



**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

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 labor market, 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

: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 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 programme

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: 2/25/2024

Date of filling the file: 2/25/2024

Signature Signature:

Name of the branch head: Prof. assistant:

Dr. Naseer Qasim Khalaf. Prof. Shehab

Name of the scientific

Dr. Muhammad Walid

Date: Date: 2.25.2024

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 2.25.2024

the signature

Hanan Adnan Abaoub
H.A.A.

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The vision of the program - ١ |
| 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. |

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program message - ٢ |
| 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. |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program objectives - ٣ |
| General statements that describe what the program or institution intends to achieve |
| <p>١. 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.</p> <p>٢. 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.</p> <p>٣. 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.</p> |

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|--------------------------------------------------------------------|
| Program accreditation - ٤ |
| Does the program have program accreditation? From which side? both |

| |
|------------------------------------------|
| Other external influences - ٥ |
| Is there a sponsor for the program? both |

| Program structure -6 | | | | |
|----------------------|------------|---------------------------|----------------------|---------------------------|
| *comments | percentage | وحدة دراسية Study unit | Number of courses | Program structure |
| Basic | | 2 | 1 | Enterprise requirement |
| | | | | College requirement |
| | | | | Department requirement |
| | | | | summer training |
| | | | | Other |

Notes may include whether the course is core or elective *

| Program description - ٧ | | | | |
|-------------------------|-------------|------------------------------------|--------------------------|------------|
| Credit hours | | Name of the course or course | Course or course code | Year/level |
| practical | theoretical | Arabic language | | 2023- 2024 |
| | √ | | | |

| Expected learning outcomes of the program - ٨ | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge | |
| Statement of learning outcomes 11 | Learning outcomes 1 |
| Highlighting the student's personality in a way that develops him | A1- Enabling students to obtain the knowledge required to understand the rules of the Arabic language The role of language in enhancing the graduate certificate from the institution |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | |
| 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 read and write properly |
| Skills | |
| Statement of learning outcomes 2 | Learning outcomes 2 |
| Developing students in linguistic performance | 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 work, excellence and .diversity in performance | self evaluation. -Leadership evaluation. -Appreciating the efforts of scientists |

| |
|-----------------------------------------------------------------------------------------------|
| Teaching and learning strategies 9 |
| Teaching and learning strategies and methods adopted in implementing the program in genera |

- .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 •
- .Teaching strategy notes series •
- Mind mapping education strategy •

Modeling learning strategy: It is known as social learning, in which the individual acquires and learns responses as well as 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...

Evaluation methods - 1 •

.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 (completion). •
 .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. -

| Teaching profession - \ \ | | | | | |
|------------------------------|-------|---------------------------------------|----------------|-----------------|-----------------|
| .Faculty members | | | | | |
| Preparing the teaching staff | | Special requirements (/skills (if any | Specialization | | Scientific rank |
| lecturer | angel | | private | general | |
| | √ | | literature | Arabic language | .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

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acceptance criterion - ١٢ |
| Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned |
| <p>The average of students in the sixth year (preparatory, - - vocational), through which admission to the university level takes place</p> <p>Acceptance through the Olympic Committee (only for champion - - (athletes</p> <p>Raising the rate of acceptance of the College of Physical - - Education and Sciences equivalent to the colleges of engineering and sciences</p> |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The most important sources of information about the - ١٣ program |
| Remember briefly |
| <p>The curriculum approved by the Ministry of Higher Education and Scientific Research and its guidelines</p> <p>Decisions and recommendations of scientific committees in •</p> <ul style="list-style-type: none"> 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

Program development plan - ١٤٤٥

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

| Program skills chart | | | | | | | | | | | | | | |
|-----------------------------------------------|----|----|----|--------|----|----|----|-----------|----|----|----------------------------------|----------------|----------------------------|----------------|
| Learning outcomes required from the programme | | | | | | | | | | | Essen tial or optio nal | Course Name | Co ur se Co de | Year/l evel |
| Value | | | | Skills | | | | Knowledge | | | | | | |
| 4ج | 3ج | 2ج | 1ج | 4ب | 3ب | 2ب | 1ب | 4أ | 3أ | 2أ | 1أ | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Arabic langua ge | 2023- 2024 |

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

Course description form

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Course name: Arabic language . ١ . | |
| . Course code . ٢ | |
| Semester/Year: Annual . ٣ . | |
| The date this description was prepared is 2/25/2024 . ٤ | |
| Available forms of attendance: 2 hours per week and daily attendance . ٥ . | |
| Number of study hours (total) / Number of units (total) 26 hours / 26 . ٦ . ٦ units | |
| (Name of the course administrator (if more than one name is mentioned . ٧ . ٧ | |
| <p>M.D.: Mounir Mustafa Abdel Karim, Head of the - 1 Scientific Group</p> <p>MD: Abboud Tawfiq Abboud - ٢</p> | |
| Course objectives . ٨ . ٨ | |
| <ul style="list-style-type: none"> Helping students learn proper reading and writing and - ● ● ensuring that students achieve the targeted learning outcomes Identify the importance of the Arabic language and its ● ● relationship to guidance, diagnosis, classification, and scientific research Identify scientific foundations, scientific specifications, and ● ● how to apply them to scientific materials for study | Objectives of the study subject |

