جامعة قطر
QATAR UNIVERSITY

برنامج متطلبات الجامعة
CORE CURRICULUM PROGRAM

Student Handbook

Core Curriculum Program

Connect | Engage | Exchange

2025 - 2026

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MODERN EDUCATION

"The theory of modern education is that you need a general education before you specialize. And I think to some extent, before you're going to be a great stock picker, you need some general education."

-Charlie Munger

Director's Message

I am pleased to welcome you to the Core Curriculum Program (CCP), one of the foundational pillars of Qatar University and a part of the Deanship of General Studies. This program represents the heart of undergraduate education and is the result of an integrated institutional effort involving contributions from all colleges across the university. In its ongoing pursuit of comprehensive quality, continuous development, and the distinguished status it rightfully deserves, the CCP continues the institutional work and the sincere, tireless efforts that have been made in the past to further develop the program.

Dr. Ali Hamad Fetais
Director - Core Curriculum Program

At its core, the program is not merely a collection of courses; it is a space where disciplines intersect, ideas interact, and students begin to shape their academic identities. Here, students learn to see the world through different lenses and acquire critical thinking, effective communication, and leadership skills. This intellectual diversity has been carefully designed within an institutional framework that aims to provide all university students with a shared foundation of knowledge and skills - preparing them not only for their professional careers but also for their lives as responsible citizens, inspiring leaders, and lifelong learners. Today's world demands more than specialization; it requires adaptability and a deep understanding of the human role in an interconnected global landscape.

From this perspective, we work as a fully integrated academic institution to embed contemporary skills - such as communication, cultural diversity, critical thinking, quantitative literacy, social responsibility, digital information literacy, and entrepreneurial thinking - into the core of our curriculum. These are not treated as add-ons, but as essential pillars that align with the university's strategic plan.

The University Core Curriculum includes a distinguished set of courses divided into six main categories: Identity and Communication, Social/Behavioral Sciences, Natural Sciences / Mathematics, Humanities / Fine Arts, Core Knowledge and Skills, and Supplemental College/Program. All of these are the product of collaborative efforts with various colleges to ensure academic alignment and coherence.

We also strive to enhance student engagement through creative initiatives in collaboration with different university units, and we work in an institutionally coordinated manner with faculty members to ensure that the program's courses remain relevant and impactful.

Whether you are a student, a faculty member, or a visitor - welcome. This is where the journey begins: with questions that spark thought, courses that inspire change, and ideas that last a lifetime.

You can contact me at: CCPDirector@qu.edu.qa

Dr. Ali Hamad M A Fetais
Director, Core Curriculum Program

Core Curriculum Program

Connect | Engage | Change

Slogan

Our slogan, "Connect. Engage. Change." captures the essence of the Core Curriculum Program (CCP). The CCP is the connective tissue that binds all QU students and graduates together. We encourage students to engage academically and socially. We inspire QU graduates to lead meaningful change for the nation.

Vision

The Core Curriculum Program at aspires to become a model for general education that fosters academic success, intellectual growth, and responsible citizenship.

Mission

The Core Curriculum Program at offers a common academic experience that binds students from diverse disciplines together. Through a student-centered approach, and a careful selection of courses, the program aims to cultivate a range of skills, knowledge, values and dispositions needed for academic success, intellectual growth, and responsible citizenship. The ultimate goal is to prepare well-rounded and engaged graduates who are able to bring about positive change in Qatar and beyond.

OBJECTIVES

The Core Curriculum Program aims at helping students to:

Good Citizenship

Instill the concept of good citizenship within the commitment to the framework of Arabic and Islamic moral values.

Develop Competencies

Develop basic competence in the principles, theories and analytical methods used in a broad variety of disciplines.

Develop Skills

Equip students with the 21st century skills needed for academic success and lifelong learning.

Face Challenges

Prepare graduates to bring about positive change in the community and chosen professions

CCP LEARNING OUTCOMES

At the end of the Core Curriculum Program, students should be able to:

01
IDENTITY AND CULTURAL DIVERSITY

Discuss the concept of the Arabic and Islamic identities and values and its relation to other cultures from an Islamic perspective.

02
COMMUNICATION

Demonstrate competency in written and oral communication

03
CRITICAL THINKING

Critically evaluate the validity of ideas, assumptions and evidence regarding various issues, in order to make a judgment or reach a conclusion.

04
QUANTITATIVE LITERACY

Solve problems from a wide array of contexts and everyday life situations using scientific reasoning and quantitative evidence as appropriate.

05
CIVIC RESPONSIBILITY

Discuss diverse civic issues considering their role in promoting the quality of life in the community

06
DIGITAL INFORMATION LITERACY

Apply search skills in accessing and using information from digital resources to address a particular problem.

07
ENTREPRENEURIAL THINKING

Develop innovative solutions or approaches in addressing actual problems to bring about noticeable progress in a variety of contexts.
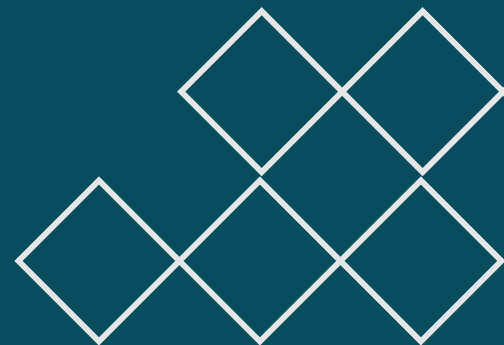
Core Curriculum Program Values

Responsibility

The team in the Core Curriculum Program (CCP) adopts the diligent work, loyalty, and responsibility towards the students, the institution, and the community, by performing duties, obligations, and tasks, with a focus on reliability, trustworthiness, and taking responsibility for actions.

Civic Engagement

The CCP Team aims to serve the community and encourage students to contribute to volunteer work for the benefit of the community. Furthermore, the activities focus on addressing social, environmental, or humanitarian issues and needs.

Teamwork

The CCP Team believes that collaborative effort among individuals working towards a common goal is a fundamental factor in achieving the program's objectives and mission. This collaboration includes effective communication, mutual support, integrating diverse skills and perspectives to achieve the shared goals.

Creativity

Adopting a creative mindset is a priority for the work team in the CCP. The team continuously motivates students to strive and work on producing original and valuable ideas, solutions, or concepts through innovative thinking and innovation, as well as through risk-taking, exploration, and experimentation.

Get to know the Core Curriculum Program

The Core Curriculum Program (CCP) is a substantial component in all undergraduate academic programs offered by (QU). All undergraduates of QU – regardless of their majors – are required to complete 33Credit Hours (11courses) of Core Curriculum before receiving a baccalaureate degree.

The CCP is designed to help students develop the knowledge, skills, attributes and values they need to cope and succeed in an uncertain and ever-changing world. The program fosters academic success, intellectual growth, and responsible citizenship. The ultimate goal is to prepare well-rounded and engaged graduates who are able to bring about positive change in Qatar and beyond.

What is the program structure and how can students fulfill the Core Curriculum Requirements?

The CCP degree requirements encompass a set of college-level courses drawn from different disciplines. These courses are organized and distributed into six packages: A package is a collection of various courses unified under one theme. The CCP packages are: Identity and Communication Package (15CH – 18 CH), Social/ Behavioral Sciences Package (3 Credit Hours), Natural Sciences and Mathematics Package (3 Credit Hours), Humanities/Fine Arts Package (0-3 Credit Hours), and Core Knowledge and Skills Package (0-6 Credit Hours).Moreover, in some study plans, depending on the major, the structure has a package titled "Supplemental College/Program Core Requirements." This package may include Core Curriculum courses that vary by College or Program. Click here to see the video.

CCP PACKAGES

33 Credit Hours

Identity & Communication — 18 - 15 Hours

Social/Behavioral Sciences — 3 Hours

Humanities/ Fine Arts — 0 - 3 Hours

Natural Sciences/ Mathematics — 3 Hours

Core Knowledge & skills — 0 - 6 Hours

Supplemental College/Program Core Requirements — 0- 12 Hours

Please refer to your academic advisor before registering Core Curriculum Courses.

Identity & Communications Packages

15- 18 Hours

Courses included in this package aim to establish identity and communication skills. The number of Credit Hours required for this package ranges from 15 to 18, depending on the program. The specific courses to be completed by students are identified in the degree requirements of each program and consist of some combination of the courses listed below.

