



2024 UOTP Course Catalog addendum

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<p>04/22/2024</p> <p>p.129</p>	<p>ESL STUDENT TRANSITION TO ACADEMIC DEGREE PROGRAMS:</p> <p>University of the Potomac facilitates the smooth transition of English as a Second Language (ESL) students into academic degree programs through a thorough evaluation of their language proficiency, academic preparedness, and potential for success in their chosen field of study. The following procedures outline the conditions governing the admission of ESL students into academic programs at the university.</p> <p>Transition Options:</p> <ol style="list-style-type: none"> 1. Completion of UOTP ESL Program: ESL students who successfully complete the University of the Potomac ESL program are eligible to enter an academic degree program without the need for additional English language proficiency testing. Detailed admissions requirements can be found on the UOTP Admissions Requirements page: https://potomac.edu/admissions/requirements/ 2. Academic Advisory Support: It is strongly recommended that ESL students collaborate with their academic advisors to schedule initial courses. This ensures a foundational understanding of key concepts, course principles, writing and reading expectations before progressing to more advanced coursework. 3. Oral Examination for ESL Students: ESL students who have not completed Level 5 and aspire to pursue academic degree studies must achieve a passing English language proficiency score to qualify for admission. ESL students that have completed Level 5, and do not have a qualifying English Language Proficiency exam on file, shall be required to sit for and pass an oral examination administered by ESL leadership or their designee to be admitted into a UOTP academic degree program. 4. Qualifying English Language Proficiency Score: The student's English language proficiency score must have been obtained within 24 months of the request to transition into a UOTP academic degree program. 5. Academic Registration Prerequisites: ESL students must fulfill all other necessary requirements and prerequisites to transition from ESL to Academic programs. <p>UOTP is committed to supporting ESL students in their academic journey by providing clear guidelines for transitioning into degree programs. These procedures ensure that students are well-prepared for the academic challenges ahead, contributing to their overall success at the university.</p>
<p>04/29/2024</p> <p>p.19</p>	<p><i>International Student Graduate Admissions Requirements – Master's degree programs</i></p> <p>University of the Potomac recognizes the equivalency of select three-year international bachelor's degrees to four-year U.S. bachelor's degrees, based on rigorous academic</p>

	standards and comprehensive curriculum. Eligibility for admission to master's programs will be granted to applicants holding such degrees, provided they meet all other admission requirements. Each application will be evaluated on a case-by-case basis, incorporating an evaluation of the degree's rigor and the accreditation status of the issuing institution.
04/29/2024 p.140	COMP110 – Computer and Office Applications 3 Credits This course provides a fundamental combined approach to computer concepts and Microsoft Office 365. No experience with a computer is assumed, and no mathematics beyond the high school freshman level is required.
05/23/2024 p.73-74	MBA Concentration: Artificial Intelligence Artificial Intelligence (12 credits) AIT600 Artificial Intelligence AIT620 Methods of Artificial Intelligence and Machine Learning AIT630 Changing Business with AI Technology AIT650 AI Technology: Ethics and Risk. Future of AI Applications in Business
05/23/2024 p.77	MS in Computer Science Concentration: Artificial Intelligence Artificial Intelligence (12 credits) AIT600 Artificial Intelligence AIT620 Methods of Artificial Intelligence and Machine Learning AIT670 Python for Artificial Intelligence AIT680 Artificial Intelligence and GPT Engineering
05/23/2024 p.79	MS in Data Analytics Concentration: Artificial Intelligence Artificial Intelligence (12 credits) AIT600 Artificial Intelligence AIT620 Methods of Artificial Intelligence and Machine Learning AIT670 Python for Artificial Intelligence AIT680 Artificial Intelligence and GPT Engineering
05/23/2024 p.85	MS in Information Technology Concentration: Artificial Intelligence Artificial Intelligence (12 credits) AIT600 Artificial Intelligence AIT620 Methods of Artificial Intelligence and Machine Learning AIT670 Python for Artificial Intelligence AIT680 Artificial Intelligence and GPT Engineering
05/23/2024 p.131	Course description AIT Artificial Intelligence
05/23/2024 p.173	Course description – Artificial Intelligence AIT600 - Artificial Intelligence 3 Credits This course will provide students with a high-level overview of technologies, including capabilities and limitations, while understanding Artificial Intelligence (AI), its methods, and its business applications. Students will learn about Machine

Learning basics, the importance of data obtaining and managing it for machine learning. Students will be taught the implications of AI technology on business strategy, and how to develop and execute an AI strategy to create competitive advantage.

