



# STUDENT HANDBOOK


Core Curriculum Program

Connect | Engage | Change



2026 - 2027

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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 stockpicker, you need some general education.

Charlie Munger



# Director's Message



Dr. Ali Hamad Fetais  
Director of Core Curriculum Program  
Deanship of General Studies

I am pleased to welcome you to the Core Curriculum Program (CCP), one of the core pillars of Qatar University and a central component of the Deanship of General Studies. The program continues to play a vital role in enriching students' educational experience through an integrated academic framework that combines knowledge and skills, reflecting the University's commitment to high-quality, sustainable, and impactful education. The program represents a dynamic learning environment in which the efforts of various colleges are integrated. It is grounded in a structured institutional framework aimed at continuously developing and enhancing course quality, in alignment with evolving academic trends and in response to students' needs and aspirations.

The program has witnessed significant development in both its content and pedagogical approaches, alongside the launch of innovative initiatives and courses that broaden students' perspectives and strengthen their engagement with contemporary issues. At its core, the program provides an interdisciplinary academic space where ideas intersect and theory engages with practice, enabling students to develop a deeper understanding of the world around them and to strengthen their abilities in critical thinking, analysis, and communication. It also contributes to preparing students to effectively engage in diverse environments by fostering essential competencies, including critical thinking, effective communication, quantitative literacy, civic responsibility, digital information literacy, and entrepreneurial thinking.

This framework is implemented within an institutional structure linked to clearly defined learning outcomes and supported by systematic assessment practices that promote continuous improvement and enhance the quality of educational outputs. The program also expands learning horizons by integrating contemporary themes such as artificial intelligence, creative industries, and interdisciplinary learning, thereby strengthening students' readiness for future demands.

The program comprises a set of courses covering the areas of Identity and Communication, Social and Behavioral sciences, Natural Sciences and Mathematics, Humanities and Fine Arts, and Core Knowledge and Skills, in addition to Supplemental College requirements. This is delivered within a framework of integration and coordination with various academic units across the University.

We also strive to enrich the student experience through applied learning initiatives and by activating partnerships within and beyond the University. This approach helps connect learning to real-world contexts, thereby enhancing its relevance, impact, and sustainability.

In this spirit, we warmly welcome you to a program designed to be a rich educational experience dynamic in its content, meaningful in its purpose, and lasting in its impact throughout the university journey and beyond.

You can contact me at: [CCPDirector@qu.edu.qa](mailto:CCPDirector@qu.edu.qa)

Dr. Ali Hamad Fetais  
Director of Core Curriculum Program  
Deanship of General Studies





## 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 Qatar university aspires to become a model for general education that fosters academic success, intellectual growth, and responsible citizenship.



## Mission

The Core Curriculum Program at Qatar university 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.

## Facing 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 their relation to other cultures from an Islamic perspective.

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.

05



## CIVIC RESPONSIBILITY

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

07



## ENTREPRENEURIAL THINKING

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

02



## COMMUNICATION

Demonstrate competency in written and oral communication.

04



## QUANTITATIVE LITERACY

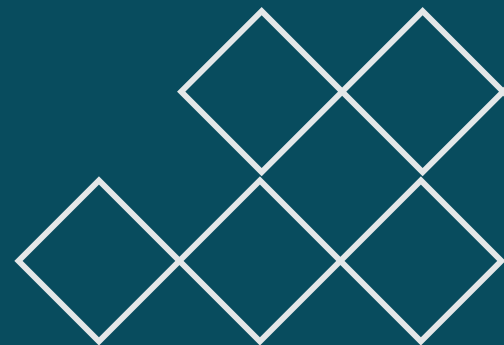
Solve problems from a wide array of contexts and everyday life situations using scientific reasoning and quantitative evidence as appropriate.

06



## DIGITAL INFORMATION LITERACY

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



# 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, risk-taking, and experimentation.



# Get to Know the Core Curriculum Program

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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 33 Credit Hours (11 courses) 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. Watch the introductory video by scanning the following QR code.



For students joining Fall 2021 onwards

Identity &  
Communication

15 - 18  
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

# CCP PACKAGES

33 Credit Hours

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



# Identity & Communications Package

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 Language I	3	–
ARAB 109	Language Skills	3	–
ARAB 110	Introduction to Literature and Language	3	–
ARAB 200 *	Arabic Language 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 heritage speakers are required to contact their designated academic advisor for the new updates/ changes on Arabic language requirements. These changes have 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.