Course Code	Course Title	Credits	Pre-requisite
ARAB 100 *	Arabic I	3	_
ARAB 109	Language Skills	3	_
ARAB 110	Introduction to Literature and Language	3	_
ARAB 200 *	Arabic II	3	ARAB 100
DAWA 111	Islamic Culture	3	_
ENGL 110	English I	3	_
ENGL 111	English II	3	_
ENGL 150	Essay Writing I	3	_
ENGL 151	Advanced Reading Comprehension	3	_
ENGL 202	English Language I – Post Foundation	3	_
ENGL 203	English Language II – Post Foundation	3	ENGL 202
HIST 121	History of Qatar	3	_

Important Note

- The non-Arabic speaking students, who are either foreign or Arabic language inheritors are required to contact their designated academic advisor for the new updates/ changes on Arabic language requirements. These changes has come into effect as of the Summer 2022 semester for newly admitted students and all students who follow plans before Summer 2022. Please, refer to your academic advisor and page (15) of this guide.

Identity & Communication Package

Arabic Language | ARAB 100   (Credit Hours: 3)

The course aims to provide students with the important skills to communicate in Arabic; listening, speaking and reading, with attention to writing skills in relation to each. This is done through content that includes a variety of topics related to Contemporary Arabic, through deep analysis of linguistics and literary texts. The course has been introduced in an interactive learning environment based on: 1) student activities, 2) Developing student skills, 3) learning and collaborative methods, 4) Communication skills for self-expression and ideas in different ways, 5) Solving problems through critical thinking skills and creativity, and 6) The absorption of ideas in different contexts. The assessment process uses a variety of tools to measure the attainment of student learning outcomes.

Language Skills | ARAB 109   (Credit Hours: 3)

This course aims to enable the student to acquire the four language skills (listening, speaking, reading, and writing), i.e. to develop the skill of speaking sound Arabic; enhance communication with others; master the skills of reading, sending/receiving, and understanding oral and written communications; and to master correct writing skills and identify proper ways of usage. All this is achieved through content that focuses on the functional aspect of the language, with attention to acquiring the knowledge of types of speech and signs of each type; differentiating inflected and uninflected forms and knowing the signs of both; and recognizing the two types of the Arabic sentence and their components, in an active-learning student-centered atmosphere, utilizing various learning activities, including readings of quality linguistic and literary sourcebooks to enable them employ their language skills in absorbing source texts, with a relative weight of up to %80 of the skill, employing various evaluation tools.

Introduction to Literature & Language | ARAB 110   (Credit Hours: 3)

This course aims to build students' familiarity with and competence in Arabic literature in its various genres, increase their ability to appreciate literature, and develop their awareness of its concepts through the study of poetry and short stories.

Arabic Language II | ARAB 200   (Credit Hours: 3)

The course aims to enable the student to master the skill of Arabic writing and scientific and professional communication. These aims will be realized by the course content, which combines the basics of the language and linguistic rules to regulate the methods of writing, and experience the skills of Arabic writing in the following forms: 1) Functionally and non-Arabic speaking students, who are either Non-Native Speakers or inheriting the Arabic language, are required to contact their designated academic advisor for the new updates/ changes on Arabic language requirements. These changes will come into effect as of the Summer 2022 semester for newly admitted students and all students who follow plans before Summer 2022. creatively, 2) Traditionally and contemporary, and 3) Descriptively and analytically. Furthermore, the course aims to handle written problems through self-learning and collaborative environments that develop creative skills, dialogue, discussion, and critical thinking. It will also promote methods of written expression toward both the self and career, including help in the acquisition of knowledge, and building cultural awareness and good citizenship. The performance of the student will be evaluated through the various assessment tools that focus on the student's writing skills, to achieve the desired learning outcomes.

Identity & Communication Package

Islamic Culture | DAWA 111   (Credit Hours: 3)

This course seeks to strengthen the unifying identity to which all students subscribe, regardless of their academic specialties. The Course adopts a particular educational philosophy that suits its particular nature. All topics are arranged in a unifying, integrative structure that begins with defining key concepts related to culture, science, and civilization. Following these preliminary clarifications, intensive analytical material on issues related to the message of Islam, the creation of man, the role of the Islamic ummah, and the relationship with the other, will be presented.

English I | ENGL 110   (Credit Hours: 3)

The course is designed to introduce students to the process of reading and oral communication. It provides the students with a wide range of reading and oral communication skills/strategies that help them become efficient readers and speakers of English. The course focuses on reading comprehension and vocabulary development in context, listening comprehension, pronunciation, and speaking skills. Course material and textbooks will be selected to reflect the pedagogical content of the course.

English II | ENGL 111   (Credit Hours: 3)

This course is a continuation of English (1) and focuses on developing the same skills at a more advanced level. The emphasis remains on students' practical use of English. Some attention will be given to differences between written and spoken English (with the aim of eliminating errors resulting from confusing the two modes) and to conventions of punctuation.

Essay Writing I | ENGL 150   (Credit Hours: 3)

This course provides guided experience in writing academic essays at the university level. Emphasis is placed on writing effective introductions and concluding paragraphs, developing a clearly defined thesis statement and crafting strong supporting paragraphs. The course will help the students to learn how to research, evaluate, use and cite sources and learn a variety of techniques for crafting their own writing through two principal activities: the process of their own writing and analysis of the writing of others. Students will receive instruction on summarizing, using transition signals/paragraphs, paraphrasing, using different types of quotes and correcting common sentence errors. All material is based on the writing standards established by the Modern Language Association (MLA).

Advanced Reading Comprehension | ENGL 151   (Credit Hours: 3)

This course introduces students to a wide variety of authentic texts from different sources including newspaper and magazine articles and extracts from the works of modern writers. Texts will also vary in length and density. Tasks are designed to include different skills reflecting the different kinds of responses to texts needed by students such as summarizing the main argument of the text, taking detailed notes, criticizing texts, comparing texts written in different registers examining the different features that make texts cohesive and coherent and responding to exam-style comprehension questions.

Identity & Communication Package

English Language I Post Foundation | ENGL 202   (Credit Hours: 3)

This course is designed to help students improve their academic writing ability and to ensure that they are prepared for the more advanced writing and research skills introduced in English 2. Emphasis is placed on understanding information from authentic texts. Academic vocabulary is taught through inference and context. A collaborative community environment is encouraged, whereby students learn to provide and accept relevant, focused feedback to and from their peers. Throughout the semester, students create and develop an e-portfolio.

English Language II Post Foundation | ENGL 203   (Credit Hours: 3)

English 203 is an advanced academic writing course, which provides an opportunity for students to learn and practice the skills needed for a guided university-level academic paper related to their field of study. The course emphasizes the development of academic writing skills as well as the ability to read and think critically. Students will learn to use the library and appropriate online resources to find and evaluate sources to inform, develop, and support their ideas in term paper writing.

History of Qatar | HIST 121   (Credit Hours: 3)

This course aims to familiarize students with the history of Qatar through different historical eras, with particular emphasis on the emergence and development of the Qatar Emirate during the Ottoman-British rivalry in the Gulf. The course also deals with social, economic, and political life during the pre and post-oil and Gas era. It examines the socio-political and economic developments that took place in the country during the period of his Highness, Sheikh Hamad Ben Khalifa Al Thani.

Procedures for Preparing Students to Meet the Arabic Language Proficiency Requirements for Non-native Speakers and Heritage Speakers of Arabic

The Non-native Arabic speaking students or Arabic language inheritors shall communicate with their academic advisors regarding the former's ineligibility to register for ARAB 100 and/or ARAB 200 courses, as required by their study plan.

