



**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:

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements 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 description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance is evident. This description represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it 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 of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the letter of the Department of Studies T.M. 3/2906 on 5/3/2023, while concerning programs which relies on the Bologna Track as a basis for its work. In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct 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 It provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities. It is a gallows, according to the program description.

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

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

Program Goals 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 compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program's objectives.

Teaching and learning strategies: They are the strategies used by a faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all classroom and extracurricular activities to achieve the learning outcomes of the programme.

### **Academic program description form**

University name: Dayal UniversityYes

College/Institute: College of Physical Education and Sports Sciences

Scientific Department: BranchTeam games

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:11/3/2024

File filling date:11/3/2024

Signature Signature:

Name of branch head: Prof. DrMuslim according to God IbrahimName of the scientific assistant: Prof. Dr. Muhammad Walid Shehab

Date: Date:

Check the file here before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division: Prof. Dr. Hanan Adnan Abaoub

the date

the signature

Authentication of the Dean

See the program -1
Remember to see the program as stated in the university bulletin and website.

<p>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.</p>
<p>Program message -2</p>
<p>State the program's mission as stated in the university's bulletin and website.</p>
<p>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.</p>
<p>Program Goals -3</p>
<p>General statements that describe what the program or institution intends to achieve.</p>
<p>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. .1</p> <p>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. .2</p> <p>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 .3</p>
<p>Program accreditation -4</p>
<p>Does the program have program accreditation? From which side? both</p>
<p>Other external influences -5</p>

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

7-Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	handball		2023- 2024
√	√			
Expected learning outcomes of the programme -7				
Knowledge				
Statement of learning outcomes			Learning Outcomes -1	
Highlighting the student's			Enabling students to obtain the	

<p>personality in a way that develops him</p>	<p>knowledge required to understand mathematical theories and laws helpStudents to know the relationship of the program and its academic elements (courses or subjects) with the awarded certificate and future job qualifications.</p>
<p>-Increasing the student's self-confidence. -Highlighting the hidden talents of the student</p>	<p>Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section</p>
<p>-Highlighting students' teamwork</p>	<p>That the student be able to perform and practically apply all individual and group games</p>
<p><b>Skills</b></p>	
<p>Statement of learning outcomes</p>	<p>Learning Outcomes -2</p>
<p>Developing students in the skillful performance of the practical games included in the program</p>	<p>Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting</p>
<p>Statement of learning outcomes</p>	<p>Learning Outcomes -3</p>
<p>Increasing communication between individuals, which contributes to building a learning community</p>	<p>Helping students apply their ideas and talents inside and outside the university setting.</p>
<p><b>Value</b></p>	

<b>Statement of learning outcomes</b>	<b>Learning Outcomes -4</b>
<b>Learn to set the right priorities for any problem</b>	<b>Cooperation development Brotherhood and developing the spirit of determination among students</b>
<b>Statement of learning outcomes</b>	<b>Learning Outcomes -5</b>
<b>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.</b>	<b>self evaluation. -Leadership evaluation. -Appreciating the efforts of scientists</b>
<b>Teaching and learning strategies -8</b>	
Teaching and learning strategies and methods adopted in implementing the program in general	
<ul style="list-style-type: none"> <li>Cooperative education strategy. •</li> <li>Learning strategy improvisation games. •</li> <li>Teaching strategy brainstorming. •</li> <li>Panorama education strategy. •</li> <li>Education strategy collaborative concept planning. •</li> <li>Education strategy one minute paper. •</li> <li>Education strategy real time feedback •</li> <li>Education strategy notes series. •</li> <li>Education strategy mind mapping •</li> <li>Modeling learning strategy: It is known as social learning, in which the individual acquires and learns responses and 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. •</li> </ul>	



Evaluation methods -9

Implementing it in all stages of the program in general.

