



**MOS 2228B – Introduction to Managerial Accounting  
Intersession  
Section 550**

**CONTACT INFORMATION:**

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**CLASS INFORMATION:**

Section 550: Monday – Thursday , Zoom 9:30am – 12:30pm

**OFFICE APPOINTMENTS:**

Office Hours: *By appointment only* (in person or virtual)

**COURSE DESCRIPTION:**

Students will examine how accounting information is used within organizations to plan, monitor and control. The purpose of this course is to ensure students have a basic understanding of how such management accounting systems and controls operate, the language they use and their limitations. Students will understand why and how management accounting differs from financial accounting, learn basic analytical techniques, and gain a better understanding of the workings of an organization. The practical business applications of management accounting theory will be discussed, along with the methods utilized to format accounting information in a way to support business decisions.

Antirequisite(s): Business Administration 2257 Note: Students interested in pursuing an HBA Degree at the Richard Ivey School of Business should not take this course in second year as Ivey does not recognize this course as part of the HBA degree. Instead, students should take Business Administration 2257 as required by Ivey.

Prerequisite(s): 5.0 courses at University level, and enrollment in second year BMOS program. Antirequisite: Business 2257 Extra Information: 3 lecture hours.

An examination of the theories and applications of managing human relations and the dynamics of interaction within organizations.

**COURSE OBJECTIVES:**

The overall objective of this course is to develop your knowledge of, and your ability to use, managerial accounting information. At the conclusion of this course you will be expected to:

1. Explain the function and role of management accountants within an organization.
2. Explain and apply the various cost classification concepts that are fundamental to the language of management accounting and utilize this information in various cost accounting systems including job-order costing, process costing, activity-based costing, absorption and variable costing, inventory management and standard costing.
3. Utilize cost-volume-profit analysis to determine contribution margin, break-even points and target sales levels.
4. Demonstrate an understanding of how cost structure can affect profitability and apply management

accounting tools to various cost structures.

5. Demonstrate an understanding of how relevant costs affect a management accounting decision.

6. Develop an understanding of key terms and tools used by management accountants and begin to develop problem solving and critical thinking skills useful in business decision-making for incremental analysis, pricing and budgeting.

7. Develop an understanding of different budgeting systems, responsibility center accounting and the use of balanced scorecards to maintain quality.

### **STATEMENT ON ACCEPTABLE USE OF GENERATIVE AI**

It is highly advised that students read and summarize their selected academic article manually. This course does not forbid the use of AI to summarize articles. Students should be advised that generative AI often generates assumed content in the summary of the article, in the context of accounting it will often add rules or insights from other regions with various accounting rules and standards.

It is completely acceptable to use AI to assist with creating graphics or slides for the article presentation.

Students are advised to always review all generative AI results.

The use of AI along with any form of technology or communication is forbidden during exams.

### **COURSE MATERIALS:**

#### **Required:**

1. MOS 2228B Workbook – This is a custom workbook that is used each week and is essential. A digital version of this book is made available to without charge to intersession students.

2. Financial Accounting, Canadian 8th Edition , Kimmel , Wiley. The E-book is available for \$89 and the hard copy for \$141.80. This book *is only suggested to students who want secondary materials.*

### **COURSE EXPECTATIONS:**

***Intersession Contribution / Attendance Opt-Out Option:*** For the 3-week intersession students have the option to opt-out of the attendance / contribution portion of the course. They must indicate so by completing the “Contribution Opt Out” Quiz on the Brightspace site, no later than the start of the fourth-class session. A student who chooses to opt-out of contribution, will have the evaluation re-weighted evenly to the two tests.

1. **Attendance:** Students are expected to attend all classes. Students are permitted to miss *two sessions* without notice or documentation. This does not apply to dates when the student is scheduled for a presentation. Any students missing more than two sessions should seek out accommodation from their academic councillor for a prolonged absence. At the discretion of individual instructors, any student who misses more than 25% of scheduled classes will receive a class contribution grade of 0 out of 10 for the course.

2. **Preparation:** Assigned materials (text, readings and cases) should be prepared prior to class. The class will have active discussion based on the material so being prepared is critical.

3. **Contribution:** Individual contributions may consist of: responding to questions; summarizing key concepts; analyzing case details; presenting relevant outside references; posing questions; or otherwise enriching the learning experience in the class.