The academic advisor proceeds to liaise with the Retention Section, who will communicate with the Student Records Section to enroll the student in the Cohort Bridge Program. Subsequently, the academic advisor guides the student to register for substitute courses and additional requirements, as outlined in the table below:

Original Courses	Additional Bridge Courses Required	Substitute Courses
ARAB 100	ARAB 055	UNIV 200
ARAB 200	ARAB 065	Any course from the Core Curriculum packages. The following courses are recommended: • CHME 100 Energy for Life • GNSP 120 Physical Fitness • CMPS 185 Introduction to Cybersecurity • GENG 104 Traffic Safety and Human Behavior

Accordingly, the possible scenarios for enrolled students before the Fall (2022) are as follows:

Student's Status	Requirements
In case the student is required to complete (ARAB100) and s/he had completed (ARAB 107) course successfully.	No action is required.
In the case is required to complete (ARAB 200) and s/he had completed (ARAB 201) courses successfully.	No action is required.
In case the student is required to complete (ARAB100), but not completed (ARAB 107) course.	In this case, the student is required to complete (ARAB 055) course in addition to the substitute course (UNIV 200)
In case the student is required to complete (ARAB200) course, but not completed the (ARAB 201) course	In this case, the student must complete the (ARAB065) course in addition to a substitute course from the following proposed courses: • CHME 100 Energy for Life • GNSP 120 Physical Fitness • CMPS 185 Introduction to Cybersecurity • GENG 104 Traffic Safety and Human Behavior

• It is mandatory for the student to complete the additional requirements and substitute course/s successfully.
• The academic advisor sends the substitute course request form to the Student Records Section and follow the regular procedures followed in this regard.
• The Student Records Section ensures that the student completed the additional requirements successfully before counting the substitute courses.
• The student is considered to have fulfilled the Arabic language requirements once successfully completed the additional requirements and the substitute course/s.
• The Student Records Section, in collaboration with the concerned academic advisor, shall ensure that all cohort students have successfully completed the cohort bridge program and substitute course/s enough time prior to graduation to avoid any delay in graduation.

Procedures for Preparing Students to Meet the Arabic Language Proficiency Requirements for Non-native Speakers and Heritage Speakers of Arabic

Procedures for Students who joined Fall 2022 onwards

Notes

The following guidelines was agreed upon, with the possibility of reconsidering the proposal pending on the number of students benefiting from it:
- Offer 055 ARAB Course in fall semesters
- Offer 065 ARAB Course in spring semesters
- Offer the intensive program ARAB 075 in summer semesters.
- Bridge courses are pass-fail and do not count for credit hours.
- The concerned student has to pay tuition fees for the bridge courses that is equal to the rest of the UG courses (3 credit hour courses.)
- The procedures to follow for each each student is based upon his catalogue term (i.e. F all 2022).
- The student may take bridge courses simultaneously with ARAB 100 or ARAB 200 courses.
- When required, the Core Curriculum Program and the Academic Planning and Quality Assurance Office may specify additional substitute courses.
- If new cases / scenarios
- emerged, please contact the Academic Planning and Quality Assurance Office.

- Students are required to fulfill the Arabic language prerequisites as outlined in their study plans. This obligation is made clear to them before their admission to QU, as stated in the application for admission.
- Non-native Arabic-speaking students and heritage speakers of Arabic shall communicate with their academic advisor about the former's ineligibility to enroll in the ARAB 100 and/or ARAB 200 courses, as stipulated in their study plans
- The academic advisor then liaises with the Retention Section to ensure proper documentation of the student's case and inclusion in the Cohort Bridge Program.
- Subsequently, the academic advisor forwards the student's case to the Retention Section, which then initiates communication with the Arabic Language Center for Speakers of Other Languages to arrange for the student's placement test.
- The Arabic for Non-Native Speakers Center (ANNS) administers the placement test, noting that it can be scheduled at any convenient time for the students.
- Once the test is completed, both the student and the advisor are notified of the results and the corresponding level the student is required to undertake. Based on these results, the following steps are taken:
1. The advisor guides the student to register for one or two bridge courses or the Intensive Program:
- ARAB 055 and ARAB 065, followed by ARAB 075 (Intensive Program).
- ARAB 065, followed by ARAB 075 (Intensive Program).
- Direct registration for the Intensive Program ARAB 075.
2. The student enrolls in the required Arabic language courses (ARAB 100 and/or ARAB 200) according to their study plan. the student has the flexibility to register for these courses either before or during their enrollment in the bridge courses or support programs.
- It's important to note that while the above procedures are recommended by the university based on the placement test results, students have the option to directly register for the Compulsory Arabic language courses at their own risk if they do not want to follow the university's recommendations and procedures in this regard.

Social / Behavioral Sciences Package

3 CREDIT HOURS

Courses included in this package aim to develop students' understanding of themselves as individuals and as an integral part of society.

 The number of credit hours required for this package is 3 credit hours. Students must select ONE course from the courses listed in the CCP-defined Social/ Behavioral Sciences package including

Course Code	Course Title	Credits	Pre-requisite
EDUC 200	Education and Societal Problems	3	_
EDUC 203	Family Relationships	3	_
EPSY 201	Introduction to Psychology	3	_
EPSY 205	Social Psychology	3	_
HONS 102	Introduction to Honors	3	_
INTA 101	Political and Social Thoughts	3	_
INTA 103	Introduction to International Relations	3	_
INTA 206	Globalization	3	_
MCOM 103	Media and Society	3	_
MCOM 205	Art of Debates and Critical Thinking	3	_
PSYC 201	Fundamentals of Psychology	3	_
PSYC 206	Introduction to Social Psychology	3	_
SOCI 120	Introduction to Sociology	3	_
SOCI 121	Introduction to Anthropology	3	_
SOWO 101	Introduction to Social Work and Welfare	3	_
SOWO 361	Society and Human Rights	3	_
UNIV 200	Innovation, Leadership and Civic Engagement	3	_
UNIV 210	Introduction to Creative Industries	3	_
UNIV 220	Community Service Learning	3	_
UNIV 230	AI in General Education	3	_

Course Description

Education and Social Problems | EDUC 200 (Credit Hours: 3)

The course aims to increase the student's awareness of local and global community issues (cultural, social, economic, and environmental) and the role of education in dealing with such issues and influencing results. The focus will be on assisting students in developing the necessary skills and strategies to analyze these issues and propose theoretical and practical solutions to address them to enhance learning through community service. Students will be able to identify some basic concepts such as education, society, and culture and the relationship between them, as well as learn more about the current issues and challenges of a global nature that face the local community. The role of education in influencing such issues, especially youth, family, development, and environmental matters, is another focus that aims at providing students with planning skills and implementing some field projects to meet societal challenges and achieve learning outcomes through community service.

Family Relationships | EDUC 203 (Credit Hours: 3)

This course provides students with a range of knowledge, skills, and positive attitudes towards family and family relations. It covers the concept of families, their functions and characteristics, the functions of the individual that change with marriage and family life, and family growth in the life cycle. Content includes the family's role in child-rearing during different developmental stages. The role of family organizations in helping families address marital issues and problems is also addressed.

Introduction to Psychology | EPSY 201. (Credit Hours: 3)

The course provides students with introductory knowledge and skills about the basic principles, methods, and areas of psychology, such as learning, memory, emotion, perception, physiological, developmental, intellectual, social, and abnormal. This course aims to provide students with a basic overview of psychology as behavioral science and to help them develop a more comprehensive and accurate understanding of behavior.

Social Psychology | EPSY 205 (Credit Hours: 3)

Social Psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. This course will focus on three major categories: (a) thinking about the self and others, (b) evaluating persons and relationships, and (c) interacting with other people. Thinking about the self. Evaluating persons and relationships involves attitudes, attitude change, prejudice, interpersonal attraction, close interpersonal power, and groups.

Introduction to Honors | HONS 102 (Credit Hours: 3)

This course has been specifically created to support students in capitalizing on their honors experience, forming a feeling of community amongst the honors students, and preparing them for life during and after college. This course will allow honors students to have discussions about the realities of the mind, the nature of knowledge, the idea of a university, and how university education can change and influence the future of individuals. The course will acquaint honors students with the college experience by directly involving them in service, scholarship, and leadership endeavors. This course incorporates workshops, practical experiences, and notable guest speakers, which will encourage independent scholarship and collaborative learning.

Political & Social Thought | INTA 101 (Credit Hours: 3)

In the last half a millennium Western Europe transformed in radical ways, from individual self-perception to the way the state legitimizes its authority. Most of the changes were unprecedented in human history, and along the way, brought about new philosophical problems that since then have occupied the Western world. This course introduces some of the central philosophical problems as well as responds to the course of European transformation and some solutions offered by European philosophers.

Introduction to International Relations | INTA 103. (Credit Hours: 3)

This is an introductory course to topics in international relations. It provides students with (1) the analytical and theoretical frameworks and vocabularies needed to explore and understand the subject matter of international relations, and (2) case-oriented accounts relating to local, regional, and global issues, including, but not limited to, ethnic and religious conflicts, wars, foreign policymaking, diplomacy, democratization, and global terrorism.

