

**Ministry of Higher Education and Scientific  
Research  
Scientific Supervision and Evaluation Authority  
Department of Quality Assurance and  
Academic Accreditation  
Accreditation Department**



**Academic Program Description  
Guide**

**2025-2026**

## **the introduction:**

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course syllabi. Its primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program . The academic program description provides a concise summary of the program's main features and courses, indicating the skills that students are taught based on the academic program's objectives. The importance of this description lies in the fact that it represents the cornerstone for obtaining program accreditation, and it is written jointly by the teaching staff under the supervision of the scientific committees in the academic departments.

This second edition of the guide includes a description of the academic program with updated vocabulary and paragraphs. The previous guide, in light of the developments and updates of the educational system in Iraq, included a description of the academic program in its traditional form ( annual, semester system ) , as well as the adoption of the generalized academic program description according to the Department of Studies' letter TM 3/2906 dated 5/3/2023 , with regard to programs that adopt the Bologna Process as the basis for their work.

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses. The study aims to ensure the smooth running of the educational process.

## **Concepts and terminology:**

**Academic program description :** The academic program description provides a concise summary of its vision, mission , and objectives, including a detailed description of the targeted learning outcomes according to specific learning strategies.

**Course description :** It provides a concise summary of the course's key features and expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities . It is based on the program description.

**Program vision :** An ambitious vision for the future of the academic program: to be a sophisticated, inspiring, motivating, realistic, and applicable program.

**Program Mission :** A brief overview of the program's objectives and the activities necessary to achieve them, as well as outlining the program's development paths.

**Program objectives :** These are statements that describe what the academic program intends to achieve within a specific time period and are measurable and observable.

**Program structure :** All courses / study materials included in the academic program according to the approved learning system ( semester, annual, Bologna track ) whether you are required by ( Ministry, University, College and Scientific Department ) with the number of study units.

**Learning outcomes :** A compatible set of knowledge, skills, and values acquired by the student after successfully completing the academic program. The learning outcomes for each course must be defined in a way that achieves the program's objectives.

**Teaching and learning strategies :** These are the strategies used by faculty members to enhance student teaching and learning; they are plans followed to achieve learning objectives . In other words, they describe all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

Ministry of Higher Education and Scientific Research  
Office of Supervision and Scientific Evaluation

Department of Quality Assurance and Academic Accreditation  
University: University of Diyala

Faculty: Faculty of Physical Education and sport science  
Department: Theoretical sciences

Date: 2-10-2025

Preparation :2-10-2025

Prof.: Mohammed Waleed  
Scientific associate  
Signature

Prof. Naseer Qasim  
Head of theoretical sciences  
Signature

The program verified

By

Quality Assurance and University Performance  
Department at the Faculty Head of the office: Assistant

Prof. Riyadh Abd Alrida  
Signature

Prof.: Oday Abduhusain  
The dean  
Signature

## **1. Program Vision**

**Remember to view the program as stated in the university's newsletter and website**

**Diyala University strives for scientific leadership, excellence, and innovation in 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.**

## **.2Program Message**

**Remember the program's message as stated in the university's newsletter and website.**

**Providing effective academic university education through the continuous development of academic programs in various disciplines, in light of the requirements of development plans, to serve the labor market and contribute to promoting sustainable development.**

## **.3Program Objectives**

**General statements that describe what the program or organization intends to achieve.**

1. Building a distinguished educational institution that meets international standards and 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 education, learning and creativity by developing and updating scientific curricula, training and evaluation methods to keep pace with labor market requirements.
3. Keeping pace with technological developments in the fields of blended e-learning and developing educational and academic programs to adapt to university students and teaching staff.

## **4. Programmatic accreditation**

**Is the program accredited? If so, by which body? No**

## **.5Other external influences**

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

## **.6Program structure**

Program structure	Number of courses	Study unit	Percentage	comments*
Institutional requirements	1	4		essential
College requirements				

Department requirements				
Summer training				
Other				

\*The notes may include whether the course is core or elective.

