the back seat before getting into your car to make sure there isn't someone hiding there.

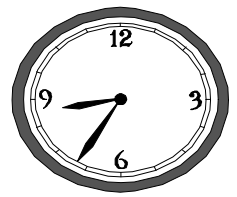


V. Air Travel

- A. Always check in for your flight at least 1/2 hour before your departure time. Airlines usually overbook flights and you may get "bumped" if you don't arrive early.
- B. Keep an Official Airline Guide (O.A.G.) with you in case you miss your flights.
- C. Try to carry on most of your luggage. That way you'll avoid lengthy delays at the baggage claim and there's less chance of losing your luggage.
- D. FINALLY, the natural tendency for many people is to overlook women, preferring to help men. Be aggressive but polite wherever and however you travel.

Prepared by
Dianne Zervos
The University of Toledo

CHAPEL HILL INSTITUTE



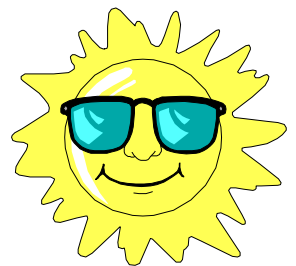
"On the Road: Tips for the Traveling Admissions Officer" Richard W. Hianes

I. Introduction: Important to remember that--

- A. An admissions officer is both a counselor and a recruiter, whose first obligation is to the student when the interests of the student and those of the institution are in conflict.
- B. Adherence to acceptable ethical practices is both right and--in the long run--effective. Be familiar with the NACAC "Statement of Principles of Good Practice." The two biggest pitfalls are:
 - 1. Breaches of confidentiality.
 - 2. Invidious comparisons of institutions.
- C. You can't represent an institution unless you know it well. Don't go on the road without proper study and orientation.

II. Travel Tips

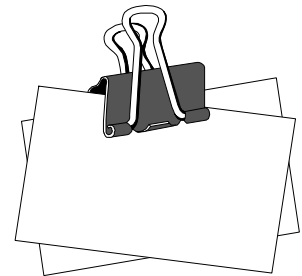
- A. Plan ahead, using all available information (previous year's visit records, application and matriculation records, Student Search Service school roster, advice from others, your own memory, etc.).
- B. Be conscious of potentially inappropriate dates and times (religious holidays, days before vacations, etc.).
- C. Generally, start far away from your institution and work back.
- D. Early to bed, early to rise: the school day starts early; use all of it.
- E. Get maps, mark them, and file them for future use.
- F. Use packing lists, both for college literature and for personal items. Be systematic.
- G. Watch expenses. Keep accurate records. Be honest to your employer and to yourself.
- H. Allow more time than you need...Always!



- I.** Utilize time between visits, evenings, etc. for paperwork, study of high school records, thank-you notes, etc.
- J.** Follow proper protocol upon arrival: check in at main office, present business card, etc.
- K.** Always let the counselor take the lead in structuring the visit; you're a guest. Be adaptable, and prepared to deal with:
1. Counselor, no students.
 2. One student.
 3. Small group.
 4. Large group.
 5. Arena/Cafeteria setup.
 6. "Paraprofessionals." i.e. mothers working in office part-time.
 7. Variety of time restraints and physical arrangements.

Have an answer for the counselor who says: "Well now, what's new at (your college)?"

- L.** Recognize values of school visits other than recruiting:
1. Your growth (travel itself is a liberal education).
 2. Learning from professional colleagues.
 3. Updating on secondary education and specific schools.
 4. Establishing relationships with counselors.
 5. Being challenged to know your institution.
- M.** Keep records:
1. Counselors and students seen.
 2. Literature distributed.
 3. Evaluation of visit.
 4. Directions to school.
 5. Preferred dates and times for future visits.
- N.** Be patient with yourself and others. For many reasons, the first year is the toughest.



BEFORE RENTING A CAR, DO YOUR HOMEWORK

Renting a car sounds easy...and it is. But sometimes the pain begins when its time to pay the bill, or if you have an accident, or when you reach your destination and what you thought you were going to get is not what you find waiting.

The following are some suggestions that folks who rent cars a lot will tell you are good, common sense rules:

1. Call your insurance agent to determine whether your personal collision insurance policy covers rental cars, and has limitations, or deductibles that apply.
2. Decide where to pick up and return the car before reserving. "Drop-off" charges may apply if you don't return the car to the original location. Special rates that waive drop off fees may prove less costly.
3. Make reservations before renting, via toll-free phone numbers or a AAA travel agent. Reservations speed the process of picking up the car.
4. AAA members can reserve cars at a discount from Avis and Hertz by calling the nearest AAA office.
5. Always ask about special rates when reserving.
6. If you plan to pay in cash, inform the agent at the time you reserve-generally, care rental companies will not accept cash.
7. If you can choose between several car rental locations, ask if rates differ at various offices.
8. Ask if you are entitled to discounts via membership or an employer. AAA members receive discounts and can obtain a discount card at any AAA office.
9. Ask if other people may drive the car if necessary. There are age limits on drivers in some cases.
10. Ask what happens if the car breaks down. Can the firm service cars or provide replacement vehicles in the area you plan to travel?
11. List extra drivers on the car rental contract.
12. Ask what times the car must be returned and whether you will be charged, if late, for a partial or full day.
13. Inspect the car before driving away. Notify the sales clerk if you find dents or other damage.



Inland Automobile Association
Motor Club Bulletin

INTERNATIONAL STUDENTS

Stages of Cultural Adjustment

The majority of people studying, working, or living in a new and different culture undergo cultural adjustment. Adjustment is not accomplished in a few days or even a few weeks. Adjustment is an on-going process demanded by one situation and then another.



Gregory Trivonovitch, a Researcher and Associate Director of the Culture Learning Institute at the East-West Center in Hawaii identified Four Stages of Cultural Adjustment which are normal and to be expected of human beings adjusting to a new and different culture. "These four stages are cyclic in nature, not linear, and a person will encounter periods of adjustment continuously as he or she moves from one situation to another."

