

I. COURSE DESCRIPTION:

This course will give the student an 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 ARMA filing rules will be covered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will, with the support of a Learning Specialist, demonstrate the ability to:

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

Elements of the Performance

- File cards alphabetically containing names of individuals, businesses, and organizations.
 - File correspondence alphabetically.
 - Inspect, index, code, sort, and store correspondence.
 - Retrieve materials from the files.
 - Identify the basic terms and parts of card and correspondence filing systems.
 - Prepare records to be filed, including the use of cross-referencing procedures.
 - File correspondence by subject.
 - Create miscellaneous subject folders.
 - File cards in a numeric system in which the cards are arranged in consecutive order or low number to high.
 - File cards in a numeric system in which the cards are arranged in terminal-digit order.
 - File cards according to a geographical system.
2. Describe the role and importance of the Records and Information Management profession.

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.
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.
 - 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.
 - Outline the environmental benefits of recycling records.
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.
- Outline 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.

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, Subject, Numeric and Geographic 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.

Gregg Quick Filing Practice, Fifth Edition, Stewart and Trent, McGraw-Hill Ryerson, 2007.

One file folder (8 ½ x11" - letter size)

V. EVALUATION PROCESS/GRADING SYSTEM:

Two records management theory tests	45%
Miscellaneous daily assignments (speaker/tour log, etc.)	5%
Five filing quizzes -	
Quiz 1 – Indexing rules 1-5	
Quiz 2 – Indexing rules 1-10	
Quiz 3 – Indexing rules 1-12	
Quiz 4 – Alphabetic correspondence filing and Subject correspondence filing	
Quiz 5 – Numeric card filing and Geographic card filing	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%	4.00
B	70-79%	3.00
C	60-69%	2.00
D	50-59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field/clinical placement or non-graded subject areas.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject areas.	
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.	

VI. SPECIAL NOTES:**Attendance**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practise the day-to-day skills required to be successful in the work world.

These skills include:

- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the dean which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

All the Right Type typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit <http://www.ingenuityworks.com/> for more information on purchasing *All the Right Type* for home use.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment will be accepted if submitted within **72 hours** of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

Occasionally, tours and guest speakers may be arranged outside of class time, and students are expected to arrange their schedules to accommodate attendance at these sessions. Tour/speaker logs may be required as part of the miscellaneous daily assignments mark. A student who misses a tour or a guest speaker will receive a grade of zero for the miscellaneous assignments component of the final grade.

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date.

Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

For those students who have

- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

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 CICE office with assistance from a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.