Globalization | INTA 206 (Credit Hours: 3)

Globalization is a popular term that remains poorly understood. For many, it is associated with progress and development, while others see it as representing rampant capitalism and Westernization. The purpose of this course is to introduce students to key issues in globalization. By drawing on a variety of key themes, the course will cover globalization's most important political, economic, social, and cultural phenomena, such as transnational social movements, international organizations, political economy, and security. This seminar will attempt to answer fundamental concepts such as questions: What is globalization? Is it truly new? Is it global? Is it a threat to national sovereignty? What are its implications for domestic policymaking?

Media and Society | MCOM 103 (Credit Hours: 3)

This course introduces students to the basics of communication and provides an overview of the history and development of the various mass media. It deals with issues pertaining to the role of communication media in society and highlights issues of press freedom and social responsibilities of the media; the role of media in fostering diversity; and the impact of mass media on society. The course provides a critical evaluation of media content about social and cultural variables of society.

The Art of Debates and Critical Thinking | MCOM 205   (Credit Hours: 3)
This course

This course focuses on debate skills and critical thinking using deductive reasoning. Students develop their analytical thinking and critical skills by discussing local and global issues, constructing coherent arguments in both oral and written, engaging in various forms of debate, and analyzing, evaluating, and refuting opposing arguments based on logical principles. Additionally, students enhance their research skills by utilizing digital databases to find supporting evidence for their critical viewpoints and employ logical arguments to participate effectively in debates.

Fundamentals of Psychology | PSYC 201   (Credit Hours: 3)
This course is intended for the scientific study of the behavior of the organism and aims to familiarize students with the history, theories, and applications of psychology and its various fields of study as well as the research methods that explain the behavior. This course offers a large number of topics including research methods in psychology, statistics, biological bases of behavior, learning, memory, sensation and perception, personality, and normal, and abnormal behaviors. This course is a step toward the specialization in the field of psychology.

Introduction to Social Psychology | PSYC 206   (Credit Hours: 3)
Social Psychology is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. This course will focus on three major categories: a) thinking about the self and the others, (b) evaluating persons and relationships, and (c) interacting with other people. Thinking about the self. Evaluating persons and relationships involves attitudes, attitude change, prejudice, interpersonal attraction, and close interpersonal power, and groups.

Introduction to Sociology | SOCI 120   (Credit Hours: 3)
This course provides a fundamental introduction to the discipline of sociology. In the broadest terms, sociology is the study of society. More specifically, sociology explores the interactions between social institutions, cultures, groups, and individuals. It examines how unequal power relations organize the social world, and how those unequal power relations shape individual lives. It also focuses on how individuals navigate and negotiate the different social and economic contexts in which they live. To accomplish this task, sociology relies on a variety of established theories and methods. This course will introduce students to those theories and methods. It will also provide students with a critical perspective on the application of those ideas in the examination of real-world problems. This course includes field-based projects.

Introduction to Anthropology | SOCI 121   (Credit Hours: 3)
This course introduces students to the discipline of anthropology. Students will briefly explore the four subfields of anthropology (physical or biological anthropology, linguistic anthropology, archaeology, and sociocultural anthropology). The central focus of this course will be on the last of those subdisciplines. Students will explore the historical development of anthropology, the primary theoretical frameworks it has developed, and the methods anthropologists utilize in the field. Students will also have the opportunity to apply these tools in solving a real-world problem through a field-based project.

Introduction to Social Work and Welfare | SOWO 101   (Credit Hours: 3)
This course examines the history and philosophy of social welfare, with an emphasis on the social work profession: its mission, philosophy, ethics, values, and diverse fields of intervention with various client populations served in a range of social welfare settings.

Society & Human Rights | SOWO 361   (Credit Hours: 3)

The course discusses social work between the concept of the universality of human rights and the concept of cultural relativism. The course tries to answer to what extent the universality of human rights conflicts with the concept of cultural relativism regarding the social issues dealt with in the Universal Declaration of Human Rights. In general, the course tries to answer the following question: how Social Work can utilize human rights documents as they are in the United Nations in dealing with social issues?

Innovation, Leadership and Civic Engagement | UNIV 200   (Credit Hours: 3)

Innovation, Leadership, and Civic Engagement (UNIV 200) is an interdisciplinary course designed to introduce students to the concept of social entrepreneurship and equip them with the skills needed to create social value and address Sustainable Development Goals. In this project-based course, students from different disciplines work collaboratively to come up with an innovative solution that addresses one or more challenges faced by local or global communities. In the process, students learn about the mechanisms of civic engagement, develop their leadership skills, unlock their creativity, and most importantly, learn to think like entrepreneurs.

Introduction to Creative Industries | UNIV 210   (Credit Hours: 3)

Are you ready to unlock your creative potential and explore your own path to independence? How do skills gained from learning about creative industries empower you to become a leader in your area of expertise, such as art, digital media, engineering, and design? What makes the cultural economy and digital transformation thrive across different countries? How has digital transformation redefined creativity? Creative industries course will help you answer these questions. In this course, you will explore the concepts of creativity and idea generation using design thinking and problem-solving skills through debates, classroom discussions, and real-world case studies. Accordingly, your ability to present complex ideas innovatively will be developed. This course goes beyond classroom learning to materialize ideas and apply them within the initiatives of creative industries in the modern world, enhancing critical thinking, digital literacy and entrepreneurial thinking.

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcom X -

Community Service Learning | UNIV 220   (Credit Hours: 3)

Service Learning is a form of experiential learning that integrates academic study with hands-on Service Learning is a form of experiential learning that integrates academic study with hands-on meaningful community service activities and structured reflection. This course engages students in a minimum of 40 organized community service hours to meet local community needs and gain a sense of civic responsibility. The course introduces students to the key concepts, characteristics, benefits, and challenges of community service and equips them with the knowledge, skills, and dispositions required to respond to pressing community needs. Students will create an e-portfolio to reflect on their service-learning experience and the impact of civic engagement on themselves, others, and the community.

AI in General Education | UNIV 230   (Credit Hours: 3)

AI in General Education introduces students from all majors to the principles, applications, and societal impacts of Artificial Intelligence (AI) through interactive modules, hands-on projects, and real-world case studies. This course fosters AI literacy, ethical awareness, and critical thinking, empowering students to analyze AI's role in everyday life, creative content generation, and innovative problem-solving across diverse fields. Students will apply AI concepts using intuitive no-code platforms, creating practical solutions without programming expertise. Through discussions, expert insights, and collaborative projects, they will explore emerging AI trends and develop the confidence to use AI responsibly and creatively in their careers.

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcom X -

Natural Science/ Mathematics Package

3 CREDIT HOURS

Courses included in this package help students develop an appreciation and understanding of science, and encourage a re-thinking of the relationships between science and other human activities.

The number of credit hours required for this package is 3 credit hours. Students must select ONE course from the courses listed in the CCP defined Natural Science/Mathematics package including:

Course Code	Course Title	Credits	Pre-requisite
BIOL 101	Biology I	3	_
BIOL 110	Human Biology	3	_
CHEM 101	General Chemistry I	3	_
GEOL 101	Principles of Geology	3	_
GSCN 100	Science for Life	3	_
MATH 101	Calculus I	3	_
MATH 103	Intermediate Algebra	3	_
MATH 104	Basic Geometry and Measures	3	_
MATH 105	Mathematics in Society	3	_

Course Description

Biology 1 | BIOL 101 (Credit Hours: 3)

Biology 101 is the first introductory course for biology majors and minors, covering important biological concepts, including biochemistry, cell structure and function, photosynthesis, cellular respiration, cellular reproduction, genetics, and biotechnology. The laboratory introduces basic laboratory skills such as safety, microscope use, measurement, and reinforces concepts discussed in the lecture. There are two hours of lecture and three hours of laboratory per week.

Human Biology | BIOL 110 (Credit Hours: 3)

An introductory course to human biology, it covers principles of structure and function of the human body; nutrition & digestion, the circulatory system, the blood, the immune system, respiration, the urinary system, the nervous system, the sense, the skeleton & muscles, the endocrine system. Principles of human genetics, human development, and aging. These systems are approached through an understanding of their functioning in the healthful condition followed by examples of the common disease conditions resulting from their dysfunction.