### Arabic Language I | 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 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 which 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 source books 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 at building students' familiarity with and competence in Arabic literature in its various genres, so as to increase their ability to appreciate literature and to develop their awareness of its concepts through the study of poetry and short story.

### Arabic Language II | ARAB 200

(Credit Hours: 3)

The course aims at enabling the student to master the skill of the 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 on the skills of the Arabic writing in the following forms: 1) Functionally and creatively, 2) Traditionally and contemporary, and 3) Descriptively and analytically. Furthermore, the course aims at handling written problems by self-learning and collaborative environments that develop creative skill, 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 students' writing skills, in order to achieve the desired learning outcomes.

### 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 introduces students to the basic principles of formal writing. Students will learn how to communicate their ideas in clear, grammatically correct English sentences. Students will analyze academic readings as models for developing their ideas into coherent paragraphs and essays. The course focuses on the writing process, from planning and outlining, to editing and revising. Through a range of writing assignments, students will practice writing, correcting, rewriting and reviewing essays in various rhetorical styles. The writing tasks involve reflection, decision making, critical thinking and creativity, which enhance learner centered and entrepreneurial learning. Digitally enriched learning is developed through course activities and tasks that improve students' writing skills, encourage independent learning, collaboration among learners, and self and peer-teaching.

### Advanced Reading Comprehension | ENGL 151

(Credit Hours: 3)

This course improves student knowledge and experience with reading popular, literary, and academic texts. The skills developed include advanced understanding of selected essays of topical, literary and academic value. The course focuses on varying reading methodologies, textual analysis, and critical responses to text. Covering topics that include education, travel, language, linguistics, business, and notions of intelligence, sociology, and anthropology. Skills developed include skimming, scanning, identification of main idea, restatement, writing summaries, and inferencing of text. The reading and writing tasks involve reflection, decision making, critical thinking and creativity, which enhance learner centered and entrepreneurial learning. Digitally enriched learning is developed through course activities and tasks that improve students' critical reading skills, encourage independent learning and collaboration among learners.

### 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 Emirate of Qatar 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 until the end of the reign of His Highness Sheikh Hamad bin Khalifa Al Thani in 2013.

Students are guided to gain more knowledge about national history through digital sources to provide an interactive learning environment centered around the student and employing self-learning skills. Additionally, students present ideas and design applied entrepreneurial projects by highlighting the national achievements accomplished in Qatar.





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

## Procedures for Students enrolled before Fall 2022

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: <ul style="list-style-type: none"> <li>• CHME 100 Energy for Life</li> <li>• GNSP 120 Physical Fitness</li> <li>• CMPS 185 Introduction to Cybersecurity</li> <li>• GENG 104 Traffic Safety and Human Behavior</li> </ul>

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: <ul style="list-style-type: none"> <li>• CHME 100 Energy for Life</li> <li>• GNSP 120 Physical Fitness</li> <li>• CMPS 185 Introduction to Cybersecurity</li> <li>• GENG 104 Traffic Safety and Human Behavior</li> </ul>

- 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 were agreed upon, with the possibility of reconsidering the proposal depending 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 student is based upon his catalogue term (i.e. Fall 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:
  2. ARAB 055 and ARAB 065, followed by ARAB 075 (Intensive Program).
  3. ARAB 065, followed by ARAB 075 (Intensive Program).
  4. Direct registration for the Intensive Program ARAB 075.
- 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.

Course Code	Course Title	Credits	Pre-requisite
EDUC 200	Education and Social 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	The Art of Debate 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	Artificial Intelligence in General Education	3	–



### 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 and Social Thought | INTA 101

(Credit Hours: 3)

Through this course, students will become acquainted with the journey of human civilization, starting from Greek political thought, passing through Christian and Islamic thought, and reaching modern political thought in the nineteenth century. The course aims to explore how philosophers addressed key questions in the realm of politics, state, and society and the patterns of interaction between them: Do humans need governance? Do societies need states? What is the ideal form of the political system? Based on these questions, students will study some of the major classical texts in political and social thought, examine them in their historical context, and then transfer to contemporary discussions, linking them to the current political situation.