AIT620 - Methods of Artificial Intelligence and Machine Learning

3 Credits

In this course, students will examine the fundamentals of Artificial Intelligence (AI) and learn more about Machine Learning. Through close examination of the history of AI and the expert systems approach, students gain a deeper understanding of AI's definition and types. Students will also learn three types of Machine Learning (supervised, unsupervised, and reinforcement learning) and examine the differences between Machine Learning and AI. Students will also explore factors that influence accuracy in Machine Learning, as well as analyze specific Machine Learning methods such as logistic regression, decision trees, and neural networks.

AIT630: Changing Business with AI Technology

3 Credits

Students will explore artificial intelligence (AI) technology, its applications, products, techniques, and their implications for business. Through the course, students will apply AI to solve real-world business challenges, and understand the acceptance of AI technology in business organizations, and how it shapes the competition and society in general. Also, students will study the possible AI business infrastructure within businesses and industries as platforms, algorithms, robots, and design AI-based business projects to find better business solutions to create a competitive advantage.

AIT650 - AI Technology: Ethics and Risk. Future of AI Applications in Business

3 Credits

In this course, students will explore how to strategically implement AI within your organization and manage AI governance. Students will examine how to develop a portfolio approach to AI projects and learn how quick wins and long-term projects can help companies successfully utilize the power of machine intelligence. Students will also analyze specific organizational behaviors that help organizations generate value from AI, explore diverse topics related to AI technology, including ethics, bias, and job prospects, receiving guidance from industry experts on learning and embarking on a career in AI. Students will witness AI in practice through mini-project demonstrations and through a series of examples to learn about the ethical and social risks AI technology presents for firms.

AIT670 - Python for Artificial Intelligence

3 Credits

Python has emerged as a powerful and versatile programming language, particularly in Artificial Intelligence (AI). This course is designed to provide students with a solid foundation in using Python for AI applications. Students will

	<p>learn Python programming fundamentals and gradually delve into AI-specific libraries and techniques, enabling them to develop AI solutions using Python.</p> <p>AIT680 - Artificial Intelligence and GPT Engineering 3 Credits</p> <p>This course is designed to provide students with a comprehensive understanding of GPT (Generative Pre-trained Transformer) technology. Students will gain practical knowledge and hands-on experience using GPT models for various applications, including natural language processing, text generation, and other hands-on experience using AutoGPT (an advanced language model powered by OpenAI GPT-3.5). Through a combination of lectures, practical exercises, and projects, students will learn the principles of AI and gain proficiency in leveraging AutoGPT to solve real-world problems.</p>
<p>05/23/2024</p> <p>p.72</p>	<p>MS in Accounting</p> <p>Removed:</p> <ul style="list-style-type: none"> Initiate and lead teamwork in the fields of accounting and finance, implement a wide range of teamwork development, and manage multi-cultural communication and possible conflicts.
<p>05/23/2024</p> <p>p.73-74</p>	<p>Master of Business Administration</p> <p>Removed:</p> <p><u>MBA Residency</u> Students are permitted to take either of two tracks for their MBA degree</p> <ul style="list-style-type: none"> ➤ MBA ➤ MBA Residency <p>BUS699 Residency - World Leadership and Global Outcomes. May replace one of the core courses (BUS501, BUS502, BUS503 excluded).</p>
<p>07/10/2024</p> <p>p.69</p>	<p>DBA</p> <p>Deleted courses: DBA730 – Conflict Resolution and Negotiations DBA750 – Human Resources and Risk Management</p> <p>Added courses: DBEC798 - Doctoral Prospectus Development I DBEC799 - Doctoral Prospectus Development II</p>
<p>07/10/2024</p> <p>p.70</p>	<p>EDD</p> <p>Deleted courses: EDUC715 - System Thinking and Decision Making EDUC720 - Leading Large Scale Transformation</p> <p>Added courses: DBEC798 - Doctoral Prospectus Development I</p>

