MGMT 5005 / INFO 6610/ MGMT 4611

INFORMATION POLICY

WINTER 2025

SANDRA TOZE

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OFFICE HOURS: Happy to meet at your convenience, just email.

COURSE WEBSITE: Brightspace and Teams

OFFICIAL LAND ACKNOWLEDGEMENT

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

AFRICAN NOVA SCOTIAN ACKNOWLEDGEMENT

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

COURSE DESCRIPTION

This class explores a range of critical information-related issues facing information professionals and organizations and the effects of policies and legislation on information management and organizational effectiveness. Topics include information access, protection of privacy, intellectual property, social media, data analytics, open data, as well as relevant emerging trends in the information sphere. In addition, this class also discusses the roles of all levels of government, the private and not-for-profit sectors and key individuals in developing policies that affect information creation, control, access, and use. While the class focuses on Canadian issues, it also includes international perspectives. Professional ethics guiding information professionals are also discussed.

COURSE PRE-REQUISITES

None

COURSE GOALS

This course will provide an overview of what constitutes information policy, how it is developed, the benefits it provides, and the most significant challenges faced by information professionals in the development, interpretation, and implementation of information policy. While it will provide theories andframeworks for analysis, it will also have a practical focus. The goal is to provide students with the expertise needed to locate, interpret, evaluate, and create information policy in an information and technological landscape that is constantly changing. The course will outline a series of information policy topics, their origin and development, their purpose and benefits, and the information issues and challenges involved.

LEARNING OBJECTIVES & COMPETENCIES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MIM program:

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES	RELEVANT MI CORE COMPETENCIES
An understanding of what information policy is, its purpose, and its value	**Information Management Leadership** ➢ Competencies 1.1-1.6 **Risk Management** Competencies 3.1, 3.3, 3.7	• Digital and technological literacy • Management
An understanding of the policy development process including problem definition and the key stakeholders involved	**Information Management Leadership** Competencies 1.1-1.6	• Management • Communication
The ability to articulate how differences in societal values	**Information Management Leadership**	• Commitment to equity, diversity, inclusion,

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES	RELEVANT MI CORE COMPETENCIES
may lead to conflicting information policies	➢ Competencies 1.1 **Risk Management** Competencies 3.1, 3.3, 3.7	accessibility and decolonization • Evidence-based practices
An understanding of the challenges presented for information policy in a constantly changing information and technology landscape	**Information Management Leadership** ➢ Competencies 1.1, 1.2, 1.6 **Enterprise Architecture** ➢ Competency 2.1 **Risk Management** Competencies 3.1-3.7	• Digital and technological literacy
The ability to locate and interpret applicable information policies and develop briefings and supporting documents appropriate for work in the information policy field	**Information Management Leadership** ➢ Competencies 1.1, 1.6 **Risk Management** Competencies 3.1-3.7	• Management • Evidence based practices
The ability to identify key examples of information policies and understand their historical development and significance	**Information Management Leadership** ➢ Competencies 1.1-1.6 **Enterprise Architecture** ➢ Competency 2.1 **Risk Management** Competencies 3.1, 3.3, 3.7	➢ Management

TECHNOLOGY USED

This course will extensively utilize the Brightspace course management platform. Students will require aninternet-enabled device capable of rendering and interacting with a modern website. MS Teams will be used for our Synchronous events.

INSTRUCTIONAL METHODS

This course will be offered exclusively as an online course via Brightspace. Topics will be explored through assigned readings, recorded presentations, and Brightspace discussion boards. All Teams sessions will be recorded for those who are not able to attend the Live sessions. It is expected that readings be completed in preparation for that week and that students be prepared to participate in discussion each week. MS Teams will be used for our Synchronous events.

LEARNING MATERIALS

Readings for this course are primarily compiled from online textbooks, scholarly articles and government and industry publications.

Readings will be noted in the course schedule as either required or recommended. Please check the Brightspace version of the course frequently as readings may be updated as new items of interest are discovered or become available.

METHOD OF EVALUATION

CLASS PARTICIPATION: 10%

Students are expected to regularly contribute to course discussions. Grades will be assigned based on: clarity of expression, demonstrated completion of assigned readings, and frequency of participation. The expectation is that students thoughtfully contribute to in class discussion topics.

Students are encouraged to bring their own perspectives and opinions to bear on topics that we cover in class. Collectively, we have a wide variety of backgrounds and experiences. The class discussion board will serve as a place not to simply demonstrate that you have completed the readings, but to also engage in discussion about information policy issues.

ASSIGNMENT 1: NEW ITEMS DISCUSSIONS: 10%

Students will be responsible for finding and sharing news items relevant to the topics we cover in class. Each student should share at least two items during the course of the semester. For each

item you should start a new thread on the course website and relate the news item to class themes, readings, and discussions. In addition to sharing news stories, you are encouraged to respond to stories posted by others. For the purposes of this class deliverable, the semester is split into two halves. You may submit both your items in the first half of the semester or one in each half of the semester. You may not submit both items in the second half of the semester:

1st half ends: February 16, 2025

2nd half ends: March 30, 2025

The definition of a relevant news item is quite broad here. It could be a story covering a privacy law issue,news about intellectual property law, a story about a new technology that will alter the information professional's landscape, etc. Try to find interesting stories, and interpret them for the class. Let us knowwhy you choose that story, how you think it is relevant to information policy, and invite discussion aboutthe topic.

