



2026 UOTP Course Catalog addendum

02/27/2026 p. 84	<u>Comprehensive Examination (Required)</u> 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.
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	• 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.
04/06/2026 p. 251	Student Records Policy Update 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. Maintenance of Records 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 (HELC) of the DC Office of the State Superintendent of Education, and the State Council of Higher Education for Virginia (SCHEV). Privacy of Student Records 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. 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. 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

	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. 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. 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.
04/06/2026 p.59	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.
04/27/2026 p. 44	Excused Absence This policy establishes guidelines and procedures for excused absences at University of the Potomac to ensure fairness, academic integrity, and compliance with applicable laws. This policy applies to all enrolled students in undergraduate and graduate programs at University of the Potomac. Regular class attendance is expected for all students. Faculty members may establish additional attendance requirements specific to their courses, as outlined in the course syllabus. Absences may impact: • Participation grades • In-class assignments • Exams and quizzes • Clinical, laboratory, or practicum requirements Students are responsible for communicating with their instructors regarding missed coursework and completing any required make-up work when permitted. For F-1 international students, excused absences do not waive the

	requirement to maintain a full course of study as defined by federal immigration regulations. Absences (1-2, depending on the degree level) may be considered excused under the following circumstances: 1. Medical Reasons • Personal illness or injury • Medical appointment that cannot be scheduled outside class time • Hospitalization Documentation: Medical note from a licensed healthcare provider may be required. 2. Family Emergency • Serious illness or death of an immediate family member (example: parents or siblings). • Urgent caregiving responsibilities Documentation: May include obituary, hospital documentation, or written explanation. 3. Military Service Students participating in official military duties must provide official documentation. 4. Institutional Representation Absences due to participation in official university activities (e.g., academic competitions, conferences) are excused with prior notification. 5. Legal Obligations • Jury duty • Court appearance Official documentation is required. Students must: • Notify the instructor as soon as possible (preferably before the absence). • Provide required documentation to the instructor and Student Support Services within 5 business days. • Arrange with the instructor to complete missed work. • Complete makeup work within the timeframe established by the instructor. Faculty members must: • Clearly state attendance policies in the syllabus. • Apply the attendance policy consistently. • Provide reasonable opportunities to make up missed academic work for excused absences.
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	• Maintain confidentiality of student documentation. Makeup Work and Assessments Makeup exams or assignments will be scheduled at the instructor's discretion. Extended or repeated absences may require consultation with Academic Advising or the Program Chair. Students experiencing extended medical or personal issues may be referred to: Academic Advising, Student Support Services, or Disability Services. Formal leave of absence procedures may apply. Immigration Compliance for F-1 Students International students in F-1 status must maintain a full course of study each academic term as required by U.S. immigration regulations (8 CFR 214.2(f)(6)). Excused absences granted under this policy do not authorize a reduced course load unless formally approved by a Designated School Official (DSO) in accordance with SEVIS regulations. Failure to maintain full-time enrollment without prior DSO authorization may result in a violation of F-1 status. Appeals Process Students who believe their absence was improperly denied must complete the student grievance form and ensure all necessary information is included.
04/27/2026 p. 47	Re-admission/Re-entry Students seeking re-admission or re-entry to the University of the Potomac should contact: • Admissions Department if they have been withdrawn for over one year (Re-admissions) • Student Support Services if they have been withdrawn for less than one year (Re-entry) If a student has enrolled in another institution after withdrawing from the University of the Potomac, official transcripts should be provided from that institution prior to re-admission or re-entry to the University. Students are encouraged to contact Admissions for further details on re-admission and Student Support Services for additional information on re-entry. <i>Academic Success Requirements</i> Students are required to comply with any new program requirements, policies, procedures, textbook changes, or changes in tuition and fees that are delineated in the catalog in effect at the time of their re-entry. The student must comply with any required <u>academic success plan</u>, advising meetings, or support program participation. If a reentry or readmit student's program or concentration has been discontinued, the student may need to select an active program or concentration and complete extra coursework to meet graduation requirements. <i>Third Reentry Policy</i>

	The University recognizes that students' academic pathways may include interruptions; however, repeated unsuccessful enrollment attempts may indicate the need for firm academic limits. Reentry for a third time is not automatic and is considered a final opportunity for enrollment. This policy applies to degree-seeking students who seek to return to the University after two prior reentries and subsequent separations, whether due to academic dismissal, suspension, or withdrawal following academic difficulty. Conditions of Third Reentry Students approved for third reentry will be subject to all of the following conditions: • The student will return on academic probation and must meet probationary requirements as defined by University policy. • Enrollment Restrictions. The University may impose limitations on: • Course load; • Mode of instruction; and • Term-by-term enrollment approval • The student must acknowledge in writing that a third reentry constitutes a final opportunity for enrollment; and any subsequent academic dismissal or failure to meet reentry conditions will result in permanent ineligibility for further reentry to the University. <i>Effect of Subsequent Dismissal</i> A student who is academically dismissed or fails to meet the conditions of third reentry approval is permanently ineligible for further reentry, reinstatement, or readmission to the University as a degree-seeking student. <i>Re-entry application</i> Students must complete the Re-entry Application prior to the term in which they are returning. Upon receiving the re-entry application, a member of Student Support Services will contact the student to schedule an interview with the Re-entry Committee. During the meeting, the student will have the opportunity to explain their reasons for withdrawing from the University and present their academic plan for continuing and graduating. The Re-entry Committee will make a final decision within 48 hours after the interview, and the student will be notified of the outcome via email. Students must pay any outstanding balance prior to registration. If approved, the Re-entry Application is routed to the DSO (if applicable), Academics, and Student Financial Services for signatures. The student is granted access to the university email and learning management system. <i>Review Authority</i> The re-entry committee will consist of members of academics, student support services, and faculty members. Petitions are reviewed by an academic and student support review committee (Program Chair, Dean of Student Support, plus advising representation). Note: Approval is discretionary and not guaranteed.
05/13/2026	Certificate in Project Management

