



The Implemented Curriculum Model for the Physical Education at Farhangian University

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Article Info	Abstract
Article type: Research Article Received: 18 Aug 2025 Accepted: 07 Sep 2025 Published online: 20 Dec 2025	This study aimed to develop the implemented curriculum model for the physical education at Farhangian University. Using a qualitative grounded theory approach (Strauss and Corbin.,1997), data were collected through semi-structured interviews with 15 physical education and educational sciences faculty members until theoretical saturation was achieved. Research validity was ensured through triangulation and prolonged engagement with participants. Data analysis involved open, axial, and selective coding. The resulting model identified five key components: causal factors (educational philosophy, values, social mission), contextual conditions (organizational climate, leadership style, professor role models), intervening conditions (program decentralization, focus on professional characteristics, streamlined administration), a central category (implemented curriculum), strategies (sports facilities, financial resources, infrastructure development, compatible ecosystem framework), and outcomes (students' sports knowledge, skills, and positive attitudes). The findings suggest a need to revise and enhance the current physical education curriculum to better address students' educational needs.
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Introduction

Farhangian University, in order to achieve its goals and mission to train teachers, develops a curriculum with specific elements according to the basics of the curriculum and this program should consider the necessary philosophical, social, cultural, psychological and sociological foundations and the elements of the program have coherence and coordination and the possibility of implementation. Farhangian University was founded based on the fundamental transformation of education document (2013). The university's establishment, as outlined in the fundamental transformation document, aims to create a national teacher training system and a specialized university for cultural figures, focusing on specialized and professional education, through collaboration between the Ministry of Education and relevant agencies.

Curriculums extend beyond formal content to encompass a range of learning experiences. As Wilson (1969) illustrates with 11 curriculum types, students learn more than just what teachers explicitly teach. The "implemented curriculum" is one important dimension of this broader learning. The implemented curriculum encompasses the actual teaching and learning processes within the classroom, differing from the officially designed curriculum. This highlights the discrepancy between the planned and the experienced curriculum (Karakus, 2021). Physical education constitutes an integral component of the curriculum at Farhangian University. Its primary objective is to develop and nurture students' comprehensive physical and psychological capabilities, thereby enabling them to lead healthy and successful lives within both natural and social environments. The quality of the physical education curriculum at Farhangian University can have a positive impact on the development of professional and specialized competencies of future teachers.

Curriculum review and quality control are essential in education. This requires a comprehensive analysis of the curriculum's dimensions and elements to identify and implement necessary corrections. Prior to developing goals, content, and methods, educational needs must be carefully considered and evaluated. Curriculum design should also account for learners' individual characteristics, knowledge levels, and needs, as well as the appeal and validity of learning materials (Kale et al., 2023).

Taba (1999) expanded Tyler's four curriculum elements to seven: needs recognition, goal setting, content selection, content organization, selection of learning experiences, organization of learning and evaluation experiences, providing a comprehensive and practical framework for curriculum planning (Blood et al., 2020). Carnevale et al. (2023) emphasize that curricula are central to universities' success and warrant careful attention as vital tools for achieving educational goals. The teacher training curriculum at Farhangian University, specifically in its goals, content, teaching methods, and evaluation, requires significant revision to meet desired standards. As Khadiv & Seyed Kalan (2018) note, the curriculum's primary element, its goal, drives the other components, necessitating their alignment.

The university's physical education curriculum aims to instill essential knowledge, skills, and attitudes. Successful implementation, guided by sound principles and internal coherence, is crucial for achieving course-specific goals. Each component's strengths and weaknesses impact program delivery, necessitating a thorough evaluation to address shortcomings and reinforce positive aspects for optimal program effectiveness.

Gholampour et al. (2023) examined Farhangian University's internship curriculum using Grounded theory. The study identified key themes including characteristics of the curriculum (intended, implemented, and acquired), contextual factors (macro policy, underlying factors of the university and internship schools), facilitator intervention conditions (supervisor and tutor qualifications), restrictive intervention conditions (organizational challenges and behavioral factors), proposed strategies (resuming planning in the curriculum, appropriate implementation, and attention to improvement), and current implications (reduced program effectiveness and efficiency).

Dehghani Ghahfarkhi and Goodarzi (2020) argue in "Pathology of General Physical Education Curriculum Programs in Universities and Higher Education Institutions" that effective professors and instructors are crucial to a curriculum's success. They contend that a capable teacher can largely compensate for shortcomings in goals, content, facilities, and other standards necessary for a quality physical education class.

