

Course descriptions for the third stage
Course description template

1. :Course name	
wrestling	
2. :Course code	
3. Semester/Year	
2026/2025 –Phase Three	
4. Date this description was prepared	
2025/9/29	
5. Available forms of attendance	
Weekly for each lecture	
6. (Number of study hours (total) / Number of units (total	
hours / Number of units: 2 per study unit 2	
7. Name of the course coordinator (if there is more than one, .(please mention it	
: Name: Haider Abdul Jabbar Rahim Email hhhbiksyg1245@gmail.com	
8. objectives Course	
- Fitness development Physical fitness improves speed, strength, endurance, and .flexibility - Developing motor skills, improving balance, coordination, and mobility - Sports performance analysis teaches students how to improve their analyze and . performance	Course objectives
9. Teaching and learning strategies	
encourages students to actively participate in Practical training various sports activities and exercises. Individual guidance provides	strategy

improve their performance students with personalized instruction to and develop their skills. Trial and error learning encourages students .to experiment and practice different skills	
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10. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
attendance and monthly exams	Theoretical explanation and practical application	wrestling	A brief history of wrestling in the ancient world	2	Chapter One
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Wrestling in the Olympic Games	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Wrestling among the Arabs in ancient times	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	The Arab Wrestling Federation and its role spreading the sport	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	History of wrestling ancient Iraq	2	
attendance and monthly exams	Theoretical explanation and	wrestling	Modern history wrestling in Iraq	2	

	practical application				
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Sports selection	2	Chapter Two
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Selection goals in the sports field	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Stages of sports selection	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Sports preparation	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Tests and Measurement	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	principles of wrestling	2	Chapter Three
attendance and monthly exams	Theoretical explanation	wrestling	The set of artistic elements in wrestling	2	

exams	and practical application				
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Stages of teaching artistic elements	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	The concept of artistic performance effectiveness	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Artistic holds in wrestling	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Artistic grips from standing position in both variations	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	the Artistic grips from ground position	2	
attendance monthly and exams	Theoretical explanation and practical application	wrestling	Technical controls for counterattack from ground position	2	
attendance	Theoretical	wrestling	Basic requirements in training and competition	2	Chapter Four

and monthly exams	explanation and practical application		processes		
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Sports requirements	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Muscular strength and types	2	
Daily attendance and monthly exams	Theoretical explanation and practical application	wrestling	Speed and its types	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Endurance and its types	2	
attendance monthly and exams	Theoretical explanation and practical application	wrestling	Its flexibility and types	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Fitness and its types	2	

attendance and monthly exams	Theoretical explanation and practical application	wrestling	Compatibility and its typ	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Balance and its types	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Intellectual requirements	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	strategy	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Tactics	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Psychological requireme	2	
attendance and monthly exams	Theoretical explanation and practical	wrestling	The sports coach and h influence on t development of wrestling	2	Chapter Five

	application				
Daily attendance and monthly exams	Theoretical explanation and practical application	wrestling	Characteristics that must be quality present in a coach	2	
attendance and monthly exams	Theoretical explanation and practical application	wrestling	Coach duties and professional preparation	2	

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11. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

12. Learning and teaching resources

Textbooks for the third stage	(methodology, if applicable) Required textbooks
International Wrestling Federation Council	(Main references (sources
	Recommended supporting books and (...references (scientific journals, reports
All websites	Electronic references, websites

Course description template

13. Motor Learning :Course Name	
14. :Course code	
15. 2026–Term/Year/Stage Three/2025	
16. Date this description was prepared / 21 / 9 / 202025	
17. Available attendance formats / Weekly	
18. (hours (2) / Number of units (4 Number of study	
19. Name of the course coordinator (if there is more than one, .(please mention it	
alasaa734@gmail.com : Name: M. M. Ahmed Abdul Jabbar Email	
20. Course objectives	
- Developing the ability to design educational and training programs based on scientific .principles of learning - Defining motor learning and tinguishing it from motor dis performance - Explanation of the stages of	Course Objectives: Objectives of the Mo Learning Course - Introducing students to the concept of motor learning and its importance - Helping students understand the factors that influence the acquisition and development

motor learning (primitive, (associative, mechanical • Iron the types of feedback and their role in improving .performance • Understanding the role of the nervous system in regulating and .g motor informationstorin • Distinguishing between closed and open skills • life –Linking the material to real examples enhances .understanding of the topics	of motor skills • Enabling students to apply the principles of motor learning in sports teaching nd traininga • Linking the scientific theoretical) aspect with the) practical (applied) aspect in .performing skills
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21. Teaching and learning strategies