Program Description

The Certificate in Project Management is designed for working professionals across all disciplines who contribute to or lead projects. Grounded in PMI's PMBOK® Guide (Eighth Edition) and the Agile Practice Guide, learners are equipped with the practical project management tools and AI-enabled techniques needed to plan, execute, and deliver projects that generate measurable value.

Program Learning Outcomes

Students learn to scope work, engage stakeholders, manage risks and schedules, measure performance, and leverage AI tools to enhance decision-making and communication throughout a project's life cycle. Learners are prepared to be confident and capable project leaders and contributors, regardless of their role within an organization.

Learners will be able to:

- Apply core project management principles, scope, schedule, cost, quality, and stakeholder management, to real-world project scenarios.
- Select an appropriate project life cycle (predictive, agile, or hybrid) based on project complexity and organizational context.
- Develop a project charter that defines goals, scope, and stakeholder responsibilities.
- Measure project performance using Earned Value Management (EVM) metrics and agile indicators such as velocity and burndown charts.
- Conduct analysis activities, including needs assessment, elicitation, and requirements analysis, to define and validate project solutions.
- Use AI tools to support project planning, risk identification, and stakeholder reporting.
- Evaluate the alignment of projects with organizational strategy using Organizational Project Management (OPM) frameworks and benefits realization principles.
- Assess the governance and ethical implications of AI adoption in organizational project environments.

Program Outline

In order to receive the Certificate in Project Management, a student must successfully complete all six (6) required courses, earning a minimum of 18 credit hours with a cumulative grade point average of 2.5 or better. There are no prerequisites for admission; the program is designed to be accessible to professionals from all career backgrounds.

Required Courses:

Replace BUS202 Critical Thinking and Decision Making with MGMT290 AI-Enabled Project Management and Performance Measurement.

05/13/2026 p. 86	MBA Program updates: Core course Replace BUS560 Management and Information Systems with AIT610 Generative AI for Business Leaders. Artificial Intelligence Concentration Remove: 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 Add: AIT640 AI Governance, Ethics & Responsible AI AIT660 Managing AI Products & Projects AIT675 AI Strategy & Organizational Transformation AIT690 AI for Data-Driven Decision Making
05/13/2026 p.66	Grading in Graduate Courses Graduate students must maintain a cumulative GPA of 3.0 or higher to graduate. Core courses with grades below B- must be repeated. Only one grade of C is allowed in concentration courses. In programs without an academic concentration, one grade of C is permitted. Graduate students are permitted a maximum of 2 concentrations within the same program.
06/02/2026 p. 216	Update EDU611 Course Description This course prepares graduate students to design, implement, and evaluate powerful social studies instruction for elementary learners by applying inquiry-based pedagogy, disciplinary thinking, and developmentally appropriate practices that promote civic competence, critical thinking, and meaningful learning.
07/31/2026 p.13	Middle States Commission on Higher Education (MSCHE) University of the Potomac is accredited by the Middle States Commission on Higher Education, located at 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the Secretary of the U. S. Department of Education and the Council for Higher Education Accreditation. State Council of Higher Education for Virginia (SCHEV) University of the Potomac's Branch campus, located at 7799 Leesburg Pike, Suite 200, Falls Church, VA 22043, is certified by the State Council of Higher

	Education for Virginia to operate in Virginia. For more information, contact ppe@schev.edu or visit www.schev.edu .
07/31/2026 p.17-18	Accuplacer Placement Tests Students who are entering the university for the first time or are transferring from another college or university but have not passed a credit-bearing English or mathematics course are required to take the Accuplacer placement tests. Accuplacer testing is required, but taking the non-credit transitional course is optional. Accuplacer assessments provide students and their advisors with useful information about the student's academic skills in mathematics, English, and reading. The results of the assessment, in conjunction with a student's academic background, goals, and interests, are used by advisors to determine a student's initial course selection in the first semester of study. Students who score below 200 on the English placement test or below 300 on the mathematics placement test are advised to take foundational coursework to increase their readiness for university-level courses.
08/11/2026 p. 17-18	Accuplacer Placement Tests First-time university students and transfer students who have not successfully completed a credit-bearing English or mathematics course are required to take the Accuplacer placement tests. Accuplacer testing is required, but taking the non-credit transitional course is optional. Accuplacer assessments provide students and their advisors with useful information about the student's academic skills in mathematics, English, and reading. The results of the assessment, in conjunction with a student's academic background, goals, and interests, are used by advisors to determine a student's initial course selection in the first semester of study. Students who score below 5 on the English WritePlacer test or below 237 on the mathematics placement test are advised to take foundational coursework to increase their readiness for university-level courses.