

I. COURSE DESCRIPTION:

This course will give the CICE student a basic understanding of the scope and complexities of the administrative management of records. Emphasis will be placed on managing and controlling documents from the time of their creation until their disposition. Current filing rules will be covered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Learning Specialist will demonstrate a basic ability to:

1. Demonstrate proficiency using the alphabetic filing systems for filing business correspondence, reports, and records.

Potential Elements of the Performance:

- File cards alphabetically containing names of individuals, businesses, and organizations.

This module will constitute 50% of the course grade.

2. Describe the role and importance of the profession of Records and Information Management.

Potential Elements of the Performance:

- Define records and information management (RIM).
- Recognize the functions of records and information management and the steps in the life cycle of records.
- Identify employment opportunities in both the private and public sectors that require records and information management expertise.
- Classify and describe specializations in records and information management.
- Describe the type of preparation required for employment in records and information management.
- Name and briefly describe the purpose of several professional associations for those who work in the field of records and information management.
- Distinguish between criminal and civil legal matters and discuss legal matters that are of importance to RIM employees.

This module will constitute 15% of the course grade.

3. Develop systems and procedures for managing non-electronic records.

Potential Elements of the Performance:

- Differentiate between paperwork and paper records.
- Identify the different types and sources of incoming paperwork.
- Differentiate among voice mail, e-mail, and fax documents.
- Recognize the costs of keeping versus discarding paperwork.
- Identify the different types and sources of outgoing and internal paperwork.
- Identify forms design and form filling software.
- Select equipment and supplies essential for the storage and maintenance of paper records.
- Follow efficient procedures for planning, establishing, and maintaining files for paper records.
- Describe procedures for retrieving records.
- Assess the advantages and disadvantages of alternate methods of records destruction.
- Recognize the environmental benefits of recycling records.

This module will constitute 15% of the course grade.

4. Develop procedures and systems for Electronic Information Management.

Potential Elements of the Performance:

- Identify what is needed to create electronic filing systems.
- Name electronic folders and files appropriately using the principles of identification, brevity, and documentation.
- Describe the benefits of entering descriptive information into electronic records using proper records management techniques.
- Cite procedures for creating, labeling, and storing backups of electronic records.
- Identify the major components of a computer network.
- Classify the major elements of any image technology system.
- Define terms related to image technology and automated systems.
- Describe types of automated records management systems used to monitor an organization's records.
- Identify three major considerations in selecting an automated records management system.
- Enumerate ways of avoiding injuries in records areas.
- Identify several kinds of security devices used to protect records and data.

- Describe disaster prevention measures for records storage areas.
- Identify methods of restoring records after a disaster.

This module will constitute 20% of the course grade.

III. TOPICS:

1. Introduction to Records and Information Management
2. Employment in Records and Information Management
3. Legal and Ethical Matters in Records and Information Management
4. Receipt and Creation of Hard Copy Records
5. Indexing and Alphabetizing Procedures for Alphabetic Filing Systems
6. Systems for Organizing Paper Records
7. Records Retrieval, Retention, and Recycling
8. Managing Electronic Files
9. Network-Based Records Management
10. Image Technology and Automated Systems
11. Safety, Security, and Disaster Recovery

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Professional Records and Information Management, Jeffrey R. Stewart and Nancy M. Melesco, Glencoe/McGraw-Hill, 2002.

Quick Filing Practice, Fourth Edition, Stewart, McGraw-Hill Ryerson.

One manila file folder (letter size)

V. EVALUATION PROCESS/GRADING SYSTEM:

Two records management theory tests 50%

Three filing quizzes -

Quiz 1 – Indexing rules 1-5

Quiz 2 – Indexing rules 1-10

Quiz 3 – Indexing rules 1-12

50%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.