

**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

: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 available learning opportunities. 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 extracurricular activities to achieve the .learning outcomes of the programme

**Academic program description forms for Weightlifting**

University name: Diyala University

College/Institute: College of Physical Education and Sports Sciences

Scientific Department: Individuals 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: March 25, 2024

Date of filling the file: March 25, 2024

Signature:



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

Signature



Name of the scientific assistant: Prof. Dr. Muhammad Walid Shihab

Date: Date:

Check the file by:

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:



**The Dean Authentication**

### The vision of the program - 1

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 -2

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

### Program objectives -3

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

Program accreditation -4
Does the program have program accreditation? From which side? both

Other external influences -5
Is there a sponsor for the program? both

Program structure -6				
*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 \*

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

Expected learning outcomes of the program - 8	
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 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 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 within 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

## Evaluation methods -10

### .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 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
  - 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 -
  - Possessing the skill in arranging ideas -
  - Avoid fraud and confront it -

Teaching profession -11					
.Faculty members					
Preparing the teaching staff		Special requirements/ skills (if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	√		A fitness	Physical education and sports sciences	M.D

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

Acceptance criterion - 12
Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned
<ul style="list-style-type: none"> <li>- The average of students in the sixth year (preparatory, vocational), through which admission to the university level takes place</li> <li>- Acceptance by the Olympic Committee (only for champion athletes)</li> <li>- Raising the College of Physical Education and Sciences' acceptance rate equivalent to the acceptance rate of the Colleges of Engineering and Sciences</li> </ul>

The most important sources of information about the program -13
<p>Remember briefly</p> <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 physical education and sports sciences</p> <ul style="list-style-type: none"> <li>• Courses in teaching methods</li> <li>• Description of courses</li> <li>• Courses in civil society organizations</li> <li>• Conferences, seminars, workshops and panel discussions</li> <li>• Relevant state institutions</li> </ul> <p>Graduates Unit</p> <ul style="list-style-type: none"> <li>• Internet searches for similar experiences</li> <li>• Personal experiences</li> </ul>

- Scientific sources approved within the academic 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.

#### Program development plan -14

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											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	Fitness		

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

## Course description form

1. Course name: Fitness	
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)	
<b>Prof. Doha Abdel Jabbar , Head of the Scientific Group - 1</b> <b>Fadwa Muhammad Mohsen -2</b> <b>Sarah Akram Hamid - 2</b>	
8. Course objectives	
<ul style="list-style-type: none"> <li>● Helping students to know the most important physical traits - and abilities, how to develop them, and their importance for the athlete's private health or public health, and to ensure that .students obtain the targeted learning outcomes</li> <li>● Recognizing the importance of physical fitness for individual and team games</li> <li>● Identify its impact on developing physical capabilities in various fields of life</li> </ul>	Objectives of the study subject
9. Teaching and learning strategies	

<p>1- Activating the role of the learner in educational situations</p> <p>Motivating learners to generate creative ideas on a specific topic, by searching for correct answers, or possible solutions to the issues presented to them -2</p> <p>That students become accustomed to respecting and appreciating the opinions of others -3</p> <p>That students become accustomed to benefiting from The ideas of others, by developing and building on them -4</p>	<p>strategy</p>
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10. Course Structure ( Physical Fitness )					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written - oral exams -	Research learning style	Introduction to fitness	Cognitive :field Understanding the components of muscular fitness Knowing the factors affecting physical fitness characteristics Distinguishing between the two components of physical fitness Understanding the importance of elements and components of physical fitness Getting to know food Food	2 hour	the first
Written and oral exams	Initiative style	The relationship of physical fitness to different fields		hours 2	the second
Written and oral exams	-----	Types of fitness		hours 2	the third
Written - oral - practical tests	Collaborative style	Components of physical fitness according to the Eastern School		hours 2	the fourth
-----	-----	Muscular strength and its types		hours 2	Fifth
Written - oral - practical tests	/ Diction Problem Solving	Speed and its types		hours 2	VI
Written - oral - practical tests	/ Diction Problem Solving	Flexibility definition is important		hours 2	Seventh
Written and oral .exams	/ Diction Problem Solving	Flexibility training methods		hours 2	VIII
-----	/ Diction Problem Solving	Fitness, its types and importance		hours 2	Ninth