General Chemistry I | CHEM 101 (Credit Hours: 3)

Chemistry and Measurement and significant figures. Atoms, molecules, and ions. Formulas and names. Stoichiometry and chemical calculations. Chemical reactions. Thermochemistry and enthalpy changes. Quantum theory of the atom and electron configuration. Chemical bonding and molecular geometry.

Principles of General Geology | GEOL 101 (Credit Hours: 3)

Chemistry and Measurement and significant figures. Atoms, molecules, and ions. Formulas and names. Stoichiometry and chemical calculations. Chemical reactions. Thermochemistry and enthalpy changes. Quantum theory of the atom and electron configuration. Chemical bonding and molecular geometry.

Science for Life | GSCN 100 (Credit Hours: 3)

"Science for Life" is a general Science course that is designed to meet the needs of students majoring in non-science undergraduate programs. The course develops students' broad understanding of basic science concepts with an integrative approach of physics, chemistry, environmental sciences, and biology in one course. Students will be engaged in real-life experiences that connect theoretical science to daily life phenomena and applications. The course emphasizes captivating topics that both effectively and creatively convey the fundamental science concepts to students. Specifically, the content focuses on improving students' skills in areas of scientific reasoning, critical thinking, problem-solving, and cooperative dialogue through hands-on activities and real-life scenarios. It will also increase students' self-awareness of scientific issues relevant to their local, regional, and global contexts.

Calculus 1 | MATH 101 (Credit Hours: 3)

Limits and continuity. Differentiation. Applications of derivatives. Integration. Inverse functions. Transcendental functions.

Intermediate Algebra | MATH 103   (Credit Hours: 3)

This course is an elementary course that provides the students with the basic concepts and skills about numbers, polynomials and rational expressions along with algebraic operations. Also, it furnishes students with basic facts about relations and functions along with sketching of graphs of certain functions.

Basic Geometry and Measures | MATH 104   (Credit Hours: 3)

Basic Geometry and Measures (Math104) is meant to strengthen the basic concepts of geometry and measures. This course is very helpful in studying different shapes and their measurements. It begins with concepts of length, mass, and capacity, estimating and making measurements using standard metric units. It also includes topics about rectangular coordinates, angle-classification of triangles, polygons, and areas, circles, and solids.

Mathematics in Society | MATH 105   (Credit Hours: 3)

Mathematics in Society is a math course that meets the needs of students majoring in non-science undergraduate programs not requiring calculus or discrete mathematics. The course develops students' mathematical understanding through an engaging and nontraditional design that connects theoretical math curriculum to daily life examples and applications regarding the local context. The course emphasizes topics that effectively and creatively convey the fundamental mathematical concepts to students. Specifically, the content focuses on improving students 'numerical, statistical, and logical reasoning skills through hands-on activities, real-life scenarios, and computer applications.

"Education is simply the soul of a society as it passes from one generation to another."

G.K. Chesterton -

Humanities / Fine Arts Package

3 CREDIT HOURS

Courses included in this package help students acquire an understanding of various modes of human thoughts and interaction.

The number of credit hours required for this package ranges from 0 to 3, depending on the program. When applicable, programs require the completion of 3 Credit Hours from courses listed in the CCP defined Humanities / Fine Arts package, including:

Course Code	Course Title	Credits	Pre-requisite
GEOG 110	General Geography	3	_
GEOG 241	Geography of Qatar	3	_
HIST 217	Islamic Civilization	3	_
HIST 222	The Gulf in Modern Period	3	_
PHIL 110	Introduction to Philosophy	3	_

Course Description

General Geography | GEOG 110   (Credit Hours: 3)

This course will study the principles of general geography: Geographical thinking, branch definition, and geographical interests and methodologies; Real facts about the planet Earth - universal and mathematical facts about planet Earth, also its climate and biological environment; humanities and economic geography such as population, type of populations, political group, natural resources, and various economic activities.

Geography of Qatar | GEOG 241   (Credit Hours: 3)

This course aims to provide the students with insight into the effective factors in the geography of Qatar, methods of investigation and analysis. The additional goal is to highlight the mutual relationship among the natural, human and economic elements that affect the geography of Qatar and how these various elements interplay to create unique features of Qatar's geography. The course includes the following topics: - Natural elements, which comprise the study of climate, soil, natural habitat and water resources -Human elements which include the study of population. - Economic elements that focus on agricultural, gas, and oil production; industrial development; trade; transportation and tourism; analytical study of the future perspective of the industrial development and gas production with some focus on the population crisis and the role of the GCC.

Islamic Civilization | HIST 217   (Credit Hours: 3)

This course focuses on the concept of civilization, the rise and historical circumstances that helped in establishing the Islamic civilization, its interrelation with other civilizations, and its contributions to the world's culture and heritage. The course deals with the foundation of the Islamic State, and its administrative, financial, judicial and social institutions. In addition, it is devoted to examining the social, economic, and intellectual activities of Muslims and their impact on other civilizations up to the 16th century.

The Gulf in Modern Period | HIST 222   (Credit Hours: 3)

This course is designed to provide the students with the necessary information that would help them understand the historical developments in Gulf countries during the past five centuries, as well as acquaint them with the main sources of Gulf history. The course will focus on the political history of the Gulf and the conditions that led to the emergence of Gulf countries.

Introduction to Philosophy | PHIL110   (Credit Hours: 3)

This course is an overview of the problems of philosophy throughout the ages. It tackles the following topics: Various definitions of philosophy and its methodology – classification of sciences – historical overview of the developing stages in philosophy from the Greek era until now– the relation between science and philosophy – relation between religion and philosophy – Epistemology: possibility of knowledge, its sources and nature – Ontology: nature of being, materialism and spiritualism – Axiology: logic as the study of truth, ethics as the study of morals, and aesthetics as the study of norms of beauty. – The problem of body and mind.

Core Knowledge and Skills Package

0-6 CREDIT HOURS

The courses in this package help students acquire fundamental knowledge and pertinent skills of strategic importance to QU and the nation.

The number of credit hours required for this package range from 0 to 6, depending on the program. When applicable, the 6 credit hours can be taken from courses listed in the CCP defined Core Knowledge and Skills package, including:

Course Code	Course Title	Credits	Pre-requisite
CHME 100	Energy for Life	3	_
CMPS 185	Introduction to Cybersecurity	3	_
DAWA 117	Ethics	3	_
DAWA 118	Introduction to Islamic Creed Studies	3	_
DAWA 210	Philosophy of Sirah	3	_
DAWA 222	Dialogue of Civilizations	3	_
GNSP 120	Physical Fitness	3	_
EDUC 201	Research Methods	3	_
FINA 101	Essentials of Personal Finance	3	_
GENG 104	Traffic Safety and Human Behaviour	3	_
LAWC 100	Legal Culture	3	_
LAWC 102	Human Rights	3	_
MAGT 100	Introduction to Business	3	_
MAGT 201	Entrepreneurial and Innovation Mindset	3	_
PUBH 100	Your Health	3	_
SOCI 200	Sustainable Development	3	_
STAT 101	Statistics I	3	_

Course Description

Energy for Life | CHME 100   (Credit Hours: 3)

The course aims at developing the basic ideas of energy and their applications. It gives an overview of the main scientific principles and technologies related to conventional and unconventional energy resources. Fossil fuels (coal, oil, natural gas) are studied together with their societal and environmental impact and limitations. The course also introduces alternative energy resources, the opportunities, the technical foundations, as well as the associated risks. In particular, solar energy, wind, geothermal, and hydropower, together with various aspects of energy conservation are covered. In addition, the economic, societal and political issues related to the use of energy resources will be presented. Environmental issues related to energy such as global climate change, greenhouse gas emissions, effects on ecology and biodiversity (local-regional-global), responses to CO_2 build-up, and mitigation technologies will be covered. The focus will be given to the Middle East region.

Introduction to Cybersecurity | CMPS 185   (Credit Hours: 3)

This course introduces the fundamental concepts of cybersecurity. It focuses on analyzing scenarios to identify security-related problems, investigating vulnerabilities, and proposing preventive measures. It equips students with the knowledge of best practices in cybersecurity and the skills to analyze vulnerabilities and apply basic theories and preventive measures through group projects and reflection reports. The course explores cybersecurity laws and contemporary regional and global cybersecurity threats and how they affect individuals and organizations.