THE HONEYMOON STAGE

The honeymoon stage is characterized by exhilaration, anticipation, and excitement. Often the recently arrived international student is fascinated with everything new. (Most international students are embarking on a "dream come true," an education at a U.S. university.)



A student in the honeymoon stage will demonstrate an eagerness to please, a spirit of cooperation, and an active interest when others speak. Students in this stage are delightful to work with and to work for, BUT in their enthusiasm to please they frequently nod or smile to indicate understanding when in fact they have not understood. When their misunderstandings mount up, they are likely to experience the second stage of cultural adjustment.

THE HOSTILITY STAGE

The hostility stage is characterized by frustration, anger, anxiety, judgementalness, fear, and sometimes depression. Following the initial anticipation is confusion and frustration with university bureaucracy and the weariness of speaking and listening to English every day. Although students have studied textbook English, it can be very upsetting that at times when they feel like they don't understand anybody, or worse still, when others don't seem to understand them.

Sleep patterns may be disrupted. The student may suffer from indigestion and be unable to eat. International students probably react in one of two ways to their frustrations. One way is to reject the new environment which seems the source of intense personal discomfort. Internally the student may think, "If I feel this bad, it's because of them." The students blame the external environment for their pain. The other common reaction is for students to internalize their pain and sit mute and inattentive in the classroom. Whether the student withdraws or displays his/her pain in fits of anger over seemingly minor frustrations, displays excessive fear and mistrust of Americans, shows frequent absenteeism, lack of interest, lack of concentration, lack of motivation, and, at worst complete withdrawal, academic problems will be magnified during this stage.



This is a painful, difficult stage but it does not last. As each situation is "figured out" there is a sense of relief and accomplishment, which leads students to the third stage.

THE HUMOR STAGE (What a relief!)

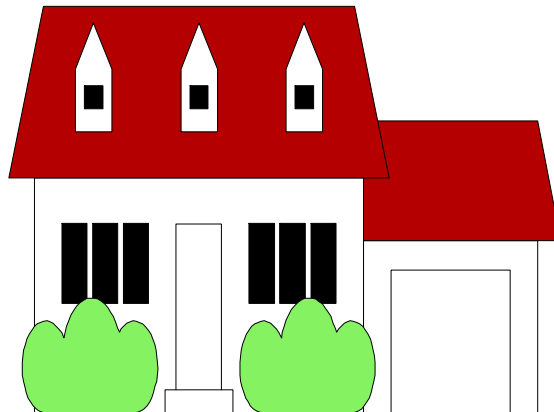
The humor stage follows when the international student begins to feel comfortable and relaxed in the new environment. The student begins to smile or even laugh at minor mistakes and misunderstandings, which previously would have caused major headaches during the hostility stage.

This more relaxed state of being is accomplished by making some friends, finding recreational outlets, understanding one's studies, passing some tests, or finishing a research paper. The student is relieved once some progress has been made in managing the complexity of the U.S. university where organization of time, professor's expectations, subject content, language, and rules of behavior are all different.



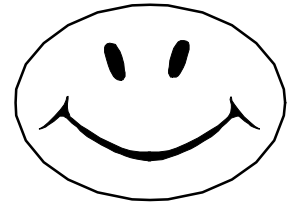
THE HOME STAGE

The home stage occurs when the international student not only retains allegiance to his/her home culture, but also "feels at home" and functions quite well in the new U.S. culture. The student has successfully adjusted to the norms and standards of the university and should be commended for the ability to live successfully in both cultures.



PRACTICAL "SHOULD" TO HELP INTERNATIONAL STUDENTS WITH THEIR STAGES OF CULTURAL ADJUSTMENT

1. **SMILE** at me!
2. **NAMES** are important! Try to pronounce my name. Your efforts will be appreciated.
3. Tell it **SIMPLY**.
4. **WRITE** it down for me, **STEP BY STEP**.
5. If you don't know the answer, send me to someone who does.
6. Speak to me. Ask me: How are you? Be **personal**, not mechanical.
7. Listen to my answers. Let me finish my sentence.
8. Talk **slower**, not louder.
9. Recognize me. I do not know too many people. **I need to belong**.
10. **Be interested**. It's okay to ask me about my family and how things are (or were done) in my country. (Caution: Be sensitive about asking what things were done to or witnessed by your students if they are political refugees.)
11. When I omit something on a form or when I do not do the assigned task, I probably do not know what I am supposed to write or do. I need help yet I may not know the right question to ask. I may know the question but I may not know how to ask it. **Help me by showing me**. Your efforts are appreciated.
12. **If I look confused and lost, it is probably because I am**.
13. It is your ***attitude of helpfulness*** that makes it possible for me to approach you, to learn from you.



Written by: Jennifer A. Lund, Intercultural Trainer, UF
Additions: Judy Case & Marian Beane (4.1 & 5.1) UNC



TIPS FOR WORKING WITH CULTURALLY DIVERSE STUDENTS

Working with culturally diverse students is a challenge that requires sensitivity and vulnerability. Because of the potential for mixed signals, suspicion and misunderstanding, it's important that care be given to how this interaction is to be structured. While do's and don'ts are clearly out of place, it is important to acknowledge some broad generalizations that may prove helpful when working with culturally different people. If these guidelines are followed, you stand a better chance of creating positive interactions.

1. Avoid the tendency to lump all groups together or view them as the same.
2. Stress cultural pluralism and celebrate diversity while discarding the notion of the U.S. as a melting pot.
3. Watch for stereotyping in language, roles, media and in institutional practices.
4. Recognize that by treating everyone the "same" does not mean that everyone is being treated fairly.
5. Develop a contemporary perspective about race and culture. Read minority publications and listen to its leadership.
6. Be more accepting of other descriptions and perceptions of life experiences in America.
7. Take some risks. Attend activities and events that are sponsored by individuals outside your ethnic groups.
8. Participate in workshops, conferences and classes that deal with race and culture.
9. Involve target group members in the planning of programs.