You will be graded based both on the quality of your submissions, and your participation in news discussion threads started by other students.

ASSIGNMENT 2: POLICY INTERPRETATION DOCUMENT: 20% (DUE: JANUARY 29)

Students are to select an information policy in their organization or an organization of interest and develop a supporting document that explains the policy, its purpose, key messages, what those affected will need to do differently, and why they should buy-in. The resulting document can be in any format butmust be visually appealing and written in layman's terms (e.g., pamphlet, infographic, decision chart, slidedeck, video).

Your aim in this assignment should be in delivering a clear explanation and interpretation of the document, demonstrating both your own understanding of the policy and your ability to communicatepolicy in a comprehensible manner.

If you have questions about whether or not the information policy you have identified is a good startingpoint for this assignment, please consult me prior to investing too much time.

ASSIGNMENT 3: RESEARCH REPORT: 35% (DUE: MARCH 5TH)

Students are to select an information policy topic of relevance to their chosen career path or organization and develop a research report. For Graduate student the Research Report should be in the range of 3-4000 words, and for the undergraduate 2,500 to 3000 words. The paper should:

- ➢ introduces the topic

- ➢ provides background

- ➢ identifies issues, concerns, or considerations

- ➢ explains how other organizations or jurisdictions have approached it (if applicable)

- ➢ offers expert or industry best practices

- ➢ offers recommendations

The paper should include a minimum of five authoritative sources (peer-reviewed scholarly articles and/or government or industry publications). For MIM students, this paper will inform your presentation at the Intensive.

The scope of acceptable topics for this paper is quite broad, reflecting the broad scope of the class. Please feel free to check your topic, or to discuss with me, prior to beginning the research and writing phase.

Research papers will be assessed based on the quality of research, clarity of writing, importance of topic, and quality of analysis.

ASSIGNMENT 4: INFORMATION POLICY: 25% (DUE: APRIL 2ND)

Students are to develop a policy on an information topic of their choosing. It may be a topic covered in the course work, in previous assignments, or an area in their organization, or your planned organization, where there is an identified need. The policy document should be about 500–1000 words in length. While typically the policy development process would include stakeholder consultation, in this case, students are asked to develop a draft policy ready for

consultation. If their organization has a template for policies, students are to use that; otherwise, they can adopt a template of their choosing.

Grading will be based on the appropriateness of the policy substance and the clarity of the document.

Grades are assigned in accordance with the relevant graduate and undergrade Faculty of Management's marking schemes.

ASSIGNMENT GUIDELINES

➢ Assignments must contain a cover page with your name.

➢ Assignments are due by 11:59pm AST on the dates indicated.

➢ Assignments must be posted to the designated folder on the course site.

➢ Assessment is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking.

➢ Proper citation of references for the research paper is required. You may use any formal citation style you wish, but APSA, APA or Chicago are the most commonly used in Policy Studies. An APA style guide summary is available at the Dalhousie Libraries https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style7.pdf

CLASS, SCHOOL, AND FACULTY POLICIES

GRADUATE GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.

B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

UNDERGRADUATE GRADING POLICY

SEE THE DALHOUSIE DEFINITIONS: **https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html**

CLASS POLICIES

Extended absence from class
- Emergencies/Illness
    - Contact your instructor as soon as possible to inform him or her of your illness.

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ASSIGNMENT (POSTING) EXTENSIONS

Postings, graded or otherwise, must be made by the appropriate deadlines (as per the Schedule page above). Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or other such urgencies. In exceptional circumstances, an extension may be granted at the professor's discretion, if requested in advance of the due date. Late submissions (i.e. your graded posts) will be assessed at a penalty of ten percent. Kindly note that in fairness to all, it is very difficult to grant extensions on the basis of a heavy professional workload which tends to be the case for many and most students throughout any given term. If you are concerned about falling behind or missing deadlines, please reach out to the course instructor in order to proactively discuss the situation and possible remedies.

STUDENT ACCESSIBILITY

An accommodation reduces or removes barriers to ensure fair and equitable access to classroom, testing, co-op/fieldwork environments, extra-curriculars as examples. The following link lists the types of accommodations available at Dalhousie: https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-.html

The Student Accessibility Centre is Dalhousie's centre of expertise on student access, inclusion and accommodation support. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

If you have a learning accommodation it is your responsibility to inform the Student Accessibility Centre. The below link lists the steps for requesting an accommodation. **Please note – accommodations are not renewed automatically, and you must complete the form for each academic term.** https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/requesting-accommodation.html

If your final Exam will take place in Halifax you are responsible for securing invigilation services at the Student Accommodation Centre. The steps for scheduling with the Student Accommodation Centre can be found here: https://www.dal.ca/campus_life/academic-support/accessibility/exams/exam-accommodation.html. Please note that the online request form must be completed by November 17 for the December exams period and by March 22 for the April exams period.

