

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

Description preparation date: 27/3/2024

Date of filling the file: 27/3/2024

Name of the branch head

scientific assistant

Prof. Dr. Naseer Qasim Khalaf

Prof. Dr. Muhammad Walid Shehab

Date

Date

Check the file here before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division: Prof. Dr. Hanan Adnan Abaoub

the date

the signature

Authentication of the Dean

1 - The vision of the program

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.

2- Program message

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

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.
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? **NO**

5- Other external influences

Is there a sponsor for the program? **NO**

| 6- Program structure | | | | |
|-------------------------|-------------------|------------|------------|--------|
| Program Structure | Number of Courses | Study Unit | Percentage | Notes* |
| Enterprise requirements | 1 | 2 | | Basic |
| College requirements | | | | |
| Department requirements | | | | |
| summer training | | | | |
| Other | | | | |

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

| 7- Program description | | | | |
|------------------------|------------------|----------------------------|-------------------|------------|
| Credit hours | | Name of the course | Cod of the course | year |
| applied | theoretical 1 | Science of sports training | | 2023- 2024 |
| | √ | | | |

| 8 - Expected learning outcomes of the program | |
|--|---|
| Knowledge | |
| 1-Statement of learning outcomes | 1-Learning outcomes |
| Highlighting the student's personality in a way that develops him | A1- Enabling students to obtain the knowledge required to understand theories and training methods and 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 | |
| 2-Statement of learning outcomes | 2-Learning outcomes |

| | |
|--|---|
| 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 |
| 3-Statement of learning outcomes | 3-Learning outcomes |
| Increasing communication between individuals, which contributes to building a learning community | Helping students apply their ideas and talents inside and outside the university setting. |
| 4-Statement of learning outcomes | 4-Learning outcomes |
| Learn to set the right priorities for any problem | Developing cooperation and brotherhood and developing the spirit of determination among students |
| 5-Statement of learning outcomes | 5-Learning outcomes |
| Developing respect for time and time in completing and implementing work. Developing the spirit of fair competition among work groups in pursuit of quality work, excellence and diversity in performance. | self evaluation. -Leadership evaluation. -Appreciating the efforts of scientists |

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| 9- Teaching and learning strategies |
| Teaching and learning strategies and methods adopted in implementing the program in general |
| <ul style="list-style-type: none"> ● Cooperative education strategy. ● Teaching strategy brainstorming. ● Education strategy collaborative concept planning. ● Real-time feedback strategy education <ul style="list-style-type: none"> ● Teaching strategy notes series. ● Mind mapping education strategy <p>Modeling learning strategy: Known as social learning, in which the individual acquires and learns responses as well as new behavioral patterns within a social setting or situation through observation or attention. In general, it is an illustrative method of education in which experiments are employed as well as methods and models</p> |

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|------------------------|
| 10- Evaluation methods |
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- 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.
- 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.
- Possessing the skill in arranging ideas.
- Avoid fraud and confront it.

| 11- Teaching profession | | | | | |
|------------------------------|-------|---------------------------------------|----------------------------|--|-----------------|
| Preparing the teaching staff | | Special requirements/s kills (if any) | Specialization | | Scientific rank |
| lecturer | staff | | private | general | |
| | 1 | | Science of sports training | Physical education and sports sciences | Prof |
| | 1 | | Science of sports training | Physical education and sports sciences | Dr.lecturer |

12 - Acceptance criterion

- The average of students in the sixth year (preparatory, vocational), through which admission to the university level takes place.
- Acceptance through 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

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 education takes place

- The curriculum approved by the Ministry and unified for all colleges of physical education in Iraq.

- The rules of the Olympic Games taught by a specialist teacher in the game.

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

14- Program 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.