ADVICE FOR NEW RECORDS PROFESSIONALS

The following question was asked of registrars who have been in the records profession for over 15 years: "What advice would you give someone who is new to the records profession in Georgia?"

Responses:

1. Get involved. GACRAO is a good beginning point.

Find another job!...No, just **get involved**...The more you are involved, the more you will learn. It is difficult to acquire the knowledge and maturity needed to do your job by just remaining on your campus. Involvement in GACRAO should be on your "To Do" list as a new professional in Georgia.

Involvement in your local association will give you an opportunity to make new friends, learn new ideas, and find solutions to any problems you may have back at the office.

2. Develop a good working relationship with your Information Technology department.

A good working relationship with the Director of Information Technology (IT) is a must on your campus. With the increasing use of technology in records, IT will help you automate and streamline your processes. In short, you need to have the support of the IT department to move your office forward.

3. Find a mentor who can help and encourage you.

I think one thing that was very helpful to me was to **look around for a mentor**, someone who knew a lot more than I did and who was willing to coach me and help me learn to be a professional. I got lucky in that my boss was such a person. I adopted him as my role model and spent a lot of time asking him not only what was to be done, but why was it done that way...I learned to take others seriously, but not to take myself too seriously...I also learned that there is no substitute for being "right"---not only correct, but morally and ethically right.



4. Make yourself technologically literate; keep up-to-date.

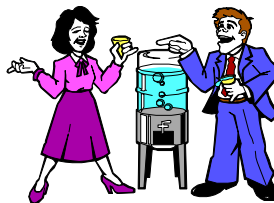
Tap into the information available on your desktop (i.e. e-mail, LISTSERVS, etc.) This is the quickest way to get answers to your questions and to stay on top of changes.

5. Be a team player by developing good working relationships with other offices on your campus.

Early on in a person's career, it's hard to **see the big picture** and to take the long run of things...By taking the bigger picture into account; I learned to think like my administrative superiors thought. They could tell that I was on the same wavelength that they were. I was part of the solution and not part of the problem.

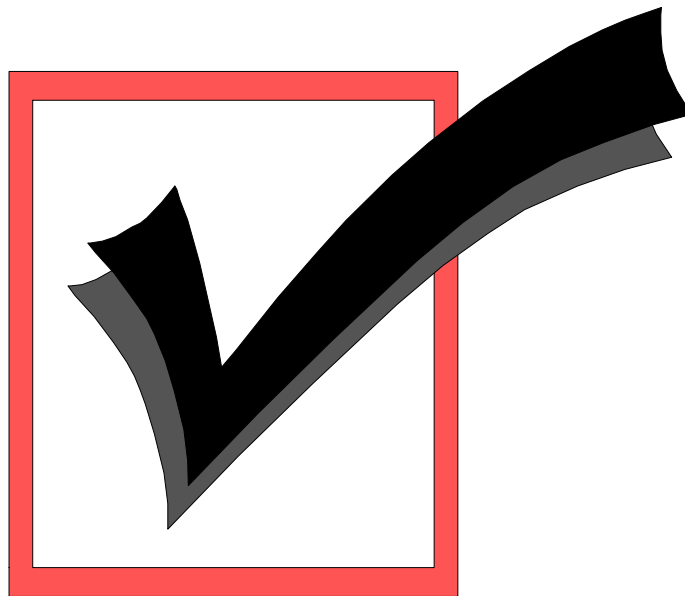
6. Know your institution's academic policies and procedures.

Read the policies and ask for or DTAE institution, know where each institution. Use the internet.



clarification if necessary. If a BOR to find the policies which relate to

7. **Understand Family Educational Rights and Privacy Act (FERPA).**
Obtain the regulations and attend the seminars which are periodically offered.
8. **Make sure students' academic records are accurate; conduct work audits to verify accuracy.**
Check, check, and re-check procedures, especially if converting to new data management systems (ie., BANNER) or converting from quarter to semester systems.

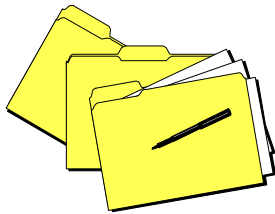


LEGAL ISSUES RELATED TO RECORD KEEPING

Stuart D. Yoak, Ph.D.
University Registrar
Washington University
St. Louis, MO
November 1991

FERPA DEFINITIONS:

Educational Agency - Any public or independent educational institution or agency which receives federal funding.



Educational Record - All records, files, documents, or other materials which:

- Contain information directly related to a student.
- Are maintained by the institution or an individual acting on behalf of the institution.

Educational records do NOT include:

- Personal files kept by an individual and not shared with others.
- Police records.
- Medical records.
- Employment records.
- Alumni records.

Student - Any matriculated individual attending the institution. FERPA does not apply to applicants.

Directory Information - An institution may designate specific items as Directory Information which will be released to the public without prior consent of the student. These include, but are not limited to the following:

- | | |
|--|-----------------------------|
| - Student name, address, & telephone number- | Degrees and awards received |
| - Date and place of birth | - E-mail address |
| - Major field of study | - Class roster |
| - Most recent previous school attended | - Dates of attendance |
| - Participation in student activities and sports | - Photographs |

Information considered harmful or an invasion of privacy should not be designated as directory information.

LEGAL ISSUES RELATED TO RECORD KEEPING (Continued)

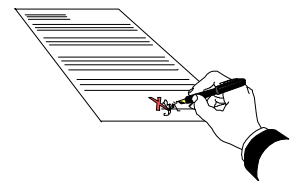
I. Purposes of the Family Educational Rights and Privacy Act of 1974 (FERPA)

A. Affirms the rights of students to inspect and review educational records. Educational institutions must establish policies and practices which enable students to inspect and review their educational records.

1. FERPA is directed toward institutional policies and procedures, not a singular act by an individual.
2. Institutions may have up to 45 days to comply.
3. Exceptions to a student's right to inspect and review include:
 - a. Financial records of parents.
 - b. Confidential letters of recommendation.
 - c. Any records which contain information about other students.
4. Students may waive the right to inspect and review, but a waiver can not be required for admission or services.
5. Students have a right to challenge the content of the records.
 - a. Students have the right to an impartial hearing and to have any incorrect data changed or deleted.
 - b. Students have the right to insert a written explanation concerning the content of the record.