theories such Interactive lecture: Explanation of basic concepts and * .as learning stages, learning curves, etc life educational or -The instructor presents real :solving-Problem training situations and asks the students to analyze them and suggest .solutions Developing critical thinking and practical analysis based learning strategies encourage students to research, -Inquiry * .observe, and ask questions Observational learning: The instructor presents a model of the * .movement or skill, then asks the students to imitate and analyze it model of the movement or skill, then asks The instructor presents a .the students to imitate and analyze it Show a video or action demonstration to illustrate the concept of * .visual feedback To simulate the creation of dynamic situations similar to the reality * .ainingof learning or tr (Assessment guidelines (theoretical exam *	strategy
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22. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hour s	Week
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Participation and interaction	Theoretical lecture	General introduction to the subject and its definition	Understanding the general concept of motor learning	2	the first
group discussion	Lecture panel discussion	Concepts of motor learning	Understanding motor learning concepts	2	the second
Explanation and oral questioning	Theoretical lecture Video presentation	Kinetic control and manipulation	Distinguishing between and learning, training motor performance	2	the third
Group discussions	Interactive theoretical lecture	Physical and motor skills	Distinguishing between ability and skill	2	Fourth
Daily test	Theoretical lecture, group discussion	Indications and proofs	life evidence-Real	2	Fifth
Participation and interaction	Review and questions	Unique and sequential skills	Understanding and knowledge of individual and sequential skills with examples	2	Sixth
group discussion	Interactive video presentation	Scientific research in motor learning	Students learned how to detail and formulate a research title	2	Seventh
Explanation and oral questioning	Practical learning with explanation	Testing and Measurement in Learning	Understanding tests, measurement, and how they work	2	Eighth
Group discussions	Asking questions	Performance curves	Understanding performance curves	2	Ninth
Daily test	Theoretical lecture Video presentation	mental processes	Detailing mental processes and linking them to the mathematical aspect	2	tenth
Participation	Interactive theoretical	Keep and	Understanding the factors that influence retention and forgetting	2	eleventh

and interaction	lecture	forget			
group discussion	Theoretical lecture, group discussion	Types of memory	Understanding Memory Types	2	twelfth
Explanation and oral questioning	group interaction	–Decision making and implementation	When will the right decision be made	2	thirteenth
Group discussions	Interactive video presentation	Information programming	Understanding how information is programmed	2	fourteenth
test Daily	PowerPoint presentation	–Sensory motor processes	Understanding sensorimotor processes and distinguishing between them	2	fifteenth
Theory test					First semester exam
Process tests	Theoretical lecture Video presentation	Learning theories	Understanding learning theories and closed and open circuits	2	Sixteenth
Performance evaluation	Interactive theoretical lecture	Nutrition and exercise program	Explanation and demonstration of how the feedback works in program	2	seventeenth
Process testing	Theoretical lecture, group discussion	Methods of motor learning	Understanding learning methods and their suitability to skills	2	eighteenth
Process testing	group interaction	Intensive and	Understanding intensive, distributed, holistic, and partial training	2	nineteenth

		distributed training			
Evaluate skill performance	Interactive video presentation	mental training	Understanding the benefits of mental training	2	Twenty
Process tests	Theoretical lecture	feedback	Understanding how feedback works	2	one–Twenty
Process tests	Lecture panel discussion	Internal and external feedback	When does internal and external feedback work	2	–Twenty second
–Self assessment	Theoretical lecture Video presentation	Feedback with skills	Understanding how feedback works while developing skills	2	third–Twenty
Performance evaluation	Interactive theoretical lecture	Transfer of learning impact	When is the impact of learning transferred	2	–Twenty fourth
Process testing	Theoretical lecture, group discussion	Factors affecting the transfer of learning	Understanding and clarifying the factors affecting the transfer of learning	2	fifth–Twenty
Process testing	Theoretical lecture	mental training	concept of mental The training	2	sixth–Twenty
Evaluate skill performance	Lecture panel discussion	mental imagery	The concept of mental imagery	2	–Twenty seventh
Process tests	Theoretical lecture Video presentation	Steps for mental training	Understanding the steps and stages of training mental	2	–Twenty eighth
Process	Interactive	biological	The concept of biological rhythm in	2	ninth–Twenty

tests	theoretical lecture	rhythm	public and individual life		
Individual assessment	Theoretical lecture, group discussion	Review of previous material	clarifies This review .some misconceptions	2	thirty
Theory test					Second semester exam
23. Course evaluation					
student, such as daily The grade out of 100 is distributed according to the tasks assigned to the .preparation, daily, oral, monthly, and written exams, reports, etc					
24. Learning and teaching resources					
			(Required textbooks (methodology, if applicable)		
			(Main references (sources		
			Recommended supporting books and (...scientific journals, reports) references		
			Electronic references, websites		

