

Ministry of Higher Education
and Scientific Research ,
Scientific Supervision and
Evaluation Agency
Department of Quality
Assurance and Academic
Accreditation
Accreditation Department



**Academic program and
Course
Description guide**

2024

The introduction:

..
An educational program is a coordinated and organized package of courses that includes...It consists of procedures and experiences organized into academic vocabulary, the main purpose of which is to build and refine skills Graduates, which makes them qualified to meet the requirements of the labomarket, are reviewed and evaluated annually via

Internal or external audit procedures and programs such as the external examiner program.

The academic program description provides a brief summary of the main features of the program and its courses

The skills that students are working on acquiring are based on the objectives of the academic program and are evident

The importance of this description is that it represents the cornerstone of obtaining programmatic accreditation and participation

In writing the teaching staff 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 vocabulary and paragraphs

The previous guide in light of the latest developments in the educational system in Iraq, which included a description

The academic program is in its traditional form (annual, quarterly), in addition to adopting the program description

The academic circulated according to the letter of the Department of Studies T.M. 3/2906 on 5/3/2023 regarding

Programs that rely on 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

Courses to ensure the smooth running 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 or she has made the most of the learning opportunities available. It is a gallows, according to the program description.

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 successfully completing 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 classroom activities to achieve the learning outcomes of the programme.

Academic program description form

University name: Diyala University

College/Institute: College of Physical Education and Sports Sciences

Scientific Department: Individual Games 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: 3/16/2024

Date of filling the file: 3/16/2024

Signature Signature:

Name of the branch head: Prof. Dr. Firdous Majeed Amin. Name of the

scientific assistant: 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.

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

2. Program 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

6. Program structure

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

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

| 7.Program description | | | |
|------------------------------|------------------------------|-------------------------------------|-----------------------------------|
| Year-level | Course or course code | Name of the course or course | Credit hours |
| 2024 -2023 | | boxing | practical theoretical |
| | | | Two hours |

| 8.Expected 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 | |
| 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 |
| Value | |
| 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 |

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.
- Teaching strategy one minute paper.
- Real-time feedback strategy education
- Education strategy notes series.
- Mind mapping education strategy
- Modeling learning strategy: It is known as social learning, in which the individual acquires and learns responses and new behavioral patterns within a social context 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.

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 •

-: Practical tests concern the following matters-

. (...The ability to perform motor and skill sports (basketball, volleyball, handball

. Mathematical understanding of scientific and practical material, playing laws and principles •

. The ability to recall, link and interpret •

• Apply knowledge in a simple way to interpret 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 | | | | | | |
|-------------------------|------|---------------------------------------|--|----------------|-------------------------------|-----------------|
| Faculty members | | | | | | |
| اعداد الهيئة التدريسية | | المتطلبات / المهارات الخاصة (ان وجدت) | | Specialization | | Scientific rank |
| محاضر | ملاك | | | Public | private | |
| | √ | | | الملاكمة | التربية البدنية وعلوم الرياضة | .Mr |

| 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 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

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 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.

Program skills chart

Learning outcomes required from the programme

| Value | | Skills | | | | Knowledge | | | | Essential or optional | Course Name | Course Code | Year/level | | |
|-------|----|--------|----|----|----|-----------|----|----|----|-----------------------|-------------|-------------|------------|--|-----------|
| 4ع | 3ع | 2ع | 1ع | 4ب | 3ب | 2ب | 1ب | 4ا | 3ا | 2ا | 1ا | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | boxing | | 2023-2024 |

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

Course description form

| | |
|---|---|
| 1. Course name: Boxing | |
| 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) | |
| <p>1. A. Dr. Firas Abdel Moneim Abdel Razzaq, Head of the Scientific Group</p> <p>.2MD Muthanna Iyad Qaddouri</p> <p>3 .Iyad Kamel Shaalan</p> <p>4.M. Ammar Musa Jaafar</p> <p>5. M.M. Safaa Suhail</p> | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> ● Helping students to know the assessment and evaluation methods used to ensure that students obtain the targeted learning outcomes ● Identify the importance of statistics and its relationship to statistical treatments of grades <p>Learn about translating data from tests in a correct scientific manner</p> | Objective s of the study subject |
| 9. Teaching and learning strategies | |
| <p>.1Activating the learner’s role in educational situations</p> <p>.2Motivating 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>.3That students become accustomed to respecting and appreciating the opinions of others</p> <p>4. That students become accustomed to benefiting from the ideas of others, by developing and building on them</p> | strategy |

