

Ministry of Higher Education and
Scientific Research
Scientific supervision and evaluation
device
Department of Quality Assurance and
Academic Accreditation
Accreditation Department



Academic program description guide

2024

: the introduction

The educational program is considered a coordinated and organized package of academic courses that include procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the . external examiner program

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire the students, based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the . scientific committees in the scientific departments

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies, M. 3/ 2906 on 3/5/2023 regarding programs that adopt the . Bologna Process as a basis for their work

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the . smooth conduct of the educational process

: Concepts and terminology

Description of the academic program : The description of the academic program provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes .according to specific learning strategies

Course description : Provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities . He is a hangman, according to the . program description

The program vision : An ambitious picture for the future of the academic program to be a developed, inspiring, motivating, realistic and applicable . program

Program mission : The goals and activities necessary to achieve them in a brief way. It also defines the program's development paths

Program objectives : These are statements that describe what the academic program intends to achieve within a specific period of time and are . measurable and observable

Program structure : All courses / study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether you are required (ministry, university, college, . or scientific department), along with the number of study units

Learning outcomes : A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program. The learning outcomes for each course must be determined in a . way that achieves the program's objectives

Teaching and learning strategies : They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals . That is, it describes

all classroom and extracurricular activities to achieve the learning
· outcomes of the program

Academic program description form

University name : Diyala University

College / Institute : College of Physical Education and Sports Sciences

Scientific Department : Theoretical Sciences Branch

Name of the academic or professional program : Bachelor of Physical
..... Education and Sports Sciences

Name of final degree : Bachelor's in Physical Education and Sports
.. Sciences

School system . annual

Date of preparing the description 3 /16/2024

Date of filling : out the file 3/16/2024

: Signature Signature

of branch head : A. Dr. Naseer Qasim Khalaf Name of Scientific
Assistant : A. Dr. Mohamed Walid Shehab

: Date : Date

Check the file here before

Division of Quality Assurance and University Performance

of the Quality Assurance and University Performance Division : A. Dr.
Hanan Adnan Abaoub

the date

the signature

1-The vision of the program -

Remember to see the program as stated in the university bulletin and .website

Diyala University seeks scientific leadership, excellence and creativity in the fields of higher education and scientific research to serve the community and enhance its local, regional and international standing to .reach the highest levels of quality and international accreditation

2Program message -

State the program's mission as stated in the university's bulletin and .website

Providing effective academic university education through continuous development of academic programs in many specializations in light of the requirements of development plans to serve the labor market and .contribute to promoting sustainable development

3-Program objectives -

General statements that describe what the program or institution intends .to achieve

1. Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the .Ministry of Higher Education and Scientific Research

2. Creating a stimulating environment for teaching, learning and creativity by developing and updating scientific curricula and training and evaluation methods to keep pace with the requirements of the labor .market
3. Keeping pace with technological development in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff

4-Program accreditation -

Does the program have program accreditation? From which side? both

5-Other external influences -

Is there a sponsor for the program? both

6Program structure -

| *comments | percentage | Study unit | Number of courses | Program structure |
|-----------|------------|------------|-------------------|-------------------------|
| Basic | | 2 | 1 | Enterprise requirements |
| | | | | College requirements |
| | | | | Department requirements |
| | | | | summer training |
| | | | | Other |

We can include notes on whether the course is core or elective *

7Program description -

| Credit hours | | Name of the course or course | Course or course code | Year/level |
|--------------|-------------|------------------------------|-----------------------|------------|
| practical | theoretical | Applied Statistics | | 2023- 2024 |
| √ | √ | | | |

| 8Expected learning outcomes of the program - | |
|---|---|
| Knowledge | |
| Statement of learning outcomes 1 | Learning outcomes 1 |
| Highlighting the student's personality in a way that develops him | A1- Enabling students to obtain the knowledge required to understand mathematical theories and laws Helping students to know the relationship of the program and its academic elements (courses or subjects) with the awarded certificate .and future job qualifications |
| Increasing the student's self- - . confidence Highlighting the hidden talents of - the student | A2- Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section |
| Highlighting students' teamwork - | A3- That the student be able to perform and practically apply all individual and group games |
| Skills | |
| Statement of learning outcomes 2 | Learning outcomes 2 |
| Developing students in the skillful performance of the practical games included in the program | Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting |
| Statement of learning outcomes 3 | Learning outcomes 3 |
| Increasing communication between individuals, which contributes to building a learning community | Helping students apply their ideas and talents inside and outside the university .setting |
| Value | |
| Statement of learning outcomes 4 | Learning outcomes 4 |
| Learn to set the right priorities for any problem | Developing cooperation and brotherhood and developing the spirit of determination among students |
| Statement of learning outcomes 5 | Learning outcomes 5 |
| Developing respect for time and time in completing and implementing work. Developing the spirit of fair competition among work groups in pursuit of quality | self evaluation. -Leadership evaluation. Appreciating the efforts of scientists- |

| | |
|---|--|
| work, excellence and diversity in .performance | |
|---|--|

9 Teaching and learning strategies -

Teaching and learning strategies and methods adopted in implementing the program in general