If you will be writing the Exam outside of Halifax you are responsible for informing your Program Co-Ordinator who will help you secure proctoring services. Please contact Maddy Filipps at maddy.filipps@dal.ca for assistance or if you have any questions.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-

negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

➢ Copying a computer file from another student, and using it as a template for your own solution

➢ Copying text written by another student

➢ Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

➢ When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

USE OF GENERATIVE AI IN THIS COURSE

➢ You may use Generative AI e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

➢ You may not submit any work generated by an AI program as your own. If you include material generated by an ai program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

➢ Please see Dalhousie guide for citing AI https://dal.ca.libguides.com/CitationStyleGuide/citing-ai

COURSE SCHEDULE		
Note – due to the nature of these topics new readings and/or substitutions may need to be made during the term. These will be communicated in advance.		
DATE	**TOPICS & ASSIGNMENTS**	**READINGS**
LESSON 1 January 6 – 12	**INTRODUCTION TO INFORMATION POLICY AND THE COURSE** ➤ Live Class – **January 9,** 8:30 am AST	**No assigned Readings for the class.** **These readings will help you over the first weeks:** Sara Bannerman (2020) Introduction (pp. 1-6) + Chapter 1, Whom Do Law and Policy Serve (pp. 7-36) in *Canadian Communication Policy and Law.* Toronto: Canadian Scholars Press, https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=1. Paul T. Jaeger, & Natalie Greene Taylor. (2019). *Foundations of Information Policy*. ALA Neal-Schuman. – Chapters 1 & 2 - available through Dal Libraries: https://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=2229911&site=ehost-live&scope=site Elizabeth Orna (2008) Information policies: yesterday, today, tomorrow. *Journal of Information Science* 34(4): 547-565, https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_journals_1928822243. Robert G. Picard & Victor Pickard (2017) Essential Principles for Contemporary Media and Communications Policymaking. London: Reuters Institute for the Study of Journalism, https://reutersinstitute.politics.ox.ac.uk/sites/default/files/research/files/Essential%2520Principles%2520for%2520Contemporary%2520Media%2520and%2520Communications%2520Policymaking.pdf.

| LESSON 2 January 13 – 19 | INFORMATION AND DATA GOVERNANCE/ INFORMATION POLICY FRAMEWORKS AND INDIGENOUS DATA SOVEREIGNTY ➢ Live Class – **January 16,** 8:30 am AST | Bennett, S. (2017). What is information governance and how does it differ from data governance? Governance Directions, 69(8), 462-467. Dalhousie Libraries PermaLink: https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_rmit_collectionsjats_search_informit_org_doi_abs_10_3316_ielapa_070201793736360

Maggie Walter and Stephanies Russo Carroll (2020) Chapter 1, Indigenous Data Sovereignty, governance and the link to Indigenous policy (pp.1-20) in Indigenous Data Sovereignty, governance and the link to Indigenous policy. Routledge, https://ebookcentral.proquest.com/lib/dal/reader.action?docID=7244759&ppg=14.

Alexander Dirkson (2020) Decolonizing digital spaces, in Elizabeth Dubois and Florian Martin-Bariteau (eds.), Citizenship in a Connected Canada: A Research and Policy Agenda, pp. 23-39. Ottawa, ON: University of Ottawa Press, https://ruor.uottawa.ca/handle/10393/41421.
Alternative link: http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=2676054&site=ehost-live&ebv=EK&ppid=Page-__-22

Government of Canada (2023) The UN Declaration explained, https://www.justice.gc.ca/eng/declaration/what-quoi.html.

Read Article 31 and skim through: Implementing the United Nations Declaration on the Rights of Indigenous Peoples Act (2022), https://laws-lois.justice.gc.ca/PDF/U-2.2.pdf. |
| LESSON 3 | **The Canadian Legal and Policy System** | Bannerman, Chapter 2, Introduction to the Canadian Legal System (pp. 37-46), https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=47, |

| January 20 – 26 | **and Telecommunications Policy in Canada**

 ➤ Live Class – **January 23,** 8:30 am AST | Bannerman, Chapter 8, Telecommunications Policy (pp. 159-187), https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=169.

 Rob McMahon, Heather Hudson & Lyle Fabian (2014) The First Mile Connectivity Consortium and digital regulation in Canada. The Journal of Community Informatics 10(2): 231-240, https://openjournals.uwaterloo.ca/index.php/JoCI/article/view/2741.

 Megan Beretta (2020) Influencing the internet: Lobbyists and Interest groups' impact on digital rights in Canada, in Elizabeth Dubois and Florian Martin-Bariteau (eds.), Citizenship in a Connected Canada: A Research and Policy Agenda, pp. 135-156. Ottawa, ON: University of Ottawa Press, https://ruor.uottawa.ca/handle/10393/41421.