Written and oral .exams	Usepower point	Fitness training methods	<p>components Fitness exercises for women</p> <p>An effective way to review course content</p> <ul style="list-style-type: none"> <li>An effective way to determine appropriate evaluation methods.</li> <li>Allows teachers to evaluate the effectiveness of their teaching: Have the intended outcomes been ?achieved</li> <li>It facilitates the process of transition from teaching to learning, that is, focusing on the learner rather than the teacher, that is, what the</li> </ul>	hours 2	The tenth
Written and oral .exams	Usepower point	Important types of table tennis		hours 2	eleventh
Written - oral - practical tests	/ Diction Problem Solving	Table exercises		hours 2	twelveth
Written - oral - practical tests	Inverted row	Classification of tables according to time period		hours 2	Thirteenth
Written and oral .exams	Collaborative style	Knock		hours 2	fourteenth
-----	-----	I test my vision in the classroom and in my work		hours 2	Fifteenth
Written - oral exams -	Research learning style	Balance		hours 2	sixteen
Written and oral .exams	Initiative style	Fitness exercises for women		hours 2	seventeenth
Written and oral .exams	Inverted row	Nutrition and its role in maintaining physical fitness		hours 2	eighteen
Written - oral - practical tests	Collaborative style	Proteins in athlete nutrition		hours 2	nineteenth
Written and oral .exams	-----	Fats in athletes' food		hours 2	twenty
-----	/ Diction Problem Solving	Proper nutrition goals for athletes		hours 2	twenty one
Written -	/ Diction	Nutrition and		hours 2	twenty two

oral - practical tests	Problem Solving	athletes	<p>learner is expected to be able to do and not what the teacher can do</p> <ul style="list-style-type: none"> <li>• Students know clearly what they are expected to learn from this course and how their learning will be assessed.</li> <li>• It gives students the opportunity to take greater responsibility in their self-learning process when they know what they are expected to be able to do and the level they are expected to reach.</li> </ul>		
Written and oral .exams	/ Diction Problem Solving	Nutrition and exercise: two sides of the same coin		hours 2	Twenty-three
Tests	/ Diction Problem Solving	Fitness training for the early and late evening hours		hours 2	Twenty-four
Oral .exams	Usepower point	Food before exercise		hours 2	twenty five
Oral .exams	Usepower point	Healthy food and increased training quality		hours 2	twenty six
Oral exams -	/ Diction Problem Solving	Exercise for the menstrual -:cycle		hours 2	twenty seven
-----	Inverted row	The physical fitness exam is practical and visual		hours 2	Twenty-eight
-----	-----	Discuss student reports and review the material		hours 2	Twenty-nine
-----	-----	Comprehensive physical fitness test		hours 2	thirty

<b>Course evaluation -11</b>	
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	
<b>Resources for learning and teaching -12</b>	
There is no approved textbook	Required textbooks (methodology, if any)
Mr. Abdel Maqsoud: Theories of sports training (training and physiology of ,(strength Laith Ibrahim Jassim Al-Ghurairi Sports	Main references (sources)



<p>training basics of methodology _  College of Physical Education _ Diyala  University  Abdel Moneim Abdel Fattah and  Abdel Latif Al Lami Fitness  Mahmeidat Rashid, physical fitness,  its importance, its components and  its training</p>	
<p>Mufti Ibrahim Hammadi Fitness and  Abu Al-Ala  Fitness is the path to a healthy life,  Elaine Wadih Farag</p>	<p>Recommended supporting books  and references (scientific  (...journals, reports</p>
<p><a href="https://www.sport.ta4a.u">https://www.sport.ta4a.u</a></p>	<p>Electronic references, Internet  sites</p>