



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**  
**For handball, the fourth  
stage**

**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: Diyala University

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:10/3/2024

File filling date:10/3/2024

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

### 1 - The vision of the program

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

Diyala University seeks scientific leadership, excellence and creativity in the fields of higher education and scientific research to serve the community and enhance its local, regional and international standing to reach the highest levels of quality and international accreditation.

### 2- Program message

State the program's mission as stated in the university's bulletin and website.

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

### 3- Program objectives

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

1. Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the Ministry of Higher Education and Scientific Research.
2. Creating a stimulating environment for teaching, learning and creativity by developing and updating scientific curricula and training and evaluation methods to keep pace with the requirements of the labor market.
3. Keeping pace with technological development in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff

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

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

6- Program structure				
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
√	√			

8 - Expected learning outcomes of the program	
Knowledge	
Statement of learning outcomes 1	Learning outcomes 1
<b>Highlighting the student's personality in a way that develops him</b>	<b>A1-Enabling students to obtain the knowledge required to understand mathematical theories and laws Students to know the relationship</b>

	of the program and its academic elements (courses or subjects) with the awarded certificate and future job qualifications.
-Increasing the student's self-confidence. -Highlighting the hidden talents of the student	A2-Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section
-Highlighting students' teamwork	A3- That the student be able to perform and practically apply all individual and group games
<b>Skills</b>	
<b>Statement of learning outcomes 2</b>	<b>Learning outcomes 2</b>
<b>Developing students in the skillful performance of the practical games included in the program</b>	<b>Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting</b>
<b>Statement of learning outcomes 3</b>	<b>Learning outcomes 3</b>
<b>Increasing communication between individuals, which contributes to building a learning community</b>	<b>Helping students apply their ideas and talents inside and outside the university setting.</b>
<b>Value</b>	
<b>Statement of learning outcomes 4</b>	<b>Learning outcomes 4</b>
<b>Learn to set the right priorities for any problem</b>	<b>Cooperation developmentBrotherhood and developing the spirit of determination among students</b>
<b>Statement of learning outcomes 5</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>

9- Teaching and learning strategies
Teaching and learning strategies and methods adopted in implementing the program in general
Cooperative education strategy.  Learning strategy improvisation games.

Teaching strategy brainstorming.

Panorama education strategy.

Education strategy collaborative concept planning.

Education strategy one minute paper.

Education strategy real time feedback

Education strategy notes series.

Education strategy mind mapping

Modeling learning strategy: It is known as social learning, in which the individual acquires and learns responses 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.

## 10- Evaluation methods

Implementing it in all stages of the program in general.

- Written tests -Oral tests - electronic tests - daily tests

**The college has relied on clear, high-quality evaluation methods and tools for student learning in order to maintain the quality of the graduate and the academic reputation of the college. This is embodied in the university's regulations and the requirements for continuous evaluation of students, provided that there are several types of evaluation methods in order to ensure the quality of 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**

- **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.**

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

Professional development
Orienting new faculty members
Briefly classifies the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.
Professional development for members of the teaching profession
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12 - Acceptance criterion

Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned

- The average of students in the sixth year (preparatory, vocational), through which admission to the university level takes place.
- Acceptance by the Olympic Committee (only for champion athletes).
- Raising the average of the College of Physical Education and ScienceSportsEquivalent to admission to engineering and science colleges.

## 13- The most important sources of information about the program

Remember briefly

The curriculum approved by the Ministry of Higher Education and Scientific Research and its guidelines.

- Decisions and recommendations of scientific committees in physical education and sports sciences
- Courses in teaching methods.
- Description of courses.
- Courses in civil society organizations.
- Conferences, seminars, workshops and panel discussions.
- Relevant state institutions.
- Graduates Unit
- Search the Internet for similar experiences.
- Personal experiences.

- Scientific sources approved within the curriculum for the stage in which the education takes place
- The curriculum approved by the Ministry is unified for all colleges of physical education in Iraq.
- The rules of the Olympic Games are taught by a specialist teacher.

- Equipping colleges with practical laboratories, halls, and playgrounds for the subjects taught.

#### 14- Program development plan

The program works to develop the student's academic personality in a manner commensurate with the ambitions of the modern state. - Highlighting the strengths of students in a way that allows them to form a leadership personality in the future. - Extracting the student's hidden talents to develop his field of work and raise the level of education.

-Modern scientific sources and the latest scientific research are reviewed periodically, through which the prescribed curriculum is developed. - Theoretical and practical material are combined to develop the curriculum.

Program skills chart															
Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B 1	A 4	A 3	2 a	A 1				
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	handball	2023-2024

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

### Course description form

1. Course Name -handball
2. Course Code
3. the chapter /the year: annual
4. The date this description was prepared 10/3/2024
5. Available forms of attendance: 2 hours per week and daily attendance.
6. Number of study hours (total) / Number of units (total) 60 hours / 60 units
7. Name of the course administrator (if more than one name mentioned)
1 - Prof. Dr. Laith Ibrahim Jassim - Head of the scientific group for the fourth stage

2 - Prof. Dr. Hatem Shawkat Ibrahim 3- Prof. Dr. Shorouk Mahdi Kazem 4 - Prof. Dr. Nizar Nazim Hamid 5- M.M. Mortada Rushdi Hamid	
8. Course objectives	
<ul style="list-style-type: none"> <li>- Helping students to know the offensive plans with drawing and integrating them used in the game of handball to ensure that the students obtain the targeted learning outcomes.</li> <li>Helping students know the defensive formations 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
9. Teaching and learning strategies	
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 4- That students get accustomed to benefiting from the ideas of others, by developing and building on them	strategy

