I. INTRODUCTION

A. Introduction to basic records and information management filing systems including manual and electronic filing

B. This is a required course in the Office Technology degree track. You will be required to demonstrate proficiency in the skills learned in this course.

C. This course, in conjunction with other appropriate courses, prepares students to enter office and administrative support careers.

D. Prerequisite: None.

E. Alphanumeric coding used throughout this syllabus denotes integration of SCANS occupational competencies (C1, etc.) and foundation skills (F1, etc.)

II. LEARNING OUTCOMES

Upon successful completion of this course the student will:

A. Identify the stages in the life cycle of a record. 
   (C5,C9,C15), (F1,F10,F11)

B. File and retrieve records using alphabetic, numeric, geographic, and subject filing systems. 
   (C1,C3,C5,C6,C7,C8,C9,C15,C18,C19,C20); (F1,F5,F9, F11,F16,F17)

C. Input, index, code, and cross-reference records. 
   (C1,C3,C5,C6,C7,C8,C9,C15, C18,C19,C20); (F1,F5,F9,F11,F16,F17)

D. Use tickler file, requisition, and charge-out procedures. 
   (C1,C3,C5,C6,C7,C8,C9, C15,C18,C19,C20); (F1,F5,F9,F11,F16,F17)

E. Differentiate between manual and electronic filing. 
   (C1,C3,C5,C6,C7,C8,C9,C15, C18,C19,C20); (F1,F5,F9,F11,F16,F17)

III. INSTRUCTIONAL MATERIALS

Instructional materials identified for this course are viewable through www.ctcd.edu/books.

IV. COURSE REQUIREMENTS

October 2017
A. **Textbook Assignments:** The chapters in the textbook will be covered in sequence, and the student will read the assigned pages and work the assigned workbook pages before class and be prepared to discuss the assignments in class.

B. **Course Content:** Students will make every attempt to earn a satisfactory grade in the course. This may be accomplished by attending class regularly, arriving promptly for class, reading lecture notes and/or the textbook in preparation for class, giving complete attention to class activities, completing all assigned work, and preparing for exams.

C. **Course Assignments:** All assignments must be completed before the class period in which the assignment is due. If the student cannot attend the class in which the assignment is due, he or she should be certain the assignment is handed in before the period due. As a general rule, late work is not accepted; however, in rare cases the instructor may allow it for a daily penalty of 10 percent of the actual grade. A grade of zero will be entered for any work that is not been submitted. No exceptions.

V. **EXAMINATIONS**

A. Periodic exams covering information in the reading assignments, class discussions, and presentations will be given during the semester.

B. The mid-term and final exams will cover material designated by the instructor.

C. Unscheduled quizzes may be given.

VI. **SEMESTER GRADE COMPUTATIONS**

The student’s course grade is determined by performances on applications, assessments, discussions, projects, and the final exam.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Assessments</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Discussions</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Projects</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td>100</td>
</tr>
</tbody>
</table>

The possible grades for this course are A, B, C, D, or F. In order to receive transferable credit however, a grade of C or above must be earned. As a rule, Ds will not transfer to other colleges. Grading criteria will be based on the grading system of Central Texas (outlined below):
<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Passing, unsatisfactorily</td>
</tr>
<tr>
<td>50-00</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>---</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal**: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75 percent of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when a student fails to meet College attendance requirements; that is absences that exceed a total of four class meetings for 16-week courses, three class meetings for 8-week courses, or two class meetings for 6-week courses. Furthermore, if the
instructor assesses that a student cannot satisfactorily complete the course, he/she may initiate an administrative withdrawal. Regardless of the reason for an absence, the burden for obtaining lecture notes and completing all coursework covered during an absence lies with the student.

The Veteran Services Office must be made immediately aware of a veteran student who withdraws from class or is administratively withdrawn for excessive absences. The College may be assessed a liability for any veteran entitlements paid if the VA is not notified within 30 days of the withdrawal or the last date of attendance.

Note: Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statue was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. . .” Prior approval from the instructor is required before the grade of IP is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the IP will be converted to an FI and appear as an F on the student’s official transcript.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning
environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Scholastic Honesty: All students of the Office Administration program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. Cheating: giving or receiving information on an examination, homework, or projects.

