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|  | http://slim.emporia.edu/Forms/syllabus/letterhead.pngCourse Syllabus - Fall 2011 LI 849XI Records and Information Management Internet, Begins 8/17  |  |

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| **Faculty:** | David Steward |
| **Email:** | dsteward@emporia.edu |
| **Primary Phone:**  | (816) 983-8860  |
| **Online Course Login:** | <https://elearning.emporia.edu> |
| **Credit Hours:** | 2.0 |
| **Note:** | Course Syllabus May Change |

**Important Dates for Fall 2011**

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| *8/17: First day of class* | *8/30: Last day to drop* | *9/5: Labor Day Holiday (ESU closed)* | *10/11: Midterm grades due* |
| *10/13: Midterm grades available* | *10/26: Last day to withdraw* | *11/11: Veteran's Day Holiday (ESU closed)* | *11/23-11/27: Thanksgiving Break* |
| *12/9: Last day of semester* | *12/17: Commencement* | *12/20: Final grades due* |   |   |

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| **Course Description**Records and information management (RIM) is the process of creating, acquiring, and maintaining the records (i.e., the corporate and cultural memory) of an organization.  In this class, students learn about the field and the concepts and principles of RIM.  Students learn about creating and maintaining records in various physical formats (such as electronic formats) in different organizations or environments, and about the life cycle of records, from creation through maintenance to final disposition.  Students also learn about developing effective policies, systems, technologies, and governance regarding these records. Topics covered include examination of the document life-cycle of the records of organizations: generation and control-filing, storage, and retrieval systems using various technologies; protection and disposition-retention regulations and practices. Discussion of how records management concepts and contexts differ from archives and library organization and retrieval systems will be included.**Course outcomes**Upon completion of this course the student will: * Have a basic understanding of the life cycle of records
* Understand the place of records in the archives/record paradigm
* Have a working knowledge of standards that control records management
* Have a basic understanding of records management issues

**Text and other learning resources**No text is required for this course. Course readings are available as electronic reserves through the William Allen White Library at <http://whitelib.emporia.edu>.  Instructions for accessing electronic reserves are found at <http://slim.emporia.edu/resource/itlab/electronic_reserves.htm>Students will be expected to complete all required readings and assignments, as well as participate in Blackboard discussions, and other learning activities.**Assignments:**Group readingsEach group will prepare a synopsis of the assigned readings focusing on a particular issue or aspect of Records Management and post on Blackboard.  A discussion question will be posted on the assigned Blackboard discussion board.  All students will participate in ensuing discussion.Group paperEach student will be a part of a group that prepares a short paper on a topic within Records Management. Final paper or projectEach student will prepare a final paper of at least 10 pages on a Records Management topic that has been approved by the instructor OR complete a hands-on records management project approved by the instructor.**Project** may be one that you identify.  You will be required to participate in an aspect of RIM and demonstrate understanding of course work as applied in the project.  You will submit products from this records management activity.  Your paper will be submitted to Blackboard by the due date of project completion. **Paper** may be on any topic of interest to you dealing with issues in RIM. This is a graduate class and all class work should be of a high standard. This paper on some aspect of records management is to be a research paper: It must make use of the literature and cite from the research literature.  You may use class texts but this alone will not be enough. Work not done in class should be typed, double-spaced, spell and grammar checked and must conform to the APA style manual. When handed in, papers (of 10 pages) should be free of grammatical, format, mechanical and typographical errors. If not, they will be marked down.  The presence of grievous errors (in number and/or kind), may be cause for failing an assignment. No rewrites of any class assignment will be allowed. A grade of "A" will be awarded for work which shows evidence of creativity and the analysis and synthesis of ideas; a "B" will be assigned to work which fulfills the assignment; "C" will be assigned for less than average work. **Format:*** No less than 10 pages in length (no more than 12 pages)
* Format is 12- point font, double-spaced
* Number all pages
* Include a bibliography of sources, in APA format.  (These are not included in the 10 to 12 page requirement.)

**Course Outline: Part 1**Readings: Andolsen, A. (2008). The Pillars of Vital Records Protection. *Information Management Journal*, 42(2), 28-32. Atherton, J. Winter 1985-1986). From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship, *Archivaria*, 21, 43-51; also can be found in *Canadian Archival Studies and the Rediscovery of Provenance*, 391-402. Barr (2003). A disaster plan in action: How a law firm in the World Trade Center survived 9/11 with vital records and employees intact. *Information Management Journal*, 37(3), 28-29. Buckland, M. (Spring 1994).  On the Nature of Records Management Theory, *American Archivist*, 57(2), 346-351. Cox, R. (Jan 1998). Why Records are Important in the Information Age, *Records Management Quarterly*, 32(1), 36-52. Duranti, L. (1993). The Odyssey of Records Managers, in *Canadian Archival Studies and the Rediscovery of Provenance*, Tom Nesmith, ed. (Metuchen, N.J., & London: SAA and ACA in association with The Scarecrow Press, Inc., 1993), 29-60. Iacovino, L. (1998) The Nature of the Nexus Between Recordkeeping and the Law, available on <http://www.sims.monash.edu.au/research/rcrg/publications/la03.html>Martins, C.S., & Martins, S.J. (May/Jun 2005). The Impact of the USA PATRIOT Act on Records Management, *The Information Management Journal*, 39(3), 52-57. Myler, E. (2006) The ABC's of records retention schedule development. *AIIM E-Doc Magazine*, 20(3), 52-6. Nixon, D. (Summer 1989). Providing Access to Controversial Public Records: The Case of the Robert F. Kennedy Assassination Investigation Files, *Public Historian*, 11, 29-44.  Pemberton, M. (1998). The earliest records systems: A journey in professional history. *Records Management Quarterly*, 32(2), 64-70. Penn, I. (Jul 1983). Understanding the Life Cycle Concept of Records Management, *Records Management Quarterly*, 17, 5-8. Zoeckler, K. (Fall 2009) Information lifecycle management: A novel approach in information management or records management reinvented?, *ICRM: A newsletter of the institute of certified record managers,* 5-6. Introduction to course and topics1. What is a record: general introduction
2. Introduction to the records management program
3. Basic elements of a records management program
4. Overview of life cycle of a record
	1. Creation
	2. Use
	3. Systems, Storage, and Retrieval
	4. Appraisal, Retention, Protection, and Disposal
5. Forms management
6. Records management theory