Piri et al. (2018) evaluated the physical education curriculum quality from the perspective of students at public universities in Kurdistan, Hamadan, and East and West Azerbaijan. Their findings indicated that the curriculum moderately addressed students' needs and expectations regarding its purpose and content. However, it failed to adequately meet their needs in terms of executive (teaching-learning and management) and evaluation strategies.

Nazari et al. (2017) study of the Iranian physical education curriculum, assessed from an expert perspective, found it undesirable in its purpose, content, and curriculum. Teaching-learning strategies and evaluation methods inadequately met professional expectations. Experts recommended leveraging leading countries' studies and experiences, alongside local, national, and regional capacities, within an international perspective. They also emphasized needs assessment, flexibility, and creating educational facilities and spaces. Stark et al. (1997) investigated faculty perspectives on the challenges of curriculum planning, revealing several key influences. These include the faculty member's field of study, student characteristics, workload, personal preferences, program goals, university budget, research trends, pedagogical beliefs, student goals, external examinations, faculty internships, and textbook content. Contrary to faculty expectations, they rarely perceive curriculum planning as a catalyst for significant change or innovation. This study addresses important research gaps identified in existing literature on curriculum models.

The practical implementation of the physical education curriculum at Farhangian University lacks sufficient research. Current studies focus on curriculum documents, leaving gaps in our understanding of integrating theory with practice, evaluating future teachers' professional skills, and adapting to school needs. Traditional curriculum development models prove inadequate for systematic analysis in this context. Furthermore, while physical education research is generally accessible, studies specifically examining the experiences of student-teachers at Farhangian University are limited. Given the unique characteristics of this teacher training institution and its national educational ideology, a specific analysis is required. Therefore, this research aims to develop a tailored physical education curriculum model for Farhangian University.

Research Methods

This research, using a qualitative grounded theory approach (Strauss & Corbin, 1997). Data was collected through cross-sectional library studies and qualitative interviews with a statistical population of physical education professors and experts nationwide (minimum 10 years of experience and a doctorate). Interviews were conducted in person to gather data for designing the curriculum model. Each interview explored identified issues, prompting follow-up questions as needed. Recorded interviews were reviewed for clarity and completeness, transcribed, and then coded and analyzed. Codes were classified, merged into formulated concepts, and arranged into thematic categories and sub-concepts aligned with the research purpose.

Semi-structured interviews were conducted in three stages: open, axial, and selective coding. Purposeful sampling was used to select professors and experts in physical education at Farhangian University across the country. Interviews continued until theoretical saturation was reached with 15 participants. Analysis of the interviews resulted in a pathology model of the physical education curriculum at Farhangian University, identifying five main areas: (1) causal conditions, (2) axial phenomenon, (3) contextual conditions, (4) interfering factors, (5) strategies, and (6) consequences.

The research questions explored the causal conditions, strategies, contextual, intervening conditions, and consequences of the physical education curriculum at Farhangian University. To ensure research validity, a rich description of the research process was provided, adhering to Tracy's (2024) criteria. Ethical considerations were addressed by obtaining informed consent and ensuring participant confidentiality. Effective researcher-participant interaction was prioritized. Pluralism was achieved through two types of triangulation: selecting participants from diverse fields (physical education, curriculum planning, psychology) and employing two independent code reviewers.

The coding process was conducted in three sequential stages, as follows:

1. **Open Coding:** This initial phase involved the process of breaking down, analyzing, comparing, and conceptualizing the data into discrete units. The researcher examined the data (e.g., interview transcripts) line-by-line to identify phenomena, events, actions, and interactions, and assigned conceptual labels (codes) to them.

2. **Axial Coding:** This intermediate phase entailed the process of relating codes (concepts) to one another to form a more complex framework. During this stage, relationships between codes were identified and categorized. A central phenomenon was selected as the core category, and other codes were organized around it in terms of their causal conditions, strategies, contextual and intervening conditions, and consequences. This procedure led to the formation of a coding paradigm.

3. **Selective Coding:** This final phase involved the process of integrating and refining the emerging theory. Here, a core category was identified and developed, and all other categories were integrated around it. The relationships between categories were articulated and validated, resulting in the finalization and maturation of the theory.

Results

The sample's demographic characteristics are summarized in Table 1. The sample consisted of 40% women and 60% men. The majority (87%) were in the field of physical education, while 13% were in curriculum planning. Academic ranks included instructor (7%), assistant professor (79%), and professor (14%). Years of educational experience were distributed as follows: 10-15 years (%12.8), 16-20 years (%12.8), 21-25 years (%31.8), and over 26 years (%42.6).

