

ACADEMIC_Course Numbering Policy_035

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Purpose

The purpose of the course numbering policy is to establish standards for assigning identification number to courses.

Source / Authority

The Office of the Vice President for Academic Affairs and Vice President for Student Affairs are responsible for overseeing and monitoring the implementation of this policy and accompanying procedures.

Who Should Know This Policy

- President
- Vice President
- Legal Advisor
- Dean
- Director / Departmental Head
- Faculty
- Accounting/ Finance Personnel
- Student
- All Employees



Policy Description

- The policy defines the university standards and regulations for assigning codes and numbers to courses and other academic activities;
- The policy ensures that the assignment of codes and numbers to courses at Qatar University conforms to commonly accepted practices in higher education.
- It provide guidance to academic programs in determining the appropriate codes and numbers an academic program should assign for courses.
- Course codes and numbers communicate valuable information to the students, faculty, advisers, graduate colleges, community colleges and high schools. It facilitates student transfer of credit between institutions.
- Courses numbers provide clear guidance on the level of required outcomes of the course.
- The policy also provide clear definitions of lower-division and upper-division courses

Definitions

1. **Course code:** is four alpha prefix that refer to the course subject;
2. **Course Number:** is three numerical digits that follow the course code;
3. **Freshmen:** first year student who registered (1 to 29) credit hours.
4. **Sophomore:** students who are typically in their second year college and registered fewer than 60 credit and more than 30 credit;
5. **Junior:** students who are in their 3rd year of study
6. **Senior:** students who are in their fourth university year.
7. **Lower-division:** Courses numbered 100 and 200 levels.
8. **Upper-division:** Courses numbered 300 and 400 levels.
9. **Honor Course:** Course designated to "Honors Program" students of QU.

Policy Statements

1. Courses shall be identified by an Alpha-numeric descriptor that includes a Subject Area Code followed by a Course Number in accordance with the following guidelines:
 - a. Subject area codes serve as the official abbreviations used to designate disciplines, programs, fields, and sub-fields, in the Course Numbering System.
 - b. Each course shall be preceded by a four characters alphabetic abbreviation that designates the discipline or program emphasis.
2. More than one subject area code may be assigned to a program/discipline.
3. A three digit numeric code shall be used to designate course numbers. The first digit of the number shall determine the level of the course, and the other digits may be used for other course identifications.
4. The number assigned to a course should assist in identifying the student population for which the course is intended and should reflect the sequential development of knowledge and skills in a given area.
5. An Alphabetic character can be used before and/or after a course number to indicate specific criteria/condition.
6. Course code and number adjustment must follow the university relevant policies and processes.
7. An Honors course section shall be designated by the letter H to be appended at the end of the course number.

8. Course numbers shall be assigned as follows:

A. Pre-College	
001-099	Pre-college: Courses, which carry credit or no credit, they are not part of a degree program. Generally, these courses tend to be developmental, remedial, or pre-college in content.
B. Undergraduate Courses	
100-199	Freshman Level: Lower division courses designed primarily for freshman level, but also open to other students. These courses are generally introductory in nature and usually have no prerequisites
200-299	Sophomore Level: Lower division courses designed primarily for sophomore level, but also open to other students. Although there is no clear distinction between lower division courses listed at the 100 or 200 level, there is an inherent assumption that students in these courses have acquired skills appropriate to the second year of university level work.
300-399	Junior Level: Upper division courses designed primarily for juniors, but also open to other students. Third year or junior-level course work is likely to emphasize specialization in the disciplines. It is expected that specific prerequisites be stated to indicate the necessary competencies required for study at this level. These courses do not grant graduate credit.
400-499	Senior Level: Upper division courses designed primarily for seniors, but also open to other students. These courses should have stated prerequisites. Course work is intended to provide depth of understanding or additional focus appropriate to the discipline.
500-599	Fifth year courses for undergraduate programs which length is beyond 4 years (Medical, Pharmacy, and Architecture). Additionally, courses designed at the postgraduate diploma level, or design to bridge knowledge and skill gap for students enrolled in graduate degree.
C	Graduate Courses
600-699	Master level: Graduate master level courses: Courses designed for graduate students who are enrolled in advanced degree programs at the master level. The courses of study are advanced and specialized in nature and require substantial undergraduate preparation
700-899	Doctoral level: Courses designed for graduate students beyond the master's level who are enrolled in doctoral programs. The courses of study involve advanced topics using sophisticated approaches that presume prior study at the graduate level within the same, or a closely related, discipline.

Course Level Characterizations

Pre-College Courses

- They are non-credit courses and/or credit bearing courses but their credit is not counted towards degree overall required credit hours;
- They do not count towards degree and graduation requirements

Lower Division Courses

- Lower division courses are numbered 100 and 200.
- Typically they require no or limited prerequisite background in the discipline.
- They also may have one or more of the following characteristics:
 - They are introductory courses or part of a series of basic courses in a discipline.
 - They are courses that may be counted in majors, minors, electives, general education requirements and/or institutional graduation requirements.
 - They are used at the basic level in baccalaureate programs.



- They are used in associate degree programs.
- Introduce students to new subjects, and/or establish a foundation for them to study a major subject in depth.
- Lower division courses usually are tightly structured with the expectation that students are to receive considerable instructional guidance in the learning process.

Upper Division Courses

- Upper division courses are numbered 300 and 400.
- Typically they build on the background of the lower division.
- They also may have one or more of the following characteristics:
 - Depth/Focus: students make in-depth study of a discipline's theories and methods, developing an understanding of the applications and limitations of those theories.
 - Specialization: students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice.
 - Refinement: students build upon the "general education" background noted above, applying these skills more discerningly or in more challenging contexts

Upper Division Courses for Programs requiring more than 4 years to complete (Pharmacy, Medicine, or Architecture)

- Upper division courses in programs requiring more than 4 years completion time are numbered between 300-599 indicating courses for students at the undergraduate level courses for fifth and/or sixth year.
- Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge they have gained in the lower division.
- Upper division courses may also be an introduction to specialized fields in a discipline.
- Upper division courses are characterized by more flexible structure, which allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent study and/or research in the laboratory, library, studio, or community.
- Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom.
- Upper division courses typically emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge.

Graduate Courses

- 500-599 courses are used for bridge courses of some graduate programs at either the master of doctoral levels. Also used for courses designed at the postgraduate diploma level.
- 600-699 courses are typically reserved to master degree level courses and also restricted to students who have successfully completed a bachelor's degree;
- 700-899 courses are typically reserved for PhD degree level and restricted to students who have successfully completed a master's degree.
- They also may have one or more of the following characteristics:
 - They typically build upon a foundation of undergraduate or higher level courses.
 - They require intellectual maturity of students and stress independent study.
 - They are used in graduate diploma bridging courses, masters, and PhD programs.

- The primary function of graduate courses is to broaden the perspective and deepen the advanced knowledge students have of a particular discipline or professional field of study;
- Graduate courses should be characterized by a high level of complexity and generalization in the study of a particular subject.
- They are intended for students who are capable of knowledge, comprehension, application, analyzing, synthesizing, and evaluating.
- Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level of complexity of these courses.