 Information Policy Debate #1: Accessibility & Competition in Canada's Telecom Sector
 Skim through: Affordability and Accessibility of Telecommunications Services in Canada: Encouraging Competition to (Finally) Bridge the Digital Divide. Report of the Standing Committee on Industry, Science and Technology Sherry Romanado Chair, June 2021 43rd Parliament, 2nd Session, https://www.ourcommons.ca/Content/Committee/432/INDU/Reports/RP11439444/indurp07/indurp07- e.pdf.

 ISED Canada (Innovation, Science, and Economic Development Canada) Proposed policy direction to the CRTC for competition, affordability, consumer rights and universal access, July 20, 2022: https://ised-isde.canada.ca/site/mobile-plans/en/policy-direction-crtc-competition-affordability-consumer-rights-and- universal-access.

 Final Order Issuing a Direction to the CRTC on a Renewed Approach to Telecommunications Policy, July |

		20, 2022: https://ised-isde.canada.ca/site/mobile-plans/en/order-issuing-direction-crtc-renewed-approach-telecommunications-policy. Summary of the Government of Canada's new proposed policy direction to the CRTC, June 6, 2022: https://www.canada.ca/en/innovation-science-economic-development/news/2022/05/summary-of-the- government-of-canadas-new-proposed-policy-direction-to-crtc.html.
LESSON 4 **January 27 – February 2**	**INTERNET AND PLATFORM REGULATION** ➢ Assignment 2 – Policy Interpretation document due **January 29** Live Class – **January 30, 8:30 am AST**	Required Readings: Bannerman, Chapter 10, Internet Regulation (pp. 227-258), https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=237. Sabrina Wilkinson (May 2020) Four Phases of Internet Policy Development: Risks to the Public Interest. Journal of Information Policy 1(10): 184-209, https://scholarlypublishingcollective.org/psup/information-policy/article/doi/10.5325/jinfopoli.10.2020.0184/314445/Four-Phases-of-Internet-Policy-Development-Risks. Marisa Elena Duarte (2017) Chapter 6, Network Sovereignty (p.104-121), in Network Sovereignty: Building the Internet Across Indian Country. Seattle: University of Washington Press. Tanner Mirrlees (January 20, 2021) Getting at GAFAM's 'Power' in Society: A Structural-Relational Framework. Heliotrope, https://www.heliotropejournal.net/helio/gafams-power-in-society. Sonja Solomun (March 22, 2021) Toward a Global Platform Governance Research Agenda. Centre for International Governance Innovation (CIGI),

		https://www.cigionline.org/articles/toward-global-platform-governance-research-agenda.
		Further Readings: Safiya Umoja Noble (October 2013) Google search: Hyper-visibility as a means of rendering black women and girls invisible. *InVisible Culture* 19, https://www.invisibleculturejournal.com/pub/google-search-hypervisibility/release/1 **Information Policy Debate #2: FTC vs Facebook** Federal Trade Commission (December 9, 2020) Press Release: FTC Sues Facebook for Illegal Monopolization, Agency challenges Facebook's multi-year course of unlawful conduct, https://www.ftc.gov/news-events/news/press-releases/2020/12/ftc-sues-facebook-illegal-monopolization Bobby Allyn (January 11, 2022) Judge allows Federal Trade Commission's latest suit against Facebook to move forward, January 11. NPR, https://www.npr.org/2022/01/11/1072169787/judge-allows-federal-trade-commissions-latest-suit-against-facebook-to-move-forw The Facebook Files: A *Wall Street Journal* investigation (2021) https://www.wsj.com/articles/the-facebook-files-11631713039. Mark Zuckerberg (February 16, 2017) Building Global Community, https://www.weforum.org/agenda/2017/02/mark-zuckerberg-building-a-global-community-that-works-for-everyone
LESSON 5	**PRIVACY LEGISLATION AND POLICY**	Bannerman, Chapter 5, Privacy (pp. 97-122). https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=107

February 3 – 9	➢ Live Class – **February 6,** 8:30 am AST	Office of the Privacy Commissioner of Canada (2021) Projecting Our Values into Laws: Laying the Foundation for Responsible Innovation, Annual Report to Parliament on the Privacy Act and the Personal Information Protection and Electronic Documents Act, December 9**,** 2020-2021, https://www.priv.gc.ca/en/opc-actions-and-decisions/ar_index/202021/ar_202021/
		Teresa Scassa (2020) A Human Rights-Based Approach to Data Protection in Canada, in Elizabeth Dubois and Florian Martin-Bariteau (eds.), *Citizenship in a Connected Canada: A Research and Policy Agenda,* pp. 173-188. Ottawa, ON: University of Ottawa Press, https://ruor.uottawa.ca/handle/10393/41421.
		UN Human Rights Council, Office of the High Commissioner (October 16, 2019) *Right to Privacy: Report of the Special Rapporteur on the Right to Privacy,* A/HRC/40/63. https://undocs.org/A/HRC/40/63.
		Dr. Jonathan Obar (2022) *What is The Biggest Lie on the Internet?*, https://www.youtube.com/watch?v=fL5F4gDKBSQ.
		Information Policy Debate #3: Security, Privacy & the Banning TikTok Controversy
		Treasury Board of Canada Secretariat (February 27, 2023) *Statement by Minister Fortier announcing a ban on the use of TikTok on government mobile devices*, https://www.canada.ca/en/treasury-board-secretariat/news/2023/02/statement-by-minister-fortier-announcing-a-ban-on-the-use-of-tiktok-on-government-mobile-devices.html.
		Diab R. (2024) The Reasons for Shutting Down TikTok in Canada seem tenuous at Best, the conversation.