B. Affirms the rights of students that their records will not be released without prior written consent. FERPA is intended to protect a student's privacy and insure the confidentiality of records from unwarranted disclosure. Disclosure includes any release of information orally, written, or by electronic transfer.

1. Records can not be released without the signed, written consent of the student. Requests must state: (a) which records are to be released; (b) the reason for the release; and (c) to whom the release should be made.
2. Those who receive student record information may use it only for the purpose specified.
3. Institutions must maintain a record of all those to whom records have been released. Exceptions include: (a) any release given directly to the student; and (b) any release to authorized employees of the institution.
4. Institutions must notify students annually of their rights under FERPA.



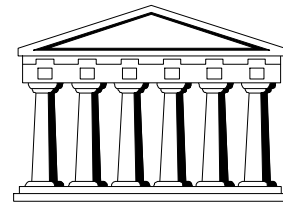
5. Institutions may release student record information in response to a lawfully served judicial order or subpoena; the institution must notify the student in advance of the release.

II. To whom does the law apply?

- Any educational institution or agency which receives federal funding.

FERPA provides the following list of those individuals or agencies which **may** obtain educational records without prior consent of the student. However, the law does not require the release of information to any party other than the student.

1. School officials, including teachers, who have a legitimate educational interest in the student.
2. In connection with an application for financial aid.
3. Parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1954.
4. Emergency situations where it is necessary to protect the health or safety of the student or others.
5. Schools to which the student is applying.
6. Federal and State government officials.
7. Accrediting agencies.
8. Organizations conducting studies for or on behalf of educational agencies if conducted so as not to permit the personal identification of any individual student.



III. Enforcement and penalty for non-compliance

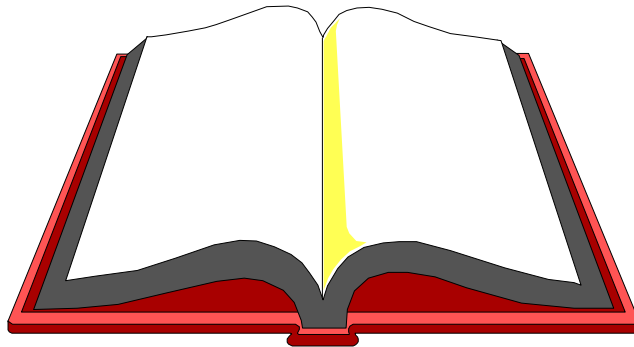
- Grievance and investigation procedure through the Department of Education. Students must be notified of their right to appeal to the Department of Education for the purpose of investigating and reviewing complaints.

- Loss of federal funding to institution or agency.

INSTITUTIONAL RECORDS POLICY

FERPA specifies that each institution have a written policy regarding student records containing the following items:

- How students are informed of their rights under FERPA.
- A procedure for inspection and review of records.
- Whether fees are charged to access records.
- The type of records maintained by the institution and their location.
- That prior consent from the student is required before release.
- A definition of what constitutes a legitimate educational interest at your institution.
- A list of information included as directory information.
- A procedure for the correction of errors.
- Inform parents of their rights.
- Maintain records of requests for access to, and disclosure of, personally identifiable information.



GACRAO GLOSSARY OF TERMS

AACRAO - American Association of Collegiate Registrars and Admissions Officers.

ACCEL - (Post Secondary Options) The University System of Georgia recognizes the need to provide academically talented high with opportunities for acceleration of their formal academic programs. This recognition has led to the develop of the Post Secondary Options program. ACCEL is a HOPE-funded program that allows students enrolled in Georgia high schools to take college courses (on campus full - or part - time) and earn dual credit (both high school and college credit). Students must meet a certain set of academic requirements. Tuition and many fees are paid by HOPE. HOPE also provides a small book allowance.

ACH - Achievement Test - A placement test formerly sponsored by the College Board which may yield college credit, depending upon the receiving institution. Now known as the SAT-II.

ACT - American College Test - Four tests of academic achievement which give measures of general educational development in the areas of English usage, mathematical usage, reading and science reasoning.

AP - Advancement Placement - A program whereby high school students may pursue college level studies and upon successful completion of an exam, receive credit and appropriate placement in college courses.

ASSET - A test used by institutions in the University System of Georgia for screening students for possible entry into certificate programs.

Auditors - Students sitting in courses on a non-credit basis. Normally, these students are only "listeners" not having to fulfill most course requirements.

Board of Regents of the University System of Georgia - The governing body of the 35 Georgia public institution that comprise the University System.

CEEB - College Entrance Examination Board (now simply College Board).

CHOICE - Choosing Higher Options in Careers and Education. A program sponsored by the Georgia Education Articulation Committee to reach 10th graders and discuss options they have for continuing their education after high school.

College Board - One of the largest boards responsible for national standardized testing; sponsors the SAT, AP, and CLEP programs.

CPC College Preparatory Curriculum - The University System of Georgia's Curriculum (CPC) requirements must be completed at a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia

Accrediting Commission or from a public school regulated by a school system and state department of education. Students applying to associate-level institutions must present credit for 15 specified CPC units (16 CPC units in 2001); students applying to state colleges and universities and to regional universities must present 18 CPC units; and applicants applying to research universities must present 20 CPC units.

English - 4 college preparatory Carnegie units which have as their emphasis grammar and usage, literature (American, English, World) and advanced composition skills.

Math - 4 college preparatory Carnegie units of mathematics, including Algebra I, Algebra II, Geometry, and either Trigonometry or PreCalculus.

Social Sciences - 3 college preparatory Carnegie units of social science, with at least one course focusing on United States studies and one course focusing on world studies.

Science - 3 college preparatory Carnegie units of science, with at least one laboratory course from the life science and one course from the physical science.

