

**Ministry of Higher Education and Scientific Research**  
**Scientific Supervision and Evaluation Authority**  
**Department of Quality Assurance and Academic Accreditation**  
**Accreditation Division**

**Academic Program Description Guide**

**2026-2025**

## **:Introduction**

The educational program represents a coordinated and organized package of study courses that includes procedures and experiences organized as individual study units. Their primary purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. The program is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The academic program description provides a concise summary of the main characteristics of the program and its courses, indicating the skills that are being developed in students based on the academic program's objectives. The importance of this description lies in the fact that it represents the cornerstone for obtaining program accreditation, and it is written collaboratively by teaching staff under the supervision of the scientific committees in the academic departments.

This guide, in its second edition, includes a description of the academic program after updating the items and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq. It includes the academic program description in its traditional form (annual, semester) as well as the adoption of the generalized academic program description pursuant to the letter of the Department of Studies No. 3/2906 dated 3/5/2023, regarding programs that adopt the Bologna track as the basis for their work.

In this regard, we can only affirm the importance of writing academic program descriptions and course syllabi to ensure the proper conduct of the educational process.

## **:Concepts and Terms**

**Academic Program Description:** Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a concise summary of the main characteristics of the course and the learning outcomes expected of the student, demonstrating whether the student has achieved maximum benefit from the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture of the future of the academic program, to be a developed, inspiring, motivating, realistic, and applicable program.

**Program Mission:** The objectives and activities necessary to achieve them in a concise manner, as it also determines the paths of program development

**Program Objectives:** Statements that describe what the academic program intends to achieve within a specified time period, and must be measurable and observable

**Program Structure:** All courses/subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether they are a requirement (Ministry, University, College, and Academic Department) along with the number of credit units

**Learning Outcomes:** A compatible set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes must be identified for each course in a manner that achieves the program's objectives

**Teaching and Learning Strategies:** Strategies used by faculty members to develop student teaching and learning. They are plans followed to reach learning objectives — i.e., they describe all classroom and extracurricular activities to achieve the program's learning outcomes

Academic Program Specification Form

University Name: University of Diyala

College/Institute: College of Physical Education and Sports Sciences

Academic Department: Team Sports Branch

Academic or Professional Program Name: Bachelor of Physical Education and Sports Sciences

Final Degree Title: Bachelor of Physical Education and Sports Sciences

Study System: Annual

Date of Specification Preparation: 2/10/2025

Date of Form Completion: 2/10/2025

Branch Head Name: Prof. Dr. Muslim Hasaballah

File Reviewed by:

Quality Assurance and University Performance Division

Quality Assurance and University Performance Division Head Name: Asst.

Assistant.Prof.Dr. Riyadh Abdul-Ridha Farhan

Approved by the Dean  
Prof. Dr. Odai Abdul-Hussein

**Program Vision – 1**

*.State the program vision as mentioned in the university bulletin and its website*

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

**Program Mission – 2**

*.State the program mission as mentioned in the university bulletin and its website*

To provide effective academic university education through the continuous development of academic programs in many specializations in light of the requirements of development plans, in a way that serves the labor market and contributes to strengthening sustainable development

**Program Objectives – 3**

*.General statements describing what the program or institution intends to achieve*

Building a distinguished educational institution according to international standards that meets the requirements of the local, regional, and international community in line with the orientations of the Ministry of Higher Education and Scientific Research. Preparing a stimulating environment for teaching, learning, and creativity through the development and modernization of scientific curricula and training and evaluation methods to keep pace with labor market requirements. Keeping up with technological developments in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff

**Program Accreditation – 4**

Has the program received program accreditation? From which body? No

**Other External Influences – 5**

Is there a sponsoring body for the program? No

|                |                   |                     |                       | <b>Program – 6<br/>Structure</b> |
|----------------|-------------------|---------------------|-----------------------|----------------------------------|
| <b>* Notes</b> | <b>Percentage</b> | <b>Credit Units</b> | <b>No. of Courses</b> | <b>Program Structure</b>         |
| Core           |                   | 2                   | 1                     | Institution Requirements         |
|                |                   |                     |                       | College Requirements             |
|                |                   |                     |                       | Department Requirements          |
|                |                   |                     |                       | Summer Training                  |
|                |                   |                     |                       | Other                            |