Table 1- Demographic characteristics of research participants

Demographic Factors	Item	Percent	Frequency
Sex	Woman	40.4	6
	Man	59.6	9
Major	Physical Education	87.2	13
	Curriculum	12.8	2
Scientific rank	The coach	6.4	1
	Assistant Professor	80.8	12
	Associate Professor	0	0
		12.8	2
Educational Experience	15-10 Year	12.8	2
	20-16 Year	12.8	2
	25-21 Year	31.8	5
	26 to high	42.6	6

Following an analysis of theoretical foundations, researcher conducted semi-structured interviews, adhering to ethical principles, and ensuring interviewee satisfaction. The interviews were recorded, transcribed, and subjected to open coding to identify key features of the physical education curriculum. Table 2 provides an example of interview text and open codes.

Table 2- Open, Axial and Selective Codes

Extracted open codes in this quote	Part of an interview
1- There is a need for research.	Each curriculum pursues a goal and for that goal we must consider a content. The goal of Farhangian University's physical education curriculum is to train good physical education teachers. Training of sports teachers has two dimensions: one practical technical dimension and one dimension theory of the goal of people entering Farhangian University should be specified. Giving importance to research and solving problems by professors and students of Farhangian University. I provided the path and direction
2- Freedom of teachers in the selection and production of educational content	
3- Use of research, especially action research, to solve work and professional problems	
4- Training of physical education teachers in two dimensions, practical and theoretical in Farhangian University	

Extracted open codes in this quote	Part of an interview
5-Gain experience alongside education (internship);	of the student-teachers who do internships with experienced instructors, along with the study during the study as part of the curriculum. In addition to moving us technically forward: the curriculum should introduce us to the identity, history, culture, beliefs, an important part of the physical education curriculum of Farhangian University should be to pay attention to the physical condition of the teacher student.
6-Recognition of identity, history, culture and beliefs through the curriculum.	
7- Having a lively and calm work environment;	
8- The importance of the physical condition and health of the student-teachers.	

Table 3 presents the open, axial, and selective codes. The research model comprises five main axes: causal factors, contextual factors, intervening factors, strategies, and consequences.

Table 3- Open, Axial, Selective Codes

Selected Codes	Axial Codes	Open Codes
Causal conditions	Educational basics	attention to socio-cultural factors. attention to historical factors. Pay attention to social expectations Recognition of national identity, religion, culture, history Paying attention to religious, religious and Islamic principles in the curriculum Paying attention to the basics and values of the humanities in the curriculum. Dealing with imported values in the curriculum
	Social values and norms.	Paying attention to the social values of the community in the curriculum. Belief and obligation Achieving a job Achieving social roles Related to the needs of the community in the curriculum. Considering the immediate and future needs of society in developing the curriculum
	Social perspectives and missions	Paying attention to the ethnic and cultural characteristics of the community in the curriculum. Improving the quality of people's lives Attention to historical background in physical education curriculum. Strengthening national identity in the curriculum. The role of the family in the physical education curriculum The physical and mental development of the Learners Paying attention to the developmental characteristics of future audiences.
	Attention to students' psychological attitudes.	Considering the age of the learner in the physical education curriculum Assigning various incentives to the curriculum Considering the learner's interests and needs in the curriculum Determine the learner's talent and intelligence Developing a learner's personality Identifying and solving the types of students' problems in the physical education curriculum
	Organizational culture of the university	Teamwork to achieve the common goals of the organization Flexibility with changes in the organization The intellectual level of students entering Farhangian University Competing with other universities and higher education institutions Interaction with staff and professors at Farhangian University Giving employees an identity Better adaptation to internal and external factors Paying attention to delegating the curriculum Having freedom of action in the organization