Ethics | DAWA117   (Credit Hours: 3)

Educating the student on the centrality of ethics in the making of human, social, cultural, and civilizational makeup. Introducing the student to the role played by ethics in preserving humanity and nature and in the right development of human beings emotionally, socially, academically, and culturally as well as in the achievement of justice and civil society. Acquaint the student with essential moral qualities, their importance and benefits in life, and it practical results. Engraining in the student moral etiquettes through the exposition of the essence of morality and the ways and means to nurture it. Acquainting the student to the characteristics of Islamic ethical values by objectively and academically comparing them with various ethical philosophies

Introduction to Islamic Creed Studies | DAWA 118   (Credit Hours: 3)

This course introduces the fundamentals of the Islamic Creed and its role in life, presenting them in a simple and accessible manner, derived from the Noble Qur'an. It begins by addressing the importance of the "Creed" and its position within the Islamic framework, explaining key terms and concepts, and outlining the Qur'anic methodology in presenting the three principles: belief in God, prophethood, and the hereafter. The course also explores the Qur'anic method of inference and dialogue with deniers. Additionally, it aims to connect these principles with the value and ethical system, emphasizing their role in building the individual, society, and the nation. This is achieved through an analytical reading of Qur'anic models from the Prophet's stories and a critical analysis of models from both traditional texts and contemporary writings.

Philosophy of Sirah | DAWA 210   (Credit Hours: 3)

This course deals with the various stages of Prophet Mohammad's Sirah. It discusses its historical context, the Dawa movement, the establishment of the Islamic Ummah belief and value systems, and its diverse relationships. The course adopts an objective analytical approach. It aims to deduce norms and practical lessons that promote the ideal model for the Islamic revival, tackle the major defects facing the Ummah in line with its identity, and strengthen its ties to it.

Dialogue of Civilizations | DAWA 222   (Credit Hours: 3)

FINA101 is designed to introduce students to the basics and key practical concepts of finance that they can apply in analyzing and solving real-life financial problems. Students will learn a wide array of financial vocabulary and topics like financial planning, time value of money, financial institutions, investments, financial securities: stocks, Bonds, Mutual funds, Exchange Traded Funds. Through interactive teaching approaches, students will develop a financial mindset and a set of skills needed to make sound personal financial decisions. They will learn about the innovations in finance and the emerging financial technologies such as Fintech, green finance, and Cryptocurrencies.

Research Methods | EDUC 201   (Credit Hours: 3)

This course is designed to help undergraduate students understand what research is, how it is conducted, and its place in academic disciplines. The focus will be on assisting students in developing practical research skills and strategies to enhance academic and professional success. Major emphasis will be on helping students understand the basic concepts of research as well as the different research paradigms and their implications for doing research. Another focus will be on assisting students with developing the ability to effectively prepare a research proposal. Other course topics include research ethics, experimental and non-experimental research, and acquiring electronic and non-electronic information resources for research purposes. Delivery methods used in this course will integrate active and experiential activities in the teaching and learning process. Student learning outcomes will be assessed using a multidimensional approach.

Essentials of Personal Finance | FINA 101   (Credit Hours: 3)

FINA101 is designed to introduce students to the basics and key practical concepts of finance that they can apply in analyzing and solving real-life financial problems. Students will learn a wide array of financial vocabulary and topics like financial planning, time value of money, financial institutions, investments, financial securities: stocks, Bonds, Mutual funds, Exchange Traded Funds. Through interactive teaching approaches, students will develop a financial mindset and a set of skills needed to make sound personal financial decisions. They will learn about the innovations in finance and the emerging financial technologies such as Fintech, green finance, and Cryptocurrencies.

Traffic Safety and Human Behaviour | GENG 104   (Credit Hours: 3)

This course introduces the fundamental concepts of traffic safety and its main elements. It covers the following areas: principles of traffic safety and road users' behaviour. The course investigates road user characteristics and limitations and how these affect traffic safety. The course will equip students with a knowledge of traffic safety and capabilities to analyze problems and help them play a positive role in addressing local traffic safety challenges through a Project Based Learning (PBL) approach.

Physical Fitness | GNSP 120   (Credit Hours: 3)

The goal of this course is to introduce students to the basic principles underlying health, physical fitness, and wellness and how to put them into practice. The course will familiarize students with the proper methods to improve their health and wellness by monitoring their behaviors and engaging in physical activities aimed at improving their health and wellness.

Legal Culture | LAWC 100   (Credit Hours: 3)

The Legal Culture course highlights several basic topics for students who are not specialized in law. The main topics of the course include the definition of the legal rule and its sources, the different categories of law, and its most famous branches which have a clear relation to human life and its daily transactions, such as constitutional law, family law, criminal law, international law, and the general principles of human rights, in addition to civil law and commercial law. Furthermore, the course determines the nature of the relationship between law, state and individuals.

Human Rights | LAWC 102   (Credit Hours: 3)

The purpose of this course is to examine the history, development, structure, and efficacy of International Human Rights Law. Students will investigate the legal framework of the United Nations and regional human rights systems (European, Inter-American, African and Arab). The course covers the rights that are most commonly claimed by individuals. It teaches students how to think, solve problems, assess evidence, and construct and deconstruct arguments. In addition, it allows students to experience real legal scenarios and to familiarize themselves with the work of relevant national and international organizations. Furthermore, the course helps develop the confidence of students in the appropriate and effective use of digital technology. The above skills are essential to a successful academic and professional career.

Introduction to Business | MAGT 100   (Credit Hours: 3)

This course provides students with a comprehensive overview of business administration and its main functional areas such as management, marketing, accounting, finance and management information systems. Using interactive teaching approaches and real-life cases, students acquire the skills needed to analyze business environments and evaluate the strategic objectives of any business organization in the context of business ethics and social responsibility. Students will also discuss the characteristics of different forms of organizational structures and how they affect the overall business performance.

Entrepreneurial and Innovation Mindset | MAGT 201   (Credit Hours: 3)

This course aims to help students develop an entrepreneurial mindset for creating opportunities. It introduces the role of the entrepreneur, innovation and technology in the entrepreneurial process. Being entrepreneurial is not necessarily for starting a new venture, but it is necessary for seeking opportunities and taking action to bring those opportunities into reality. It consists of building something from nothing where successful entrepreneurs know how to spot new opportunities and build business models around them.

Your Health | PUBH 100   (Credit Hours: 3)

This course introduces students to key concepts of health using an interdisciplinary approach. It defines health from a holistic perspective that includes physical, mental, and social aspects. It also focuses on the role of individual behaviors in maintaining health at different ages, such as dietary behaviors, physical activity, and healthy coping with stress. The course aims to equip students with the necessary skills to make sound health decisions and to assess health claims in various sources, such as the media and social media, allowing them to play a leading role in offering solutions that encourage the adoption of a healthy lifestyle at the individual and community levels.

Sustainable Development | SOCI 200   (Credit Hours: 3)

This course will examine the historical development of the concept of sustainable development, differing interpretations of the concept, empirical indicators of sustainability in environmental sociology, and policy proposals for achieving sustainable development in Qatar within the Arab Gulf region. The emphasis of this course is on assessing the political, economic, social and cultural forces that pose a significant challenge to the development of a more sustainable future. There will be field-based projects.

Statistics I | STAT 101   (Credit Hours: 3)

This course covers Basic concepts, Population. Types of data, Sampling methods, Tables and graphs. Descriptive Statistics, Basic probability concepts, Random experiment. Sample space, Rules of probability. Counting techniques. Conditional probability. Independence, Discrete and continuous random variables. Sampling distributions, The Student-t distribution, and Point estimation. Confidence intervals for a single population, Testing hypotheses for a single population. For the lab one Statistical software like SPSS, Minitab or Excel are used.

Supplemental College/Program Package

0 - 12 hrs

The number of credit hours required for this package ranges from 0 to 12, depending on the program. When applicable, the required number of credit hours can be taken from a list of courses specific to each program and/or college. The specific courses to be completed by students are identified in the degree requirements of each program. This might include First Year Seminar course (UNIV 100) when applicable.

Course Description

First Year Seminar
UNIV100

UNIV 100 First Year Seminar is part of the CCP Supplemental College / Program Core Requirements package for concerned colleges. It is a CCP requirement of all programs offered at the College of Arts and Sciences, the College of Business and Economics, the College of Education, the College of Health Sciences (excluding Major of Physical Therapy), the College of Law and the College of Sharia and Islamic Studies. All mentioned students in these colleges are required to complete a total of 3 Credit Hours by completing UNIV 100 course.