		https://theconversation.com/the-reasons-for-shutting-down-tiktok-in-canada-appear-tenuous-at-best-243233 Government of Canada (2019) *The Policy on Service and Digital and the Directive on Service and Digital*, https://www.tbs-sct.canada.ca/pol/doc-eng.aspx?id=32603. ACLU (May 11, 2023) *At Liberty Podcast: Banning TikTok is a Really Bad Idea*, https://www.aclu.org/podcast/banning-tiktok-is-a-really-bad-idea. **Wang Huiyao (April 4, 2023)** US Concerns about China's data security should be addressed, but not with a TikTok Ban**. Centre for China & Globalization,** http://en.ccg.org.cn/archives/79154**.** Pellaeon Lin (March 22, 2021) *TikTok vs Douyin A Security and Privacy Analysis. Citizen Lab*, https://citizenlab.ca/2021/03/tiktok-vs-douyin-security-privacy-analysis
LESSON 6 **February 10 – 16**	Surveillance, Sousveillance and Facial Recognition Technology ➢ News item Discussion for 1st Half ends: **February 16** ➢ Live Class – **February 13,** 8:30 am AST	Bannerman, Chapter 6, Government Surveillance (pp. 123-136). https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=133 Surveillance Studies Centre (May 18, 2022) *Beyond Big Data Surveillance: Freedom and Fairness – _A Report for All Canadians,* https://www.surveillance-studies.ca/news/beyond-big-data-surveillance-report-released. Ruha Benjamin (October 25, 2019) Accessing risk, automating racism: A health care algorithm reflects underlying racial bias in society. *Science* 366(6464): 421-422, https://oar.princeton.edu/bitstream/88435/pr1901zf44/1/AssessingRisk.pdf. Mia Fisher and K. Mohrman (2016) Black Deaths Matter? Sousveillance and the Invisibility of Black Life. *Ada: A Journal of Gender, New Media & Technology* 10:

		1-14, https://web.archive.org/web/20230114153712/https://adanewmedia.org/2016/10/issue10-fischer-mohrman.
		Browse: Data and Society, The Social Life of Algorithmic Harms, https://datasociety.medium.com/list/the-social-life-of-algorithmic-harms-aea308c59118.
		Joy Buolamwini (2017) How I'm fighting bias in algorithms, https://www.youtube.com/watch?v=UG_X_7g63rY.
		Coded Bias's *Universal Declaration of Data Rights as Human Rights,* 2021) https://www.codedbias.com/sign/#sign-name.
		Information Policy Debate #4: Facial Recognition Technology – _The Case of Clearview
		Kashmir Hill (January 18, 2020) The Secretive Company That Might End Privacy as We Know It. *The New York Times,* https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/trade-journals/newscan-secretive-company-that-might-end-privacy/docview/2344262893/se-2?accountid=10406
		Joint investigation of Clearview AI, Inc. by the Office of the Privacy Commissioner of Canada, the Commission d'accès à l'information du Québec, the Information and Privacy Commissioner for British Columbia, and the Information Privacy Commissioner of Alberta PIPEDA Findings #2021-001, February 2, 2021: https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-businesses/2021/pipeda-2021-001
		Office of the Privacy Commissioner of Canada, Police use of Facial Recognition Technology in Canada and

		the way forward. Special report to Parliament on the OPC's investigation into the RCMP's use of Clearview AI and draft joint guidance for law enforcement agencies considering the use of facial recognition technology, June 10, 2021: https://www.priv.gc.ca/en/opc-actions-and-decisions/ar_index/202021/sr_rcmp. Office of the Privacy Commissioner of Canada, Privacy guidance on facial recognition for police agencies, May, 2022: https://www.priv.gc.ca/en/privacy-topics/surveillance/police-and-public-safety/gd_fr_202205.
WINTER BREAK: February 17 – 23		
LESSON 7 **February 24th – March 2**	**ACCESS TO INFORMATION AND DIGITAL INCLUSION** ➢ Live Class – **February 27,** 8:30 am AST	Bannerman, Chapter 11 Access to Information (p.259-275). https://ebookcentral.proquest.com/lib/dal/reader.action?docID=6282022&ppg=269 David Hudson (2012) Unpacking 'information inequality': Toward a critical discourse of global justice in LIS. *The Canadian Journal of Information and Library Science* 36(3/4): 69-87. Available through: https://muse.jhu.edu/pub/50/article/486359/pdf Siobhan Stevenson (2009) Digital divide: A discursive move away from the real inequities. *The Information Society* 25(1): 1-22. https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_pascalfrancis_primary_21275146 International Federation of Library Association's (2016) *Lyon Declaration on Access to Information and Development*, https://repository.ifla.org/server/api/core/bitstreams/b76714be-2010-483f-943c-9617a106c9a7/content.