*.Notes may indicate whether the course is core or elective \**

|                          |                          |                    |                    | <b>Program – 7<br/>Description</b> |
|--------------------------|--------------------------|--------------------|--------------------|------------------------------------|
| <b>Practical</b>         | <b>Theoretical</b>       | <b>Course Name</b> | <b>Course Code</b> | <b>Year / Level</b>                |
| <input type="checkbox"/> | <input type="checkbox"/> | Handball           |                    | 2024–2023                          |

| Expected Learning Outcomes of the Program – 8                                                                                                                             |                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>                                                                                                                                                          |                                                                                                                                                                                                                                                                             |
| <b>Learning Outcome Statement 1</b>                                                                                                                                       | <b>Learning Outcome 1</b>                                                                                                                                                                                                                                                   |
| Highlighting the student's personality in a way that promotes their development                                                                                           | A1 – Enabling students to acquire the knowledge required to understand sports theories and laws. Assisting students in understanding the relationship between the program and its study elements (courses or subjects) and the awarded degree and future job qualifications |
| Increasing student self-confidence.– Bringing – out the student's hidden talents                                                                                          | A2 – Helping students understand teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section                                                                                                                             |
| Promoting teamwork among students –                                                                                                                                       | A3 – Enabling the student to perform and practically apply all individual and team games                                                                                                                                                                                    |
| <b>Skills</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| <b>Learning Outcome Statement 2</b>                                                                                                                                       | <b>Learning Outcome 2</b>                                                                                                                                                                                                                                                   |
| Developing students in the skill performance of the practical games included in the program                                                                               | Helping students apply what they have learned from theoretical and practical subjects inside and outside the academic framework                                                                                                                                             |
| <b>Learning Outcome Statement 3</b>                                                                                                                                       | <b>Learning Outcome 3</b>                                                                                                                                                                                                                                                   |
| Increasing communication among individuals, which contributes to building a learning community                                                                            | Helping students apply their ideas and talents inside and outside the academic framework                                                                                                                                                                                    |
| <b>Values</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| <b>Learning Outcome Statement 4</b>                                                                                                                                       | <b>Learning Outcome 4</b>                                                                                                                                                                                                                                                   |
| Learning to correctly prioritize any problem                                                                                                                              | Developing cooperation, fraternity, and the spirit of determination among students                                                                                                                                                                                          |
| <b>Learning Outcome Statement 5</b>                                                                                                                                       | <b>Learning Outcome 5</b>                                                                                                                                                                                                                                                   |
| Developing respect for time in completing tasks. Fostering a spirit of fair competition among work groups in pursuit of quality, excellence, and diversity in performance | Self-assessment.– Leadership assessment.– – Appreciating the efforts of scholars                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching and Learning Strategies – 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>:Teaching and learning strategies and methods adopted in implementing the program in general</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Cooperative Learning Strategy. Improvisation Games Learning Strategy. Brainstorming Teaching Strategy. Panorama Teaching Strategy. Cooperative Concept Mapping Teaching Strategy. One-Minute Paper Teaching Strategy. Real-Time Feedback Teaching Strategy. Observation Chain Teaching Strategy. Mind Mapping Teaching Strategy. Modeling Learning Strategy: Also known as social learning, in which the individual acquires and learns new responses and behavioral patterns in a social setting through observation and attention. It is generally a demonstrative teaching method in which experiences, tools, and models are employed |

|                                                                    |
|--------------------------------------------------------------------|
| <b>Assessment Methods – 10</b>                                     |
| <i>:Implementation across all stages of the program in general</i> |

Written Examinations – Oral Examinations – Electronic Examinations – Daily Tests

The college has – adopted clear and high-quality student assessment methods and tools in order to maintain the quality of the graduate and the college's academic reputation. This is embodied in the university's regulations and the requirements for continuous student evaluation. Several types of assessment methods are used to ensure the quality of the graduate, who represents the final output of the educational process. The most important assessment methods include:

A. Objective Tests – to measure knowledge of facts, comprehension, and application of scientific knowledge in new situations, and to measure recall, through the following:

- True/False questions.
- Multiple-choice questions.
- Matching items.
- Completion (fill-in-the-blank) questions.