Oral tests - electronic tests - daily tests- Written 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 and The quality of the graduate, which constitutes the final outcome of the educational process, is one of the most important methods of evaluation:**

**A - Objective tests to measure knowledge of facts, comprehend them, apply scientific knowledge in new situations, and measure remembering, through the following:**

- True and false questions.
- Multiple choice questions.
- Interview questions (matching items).
- Completion questions.

**-Practical tests concern the following matters:-**

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

- Sports understanding of scientific and practical material, playing laws and principles.

- The ability to recall, link and interpret.
- Apply knowledge in a simple way in interpreting data,
- Diagnosis and problem solving.

It is done by the following:-

Connection test/open questions-

- Questions that have a specific answer.
- Which is based on motivating the student with questions that do not have a specific answer.
- Possessing the skill in organization.
- Possessing the skill in arranging ideas.
- Avoid fraud and confront it.

Teaching profession -10

Faculty members.

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	√		handball	Physical education and sports sciences	Doctor teacher

Professional development -11	
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 standard -12	
Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned	
<p>The average of students in the sixth year (preparatory, vocational), through which admission to the university level takes place. -</p> <p>Acceptance by the Olympic Committee (only for champion athletes). -</p> <p>Raising the College of Physical Education and Sciences' acceptance rate equivalent to the acceptance rate of the Colleges of Engineering and Sciences. -</p>	
The most important sources of information about the program -13	
Remember briefly	
<p>The curriculum approved by the Ministry of Higher Education and Scientific Research and its guidelines.</p> <ul style="list-style-type: none"> <li>• Decisions and recommendations of scientific committees in physical education and sports sciences <ul style="list-style-type: none"> <li>• Courses in teaching methods. <ul style="list-style-type: none"> <li>• Description of courses.</li> </ul> </li> <li>• Courses in civil society organizations.</li> </ul> </li> <li>• Conferences, seminars, workshops and panel discussions. <ul style="list-style-type: none"> <li>• Relevant state institutions.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Graduates Unit</li> <li>• Internet searches for similar experiences.</li> <li>• Personal experiences.</li> </ul>
<p>Scientific sources approved within the curriculum for the stage in which the education takes place -</p> <p>The curriculum approved by the Ministry is unified for all colleges of physical education in Iraq. -</p> <p>The rules of the Olympic Games are taught by a specialist teacher. -</p> <p>- Equipping colleges with practical laboratories, halls, and playgrounds for the subjects taught.</p>

Program development plan -14
<p>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.</p> <p>-Modern scientific sources and the latest scientific research are reviewed periodically, through which the prescribed curriculum is developed. - Theoretical and practical material are combined to develop the curriculum.</p>

Program skills chart							
Learning outcomes required from the programme							
Value	Skills	Knowledge	Essential or optional ?	Course Name	Course Code	Year/level	

C 4	C 3	C 2	C 1	B 4	B 3	B 2	B 1	A 4	A 3	2 a	A 1				2023- 2024
√	√	√	√	√	√	√	√	√	√	√	√	Basi c	handb all		

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

### Course description form

Course Namehandball .1
Course Code .2

Semester/Year: Annual .3	
The date this description was prepared 11/3/2024 .4	
Available forms of attendance: 2 hours per week and daily attendance .5	
Number of study hours (total) / Number of units (total) 60 hours / 60 units .6	
Name of the course administrator (if more than one name is mentioned) .7	
1 - A. DrHossam Mohamed Haidan Head of the scientific group third level 2 - Prof. DrAlaa Zuhair 3-Professor Susan Judy's background 4- Prof. Dr. Qahtan Fadel Muhammad 5- Prof. Dr. Ghazwan Faisal 6- Prof. Hoda Naji Zidane 7- M.M. Mortada Rushdi Hameed 8- M.M. Maha Wadud	
Course objectives .8	
<ul style="list-style-type: none"> <li>- Helping students to learn the defense methods used in the game of handball to ensure that students obtain the targeted learning outcomes</li> <li>Helping students know the attacking methods used in the game of handball to ensure that students obtain the targeted learning outcomes</li> <li>Helping students manage a handball match and providing them with legal knowledge And build their judgmental personality.</li> </ul>	Objectives of the study subject
Teaching and learning strategies .9	
1- Activating the learner's role in educational situations 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. 3- That students become accustomed to respecting and appreciating the opinions of others	strategy