Records creation and use1. Records Creation
2. Records Use

Records systems, storage, retrieval, appraisal1. Records Systems
2. Records Storage
3. Records Retrieval
4. Records Appraisal
5. Approval for records management projects

Records appraisal, retention, protection, and disposition1. Retention Schedules
2. Definitions and objectives
3. Schedule development
4. Retention development
5. Approvals
6. Publication
7. Protection
8. Disposition

**Course Outline: Part Two**Readings:***Electronic Records Management*** Cisco, S.L., & Jackson, W.K. (May/Jun 2005). Creating Order Out of Chaos with Taxonomies, *The Information Management Journal*, 39(3), 45-50. Cunningham, A. (1999).  Waiting for the Ghost Train: Strategies for Managing Electronic Personal Records Before It Is Too Late, *Archival Issues*, 24(1), 55-64. Dollar, C. (1999). Selecting storage media for long-term access to digital records. *Information Management Journal*, 33(3), 36-43. Duranti, L. (2001). Concepts, principles, and methods for the management of electronic records. *The Information Society*, (17),271-279. Skupsky, D. (1999). Applying records retention to electronic records.  *Information Management Journal*, 33(3), 28-35.Yakel, E. (Jan 2001). An Institutional View of Electronic Records Management, *The Information Management Journal,* 35(1), 26-31. Young, S. (Jan/Feb 2005). Electronic Records Management on a Shoestring: Three Case Studies, *Information Management Journal,* 39(1), 58-60. ***Records Management as a Profession*** Bailey, S. (2007). Taking the Road Less Travelled By: The Future of the Archive and Records Management Profession in the Digital Age. *Journal of the Society of Archivists*, 28(2), 117-124. Connor, R. (2008) Records management: An alternative library career.  *Arkansas Libraries*, 65(3), 25-27 Papers, projects, Bb discussions, and electronic records introduction1. Topics for papers - submit for instructor approval
2. Project description - submit for instructor approval
3. Group readings and Blackboard discussions
4. Introduction to electronic records

Electronic records, case studies, and records management paradigm  1. Basic concepts of electronic records
	1. Definitions
	2. Issues
	3. Standards
2. State government case studies
3. Archives and records management paradigm
	1. Mission
	2. Cooperation and collaboration

**Evaluation**1. Group Reading/Bb Discussion           25%
2. General Student Bb Discussion          15%
3. Short paper                                       20%
4. Final Project/Paper                            40%

**Optional suggested texts and readings (For your further elucidation)** Duranti, L. (1994). The Records: Where Archival Universality Resides, *Archival Issues*, 19(2), 83-94. Elston, C. (1979). University Student Records: Research Use, Privacy Rights and the Buckley Law, in *College and University Archives: Selected Readings*, (Chicago: Society of American Archivists), 68-79. Robek, et al. (1995). Information and records management: Document-based information systems, 4th ed. McGraw-Hill: Irwin. Saffady, W. (2002). *Records and information management: A benchmarking study of large U.S. industrial companies*. Arma International. **Grading Policy:****All students are expected to subscribe to the listserv, RECMGMT-L during the first week of this class.  You may subscribe either by going to the ARMA home page (**[**http://www.arma.org**](http://www.arma.org)**) or emailing to** **LISTSERV@LISTS.UFL.EDU** **and entering "Subscribe" in the subject line.  In the body of the text, enter Sub RECMGMT-L your name.  Please be prepared to discuss messages from listserv that are relevant to our records management class topics on Blackboard.****Web sites**<http://www.arma.org><http://www.arma.org/pdf/WhatIsRIM.pdf><http://www.icrm.org/><http://arma.org/garp/index.cfm> **SLIM Grading Scale**

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| 96 -100 A | 77 - 79 C+ |
| 90 - 95 A- | 74 - 76 C |
| 87 - 89 B+ | 70 - 73 D |
| 84 - 86 B | 0 - 69 F |
| 80 - 83 B- |   |

**SLIM Attendance Policy**Students must attend all face-to-face classes. In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](http://slim.emporia.edu/wp-content/uploads/2009/10/policy-and-procedures-absences-of-weekend-intensive.pdf) (PDF).**SLIM Grade Policy**All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit.  If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.   When a student has been placed on academic probation, an administrative hold will be placed on the student’s record to block future enrollment. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean or director of program administration.  Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.  This policy goes into effect fall 2009 semester.  This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program.  It will also apply to all those who have passed into MLS or doctoral degree candidacy. **SLIM Incomplete Grade Policy****SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:** [**http://www.emporia.edu/grad/docs/policyhandbook2.pdf**](http://www.emporia.edu/grad/docs/policyhandbook2.pdf)**).** SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.  If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.  If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester.  If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student’s record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office. **Faculty-Initiated Student Withdrawal Procedure**Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]* **Academic Dishonesty** At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.) The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. **Disabilities Policy** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. **Contact information for the Office of Disability Services:**Office of Disability Services211 S Morse Hall Emporia State University1200 Commercial Street / Box 23 Emporia, KS 66801*Phone :* 620/341-6637*TTY:* 620/341-6646*Email:* disabser@emporia.edu  |

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