Course description template

25. :Course name
Sports medicine
26. :Course code
27. Semester/Year
2026–Phase Three / 2025

28. Date this description was prepared	
2025/9/25	
29. forms of attendance Available	
mandatory	
30. (Number of study hours (total) / Number of units (total	
60hours academic units 4 /	
31. Name of the course coordinator (if there is more than one, .(please mention it	
Name: M.M. Abdullah Abdul Razzaq	
32. Course objectives	
• Analysis of the psychological, motor, and physiological characteristics of different types of arena and field (sensory, physical, mental) and their direct impact on the practice of .physical activity • Player ratings and rankings medicine according to Sports international classification systems (such as player classification in track and field sports), analysis of the role of sport in social integration and psychological empowerment, track and field sports medicine	Course objectives
33. strategies Teaching and learning	
:based learning-Project .1 ngised ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA • a complete sports season training program for a person or team in sports medicine, including goals, training plans, evaluation, and .up mechanisms-follow dna steepsa laticarp dna laciteroeht eht senibmoc tI :tifeneB •	strategy

.develops planning and research skills

:Case study .2

a morf elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA •
characteristics, and Sports medicine has different problems and
students are required to analyze the situation, diagnose the needs, and
.suggest appropriate sports solutions and programs

-noisiced lanoisseforp dna sisylana lacityrc spoleved tI :tifeneB •
.making skills

:Cooperative learning .3

Application: Dividing students into small groups to work on •
complex tasks, such as preparing a research paper on sports medicine,
.or organizing a mini sports day

egdelwonk dna 'noitacinummoc 'krowmaet secnahnE :tifeneB •
.sharing skills

:practical representation Simulation and .4

Application: Simulating conditions for engaging in physical activity,
Sports . which helps students understand the challenges people face
.medicine

evitceffe erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB •
.training strategies teaching and

:Hosting experts and visiting centers .5

Application: Inviting volleyball coaches or athletes, or rehabilitation
specialists, to give lectures or workshops. Also, organizing field visits
.field sports clubs to rehabilitation centers or private track and

sedivorp dna ytilaer lacityrcarp eht ot tneduts eht stcennoc tI :tifeneB •
.opportunities for professional networking

:Leveraging technology .6

Application: Using videos to analyze athletic performance, using for designing training programs, or applications and programs .viewing videos of international competitions setatilicaf dna evitcartta erom ssecorp gninrael eht sekam tI :tifeneB • .understanding complex concepts	
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34. Course structure

Evaluation Method	Learning method	topic Unit or name	Required learning outcomes	Hours	Week
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Sports medicine	For the first chapter –Sports injuries Injury mechanics	2	the first
Testing and Participation	Lectures discussions, -and role playing	Sports medicine	Head and facial injuries	2	The second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Sports medicine	Chest and abdominal injuries	2	the third
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	Spinal injuries	2	Fourth
Testing and	Lecture, discussion, playing, -role and brainstorming	Sports medicine	Chapter Two Skin and soft tissue injuries	2	Fifth

Participa tion					
Testing and Participa tion	Lectures , discussions, -and role playing	Sports medicine	- its causes –tear Muscle –types of tear – treatment	2	Sixth
Testing and Participation	Lecture, discussion playing, -role and brainstorming	Sports medicine	- its –Fibromyalgia - its –its sources –causes - its treatment –dangers	2	Seventh
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	spasms their – their treatment –causes	2	Eighth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Sports medicine	- its –Divorce - its –its types –causes - treatment	2	Ninth
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	- their –Fracture - treatment –types –causes	2	tenth
Testing and Participation	Lecture, discussion, playing, -role	Sports medicine	limb injuries Upper	2	eleventh

	and brainstorming				
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	• Lower limb injuries	2	twelfth
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	injuries Tennis joint	2	thirteenth
Testing and Participation	Lectures , discussions, -and role playing	Sports medicine	• Upper limb injuries (recurring)	2	fourteenth

35. Course evaluation

out of 100 is distributed according to the tasks assigned to the student, such as daily The grade .preparation, daily, oral, monthly, and written exams, reports, etc

36. Learning and teaching resources

	(Required textbooks (methodology, if applicable
	(sources) Main references
	Recommended supporting books and (...references (scientific journals, reports
All websites	Electronic references, websites

Course description template

37. Course Name: Teaching Methods
38. :Course code
39. Term/Year: Annual
40. description was prepared on 20/9/2025 This
41. Available attendance formats: Weekly lectures

