



2026 UOTP Course Catalog addendum

<p>02/27/2026</p> <p>p. 84</p>	<p><u>Comprehensive Examination (Required)</u></p> <p>Upon completion of all coursework, the MBA candidate will take a comprehensive examination. The MBA Comprehensive Exam will be administered by Peregrine.</p>
<p>02/27/2026</p> <p>p. 92-93</p>	<p>MS in Education</p> <p>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.</p> <p>Program Learning Outcomes Updated: Graduates of the Master of Science in Education are able to:</p> <ul style="list-style-type: none"> ● 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. <p>New concentration added:</p>

	<p>Administration EDU621 Education School Law and Ethics EDU622 Education Finance & Management School Resources EDU623 Inquiry for Performance Improvement EDU624 Program Integration Capstone</p>
<p>03/09/2026</p> <p>p. 50</p>	<p>Revised AI Policy added.</p> <p><u>Policy on Artificial Intelligence in Teaching and Learning</u></p> <p>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.</p> <p>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.</p> <p>Guidelines and Best Practices for AI Integration:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<p>04/06/2026</p> <p>p. 251</p>	<p>Student Records Policy Update</p> <p>The Office of Records and Registration maintains students’ records. Student records include evidence of application and acceptance, admissions forms, official transcripts, registration records, financial records, and educational plans. Academic records, including grades and attendance, are generated electronically via the Learning Management System (Canvas) and integrated with the Student Information System (Sonis), which houses all academic records. Both cloud-based systems are password-protected with specific security permissions and undergo regular backups.</p> <p>Maintenance of Records</p> <p>University of the Potomac maintains a system of record retention in accordance with applicable federal and state requirements and consistent with accreditation standards and those of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). It is the responsibility of the Registrar to establish and verify a system of record retention that is in accordance with federal and state requirements. Academic records are maintained for seven years after a student leaves school. Student transcripts are maintained indefinitely. In the event of a school closure, academic records are maintained by the Higher Education Licensure Commission (HELIC) of the DC Office of the State Superintendent of Education, and the State Council of Higher Education for Virginia (SCHEV).</p> <p>Privacy of Student Records</p> <p>Policies and procedures concerning the privacy of student records are governed by the Family Education Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380). Student records are maintained by the Office of Records and Registration. Students have the right to inspect and review their educational records, request amendment of their educational records, consent to disclosure of their educational records, and file a complaint with the US Department of Education.</p> <p>Students aged 18 or over have access to their personal record files kept by University of the Potomac. All authorized Potomac personnel have access to student records for official purposes. A student (or in some cases an eligible parent) is given access to his/her record within a reasonable time after submitting a written request to the office in possession of the record. Students should allow 72 hours for a written request to be fulfilled. If the content of a record is believed to be in error, inaccurate, discriminatory, or in violation of student rights or otherwise inappropriate, it may be challenged, and students may submit a written explanation to be included in the record.</p> <p>Student information is released to persons, agencies, or legal authorities as required by subpoena/legal process or by consent of a student (or eligible parent). Information is released on a consent basis in cases where a student or eligible parent</p>

	<p>has provided written consent, signed, dated, and specifying the information to be released and the name(s) of persons to whom the information is to be released.</p> <p>Directory Information Colleges and universities may disclose, without consent, directory information. University of the Potomac designates the following items as directory information: Student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates, and awards received, e-mail address, and the most recent previous educational institution attended.</p> <p>Right of Refusal to Provide Copies University of the Potomac reserves the right to deny transcripts or copies of records not required to be made available under FERPA regulations. University of the Potomac designates the following items as directory information: Student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates, and awards received, e-mail address, and the most recent previous educational institution attended. If a student does not want any or all of the above information released, he/she should inform the Registrar’s Office in writing by the fifth calendar day following the start of classes.</p>
<p>04/06/2026</p> <p>p.59</p>	<p>Transcript Request Information Update: Official Transcript requests must be submitted via Parchment using the following link: https://www.parchment.com/u/registration/110987/institution. Requests can be submitted by the student or a third party. For requests submitted by a third party, the request must accompany a release signed by the student. The release can be uploaded to Parchment at the time of submitting the request. Processing of transcripts cannot be expedited. All requests are processed within 3-5 business days, barring any unforeseen circumstances. Transcripts can be received electronically or via US postal mail. Unofficial transcripts can be retrieved from the student or alumni portal. Students without access should contact Potomac’s Help Desk for assistance.</p>