1.0 PREREQUISITE

The prerequisite for this course is ITM 100 OT ITM102 or enrolled in the 2-year BTM for Public Ontario College Diploma Graduates Program. Students who do not have the prerequisite will be dropped from the course.

2.0 INSTRUCTOR INFORMATION

- Name:
- Office Phone Number:
- E-mail address:
- Faculty/course web site(s): https://my.ryerson.ca
- Office Location & Consultation hours:
  - Your instructor is available for personal consultation during scheduled consultation hours which are posted on their office door or on the course shell in D2L Brightspace. However, you are advised to make an appointment by e-mail or by telephone before coming to ensure that the professor is not unavoidably absent.
- E-mail Usage & Limits:

In accordance with the policy on Ryerson Student E-mail accounts (Policy 157), Ryerson requires that any official or formal electronic communications from students be sent from their official Ryerson E-mail account. As such emails from other addresses may not be responded to. Students are expected to monitor and retrieve messages and information issued to them by the University via Ryerson online systems on a frequent and consistent basis.

3.0 CALENDAR COURSE DESCRIPTION

The objective of this course is to provide students with an opportunity to keep abreast of new topics of importance as they emerge in the field. The Canadian workforce is becoming more diverse and is projected to be more so in the coming years. This course is designed to meet the increasing demand for experts with knowledge of the relationship between ICT and diversity. Topics include ICT in

4.0 COURSE OBJECTIVES AND LEARNING OUTCOMES

This course has seven (7) learning objectives in developing the student’s ITM knowledge and skills at the university degree level.
1. Students will be able to understand diversity and explain the relevance of the relationship between ICT and diversity.
2. Students will critique the advantages and challenges that organizations face in relation to ICT and diversity.
3. Students will be able to evaluate different ICT and diversity concepts and learn to integrate people, ICT/business processes with business strategic goals.
4. Students will be able to examine and critique case studies and articles of organizations that have managed diversity and ICT on a systemic level.
5. Students will be able to critique/justify current practices in relation to the different ICT and diversity topics explored in the course.
6. Students will be able to propose strategies for organizations that want to leverage diversity through ICT to achieve corporate goals.
7. Students will analyze the initiatives undertaken by organizations in regards to ICT and diversity and critique the impact of these initiatives.

5.0 TEXTS & OTHER READING MATERIALS

Title: Mastering Diversity and Inclusion an International Perspective
Author: Jawad Syed and Mustafa Ozbilgin
Publisher: Sage
ISBN: 978-1446294642

Suggested/Recommended Textbook
Title: Global Diversity Management: An Evidenced-based Approach
Author: M. Ozbilgin, A. Tatali and K. Jonsen
Publisher: Palgrave
ISBN: 978-1-137-33433-0

6.0 TEACHING METHODS

This course will incorporate the following teaching and learning methods:
- Regular lectures, prescribed weekly readings, group project work, and case study discussions are the main teaching activities that occur in this course.
- Since a major component of this course is problem-based learning the individual assignments provide the students practice and progressive skill-building that they can apply in the group based project.
- The group project work allows the students to apply the analytical techniques that were introduced in class. In addition, by working in small teams the students develop group interaction and individual and group presentation skills.
The instructor will establish an active learning environment by engaging the students in a Socratic exchange of relevant questions and ideas. Students should expect a frequent and substantive interaction between the instructor and students and among students in every class.
- Those students that actively participate in the learning process will gradually assume ownership of the knowledge contained in the course materials.

7.0 EVALUATION, ASSESSMENT AND FEEDBACK

The grade for this course is composed of the mark received for each of the following components:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Percentage of the Final Grade</th>
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</thead>
<tbody>
<tr>
<td>4 Assignments (4% each)</td>
<td>16%</td>
</tr>
<tr>
<td>Group Project</td>
<td>14%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE:** Students must achieve a course grade of at least 50% to pass this course.

- At least **20%** of student’s grade based on individual work will be returned to students **prior** to the last date to drop a course in **good academic standing**.

**Citation Format for Essays and Term Papers**

All essay assignments, term paper and other written works must adhere with APA citation format. Technical errors (spelling, punctuation, proofing, grammar, format, and citations) and/or inappropriate levels of language or composition will result in marks being deducted. You are encouraged to obtain assistance from the Writing Centre (www.ryerson.ca/writingcentre) for help with your written communications as needed.