Foreign Language - 2 college preparatory Carnegie units in the same foreign language emphasizing speaking, listening, reading, and writing.

Students graduating after Spring 1988, but more than five years prior to first enrollment in college are exempt from the CPC requirement.

CPE/COMPASS - College Placement Exam - A test used by institutions in the University System for screening students for possible entry into Developmental Studies. Required of all students who apply as freshmen with a GED instead of a high school diploma and required of non traditional students.

Congressional Methodology - A standard method for determining the family's ability to pay for educational costs. Contained in the Federal statutes and must be used to determine need for the campus-based and Stafford/GSL programs beginning with the 1988-89 academic year.

ETS - Educational Testing Service - The organization affiliated with the College Board that actually develops tests such as the SAT.

Early Admission - A program that allows a student to enter college prior to earning a high school diploma. The student must still be enrolled in high school.

FASFA - The Free Application for Federal Student Aid - the financial aid application form needed to apply for federal and state student grants, work-study, and loans. The FASFA comes in two versions - electronic and paper.

FERPA - Family Educational Rights and Privacy Act - Federal legislation, supporting the Buckley Amendment, which protects the academic and personal privacy of students.

- Freshman Index** - An arithmetic weighted measure that gives a better overview of a student's potential for college success by using SAT/ACT scores of the high school gpa.
For University schools, the Freshman Index (FI) = SAT Verbal + SAT Math (or ACT scores converted to equivalent SAT scores) + (high school gpa x 500).
- FWSP** - Federal Work Study Program - One of the three campus-based federal financial aid programs. This assistance program provides part-time employment for undergraduate and graduate students who are in need of such earnings to meet a portion of their educational expenses.
- GACRAO** - Georgia Association of Collegiate Registrars and Admissions Officers.
- GASFAA** - Georgia Association of Student Financial Aid Administrators.
- GAIE** - Georgia Association of International Educators.
- GEAC** - Georgia Education Articulation Committee - Made up of representatives from public and private colleges, high school counselors, the State Department of Education and the Board of Regents. Their purpose is to make post-secondary institutions more accessible to Georgia high school students. Sponsors PROBE and PROBE CHOICE.
- GED** - General Education Development Program - A national program offered within the 50 United States which allows those who did not finish high school to take a series of five written tests and upon successfully completing them be given a certificate which is equivalent to a high school diploma.
- Georgia Tuition Equalization Grant** - A state grant given to Georgia residents who attend a private institution in the State of Georgia.
- Good Standing** - The ability to return to one's previous institution, as opposed to being on suspension or exclusion. Some institutions may or may not count probationary periods.
- GSCA** - Georgia School Counselors Association - Professional organization of elementary, middle, high school, and college counselors.
- HOPE** - A scholarship/grant award provided to students through lottery money. The scholarship is based on high school gpa. Continuation of the scholarship depends on the college gpa at critical points in the student's program. The grant is awarded based on full-time enrollment and residency in Georgia. There is currently a HOPE home page that has current on-line regulations. The web location is <http://www.hope.gsfc.org/>
- I-20** - Federal document sent to admissible international students by an academic institution for entry into the U.S. to pursue a course of study. Students must present the I-20 to receive an F-1 (student) visa.
- Joint Enrollment Program** - Provides academically talented high school students with opportunities for acceleration of their formal academic programs. Private, independent, or out-of-state

students may joint enroll if they meet certain admissions requirements. Students may take college courses while attending high school and the student is responsible for tuition, books and other fees.

Learning Support - A placement, guidance, advisement, and instructional program operating throughout the University System of Georgia, designed to offer special assistance to entering college students who demonstrate marked deficiencies in English, reading and math. Also referred to as Developmental Studies, Academic Assistance, etc.

Michigan Test - An evaluation test to determine international students' proficiency in the English language.

NACAC - National Association of College Admission Counselors.

Non-Traditional Freshmen - Non-traditional applicants are defined as individuals who meet all 6 of the following criteria: have been out of high school at least five years or whose high school class graduated at least five years ago; hold a high school diploma from an accredited or approved high school or have satisfactorily completed the GED; have earned fewer than 30 transferable semester credit hours; have not attended college within the past five years (or are in good standing at the last college attended if admitted to that college as a non-traditional student).

NSC - National Student Clearinghouse.

NSSFNS - National Scholarship Service and Fund for Negro Students.

OCR - Office of Civil Rights - Enforcer of the Civil Rights Act of 1964. It is their responsibility to see that colleges and universities are in compliance with various federal mandates that prohibit any discrimination based on race, color, creed, national origin, religion, sex or handicap.

Parents Loan for Undergraduate Students (PLUS) - A federal loan program available to parents that is not need-based to help them pay for their children's post-secondary education.

Pell Grant - A federal entitlement scholarship program for undergraduate students who have not yet completed a first baccalaureate course of study. Formerly named the Basic Educational Opportunity Grant (BEOG) program.

Perkins Loan - One of the three campus-based financial assistance programs. Serves as a long term, low interest loan program for both undergraduate and graduate students. Formerly known as the National Direct Student Loan Program and National Defense Student Loan Program.

PROBE - The organized, state-wide tour of college fairs and counselor workshops providing up-to-date information about colleges and technical institutes.

Rolling Admission - The order whereby applications are processed and students are accepted on a rolling, continuing schedule.

SACRAO - Southern Association of Collegiate Registrars and Admissions Officers.

SAT I - Scholastic Assessment Test - A test that measures the verbal and mathematical abilities pre-college students have developed over many years, both in and out of school.

SAT II - Scholastic Assessment Test - A test that measures knowledge or skills in a particular subject area and ability to apply that knowledge. Designed to help a student present a personalized portfolio of academic strengths to colleges. Information for both SAT I and SAT II can be accessed through the web at <http://www.collegeboard.org>

Search - A student recruitment service provided by the College Board through which information on students who have taken the PSAT and SAT is made available to institutions.

Stafford Loan Program - This program provides a low-interest, need-based loan made through a bank, credit union, or savings and loan association for undergraduate or graduate level study.