- . Cooperative education strategy
- . Learning strategy improvisation games
- . Teaching strategy brainstorming
- . Panorama education strategy
- . Education strategy collaborative concept planning
- . Education strategy one minute paper
- Education strategy real-time feedback
- . Education strategy notes series
- Education strategy mind mapping
- Modeling learning strategy : It is known as social learning, in which the individual acquires and learns responses as well as new behavioral patterns in a social context or situation through observation or attention. In general, it is an illustrative method of education in which experiences are employed as well as methods .and models

10 Evaluation methods -

.Implementing it in all stages of the program in general

- Written tests - Oral tests - Electronic tests - Daily tests

The college has relied on clear, high-quality evaluation methods and tools for student learning in order to maintain the quality of the graduate and the academic reputation of the college. This is embodied in the university's regulations and the requirements for continuous evaluation of students, provided that there are several types of evaluation methods in order to ensure the quality of The quality of the graduate, which constitutes the final outcome of the educational process , and the most :important methods of evaluation are

A - Objective tests to measure knowledge of facts, comprehend them, apply scientific knowledge in new situations, and measure remembering, :through the following

- True and false questions ·
- Multiple choice questions ·
-) Interview questions ·**matching items**).

Completion questions .

- : tests concern the following matters
- The ability to perform motor and skill sports (basketball, volleyball, (... handball
- Sports understanding of scientific and practical material, playing laws .
- . and principles
- . The ability to recall, link and interpret .
- ‘Apply knowledge in a simple way in interpreting data .
- . Diagnosis and problem solving .
- : It is done through the following
- Connection test / open questions
- . Questions that have a specific answer -
- Which is based on motivating the student with questions that do not -
- . have a specific answer
- . Possessing the skill in organization -
- . Having the skill in arranging ideas -
- . Avoid fraud and confront it -

11 Teaching profession -

.Faculty members

| Preparing the teaching staff | | Special requirements/ skills (if any) | Specialization | | Scientific rank |
|------------------------------|-------|---------------------------------------|----------------|--|-----------------|
| lecturer | angel | | private | general | |
| | √ | | Qualification | Physical education and sports sciences | |

Professional development

Orienting new faculty members

Briefly classifies the process used to orient new, visiting, full-time, and .part-time faculty at the institution and department levels

Professional development for members of the teaching profession

Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning

strategies, assessment of learning outcomes, professional development, .etc

12 Acceptance criterion -

Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned

- The average of students in the sixth year (preparatory, vocational), .through which admission to the university level takes place
- Acceptance by the Olympic Committee (only for champion .(athletes
- Raising the College of Physical Education and Sciences' acceptance rate equivalent to the acceptance rate of the Colleges .of Engineering and Sciences

13 The most important sources of information about the - program

Remember briefly

The curriculum approved by the Ministry of Higher Education . and Scientific Research and its guidelines

Decisions and recommendations of scientific committees in • physical education and sports sciences

- . Courses in teaching methods •
- . Description of courses •
- . Courses in civil society organizations •
- . Conferences, seminars, workshops and panel discussions •
- . Relevant state institutions •

Graduates Unit •

- . Internet searches for similar experiences •
- . Personal experiences •

- Scientific sources approved within the curriculum for the stage in which the education takes place
- The curriculum approved by the Ministry is unified for all .colleges of physical education in Iraq
- The rules of the Olympic Games are taught by a specialist .teacher

Equipping colleges with practical laboratories, halls, and - playgrounds for the subjects taught.

14Program development plan -

The program works to develop the student's academic personality in a manner commensurate with the ambitions of the modern state. - Highlighting the strengths of students in a way that allows them to form a leadership personality in the future. - Extracting the student's hidden talents to develop his field of work and raise the level of .education

Modern scientific sources and the latest scientific research are periodically - reviewed through which the prescribed curriculum is developed . - The . theoretical and practical material is combined to develop the curriculum

| Program skills chart | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|----|----|--------|-----------|--------|--------|--------|-------------------------------------|-------------------|--|----------------|
| Learning outcomes required from the programme | | | | | | | | | | | | Essen tial or optio nal | Course Name | C ou r s e C o d e | Year/l evel |
| Value | | | | Skills | | | | Knowledge | | | | | | | |
| C 4 | C 3 | C 2 | C 1 | B4 | B3 | B2 | B 1 | A 4 | A 3 | 2 a | A 1 | | | | 2023- 2024 |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Qualifi cation | | |