	DBEC799 - Doctoral Prospectus Development II
07/10/2024 p.72	<p>DCS</p> <p>Deleted courses: COMP710 - Data Structures and Algorithms I COMP711 - Theory of Computation</p> <p>Added courses: DBEC798 - Doctoral Prospectus Development I DBEC799 - Doctoral Prospectus Development II</p>
07/10/2024 p.204, 205, 207, 209	<p>Course descriptions deleted:</p> <p>COMP710 - Data Structures and Algorithms I 3 Credits The objective of the course is to teach students how to design, write, and analyze the performance of C/C++ programs that handle structured data and perform more complex tasks, typical of larger software projects. Students acquire skills in using generic principles for data representation & manipulation with a view for efficiency, maintainability, and code-reuse. Successful students will, at the end of the course, be able to demonstrate analytical comprehension of concepts such as abstract data types (vectors, lists, deque, trees, etc.), generic programming techniques (containers, adaptors, accessing data through interface, iterators, etc.), algorithms (sorting, using stacks and queues, tree exploration algorithms, etc.), and efficiency analysis (which data structures allow efficient interfaces to particular forms of data access, such as random vs. sequential data access or insertion). The students should be able to demonstrate similar skills in related implementation tasks in the C/C++ language, including extensive use of templates to allow for modularity and re-usability of code.</p> <p>COMP711 - Theory of Computation 3 Credits The learning objectives of this course are to: 1) introduce students to the mathematical foundations of computation including automata theory; the theory of formal languages and grammars; the notions of algorithm, decidability, complexity, and computability and 2) enhance/develop students' ability to understand and conduct mathematical proofs for computation and algorithms. Upon successful completion of this course, students will be able to a) discuss key notions of computation, such as algorithm, computability, decidability, reducibility, and complexity, through problem solving. b) explain the models of computation, including formal languages, grammars and automata, and their connections. c) state and explain the Church-Turing thesis and its significance. d) analyze and design finite automata, pushdown automata, Turing machines, formal languages, and grammars. e) solve computational problems regarding their computability and complexity and prove the basic results of the theory of computation.</p> <p>DBA730 – Conflict Resolution and Negotiations 3 Credits This course develops an understanding of the principles, strategies, and tactics of effective negotiation and professional relationship management. It will focus on increasing student awareness and understanding of ethical principles and stakeholder considerations that influence the choices offered and made in transactions and relationships within the context of global business. A particular emphasis will be placed</p>

on various strategies and tactics for resolving conflicts, transactional and interpersonal differences, and disputes across different cultures, nations, languages, and value-sets. The course methodology will be highly participative and utilize class discussion, assigned readings, and simulations in one-on-one, and group situations. At the conclusion of this course the student will be able to: 1) Understand and appreciate alternatives to conflict in resolving differences in goals, values, religious orientation, and cultural perspectives. 2) Understand and use the tools and techniques of effective negotiation to achieve positive, and mutually desired goals and 3) Actively mediate and resolve interpersonal conflicts between and among stakeholders with different goals, values, and cultural perspectives.

DBA750 – Human Resources and Risk Management

3 Credits

This course will focus on the human resources and communications knowledge and skills needed to successfully manage a project. The course will cover topics such as developing human resources plans, managing and developing project teams, communicating to stakeholders, distributing information, managing expectations, and communicating project status and performance. Students will learn how to develop human resources and communication plans. The course will cover appropriate communication channels for project stakeholders. At the conclusion of this course the student will be able to: 1) Establish and communicate goals clearly 2) Effectively communicate and disseminate information up, down and across the organization 3) Identify and assign team roles and responsibilities 4) Develop HR and communication plans.

EDUC715 - System Thinking and Decision Making

3 Credits

This course is a doctoral level analysis of research on models in contextualizing making connections among issues using systems thinking and decision-making processes. Topics in this course will relate the concepts of decision process applied to issues in the areas of: strategy formulation and business planning, creating and sustaining a competitive advantage, ensuring organizational system alignment to strategy, options and reasoning for strategic actions, strategic planning in environments of uncertainty and systems readiness for strategic growth. The essence of this course will help leaders define systems and apply strategic approaches.