First Year Seminar is a signature course designed to support first-year students during their transition to QU. The course develops students' skills and competencies needed for academic success and lifelong learning such as digital information literacy, critical and creative thinking, and communication skills. Besides, students learn how to use campus resources, including student support services, academic advising and library resources. To develop their research skills and activate their role as responsible citizens, students work collaboratively on a research project that addresses a particular issue facing the Qatari society.

Supplemental College/Program

Course Code	Credits	Pre-Requisit
BIOL 101	3	(ENGL 040Total for Integrated Core 400 OR AND ENGL 041ESL Reading Skills 100 OR AND ENGL 042APL for Writing Workshop 225 OR) Total for Integrated Core 400 OR (ESL Reading Skills 100 AND ESL Language Use 100 AND TOEFL_Inst Testing Prog 500 OR TOEFL Internet-based Test 061 OR TOEFL Computer-based Test 173 OR Int Eng Lang Test Syst-IELTS 5.5 OR OR ENGL 004 OR ENGL 250 OR ENGL 201)
CHEM 101	3	(ENGL 040 OR ENGL C002 OR Total for Integrated Core 400) AND (ENGL 041 OR ENGL R002 OR ESL Reading Skills 100) AND (ENGL 042 OR ENGL W002 OR APL for Writing Workshop 225)) OR (Total for Integrated Core 400 AND ESL Reading Skills 100 AND ESL Language Use 100) OR TOEFL_Inst Testing Prog 500 OR TOEFL Internet-based Test 061 OR TOEFL Computer-based Test 173 OR Int Eng Lang Test Syst-IELTS 5.5 OR ENGL 004 OR ENGL 111 OR ENGL 250 OR ENGL 201 OR ENGL 202
CHEM 103	1	CHEM 101
CHEM 209	3	CHEM 101 AND CHEM 103
CHEM 240	3	CHEM 101 AND CHEM 103
CHEM 351	3	CHEM 310 OR CHEM 212 OR CHEM 209
ENGL 250	3	ENGL 111 OR ENGL 203 TOEFL_Inst Testing Prog 500 OR Int Eng Lang Test Syst-IELTS 5.5 OR TOEFL Computer-based Test 173OR TOEFL Internet-based Test 061
ENGL 251	3	ENGL 250
ENGL 252	3	ENGL 250
ENGL 253	3	ENGL 250

NOTE: It is necessary to refer to your academic advisor and the curriculum before registering the above-mentioned courses within the supplementary requirements of the college."

Course Code	Credits	Pre-Requisit
MATH 101	3	(MATH 004 or MATH P100 or Scholastic Aptitude Test-SAT 550 or Scholastic Aptitude SATNew 570 or American College Testing-ACT 24 OR QUPM 235 or (Elementary Algebra 082 andCollege Level Math 095)) and (((ENGL 040 or ENGL C002 or Total for Integrated Core 400)and (ENGL 041 or ENGL R002 or ESL Reading Skills 100) and (ENGL 042 or ENGL W002 orAPL for Writing Workshop 225)) or (Total for Integrated Core 400 and ESL Reading Skills 100and ESL Language Use 100) or TOEFL_Inst Testing Prog 500 or TOEFL Internet-based Test 061or TOEFL Computer-based Test 173 or Int Eng Lang Test Syst-IELTS 5.5 or ENGL 004 or ENGL250 or ENGL 201 or ENGL 111 or ENGL 202(
MATH 102	3	MATH 101
MEDI 101	3	_
MEDI 102	3	_
PUBH 151	3	_
MEDI 103	3	_
MEDI 104	3	_
PHYS 191	3	MATH 101
PHYS 192	1	PHYS 191
PHYS 193	3	(PHYS 191 OR PHYS 180 OR PHYS 181 OR PHYS 101) AND (PHYS 192 OR PHYS 103)
PHYS 194	1	PHYS 191, PHYS 192, PHYS 193
PSYC 201	3	_
PUBH 151	3	_
UNIV 100	3	_

NOTE: It is necessary to refer to your academic advisor and the curriculum before registering the above-mentioned courses within the supplementary requirements of the college."

SIGNATURE COURSES

What are The CCP Signature Course in a nutshell?

First Year Seminar Course (UNIV 100)

Within Supplemental Package

First Year Seminar is a core course designed to support first year students make a smooth transition from high school to university. In this course, students are acquainted with various university support services and available resources. To support their academic success, the course develops a range of skills and competencies such as critical thinking skills, creative and practical thinking, emotional intelligence, leadership skills, goal setting, time management, note taking, memory skills and research skills to support their academic success. Students work in teams on a research project to tackle a current civic issue in Qatar. Their journey starts by brainstorming on possible research problems and ends by disseminating their findings through presentations, posters, and sometimes academic publications. The project increases students' awareness of challenges faced in the community and their role as engaged citizens to prepare them for responsible citizenship. To see the video click here or scan the code.

Innovation, Leadership and Civic Engagement (UNIV 200)
Within the Social Sciences Package

UNIV 200 course develops students' entrepreneurial thinking, that is, their ability to identify problems and propose innovative solutions to address them for the social good. Using a project-based learning approach, students from different disciplines work together on a project that addresses a challenge and creates value in the community. The course creates students' awareness of their role in the community and provides them with the skills needed to lead the way and make an impact in the community. In addition, the course develops their leadership skills, unlocks their innovation and creativity potential, and acquaints them with the social entrepreneurship process. To develop their competencies in digital technology, students in UNIV 200 are also required to design and print a 3D product as part of their project. To see the video click here or scan the code.

SIGNATURE COURSES

What are The CCP Signature Course in a nutshell?

Introduction to Creative Industries Course (UNIV 210)

CCP Package: Social / Behavioral Sciences Package

Are you ready to unlock your creative potential and explore your own path to independence? How do skills gained from learning about creative industries empower you to become a leader in your area of expertise, such as art, digital media, engineering, and design? What makes the cultural economy and digital transformation thrive across different countries? How has digital transformation redefined creativity? Creative industries course will help you answer these questions. In this course, you will explore the concepts of creativity and idea generation using design thinking and problem-solving skills through debates, classroom discussions, and real-world case studies. Accordingly, your ability to present complex ideas innovatively will be developed. This course goes beyond classroom learning to materialize ideas and apply them within the initiatives of creative industries in the modern world, enhancing critical thinking, digital literacy and entrepreneurial thinking.

Community Service Learning (UNIV 220)

CCP Package: Social / Behavioral Sciences Package

Service Learning is a form of experiential learning that integrates academic study with hands-on meaningful community service activities and structured reflection. This course engages students in a minimum of 40 organized community service hours to meet local community needs and gain a sense of civic responsibility. The course introduces students to the key concepts, characteristics, benefits, and challenges of community service and equips them with the knowledge, skills, and dispositions required to respond to pressing community needs. Students will create an e-portfolio to reflect on their service-learning experience and the impact of civic engagement on themselves, others, and the community. To see the video, click here or scan the code.

AI in General Education (UNIV 230)

CCP Package: Social / Behavioral Sciences Package

AI in General Education introduces students from all majors to the principles, applications, and societal impacts of Artificial Intelligence (AI) through interactive modules, hands-on projects, and real-world case studies. This course fosters AI literacy, ethical awareness, and critical thinking, empowering students to analyze AI's role in everyday life, creative content generation, and innovative problem-solving across diverse fields. Students will apply AI concepts using intuitive no-code platforms, creating practical solutions without programming expertise. Through discussions, expert insights, and collaborative projects, they will explore emerging AI trends and develop the confidence to use AI responsibly and creatively in their careers.
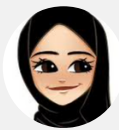
"If You are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.

- Chinese Proverb-

STUDENT TESTIMONIALS
(UNIV 100 COURSE)

★★★★★

Amal Al-Dosari

"The seminar was an enjoyable and beautiful experience. I benefited greatly from it in terms of time management skills, discovering strengths and weaknesses in my abilities. It served as a guide that helped me define the outlines of my specialization."

★★★★★

Mayan Al-Mula

"The seminar was a wonderful course, and I benefited a lot from it. It introduced me to the university and exposed me to new skills I had never heard of before. It is possible for me to use some of these skills in my life, and I recommend every new student to take this course in the first university year. They will learn skills that can be useful throughout their academic journey."