42. : (Number of study hours (total) / Number of units (total					
Number of study hours per week: 30 hours / Number of units: 2					
43. more than one, Name of the course coordinator (if there is .(please mention it					
Name: Dr. Ahmed Abdel Aziz Obeid M.M. Rezan Hassan Sattar Email : Adw668664@gmail.com					
44. Course objectives					
.Understanding the origins of the methods* Understanding the most important procedures in * .place Recognizing the different types of methods* Recognizing the basic skills used in the methods* Preparing the individual physically, intellectually, and behaviorally for the future		Course objectives			
45. strategies Teaching and learning					
Blended learning strategies – 1 Active learning strategy: seeking knowledge, identifying errors, - 2 .and discovering solutions Role exchange strategy - 3 (The strategy (I think, I share, I do - 4					strategy
46. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Test and share	Lecture, –discussion, role playing, and brainstorming	The concept of education	Learning through teaching	2 hours	the first
Test and share	-Lecture, discussion, r playing, and brainstorming	The concept learning	Learning through teaching	hours 2	the second
Test and share	-Lecture, discussion, r playing, and brainstorming	The concept teaching	Learning through teaching	hours 2	the thir

Test and share	-Lecture, discussion, r playing, and brainstorming	Lesson characteristic	Physical Education Lesson .The successful one	hours 2	Fourth
Test and share	-role 'Lecture, discuss playing, and brainstorming	Lesson parts, lesson components	Physical Education Lesson .The successful one	hours 2	Fifth
Test and share	-Lecture, discussion, r playing, and brainstorming	'Intermediate levels Secondary stage	Lesson objectives a assignments .Physical education	hours 2	Sixth
Test and share	-Lecture, discussion, r playing, and brainstorming	Special methods teachi Physical education	Basic skills	hours 2	Sevent
Test and share	-Lecture, discussion, r playing, and brainstorming	General methods teachi	Basic skills	hours 2	Eighth
Test and share	-Lecture, discussion, r playing, and brainstorming	Educational units	skills Basic	hours 2	Ninth
Test and share	-Lecture, discussion, r playing, and brainstorming	Feedback in the less Physical education	Basic skills	hours 2	tenth
Test and share	-Lecture, discussion, r playing, and brainstorming	Learning theories, laws Learning	Theories and laws the lesson .The successful one	hours 2	atheisti ten
Test and share	-Lecture, discussion, r playing, and brainstorming	Curricular activities	Basic skills	hours 2	the second ten
Test and share	-Lecture, discussion, r playing, and brainstorming	Article One to	Extracurricular activities	hours 2	the thir ten
Test and share	-Lecture, discussion, r playing, and brainstorming		Education lesson plan Sports	hours 2	Fourth ten
			exam	hours 2	Fifth ten

47. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

48. teaching resources Learning and

Comprehensive Sports Library	(Required textbooks (methodology, if applicable
Tawfiq Ahmad Mara'i. General Teaching Methods	(Main references (sources
Othman, Teaching Methods in Physical Education	Recommended supporting books and (...references (scientific journals, reports
Rubaie, Theories and Methods of Teaching -Mahmoud Daoud	Electronic references, websites

Course description template

49. Exercise Physiology :Course Title
50. :Course code
51. 2026–Term/Year/Stage Three 2025

52. This description was prepared on 13/9/2025					
53. Available attendance formats / Weekly					
54. (Number of study hours (total) / Number of units (total) / (2) (4					
55. Name of course coordinator					
: Name: Dr. Haider Sadiq Makki Email haider.sadiq@utq.edu.iq					
56. Course objectives					
• Knowledge of the functions of internal organs • Understanding the effects of exercise on body functions and organs • functional devices Improving the efficiency of					Course objectives
57. Teaching and learning strategies					
based teaching methods, posing -The instructor will use discussion questions to students and displaying images and videos through organs various presentation tools to demonstrate the functions and .of the body and the extent to which physical activity affects them					strategy
58. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Interaction	Theoretical lecture	The concept and importance of physiology	The concept of physiology, how to study it, and its importance to .athletes	2	the first
Interaction and participation	Theoretical lecture	The importance of physiology in sports training and basic terminology	Identifying the impact of physical training methods on equipment	2	the second