EDUC720 - Leading Large Scale Transformation

3 Credits

This course explores the theories associated with, and methods utilized to produce, large scale transformative change in organizations. This course delves into: conditions for and drivers of large scale transformative change, planning large scale change efforts, leading and/or facilitating large scale change processes, stakeholder participation in large scale change, the change processes catalyzing transformative change, cultural implications of large scale change, and organizational learning.

Course descriptions added:

DBEC798 - Doctoral Prospectus Development I

3 Credits

Course Description: This course is the first part of a two-term sequence designed to prepare doctoral students for the dissertation phase. Students will begin by identifying their research problem, conducting a preliminary literature review, and selecting an

	<p>appropriate research methodology. By the end of this term, students will have a draft of the introduction and literature review sections of their prospectus.</p> <p>Prerequisite: Successful completion of all prior core courses in the doctoral program.</p> <p>DBEC799 - Doctoral Prospectus Development II 3 Credits This course is the second part of a two-term sequence designed to complete the preparation of the doctoral prospectus. Students will finalize their methodology section, develop data collection and analysis plans, and draft the final prospectus draft.</p> <p>Prerequisite: Successful completion of DBEC798 Doctoral Prospectus Development I</p>
<p>07/10/2024</p> <p>p. 132</p>	<p>Courses added:</p> <p>ESL063 Language and Culture ESL064 Language and Critical Thinking ESL065 Academic Readiness</p>
<p>07/10/2024</p> <p>p.138</p>	<p>Course descriptions added:</p> <p>ESL063 Language and Culture This course explores the dynamic interplay between language and culture. This course engages students in understanding how cultural contexts shape language use and communication. Through interactive activities, multimedia resources, and discussions, students will develop cultural fluency and enhance their language skills within diverse cultural frameworks.</p> <p>ESL064 Language and Critical Thinking This course is designed to sharpen students' critical thinking abilities through language use. This course focuses on developing skills to analyze, evaluate, and construct arguments in English. It revolves around debates, critical reading exercises, and problem-solving tasks, all aimed at enhancing students' ability to think and communicate strategically.</p> <p>ESL065 Academic Readiness This course is designed to sharpen students' critical thinking abilities through language use. This course focuses on developing skills to analyze, evaluate, and construct arguments in English. It revolves around debates, critical reading exercises, and problem-solving tasks, all aimed at enhancing students' ability to think and communicate strategically.</p>
<p>10/23/2024</p> <p>p.55-56</p>	<p>Revised Student Grievance Procedures (Academic)</p> <p>The University of the Potomac carefully considers student academic grievances and makes adjustments when appropriate. Students submitting a grievance are not subject to unfair action or treatment as a result of their initiation of such a grievance. It is the University's objective to maintain good communications and to ensure that concerns of all members of the University community (students, staff, and faculty) are addressed fairly. To accomplish this, the following process should be used in seeking resolution of a student's concerns:</p> <p>Step 1: Discuss with course instructor (if appropriate)</p>

Most academic issues involving faculty or academic departments (e.g. grade appeal) can be resolved by contacting the faculty member teaching the class before the issues escalate further.

Step 2: Discuss with Program Chair or designee

Students must request a meeting with the Program Chair or Academic Dean by telephone or in writing. The meeting can be through videoconferencing, or in person. The parties involved should attempt to resolve the complaint informally within 14 calendar days of the alleged act or omission.

Step 3: If necessary, file a formal grievance with the Academic Dean or designee

A grievance must be submitted in writing to the Dean within 30 days of the incident.

Students must complete the [student grievance form](#) and ensure all necessary information is included. Submissions should include:

- A detailed description of the issue
- Any supporting evidence or documentation
- Student's contact information and student ID

The form will be submitted directly to the Dean who will respond to the student within 48 hours. The Academic Dean or designee appoints an Academic Grievance Committee (usually within 24 hours) to collect facts and make a recommendation for resolution. At a minimum, the committee consists of a member from the student services department, a faculty member, and a student. There are some cases where a committee meeting must be assembled due to the nature of the grievance. When a meeting is assembled, the person bringing forth the grievance is invited to attend but is not required to do so. If the grievance is related to a faculty action, the faculty shall also be invited to the committee meeting unless the written evidence previously provided by the faculty suffices.

