

# ITM 735 - ICT and Diversity Management

## COURSE OUTLINE FOR 2026-2027

Semester, Section  
Classroom, Class Time

Prerequisite(s): ITM 100 or ITM 102 or in the 2-year Business Technology Management Ontario College Diploma Graduate Program

### **Faculty/Contract Lecturer Information**

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- **Faculty/Contract Lecturer Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:** (416) 979 – 5000, ext.
- **Course Website:** my.torontomu.ca (for courses using D2L)
- **Email Address:** youremail@torontomu.ca

**Mode of Course Delivery:** In-person

### [Academic Program Advising Contacts](#)

**Chair/Director for this Course:** Sameh Al Natour

### **Email Policy**

Students are expected to monitor and retrieve messages and information sent through D2L and TMU email on a frequent and consistent basis. In accordance with the Policy on TMU Student E-mail Accounts ([Policy 157](#)), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Communications sent from other accounts may be disregarded.

### **Course Description**

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This course introduces students to the core principles of equity, diversity and inclusion (EDI). It examines the ways that ICTs (information and communication technologies) enable and inhibit EDI in organizations and explores how ICTs can better serve diverse customers and communities. Students will learn how organizations benefit from diverse ICT workforces, critically assess strategies for achieving workforce diversity in the ICT sector and propose approaches to achieve greater inclusion.

## Course Details

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### Teaching Methods

If you are registered in an in-person or a virtual classroom, instruction will take place at scheduled hours, following the approach outlined in D2L Brightspace. If you are registered in a Chang School Distance Education course, please follow the schedule, course outline and learning modules as outlined in D2L Brightspace.

**Note:** All assessments in this course, regardless of its delivery format, will be held in-person on campus. This applies to in-person, virtual, and online courses, including sections/courses delivered through the Chang School.

### Teaching Methods

Instruction (lectures, class discussion, case studies) will take place at the scheduled hours.

### Course Materials

There is no textbook for this course. The course draws on readings and audio-visual resources from a wide variety of sources. The reference list and links to view course materials will be provided on D2L.

### Course Learning Outcomes

#### Outcomes

1. Students will be able to explain core principles of equity, diversity and inclusion (EDI).
2. Students will be able to discuss ways in which ICTs (information and communication technologies) enable and inhibit equity, diversity and inclusion.
3. Students will be able to develop strategies for organizations to use ICTs to better serve diverse customers and communities and advance equity and inclusion.
4. Students will be able to explain how organizations benefit from diverse workforces, critically assess strategies for achieving workforce diversity in the ICT sector and propose approaches to achieve greater inclusion.
5. Students will be able to analyze initiatives undertaken by organizations regarding ICT and EDI and critique the impact of these initiatives.

### Academic Integrity

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. [Senate Policy 60: Academic Integrity](#) defines academic misconduct, provides a non-exhaustive list of examples of

behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the faculty/contract lecturer, is considered a violation of Policy 60.

## **Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring**

### **Generative AI Course Policy**

Use of Generative AI (e.g. ChatGPT, Grammarly, Perplexity, DeepL Translator) to develop or assist with any ideas or material submitted for coursework is expressly prohibited in this course. Use of Generative AI in this manner will be considered a breach of Policy 60.

### **Turnitin or another originality detection software**

Turnitin is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist faculty/contract lecturers in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives faculty/contract lecturers some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which faculty/contract lecturers must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. We strongly recommend that faculty/contract lecturers can opt to have student's papers included in TMU's institutional repository rather than the default Turnitin repository. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their faculty/contract lecturer to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when a faculty/contract lecturer has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the faculty/contract lecturer has reason to suspect that an individual piece of work has been plagiarized, the faculty/contract lecturer is permitted to submit that work in a non-identifying way to Turnitin.

## Copyright

The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

## Academic Integrity Resources

To learn more about Policy 60 and how to avoid academic misconduct, please review and take advantage of these resources:

- Policy 60: Academic Integrity: [www.torontomu.ca/senate/policies/academic-integrity-policy-60/](http://www.torontomu.ca/senate/policies/academic-integrity-policy-60/)
- Academic Integrity Office website: [www.torontomu.ca/academicintegrity](http://www.torontomu.ca/academicintegrity)
- “Academic Integrity in Space” game: <https://games.de.torontomu.ca/aio/#/>
- “Academic Integrity in Cyberspace!” game: <https://www.torontomu.ca/aic/#/>
- Student Life and Learning Support: [www.torontomu.ca/student-life-and-learning/learning-support](http://www.torontomu.ca/student-life-and-learning/learning-support)

### **If you are a student registered with Academic Accommodation Support (AAS):**

Please inform your faculty/contract lecturer if you have test accommodation needs that include the use of assistive technology (including text-to-speech, dictation, or literacy software). Some software may require additional configurations by the faculty/contract lecturer, so it is important you inform them in advance and leverage the sample quiz to ensure the tools are compatible with the Brightspace Quiz in LockDown Browser.

