Registrar 101
Syllabus

Course overview

Registrar 101 is a journey through the "what" and "how" of the work of the registrar's office. The goals of Registrar 101 are to develop an understanding of: the tasks of the registrar's office, the integral role the registrar's office plays in an institution's academic community, and the skills necessary to be successful in the registrar profession. Registrar 101 provides a unique framework for discussing/learning the fundamentals of the work of the registrar's office by:

1) exploring the evolving role and mission of the registrar,
2) providing an in-depth discussion and application of FERPA,
3) discussing the interplay of academic policies and regulations on the work performed in the Registrar's office,
4) exposing a wide-ranging discussion of the "nuts and bolts" of the work performed in the registrar's office,
5) promoting best practices, and
6) providing a forum for discussing common issues and concerns of those relatively new to the registrar's profession.

Registrar 101 is intended for members of the profession who have been in registrar or registrar-related positions for less than three years and want to develop a more solid, expansive understanding of the work of the registrar's office. Upper-level administrators have also found Registrar 101 gives them a better understanding of the supervisory role they may have of the registrar's office.

The course is facilitated by experienced members of the profession from a wide range of institutions who guide the participants as they compare notes on a wide range of topics of common interest and create a helpful network of colleagues at other institutions.

Objectives

Upon completion of Registrar 101, participants will be prepared to:

1) identify key areas of responsibility for registrar's offices and understand best practices in approaching this work;
2) engage in institutional discussions on academic policies, practices and regulations;
3) assess the status of the institutional role of the registrar and be able to suggest ways for enhancing this role;
4) provide guidance on FERPA related matters for their institution;
5) understand the institutional compliance requirements for FERPA and the Solomon amendment and practical applications of the laws; and
6) tap into a network of trusted colleagues across the registrar profession.

Format

Registrar 101 is an online 5-week course presented via AACRAO's distance learning course management system. Course activities include assigned readings, surveys, discussion forums and quizzes. The course is highly interactive with discussion among faculty and participants. Ideally,

participants work together in the discussion forum to explore topics and determine best practices under the guidance of the faculty. There is no requirement, however, that participants be online at the same time as anyone else. The course site is available to participants 24/7 so that materials can be accessed and discussion forum contributions can be posted at times convenient to participants. The course includes links to a number of resources that participants will find valuable in their work in the registrar's arena.

Technology requirement: A computer with standard software and internet access. The course management system is easy to use and requires no software to be downloaded or installed, and a simple tutorial is provided to ensure participants can navigate the course site. There is an online course coordinator available for additional assistance if required.

Completion certificate requirements

In order to earn a certificate of completion from AACRAO, participants must complete all assigned activities. In practice, this means you must complete the readings and artipicate as required in the forum discussions for each module, responding both to faculty and to your peers. Certificates are generated electronically as soon as you complete all course requirements. If a physical copy is required contact the course coordinator. Allow 4-6 weeks for delivery.

Schedule and Module descriptions

Week 1

Orientation to the course

- Participant and faculty introductions
- Survey of registrar functions
- Questionnaire completed by participants (opportunity for participants to identify what they hope to learn/know when the class is complete)

Module 1: The Role and Organizational Context of the Registrar

Module 1 provides an overview of what functions are typically performed by the Registrar's office and explores how the office relates to the other areas of the institution. We also examine the historical and current (and evolving role) of the registrar in higher education. Participants explore the differences in how institutions organize the Registrar's functions, how to become more influential within the institution, and other issues related to the role of the Registrar. Activities include assigned readings and discussion forums. Participants are asked to reflect on their own experiences and those of their office, the evolving mission of the registrar's office, and engage with other participants on these topics.

Week 2 and 3

Module 2: A Year in the Life of the Registrar: The "nuts and bolts" of the work of the registrar's office

In this module participants will answer some basic questions about the registrar's office: What are the basic tasks of the Registrar's Office and what are some of the ways in which they are approached? Who does what and when and how? Is there any other office on campus that has the range of responsibilities that the Registrar's Office has? This module is an opportunity for participants to share processes and procedures for the myriad

responsibilities of their offices. Not every participant nor their offices will have responsibility for all of the tasks that are discussed, but there is a good chance that if people stay in this business long enough, either in their current offices or if they move on to somewhere new (and especially with a move up the career ladder,) they will do things they don't do now.

The objectives for this module are:
1) to have participants share practices and processes that are common among them,
2) to have participants understand the myriad responsibilities of the Registrar's Office and how they can vary by institution,
3) to have participants discover new and different methods to handle routine processes, procedures, and responsibilities, and
4) to show that they are not alone in what they do.

Week 4

Module 3: Compliance Issues: FERPA and the Solomon Amendment

This module addresses the compliance and enforcement requirements faced by registrars. Registrars are often charged with ensuring that our institutions (those located in the United States or operating under U.S. law elsewhere)** are complying with various U.S. federal laws and regulations, including in particular, the Family Educational Rights and Privacy Act (FERPA) and the Solomon Amendment. There are, of course, other laws which may come up in class discussions, but we will not specifically address them in depth in the material for this module; however, participants may request particular topics be discussed.

The overall intent of this Compliance module is to make you aware of compliance issues, to look at how your institution is complying with such regulations, and to share some information among ourselves that might be helpful. The emphasis is on how to implement compliance processes. Questions addressing a specific problem about a detail of FERPA or Solomon can be raised here, also.

Participants engage in a baseline FERPA assessment to start the module to identify their strengths and weaknesses in this area.

Week 5

Module 4: Advice and information resources for registrar professionals
We all need information, and we need it now. One of the goals of this course is to provide participants with information sources that can be used after the course is completed. In this module participants explore some of these sources and share tips about these useful information sources. While not all questions have easy or ready-made answers, sources of information which AACRAO has compiled are shared. There is plenty of opportunity for participants to share their insights and knowledge as well.

Concluding Exercises