Selected Codes	Axial Codes	Open Codes
contextual conditions	The organizational climate of the university	Encourage people to make choices, involve them in goal setting and decision making
		Having a safe and fearless environment and encouraging environment / designing ideas – creativity
		A lively and peaceful environment
		Creating a space for constructive criticism in the university
		Attention to the opinions of experts
	Leadership style of university	Interaction with organization employees
		Recruitment of professional
		Recruitment of professional
		Having a regular training program for teachers – staying up to date
		Include tasteful behaviors in education
		Having practical expertise in curriculum design and implementation
		Managers pay more attention to physical education – encouragement, rewards
		Managers' attention to encouragement and rewards
		The supportive role of managers and coaches – job satisfaction – self-management
		Teacher-student interaction
		Need for dedicated and interested teachers
	The role of the instructors	Responsibility and dedication among professors
		Being a role model physical education teacher
		Practical expertise physical education teacher
		Adherence to the principles of career excellence and continuous promotion
		Hiring physical education teachers and trainers
Interfering conditions	The decentralized program	The important role of university professors in the scientific and cultural promotion of students.
		Excessive and overlapping curriculum
		Requires a decentralized curriculum
		Involve a personal perspective in the curriculum
		The curriculum does not meet the needs of students
		Combining different courses
		Involve relevant institutions
		Paying attention to gender features in the curriculum
		Active, participatory teaching methods
		Attention to the complexity of the teaching profession
	Pay attention to professional features	Paying attention to the individual needs of students in the physical education curriculum.
		Attention to the academic level of teachers
		Upgrading the refereeing and coaching
		The knowledge of professors and teachers is up-to-date
		Paying attention to human resources in the organization
	Avoid bureaucratic and administrative structure.	Division of work and tasks in the organization
		Freedom of employees to perform their duties
		Staff and faculty self-monitoring
		Active student participation
		Lack of teaching aids and equipment at the university level for physical education
	Available sports conditions and facilities	Pay attention to the facilities available (pool, Gym, etc.)
		Development of sports infrastructure at the university level
		Non-compliance of facilities and equipment with the goals designed in the physical education curriculum
		Paying attention to sports standards
		Using the facilities of other organizations and institutions
	Organization's financial resources	Forecasting financial resources, budgeting
		Focus on budgeting and revenue
		The inconsistency between the goals designed in the physical education curriculum and the budget included

Selected Codes	Axial Codes	Open Codes
Strategies	Integrate teacher competencies in practical implementation.	Lack of financial resources to develop the physical education curriculum at the university level
		Integrated teaching scenarios in education.
	Empowering professors as curriculum interpreters.	Improving internship capabilities
		Using actual assessment in combination with teaching-learning strategies
	Eco-friendly framework design	Enhancing information literacy, ICT and media literacy
		Organizing participatory workshops on approved programs
	Strengthening context-based learning	Paying attention to the ideological and educational missions of the university.
		Paying attention to the nature of teacher training
	Developing support infrastructure	Dual characteristics of student-teachers
		Systematic communication with collaborative schools.
Consequences	Enhance students' sports knowledge and knowledge	Educational needs assessment
		Targeted visits to diverse learning environments
	Increase sports skills	Providing local multimedia resources
		Establishing a physical education lab
	Increase sports skills of students	Creating a dynamic monitoring system
		Developing academic processes among students
		Paying attention to internships for students and teachers
		Enhancing students' information literacy.
		Strengthening research and research among students
		The use of information technology to raise the level of knowledge of students.
		Being physically and mentally fit among students
		Maintaining the physical condition of students
		Physical health and health among students
		Increased confidence among students
		The mastery of physical education students in various practical fields
		Motivation for progress among students
		Improving skills and expertise among physical education graduates
		Emphasis on the skill dimension of teaching methods.
		Increasing learning among students
		Paying attention to social rights
		Identifying students' stature problems
		The consequences of the physical education curriculum for health and well-being
		The growth and development of the social and psychological dimension of students
		The growth and development of the social and psychological dimension of students
		Strengthen students' social and behavioral values
		Building students' personalities
		Responsibility among students
		The flourishing of the talents of students
		Academic progress
		Promoting health and healthy living
		Developing skills and knowledge
		Individual and social vitality
		Leisure planning

Based on the interviews, the main categories are: (1) "Causal factors": Educational basics, Social values and norms, Social perspectives and missions, Attention to students' psychological attitudes; (2) "Contextual factors": Organizational culture of the university, The organizational climate of the university, Leadership style of university, The role of the instructors; (3) "Interventional factors": The decentralized program, Pay attention to professional features, Avoid bureaucratic and administrative structure; (4) "Strategies": Available sports conditions and facilities, Organization's financial resources, Integrate teacher competencies in practical

implementation, Empowering professors as curriculum interpreters, Eco-friendly framework design, Strengthening context-based learning, Developing support infrastructure; and (5) "Consequences": Enhance students' sports knowledge and knowledge, Increase sports skills of students, Increasing a positive attitude towards physical education.