State Student Incentive Grant (SSIG) - A federally-sponsored state-administered scholarship/grant assistance program for post-secondary students with substantial financial need.

Student Aid Report (SAR) - The notification to a student of the results of processing the Pell Grant application.

Supplemental Educational Opportunity Grant (SEOG) - One of the campus-based programs that provides grants to undergraduate students of exceptional need who have not completed their first baccalaureate degree and who are financially in need of the grant to enable them to pursue their education. Priority for SEOG awards must be given to Pell Grant recipients.

TCSG - The Technical College System of Georgia is comprised of 28 colleges located in communities throughout Georgia. Almost 156,000 students attended TCSG colleges in 2008, taking advantage of a broad range of opportunities for classroom, live work and online learning in more than 600 certificate, diploma and associate degree programs. TCSG colleges feature small classes, hands-on experience and focused instructor attention that together create pathways for in-demand careers with outstanding earning potential. Today, more than 40% of TCSG students are training in one of Georgia's strategic industries, including healthcare, aerospace, life sciences, agribusiness, and logistics and transportation. The TCSG also manages the states adult education/GED program as well as Quick Start, which is internationally recognized as the best workforce development program in the nation.

TOEFL - Test of English as a Foreign Language - A test used for determination of English language proficiency for admission to an academic institution in the U.S.

Transient - "Visiting students" - they are normally admitted for one term and plan to return to their home institutions.

**SECTION IV
CONSTITUTION AND BY-LAWS**

CONSTITUTION:

ARTICLE I-NAME

The name of the organization shall be the Georgia Association of Collegiate Registrars and Admissions officers.

ARTICLE II-PURPOSE

The purpose of this association shall be to provide, by means of annual conferences and otherwise, for the dissemination of information and the interchange of ideas on problems of common interest, to contribute to the advancement of higher education, to foster a friendly spirit of unity and cooperation among its members, to advance professionally the office or offices of admissions, registration and records, to promote a spirit of professional pride in the vocation, and to function as a unifying and coordinating agency among the educational associations and organizations within the State.

ARTICLE III-MEMBERSHIP AND VOTING

Section I-Active Membership

Any administrative or professional officer whose duties are concerned with admissions, registration, or records of students in any collegiate or technical institution in Georgia accredited by the Southern Association of Colleges and Schools or the Commission of the Council on Occupational Education shall be eligible for active membership and entitled to hold office in the Association.

Section II-Associate Membership

Any administrative or professional officer in any collegiate or technical institution in Georgia accredited by the Southern Association of Colleges and Schools or the Commission of the Council on Occupational Education whose duties are not directly concerned with admissions, registration, or records of students, shall be eligible for associate membership.

Section III-Affiliate Membership

Individuals and organizations which, while non-collegiate, are found to have purposes parallel with those of GACRAO and desire to participate in its (non-voting) activities may be approved for this status by the Executive Committee. The Executive Committee as hereafter provided is empowered to approve all applications for affiliate membership.

Section IV-Honorary Membership

Individuals no longer eligible for active membership in the Association may be recommended for

continued affiliation as honorary members. This honor is reserved for persons retiring or leaving the profession in Georgia who have made significant contributions to the profession and to the Association. Should an honoree reenter the profession such that he or she regains eligibility for active membership, the honorary status shall be deferred until honoree is again no longer eligible for active status.

Section V–Voting

Association business shall be conducted at the annual meeting by the members present. Voting may be by individual ballot in a manner designated by the President (show of hands, voice, or secret) EXCEPT that upon request of any individual member, an institutional membership vote must be taken. Institutional Membership entitles each institution to one vote. Institutions having more than one institutional representative shall be expected to designate one of its representatives as the voting representative.

ARTICLE IV–OFFICERS

Section I

The officers of the Association shall be President, a President-Elect, a Secretary, Treasurer, Member-At-Large I, Member-At-Large II, Member-At-Large III, Immediate Past President, Newsletter Editor and a Website Editor.

Section II

Those officers shall be elected at the annual meeting. A majority of the eligible voting members present shall be necessary for the election. They shall hold office from the adjournment of the annual meeting at which they are elected until the adjournment of the next annual meeting.

Section III

The President shall assume office after serving as President-Elect. The President who completes a full term in office may not be re-elected immediately to that office. He/she may be re-elected after the expiration of one calendar year.

Section IV

If a vacancy occurs in an office it shall be filled by the Executive Committee until the next regular election.

Section V

A. It shall be the duty of the President to assume full responsibility for all the general activities of the Association, to conduct all necessary correspondence with the members in regards to meetings of the Association, and with the assistance of the Executive Committee, to arrange the programs. In case the office of the President becomes vacant, the order of succession shall be the usual one.

B. The President-Elect will succeed to the Presidency the year following the term as President-Elect, and in addition, it will be the responsibility of the President-Elect to plan and arrange the annual meeting which will terminate his/her term as President-Elect. To be elected to this office, the President-Elect must have served on the Executive Committee for at least one year as Secretary, Treasurer, or a Member-at-Large. With the exception of President-Elect, there is no

automatic progression from any one position on the Executive Committee to another.

C. The Secretary shall keep an accurate list of the members of the Association and shall be responsible for keeping the minutes of the meetings of the Executive Committee and the minutes of all meetings of the Association and distribute the latter to the members. The Secretary shall send reports and proceedings of the meeting to the chairman of the AACRAO Committee on Regional Association and will assist the Treasurer in conducting the annual meeting membership registration.

D. The Treasurer shall collect the membership dues, registration fees, other miscellaneous revenues, pay the bills as authorized by the President, and shall make an annual report at the annual meeting of the Association. The Treasurer shall assist the Secretary in conducting the annual meeting's membership registration. The Treasurer shall be elected to a two-year term of office.