## Introduction to International Relations | INTA 103.

(Credit Hours: 3)

Through this course, students will get acquainted with the essential features and concepts that distinguish international relations in the academic field. This is done by examining global politics from both historical and theoretical perspectives, and studying the actors and factors influencing international relations from the viewpoint of different schools of thought. Students will then discuss a variety of topics related to international issues, including power, war and diplomacy, globalization and wealth/poverty, terrorism and the environment, among others. Thus, the course provides a foundational introduction to the core concepts of international relations and foreign policy at various levels of analysis.

## Globalization | INTA 206

(Credit Hours: 3)

This course addresses the most important issues related to globalization in the modern era. Students explore the analytical frameworks necessary to understand the various aspects of globalization and its effects on societal transformations. The course also reviews globalization's local, regional, and global ramifications from a critical and analytical perspective that enables students to scientifically grasp reality. This is achieved through discussions of contemporary globalization-related topics, including economic, social, political, environmental, and technological dimensions.

## 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 Debate and Critical Thinking | MCOM 205** (Credit Hours: 3)

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.

### **Introduction to Psychology | PSYC 201** (Credit Hours: 3)

This course introduces students to a range of psychology topics, including physiological, learning, cognitive, developmental, social, and clinical psychology. Students explore research methods, major discoveries, and fundamental principles of the field. Emphasis is on applying psychological insights to address individual and societal challenges in a digitally-enhanced environment. Through practical exercises and research activities, students acquire skills and motivation to engage in psychological problem-solving. The course facilitates the development of psychological tools and effective research methods necessary for problem-solving in psychology. It also encourages participation in research through various activities.

### **Introduction to Social Psychology | PSYC 206** (Credit Hours: 3)

The Introduction to Social Psychology course offers a broad overview of the field, exploring how individuals' behavior is influenced by social stimuli and their impact on others. It covers key concepts including social knowledge, the self, attitudes, attraction, aggression, helping behavior, social influence, and fanaticism. The course also examines social psychology's relationship with other branches of psychology. Students learn about research methods used to study social psychological phenomena in a digitally enhanced environment, drawing from diverse scientific sources. Additionally, the course fosters research-based practice by equipping students with essential psychological tools and effective research methods to address social psychology-related problems.

### **Introduction to Sociology | SOCI 120** (Credit Hours: 3)

This course introduces the student to sociology by reviewing its history, origins, relationship with other social sciences, fields of interest, and modern and classical sociological theories. In addition, it introduces the students to research methods in sociology and the critical phenomena of interest to sociologists. This course presents the crucial features of sociology to the students so they can take upper-level sociology courses for majors and non-majors. The course discusses many topics, including culture, socialization, social control, social stratification, and social change, focusing on theoretical and practical aspects.

### **Introduction to Anthropology | SOCI 121** (Credit Hours: 3)

This course introduces students to the discipline of anthropology. The course outlines the main subdivisions of anthropology. These are physical anthropology, anthropology of linguistics, archaeology and social/cultural anthropology. The course covers the historical development of anthropology, its relationship with the other social sciences, the classic anthropological theories and the main techniques employed in anthropological research, and the relationship between humans and digital-era technology. In this course, the students acquire and develop research skills to enhance their digitalization of education and facilitates data collection, processing and the reach of findings. The efficiency of the students' skills in inferencing, discussing and evaluating and the use of anthropological methods of analysis are emphasized in this course.

### **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 deals with the concept and development of human rights since the adoption by the United Nations of the Universal Declaration of Human Rights in 1948 and the international conventions that followed. The course focuses on social issues related to human rights violations, including women, children, and the elderly. It also focuses on the awareness of students and practitioners of the profession of social work concept of social justice, and social rights issues cases in terms of the universality and comprehensiveness of human rights and to what extent they are contradictory and inconsistent with the concept of relative culture.



### 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 simply the soul of a society as it passes from one generation to another.

G.K. Chesterton





### 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.



### Artificial Intelligence 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.



Sciences are sought for their outcomes, which are the faculty by which one gains the ability to derive conclusions and make inferences.

Ibn Khaldun



# 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 General 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	–



### Biology I | 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 inquiry-based and integrative learning used in the course allows students to focus on and solve real-world problems, which enhances their scientific curiosity and critical thinking skills. In the laboratory students will develop basic laboratory skills such as safety, use of microscopes, and perform experiments reinforcing concepts discussed in lecture.