B. Practical Tests – related to the following:

- Ability for motor and skill performance in sports games (basketball, volleyball, handball, etc.).
- Understanding scientific and practical material, game rules, and principles.
- Ability to recall, connect, and interpret.
- Simple application of knowledge in interpreting data.
- Diagnosis and problem solving.

These are conducted through the following:

- Open-response / open-ended questions.
- Questions with specific answers.
- Questions that stimulate the student with no specific answer.
- Organizational skill.
- Skill in organizing ideas.
- Prevention of cheating

|                      |                   |                                        |                         |                                        | Teaching – 11 Staff |
|----------------------|-------------------|----------------------------------------|-------------------------|----------------------------------------|---------------------|
|                      |                   |                                        |                         |                                        | Faculty Members     |
| Lecturer (Part-time) | Staff (Full-time) | Special Requirements / Skills (if any) | Specific Specialization | General Specialization                 | Academic Rank       |
|                      | □                 |                                        | Handball                | Physical Education and Sports Sciences | Lecturer (PhD)      |

| Professional Development                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>:Orientation of New Faculty Members</b>                                                                                                                                                                                   |
| <i>Briefly describe the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental level</i>                                                                       |
| <b>:Professional Development of Faculty Members</b>                                                                                                                                                                          |
| <i>Briefly describe the plan and arrangements for the academic and professional development of faculty members, such as teaching and learning strategies, evaluation of learning outcomes, professional development, etc</i> |

| Admission Standards – 12                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>State the regulations related to enrollment in the college or institute, whether centralized admission or other</i>                                                                                                                                                                                                                                  |
| Students' average grade in the sixth preparatory/vocational year, through which admission to the university stage is determined. Admission through the Olympic Committee (for sports champions only). Raising the acceptance rate of the College of Physical Education and Sports Sciences to be equivalent to that of Engineering and Science colleges |

| Key Information Sources about the Program – 13                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Briefly mention the curriculum approved by the Ministry of Higher Education and Scientific Research and its reference guides:                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Courses and recommendations of scientific committees in Physical Education and Sports Sciences.</li> <li>• Courses in teaching methods.</li> <li>• Course descriptions.</li> <li>• Courses in civil society organizations.</li> <li>• Conferences, seminars, workshops, and discussion sessions.</li> <li>• Relevant state institutions.</li> <li>• Alumni unit.</li> <li>• Internet research on similar experiences.</li> <li>• Personal experiences</li> </ul> |

Approved scientific sources within the course curriculum for the stage in which teaching takes place: The curriculum approved by the Ministry and unified for all Physical Education colleges in Iraq. Olympic game rules taught by a teacher specialized in the game. Equipping colleges with practical laboratories, halls, and sports fields specific to the subjects taught

#### Program Development Plan – 14

The program works on developing the student's academic personality in a manner consistent with the aspirations of the modern state.– Highlighting students' strengths in a way that allows for the formation of a leadership personality in the future.– Extracting students' hidden talents to develop their field of work and raise the level of education.– Periodically reviewing modern scientific sources and the latest scientific research, through which the prescribed curriculum is developed.– Integrating theoretical and practical material to develop the curriculum

#### Program Skills Map

| Required Learning Outcomes of the Program |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          | Core / Elective | Course Name | Course Code | Year / Level |
|-------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|-------------|-------------|--------------|
| C4                                        | C3                       | C2                       | C1                       | B4                       | B3                       | B2                       | B1                       | A4                       | A3                       | A2                       | A1                       |                 |             |             |              |
| <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Core            | Handball    |             | 2023<br>2024 |

Please place a checkmark in the boxes corresponding to the individual program learning outcomes .subject to assessment