4. **Group work:** Group work will occur during the course and active participation from all members is expected. *The instructor reserves the right to gather peer feedback and apply penalties including a mark of zero when necessary.*

5. **Peer Review Process** – A peer review process will be applied towards at the end of the semester to review participation in all group work elements of the course. *If a student is flagged during this process, they will automatically have all group based assignments adjusted to the lower of: Reweighting evenly*

between the tests or a 20% penalty to all group-based assignments. If the student feels this flag is inappropriate, they may request the instructor to investigate. However, if it is determined that less than a University level effort was exhibited, a mark of zero will be assigned for all group work.

**EVALUATION:**

Evaluation	Date / Time	Percentage
Workbook Homework Submissions	Throughout Semester	10%
Test	Thursday June 11 <sup>th</sup> 9:30am	35%
Topic Tutorial	Throughout Semester	10%
Group Article Presentation	Due June 5 <sup>th</sup> at 11:55pm , accepted without penalty until June 9 <sup>th</sup> at 11:55pm	15%
Group Final Budget Assignment	Due June 15 <sup>th</sup> at 11:55pm, accepted without penalty until June 18 <sup>th</sup> at 11:55pm	30%

**GROUP ARTICLE PRESENTATION:** Groups will be required to find a peer reviewed academic article related to any of the topics covered throughout the semester. Groups will need create a presentation that:

- i. Summarizes the article and key teaching points
- ii. Compare and relate the article to the appropriate course content
- iii. Field a question-and-answer period with the class.

**TEST:** Tests will cover all material covered in the course up-to-date and be cumulative. They will use a combination of multiple choice and short answer, with an emphasis on short answer. You may not self-report for the test.

**WORKBOOK HOMEWORK ASSIGNMENTS:**

Students will be asked to submit handwritten notes of their attempts at each chapter of the workbook. Due dates will be placed sporadically for each chapter, to allow students some flexibility in their scheduling. The homework will be evaluated based on the criteria of was a fair University level attempt made at every question. The use of AI will result in a zero for that submission. Late submissions will receive a 10% penalty per day and no extensions will be offered. Any absences for submissions should be handled formally through the student absence portal.

**TOPIC TUTORIALS:**

Students will be assigned a random topic from the course. Students will be required to make a new example scenario and create a walkthrough tutorial on how to solve the situation.

**GROUP FINAL BUDGET ASSIGNMENT:**

The same group as the article presentation, will prepare a budgeting assignment based on a mini-case study. More details will be provided on an assignment sheet.

**Tentative Class Schedule / Syllabus**

Please see Brightspace

**Policies and Procedures (as of September 1, 2025)**

Requests for Relief from Academic Decisions

- Undergraduate Procedures

Scholastic Offences

- Undergraduate Procedures

Senate Review Board Appeals

- Procedures

## FASS Appendix



### Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2025-2026

#### Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the [Student Code of Conduct](#).

#### Statement on Gender-Based Sexual Violence

Huron University is committed to building and maintaining a safe learning and working environment. As an institution and community, we are committed to working collaboratively with leaders, students, faculty, and staff to address gender-based sexual violence through prevention and response efforts.

As an academic community who cares for each other and the world, gender-based violence is unacceptable and will not be tolerated. In partnership with community members, Huron will strive towards a campus that is free from gender-based violence in all forms by creating a culture of consent, gender inclusivity, anti-oppression and support, and establishing respectful policies, processes, and support that reinforce this commitment.

Huron recognizes that a culture change regarding gender-based sexual violence requires ongoing commitment from the entire community. It takes time, persistence, and active engagement from everyone to achieve our goal. Huron remains committed to working to end gender-based and sexual violence on our campus and within our larger Western community.

If you are experiencing or have experienced gender-based violence (either recently or in the past), you can find information about support services for survivors at the following website: <https://huronu.ca/community-safety/gender-based-sexual-violence/>

To connect with Huron's Gender-Based Sexual Violence Advocacy Specialist, please fill out this appointment request form: [https://huron.ontarionow.ca/external/referral/?t=gbsv\\_self\\_referral](https://huron.ontarionow.ca/external/referral/?t=gbsv_self_referral)

#### Prerequisite and Anti-requisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

#### Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the various policies related to examinations and grading here: [Academic Calendar – Examinations and Grading](#)

### **Statement on Scholastic Offences**

Scholastic offences are taken seriously, and students who have committed an act of academic dishonesty should expect significant consequences for their actions. Students are directed to read the [Policy on Scholastic Offences](#), specifically, the definition of what constitutes a scholastic offence. The appeals process is outlined in the [Procedure for Undergraduate Scholastic Offences](#). Non-scholastic offence appeals are outlined in the [Procedure for Undergraduate Student Academic Requests for Relief](#).