### Human Biology | BIOL 110

(Credit Hours: 3)

This course is an introduction to human biology. It covers principles of structure and function of cells, tissues, and human body systems such as the digestive system, cardiovascular system, respiratory system, nervous system, muscular system, urinary system, and endocrine system. This course uses case studies, oral and poster presentations, and group discussions as student-centred learning strategies. Students use various online learning platforms, library resources, and websites to complete their assignments. In addition, the course will enhance critical thinking by engaging students in problem-solving for real-life cases.

### General Chemistry I | CHEM 101

(Credit Hours: 3)

This course is digitally enriched, uses learner-centered teaching approach via inculcating critical thinking, problem solving and adaptive leaning strategies. Topics covered include measurements, significant figures, atomic structure, nomenclature, stoichiometry and chemical calculations, chemical reactions, thermochemistry and enthalpy changes, quantum theory of the atom and electron configuration, chemical bonding and molecular geometry. The above topics are presented using entrepreneurial learning strategy in which the students will gain a strong foundation in chemical principles and their applications in different fields.

### Principles of General Geology | GEOL 101

(Credit Hours: 3)

Introduction to geology and earth sciences, evaluation of the geologic thinking and the contribution of Arab & Muslim scientists, position of the Earth in the universe and its relation to other planets, and origin and evolution of Earth. Earth's layers and their main characteristics, components of the Earth's crust; crystal minerals and rocks, and geologic structures. Internal and external processes and plate tectonics theory, introduction to historical geology, and synopsis on the geology of Qatar and its natural resources.

### Science for Life | GSCN 100

(Credit Hours: 3)

The "Science for life" course is designed to meet the needs of students majoring in non-science university programs. This course develops students' broad understanding of basic science concepts with an integrative approach to physics, chemistry, environmental science, and biology in a single course. Through this course, students explore several applications of science and demonstrate the connections between them and their major specializations, by understanding the relationship between theoretical sciences and the requirements and aspects of daily life and their applications. The course includes interdisciplinary topics of a multidisciplinary nature, effectively and creatively conveying the fundamental basic scientific concepts to students. The course relies primarily on learner-centered education to prepare students to make informed decisions in their personal lives and in their entrepreneurial future, by improving their skills in the areas of scientific thinking, critical thinking, problem solving, and collaborative dialogue through practical activities and realistic scenarios.

### Calculus I | MATH 101

(Credit Hours: 3)

MATH 101 is the first course in the differential and integral calculus of one variable intended for sciences, engineering, and pharmacy students. Topics include limits and continuity, differentiation, and its applications including real-world problem areas, and indefinite and definite integrals. This course is delivered using student-centered learning strategies and is digitally enriched. E.g. Through mathematical discussions, solving problems, and using digital platforms, and mathematical software.

## Intermediate Algebra | MATH 103

(Credit Hours: 3)

This course provides the students with essential intermediate algebra concepts. In addition to solving Linear equations and inequalities, students will apply factoring to solve non-linear equations and to explore rational expressions. It furnishes students with basic facts about functions along with sketching certain functions. The course topics are addressed in a digitally enriched environment and it's effectively equipped with activities to enhance learner centric skills. Students work on group project to explore abstract concepts of exponential and logarithms through authentic real life applications.

## Basic Geometry and Measures | MATH 104

(Credit Hours: 3)

MATH104, Basic Geometry, and Measures begins with Concepts of length, mass, and capacity, estimating and making measurements using standard metric units. It includes, also, topics about the rectangular coordinate, angles classification of triangles, polygons and areas, circles, solids and trigonometry, tangent, sine, cosine, and their inverses. This course is delivered using student centered learning strategies and is digitally enriched. Through mathematical discussions, solving problems, flipped classroom, active learning, student-student as well as student-instructor interactions, using digital platforms, and mathematical software (Blackboard, PPT, GeoGebra...). In this course, students will work in groups to carry out a geometry-related project.

## Mathematics in Society | MATH 105

(Credit Hours: 3)

The course "Mathematics in Society" aims to meet the needs of undergraduate students in non-scientific majors that do not require higher-level mathematics courses. The course develops student learning of mathematical concepts through interactive lectures, active discussions, and computer software, while also linking mathematics to relatable examples and applications in the real world. Specifically, the course focuses on building entrepreneurial and creative skills through several applications, including money management. The course presents engaging topics that convey information in effective and innovative ways, ensuring students can see the value of mathematics in their everyday lives.



Education is not filling the  
mind with information, but  
training the mind to think.

Ibn Rushd



## Humanities / Fine Arts Package

3  
CREDIT  
HOURS

Courses included in this package help students acquire an understanding of various modes of human thought 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	–



True knowledge is that which is understood and internalized.