★★★★★

Tasnim Ahmed

The course contains a lot for us to learn, with a new flavor, encompassing various skills, critical thinking, and brainstorming. Without a doubt, this course has proven to me that true learning is more important than memorizing information without understanding its dimensions or depth.

★★★★★

Reem Al-Hayki

"The seminar course was extremely excellent and is considered one of the most beneficial courses I have taken. I am happy that I took it in my first semester at the university; it was the right choice. The skills I learned during the course will help me navigate through my university stage, especially research and presentation skills, in addition to various thinking methods and types."

★★★★★

Abdurahman Al-Hashidi

The seminar is a useful course that prepares the student for the university environment, and it helps the student in using the available and essential technological tools.

STUDENT TESTIMONIALS
(UNIV 200)

⭐⭐⭐⭐⭐

Rusaila Mohammad

The Innovation, Leadership and Civic Engagement course was great. I learned the ability to think outside the box and learned how to work and adapt with the students. The thing that attracted me the most in this course was how to cooperate among the students in the civic engagement component.

⭐⭐⭐⭐⭐

Raneem Ismail

This course motivates dynamic handwork as it encourages volunteering through civic engagement and by presenting success stories of influential people in the community. What I liked most about the course is the 3D design-printing component.

⭐⭐⭐⭐⭐

Fatima Alshebani

For me, the Innovation, Leadership and Civic Engagement course is one of the most interesting and creative courses, as it is not only related to explaining theoretical topics, but also included amusing and exciting practical activities. I am sure that at the end of the course, I will learn and benefit a lot from the course, and it will positively affect the development of my personality in the field of leadership and innovation.

⭐⭐⭐⭐⭐

Fatima Albatarni

Honestly, the Innovation, Leadership and Civic Engagement course is one of the most enjoyable courses I studied at the university, as it includes different and varied activities such as volunteering and the group project for social entrepreneurship. In addition to the fact that the topics I studied in the course are very engaging, so the lectures were interesting and valuable.
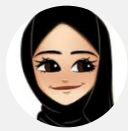
⭐⭐⭐⭐⭐

Abdul-Rahman Na'ma

An excellent program that focuses on community service, and I benefited from it as an elective subject. During my study, I learned how to communicate with others through volunteering, and it also contributed to the development of my presentation skills.

STUDENT TESTIMONIALS
(UNIV 220)

⭐⭐⭐⭐⭐

Al Anoud Al Ejji

Knowledge treasure course!
Now, after going through this fruitful experience, and after completing the UNIV 220 course, I can say that I finished the credit hours of the course with several values and benefits. Since the first day of the lectures of and until the end, my knowledge and skills were growing. In the light of the class activities that represented theoretical knowledge in the course, I learned many ethics and skills on which my practical experience was developed when I moved to volunteering in the World Cup stadiums. Through volunteering, I acquired many skills, perhaps the most prominent of which are exceptional ones with communication, responsibility, organization and other skills that are countless.

⭐⭐⭐⭐⭐

Atta-Allah

The community engagement course provided me with the opportunity for practical application of what we learn inside the classrooms. This experience is something I have always looked forward to applying in all the subjects I study, enabling me to grasp the material deeply and thoroughly. For example, in the theoretical lectures of this course, I studied the benefits and importance of volunteering and its impact on the individual and society. However, I couldn't truly understand this theoretical aspect until I engaged in the experience and observed its effect on my personality and how it changed my perspective on volunteering.

After completing this course, I can confidently affirm that this experience has had a profound impact on my personality. I have developed a strength in my character that I did not possess before, becoming more resilient in situations where I used to easily surrender or display excessive sensitivity. This experience has also influenced my perception of volunteering and the community of volunteers. It was my first volunteering experience in a significant event like the World Cup, involving people from different societal layers. I used to think that volunteers would never achieve the results that regular employees in an institution achieve, as they don't receive monetary compensation for their efforts. I often wondered if these volunteers were under certain pressure that forced them to volunteer.

However, after this experience, I became more sincere in believing that it is not just about spending hours; rather, the experience increased my sense of self-importance. It made me realize that I am impactful and capable of making a difference. Moreover, this experience motivated me to contribute more day by day due to the increase in my skills resulting from some challenges I faced. This aspect may benefit me in the future in my professional life. I am now fully convinced that this work stems from the desire to give back to the nation by accomplishing tasks and driving the wheel of work in society.

CCP STUDENT AWARDS

The Core Curriculum Program launched three Student Awards in order to recognize students who excel in different domains while taking CCP courses.

The CCP Student Civic Engagement Award

The award aims to recognize students who demonstrate exceptional abilities in integrating knowledge and communicating it through a creative digital product. Click here to open the Award link

The CCP Student Innovation and Entrepreneurship Award

This award recognizes students with entrepreneurial minds who demonstrate exceptional abilities in identifying and pursuing opportunities and coming up with innovative solutions and ideas that creative value for others and the community. click here to open the Award link

The CCP E-Portfolio Award

The award aims to recognize students who demonstrate exceptional abilities in integrating knowledge and communicating it through a creative digital product. Click here to open the Award link

AL-JAWHAR CLUB

Does the university's co-curriculum program support any of the student clubs?

The Core Club is an organization led by students, under the supervision of the Core Curriculum Program. The purpose is to enhance student engagement and spread knowledge about the Core Curriculum Program objectives, packages, and courses. The club is active on different social media platforms and provides details on the different course descriptions and other information valuable to students. The club regularly organizes events targeting students. These events aim to promote student engagement, build transferable skills and awareness about the CCP
Reach out at: aljawhar@qu.edu.qa

AlJawhar_Club_qu

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AlJawhar Club

FREQUENTLY ASKED QUESTIONS (FAQ)

In which semester shall I take courses from the Core Curriculum Program? The Core Curriculum Program is spread out across students' full tenure at QU. All students in the concerned colleges must take UNIV 100 during their first year at QU. All students must fulfill all their Core Curriculum requirements prior to graduation.

Are Core Curriculum courses assessed differently than those in my major? Grading in Core Curriculum courses are as rigorous as courses offered to majors.

Is there any difference in the teaching of Core Curriculum courses? The Core Curriculum is specifically designed to allow students the freedom to explore topics, skills, and areas of knowledge outside their major field of study. In line with its overarching mission, the Core Curriculum fosters active learning, student participation, and hands-on approaches in the classroom. These approaches are central components of the Core Curriculum pedagogic philosophy.

What courses can a student in the Foundation Program take from the Core Curriculum? This depends on the Foundation Program courses you are exempted from. If you are exempted from the English courses, then you can take 6 credit hours from the Identity and Communication Package. If you are exempted from the math courses, then you can take 3 credit hours from the Natural Science/Mathematics Package for each case. Please reach out to your academic advisor for more information.

FREQUENTLY
ASKED QUESTIONS

Will Core Curriculum courses that I take which are also in my major be counted towards the Core Curriculum program or my Major requirements? The courses will be counted towards your Major and not the Core courses.

What happens if courses I have done as part of the Core Curriculum Program are subsequently removed from the program? Will they still count? Yes, courses you have completed will be counted once toward your graduation within the limits of the total credit hours identified for each of the Core Curriculum packages.

Does it matter what grade I get on my Core Curriculum courses? Yes! You should always do your best to get the highest grade; Core courses are as rigorous as courses in the major. In addition, most universities will not accept a grade of D in transfer to fulfill Core Curriculum requirements. Guaranteed transfer applies to Core courses completed with a grade of C (2.0) or higher.

Is QU's Core Curriculum the same as at other colleges and universities? No. While there are elements in common, each university has a Core Curriculum structure, which might differ in terms of the required credit hours and overall design. Each university has a unique Core Curriculum program. Core Curriculum courses can be transferred from one University to another based on a transfer policy.

I do not see my question here. Whom can I talk to about Core Curriculum Program? If you have additional questions about the Core Curriculum, please refer to your advisor at your designated college. You may also check with individual program advisors for details or visit the Core Curriculum Website

www.qu.edu.qa/core
FAQ: https://www.qu.edu.qa/core/student-information/faq

IMPORTANT LINKS

Library	
Academic Advisors	
Student Learning Support Center	
Student Catalog	
Student Counseling Center	

Contact Us at:
www.qu.edu.qa/core | ccpdirector@qu.edu.qa | @quccp | @quccp