



**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

Handball

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: Games Branch Differentiation

Name of the academic or professional program: Bachelor's degree

Certificate name: Bachelor's degree for physical education and sports sciences

Academic system: annual

Description preparation date: 25 / 2 / 2024

File filling date: 25 / 2 / 2024

Signature: Signature:

Prof. Dr. Muslim hasbaala Ibrahim

Prof. Dr. Muhammad Walid Shehab

the date : 1 / 2024 Date: 1 / 2024

Check the file 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:



the Dean

Prof. Dr. Uday Abdel Hussein Karim

1- See 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 Goals
General statements that describe what the program or institution intends to achieve.
<ol style="list-style-type: none"> 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
√	√			

7- Expected learning outcomes of the programme

Knowledge	
Statement of learning outcomes	1- Learning Outcomes
Highlighting the student's personality in a way that develops him	Enabling students to obtain the 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.
-Increasing the student's self-confidence. -Highlighting the hidden talents of the student	Helping students to know the teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section
-Highlighting students'	That the student be able to

teamwork	perform and practically apply all individual and group games
Skills	
Statement of learning outcomes	2- Learning Outcomes
Developing students in the skillful performance of the practical games included in the program	Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting
Statement of learning outcomes	3- Learning Outcomes
Increasing communication between individuals, which contributes to building a learning community	Helping students apply their ideas and talents inside and outside the university setting.
Value	
Statement of learning outcomes	4- Learning Outcomes
Learn to set the right priorities for any problem	Cooperation development Brotherhood and developing the spirit of determination among students
Statement of learning outcomes	5- Learning Outcomes
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.	self evaluation. -Leadership evaluation. -Appreciating the efforts of scientists
8- Teaching and learning strategies	
Teaching and learning strategies and methods adopted in implementing the program in general	
<ul style="list-style-type: none"> • 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.

9- 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 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.

10- 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	Doctor teacher

11- 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 standard

Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned
<ul style="list-style-type: none"> - 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 College of Physical Education and Sciences' acceptance rate equivalent to the acceptance rate of the Colleges of Engineering and Sciences.

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
- Internet searches 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												Essen tial or optio nal?	Course Name	Co ur se Co de	Year/l evel	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B 1	A 4	A 3	2 a	A 1				2023- 2024	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	handb all		

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

1. nameCourse: Handball	
2. Course Code	
3. the chapter /the year: annual	
4. The date this description was prepared3/16/2024	
5. Available attendance forms:4One hour a week and attendance daily	
6. Number of study hours (total) / Number of units (total) 60 hours / 60 units	
7. Name of the course administrator(ifMore than one name mentioned)	
1 - M. Dr. Omar Rashid Hussein 2 - M. Dr. Muhammad Kazem Saleh 3-. Dr. Marwa Jihad 4 - M. Maha Hassan Musleh 5- M. Alaa Kamel 6- M.M. Qusay Muhammad Hamdan 7-M. M. Miqdad Latif Khalaf	
8. Course objectives	
<ul style="list-style-type: none"> ● - Helping students to know the assessment and evaluation methods used to ensure that students achieve the targeted learning outcomes ● Recognize the importanceLearn basic skills and their role in handball ● RecognitionLaws of handball and how to referee and manage matches 	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	strategy

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

10. Course structure (handball/second stage)					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written - oral - practical tests	Research learning style	A historical overview of handball + the educational and ethical aspects and its importance in the game of handball	Cognitive field: It is called the mental or cognitive field(Cognitive Domain). 2- The affective domain: It is called the emotional or emotional domain (Affective Damain). 3- The psychomotor domain: It is called the skill or motor domain (PSYChoMotor Domain). An effective way to review course content. • An effective means of determining appropriate evaluation methods. • It allows teachers to evaluate the effectiveness of their teaching: Have the intended outcomes been achieved? • It facilitates the process of transition from teaching to learning, that is, focusing on the learner rather than the teacher, that is, what the learner is expected to be able to do and not what The teacher can do it. • Students know clearly what they are expected to learn from this	4 hours	the first
Written, oral and practical tests	Usepower point	Handball offensive skills: the skill of holding the ball + catching the ball (fixed - moving with the player's movement - moving opposite to the player's movement)		4 hours	the second
Written, oral, and practical tests	Collaborative style	Receiving the ball (receiving the ball from the high level - receiving the ball from the low level - receiving the ball from the jump)		4 hours	the third
Written - oral - practical tests	Initiative style	Handball handling (handling from the support and above the head + handling from the support and above the head)+ Articles of the law (1)		4 hours	the fourth
Written, oral, and practical tests	Collaborative style	Training on handling from the pedestal and from above the head, and		4 hours	Fifth