		Canadia Federation of Library Associations / FCAB (April 2016) *Access to Information & Communication Technologies*, https://cfla-fcab.ca/en/guidelines-and-position-papers/access-to-information-and-communication-technology-ict/.
		Nasma Ahmed & Toby Harper-Merrett (November 13, 2020) The 'Digital Divide' is About Equity, not Infrastructure. *First Policy Response*. The Leadership Lab / Dias, Toronto Metropolitan University, https://policyresponse.ca/the-digital-divide-is-about-equity-not-infrastructure.
		Information Policy Debate #5: Access & Digital Inclusion
		Meg Young, Lassana Magassa & Batya Friedman (2019) Toward Inclusive Tech Policy Design: A Method for Underrepresented Voices to Strengthen Tech Policy Documents. *Ethics and Information Technology*: 89-103. https://link.springer.com/content/pdf/10.1007/s10676-019-09497-z.pdf
		Alternative link: https://ezproxy.library.dal.ca/login?url=https://dx.doi.org/10.1007/s10676-019-09497-z
		Nour Abdelaal & Sam Andrey (January 2022) *Overcoming Digital Divides Series: What We Heard and Recommendations.* The Leadership Lab / Dias, Toronto Metropolitan University, http://policyresponse.ca/tag/overcoming-digital-divides/
		Skim through: Tech Policy Lab (2017) Diverse Voices: A How-to Guide for Facilitating Inclusiveness in Tech Policy. University of Washington. https://techpolicylab.uw.edu/wp-

		content/uploads/2017/10/TPL_Diverse_Voices_How-To_Guide_2017.pdf Alternative link: https://digitalcommons.law.uw.edu/cgi/viewcontent.cgi?article=1022&context=techlab Skim through: Immigrant Services Association of Nova Scotia's brief, Digital Inclusion Policy for Nova Scotia, August 2021, https://isans.ca/resources/digital-inclusion-policy-for-nova-scoti. Skim through: City of Toronto (2022, March) Digital Infrastructure Strategic Framework, https://www.toronto.ca/wp-content/uploads/2022/03/9728-DISFAcc2.pdf.
LESSON 8 **March 3 – 9**	**OPEN DATA AND DATA SHARING** ➢ Assignment 3: Research Report due **March 5** ➢ Live Class – **March 6,** 8:30 am AST	Sunlight Foundation. (2010, August 11). *Ten Principles for Opening Up Government Information*. Retrieved from https://sunlightfoundation.com/policy/documents/ten- open-data-principles/ McKinsey Global Institute. (2013, October). Executive Summary. In *Open Data: Unlocking Innovation and Performance with Liquid Information*. Retrieved from https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/open-data-unlocking-innovation-and-performance-with-liquid-information Government of Canada. 2020. Digital Content Governance and Data Trusts — Diversity of content in the digital age. Retrieved from: https://www.canada.ca/en/canadian-heritage/services/diversity-content-digital-age/digital-content-governance-data-trust.html Canada's National Action Plan on Open Government: https://open.canada.ca/en/content/national-action-plan-open-government

		Government of Canada. (2014, October 9). *Directive on OpenGovernment.* Retrieved from http://www.tbs- sct.gc.ca/pol/doc-eng.aspx?id=28108 Zuiderwijk, A. & Janssen, M. (2014). Open data policies, theirimplementation and impact: a framework for comparison. *Government Information Quarterly, 31(2014),* 17-29. Retrieved from the Science Direct database. Recommended: World Wide Web Foundation. (2025, Jan). *Open Data Barometer: ODB Global Report.* Retrieved from https://opendatabarometer.org/leadersedition/report/
LESSON 9 **March 10 – 16**	**FOCUS ON GLOBAL POLICY ISSUES: DATA / TECH COLONIALISM** ➤ Live Class – **March 13th ,** 8:30 am AST	Required Readings: Sareeta Amrute (2019) Tech Colonialism Today. Rhode Island, EPIC2019 Conference, https://pages.memoryoftheworld.org/library/Sareeta%20Amrute/Tech%20Colonialism%20Today%20%28337%29/Tech%20Colonialism%20Today%20-%20Sareeta%20Amrute.pdf Nick Couldry and Ulises A. Mejias (2019) Chapter One, The Capitalization of Life Without Limit, pp. 3-35 in The Costs of Connection: How Data is Colonizing Human Life and Appropriating it for Capitalism. Stanford University Press. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=2160834&site=ehost-live&ebv=EB&ppid=pp_3 Toussaint Nothias (2022) How to Fight Digital Colonialism in Adom Getachew (ed.) Imagining Global Futures. MIT Press. PDF Provided Maxine Betteridge-Moes (July 21, 2021) How Kiswahili tech terms are pushing for digital rights in East Africa. Quartz,