Yusuf al-Qaradawi



## Course Description

### General Geography | GEOG 110

(Credit Hours: 3)

The course deals with the development of geographical thought, branches, and approaches. It studies the planet Earth regarding astronomical, climatic, biological environments, natural and human geographical disasters, and the human, economic, and political aspects of geography. Students are guided to research and investigate some environmental issues through various digital geographic sources and references. They are also familiarized with global digital geographic sites and applications to provide an educational environment based on student activity and interaction and enhance scientific research and digitization skills for course students.

### 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 and the methods of investigation and analysis. 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 interplayed to create unique features of Qatar's geography. The course includes the following topics: - Natural elements which comprises the study of climate, soil, natural habitat and water resources. - Human elements which include the study of population. - Economic elements which focus on the agricultural, gas and oil production; industrial development; trade; transportation and tourism. The learning process in this course is student- centered. Students are guided to research and investigate some Qatari digital sites and applications to enhance their research and digitization skills. Students present proposals to find scientific solutions to the issue of population distribution, design entrepreneurial geographic projects, and prepare lists of Qatar's major achievements in sustainable economic development.

### 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 the other civilizations, and its contributions to the world culture and heritage. The course deals with the foundation of the Islamic state, its administrative, financial, judicial and social institutions. In addition, it is devoted to examine the social, economic, and intellectual activities of Muslims and their impact on other civilizations up to the 16th century. This course aims to develop students' abilities to gather historical information, employ critical and analytical thinking, and utilize knowledge sources in scientific research.

### 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. This includes introducing the main sources of Gulf history and the internal and external political circumstances that led to the emergence of the Gulf states, such as Portuguese colonialism and international competition in the region, the emergence and development of the Ya'aribah and Busaidis states in Oman, and the appearance of the sheikhdoms of the Omani coast. It covers the origin and evolution of Kuwait, Bahrain, and Qatar, the new powers in the Arabian Gulf, and then independence.

### Introduction to Philosophy | PHIL 110

(Credit Hours: 3)

This course introduces students to the fundamentals of philosophy, its methodology, and its stages of development from the Greek era to the present day. Students will learn how to analyze and evaluate philosophical ideas and various theories related to knowledge, such as the possibility of knowledge, its sources, and its nature, as well as the classification of sciences. They will also draw conclusions about the fundamental ideas concerning the relationship between science and philosophy and metaphysics, such as the nature of existence, materialism, and spirituality. In addition, this course allows students to study axiology, which includes logic as the study of truth, ethics as the study of values, and aesthetics as the study of the principles of beauty.

# 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 ranges 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	–



### 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<sub>2</sub> 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)

This course enables students to understand the central role of ethics in human, social, cultural, and civilizational existence. It introduces them to the ethical dimensions involved in preserving human life and the natural environment, as well as in fostering the sound development of individuals across emotional, social, academic, and cultural domains. The course also highlights the importance of ethics in achieving justice and promoting a functioning civil society. Furthermore, students will explore fundamental moral virtues, their significance in everyday life, and their practical implications. The course aims to cultivate ethical conduct among students by clarifying the essence of ethics and the methods through which it can be strengthened. It also examines the characteristics of Islamic ethical values through an objective and academic comparison 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 Da'wa 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.

# Core Knowledge and Skills

## Dialogue of Civilizations | DAWA 222

(Credit Hours: 3)

This course aims to provide a vision for the possibility of the Alliance of Civilizations, based on the commonalities between nations, societies and civilizations. It will focus on the promotion of common interests between civilizations and coexistence on the basis of mutual respect and understanding of the culture and religions of human civilizations. All this while accommodating the world's cultural diversity which would help in the building of civilizations and interact between them on the one hand while endeavoring to distance them from sectarian and ethnic conflicts highlighting the pioneer contribution of the Islamic civilization in human progress with emphasis on the values of tolerance and solidarity between peoples.