Daily exam	Theoretical lecture	nervous system	Functions of the nervous system	2	the third
Oral questions	Theoretical lecture	Sensory receptors cell types and	Understanding the sensory receptors in the body and the types and shapes of cells	2	Fourth
Daily exam	Theoretical lecture	Autonomic nervous system	The concept and divisions of the independent agency	2	Fifth
Daily exam	Theoretical lecture	Functions of the nervous system	Understanding the functions of the nervous system	2	Sixth
Daily exam	Theoretical lecture	hormones	Concept and types of hormones	2	Seventh
Interaction and participation	Theoretical lecture	hormones	Factors affecting hormones	2	Eighth
Daily exam	Theoretical lecture	mechanism of The action of hormones	Hormone action in the body	2	Ninth
Oral questions	Theoretical lecture	Hormones and physical activity	The extent to which physical activity affects hormone function	2	tenth
Interaction and participation	Theoretical lecture	Steroids	Concept and types of stimulants	2	eleventh
Interaction and participation	Theoretical lecture	Steroids	The dangers and risks of –performance enhancing drugs	2	twelfth
Interaction	Theoretical	musculature	Types of muscles	2	thirteenth

and participation	lecture				
Daily exam	Theoretical lecture	The chemical composition of muscles	The chemical components of muscles	2	fourteenth
Interaction and participation	Theoretical lecture	musculature	Types of muscle work	2	fifteenth
					First semester exam
Oral questions	Theoretical lecture	Sensory organs of the muscle and types of contractions	Understanding the types of sensory organs and muscle contractions	2	Sixteenth
Interaction and participation	Theoretical lecture	Nutrition	Key nutrients	2	seventeenth
Interaction and participation	Theoretical lecture	Carbohydrates	Its sources, types, and metabolism	2	eighteenth
Interaction and participation	Theoretical lecture	fats	Fat breakdown, classification, and vital functions	2	nineteenth
Oral questions	Theoretical lecture	proteins	Amino acids and protein sources	2	Twenty
Daily exam	Theoretical lecture	Vitamins	Vitamin sources and their importance for athletes	2	first–Twenty
Daily exam	Theoretical lecture	Mineral salts and water	Its importance to the human body	2	–Twenty second
Interaction and	Theoretical lecture	Energy	Energy production systems	2	–Twenty third

participation					
Interaction and participation	Theoretical lecture	the heart	Heart muscle and size	2	–Twenty fourth
Interaction and participation	Theoretical lecture	heart rate Impact size	of The effect exercise on heart rate and stroke volume	2	fifth–Twenty
Daily exam	Theoretical lecture	cardiac output blood pressure	The effect of exercise on blood pressure and cardiac output	2	–Twenty sixth
Daily exam	Theoretical lecture	blood	Blood components and the effect of physical activity on the blood	2	–Twenty seventh
Daily exam	Theoretical lecture	respiratory system	Respiratory system installation	2	–Twenty eighth
Interaction and participation	Theoretical lecture	Mechanics of breathing	Mechanical knowledge	2	–Twenty ninth
Interaction and participation	Theoretical lecture	Factors that affect breathing	Understanding the influencing factors	2	thirty
					Second semester exam

59. Course evaluation

grade out of 100 is distributed according to the tasks assigned to the student, such as The .daily preparation, daily, oral, monthly, and written exams, reports, etc

60. Learning and teaching resources

of Fundamentals -Physiology (Rafe' A (Kubaisi	(Required textbooks (methodology, if applicable
Sports Physiology (Ahme	(Main references (sources

(Din-Nasr El	
Noor Library -Al (Electronic)	Recommended supporting books and references (scientific (...journals, reports
	Electronic references, websites

Course description template

61.	Futsal :Course Name

62. :Course code	
63. Term/Year: Annual / Third Stage	
64. This description on prepared was4/10/2025	
65.Available attendance formats: Weekly lectures	
66. (total) / Number of units (total) Number of study hours	
Number of study hours per week: 30 hours / Number of units: 2	
67. Name of the course coordinator (if there is more than one, .(please mention it	
Name: M. M. Heba Allah Faraj Jabbartoalahhhiba@gmail.com Email:	
68. objectives Course	
- Learn the International Law of Futsal, its vocabulary and interpretation, including rules of play, match duration, substitutions, .fouls and penalties .Mastering the basic skills of futsal - Developing the physical abilities specific to the game, such as: speed, agility, explosive power, .endurance, and balance - The ability to work effectively as a team and communicate with .colleagues on the field	Course objectives
69. Teaching and learning strategies	
- MasteryLearning Strategy) Learning strategy in limited spacesSmall-Sided Games - SSGs (- LearningStations Strategy	strategy

70. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
practical application	Mastery learning	History and development of futsal	Theoretical aspects of football	hours 2	the first
practical application	Mastery learning	Futsal Laws	Rules of the game	hours 2	the second
practical application	Mastery learning	Basic skills training	Basic skills	hours 2	the third
practical application	Mastery learning	Handling skill	Performing the handling skill	hours 2	Fourth
practical application	Mastery learning	Rolling skill	Performing the rolling skill	hours 2	Fifth
practical application	Mastery learning	scoring skill	Performing the scoring skill	hours 2	Sixth
practical application	Mastery learning	Dribbling skill	Performing the dribbling skill	hours 2	Seventh
practical application	Mastery learning	Ball control skill	Performing the skill of control	hours 2	Eighth
			practical exam	hours 2	Ninth
practical application	Mastery learning	Start, sideways, hitting the target, dropping the ball	Constant states	hours 2	tenth
practical application	Mastery learning	Hitting the corner, penalty	Constant states	hours 2	at the tenth
practical application	Mastery learning	Direct free, indirect free	Constant states	hours 2	the second ten
practical application	Mastery learning	Psychological and mental preparation	Comprehensive preparation	hours 2	the third ten
practical application	Mastery learning	Nutrition, recovery, and common injuries	Comprehensive preparation	hours 2	Fourth ten
			exam	hours 2	Fifth ten
71. Course evaluation					
daily The grade out of 100 is distributed according to the tasks assigned to the student, such as preparation, daily, oral, monthly, and written exams, reports, etc					
72. Learning and teaching resources					
:Zulfiqar Saleh Abdul Hussein .Futsal education and training			(Required textbooks (methodology, if applicable		
:Atiya Jawad Kadhim .Futsal is the next art form for our stadium			(Main references (sources		
:Hilali-Hassan Hadi Attia Al Futsal			Recommended supporting books and (...references (scientific journals, reports		

:Emad Zubair Ahmed side -a-five Technique and tactics .football	Electronic references, websites
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Course description template

73. :Course name	
soccer	
74. :Course code	
75. Semester/Year	
2026–Phase Three / 2025	
76. Date this description was prepared	
2025/9/25	
77. Available forms of attendance	
mandatory	
78. (total) / Number of units (total) Number of study hours	
60hours academic units 4 /	
79. Name of the course coordinator (if there is more than one, .(please mention it	
Name: M.M. Sajjad Hashim Razzaq A	
80. Course objectives	
Analysis of the psychological, and physiological ,motor characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical .activity	Course objectives

• Evaluate and classify athletes with disabilities according to international classification classifying systems (such as athletes in sports for people with physical or visual .(disabilities • Analyzing the role of sports in the process of social integration and psychological and social empowerment of people with .disabilities	
81. Teaching and learning strategies	
:based learning-Project .1 ngised ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA • a complete training program for a sports season for a person or a -football team, including goals, training plans, evaluation, and follow .hanismsup mec dna stcepsa laticarp dna laciteroeht eht senibmoc tI :tifeneB • .develops planning and research skills :Case study .2 morf elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA • asking football with different problems and characteristics, and students to analyze the case, diagnose the needs, and suggest .appropriate sports solutions and programs -noisiced lanoisseforp dna sisylana laticirc spoleved tI :tifeneB • .making skills :Cooperative learning .3 to small groups to work on ni stneduts gnidiviD :noitacilppA • complex tasks, such as preparing a research paper on football, or	strategy

.organizing a mini sports day egdelwonk dna 'noitacinummoc 'krowmaet secnahnE :tifeneB • .sharing skills :Simulation and practical representation .4 Simulating conditions for engaging in physical activity, :Application . soccer . which helps students understand the challenges people face evitceffe erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB • .teaching and training strategies :visiting centers Hosting experts and .5 noitatilibaher ro 'setelhtha ro sehcaoc llabtoof gnitivnI :noitacilppA • specialists to give lectures or workshops. Also, organizing field visits .to rehabilitation centers or sports clubs for people with disabilities ts the student to the practical reality and provides cennoc tI :tifeneB • .opportunities for professional networking :Leveraging technology .6 Application: Using videos to analyze athletic performance, using applications and programs for designing training programs, or .ng videos of international competitionsviewi setatilicaf dna evitcartta erom ssecorp gninrael eht sekam tI :tifeneB • .understanding complex concepts	
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82. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hou rs	Week
Testing and Participation	Continuous load training to develop endurance	soccer	Physical training methods	2	the first
Testing and	intensity and -1 intensity -high interval training	soccer	Physical training methods	2	the second

Participa tion					
Testing and Participation	To develop specific physical qualities through repetitive training	soccer	Physical training metho	2	the third
Testing and Participation	Examples of cycle training methods	soccer	circuit training	2	Fourth
Testing and Participa tion	Lecture, discussion, playing, -role and brainstorming	soccer	Player injuries and how treat them	2	Fifth
Testing and Participa tion	2-4-4	soccer	Playing formations	2	Sixth
Testing and Participation	3-3-4	soccer	Playing formations	2	Seventh