		https://qz.com/africa/2036362/kiswahili-tech-terms-are-pushing-for-digital-rights-in-africa. Skim through: Rocha Chimerah, Mwanahija Juma, Consolata Mushi, Kithaka wa Mberia, Alfred Mtwali, Kimani Njogu, Salome Nduku, Rayya Timmamy, Rachael Ndichu0Ngugi and Duncan Ogweno (2021) A lexicon of key words in Kiswahili. Digital Rights Projects, http://www.nanjalawrites.com/wp-content/uploads/2021/05/lexicon.pdf-edits.pdf. Information Policy Debate #6: Net Neutrality & Tech Colonialism – The Case of Facebook's Free Basics in India Browse: Internet Freedom Foundation (n.d.), https://internetfreedom.in. From the Internet Archive Wayback Machine: • Save the Internet (December 28, 2015) What Facebook won't tell you about FreeBasics, https://web.archive.org/web/20170517062913/http://blog.savetheinternet.in/what-facebook-wont-tell-you-about-freebasics. Save the Internet (January 25, 2016) Press Release: Over 500 startups sign SaveTheInternet.in's letter urging Prime Minister Narendra Modi to uphold net neutrality, https://web.archive.org/web/20170517172930/http:/blog.savetheinternet.in/startups-pm-letter. Subhayan Mukerjee (2016) Net Neutrality, Facebook, and India's Battle to #SaveTheInternet. Communication and the Public 1(3): 356-361. https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_scopus_primary_629453336 Nithin Coca (March 31, 2016) An open (and open source) campaign takes on Facebook. Mob Lab, https://mobilisationlab.org/stories/open-source-campaign-india-facebook.

| Lesson 10 March 17 -24 | INTELLECTUAL PROPERTY Live Class – **March 20** **8:30 am** | CFLA Statement on Intellectual Freedom and Libraries. https://cfla-fcab.ca/en/guidelines-and-position-papers/statement-on-intellectual-freedom-and-libraries/

 Popowich, S. (n.d.). What we talk about when we talk about intellectual freedom. *Sam Popowich*. Retrieved October 2, 2023, from https://www.spopowich.ca/blog/what-we-talk-about-when-we-talk-about-intellectual-freedom

 Wilson, C.S. (2012, January). Practical IP: an overview of intellectual property part I: trade secrets. *The Advocate,70(1), 63-72.* Retrieved from https://dal.novanet.ca/discovery/fulldisplay?docid=cdi_gale_infotracmisc_A284320984&context=PC&vid=01NOVA_DAL:DAL&lang=en&search_scope=Everything&adaptor=Primo%20Central&tab=Everything&query=any,contains,Wilson,%20C.S.%20(2012,%20January).%20Practical%20

 Turnbull, F. (2014, July). The morality of mash-ups: Moral rightsand Canada's non-commercial user generated content exception. *Intellectual Property Journal 26(2),* 217-226. Retrieved from the Proquest Research Library database.

 Wilkinson, M.A. & Gerolami, N. (2009). The author as agent ofinformation policy: The relationship between economicand moral rights in copyright. *Government Information Quarterly, 26 (2009),* 321-332. Retrieved from Science Direct database.
 Recommended:
 Government of Canada. (2017). Canadian Intellectual PropertyOffice. Retrieved from http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00000.html *Includes Guides to Copyright, Patents, Trademarks and Industrial Designs* |

| LESSON 11

March 24 – 30 | PROFESSIONAL ETHICS

➢ News item Discussion for 2nd Half ends: **March 30**

Live Class – **March 27, 8:30 am AST** | Hauptman, R. (2008). Intermezzo ethics and information: an encyclopedic overview. *Business Information Review, 25(4), 238-252.* Retrieved from Sage Journals.

Weitzner, D.J., Abelson, H., Berners-Lee, T., Feigenbaun, J., Hendler, J. & Sussman, G.J. (2008, June). Information accountability. *Commun. ACM 5(6), 82-87.* DOI: https://doi.org/10.1145/1349026.1349043

McBride, N.K. (2014). ACTIVE ethics: an information systems ethics for the internet age. *Journal of Information, Communication and Ethics in Society, 12(1), 21-43.* Retrieved from https://dal.novanet.ca/discovery/fulldisplay?docid=cdi_crossref_primary_10_1111_ropr_12082&context=PC&vid=01NOVA_DAL:DAL&lang=en&search_scope=Everything&adaptor=Primo%20Central&tab=Everything&query=any,contains,McNeely,%20C.L.%20%26%20Hamm,%20J.%20(2014)