All University policies apply to the use of **Generative Artificial Intelligence**. Plagiarism is defined as “copying or stealing another’s words or ideas and attributing them as one’s own.” This definition includes, but is not limited to, the unauthorized use of Generative Artificial Intelligence to create content submitted as one's own work. Use of Generative AI tools (such as ChatGPT, Microsoft Copilot, etc.) in a way that violates the rules of the course syllabus is a scholastic offence.

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>). Additionally, computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of

accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

For detailed guidance, please download the [Academic Consideration Guidance 2025-2026](#) from the Huron University website.

To contact the Huron Academic Advising Team, please visit: <https://huronu.ca/student-life/student-services/academic-advising/>

### **Policy on Academic Consideration**

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs found [here](#). As applicable, students should also review the policy for Accommodation for Religious Holidays found [here](#).

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the Office of the Registrar (e.g. December and April exams) and for practical laboratory and performance tests typically scheduled during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. Additionally, an instructor may deny academic consideration for any assessment that is not required in the calculation of the final grade or where there is already flexibility in the submission timeframe. Please refer to the course outline for details regarding these specific assessments (as applicable).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate (found [here](#)) or, where that is not possible, equivalent documentation by a health care practitioner.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronu.ca/student-life/student-services/>

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: [Faculty and Staff Directory - Huron University](#).

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, [Academic Advising - Huron University](#), or review the list of official [Sessional Dates](#) on the Academic Calendar.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: [Student Services - Huron University](#)

Student Quick Reference Guide: [Student Services - Huron University](#)  
Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: [Huron University College Students Council - Huron University](#)  
Western USC: <http://westernusc.ca/your-services/#studentservices>  
Western Office of the Registrar: <https://registrar.uwo.ca/>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit [Wellness & Safety - Huron University](#) for more information or contact staff directly:

Wellness Information links: <https://linktr.ee/huronwellness>  
Appointment request form: <https://huron.emhware.ca/self-referral>  
Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through <https://www.uwo.ca/health/>.

Western Calendar: [Academic Calendar – Western University \(uwo.ca\)](#)

## **Guidance on Generative AI, Huron University Fall 2025**

### **Introduction**

Artificial intelligence is transforming higher education and society at an unprecedented pace. Generative artificial intelligence (GenAI) tools are now ubiquitous in student life: a recent survey found that 78 percent of Canadian post-secondary students have used AI to help with assignments or study tasks. Despite widespread adoption and reported improvements in the quality of their work, many students express concerns about whether they are genuinely learning or retaining knowledge.

Emerging research raises serious questions about the cognitive impact of uncritical AI use. A recent systematic review links over-reliance on AI dialogue systems to declines in critical thinking and analytical reasoning, as students increasingly accept AI-generated outputs without sufficient scrutiny.

While concerns around ethics, academic integrity, and the erosion of critical thinking rightly persist, AI literacy is now a fundamental workplace skill. This document outlines practical strategies and key considerations for teaching and learning in a world increasingly shaped by AI. Links to sample syllabus statements, policies, assessment ideas, and related resources can be found in the Appendix.

### **Policy on Generative AI in Courses**

All existing University policies apply to the use of GenAI in teaching, learning, and assessment. Instructors have complete autonomy to establish course- and assignment-level policies for acceptable use, provided those policies align with any department-wide parameters. Policies may range from prohibiting AI entirely to permitting its use in specific tasks or imposing minimal restrictions.

However, because GenAI features are now widely embedded in everyday tools—search engines, Microsoft 365 applications, Google Docs, and more—it is nearly impossible to enforce an absolute ban. Instead, instructors should explicitly define which AI-assisted functions are allowed or prohibited in their courses. Western’s institutional Microsoft license now includes access to Microsoft Copilot; be sure to clarify if and how Copilot may be used in your course.

Instructors should revisit these course-level GenAI policies each term as tools and best practices evolve.

### **Syllabus Statements**

Course syllabi must explicitly state the policy on GenAI—whether tools are permitted, restricted to specific tasks, or prohibited—and in what circumstances. Each assessment must include clear AI-use instructions, which should be reinforced regularly in oral and written formats to prevent confusion for students navigating different expectations in different courses. If GenAI is prohibited, explain why its use would undermine the course’s pedagogical objectives.

When GenAI is permitted, course guidelines should specify how AI-generated content is to be acknowledged and cited. Instructors may also require a statement describing how AI tools were used in an assignment, including the prompts and responses, and a brief reflection on how AI assistance affected the work. Guidance on citing GenAI has been issued by the [American Psychological Association](#) (APA), the [Modern Language Association](#) (MLA), and the [Chicago Manual of Style](#).

The syllabus might also note that students may be asked to explain their work in a meeting with the instructor, reinforcing accountability and adherence to course policies for acceptable use of GenAI. Instructors should disclose any AI applications used in developing or delivering course materials to model transparency.