However, not all Assistive Technology tools approved by AAS work well with Respondus' software; if your experience of the sample quiz does not function as expected, please notify your faculty/contract lecturer and/or Accommodation Facilitator.

## Digital Learning Tools used in this course

This course utilizes D2L Brightspace to enhance your course learning experience by centralizing access to course materials, collaborative (Discussions, Groups) and assessed (Assignments, Quizzes) activities, as well as to feedback and Grades.

- Costs: The tool does not result in additional costs to you.
- Other requirements: Some additional technical requirements for its usage include a device and web browser that is compatible with Brightspace.
- Account creation: You are required to have an active TMU account for use of D2L Brightspace.
- Data privacy and usage: This tool has access to your name, student number, TMU email address, and course-related activity (e.g. Assignment submissions, Discussion posts, Quiz attempts), and it is visible to course Instructors, Academic Assistants, Graders, etc. This information will be retained within D2L Brightspace

for 2 years after the course expires, in case of potential appeals or FIPPA requests.

- Opt-out options: This tool does not have an opt-out policy, though you may inquire with your instructor regarding alternative assessment options, if available.

For technical support regarding D2L Brightspace, please visit [TMU's D2L Brightspace Student Tutorials](#).

## Topics and Course Schedule

Refer to D2L for the weekly course readings list.

| Week | Topic (order and content subject to change)                                                                                                                                                                                                                                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2 | <b>Introduction to Equity, Diversity and Inclusion (EDI)</b><br><b>ICTs as Enablers and Inhibitors of EDI</b> <ul style="list-style-type: none"><li>• Explain the business case for EDI</li><li>• Identify systemic barriers to EDI</li><li>• Explain how ICTs enable and inhibit EDI</li></ul> |
| 3    | <b>The ICT Workforce</b> <ul style="list-style-type: none"><li>• Understand the demographics of the ICT workforce in Canada</li><li>• Discuss approaches to diversifying workforces</li></ul>                                                                                                   |
| 4    | <b>The Digital Divide</b> <ul style="list-style-type: none"><li>• Identify the dimensions of the digital divide in Canada</li><li>• Explain the exclusionary impacts of the digital divide</li></ul>                                                                                            |
| 5    | <b>ICTs and Gender</b> <ul style="list-style-type: none"><li>• Identify and assess systemic barriers to inclusion based on gender</li><li>• Explain how ICTs enable and inhibit EDI for women</li></ul>                                                                                         |
| 6    | <b>ICTs and Racialization</b> <ul style="list-style-type: none"><li>• Identify and assess systemic barriers to inclusion faced by racialized populations</li><li>• Explain how ICTs enable and inhibit EDI for racialized populations</li></ul>                                                 |
| 7    | <b>ICTs and Indigenous Communities</b> <ul style="list-style-type: none"><li>• Identify and assess systemic barriers to inclusion faced by Indigenous populations</li><li>• Explain how ICTs enable and inhibit EDI for Indigenous populations</li></ul>                                        |
| 8    | <b>ICTs and Disability</b> <ul style="list-style-type: none"><li>• Identify and assess systemic barriers to inclusion faced by disabled populations</li><li>• Explain how ICTs enable and inhibit EDI for disabled populations</li></ul>                                                        |

| Week | Topic (order and content subject to change)                                                                                                                                                                                                      |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9    | <b>Managing Diversity and ICTs</b> <ul style="list-style-type: none"> <li>Explain the principles of intersectionality and its impact on EDI</li> <li>Identify and evaluate organizational strategies to advance EDI in the ICT sector</li> </ul> |
| 10   | <b>ICTs and Sustainability</b> <ul style="list-style-type: none"> <li>Discuss environmental impacts of the ICT sector</li> <li>Explain how the differential impacts on diverse populations</li> </ul> <b>Group Presentations</b>                 |
| 11   | <b>Group Presentations</b>                                                                                                                                                                                                                       |
| 12   | <b>Group Presentations and Exam Review</b>                                                                                                                                                                                                       |