7. Program Description					
Year/Level		Course code	Course name	Credit Hours	
-2025 2026			Injury rehabilitation Sports	theoretical	practical
				√	

8. Expected learning outcomes of the program	
<u>Knowledge</u>	
Statement of learning outcomes	Learning outcomes
<ul style="list-style-type: none"> <li>Highlighting the student's personality in a way that helps develop it</li> </ul>	<ul style="list-style-type: none"> <li>Enabling students to acquire the knowledge required to understand mathematical theories and laws. Helping students understand the relationship between the program and its study components ( courses or subjects ) with the awarded certificate and future career qualifications.</li> </ul>
<ul style="list-style-type: none"> <li>- Increased self-confidence in the student .</li> <li>- Highlighting the student's hidden talents</li> </ul>	<ul style="list-style-type: none"> <li>-Helping students understand teaching and learning methods that will help them achieve the targeted learning outcomes in the theoretical section.</li> </ul>
<ul style="list-style-type: none"> <li>Highlighting teamwork among students</li> </ul>	<ul style="list-style-type: none"> <li>A3- The student should be able to perform and practically apply all individual and team games.</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>Statement of learning</li> </ul>	<ul style="list-style-type: none"> <li>Learning outcomes</li> </ul>

outcomes	
<ul style="list-style-type: none"> <li>Developing students' skills in performing practical games included in the program</li> </ul>	<ul style="list-style-type: none"> <li>Helping students apply what they have learned from theoretical and practical subjects inside and outside the university setting</li> </ul>
<ul style="list-style-type: none"> <li>Statement of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Learning outcomes</li> </ul>
<ul style="list-style-type: none"> <li><b>Increased communication between individuals, which contributes to building a learning community.</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Helping students to apply their ideas and talents both inside and outside the university setting .</b></li> </ul>
<ul style="list-style-type: none"> <li><b>Values</b></li> </ul>	
<ul style="list-style-type: none"> <li>Statement of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Learning outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Learn to prioritize correctly any problem</li> </ul>	<ul style="list-style-type: none"> <li>Developing cooperation, brotherhood, and a spirit of determination among students</li> </ul>
<ul style="list-style-type: none"> <li>Statement of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Learning outcomes</li> </ul>
<ul style="list-style-type: none"> <li><b>Developing respect for time and deadlines in completing and executing tasks; fostering a spirit of healthy competition among work teams in pursuit of quality work, excellence, and diversity in performance.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Self-assessment . - Leadership assessment . - Valuing the efforts of scientists.</b></li> </ul>

## 9. Teaching and learning strategies

## Teaching and learning strategies and methods adopted in the overall implementation of the program

- Cooperative learning strategy.
- Learning strategy: improvisation games.
- Brainstorming is a teaching strategy.
- Panorama Education Strategy.
- The teaching strategy involves planning the collaborative concept.
- The teaching strategy is a one-minute document.
- Real-time feedback learning strategy
- The learning strategy is a series of observations.
- Mind mapping teaching strategy
- Learning strategy by modeling : also known as social learning, in which the individual acquires and learns responses and new behavioral patterns within a social framework or situation through observation or attention. It is generally an illustrative method of education in which experiences, methods, and models are employed.

## 10. Evaluation Methods

### Implementing it in all stages of the program in general.

**Written tests - Oral tests - Online tests Daily tests**

**The college has adopted clear and high-quality student assessment methods and tools to maintain the quality of its graduates and the college's academic reputation. This is reflected in the university's regulations and requirements for continuous student assessment, which include several types of evaluation methods to ensure the quality of the graduate, who represents the final outcome of the educational process .**

**Among the most important evaluation methods are:**

**a ) Objective tests to measure knowledge of facts, comprehension, application of scientific knowledge in new situations, and recall, through the following True or false :**

. questions

**Multiple-choice questions.**

- Interview questions ( matching items.)

**Completion questions.**

tests concern the following matters:

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

- Sports: Understanding the scientific and practical material, rules of the game and principles.
- The ability to recall, connect, and interpret.
- Applying knowledge in a simple way to interpret data.
- Diagnosis and problem-solving.

This is done through the following:

**Communication 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 organizational skills.
- Possessing the skill to organize ideas.
- Avoiding and combating cheating .

