

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

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.....

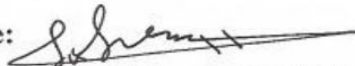
Name of final degree: Bachelor's in Physical Education and Sports Sciences..... ..

School system. annual

Description preparation date: 2/10/2025

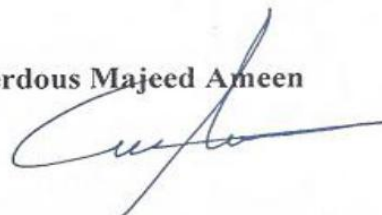
Date of filling the file: 2/10/2025

Signature:



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

Date: 5/10/2025



Signature:-

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

Date:

Check the file before Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division: Assit.Prof. Dr. Riyadh Abdul Redha Farhan

the date: 7/10/2025

the signature:



Authentication of the Dean



Program Vision .1				
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				
Program Message .2				
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				
Program Objectives .3				
<u>General statements that describe what the program or organization .intends to achieve</u>				
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				
Programmatic accreditation .4				
Is the program accredited ? If so, by which body? No				
Other external influences .5				
Is there a sponsor for the program? No				
Program structure .6				
Program structure	Number of courses	Study unit	Percentage	*comments
Institutiona l requiremen ts	1	2		essential
College requiremen ts				

Department requirements				
Summer training				
Other				

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

Program Description .7				
Year/Level	Course code	name The report and the report Q	Credit Hours	
2025 2026	3	Physical fitness	theoret ical	practical
			√	√

Expected learning outcomes of the program .8	
Knowledge	
Learning outcomes	Statement of learning outcomes
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	Highlighting the student's personality in a way that helps develop it
Helping students understand - teaching and learning methods that will help them achieve the targeted learning outcomes in the .theoretical section	- Increased self-confidence in - . the student - Highlighting the student's - hidden talents
A3- The student should be able to perform and practically apply all . individual and team games	Highlighting teamwork among students
Skills	

• Learning outcomes	• Statement of learning outcomes
• Helping students apply what they have learned from theoretical and practical subjects inside and outside the university setting	• Developing students' skills in performing practical games included in the program
• Learning outcomes	• Statement of learning outcomes
• Helping students to apply their ideas and talents both inside and . outside the university setting	• Increased communication between individuals, which contributes to building a .learning community
• Values	
• Learning outcomes	• Statement of learning outcomes
• Developing cooperation, brotherhood, and a spirit of determination among students	• Learn to prioritize correctly any problem
• Learning outcomes	• Statement of learning outcomes
• Self-assessment . - Leadership assessment . - Valuing the efforts .of scientists	• 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

Teaching and learning strategies .9

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

Evaluation Methods .10

.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 methods and tools for evaluating student learning in order to maintain the quality of the graduate and the college's academic reputation. This is embodied in the university's regulations and the requirements for continuous student evaluation, provided that there are several types of evaluation methods in order to ensure the quality of the graduate, which constitutes the final outcome of the educational :process . One of the most important evaluation methods is

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 -

Teaching staff -11

.Faculty members

academic rank	Specialization		Special requirements/ skills (if any)	Faculty preparation	
	general	private		angel	lecturer
.Mr	Physical Education and Sports Science	Physical fitness		√	

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
Acceptance Criteria .12
Establishing the systems related to admission to the college or institute, whether central admission or other mentioned
- The average of students in the sixth grade (preparatory, vocational) through which admission to the university stage is .made - Acceptance by the Olympic Committee (only for athletic .(champions - 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
The most important sources of information about the -13 program
Remember briefly The curriculum approved by the Ministry of Higher Education . and Scientific Research and its guiding manuals Decisions and recommendations of the scientific committees • in physical education and sports science . Courses in teaching methods • . Course descriptions • . Courses in civil society organizations • . Conferences, seminars, workshops and panel discussions • . Relevant state institutions • Alumni Unit • . Internet research on similar experiments • . Personal experiences •
- The approved scientific sources within the curriculum for the educational stage - The curriculum is approved by the Ministry and is .standardized for all physical education colleges in Iraq - The rules of the Olympic Games are taught by a teacher .who specializes in the game Equipping colleges with practical laboratories, halls and - playgrounds for the subjects taught.
Program Development Plan -14

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											
Year / Level	Course	Course Name	Essential or optional	Knowledge				Skills				Values			
-2025 2026	3	Physical fitness	essential	A1	2a	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3	Q4
				√	√	√	√	√	√	√	√	√	√	√	√

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

Course description template

1. Course Name: Fitness	
2. Course code 3	
3. Term/Year: Annual	
4. Date this description was prepared 2/10/2025	
5. Available attendance options: 2 hours per week and daily attendance	
6. Total study hours / Total number of units: 60 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please .(mention it	
Dr. Duha Abdul Jabbar Mohammed (Head of the - Scientific Group) M.M. Sarah Akram Hamid - M.M. Maryam Baqi -	
8. Course objectives	
Course objectives	● Helping students understand the assessment and evaluation - methods used to ensure that students achieve the targeted .learning outcomes ● Understanding the importance of physical fitness and its relationship to guidance, diagnosis, classification, and scientific research