### **Assessment**

As AI reshapes academic and professional contexts, traditional assignments such as essays may no longer

accurately assess student learning. Instructors are encouraged to adopt assessment approaches that emphasize critical analysis, creative problem solving, personal reflection and context-based application—skills that AI cannot fully replicate. Formats such as oral presentations, in-class discussions, project-based assignments, and case studies invite students to demonstrate their understanding in authentic scenarios.

At the same time, judicious use of AI for research, brainstorming, or drafting can enrich learning when governed by clear guidelines for attribution and ethical practice. Balancing AI-resistant tasks with responsible AI integration both upholds academic integrity and equips students for a future where AI fluency is essential. For example, low-stakes AI practice exercises, where students learn to craft effective prompts, evaluate model outputs, and fact-check information, offer a safe environment to build the critical AI literacy they will need in and beyond the classroom.

Decisions about resisting or leveraging AI should be grounded in disciplinary standards, learning outcomes, and the specific pedagogical context. Instructors are encouraged to collaborate with colleagues and to consult the resource list, which includes repositories with sample assignments that incorporate both AI-resistant and AI-integrated approaches.

### **Academic Integrity and Ethics**

Instructors should engage students in discussions about academic integrity and the value of original work, as well as the ethics of GenAI by examining its benefits alongside risks related to algorithmic bias, hallucinations, privacy, copyright, and intellectual property. Consider co-designing an “AI Honour Code” with students to foster shared responsibility and accountability. Ensure students understand that any use of GenAI beyond approved course guidelines, or any failure to properly acknowledge its contributions, constitutes academic dishonesty under Western’s [Policy on Scholastic Offences](#).

The following statement has been added to the appendix to course outlines: All University policies apply to the use of Generative Artificial Intelligence. Plagiarism is defined as “copying or stealing another’s words or ideas and attributing them as one’s own.” This includes, but is not limited to, the unauthorized use of Generative Artificial Intelligence to create content submitted as one’s own work. Use of Generative AI tools (such as ChatGPT and Microsoft Copilot) in a way that violates the rules of the course syllabus is a scholastic offence.

### **AI Detection**

AI detection software poses privacy risks and cannot definitively prove that a student has or has not used AI. These tools are easy to circumvent and often flag false positives; non-native English speakers’ writing is especially vulnerable. Western discontinued Turnitin’s AI-detection feature in January 2024, and third-party detectors pose privacy and data-security risks. We therefore advise against uploading or pasting student work into any AI-detection service not supported by the University.

Rather than rely on detectors, look for telltale signs of AI-generated text: fabricated references, factual errors, formulaic phrasing (over-reliance on bullet points or lists), excessive wordiness, or an impersonal tone. Complement these observations with traditional methods: verify citations, compare submissions to a student’s earlier work, and inspect metadata. Instructors may wish to assign an in-class writing exercise early in the term to establish a baseline for each student’s writing.

If you suspect a student has submitted work that contravenes the course’s GenAI use policy, follow the standard procedures for scholastic offences, first notifying your unit’s Chair, Coordinator, or Director.

### **Data Privacy and Security**

Only AI tools formally approved by Western may be used to manage student work. Microsoft Copilot, when accessed with UWO credentials, is protected by the same enterprise-grade security and privacy safeguards as Outlook and OneDrive and may be used for confidential student submissions. Uploading assignments to any

other third-party AI service risks unauthorized data storage, overseas transfer, and vendor retention of student content for model training. Students should also avoid sharing peers' work with any unapproved AI platform.

### **Accessibility and Equity**

Generative AI can significantly enhance accessibility for students with disabilities, neurodivergent learning profiles, and those for whom English is an additional language. Features such as live transcription, on-demand translation, AI-powered summaries, and concept-mapping tools break complex lectures and readings into manageable, multilingual formats that meet diverse needs.

At the same time, GenAI systems can reproduce cultural or social biases—reinforcing stereotypes or excluding marginalized voices. Design assignments that ask students to critique and fact-check AI outputs, identify whose perspectives are represented (or erased), and reflect on instances of bias. These activities build digital literacy, reveal GenAI's limitations, and foster equity awareness, empowering students to use AI tools responsibly.

Financial equity must also be considered. Some students cannot afford premium AI subscriptions and relying on costly services risks leaving them behind. Instructors should weigh the cost of any required GenAI tools and clearly document those expenses in the syllabus. Wherever possible, use institutionally licensed or open-source AI services to minimize financial barriers and to ensure everyone can participate fully.