### Course Description Form

#### Course Name: Handball

:Course Code

Semester / Year: Annual

Date of Preparation of this Description: 16/3/2025

Available Attendance Forms: 4 hours per week, daily attendance

Total Credit Hours / Total Units: 60 hours / 60 units

Course Coordinator(s):1 – Asst. Prof. Dr. Mohammed Kazim Salih2 – Asst. Prof. Dr. Omar Rashid Hussein3 – Asst. Prof. Dr. Marwa Jihad4 – Asst. Prof. Maha Hassan Muslih5 – Asst. Prof. Dr. Alaa Kamil6 – Asst. Prof. Dr. Iyad Shalan7 – Lect. Dr. Qusay Mohammed Hamdan8 – Asst. Lect. Miqdad Latif Khalaf9 – Asst. Lect. Mortadha Rushdi10 – Asst. Lect. Mohammed Sinan

#### Course Objectives

##### :Subject Objectives

Helping students understand the assessment and evaluation methods used to ensure that students – achieve the targeted learning outcomes.– Recognizing the importance of learning fundamental skills and their role in handball.– Learning the rules of handball and how to referee and manage matches

#### Teaching and Learning Strategies

|                                                                                                                                                                                                                                                                                                                                                                                                     |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Activating the learner's role in educational situations.2. Motivating learners to generate creative ideas on a specific topic, by searching for correct answers or possible solutions to issues presented to them.3. Accustoming students to respecting and appreciating the opinions of others.4. Accustoming students to benefiting from the ideas of others by developing and building upon them | <b>:Strategy</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|

|                                  |                        |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              | <b>Course Structure Handball / ) (Second Year Week</b> |
|----------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------|
| <b>Assessment Method</b>         | <b>Teaching Method</b> | <b>Unit / Topic Name</b>                                                                                              | <b>Required Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Hours</b> | <b>Week</b>                                            |
| Written / Oral / Practical Tests | Inquiry-Based Learning | Historical Overview of Handball + Educational and Ethical Aspects and Their Importance in Handball                    | Cognitive Domain (intellectual/perceptual). Affective Domain (emotional). Psychomotor Domain (skill/movement). An effective means for reviewing course content. An effective means for determining appropriate evaluation tools. Allows instructors to evaluate the effectiveness of their teaching. Facilitates the shift from teaching to learning (learner-focused). Students clearly know what is expected of them and how learning will be assessed | hrs 4        | 1                                                      |
| Written / Oral / Practical Tests | PowerPoint             | Offensive Skills in Handball: Ball Holding + Ball Catching stationary – ) moving with player – moving (against player |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | hrs 4        | 2                                                      |
| Written / Oral / Practical Tests | Cooperative Method     | Ball Reception high level – low ) level – from a (jump                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | hrs 4        | 3                                                      |

|                                  |                                  |                                                                                                |  |       |    |
|----------------------------------|----------------------------------|------------------------------------------------------------------------------------------------|--|-------|----|
| Written / Oral / Practical Tests | Initiative Method                | Passes in Handball (pivot pass&overhead pass + pivot pass&head-level pass) + Rules Article )1( |  | hrs 4 | 4  |
| Written / Oral / Practical Tests | Cooperative Method               | Drills: pivot&overhead pass and pivot&head-level pass                                          |  | hrs 4 | 5  |
| Written / Oral / Practical Tests | Inquiry-Based Learning           | Shoulder-level pivot pass + Hip/knee-level pivot pass + Side push pass + Long pass )4-5-6(     |  | hrs 4 | 6  |
| Written / Oral / Practical Tests | Lecture / Problem Solving        | Bounce pass + Rules Article )2(                                                                |  | hrs 4 | 7  |
| Written / Oral / Practical Tests | Cooperative Method               | Drills on various types of passes                                                              |  | hrs 4 | 8  |
| Written / Oral / Practical Tests | Lecture / Inquiry-Based Learning | Dribbling Skill in Handball + Rules Article )3(                                                |  | hrs 4 | 9  |
| Written / Oral Tests             | Lecture Method                   | Drills on passing and dribbling skills                                                         |  | hrs 4 | 10 |
| Written / Oral / Practical Tests | Cooperative Method               | Shooting and its Types in Handball overarm whip ) shot from head (level                        |  | hrs 4 | 11 |
| Written / Oral / Practical Tests | Problem-Solving Method           | Whip shot from shoulder level + Rules Article )4(                                              |  | hrs 4 | 12 |
| Written / Oral / Practical Tests | PowerPoint                       | Drills on whip shot from head and shoulder level                                               |  | hrs 4 | 13 |
| —                                | —                                | Written Exam                                                                                   |  | hrs 4 | 14 |
| —                                | —                                | Practical Exam                                                                                 |  | hrs 4 | 15 |
| Written / Oral / Practical Tests | PowerPoint                       | Jump shot (forward)                                                                            |  | hrs 4 | 16 |
| Written / Oral / Practical Tests | Initiative Method                | Jump shot (high)                                                                               |  | hrs 4 | 17 |
| Written / Oral / Practical Tests | Cooperative Method               | Whip shot from hip/knee level + Angle shot                                                     |  | hrs 4 | 18 |
| Written / Oral / Practical Tests | Lecture / Problem Solving        | Drills on various shooting types + Rules Article )5(                                           |  | hrs 4 | 19 |