The Academic Dean or designee has the final decision on recommendations resulting from Grievance Committee deliberations. When a final decision has been reached, the Academic Dean or designee notifies all relevant parties in writing. The committee should attempt to resolve the complaint within 30 calendar days of the grievance filing date. If a grade change or other record revision is required, the Academic Dean or designee notifies the Registrar. The Registrar makes the appropriate change(s) to the student's records. The decision of the Academic Dean or designee is final.

As a last resort, if all other efforts above have been exhausted and a resolution has not been found, a complaint may be filed with any of the following regulatory bodies:

Higher Education Licensure Commission (HELIC) – District of Columbia Office of the State Superintendent of Education:

<https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

State Council of Higher Education for Virginia (SCHEV):

<https://www.schev.edu/students/resources/student-complaints>

Middle States Commission on Higher Education (MSCHE):

<https://www.msche.org/complaints/>.

National Council for State Authorization Reciprocity Agreements (NC-SARA):

<https://nc-sara.org/student-complaints>

	<p>The Virginia State Approving Agency (SAA) approves education and Virginia training programs. Our office investigates complaints of GI BILL ® beneficiaries. “This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.” GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefis.va.gov/gibill. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov.</p>
<p>10/23/2024 p. 226</p>	<p>Revised Sexual Harassment Prevention Policy</p> <p>All sexual discrimination, sexual harassment, or sexual assault matters should be brought immediately to the attention of the Title IX Coordinator on campus or via the Title IX incident report form.</p>
<p>10/23/2024 p. 232-233</p>	<p>Revised Grievance Procedures (Non-Academic)</p> <p>The grievance procedure described below is applicable to non-academic student complaints.</p> <p>To ensure that grievances are addressed and resolved in a timely manner, it is essential that grievances are brought to the attention of leadership as soon as the incident occurs or when the individual gains knowledge of it. Although there may be instances where it is reasonable and permissible to report a grievance significantly beyond the time of the occurrence, there should be every effort to report such grievances as soon as possible, and not to exceed 60 days.</p> <p>Level 1: Contact the Student Support Services Most non-academic concerns can be resolved by contacting the Student Support Services Department before the issue escalates further. Students must first request a meeting with the Dean of Student Support Services by telephone or in writing. The meeting can be through videoconferencing, or in person. Involved parties should attempt to resolve the complaint informally within 14 calendar days of the alleged act or omission.</p> <p>Level 2: File a written grievance If a complaint cannot be resolved informally, the student may file a written grievance using the grievance submission form. The written grievance shall contain the name of the complainant, the date of the filing, and a brief, yet specific description of the grievance and the redress sought. Non-academic grievances will be submitted to the Dean of Student Support Services who will respond to the student and appoint a Non-Academic Grievance Committee to collect facts within 48 hours. Personnel who review the appeal at this level may include the Academic Dean and any additional people, e.g., the Director of Financial Aid, or Registrar. There are some cases where a committee meeting must be assembled due to the nature of the grievance. When a meeting is assembled, the person bringing forth the grievance is invited to attend but is not required to do so. The Dean of Student Support Services has the final decision on recommendations resulting from Grievance Committee deliberations. When a final decision is reached, the Dean notifies all relevant parties in writing within 30 calendar days of the grievance filing date unless the situation requires additional research or investigation.</p>

All sexual discrimination, sexual harassment, or sexual assault matters should be brought immediately to the attention of the Title IX Coordinator via the [Title IX incident report form](#). All disability discrimination matters should be brought to the attention of the Disability Office/Coordinator at studentservices@potomac.edu.

If a student had a complaint or grievance that could not be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with any of the following regulatory bodies:

Higher Education Licensure Commission (HELIC) – District of Columbia Office of the State Superintendent of Education:

<https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

State Council of Higher Education for Virginia (SCHEV):

<https://www.schev.edu/students/resources/student-complaints>

Middle States Commission on Higher Education (MSCHE):

<https://www.msche.org/complaints/>.

National Council for State Authorization Reciprocity Agreements (NC-SARA):

<https://nc-sara.org/student-complaints>

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