Course description form

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| Course name: Science of anatomy/First stage .1 |
| Course Code .2 |
| Semester/Year: Annual .3 |

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| The date this description was prepared is 27/3/2024 .4 | |
| Available forms of attendance: 2 hours per week and daily attendance .5 | |
| Number of study hours (total) / Number of units (total) 60 hours / 60 units .6 | |
| Name of the course administrator .7 | |
| 1 - Prof. Dr. basil abdulsattar ahmed, Head of the Scientific Group 2 – Dr. lecturer. Haider hashim | |
| Course objectives .8 | |
| <ul style="list-style-type: none"> ● - Helping students to know the sports training methods used to ensure that students obtain the targeted learning outcomes ● Recognizing the importance of sports training and its relationship to guidance, diagnosis, classification, and scientific research <ul style="list-style-type: none"> ● Identify the scientific foundations for building and implementing training curricula Identify the best training methods and methods to train the physical qualities and motor skills of players. ● | Objectives of the study subject |
| Teaching and learning strategies .9 | |
| 1-ctivating the learner's role in educational situations 2- Motivating learners to generate creative ideas about a specific topic, by searching for correct answers, or possible solutions to the issues presented to them. 3- That students become accustomed to respecting and appreciating the opinions of others 4- That students get accustomed to benefiting from the ideas of others, by developing and building on them | strategy |

| Course Structure (Science of anatomy/First Stage) -1- | | | | | |
|---|-------|-------------------------------|-------------------------|-----------------|------------------------|
| week | hours | Learning Outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| 1 | 2 | | Introduction to anatomy | Diction/ | Written and oral exams |
| 2 | 2 | Terminology—tissue--cartilage | | Problem Solving | Written and oral exams |
| 3 | 2 | Bone—formation--types | | Diction/ | Written and oral exams |
| 4 | 2 | Bone shapes | | Problem | Written and |

| | | | | | |
|----|---|---|--|-----------------|------------------------|
| | | | | Solving | oral exams |
| 5 | 2 | Bone functions | | Diction/ | Written and oral exams |
| 6 | 2 | The skeleton | | Problem Solving | Written and oral exams |
| 7 | 2 | | | | Written exam |
| 8 | 2 | skull | | Problem Solving | Written and oral exams |
| 9 | 2 | Rib cage 1 | | ----- | Written and oral exams |
| 10 | 2 | Rib cage 2 | | Problem Solving | Written and oral exams |
| 11 | 2 | Vertebral column 1 | | Diction/ | Written and oral exams |
| 12 | 2 | Vertebral column 2 | | Problem Solving | Written and oral exams |
| 13 | 2 | Vertebral column - inter vertebral disc 3 | | Diction/ | Written and oral exams |
| 14 | 2 | Upper extremity --clavicle | | Problem Solving | Written and oral exams |
| 15 | 2 | scapula | | ----- | Written and oral exams |
| 16 | 2 | humerus | | Problem Solving | Written and oral exams |
| 17 | 2 | Forearm bones--ulna | | Diction/ | Written and oral exams |
| 18 | 2 | radius | | Problem Solving | Written and oral exams |
| 19 | 2 | Carpal bones | | Diction/ | Written and oral exams |
| 20 | 2 | Metacarpal--phalanges | | Problem Solving | Written and oral exams |
| 21 | 2 | | | ----- | Written exam |
| 22 | 2 | Pelvis bones | | Problem Solving | Written and oral exams |
| 23 | 2 | femur | | Diction/ | Written and oral exams |
| 24 | 2 | Leg bone --tibia | | Problem Solving | Written and oral exams |
| 25 | 2 | fibula | | Diction/ | Written and oral exams |
| 26 | 2 | Tarsal bones | | Problem Solving | Written and oral exams |
| 27 | 2 | Metatarsal bones | | Diction/ | Written and oral exams |
| 28 | 2 | Foot installation ---arches | | Problem Solving | Written and oral exams |
| 29 | 2 | Anatomy of myocardial | | Diction/ | Written and oral exams |
| 30 | 2 | Muscles---ligaments --- tendon | | ----- | |

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| 11- Course 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 is 25, the second course is 25, and the final exam is 50 | |
| 12- Resources for learning and teaching | |
| Required textbooks (methodology, if any) | Science of anatomy/ Dr. qais Ibrahim al douri |
| Main references (sources) | 1- functional anatomy |
| Electronic references, websites | ----- |