## Evaluation

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

| Evaluation Component                                                                                                                                                                                                                                                                                                                             | Due Date                               | Percentage of the Final Grade | Anticipated Return Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------|-------------------------|
| Reflection Exercise                                                                                                                                                                                                                                                                                                                              | Week 2                                 | 5%                            | Week 4                  |
| Test (In-class)                                                                                                                                                                                                                                                                                                                                  | Week 6                                 | 15%                           | Week 8                  |
| Individual Assignment                                                                                                                                                                                                                                                                                                                            | Week 8                                 | 25%                           | Week 10                 |
| Group Assignment                                                                                                                                                                                                                                                                                                                                 | Due Week 10, presentations Weeks 10-12 | 15%                           | Prior to final exam     |
| Final Exam (cumulative)                                                                                                                                                                                                                                                                                                                          | TBD                                    | 40%                           |                         |
| <b>Final Grade</b>                                                                                                                                                                                                                                                                                                                               |                                        | <b>100%</b>                   |                         |
| Note: Students must achieve a course grade of at least 50% to pass this course. At least 20% of the grade based on individual work will be returned to students prior to the last date to drop a course in good academic standing. For Fall 2026 this must be before Friday, November 20, 2026 and for Winter 2027 before Friday, April 2, 2027. |                                        |                               |                         |

Check the final exam schedule one month prior to final exams for details.

## Late Assignments

Students must submit assignments on time. Late assignments will be accepted only at the discretion of the instructor and will be penalized accordingly per full or partial calendar day late.

If an assignment is to be submitted to turnitin.com, it is only considered to be received once a fully computer-readable text version of the paper (e.g. .docx, .pdf, etc.) has been successfully uploaded to the assignment inbox on turnitin.com. For example, if a student initially uploads a blank .docx file or one containing only graphics, the assignment is considered to be late until the correct file is received.

## University Policies

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You are reminded that you are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

## Important Resources Available at Toronto Metropolitan University

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- **Addressing Academic Concerns:** Students are expected to address any questions or concerns through open and timely communication with the course faculty/contract lecturer, as soon as they arise. If a concern cannot be resolved through this initial communication or if additional support is required, students are encouraged to reach out to their program advisor or the chair/director of the teaching department for further guidance. These individuals can help provide clarity, facilitate next steps, and ensure that matters are reviewed in a fair and appropriate manner.
- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For Extenuating Circumstances, [Policy 167: Academic Consideration](#) allows for a once per semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright:
  - [Copyright FAQs for Faculty/Contract Lecturers](#)
  - [Copyright FAQs for Students](#)
- Information on Academic Integrity:
  - [Academic Integrity for Faculty/Contract Lecturers](#)
  - [Academic Integrity for Students](#)

## Accessibility

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- At Toronto Metropolitan University, we are committed to ensuring that all courses are accessible to everyone and to removing barriers that may prevent some individuals from enrolling in courses.
- All technologies and tools used in this course are accessible.
- Students who discover an accessibility barrier with any of the course materials or technologies should contact their faculty/contract lecturer.
- As outlined in [Policy 159: Academic Accommodation of Students with Disabilities](#), students are required to proactively consult with AAS, the faculty/contract lecturer, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.

## Academic Accommodation Support

[Academic Accommodation Support](#) (AAS) is the university's accessibility services office, supporting students with disabilities. AAS works with students, faculty, and staff to create inclusive learning environments, reduce barriers, and promote accessibility across the university.

If you have (or suspect you may have) a disability, AAS can provide consultation, guide you through registration, develop accommodation plans where appropriate, and connect you with supports and services. For information about eligibility, documentation requirements, registration, deadlines, and available services, visit [AAS](#).

Academic Accommodations (for students with disabilities) and Academic Consideration (for short-term extenuating circumstances) are governed by **different university policies**. [Learn more about each process](#) and how to access support. Students registered with AAS may request academic consideration (related or unrelated to their

disability) if they experience extenuating circumstances that impact their ability to meet their shorter term academic obligations. This includes short term physical or mental health issues that are sudden/acute (e.g, the flu), unexpected illness or injury, hospitalization or treatment, and significant aggravation of a pre-existing condition. Please see [Policy 167: Academic Consideration](#) for more information and details.

Please note that there is no accommodation for missing/rescheduling or reweighting of tests - this is considered an alternate arrangement. Any student who misses a test/exam will be directed to submit an ACR to explore if possible alternate arrangements under [Policy 167: Academic Consideration](#) can apply .

## Wellbeing Support

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At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- **Distress Line:** 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- [Good2Talk](#): 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- [GuardMe Student Support Program \(GMSSP\)](#): 24/7 access to confidential support through counsellors via the [Student Support app](#) or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- [Centre for Student Development and Counselling](#): 416-979-5195 or email [csdc@torontomu.ca](mailto:csdc@torontomu.ca)
- [Consent Comes First – Office of Sexual Violence Support and Education](#): 416-919-5000 ext 3596 or email [osvse@torontomu.ca](mailto:osvse@torontomu.ca)
- [Medical Centre](#): call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University's Wellbeing Central](#) website.