

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

Concepts and terminology:

Description of the academic programThe 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 descriptionIt 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. It is a gallows, according to the program description.

See the programAn ambitious picture for the future of the academic program, to be an advanced, inspiring, motivating, realistic, and applicable program.

Program message: The objectives and activities necessary to achieve them in a concise way, and it also determines the paths of development of the program

Program GoalsThese 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 compatible 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 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

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 contributes 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 through 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

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	
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	Developing cooperation and

priorities for any problem	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

6- Program 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

7- Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	History of physical education		2023- 2024
	√			

9- Teaching and learning strategies

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

Cooperative education strategy.

Teaching strategy brainstorming.

Education strategy collaborative concept planning..

10- Evaluation methods

Implementing it in all stages of the program in general.

- Written tests -Oral 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, is one of the most important methods of evaluation:

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...).

- 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 by 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.					
Preparing the teaching staff		Special requirements /skills (if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	√		History of physical education	Physical education and sports sciences	Teacher

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.

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 reviewed periodically, through which the prescribed curriculum is developed.

Program skills chart															
Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	2a	A1				2023-2024
√	√	√	√	√	√	√	√	√	√	√	√	Basic	History of physical education		

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

Course description form

1. Course name: History of physical education	
2. Course Code	
3. Semester/Year: Annual	
4. The date this description was prepared is 2/25/2024	
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 – M. Donia Abdel Moneim Muhammad Ali</p> <p>2- Professor Heba Hamid Wadi</p>	
8. Course objectives	
<ul style="list-style-type: none"> ● - Helping students to know the history of physical education in the civilizations of Mesopotamia, the Nile Valley, the civilization of China, the civilization of India, and the origin and development of the Olympic Games, ancient and modern. ● Identifying the importance of the history of physical education and the emergence of the Scouting movement in the world, the Arab countries and Iraq ● Identify the scientific foundations and scientific specifications and how to apply them to the history of physical education ● 	<p>Objectives of the study subject</p>

9. Teaching and learning strategies	
<p>1- Activating the learner's role in educational situations</p> <p>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.</p> <p>3- That students become accustomed to respecting and appreciating the opinions of others</p> <p>4- That students get accustomed to benefiting from the ideas of others, by developing and building on them</p>	strategy

1 Course structure (History of physical education)					
Evaluation method	Teaching method	Unit name/Or the topic	Required learning outcomes	hours	the week
Written tests- Oral-	Diction/ Problem Solving	Introduction to the history of physical education Human history is understandable	History and philosophy of physical education	2	the first
Written tests- Oral	Diction/ Problem Solving	The importance of studying the history of the sports movement	History and philosophy of physical education	2	the second
Written tests- Oral	Diction/ Problem Solving	Physical education in primitive society	History and philosophy of physical education	2	the third
Written tests- Oral-	Diction/ Problem	Physical education in the Mesopotamian	History and philosoph	2	the

	Solving	civilization and the sports scenes discovered therein	y of physical education		fourth
Written tests- Oral-	Diction/ Problem Solving	Physical education in ancient Egypt	History and philosophy of physical education	2	Fifth
Written tests- Oral-	Diction/ Problem Solving	Physical education in Persia Physical education in India	History and philosophy of physical education	2	VI
Written tests- Oral-	Diction/ Problem Solving	Physical education in China	History and philosophy of physical education	2	Seventh

Written tests-Oral-	Dictio n/ Problem Solving	The history of physical education in the ancient Greek civilizations. Advantages of physical education in the Homeric era	History and philosoph y of physical education	2	VIII
Written tests-Oral-	Dictio n/ Problem Solving	the first exam	History and philosoph y of physical education	2	Ninth
Written tests-Oral-	Dictio n/ Problem Solving	Physical education in European countries	History and philosoph y of physical education	2	The tenth
Written tests-Oral.	Usepowe r point	Olympic Games and competitions, javelin/broad jump	History and philosoph y of physical education	2	eleventh
Written tests-Oral-practical	Usepowe r point	Running/Boxing Wrestling Races	History and philosoph y of physical education	2	twelveth
Written tests-Oral-	Dictio n/ Problem Solving	Scouting education in the world, Arab countries and Iraq	History and philosoph y of physical education	2	Thirteenth
Written tests-Oral-	Dictio n/ Problem Solving	Chariot races	History and philosoph y of physical education	2	fourteenth

Written tests-Oral-	Diction/ Problem Solving	Swimming/dancing		2	Fifteenth
Written tests-Oral-	Diction/ Problem Solving	palastra	History and philosophy of physical education	2	sixteen
Written tests-Oral.	Usepower point	Gymsoium	History and philosophy of physical education	2	seventeenth
Written tests-Oral-	Diction/ Problem Solving	Physical education in the ancient Roman era	History and philosophy of physical education	2	eighteen
Written tests-Oral-	Diction/ Problem Solving	Physical education in modern times	History and philosophy of physical education	2	nineteenth
Written tests-Oral-	Diction/ Problem Solving	Physical Education in the Middle and Dark Ages	History and philosophy of physical education	2	twenty
Written tests-Oral-	Diction/ Problem Solving	Physical education in the pre-Islamic era	History and philosophy of physical education	2	twenty one

Written tests-Oral-	Diction/ Problem Solving	Physical education in the Islamic era	History and philosophy of physical education	2	twenty two
Written tests-Oral-	Diction/ Problem Solving	Physical education among the Arabs	History and philosophy of physical education	2	Twenty-three
Written tests-Oral-	Diction/ Problem Solving	The origins and developments of the Olympic Games	History and philosophy of physical education	2	Twenty-four
Written tests-Oral-	Diction/ Problem Solving	Modern Olympics		2	twenty five
Written tests-Oral-	Diction/ Problem Solving	Olympic flag symbol/logo	History and philosophy of physical education	2	twenty six
Written tests-Oral-	Diction/ Problem Solving	Olympic torch Olympic committee	History and philosophy of physical education	2	twenty seven
Written tests-Oral-	Diction/ Problem Solving	Procedures for selecting the Olympic City, basic principles, Olympic Congress, Olympic Games and Olympic Solidarity	History and philosophy of physical education	2	Twenty-eight

Written tests-Oral-	Diction/ Problem Solving	Winter Olympics and Summer Olympics	History and philosophy of physical education	2	Twenty-nine
Written tests-Oral-	Diction/ Problem Solving	Second exam	History and philosophy of physical education	2	thirty

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	
History of physical education	Required textbooks (methodology, if any)
1-History of physical education Munther Hashem Al-Khatib 2- Physical education and sports, philosophy and history Professor Dr. Hassan Naji Mahmoud (2014) 3. Physical education and sports, philosophy and history Professor Dr. Hassan Naji Mahmoud Professor Dr. Abdul Razzaq Al Majdi (2019)	Main references (sources)
https://www.google.com/search?q=%D8%AA%D8%A7%D8%B1%D9%8A%D8%AE%20%D8%A7%D9%84%D8%AF%D9%88%D8%B1%D8%A7%D8%AA%20%D8%A7%D9%84%D8%A7%D9%88%D9%84%D9%85%D8%A8%D9%8A%D8%A9&tbm=&source=sh/x/g/m2/5	Electronic references, Internet sites

Preparation of teachers:

A. M. Heba Hamid Wadi

M. Donia Abdel Moneim Muhammad Ali