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

| |
|-------------------------------------|
| 1. Name of the qualification course |
| |
| 2. Course Code |
| |
| 3. Semester/Year: Annual |
| |

| | |
|---|---------------------------------|
| 4. The date this description was prepared is 3/16/2024 | |
| 5. Available forms of attendance: 2 hours per week and daily attendance | |
| 6. Number of study hours (total) / Number of units (total) 60 hours / 60 units | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| A. Dr. Imad Kazem Ahmed, head of the scientific group - 1 2Prof. Dr. Muhammad Fadel Alwan - M.D. Muhammad Tha'ban Abd -3 4. MD Haider Hashem | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> ● Helping students to know the assessment and evaluation - methods used to ensure that students achieve the targeted learning outcomes ● Identify the different rehabilitation methods in treating sports .injuries ● .Identify sports injuries, their types, and methods of treatment | Objectives of the study subject |
| 9. Teaching and learning strategies | |
| <p>1- . Activating the learner's role in educational situations</p> <p>2- Motivating learners to generate creative ideas on a specific topic, by searching for correct answers, or possible solutions to the .issues presented to them</p> <p>That students become accustomed to respecting and -3 .appreciating the opinions of others</p> <p>That students become accustomed to benefiting from the ideas -4 .of others, by developing and building on them</p> | strategy |

| 12- Course structure (qualification) | | | | | |
|---------------------------------------|---|------------------------|---|-------|------------|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Oral exams | Diction | | Sports injuries Definition of sports injuries and .rehabilitation Causes of sports injuries | 2 | the first |
| Oral exams | Diction | | Symptoms and signs of sports injuries Clinical examination of sports injuries | - 2 | the second |
| Written and oral exams | / Diction Problem Solving | | first aid First aid for life-threatening cases of an athlete | 2 | the third |
| Written - oral - practical tests | / Diction Problem Solving | | Skin and soft .tissue injuries | 2 | the fourth |
| Written and oral exams | Use PowerPoint and graphic presentation | | Muscle injuries | 2 | Fifth |
| A written test | Diction | | Bone injuries | 2 | VI |
| Written - oral - practical tests | / Diction Problem Solving | | Joint injuries | 2 | Seventh |
| Written and .oral exams | | | The first exam for the first semester | 2 | VIII |
| Written and oral exams | Diction | | Nerve injuries | 2 | Ninth |

| | | | | | |
|--|----------------------------------|--|---|---|-------------|
| Written tests | Diction | | Injuries to the eyes, ears, nose and teeth | 2 | The tenth |
| Written tests | Presentation/ problem solving | | Chest and abdominal injuries | 2 | eleventh |
| Written and oral exams | Presentation/ problem solving | | Meniscal cartilage injuries (Cartridge (| 2 | twelveth |
| Written and oral exams | Presentation/ problem solving | | Cerebellar concussion injuries and skull fractures | 2 | Thirteenth |
| Written and .oral exams | Presentation/ problem solving | | The mean deviation of tabulated data | 2 | fourteenth |
| A written test | | | The second exam for the first semester | 2 | Fifteenth |
| Written - - oral exams | Presentation/ problem solving | | Neck injuries | 2 | sixteen |
| Written and .oral exams | Presentation/ problem solving | | Methods of tying and stabilizing the injury | 2 | seventeenth |
| Written and .oral exams | Diction | | Medical rehabilitation | 2 | eighteen |
| Written - oral - practical tests | Diction | | Means of medical rehabilitation | 2 | nineteenth |
| Written and .oral exams | Presentation/ problem solving | | Heat treatment Hot water Hot compresses | 2 | twenty |
| Written and .oral exams | Presentation/ problem solving | | Deep heat therapy Short rays Micro rays Ultrasound | 2 | 21st |
| Written - oral - practical tests | | | The first exam of the second semester | 2 | twenty tow |

| | | | | | |
|-------------------------|--------------------------------------|--|---|---|---------------|
| Written and .oral exams | Presentation/ problem solving | | Cold therapy Ice massage Ice water Cold gases | 2 | twenty third |
| Written and .oral exams | Presentation/ problem solving | | Mechanical :manual therapy Massage and its .types | 2 | twenty fourth |
| Written and .oral exams | Presentation/ problem solving | | Therapeutic exercises | 2 | 25th |
| Written and .oral exams | Presentation/ problem solving | | Steroids in sports | 2 | twenty-sixth |
| Written and oral exams | Presentation/ problem solving | | Sports rehabilitation programs | 2 | 27th |
| Written and oral exams | Presentation/ problem solving | | Modern therapeutic methods in the sports field | 2 | Twenty-eighth |
| A written test | | | Practical applications on how to prepare a rehabilitation program | 2 | XXIX |
| Written and oral exams | Problem solving/cooperative learning | | Second exam for the second semester | 2 | thirty |

| | |
|--|--|
| 11Course evaluation - | |
| Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written .exams, reports, etc The first course is25 the second course is ,25and the final exam is 50 , | |
| 12Resources for learning and teaching - | |
| Sports medicine | Required textbooks (methodology, if any) |
| .Sports injuries . .Sports rehabilitation | Main references (sources) |

| | |
|--|---|
| | |
| | Recommended supporting books and references (scientific (...journals, reports |
| | Electronic references, Internet sites |