E. The Immediate Past-President shall serve in an advisory capacity and shall be a member of the Executive Committee.

The three members-at-large will be assigned responsibilities as follows:

F. The Member-At-Large I will solicit vendors.

G. The Member-At-Large II will coordinate Association hospitality, receptions and public relations.

H. The Member-At-Large III will serve as a member of the Executive Committee for a two-year term and will arrange and conduct the New Professionals' Orientations at the annual meeting and coordinate the Mid-Year Workshop.

I. The Website Editor will maintain the GACRAO Website and electronic mailing list and will serve as an ex-officio member of the Executive Committee for a two-year term.

J. The Newsletter Editor will provide information to SACRAO and AACRAO (when requested) concerning activities of GACRAO, will provide information to the website editor (when requested) for inclusion on the GACRAO website, will coordinate the evaluation process at the annual meeting and will serve as an ex-officio member of the Executive Committee for a two year term.

ARTICLE V-AMENDMENTS

The constitution may be amended at any annual meeting of the Association by a majority vote of the members present and voting, provided the substance of the proposed constitution changes have been sent to the membership at least thirty (30) days prior to the annual meeting.

BY-LAWS:

ARTICLE I-MEETINGS

Section I

The annual meeting of the Association shall be held at the time and place to be fixed by the Executive Committee after discussion by the members at the previous annual meeting.

Section II

Special meetings of the Association may be called by the Executive Committee.

ARTICLE II-DUES

Section I

A. Active and associate members shall be considered institutional members and their membership fees shall be covered by the institutional dues.

B. Annual dues for each member institution shall be assessed on the basis of the previous fall term enrollment by head-count as follows:

1-999 \$ 50.00
1,000-4,999 \$100.00
5,000-9,999 \$150.00
10,000+ \$200.00

****Dues are payable on or before October 1.****

C. Each affiliate member institution shall pay annual dues of \$50.00.

D. Honorary members shall be exempt from the payment of membership dues.

Section II

There shall be a registration fee in an amount to be determined by the Executive Committee and announced by the Committee at the time of the annual meeting.

ARTICLE III-FISCAL YEAR

The fiscal year of the Association shall be from July 1 through June 30.

ARTICLE IV-STANDING COMMITTEES

Section I

The Executive Committee, composed of the President, President-Elect, Secretary, Treasurer, the

Immediate Past President, Editor of GACRAO Newsletter (Ex-officio), Website Editor (Ex-officio) and three Members-at-Large, shall exercise those powers assigned to it in the Constitution and By-Laws and shall act for the membership when necessary between regular and special meetings of the Association.

Section II

A Committee on Honorary Membership and Awards shall be appointed by the President and shall be chaired by the Immediate Past President of the Association. This committee shall review nominations for honorary membership and nominations for the Distinguished Service Award and the Recognition of the Young Professional Award to be given in recognition of an outstanding contribution to the organization and to the profession. The name or names of the candidate or candidates, upon unanimous approval of the Committee on Honorary Membership and Awards, shall be submitted to the Executive committee for approval.

Section III

The Nominations and Elections Committee should consist of five members including the immediate three past presidents. The Immediate Past President shall chair the committee. The two members-at-large of the committee shall be nominated at the annual meeting. (A past president of GACRAO should not serve as a member-at-large on the Nominations Committee.)

Section IV

A Committee on Local Arrangements shall be appointed by the President for each annual meeting.

Section V

A Committee on Resolutions shall be appointed by the President for each annual meeting on an as-needed basis.

Section VI

An Auditing Committee shall be appointed by the President for each annual meeting. The committee shall audit the Treasurer's books for the preceding year.

Section VII

Such other committees as deemed necessary for the welfare of the Association may be appointed by the President.

ARTICLE V-AMENDMENTS

The By-laws may be amended at any annual meeting of the Association by a majority vote of the members present and voting, provided the substance of the proposed By-laws changes have been sent to the membership at least thirty (30) days prior to the annual meeting.

DUTIES OF OFFICERS:

The duties of each Executive Committee member are described below:

President

It shall be the duty of the President to assume full responsibility for all general activities of the Association, to conduct all necessary correspondence with the members in regards to meetings of the Association, and with the assistance of the Executive Committee, to arrange the programs. In case the office of the President becomes vacant, the order of succession shall be the usual one.

President-Elect

The President-Elect will succeed to the Presidency the year following the term as President-Elect, and in addition, it will be the responsibility of the President-Elect to plan and arrange the annual meeting which will terminate his/her term as President-Elect. To be elected to this office, the President-Elect must have served on the Executive Committee for at least one year as Secretary, Treasurer, or a Member-at-Large. With the exception of President-Elect, there is no automatic progression from any one position on the Executive Committee to another.

Secretary

The Secretary shall keep an accurate list of the members of the Association. The Secretary shall be responsible for keeping the minutes of the meetings of the Executive Committee and the minutes of all meetings of the Association and shall distribute the latter to the members, as well as, send reports and proceedings of the meeting to the chairman of the AACRAO Committee on Regional Association and will assist the Treasurer in conducting the annual membership registration. The Secretary shall also be responsible for monitoring the updates of the membership directory on the GACRAO website. The Secretary shall also be responsible for the printing of letterhead and envelopes.

Treasurer

The Treasurer shall collect the membership dues, registration fees, other miscellaneous revenues, pay the bills as authorized by the President, and shall make an annual report at the annual meeting of the Association. The Treasurer shall assist the Secretary in conducting the annual meeting's membership registration. The Treasurer will be responsible for having reception tickets or banquet tickets printed for the annual meeting of the Association.

Member-at-Large I

The Member-at-Large I will solicit vendors to exhibit at the annual meeting of the Association and for soliciting ads to be placed in the printed program of the annual meeting. This person will also be responsible for registering the vendors and for providing them with suitable exhibit space.

Member-at-Large II

The Member-at-Large II shall be responsible for hospitality, receptions and public relations for the Association. Specific responsibilities will include a reception on Monday during the annual meeting to which the following will usually be invited: the Executive Committee members, a representative and his or her spouse of each vendor which exhibits at the annual meeting, program committee members and other who might be specified by the President.