|                                  |                           |                                                                                                     |  |       |    |
|----------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------|--|-------|----|
| Written / Oral / Practical Tests | Problem-Solving Method    | Fall shot (forward)                                                                                 |  | hrs 4 | 20 |
| Written / Oral / Practical Tests | Cooperative Method        | Drills on passing, dribbling, and shooting + Rules Article )6(                                      |  | hrs 4 | 21 |
| Written / Oral / Practical Tests | Lecture Method            | Simple Feinting                                                                                     |  | hrs 4 | 22 |
| Written / Oral / Practical Tests | PowerPoint                | Goalkeeper Skills                                                                                   |  | hrs 4 | 23 |
| Written / Oral / Practical Tests | Lecture / Problem Solving | Defensive Skills ready stance – ) marking – (blocking                                               |  | hrs 4 | 24 |
| Written / Oral / Practical Tests | Lecture / Problem Solving | Defensive cover Receiving and + handing off                                                         |  | hrs 4 | 25 |
| Written / Oral / Practical Tests | Cooperative Method        | Wall block – Defensive movements + Interception and ball dispersion                                 |  | hrs 4 | 26 |
| Written / Oral / Practical Tests | PowerPoint                | Drills on defensive skills + Rules Article )7(                                                      |  | hrs 4 | 27 |
| Written / Oral / Practical Tests | Lecture / Problem Solving | Learning through Play (performing and developing offensive and defensive skills during actual play) |  | hrs 4 | 28 |
| Written / Oral / Practical Tests | Inquiry-Based Learning    | Performing and developing offensive and defensive skills in actual play + Referee signals           |  | hrs 4 | 29 |
| Written / Oral / Practical Tests | Competition Method        | Written and Practical Final Exam                                                                    |  | hrs 4 | 30 |

#### Course Assessment – 11

Distribution of marks out of 100 according to the tasks assigned to the student, such as daily attendance, daily exams, oral exams, monthly exams, written exams, reports, etc. First Semester: 25 marks | Second Semester: 25 marks | Final Exam: 50 marks

#### Learning and Teaching Resources – 12

|                                                                 |                                                               |
|-----------------------------------------------------------------|---------------------------------------------------------------|
| International Handball Rules                                    | :Required Textbooks (if any)                                  |
| Handball Rules. Methodological Basics (Prof. Dr. (Laith Ibrahim | :Main References (Sources)                                    |
| Handball: Its Pros and Cons                                     | :Recommended Supporting References (journals, :(.reports, etc |

**:Faculty Members**

Asst. Prof. Dr. Mohammed Kazim Salih – 1

Asst. Prof. Dr. Omar Rashid Hussein – 2

Asst. Prof. Dr. Alaa Kamil – 3

Asst. Prof. Maha Hassan Muslih – 4

Asst. Prof. Dr. Marwa Jihad – 5

Asst. Prof. Dr. Iyad Kamil Shalan – 6

Lect. Dr. Qusay Mohammed Hamdan – 7

Asst. Lect. Miqdad Latif Khalaf – 8

Asst. Lect. Mortadha Rushdi – 9

Asst. Lect. Mohammed Sinan Abbas – 10