4- That students get accustomed to benefiting from the ideas of others, by developing and building on them	
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Course Structure (Handball/Third Stage)					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Oral Performative	Cooperative learning	1-Physical exercises inside the playing field 2-Defensive movements sideways and forwards 3- Practical application of exercises that include handling, receiving, deception, and shooting	1- Repeating the articles of the law (1-5) 2- Defense in handball and its principles	2	the first
Oral Performative	Collaborative science	1-Practical application of refereeing signals according to the Law of the Game 2-Defensive exercises with two players and three players against two attackers and three effective attackers	1-Learn the refereeing signals	2	the second
Oral Performative	Cooperative learning	1-Defensive exercises with two players and three players against two attackers and three effective attackers with arbitration	1_Learn defensive techniques in handball 2- Registrati on form	2	the third
Oral Performative	Problem Solving	Position of attack, defense and referees on the playing field (two teams playing)	1-Learn the correct defense	2	the fourth

			stance 2. Learn the mechanics of arbitration		
Oral Performative	Problem Solving	1_Application for referees' signals 2- Articles of the law (16 and 17) 2_Two teams played with arbitration	Learn arbitration signs and legal knowledge	2	Fifth
Oral Performative	Training method	Playing two teams 0 Emphasis on the defense applying the defensive formation (6_zero)	1_ Showing a video showing two teams playing with refereeing 2_Defensive formation (6-0): advantages, disadvantages, and areas of use	2	VI
Oral Performative	-----	First month exam	First month exam	2	Seventh
Oral Performative	Collaborative/problem solving	1-Practical application of the defensive formation (5-1) 2_Playing two defensive teams (5-1) 2_Emphasizing the duties of rulers	1_ Completion of international law 2-Methods	2	VIII



			of defending the region, advantages and disadvantages and areas of use (5-1)		
Oral Performative	Training method	1_Practical application of the duties of table referees 2- Two teams played with arbitration (changing the defensive play from 6-0 to 5-1 and vice versa during the game)	1-Return the registration form 2-Duties of the table referees	2	Ninth
Oral Performative	Problem Solving	1_Practical application of defensive formation (4-2) 2- Regular play with arbitration and scoring	1- Duties of arena referees 2- Defensive formation (4-2): Advantages, disadvantages, and areas of use	2	The tenth
Oral Performative	Cooperative learning	1-Practical application of the region's defensive formations 2_Regular play with arbitration and scoring	1- Defensive formation (3_2-1), (3_1_2), (3-3) advantages,	2	eleventh

			disadvantages and areas of use		
Oral Performative	Cooperative learning	1-Practical application of man-to-man defense of all kinds 2- Playing two teams, changing the area defense into a complex defense and vice versa during the course of the game	1-Man-to-man defense, its types, principles of use, and how to closely monitor the opponent	2	twelveth
Oral Performative	Collaborative science	1-Practical application of complex defense of all types 2- Playing two teams, changing the area defense into a complex defense and vice versa during the course of the game	Complex defense, its types and principles of use	2	Thirteenth
Editorial Performative		Playing a regular handball match with refereeing and scoring Second month exam	Second month exam	2	fourteenth
				2	Fifteenth
Oral Performative	Cooperative learning	Playing two teams with arbitration (application of defensive formations 6_0, 5-1)	1- Clarification of legal materials 2- Handball attack and its principles	2	sixteen
Oral Performative	Problem Solving	1-Practical application of rapid individual attack 2-Two teams played	1- Clarification of legal	2	seventeenth