You can find APA guidelines and academic referencing from the following online resources:

- Student Learning Support & Online Resources > Writing Support Resources
  - APA Basic Style Guide

- Ryerson Library Citations and Style Guides
  - APA Style

**POSTING OF GRADES**

- All grades, on assignments or tests must be posted or made available to students through the return of their work. Grades on final exams must be posted. However, as there may be other consideration in the determination of final grades, students will receive their official final grade in the course only from the Registrar. Final official course grades may not be posted or disclosed anywhere by an instructor.
• Posting of grades on the Course Management System (D2L Brightspace) is preferred. If grades are posted in hard copy they must be posted numerically sorted by student identification number after at least the first four digits have been removed. Instructors must inform students in all course management documentation of the method to be used in the posting of grades. Students who wish not to have their grades posted must inform the instructor in writing.

• Some graded work will be returned to students prior to the last date to drop a course without academic penalty.

  - All assignments submitted for grading will be handed back as soon as possible, except for the final exam.
  - Some graded work will be returned to students prior to the last date to drop a course without academic penalty.

8.0 TOPICS – SEQUENCE & SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities &amp; Due Dates</th>
</tr>
</thead>
</table>
| 1       | Introduction to Diversity     | • Chapters 1 & 2  
**Supplemental Reading(s):**  
|         | Learning Outcomes             | • Discuss cultural diversity and inclusion  
• Describe the cultural diversity to gain business value  |                        |
| 2       | Gender Diversity and ICT      | • Chapters 3 & 4  
• UN Sustainable Development & Gender Equality  
**Supplemental Reading(s):**  
|         | Learning Outcomes             | • Explain global issues regarding gender equality  
• Discuss the role of ICT in empowering women and girls  |                        |
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<tr>
<th>3</th>
<th>Race, Age, Discrimination and ICT</th>
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</thead>
</table>
| **Learning Outcomes** | • Discuss race and age discrimination at work  
• Discuss the role of ICTs as in contesting discrimination |
| **Supplemental Reading(s):** | • Chapters 5 & 6  
| Assignment 2 | |

<table>
<thead>
<tr>
<th>4</th>
<th>Disabilities and ICT</th>
</tr>
</thead>
</table>
| **Learning Outcomes** | • Identify obstacles disabled individuals face with employment  
• Discuss ICT’s assistive tools for disabled people |
| **Supplemental Reading(s):** | • Chapter 7  
• International Telecommunications Union (2013). The ICT Opportunity for a Disability-Inclusive Development Framework |
| Assignment 3 | |

<table>
<thead>
<tr>
<th>5</th>
<th>Poverty and ICT</th>
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</table>
| **Learning Outcomes** | • Discuss global poverty issues  
• Discuss ICT roles in combating poverty |
| Assignment 4 | |

<table>
<thead>
<tr>
<th>6</th>
<th>Immigration and ICT</th>
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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>• Discuss challenges that new immigrants face</td>
</tr>
<tr>
<td>Intro. to Group Project</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>E-democracy and E-governance Midterm Examination Learning Outcomes</td>
</tr>
<tr>
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</tr>
<tr>
<td>8</td>
<td>Social Media &amp; Diversity Inclusion Learning Outcomes</td>
</tr>
<tr>
<td>9</td>
<td>Educational Diversity &amp; Inclusion Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td>10</td>
<td>Managing Diversity and ICT</td>
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<tr>
<td>----</td>
<td>---------------------------</td>
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</tbody>
</table>
| Learning Outcomes | • Explain the role of leadership in diverse organizations in a global context  
• ICTs for Inclusive Growth |
http://www.statcan.gc.ca/pub/75-001-x/00703/0006579-eng.html  
**Supplemental Reading(s):**  

<table>
<thead>
<tr>
<th>11</th>
<th>Data Diversity, Big Data &amp; Organizations</th>
</tr>
</thead>
</table>
| Learning Outcomes | • Discuss big data diversity  
• Discuss big data for inclusive growth: how technology can help elevate the human condition |
• The Global Information Technology Report 2015  

| 12 | Group Presentation |

**9.0 VARIATIONS WITHIN A COURSE**
All sections of a course (Day and CE sections) will follow the same course outline and will use the same course delivery methods, methods of evaluation, and grading schemes. Any deviations will be posted on D2L Brightspace once approved by the course coordinator.

**10.0 OTHER COURSE, DEPARTMENTAL, AND UNIVERSITY POLICIES**
For more information regarding course management and departmental policies, please consult the ‘Appendix of the Course Outline’ which is posted on the [Ted Rogers School of Information Technology Management website](http://www.tedrsgs.org).
NOTE: Students must adhere to all relevant university policies found in their online course shell in D2L and /or on the following URL: senate-course-outline-policies.

The appendix covers the following topics:

1. Attendance & Class Participation
2. Email Account
3. Request for Academic Consideration
4. Examinations & Tests
5. Late Assignments
6. Standard of Written Work
7. Academic Grading Policy
8. Academic Integrity
9. Student Rights