10 Course Structure (Boxing)

| Teaching method Evaluation method | unit/or subject | outcomes Name of | Required learning | Hours | Week |
|---|-----------------------------------|---|------------------------------|---------|------------|
| Written - oral - exams | Diction Proble m Solving | A historical overview of the game of boxing in Iraq and the Arab world | Learn about boxing skills | hours 2 | the first |
| Written - oral - exams | Diction Problem Solving | Learn about basic skills | Learn about boxing skills | hours 2 | the second |
| Written - oral - exams | Diction Problem Solving | Get to know some of the provisions of the amateur boxing law | Learn about boxing skills | hours 2 | the third |
| Written - oral - exams | Diction Problem Solving | Explanation and application of the first skill, the ready pause | Learn about boxing skills | hours 2 | the fourth |
| ----- | Diction Problem Solving | Applying the skill in terms of advancing and withdrawing in front and behind | Learn about boxing skills | hours 2 | Fifth |
| Written - oral - practical tests | Diction Problem Solving | Explaining and applying the skill of the straight left punch in the stand-up boxing game | Learn about boxing skills | hours 2 | sixth |
| Written - oral - practical tests | Diction Problem Solving | Explaining and applying the skill of the straight left punch in the action boxing game | Learn about boxing skills | hours 2 | Seventh |
| Written - oral - practical tests | Diction Problem Solving | A theoretical exam for the above subjects | Learn about boxing skills | hours 2 | althaamin |

| | | | | | |
|---|------------------------|---|----------------------------------|----------------|--------------------|
| ----- | ----- | A practical exam for the above materials | Learn about boxing skills | hours 2 | Ninth |
| Written - oral - practical tests | | Learn to perform the straight left punch with a colleague and then apply | Learn about boxing skills | hours 2 | The tenth |
| Written - oral - practical tests | Use power point | Learn to perform the right straight punch with a colleague and then apply it | Learn about boxing skills | hours 2 | eleventh |
| Written - oral - practical tests | Use power point | Learn the skill of defense with all types of movement and then apply it | Learn about boxing skills | hours 2 | twelveth |
| Written - oral - practical tests | | Apply the given skills in a sequential manner with the teacher on the track | Learn about boxing skills | hours 2 | Thirteenth |
| Written - oral - practical tests | | A second theoretical exam for the given subjects | Learn about boxing skills | hours 2 | fourteenth |
| ----- | ----- | Practical exam, first semester, with a colleague and on the track | Learn about boxing skills | hours 2 | Fifteenth |
| Written - oral - practical tests | | Explanation of the provisions of the Amateur Boxing Law ((briefly | Learn about boxing skills | hours 2 | sixteen |
| Written - oral - practical tests | Use power point | Explaining the articles of the law, the first paragraphs (1-3) of the law, and | Learn about boxing skills | hours 2 | seventeenth |

| | | | | | |
|---|--------------|---|----------------------------------|----------------|---------------------|
| | | their practical application | | | |
| Written - oral - practical tests | | Explaining the articles of the law, paragraphs (4-7) of the law, and their practical application | Learn about boxing skills | hours 2 | eighteen |
| Written - oral - practical tests | | Explanation of ballot material ((lottery | Learn about boxing skills | hours 2 | nineteenth |
| Written - oral - practical tests | | Applying the lottery material by enhancing it with examples with the participation of all students | Learn about boxing skills | hours 2 | twenty |
| ----- | ----- | Explaining the practical material (medical examination) and then the process (weighing) for all age groups | Learn about boxing skills | hours 2 | twenty one |
| Written - oral - practical tests | | A theoretical exam for the given subjects | Learn about boxing skills | hours 2 | twenty two |
| Written - oral - practical tests | | A practical exam with a colleague applying the provisions of the law | Learn about boxing skills | hours 2 | Twenty-three |
| Tests | | Holding a boxing tournament with judges from teachers and some students | Learn about boxing skills | hours 2 | Twenty-four |
| Written - oral - practical tests | | Explaining the registration and application form | Learn about boxing skills | hours 2 | twenty five |

| | | | | | |
|---|-------|--|----------------------------------|----------------|---------------------|
| | | in practice on the circuit | | | |
| Written - oral - practical tests | | Explaining the articles on judges, arbitration, and timekeepers, and then applying them | Learn about boxing skills | hours 2 | twenty six |
| Written - oral - practical tests | | Explanation of the subject of the capo and the rulings on winning of its types | Learn about boxing skills | hours 2 | twenty seven |
| ----- | ----- | Review all the given skills while applying the provisions of the law practically and with a colleague | Learn about boxing skills | hours 2 | Twenty-eight |
| ----- | ----- | A comprehensive theoretical exam for all subjects given | Learn about boxing skills | hours 2 | Twenty-nine |
| ----- | ----- | Practical exam, second and final semester (playing + arbitration + judges | Learn about boxing skills | hours 2 | thirty |