11- Teaching staff					
Faculty members.					
academic rank	Specialization		Special requirements/skills (if any)	Faculty preparation	
	private	general		lecture	angel
-professor -assistant professor	Sports injury rehabilitation	Physical Education and Sports Science			√

**Professional Development**

Orientation for new faculty members
Briefly classify the process used to guide new, visiting, full-time and part-time faculty members at the institutional and departmental levels.
Professional development for faculty members
Briefly describe the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, assessment of learning outcomes, professional development, etc.
<b>- 12 Acceptance Criteria</b>
Establishing the systems related to admission to the college or institute, whether central admission or other mentioned
<ul style="list-style-type: none"> <li>- The average of students in the sixth grade (preparatory, vocational) through which admission to the university stage is made.</li> <li>- Acceptance by the Olympic Committee (only for athletic champions.)</li> <li>- Raising the admission requirements for the College of Physical Education and Sciences to be equivalent to the admission requirements for the Colleges of Engineering and Sciences.</li> </ul>
<b>13- The most important sources of information about the program</b>
Remember briefly The curriculum approved by the Ministry of Higher Education and Scientific Research and its guiding manuals. <ul style="list-style-type: none"> <li>•Decisions and recommendations of the scientific committees in physical education and sports science</li> <li>•Courses in teaching methods.</li> <li>•Course descriptions.</li> <li>•Courses in civil society organizations.</li> <li>•Conferences, seminars, workshops and panel discussions.</li> <li>•Relevant state institutions.</li> <li>•Alumni Unit</li> <li>•Internet research on similar experiments.</li> <li>•Personal experiences.</li> </ul>
<ul style="list-style-type: none"> <li>- The approved scientific sources within the curriculum for the educational stage</li> <li>- The curriculum is approved by the Ministry and is standardized for all physical education colleges in Iraq.</li> <li>- The rules of the Olympic Games are taught by a teacher who specializes in the game. <ul style="list-style-type: none"> <li>-Equipping colleges with practical laboratories, halls and playgrounds for the subjects taught.</li> </ul> </li> </ul>

## 14- Program Development Plan

The program aims to develop the student's academic character in line with the aspirations of the modern state. It highlights students' strengths, fostering future leadership qualities, and uncovers hidden talents to enhance their career paths and elevate the standard of education .

-The latest scientific sources and research are reviewed regularly to inform the development of the curriculum . - Theoretical and practical aspects are integrated to enhance the curriculum.

Program Skills Plan															
Learning outcomes required from the program											Essential or optional	Course Name	Course code	Year / Level	
Values			Skills				Knowledge								
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	2a	A1	essential	Sports injury rehabilitation		-2025 2026
√	√	√	√	√	√	√	√	√	√	√	√				

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

<b>1. Course name: Sports injury rehabilitation</b>	
<b>2. Course code</b>	
<b>3. Term/Year: Annual</b>	
<b>4. Date this description was prepared 2025/10/2</b>	
<b>5. Available attendance options: 2 hours per week and daily attendance</b>	
<b>6. Total study hours Total units: 60 hours / 120 units</b>	
<b>7. Name of the course coordinator (if there is more than one, please mention it)</b>	
1- Prof. Dr. Emad Kazem Ahmed (Head of the Scientific Group) 2- Prof. Dr. Muhammad Fadhil Alwan 3- Dr. Ali Talal Abdullah 4- Dr. Muhammad Thaban	
<b>8. Course objectives</b>	
Course objectives	<ul style="list-style-type: none"> <li>To provide students with the basic and necessary knowledge and skills to understand, assess and treat sports injuries of all types and forms. The main objective of this information and knowledge is to enable students to deal with these injuries in a way that ensures the restoration of physical fitness for the injured and works to prevent the recurrence of injuries through rehabilitation programs based on well-studied scientific principles through which injuries are</li> </ul>

	assessed and classified, as well as prevention of injury and the preparation of rehabilitation programs that include a set of exercises that are appropriate to the type and degree of injury.
<b>9. and learning strategies</b>	
strategy	<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- Fostering in students the habit of respecting and appreciating the opinions of others</p> <p>Fostering in students the habit of benefiting from the ideas of others by developing and building upon them</p>