		with arbitration	materials 2_ Stages of attack 3- Fast individual attack		
Oral Performative	Cooperative learning/problem solving	1-Practical application of group rapid attack 2- Fast individual attack 3-Two teams played with arbitration	1- Clarification of legal materials 2- Group quick attack	2	eighteen
Oral Performative	Cooperative learning/problem solving	1- Application for rapid individual and group attacks 2- Playing two regular teams with arbitration and scoring, with an emphasis on organized attack (1:5)	1- Clarification of legal materials 2- Organized attack (1:5) (4-2)	2	nineteenth
Oral Performative	Cooperative learning/problem solving	1-Practical application of organized attack (2:4, 1:5) 2-Two teams played with arbitration	Showing a videotape of a handball match explaining the methods and types of defense and attack	2	twenty
Oral Performative	Cooperative learning/problem solving	1- Practical application of the organized attack (1:5) and changing it during play to (2:4) and vice versa according to	Clarification of legal materials	2	twenty one

		the state of play. 2-Two teams played with arbitration			
Oral Performative	Cooperative learning/problem solving	First month exam	First month exam	2	twenty two
Oral Performative	Cooperative learning/problem solving	1_Practical application of the process of ending the attack (penetration) 2-Two teams played with arbitration	End the attack (hack)	2	Twenty-three
Oral Performative	Cooperative learning/problem solving	1-Practical application of the intersection attack plan 2-Two teams played with arbitration	Simple Plans of Attack...A (Crossover)	2	Twenty-four
Oral Performative	Cooperative learning/problem solving	1_Practical application of the attack plan by changing positions 2-Two teams played with arbitration	Simple attack plans...B (changing positions)	2	twenty five
Oral Performative	Cooperative learning/problem solving	1-Practical application of front and side reservation 2-Two teams played with arbitration	Simple attack plans...c (detention)	2	twenty six
Oral Performative	Cooperative learning/problem solving	1- Practical application to achieve excellence 2-Two teams played with arbitration	Establishing numerical superiority	2	twenty seven
Oral Performative	Problem Solving	Playing a regular handball match with refereeing and scoring	Review of law articles	2	Twenty-eight
Oral Performative	Cooperative learning/problem solving	Playing a regular handball match with refereeing and scoring	Review of law articles	2	Twenty-nine
Editorial		Second month exam	Second	2	thirty

			month exam		
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<b>11- Course evaluation</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>12- Resources for learning and teaching</b>	
<b>Handball/Nawfal Al-Hayali and Dhia Al-Khayyat</b>	Required textbooks (methodology, if any)
1-Handball/ Kamal Arif and Saad Mohsen -2-Handball/ Laith Ibrahim Jassim	Main references (sources)
<b>World Handball Encyclopedia/Ahmed Khamis Radi Al-Sudani and Jamil Qasim Muhammad</b>	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, Internet sites

	<a href="https://www.scribd.com/document/330462589/%D8%A7%D9%84%D8%AF%D9%81%D8%A7%D8%B9-%D9%88%D8%A7%D9%84%D9%87%D8%AC%D9%88%D9%85-%D9%85%D9%86-%D9%83%D8%AA%D8%A7%D8%A8-%D8%AF-%D8%B6%D9%8A%D8%A7%D8%A1-%D8%A7%D9%84%D8%AE%D9%8A%D8%A7%D8%B7-%D9%88%D8%AF-%D9%86%D9%88%D9%81%D9%84-%D8%A7%D9%84%D8%AD%D9%8A%D8%A7%D9%84%D9%8A">https://www.scribd.com/document/330462589/ %D8%A7%D9%84%D8%AF%D9%81%D8% A7%D8%B9-%D9%88%D8%A7%D9% 84%D9%87%D8%AC%D9%88%D9%85- %D9%85%D9%86- %D9%83%D8%AA%D8%A7%D8%A8- %D8%AF-% D8%B6%D9%8A%D8%A7%D8%A1- %D8%A7%D9%84%D8%AE%D9%8A%D8 %A7%D8%B7-%D9%88%D8%AF- %D9%86%D9%88%D9%81%D9%84- %D8%A7%D9%84%D8%AD%D9%8A%D8 %A7%D9%84%D9%8A</a>
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