## 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.

# Core Knowledge and Skills

## 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. In this regard, the student learns about the meaning of the state, its elements and principal powers, whether legislative, executive, or the judicial authority. The course also explores several fundamental principles such as the rule of law, the principle of separation of powers and the principle of legality, as well as a set of principles and ethical rules governing the practice of various professions, especially legal professions such as the principle of justice, neutrality, guarantees of independence and avoiding conflicts of interest, and legal assistance especially for vulnerable people, as well as other legal principles and ethical rules that contribute to the cultural construction of the student and highlights the significant role of law in the society. In this course, the content will be delivered to the student in an interactive manner based on highlighting the connection between theoretical and practical knowledge. Thus, while students develop their legal knowledge, they are encouraged to search for information and cooperate with colleagues in understanding and analyzing the information in order to reach logical results. Moreover, students will develop oral and written communication skills using a proper legal language

## 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.

# Core Knowledge and Skills

## 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 sustainable development, differing interpretations of the concept, empirical indicators of sustainability in environmental sociology, and debate policy proposals for achieving sustainable development in the state of Qatar within the Gulf region. The emphasis of this course is on assessing the economic, social, and cultural forces that pose a significant challenge to the development of a more sustainable future. In addition, the course provides an opportunity in a student-center environment to improve their interaction skills, build social responsibility, and nudge their entrepreneurial thinking in a digitally-rich environment; to discuss, generate, design, and create innovative sustainable development projects to improve the quality of life in line with Qatar National Vision 2030 (QNV 2030).

## 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.

“ The purpose of education is for a person to attain their fullest possible perfection.

Al-Farabi



# 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.

## 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 the Physical Therapy major), 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.

### Course Description

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. To see the video scan the code.



Course Code	Course name	Credits	Pre-Requisit
BIOL 101	Biology I	3	(ENGL 040 Total 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	General Chemistry I	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	Experimental General Chemistry I	1	CHEM 101
CHEM 209	Fundamentals in Organic Chemistry	3	CHEM 101 AND CHEM 103
CHEM 240	Physical Chemistry for the Life Sciences	3	CHEM 101 AND CHEM 103
CHEM 351	Basic Biochemistry	3	CHEM 310 OR CHEM 212 OR CHEM 209
ENGL 250	English for Communication I	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	English for Communication II	3	ENGL 250
ENGL 252	English for Business Communication	3	ENGL 250
ENGL 253	English Communication for Law	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	Course Name	Credits	Pre-Requisit
MATH 101	Calculus I	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 or APL 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	Calculus II	3	MATH 101
MEDI 101	Human Structure and Function I	3	_
MEDI 102	Health Professions Education	3	_
MEDI 103	Human Structure and Function II	3	_
MEDI 104	Molecular Biology and Genetics	3	_
PHYS 191	General Physics for Engineering I	3	MATH 101
PHYS 192	Experimental General Physics for Engineering I	1	PHYS 191
PHYS 193	General Physics for Engineering II	3	( PHYS 191 OR PHYS 180 OR PHYS 181 OR PHYS 101) AND (PHYS 192 OR PHYS 103)
PHYS 194	Experimental General Physics for Engineering II	1	PHYS 191, PHYS 192, PHYS 193
PSYC 201	Renewable Energy	3	_
PUBH 151	Biostatics for Health Sciences		
UNIV 100	First Year Seminar	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?

The CCP signature courses provide interdisciplinary learning experiences that prepare students to address societal and global challenges while developing future-ready skills such as innovation, creativity, leadership, civic responsibility, digital literacy, critical thinking, and ethical decision-making.

UNIV 100 course supports students' transition to university through academic and lifelong learning skills. UNIV 200 course focuses on innovation, leadership, and civic engagement. UNIV 210 course explores creative industries, digital transformation, and entrepreneurship. UNIV 220 course emphasizes experiential learning through community service, while UNIV 230 course develops understanding of artificial intelligence and its ethical implications.

Together, these courses reflect CCP's commitment to preparing innovative, responsible, and socially engaged graduates.

### 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 scan the code.



# SIGNATURE COURSES

## **Innovation, Leadership and Civic Engagement (UNIV 200)**

*CCP Package: 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 scan the code.



## **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. To see the video scan the code.



# SIGNATURE COURSES

## 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 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. To see the video scan the code.



“ The seeker of truth is not the one who studies the writings of the ancients and accepts them unquestioningly; rather, he is the one who makes his belief in truth itself a guide, and questions himself when examining it.

Ibn al-Haytham



# STUDENT TESTIMONIALS (UNIV 100)



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 210)



Amjad  
Mohammed  
Al-Qahtani

★★★★★  
“The Introduction to Creative Industries (UNIV 210) course goes beyond being a purely theoretical subject; it is a practical learning experience that equips students with design thinking tools and the ability to transform innovative ideas into real-world projects. Its value lies in combining creativity with economic and technological considerations, helping students understand how innovation in areas such as design and technology can generate smart solutions that serve society and support entrepreneurship in a structured and professional manner”.