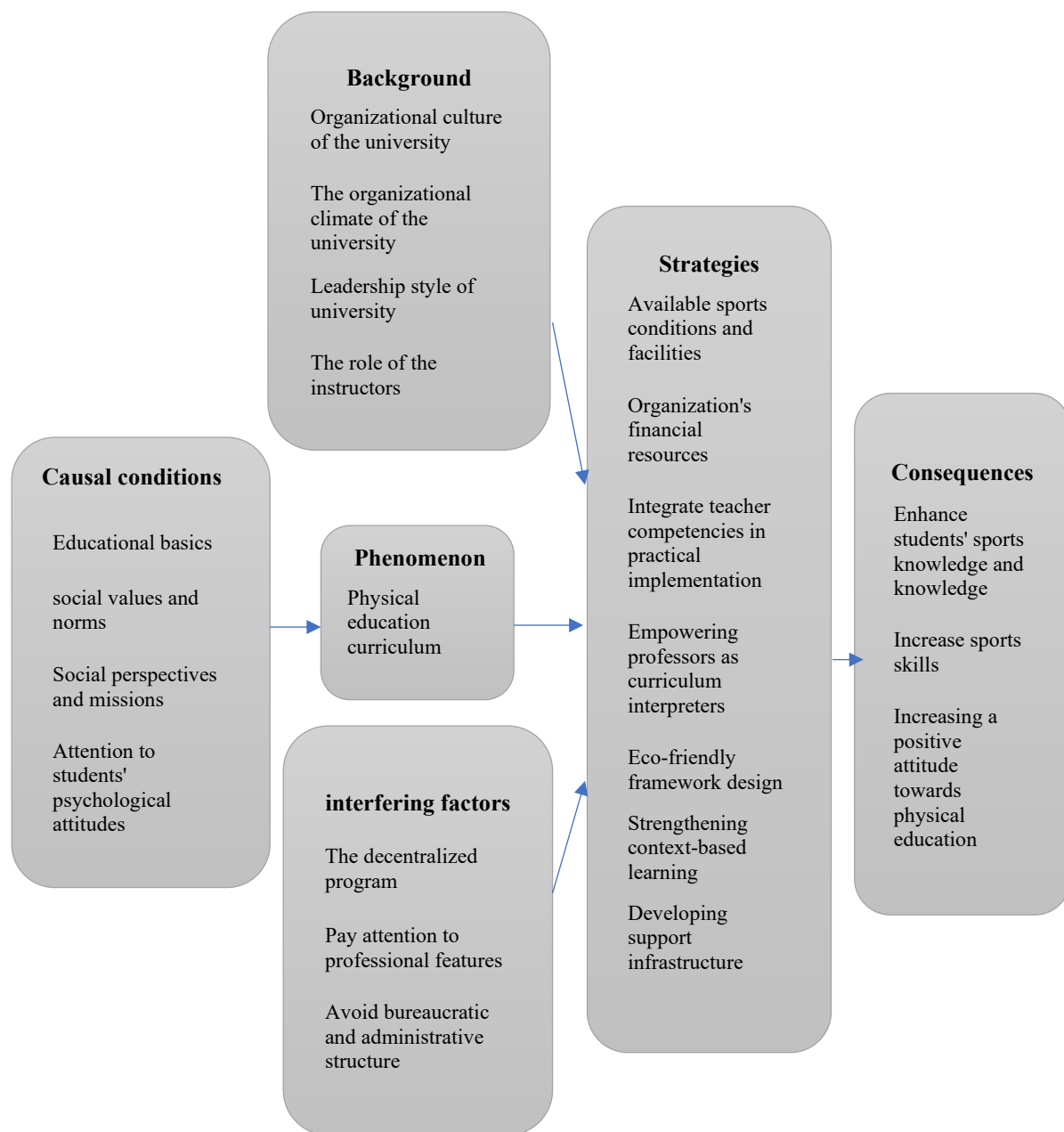


Figure 1. Curriculum development model implemented in the Physical Education Department of Farhangian University

Discussion

This study aimed to present a physical education Implemented curriculum model for Farhangian University. Key components and dimensions include: causal conditions, contextual conditions, interfering factors, strategies and consequences. These findings suggest a need to review and improve the university's physical education curriculum to better meet student needs. Key themes in "Causal conditions" extracted from interviews include educational basics, social values and norms, social perspectives and mission, and attention to students' psychological attitudes. These results align with previous research (Noorianfar et al, 2022;

Baniasad et al., 2017) indicating that neglecting causal factors can hinder curriculum implementation and effectiveness.