	Understanding the scientific principles and specifications and how to apply them to physical fitness
9. and learning strategies	
strategy	1- Activating the learner's role in educational .situations Motivating learners to generate creative ideas -3 about a specific topic by searching for correct answers or possible solutions to the issues -presented to them. 4 Ensuring students become accustomed to respecting and appreciating the opinions of others Ensuring students become accustomed to -5 . benefiting from the ideas of others by developing .and building upon them

Course Evaluation -11	
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	
Learning and teaching resources .12	
Required textbooks (methodology, if applicable)	Theoretical foundations of physical education tests
Required textbooks (methodology, if applicable)	There is no approved textbook
Main references (sources)	Mr. Abdel Maksoud: Theories of Sports Training (Training and Physiology of ‘(Strength Laith Ibrahim Jassim Al-Ghurairi, Sports Training: Methodological Fundamentals - College of Education Sports Department - University of Diyala Abdul-Moneim Abdul-Fattah and Abdul-Latif Al-Lami Physical Fitness Mahmidat Rashid: Physical Fitness - Its Importance, Components, and Exercises

Recommended supporting books and references (scientific (.journals, reports, etc	Mufti Ibrahim Hammadi, Fitness and Abu Al-Ala Fitness is the path to a healthy life. (Yain Wadih Faraj)
Electronic references, websites	https://www.sport.ta4a.u

10.Course structure (Physical Fitness)					
Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2 hours	: domain Understanding the components of muscular fitness; knowing the factors affecting fitness qualities; distinguishing between the two components of fitness; understanding the importance of the elements and components of fitness; learning about food and its	Stages of structural fitness training	Inquiry-based learning approach	Written and oral tests
the second	2 hours		Physical exercise divisions)1(	Initiative approach	Written and oral tests
the third	2 hours		Physical exercise divisions)2(	-----	Written and oral tests
Fourth	2 hours		Fitness trends	cooperative approach	Written, oral, and practical tests
Fifth	2 hours		Principles of physical fitness	-----	----- -
Sixth	2 hours		Muscular strength	Delivery / Problem solving	Written, oral, and practical tests
Seventh	2 hours		Methods of muscle strength training	Delivery / Problem solving	Written, oral, and practical tests
Eighth	2 hours		Key tests for strength endurance	Delivery / Problem solving	Written and oral .tests

Ninth	hours 2	components fitness ‘ exercises .for women An effective tool for reviewing course content. An effective way to determine appropriate assessment methods. It allows instructors to evaluate the effectiveness of their teaching: were the intended learning outcomes ‘achieved It facilitates the shift from	The relationship of strength to some physiological indicators	Delive / ry Problem solving	----- --
tenth	hours 2		speed	Using PowerPoi nt	Written and oral .tests
eleventh	hours 2		Speed development and training)1(	Using PowerPoi nt	Written and oral .tests
twelfth	hours 2		Speed development and training)2(	Delive / ry Problem solving	Written, oral, and practical tests
thirteenth	hours 2		Types of reactions	Inverted row	Written, oral, and practical tests
fourteenth	hours 2		Reaction exercises	cooperati ve approach	Written and oral .tests
fifteenth	hours 2		I test my vision in the classroom and in my work	----- -	-----
Sixteenth	hours 2		Methods for developing simple and complex reactions)1(	Inquiry-based learning approach	Written and oral tests
seventeenth	hours 2		Methods for developing simple and complex reactions) 2 (	Initiative approach	Written and oral .tests

eighteenth	hours 2	teaching to learning, focusing on the learner rather than the instructor—what the learner is expected to be able to do, not what the instructor can do. Students clearly know what they are expected to learn from the course and how their learning will be assessed. It empowers students to take greater responsibility for their self-learning when they know what they are expected to be able to do and the	Components of training load when developing speed	Inverted row	Written and oral .tests
nineteenth	hours 2		Speed tests	cooperative approach	Written, oral, and practical tests
twenty	hours 2		Endurance	-----	Written and oral .tests
Twenty-one	hours 2		Classification of types of endurance	Delivery Problem solving	----- -
twenty two	hours 2		Endurance categories in terms of energy expenditure	Delivery Problem solving	Written, oral, and practical tests
Twenty-three	hours 2		Tests and endurance measurements	Delivery Problem solving	Written and oral .tests
Twenty-four	hours 2		Flexibility	Delivery Problem solving	Tests
Twenty-five	hours 2		Types of flexibility exercises	Using PowerPoint	Oral .tests
Twenty-six	hours 2		fitness	Using PowerPoint	Oral .tests
Twenty-seven	hours 2		Fitness exercises	Delivery Problem solving	Oral - tests
Twenty-eight	hours 2		The physical	Inverted row	-----

		level they are expected to reach.	fitness test is both practical and .theoretical		
Twenty- nine	hours 2		Discussion of student reports and review of the material	-----	-----
thirty	hours 2		Comprehens ive test of physical fitness materials	-----	-----