### **Training and Support**

Instructors are encouraged to explore the GenAI programming offered by Western's Centre for Teaching and Learning, including four self-guided modules on GenAI pedagogy, the GenAI Challenge, and the ongoing GenAI Community of Practice.

Library and Learning Services at Huron complement these resources with expert support in the areas of assessment design, AI ethics, and AI literacy, and host periodic workshops in partnership with the Teaching and Learning Committee. For questions about data privacy or tool security, please contact Huron's IT department.

## APPENDIX

### Further Reading: Generative AI in University Teaching—Research, Practice & Perspectives

#### 1. Foundational Guides & Evidence on GenAI in Higher Ed

Mackie, Kyle, and Erin Aspenlieder. [The Curious Educator's Guide to AI: Strategies and Exercises for Meaningful Use in Higher Ed](#). Paul R MacPherson Institute for Leadership, Innovation and Excellence in Teaching, McMaster University, 2024.

Schwartz Reisman Institute for Technology and Society. [What are LLMs and generative AI? A beginner's guide to the technology turning heads](#).

Taylor Institute for Teaching and Learning, University of Calgary. [Artificial Intelligence and Teaching](#).

Times Higher Education. [Bringing GenAI into the university classroom](#). 15 July 2025.

Watkins, Ryan. [From AI to A+: Prepare Your Students for Using ChatGPT and other AI](#),

Zhai C, Wibowo S, and Li LD. The effects of over-reliance on AI dialogue systems on students' cognitive abilities: a systematic review. *Smart Learning Environments*. 2024;11:28.  
<https://doi.org/10.1186/s40561-024-00316-7>

#### 2. Syllabus Statements and GenAI Policies

Eaton, Lance, curator. [Syllabi Policies for AI Generative Tools](#).

Higher Education Strategy Associates. [AI Observatory](#).

Metropolitan State University, Denver. [Generative AI Syllabus Language and Considerations](#),

Monash University [Communication with students about AI](#).

University of Manitoba, [Syllabus Statements](#).

University of Toronto, [Syllabus Language for Use of Generative AI in Assignments](#), (updated August 2024).

Taylor, James Stacey. [Why I ban AI use for writing assignments](#). Times Higher Education, July 12, 2024.

#### 3. Assessment Design

McMaster University. [Sample Assessment Library](#).

metaLab at Harvard. [AI Pedagogy Project](#).

MLA-CCCC Joint Task Force on AI and Writing [Exploring AI Pedagogy, A Community Collection of Teaching Reflections](#).

Northern Michigan University, Center for Teaching and Learning. [Creating AI-Resistant Assignments, Activities, and Assessments](#).

University of British Columbia. [Assessment Design using Generative AI](#).

University of North Dakota. [AI Assignment Library](#),

#### 4. Academic Integrity and AI Ethics

Academic Integrity Council of Ontario. [Supporting Academic Integrity: Ethical Uses of Artificial Intelligence in Higher Education Information Sheet](#),

Dilmegani, Cem, and Altay Ataman [Generative AI Ethics in 2025: Top 6 Concerns](#). AIMultiple, July 2025.

Evangelista, E. D. L. (2025). Ensuring academic integrity in the age of ChatGPT: Rethinking exam design, assessment strategies, and ethical AI policies in higher education. *Contemporary Educational Technology*, 17(1), Article ep559. <https://doi.org/10.30935/cedtech/15775>.

Furze, Leon. [Teaching AI Ethics](#).

#### 5. Student–Instructor Interactions & Accessibility

Higher Education Quality Council of Ontario. [Using Generative AI to Make Learning More Accessible: Insights from Ontario PSE Students and Staff](#). (November 2024).

Luo (Jess), J. (2024). “[How does GenAI affect trust in teacher-student relationships? Insights from students’ assessment experiences](#).” *Teaching in Higher Education*, 30(4), 991–1006.

Sobo, Elisa, et al. “[‘I Don’t Want to Be Taught and Graded by a Robot’: Student-Teacher Relations in the Age of Generative AI](#).” *Anthropology News*, 18 June 2024.

#### 6. AI Detection

Berdahl, Loleen. [Focusing on GenAI detection is a no-win approach for instructors](#). University Affairs, December 11, 2024

Krause, Steven D. [Why I Use Google Docs to Teach Writing, Especially in the Age of AI](#),

Ofgang, Erik. [13 Ways to Detect AI Writing Without Technology](#).

Waltzer, T., Pilegard, C., & Heman, G. D. (2024). “[Can You Spot the Bot? Identifying AI-Generated Writing in College Essays](#).” *International Journal for Educational Integrity*, 20(11).