2026 UOTP Course Catalog addendum

02/27/2026 **p. 84**	***Comprehensive Examination (Required)*** Upon completion of all coursework, the MBA candidate will take a comprehensive examination. The MBA Comprehensive Exam will be administered by Peregrine.
02/27/2026 **p. 92-93**	**MS in Education** **Program Description update:** The Master of Science in Education (MSEd) program integrates research, theory, and professional practice to prepare graduates to improve teaching and learning, lead organizational change, apply ethical and legal principles, and promote equitable outcomes. Students develop advanced competencies in educational leadership, research-based decision-making, and technology-enhanced strategies, preparing them for professional and leadership roles in schools, higher education institutions, and education organizations. **Program Learning Outcomes Updated:** Graduates of the Master of Science in Education are able to: ● Assess learner development across the cognitive, linguistic, social, emotional, and physical domains and design inclusive, developmentally appropriate learning experiences that support diverse learners. ● Design collaborative learning environments that foster engagement, positive social interaction, and shared responsibility among learners, educators, families, and communities. ● Construct assessment models to monitor learner progress, program effectiveness, and inform instructional and organizational decision-making. ● Apply leadership theories, innovative technologies (such as AI systems), and other technologies to curate knowledge and learning resources and organizational improvement strategies, and to manage change, enhance educational effectiveness, and support continuous institutional improvement. ● Synthesize ethical principles, legal requirements, and professional standards in educational Master's-level practice, leadership, and policy implementation. ● Conduct educational research to inform practice, advance professional knowledge, and support evidence-based improvement initiatives. **New concentration added:**

	Administration EDU621 Education School Law and Ethics EDU622 Education Finance & Management School Resources EDU623 Inquiry for Performance Improvement EDU624 Program Integration Capstone
03/09/2026 **p. 50**	**Revised AI Policy added.** <u>Policy on Artificial Intelligence in Teaching and Learning</u> Artificial Intelligence (AI) is transforming education, offering new opportunities to enhance teaching, learning, and research. The University of the Potomac is committed to preparing students and faculty for the evolving demands of the workforce by promoting the positive, responsible, and ethical integration of AI across all academic disciplines. **Policy Statement** The university encourages faculty and students to actively engage with AI tools and methodologies within their courses. AI should be used to support critical thinking, creativity, and problem-solving, not as a substitute for original thought or mastery. The university supports the integration of AI to enrich learning experiences, foster interdisciplinary collaboration, and improve educational outcomes while maintaining academic integrity and transparency. Guidelines and Best Practices for AI Integration: • **Align AI Use with Learning Outcomes:** AI technologies should be selected and used only where they clearly support course objectives and learning outcomes. Avoid using AI as a novelty or shortcut; instead, focus on how it enhances teaching and learning. • **Foster AI Literacy:** Make AI literacy an explicit goal for both students and faculty. This includes understanding how AI works, its capabilities and limitations, recognizing bias, and learning to evaluate, verify, and cite AI-generated outputs. • **Design Assignments for an AI-Enabled World:** Create meaningful assignments that assume students have access to AI, such as requiring students to critique AI outputs, document their use of AI, or combine AI-assisted work with in-class or oral assessments. • **Provide Clear, Transparent Course-Level AI Policies:** Each course syllabus should specify what AI tools may be used, for what purposes, and set clear expectations for disclosure, citation, and consequences for misuse.

- **Use AI to Enhance Feedback and Accessibility:** AI can be used for formative feedback, practice quizzes, revision support, and accessibility accommodations, but faculty should retain evaluative authority and oversight.

- **Protect Academic Integrity by Assessment Design:** Prioritize authentic, process-based, and reflective assessments. Use AI detection tools cautiously and never as the sole evidence of academic misconduct.

- **Uphold Ethical Standards:** All AI use should respect principles of academic integrity, fairness, equity, and inclusion. Protect data privacy and avoid entering sensitive or personal information into public AI tools.

- **Institutional Support and Professional Development:** The university will provide training, resources, and opportunities for interdisciplinary collaboration to support effective, ethical AI integration.

Faculty and Student Responsibilities

- Engage with AI tools thoughtfully, ensuring that their use enhances learning and is aligned with course outcomes.
- Properly disclose and cite any use of AI in academic work, following university guidelines.
- Do not submit AI-generated work as original unless explicitly permitted and cited.
- Refrain from inputting confidential, sensitive, or personally identifiable information into AI platforms.
- Uphold the principles of academic integrity in all AI-related activities.

Ethical Considerations and Governance

The university will establish and maintain institutional governance for AI use, including regular policy reviews, guidance on data privacy, and ethical oversight to ensure equity, inclusion, and sustainability. Feedback from faculty, students, and administrators will be solicited annually to adapt the policy as AI technologies and educational best practices evolve.

Summary of Best-Practice Principles

- Start with pedagogy and learning outcomes, not technology for its own sake.
- Teach AI literacy explicitly as a core academic skill.
- Design assignments that remain meaningful with AI present.
- Be transparent about AI use, expectations, and disclosure requirements.

	• Use AI to support, not replace teaching and learning. • Protect academic integrity through thoughtful assessment design. • Govern AI use collaboratively and ethically, with institutional support.