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| <p>Activating the learner's role in educational - -١ situations</p> <p>Motivating learners to generate creative ideas - -٢ about 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 - -٣ and appreciating the opinions of others</p> <p>That students get accustomed to benefiting from - -٤ the ideas of others, by developing and building on them</p> | Strategy |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

-1-(Course Structure (Arabic Language

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | Hours | the week |
|------------------------|---------------------------|------------------------|-----------------------------------------------------|-------|------------|
| Oral and written tests | /Diction Problem Solving | cave Sora | The student improves reading and pronunciation | 2 | the first |
| Oral and written tests | Dictio /n Problem Solving | Surah Ad-Dhuha | The student improves reading and pronunciation | 2 | the second |
| Oral and written tests | Dictio /n Problem Solving | Sections of speech | The student recognizes the differences between them | 2 | the third |
| Oral and written | Dictio | Actual sentence | The | 2 | |

| | | | | | |
|------------------------|-----------------------|-------------------|--------------------------------------------------|---|------------|
| tests | /n Problem Solving | | student differentiates between the sentences | | the fourth |
| ----- | ----- | Noun phrase | The student differentiates between the sentences | 2 | Fifth |
| Oral and written tests | | solving exercises | | 2 | VI |
| Oral and written tests | | First month exam | | 2 | Seventh |

| | | | | | |
|------------------------|-----------------|-----------------------------|--------------------------------------------------------------------------|---|-----------|
| Oral and written tests | | Copiers | The student understands the topic | 2 | VIII |
| ----- -- | ----- | The accusative ones | Recognizes the forms of accusative cases and differentiates between them | 2 | Ninth |
| Oral and written tests | | Minions | The student understands its types | 2 | The tenth |
| Oral and written tests | Use power point | Number name | The student improves writing numbers | 2 | eleventh |
| Oral and written tests | Use power point | Applications on preparation | Understands their types and ways to use | 2 | twelveth |

| | | | | | |
|-------------------------------|---------------------------------|-------------------------------------------|-------------------------------------------------|----------|---------------------|
| | | | them | | |
| Oral and written tests | | Second month exam | | 2 | Thirteenth |
| Oral and written tests | | Read and discuss reports | | 2 | fourteenth |
| ----- | Discussion | solving exercises | | 2 | Fifteenth |
| Oral and written tests | /Diction Problem Solving | A thousand differences | He can write words correctly | 2 | sixteen |
| Oral and written tests | Use power point | Soft Alif | Understands its positions in the word | 2 | seventeenth |
| Oral and written tests | /Diction Problem Solving | The link | It is better to use it in the word | 2 | eighteen |
| Oral and written tests | /Diction Problem Solving | The hamza of cutting | It is better to use it in the word | 2 | nineteenth |
| Oral and written tests | /Diction Problem Solving | The long ta | The student writes the words correctly | 2 | twenty |
| Oral and written tests | /Diction Problem Solving | The short ta | The student writes the words correctly | 2 | twenty one |
| Oral and written tests | Use power point | The difference between dha and dha | Students differ in their writing methods | 2 | twenty two |
| Oral and written tests | Use power point | punctuation marks | The student makes good use of it | 2 | Twenty-three |
| Tests | Discussion | Solving exercises | | 2 | Twenty-four |

| | | | | | |
|-------------------------------|-----------------------------------|--------------------------------------------|----------------------------------------------------------------|----------|---------------------|
| | n | | | | |
| Oral and written tests | | Second month exam | | 2 | twenty five |
| Oral exams | Presentati on and problem solving | Literature concept | The student learns the meaning of literature | 2 | twenty six |
| Oral exams | Presentati on and problem solving | Literary eras | The student learns about the developme nt of literature | 2 | twenty seven |
| Oral exams | Presentati on and problem solving | Arts of Arabic Literature | The student explores the arts and types of literature | 2 | Twenty-eight |
| Oral exams | Presentati on and problem solving | Models of poets | The student gets to know the most famous literary poets | 2 | Twenty-nine |
| ----- | ----- | Comprehensive exam for the semester | | 2 | thirty |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course evaluation - ١١ |
| 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 | |
| Resources for learning and teaching - ١٢ | |
| | Required textbooks (methodology, if any) |
| Al-Nahw Al-Wafi, by Dr. Abbas —1 .Hassan Clear Dictation, by Abdul Majeed -٢ Al Nuaimi | (Main references (sources |
| Secondary sources that include other topics | Recommended supporting books and references (scientific (...journals, reports |
| https://uomustansiriyah.edu.iq/media/lectures/9/9_2021_03_15!10_49_32_PM.pdf | Electronic references, Internet sites |

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| https://www.twinkl.com/teaching-wiki/altwab | https://www.uoanbar.edu.iq/eStoreImages/Bank/5253.pdf |
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