		handling from the pedestal and from the overhead level.	course and how their learning will be evaluated. • It gives students the opportunity to take greater responsibility in their own learning when they know what they are expected to be able to do and what level they are expected to reach.		
Written - oral - practical tests	Research learning method	Handling from the support and from the shoulder level + Handling from the support and from the pelvis and knee levels + pushing handling to the side + long handling (4-5-6)		4 hours	VI
Written - oral - practical tests	Diction / Problem Solving	Return Handling + Law Articles (2)		4 hours	Seventh
Written and oral tests. Practical	Collaborative style	Training on various types of handling		4 hours	VIII
Written - oral - practical tests	Diction / Learning by research	Handball tapping skill + law subjects (3)		4 hours	Ninth
Written and oral exams.	Lecture style	Training on handling and typing skills		4 hours	The tenth
Written and oral exams. practical	Collaborative style	Shooting and its types in handball (whip shot from head level)		4 hours	eleventh
Written, oral, and practical tests	Problem solving style	Whip shot from shoulder level + law articles (4)		4 hours	twelveth
Written - oral - practical tests	Usepower point	Drills on the whip shot from head level and shoulder level		4 hours	Thirteenth
---	--	Theoretical exam		4 hours	fourteenth
---	---	Practical exam		4 hours	Fifteenth
Written - oral - practical tests	Usepower point	Shooting by jumping forward		4 hours	sixteen

Written - oral - practical tests	Initiative style	Aiming from jumping high		4 hours	seventeenth
Written - oral - practical tests	Collaborative style	Whip shot from pelvis and knee level + Shooting from the angle		4 hours	eighteen
Written - oral - practical tests	Diction / Problem Solving	Training on different types of shooting + law subjects (5)		4 hours	nineteenth
Written, oral and practical tests	Problem solving style	Shooting from the front drop		4 hours	twenty
Written, oral and practical tests	Collaborative style	Training for handling, striking, and aiming + law materials (6)		4 hours	twenty one
Written, oral, and practical tests	Deliverance style	Simple deception		4 hours	twenty two
Written - oral - practical tests	Usepower point	Goalkeeper skills		4 hours	Twenty-three
Written - oral - practical tests	Diction / Problem Solving	Defensive skills (preparedness - interview - detention)		4 hours	Twenty-four
Written - oral - practical tests	Diction / Problem Solving	Defensive Coverage+Receipt and delivery		4 hours	twenty five
Written, oral, and practical tests	Collaborative style	(Blocking wall – defensive movements + cutting and dispersing the ball)		4 hours	twenty six
Written - oral - practical tests	Usepower point	Defensive skills training + law subjects (7)		4 hours	twenty seven
Written - oral - practical tests	Diction / Problem Solving	Learning by playing (performing and developing offensive and defensive skills during real play)		4 hours	Twenty-eight
Written - oral - practical tests	Research learning method	Performing and		4 hours	Twenty-nine

		developing offensive and defensive skills during real play + refereeing signals		
Written - oral - practical tests	Competition style	Theoretical and practical exam	4 hours	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	
aInternational handball law	Required textbooks (methodology, if any)
.Handball law . Basics of methodology (Professor Dr. Laith Ibrahim)	Main references (sources)
Handball has its pros and cons	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, Internet sites