**Course structure ( Sports Injury Rehabilitation )**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Topic / Name</b>	<b>Teaching method</b>	<b>Evaluation Method</b>
<b>the first</b>	2	<b>Sports injuries / General concept</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>the second</b>	2	<b>Types of sports injuries</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>the third</b>	2	<b>Rules of proper sports Causes of injuries Symptoms of sports injury</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>Fourth</b>	2	<b>Clinical examination of the injury</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill</b>	

		<b>Laboratory tests for the infected person</b>	<b>on</b>	<b>demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>Fifth</b>	2	<b>first aid</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>Sixth</b>	2	<b>Physiological signs For injury</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction Repetition and repetition</b>	
<b>Seventh</b>	2	<b>First aid pharmacy</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation Skill demonstration Applying the skill Error correction</b>	

				<b>Repetition and repetition</b>	
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<b>Eighth</b>	2	<b>Serious injuries</b>	<b>Sports injury rehabilitation</b>	<b>Skill Explanation</b>	
<b>Ninth</b>	2	skin injuries	Sports injury rehabilitation	Skill demonstration	
<b>tenth</b>	2	monthly exam	Sports injury rehabilitation	Applying the skill	
<b>eleventh</b>	2	Muscle injuries, rehabilitation of muscle injuries	Sports injury rehabilitation	Error correction	
<b>twelfth</b>	2	Bone injuries	Sports injury rehabilitation	Repetition and repetition	
<b>thirteenth</b>	2	Rehabilitation of bone injuries	Sports injury rehabilitation	Skill Explanation	
<b>fourteenth</b>	2	Joint injuries	Sports injury rehabilitation	Skill demonstration	
<b>fifteenth</b>	2	Joint injury rehabilitation	Sports injury rehabilitation	Applying the skill	
<b>Sixteenth</b>	2	monthly exam	Sports injury rehabilitation	Error correction	
<b>seventeenth</b>	2	Nerve injuries	Sports injury rehabilitation	Repetition and repetition	
<b>eighteenth</b>	2	- Concussion	Sports injury rehabilitation	Skill Explanation	
<b>nineteenth</b>	2	Eye injuries	Sports injury rehabilitation	Skill demonstration	
<b>twenty</b>	2	Ear and nose injuries	Sports injury rehabilitation	Applying the skill	

<b>Twenty-one</b>	2	Methods of bandaging and immobilizing injuries	Sports injury rehabilitation	Error correction	
<b>twenty two</b>	2	Medical rehabilitation	Sports injury rehabilitation	Repetition and repetition	
<b>Twenty-three</b>	2	therapeutic methods	Sports injury rehabilitation	Skill Explanation	
<b>Twenty-four</b>	2	Medical rehabilitation	Sports injury rehabilitation	Skill demonstration	
<b>Twenty-five</b>	2	therapeutic exercises	Sports injury rehabilitation	Applying the skill	
<b>Twenty-six</b>	2	Sports nutrition	Sports injury rehabilitation	Error correction	
<b>Twenty-seven</b>	2	Types of sports nutrition	Sports injury rehabilitation	Repetition and repetition	
<b>Twenty-eight</b>	2	monthly exam	Sports injury rehabilitation	Skill Explanation	
<b>Twenty-nine</b>	2	Energy systems	Sports injury rehabilitation	Skill demonstration	
<b>thirty</b>	2	<b>Nutrition on race days</b>	<b>Sports injury rehabilitation</b>	<b>Applying the skill</b>	

## 11- Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

The first course is 25, the second course is 25, and the final exam is 50.

<b>12. Learning and teaching resources</b>	
<b>Required textbooks (methodology, (if applicable)</b>	<b>Sports Medicine Book Dr. Abdulrahman Qubaa</b>
<b>Main references (sources)</b>	<b>Football Injuries / Ibrahim Al-Masri Athlete injuries / Mohamed Adel Rashdi Encyclopedia of Sports Medicine / Osama Riad Anatomy/Qays al-Duri</b>
<b>Recommended supporting books and references (scientific journals, reports, etc.)</b>	<b>Journal of Physical Therapy – American College of Sports Medicine American Physical Therapy Association</b>
<b>Electronic references, websites</b>	<b><a href="https://www.apta.org/">https://www.apta.org/</a> <a href="https://www.acsm.org/">https://www.acsm.org/</a></b>