

(C) ITM735 – ICT and Diversity Management

COURSE OUTLINE FOR 2025-2026

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

Faculty Information

- **Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:**
- **Course Website:**
- **Email Address:**

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

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

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.

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

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. Instructors can opt to have student's papers included in the Turnitin database or not. 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 an 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 any plagiarism detection service.

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/
- Academic Integrity Office website: 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

Topics and Course Schedule

Refer to D2L for the weekly course readings list.

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

Week	Topic (order and content subject to change)
8	ICTs and Disability <ul style="list-style-type: none"> Identify and assess systemic barriers to inclusion faced by disabled populations Explain how ICTs enable and inhibit EDI for disabled populations
9	Managing Diversity and ICTs <ul style="list-style-type: none"> Explain the principles of intersectionality and its impact on EDI Identify and evaluate organizational strategies to advance EDI in the ICT sector
10	ICTs and Sustainability <ul style="list-style-type: none"> Discuss environmental impacts of the ICT sector Explain how the differential impacts on diverse populations Group Presentations
11	Group Presentations
12	Group Presentations and Exam Review

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	Weeks 2	5%	Weeks 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%	Before April 30 th
Total		100%	

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. .doc, .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

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](#). Please refer to the [Course Outline Appendix](#) for more detail.

Important Resources Available at Toronto Metropolitan University

- [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.

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The [Remote Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright for [Faculty](#) and [students](#).
- Information on Academic Integrity for [Faculty](#) and [students](#).

Accessibility

- 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 disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about [Academic Accommodation Support](#).
- Learn [how to register with AAS](#).
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

Wellbeing Support

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)
- [Keep.meSAFE](#): 24/7 access to confidential support through counsellors via [My SSP app](#) or 1-844-451-9700
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If non-crisis support is needed, you can access these campus resources:

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