Course structure (handball)					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Oral Performative	Cooperative learning	1. Practical application of attack plans (double rush pass and parallel attack) 2. Two teams play with refereeing.	1. Drawing symbols adopted in handball 2. Explanation with drawing	2	the first

			of group attack plans (double rush pass, parallel rush attack)		
Oral Performative	Collaborative science	1. Practical application of the two attack plans, crossing and changing positions. 2. Playing two teams with arbitration	1. Clarifications on the division of refereeing duties for the refereeing crew. 2. Explanation, with drawing, of the collective attack plans (intersection and changing positions).	2	the second
Oral Performative	Cooperative learning	1. Practical application of the front and side reservation attack plan. 2. Two teams with arbitration.	1. Explanation with drawing of the front and side reservation attack plan	2	the third
Oral Performative	Problem Solving	1. Practical application by merging two of the previous plans into one plan. 2. Two teams played with arbitration.	1. An explanation with a drawing to combine the previous offensive plans into one plan (consisting of two plans)	2	the fourth
Oral Performative	Problem Solving	1. Playing a regular handball match with refereeing and scoring	1. An explanation with a drawing to combine the previous offensive plans into	2	Fifth

			one plan		
Oral Performative	Collaborative style	1. Application for rapid individual and group attack 2. Two teams played with arbitration.	1. Showing a videotape of a handball match highlighting handball refereeing	2	VI
First month exam	-----	First month exam	First month exam	2	Seventh
Oral Performative	Collaborative/problem solving	1. Practical application of defensive formations in the region. 2. Playing two teams with (defending 5-1 arbitration).	1. Zone defense formations (6-0), (5-1), (3-2-1), (4-2)	2	VIII
Oral Performative	Training method	1. Regular play with arbitration and scoring (Defense 3-2-1 and 4-2) depending on the opponent's attack.	1. An explanation of the different uses of the organized attack 5:1 and 4:2 according to the requirements of the opponent's defensive play.	2	Ninth
Oral Performative	Problem Solving	1. Practical application of man-to-man defense 2. Playing two teams with arbitration.	1. Man-to-man defense near the free zone	2	The tenth
Oral Performative	Cooperative learning	1. Regular play with arbitration and scoring	_____	2	eleventh
Oral Performative	Cooperative learning	1. Regular play with refereeing and scoring	1. Managing handball matches	2	twelveth
Oral Performative	Collaborative science	1. Giving administrative duties to students while playing a regular handball match with refereeing and scoring	1. Division of administrative responsibilities	2	Thirteenth
Oral Performative	Cooperative	1. Assigning some students to	1. Clarification	2	fourteenth

ve	learning/problem solving	administrative duties and playing a regular handball match with refereeing and scoring.	of the role of the coach, assistant and administrator during the match		
Second month exam		Second month exam	Second month exam	2	Fifteenth
Oral Performative	Cooperative learning	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	1. Selection of emerging handball players	2	sixteen
Oral Performative	Problem Solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	1. Using learning methods different in Teaching youth handball.	2	seventeenth
Oral Performative	Cooperative learning/problem solving	1. Practical application of random, variable, and intense training methods. 2. Two teams playing with arbitration and scoring.	1. Random, variable, intense exercise after establishing the game skills with the aim of increasing the enjoyment of the exercise as well as the flexibility of the motor programs For my junior handball	2	eighteen
Oral Performative	Cooperative learning/problem solving	1. An application for the team's transition from defense to a quick collective attack and then building the attack Organizer.	Show a video of a handball match	2	nineteenth
Oral	Cooperative	1. Application for rapid	1. Stages of	2	The



Performative	e learning/problem solving	individual and group attack2. Two teams played with arbitration	preparation in handball		twentieth
Oral Performative	Cooperative learning/problem solving	1. Playing a regular handball match with refereeing and scoring	1. Physical and skill tests in handball	2	21st
First month exam		First month exam	First month exam	2	twenty tow
Oral Performative	Cooperative learning/problem solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	Show a video of handball training	2	twenty third
Oral Performative	Cooperative learning/problem solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	A review of some articles of the law	2	twenty fourth
Oral Performative	Cooperative learning/problem solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	A review of some articles of the law	2	25th
Oral Performative	Cooperative learning/problem solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	A review of some articles of the law	2	twenty-sixth
Oral Performative	Problem Solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	_____	2	27th
Oral Performative	Problem Solving	1. Assigning some students to administrative duties and playing a regular handball match with refereeing and scoring.	_____	2	Twenty-eighth
Oral Performative	Problem Solving	1. Assigning some students to administrative duties	_____	2	XXIX

		and playing a regular handball match with refereeing and scoring.			
Second month exam		Second month exam	Second month exam	2	thirty

11- Course evaluation	
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	
12- Resources for learning and teaching	
<b>Handball / 1- Prof. Dr. Diaa Al-Khayyat</b> 2- Prof. Dr. Laith Ibrahim Jassim	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 beautiful Qasem Mohamed</b>	Recommended supporting books and references (scientific journals, reports)
<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>	Electronic references, Internet sites