Contextual factors influencing curriculum efficiency include Organizational culture of the university, The organizational climate of the university, Leadership style of university, The role of the instructors, leadership styles of university managers, and the role of professors' educational models. This aligns with previous research (Aghaei et al, 2021), which emphasizes a lively and calm university environment, constructive criticism, organizational identity for staff, and professor involvement in decisions. Conversely, Aktan (2016) highlights the detrimental effects of professors failing to foster a supportive learning environment that strengthens intellectual independence. Duman & Konuk (2023) further demonstrates that a mismatch between curricula and underlying conditions reduces effectiveness.

Interventional factors the decentralized program, pay attention to professional features, Avoid bureaucratic and administrative structure. This resonates with Piri et al.'s (2018) research, emphasizing the importance of division of labor, task allocation, and self-monitoring in curriculum development. Similarly, Ivanoff and Hottel (2013) found that employee freedom in performing tasks and active, participatory training methods greatly impact the successful implementation of physical education curricula.

Key themes in "strategies" Available sports conditions and facilities, Organization's financial resources, integrate teacher competencies in practical implementation, empowering professors as curriculum interpreters, Eco-friendly framework design, strengthening context-based learning, Developing support infrastructure. aligning with research emphasizing the importance of effective strategies in curriculum development and implementation for improved educational quality (Garshasbi et al., 2020).

Similarly, "consequences" focused Enhance students' sports knowledge and knowledge, increase sports skills of students, increasing a positive attitude towards physical education. These outcomes are supported by prior research (Farsi et al., 2022; Wintle, 2022) demonstrating that curriculum implementation quality and its alignment with student needs directly impact its effectiveness.

Conclusion

The research findings highlight several key factors in developing a university physical education curriculum. Causal factors include addressing societal needs (both immediate and future), fostering learners' healthy personalities and physical/mental well-being, considering learners' developmental stages and abilities, adhering to ethical and professional standards, and incorporating general sports. Enhancing underlying factors requires strong leadership, learning and career development opportunities, and specialized personnel knowledgeable in modern science. A suitable platform can be formed by promoting professor-student interaction, attracting dedicated professors, ensuring professor responsibility and expertise, emphasizing job excellence and promotion, recognizing the educational role of professors, and fostering work commitment. To mitigate interfering factors, a two-way, multi-level relationship is crucial, enabling broad participation in decision-making, while addressing needs, facilities, and learner characteristics. Strategies for curriculum presentation are influenced by interaction with the external environment; therefore, anticipating future trends is essential, particularly understanding both environmental and internal factors. Adapting to the internal and external university sports environment allows academic sports leaders to achieve the curriculum's strategic goals through effective mechanisms. The curriculum's positive outcomes include improved student health and well-being, social and psychological growth, socialization, strengthened values, character development, responsibility, talent development, academic achievement, promotion of healthy lifestyles, enhanced skills and knowledge, individual and social vitality, and leisure planning. The link between sports and cultural, social, political, and economic phenomena underscores the importance of sports in national development programs and the development of academic sports in most countries.

Revising the physical education curriculum at Farhangian University requires addressing obstacles within the university's sports programs to foster positive change. Developing an effective program necessitates thorough research to align with societal needs and inform policy. University leadership, faculty training, sports facilities, financial resources, student knowledge and skills, and attitudes toward physical education all require

long-term planning for improvement. Farhangian University must ensure a high-quality educational environment with relevant curriculum content that meets student and labor market demands.

Research limitations and Recommendations for Future Research

Although this study provides valuable insights into the curriculum model implemented for the physical education major at Farhangian University, it is important to acknowledge several limitations that suggest important directions for future research.

In this study, although the sample size is sufficient, it may not fully represent the diverse experiences of Farhangian University professors. Also, access to physical education curriculum experts at Farhangian University was limited to obtain accurate information, which consequently limited active participation in training sessions. In addition, access to diverse sources to collect the necessary information for this study was limited. Future research directions should include a comprehensive evaluation and review of the physical education curriculum at Farhangian University, and by making the necessary amendments and changes, in particular, coordination and coherence between the curriculum, its teaching and its assessment should be taken to improve its status by providing the relevant conditions and facilities. Also, what is worth mentioning in the interpretation and analysis of the validation of the proposed model is: It is necessary to take the necessary steps to transform the proposed model into a practical curriculum, in accordance with the developed upstream documents. In all physical education courses, the connection of Farhangian University students with the school is another vital area, so that they can analyze and explain the topics taught in schools.

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Conflicts of Interest

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Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work the authors used ChatGPT, and Grammarly in order to improve language and readability of certain parts of the article.

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