Raghad  
Al-Marri

★★★★★  
“I would like to share my experience in the Introduction to Creative Industries course, which I found both highly enjoyable and beneficial. What made the course stand out was its unique approach compared to other courses, as it focused on nurturing creativity and encouraging self-expression in innovative, non-traditional ways. Throughout the course, I developed valuable skills such as storytelling, the use of artificial intelligence, and the confidence to engage with professionals in the creative industries sector. I also learned how to break away from conventional presentation styles through the “Pecha Kucha” method. One of the most impactful experiences was interviewing professionals in the field, which significantly boosted my confidence. Overall, this course had a strong positive influence on my personal growth and skill development, and I would highly recommend it to any student seeking a creative and enriching learning experience”.

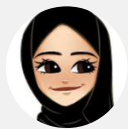


Mona  
Abdulrahman

★★★★★  
“My experience in the Introduction to Creative Industries (UNIV 210) course was truly enriching and inspiring. The course provided meaningful insight into the rapidly evolving role of artificial intelligence in transforming creative industries, highlighting its importance in developing ideas and turning them into practical, innovative solutions. What distinguished this course was its effective integration of creativity and technology in a practical context, allowing me to better understand how AI can enhance creativity rather than replace it. The activities and discussions also strengthened my critical and analytical thinking skills, while deepening my awareness of how emerging technologies are shaping the future of the job market and creative sectors. In addition, the course offered valuable hands-on experiences, including professional exposure, visual storytelling, dossier preparation, and participation in the Creative Industries Summit. These elements significantly enriched my understanding of real-world applications in this field.



# 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.



# STUDENT TESTIMONIALS (UNIV 230)



Anwar Al-Marwani



The AI course has been one of the most useful courses for me. It helped me keep up with rapid developments and opened new perspectives for learning and research. As an architecture and urban planning student, I benefited from learning modern tools that save time and effort while supporting my field.

The course was also enjoyable and different from other courses, which made me consider pursuing a master's or even a PhD in this field. What I liked most were the activities, as they combined learning with enjoyment, making the material easier to understand.



Waad Al-Ahbabi



The Artificial Intelligence course UNIV 230 was a truly great experience. It opened my eyes to how modern technology works and showed me that AI is more than just coding, it is a powerful tool for innovation. Moreover, that taught me how to use AI tools effectively in my academic and professional life.



Reem Al-Ansari



As a computer engineering student, the course “Artificial Intelligence in education (univ 230)” was a different and inspiring experience. This course showed me a very interesting side of artificial intelligence beyond programming complexity. I learned how technology can develop education and make it more interactive and intelligent. It also helped me connect my engineering specialization with its applications in educational reality, and I began to see artificial intelligence as a tool for creating a brighter educational future.



Mamdouh Alwan



The course was well-rounded and focused on application of AI in various fields. It did not only cover AI fundamentals and general principles. Rather, it started with fundamentals and swiftly transitioned to applying AI in different fields using different methods. One highlighted experience is that we learned how to make specialized AI agents without writing a single line of code. There is no prior programming needed and the course is very useful for students who want to apply AI in their fields without having to deal with ML complications or learning programming languages.



# 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.



## CCP Civic Engagement Student Award

This award recognizes students who demonstrate outstanding civic engagement and commitment to addressing community needs in Qatar. The award celebrates students who apply leadership, empathy, and initiative to create positive social impact through meaningful community involvement, whether locally or globally.

Scan the following QR code to open the Award link



## CCP Innovation and Entrepreneurship Student 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 create value for others and the community.

Scan the following QR code to open the Award link



## CCP Student Award for Applied Creativity

This award recognizes students who develop creative and original ideas that demonstrate a clear understanding of the creative industries and their impact on society. It acknowledges students who can critically analyze existing challenges, propose innovative solutions, and creatively express ideas through digital or artistic means as part of their CCP course projects.

Scan the following QR code to open the Award link



# 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?](#)

Core Curriculum courses are assessed with the same rigor as major courses.

[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 completed 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](http://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](http://www.qu.edu.qa/core) | [ccpdirector@qu.edu.qa](mailto:ccpdirector@qu.edu.qa) | @quccp | @quccp