Davison, R. M. (2000). Professional ethics in information systems: a personal perspective. *Commun. AIS*, 3(2es). Retrieved from http://dl.acm.org/citation.cfm?id=374504.374510 |
| **LESSON 12**

March 31 – April 6 | **COURSE WRAP-UP**

➢ Assignment 4: Information Policy due **April 1**

➢ Live Class – **April 3, 8:30 am AST**

➢ Student Learning Experience Questionnaire (SLEQ)

April 3 – 9 | |

MGMT 5015 April 10 – 11 [online]	➢ Student Learning Experience Questionnaire (SLEQ) for Part 2: **April 13 – 19**	Details will be posted in the MGMT 5015 module in advance of the session. See your discussion board for details on the SLEQs
Access to this site ends May 31, 2025		

UNIVERSITY STATEMENTS

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro)
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

CONDUCT IN THE VIRTUAL CLASSROOM – CULTURE OF RESPECT

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class

members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

DIVERSITY AND INCLUSION – CULTURE OF RESPECT

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

CODE OF STUDENT CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

STUDENT USE OF COURSE MATERIALS

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](http://www.dal.ca) and the [Senate](http://www.dal.ca).

UNIVERSITY POLICIES AND PROGRAMS

➢ Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html

➢ Classroom Recording Protocol https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html

➢ Dalhousie Grading Practices Policy https://www.dal.ca/content/dam/www/about/leadership-and-governance/university-policies/grading-practices-policy.pdf

➢ Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html

➢ Sexualized Violence Policy https://www.dal.ca/content/dam/www/about/leadership-and-governance/university-policies/sexualized-violence-policy.pdf

➢ Scent-Free Program https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

LEARNING AND SUPPORT RESOURCES

➢ General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html (Halifax) https://www.dal.ca/admissions/contactus.html (Truro)

➢ Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

➢ On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond) https://www.dal.ca/campus_life/academic-support/On-track.html

➢ Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html

➢ Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous

Student Centre or contact the program at elders@dal.ca or 902-494-6803.) https://www.dal.ca/about/mission-vision-values/mikmaq-indigenous-relations/elders-in-residence-and-traditional-knowledge-keepers.html

➤ Black Student Advising Centre https://www.dal.ca/campus_life/communities/black-student-advising.html

➤ International Centre https://www.dal.ca/campus_life/international-centre.html

➤ South House Sexual and Gender Resource Centre https://www.dsu.ca/ratified-societies/2023/7/5/x48ixck9n12fx3t9aau7nnq5e6d7rl-tasl4-8c37h-bc2xj

➤ LGBTQ2SIA+ Collaborative - https://www.dal.ca/about/mission-vision-values/equity-diversity-inclusion-and-accessibility/about-office-equity-inclusion/community-specific-groups/lgbtq2sia-collaborative.html

➤ Dalhousie Libraries http://libraries.dal.ca

➤ Copyright Office https://libraries.dal.ca/services/copyright-office.html

➤ Dalhousie Student Advocacy Services - https://www.dal.ca/campus-maps/building-directory/studley-campus/sub.html

➤ Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/ombudsperson.html

➤ Human Rights and Equity Services https://www.dal.ca/dept/hres.html

➤ Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

➤ Study Skills/Tutoring http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

APPENDIX I: MIM COMPETENCIES FRAMEWORK – DEFINITIONS OF KEY AREAS

1. INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP

Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

1.1 Identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives.

1.2 Ensure that I&KM strategies and policies are embedded within corporate governance, projects and business processes.

1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.

1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.

1.5 Act as an advocate and facilitator for I&KM strategies, and bridge the continuum between senior management and employees

1.6 Continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed.

2. ENTERPRISE ARCHITECTURE

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

A graduate of the Master of Information Management should understand how to:

2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.

2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions.

2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.

2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.

2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

3. RISK MANAGEMENT

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:

3.1 Identify and value information assets

3.2 Conduct risk assessments

3.3 Develop and evaluate policies to manage information risk

3.4 Advocate risk management at strategic and operational levels

3.5 Build a risk-aware culture within the organization, including appropriate education and training

3.6 Develop risk response processes, including contingency and business continuity programs

3.7 Ensure compliance with relevant legal or regulatory requirements

4. INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

4.1 Develop and evaluate policies relating to information security

4.2 Define and enforce appropriate access levels to confidential information

4.3 Protect data from modification or deletion by unauthorized parties

4.4 Ensure the availability of information resources via appropriate systems, access channels, andauthentication mechanisms

4.5 Implement access controls

4.6 Perform security audits

APPENDIX II: VIRTUAL TEAM GUIDELINES

➢ **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine

➢ **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

➢ **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

➢ **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

➢ **Appoint and refer to a team records manager**. If you are unable to locate shared work, this person could help you find what you are looking for.

➢ **Connect during "live office hours"** to communicate with your instructor.

➢ **Stay present and visible online**. Communicate regularly with your peers via the designated forum.