Students found guilty of scholastic dishonesty are subject to disciplinary action, which may include having credit for the course canceled.

VIII. COURSE OUTLINE

While the material outlined below will be covered in this course, students should refer to the instructor’s individual course outline for a detailed sketch of when the material will be covered.

A. Module One: Records and Information Management

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:

   a. Discuss the reasons businesses and individuals need records and information.
   b. Identify records, record types, and record values.
   c. Define electronic and image record and distinguish the difference between the two.
   d. Identify the various kinds of physical and electronic records formats.
   e. Discuss records safety and security.
   f. Describe the life cycle of records and information.
   g. Define and describe the purpose of a records audit.
   h. Explain the importance of developing and implementing a records retention program.
   i. Discuss the records inventory.
j. Describe and explain a records retention schedule.

k. Discuss retention and disposition of active and inactive records.

l. Explain the phases of a disaster recovery plan.

m. Define and describe knowledge management.

n. Discuss the use of records and information management software.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

B. Module Two: Alphabetic Indexing Rules 1-4

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:
   a. Explain the need for indexing rules in alphabetic storage of records and the importance of following these rules consistently.
   b. Index, code, and arrange personal and business names in indexing order of units.
   c. Index, code, and arrange minor words and symbols in business names.
   d. Index, code, and arrange names with punctuation and possessives.
   e. Index, code, and arrange business names with single letters and abbreviations.
   f. Apply alphabetic filing procedures.
   g. Prepare and arrange cross-references for personal and business names.
   h. Sort personal and business names.
   i. Find information in database records.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

C. Module Three: Alphabetic Indexing Rules 5-10

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:
   a. Index, code, and sort personal, business, organization, institution, and government names.
   b. Index, code, and arrange personal names with titles and suffixes and business names with articles and particles and numbers.
c. Apply alphabetic filing procedures.
d. Index, code, and arrange personal and business names that are identical.
e. Prepare and arrange cross-references for business names and foreign business and government names.
f. Select appropriate subject categories to be used within an alphabetic arrangement.
g. Create, sort, and query a database.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

D. Module Four: Alphabetic Records Management, Equipment, and Procedures

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:
   a. Explain common elements of physical document records management, including general terms, basic types of equipment and supplies, and considerations for selecting storage equipment and supplies.
   b. Explain common elements of electronic records management, including fundamentals of an electronic database, how databases are used in records management, and the life cycle for electronic records.
   c. Discuss the advantages and disadvantages of the alphabetic method of records storage.
   d. Apply procedures for storing both physical and electronic records. Discuss manual and automated retrieval procedures.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

E. Module Five: Subject Records Management

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:
   a. Define subject records management.
   b. List advantages and disadvantages of storing and retrieving records by subject.
c. Compare the dictionary and encyclopedic subject file arrangements.

d. Describe the guides, folders, and labels used for subject records storage.

e. Describe four indexes and their use for subject records management.

f. List the steps used when storing and retrieving records stored by subjects.

g. Apply procedures for preparing, indexing, storing and retrieving subject records.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

F. Module Six: Numeric Records Management

1. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on a unit assessment:

   a. Define numeric records management and list three reasons for its use.

   b. Describe the components of a consecutive numbering storage method and procedures for this method.

   c. Describe how to convert an alphabetic records arrangement to a consecutive numeric records arrangement.

   d. List advantages and disadvantages of consecutive numeric records storage.

   e. Compare and contrast consecutive, terminal-digit, and middle-digit numeric records storage.

   f. Define and explain chronologic records storage.

   g. Compare and contrast block-numeric, duplex-numeric, decimal-numeric, and alphanumeric coding.

   h. Explain how computer indexes and database software can be used with numeric records management.

2. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.

G. Module Seven: Geographic Records Management

3. Learning Outcomes: Upon successful completion of this unit, the student will achieve the following outcomes with at least 70 percent accuracy on
a unit assessment:

a. Explain the need for geographic records management and the kinds of organizations that might use this method.

b. Describe the geographic records storage method and procedures for this method.

c. Explain the use of an alphabetic index in the geographic storage method.

d. Describe the types of cross-references used in the geographic storage method and how they are used.

e. Describe how files are arranged using compass terms and how this method differs from general alphabetic filing.

4. Learning Activities: Assignments include a combination of applications, assessments, discussions, and/or projects.