Member-at-Large III

The Member-at-Large III shall be responsible for arranging and conducting the New Professionals' Orientation Program and Handbook for the annual meeting and coordinating and

conducting the annual Mid-year Workshop.

Newsletter Editor

The Newsletter Editor is responsible for: 1) sending state news to the website editor, SACRAO Newsletter editor and AACRAO national office, 2) preparing evaluation forms for each program session at the annual meeting and summarizing them for the executive committee, 3) meeting with session recorders at the annual meeting to explain their duties and responsibilities and 4) maintaining the GACRAO archives.

Website Editor

The Website Editor is responsible for maintaining and updating the GACRAO Website and electronic mailing list.

GACRAO DISTINGUISHED MEMBER AWARD

I. GACRAO Executive Committee:		
a. President	75	
b. President Elect	25	
c. Past President	25	
d. Secretary/Treasurer	25	
e. Newsletter Editor	25	
f. Chair of major committee	25	
g. Committee member	10	
h. Member-at-Large	25	
II. SACRAO Executive Committee:		
a. President, President Elect, Past President	25	
b. Secretary/Treasurer	25	
c. Newsletter Editor		25
d. Chair of major committee	25	
e. Committee Member	10	
III. AACRAO Executive Committee:		
a. Officer or InterAssociation Representative	25	
b. Committee Chair		25
c. Committee Member	10	
IV. Program participation:		
a. AACRAO, SACRAO, GACRAO Presenter or committee co-chair	20	
b. Recorder or moderator	10	
V. Publications		

a. Editor "College and University" or AACRAO/ SACRAO newsletter	25	
b. Publisher for "College and University" or SACRAO		25
c. Newsletter staff for AACRAO, SACRAO, or GACRAO		10
d. Other professional publications as editor or business manager	25	
e. Author of article in professional publication	10	
VI. Other Special Contributions/Accomplishments:		
a. Executive officer in related Association as noted in the by-laws		25
b. Outstanding New Professional Award Recipient	25	
c. 25 years or more of active GACRAO membership	25	
d. Other outstanding contributions to the profession. Points as recommended by the Awards Committee (up to 25% of total points awarded)		

Note: Multiply the number of points by the years served in respective capacity. 300 points minimum total is required to be considered for the award. Nominee must have left active practice of the profession or have served honorably in the profession for a minimum of 25 years.

Additional Resource Websites.

<http://www.eiu.edu>
<http://www.ship.edu>
<http://www.rhodes.edu>
<http://www.onu.edu>
<http://www.argo.regs.sc.edu>
<http://www.registrar.uconn.edu/>
<http://www.uidaho.edu>
<http://www.vacrao.edu> (contains a list of VA colleges with www sites)
<http://www.olemiss.edu>
<http://www.gc.cuny.edu>
<http://www.sinclair.edu>
<http://www.cord.edu>
<http://www.asit.hunter.cuny.edu>
<http://www.twsu.edu>
<http://www.nmclites.edu>
<http://www2.semo.edu>
<http://www.bridgew.edu>
<http://www.regent.edu>
<http://www.unomaha.edu>
<http://www.ses.unomaha.edu/nacrao/regsites.html> (for a list of many www registrar sites)
<http://www.wvu.edu>
<http://www.ltu.edu>
<http://www.stetson.edu>
<http://www.rider.edu>
<http://www.nmc.edu>
<http://www.trinity.edu>
<http://www.rossmed.edu>
<http://www.rossvet.edu>
<http://www.kenyon.edu>
<http://www.bsc.edu>
<http://www.shepherd.wvnet.edu>
<http://www.stlawu.edu>
<http://www.depauw.edu>
<http://www.junix.ju.edu>
<http://www.clark.edu>
<http://www.fandm.edu>
<http://www.wells.edu>
<http://www.pratt.edu>
<http://www.northpark.edu>
<http://www.suffolk.edu>
<http://www.otterbein.edu>
<http://www.ric.edu>
<http://www.bgsu.edu>
<http://www.beaver.edu>
<http://www.macrao.org> (listing of Michigan college and university)
<http://www.oberlin.edu>
<http://unhinfo.unh.edu/registrar/index.htm>
<http://arweb.sdsu.edu/sic>
<http://www.shsu.edu/shsu/dept/reg/>
<http://www.aucegypt.edu>
<http://www.registrar.arizona.edu>
<http://www.gwu.edu/~regweb>
<http://www.clunet.edu/registrar>
<http://www.wmich.edu/registrar>
<http://www.udel.edu/registrar>

<http://www.swt.edu>
<http://www.centenary.edu/centenar/registrar>
<http://www.rowan.edu/elan/regis/>
www.nslc.org
www.ed.gov
<http://nces.ed.gov/ipeds/cool/>
<http://nces.ed.gov/ipeds/>
<http://www.gibill.va.gov/>
<http://members.aol.com/jbates1997/vacert/index.htm>
<http://www.ed.gov/offices/OM/fpco/>
<http://www.acenet.edu/>
<http://www.collegeboard.org/>
<http://www.vmyths.com>
<http://chronicle.merit.edu/>
<http://www.ncaa.org/>
<http://www.naia.org/>
<http://www.accesseric.org/>
<http://airweb.org/links/>
<http://orvexpress.com/catace.htm>
<http://www.ses.unomaha.edu/nacrao/othersites.html>

Listservs

REGIS-L	Registrars/records
ENROLL-L	Admissions/recruitment
TOUCHTON	Touchtone registration
CUMREC-L	Computer applications and technology in education
SPEEDE-L	Electronic transmissions of educational records
DARS-L	Miami Degree Audit User group
INTER-L	Foreign student advisors and foreign credentials evaluators

HOW TO SUBSCRIBE TO REGIS-L:

Send SUB REGIS-L (your address) (your name) to:
LISTSERV@GSUVM1.GSU.EDU

OTHER LISTSERV ADDRESSES:

RACRA	E-mail Cori Loftis at the university system. Cori.Loftis@USG.EDU
TCSG	E-mail Nichole Kennedy at TCSG nkennedy@tcsgeu