Testing and Participation	2-5-3	soccer	formations Playing	2	Eighth
Testing and Participation	4-5-1	soccer	Playing formations	2	Ninth
Testing and Participation	1-6-3	soccer	Playing formations	2	tenth
Testing and Participation	Lecture, discussion playing, -role and brainstorming	soccer	–Individual Defense Zone	2	eleventh
Testing and Participation	Lectures , discussions, -and role playing	soccer	–Combined defense encampment	2	twelfth
Testing and Participation	Lectures , discussions -and role playing	soccer	–Collective defense Team defense	2	thirteenth
			Theory exam		fourteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	practical exam	2	fifteenth
Testing and Participation	Lectures , discussions, -and role playing	soccer	Individual attack (with (without the ball	2	Sixteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	mass attack	2	seventeen

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Team attack (slow, attack, -fast, counter (quick	2	eighteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	The second scenario kick, start, side kick (goal kick, dropped ball	2	nineteenth
			The second scenarios (h (corner, penalty	2	Twenty
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	The second cases (direct (free, indirect	2	first-Twenty
Testing and Participation	Lectures , discussions, -and role playing	soccer	A practical application -against second defender .party claims	2	-Twenty second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	A practical application the attack on the second .scenario	2	-The twenty third
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Correct tests: physical psychological	2	-Twenty fourth
Testing and Participation	Lecture, discussion, playing-role and brainstorming	soccer	Skills tests , planning	2	fifth-Twenty
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Training field and field equipment	2	-Twenty sixth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Analysis and Exploratio	2	-Twenty seventh
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Selection	2	-Twenty eighth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	Theory test	2	-Twenty ninth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	soccer	practical control	2	thirty

83. Course evaluation

student, such as daily The grade out of 100 is distributed according to the tasks assigned to the .preparation, daily, oral, monthly, and written exams, reports, etc

84. Learning and teaching resources

	(Required textbooks (methodology, if applicable
	(Main references (sources
	Recommended supporting books and (...scientific journals, reports) references
All websites	Electronic references, websites

Course description template

85. :Course name

Handball					
86. :Course code					
87. Semester/Year					
2026 –Phase Three 2025					
88. Date this description was prepared					
2025/9/28					
89. Available forms of attendance					
weekly					
90. (Number of study hours (total) / Number of units (total					
Hours 2 / Units 2					
91. Name of the course coordinator (if there is more than one, .(please mention it					
: Name: M.M. Amjad Hussein Hamed Emailamjedhamed31@gmail.com					
92. Course objectives					
- Identifying the types of defensive and offensive plans - Understanding the rules of handball - Practical application of arbitration			Course objectives		
93. Teaching and learning strategies					
& Presentations Training & Practicum					strategy
94. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Observation		Handball rules	enactment of –Re –Articles of Law 1 5	2	1

Attendance and interaction	applied	types of Stages and defense	Referee signals .1 Stages of 2 Defense	2	2
active participation		Practical application of legal provisions	–Articles of Law 6 9 Registration .2 Form	2	3
		Correct positioning on the field	Articles of Law .1 15–10 types of defense 2	2	4
		Practical application of referee signals	Articles of the Law and 17 16	2	5
Attendance and interaction	My theory and observation	Theoretical observation of the movement of the protector and defense	Display a video .1 showing two teams playing (0–Defense (6 .2	2	6
			First month exam	2	7
Attendance and participation		Advantages and disadvantages of (1–defense (5	Law 1 (1–Defense (5 .2	2	8
active participation		Practical application for referees	Duties of the table officials	2	9
		teams played Two with alternating .defensive tactics	(2–Defense (4	2	10
		A practical application of types of defense	(3–Defense (3 (1–2–and (3	2	11
			man –to–Man defense	2	12
		Practical application of combined defense	Combined defense	2	13
		Regular match with recording		2	14
			Second month	2	15

			exam		
		Second semester			
		Practical application of formations	Law + Handball Attack	2	1
		Practical application of arbitration	Law + Fast Solo Attack	2	2
		Practical application of rapid attack	Rapid collective attack	2	3
		(2-and (4 (1-5)	organized attack	2	4
		Viewing and interacting	A theoretical overview of defensive and offensive formations	2	5
		practical application	Explanations of the articles of the law	2	6
			First month exam	2	7
		practical application A to end the attack	End the attack	2	8
		practical application	Simple attack (crossover)	2	9
		practical application	Simple attack changing) (positions	2	10
		practical application	Simple attack (reservation)	2	11
		practical application	numerical superiority attack	2	12
		Played with referee	Law Review	2	13
		Played with referee	Law Review	2	14
			Second month exam	2	15

95. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc	
96. Learning and teaching resources	
International Handball Rules 2022	(Required textbooks (methodology, if applicable
	(Main references (sources
	Recommended supporting books and (...scientific journals, reports) references
	Electronic references, websites

Course description template

97. :Course name
fencing
98. :Course code
99. Semester/Year
2026–Phase Three / 2025
100. Date this description was prepared
2025/9/25
101. forms of attendance Available
mandatory
102. (Number of study hours (total) / Number of units (total
60hours academic units 4 /
103. Name of the course coordinator (if there is more than one, .(please mention it
: Email
Name: M.M. Samer Sattar Jabbar D

104. Course objectives

- Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical .activity
- Evaluate and classify athletes with disabilities according to international classification systems (such as classifying athletes in sports for people with physical or visual .(disabilities
- Analysis of the role of sports in integration the process of social and psychosocial empowerment: fencing

Course objectives

105. Teaching and learning strategies

:based learning-Project .1

ngised ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA •
individual or a complete training program for a sports season for an
team of fencers, including goals, training plans, evaluation, and
.up mechanisms-follow
dna stcepsa laticarp dna laciteroht eht senibmoc tI :tifeneB •
.develops planning and research skills

:Case study .2

hypothetical cases of people from ro laer gnitneserP :noitacilppA •

strategy

fencing with different problems and characteristics, and asking students to analyze the case, diagnose the needs, and suggest appropriate mathematical solutions and programs •rofessional decisionp dna sisylana lacityrc spoleved tI :tifeneB • •making skills :Cooperative learning .3 no krow ot spuorg llams otni stneduts gnidiviD :noitacilppA • complex tasks, such as preparing a research paper on fencing, or organizing a mini sports day •ication, and knowledge nummoc ,krowmaet secnahnE :tifeneB • •sharing skills :Simulation and practical representation .4 Application: Simulating conditions for practicing a physical activity, which helps students understand the challenges faced by fencing people •and helps in creating more effective yhtapme spoleveD :tifeneB • •teaching and training strategies :Hosting experts and visiting centers .5 noitatilibaher ro ,setelhta gnicnef ,sehcaoc gnitivnI :noitacilppA • specialists to give lectures or workshops. Also, organizing field visits to rehabilitation centers or sports clubs for people with disabilities •sedivorp dna ytilaer lacityrcp eht ot tneduts eht stcennoc tI :tifeneB • •opportunities for professional networking :Leveraging technology .6 letic performance, using Application: Using videos to analyze ath applications and programs for designing training programs, or viewing videos of international competitions •setatilicaf dna evitcartta erom ssecorp gninrael eht sekam tI :tifeneB • •understanding complex concepts	
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106. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	The hours	Week
Testing and Participation	Lecture discussion, playing, -role and brainstorming	fencing	An idea about the distribution of the material's content, the teaching method, the calculation of grades, and .daily exams	2	the first
Testing and Participation	Lectures discussions, -and r playing	fencing	A brief history of fencing and its development the present day	2	the first
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Specifications components of the three weapons and comparison between the how to hold the weapon	2	the second
Testing and Participation	Lectures , discussions, -and role playing	fencing	Laying the foundation preparing the ground types of advance and types of retreat and comparison between the .the attack movement +	2	the third
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Thirdly, return to the u positions + perform the salute + return to the ready position + basics of the nature of the duel (division of the leg target areas + basics .(defense positions	2	Fourth

Testing and Participation	Lectures , discussions, -and role playing	fencing	defensive positions types of defense + horizontal straight vertical (lateral) diagonal (cross) (circular	2	Fifth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Cohesion + Cohesion changes (attacker changes) + Types of) false + simple (direct + -attack the indirect) + presentation of .compound attack only	2	Sixth
Testing and Participation	Lectures , discussions, -and role playing	fencing	Applying the combination attack in its various forms dueling distance + linking defense types (apply the response	2	Seventh
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	-Reply of all kinds + counter reply	2	Eighth
Testing and Participation	Lectures , discussions, -and role playing	fencing	Preliminary movements attacks + the attack (blade presentation of blade hold only (theoretical) + linking repetition of simple and compound attack types to preliminary movements the attack and making the -response and counter .response	2	Ninth
Testing and Participation	Lecture, discussion, playing, -role and	fencing	Attack variation continuation + repetition (recovery +	2	tenth

	brainstorming				
Testing and Participation	Lectures , discussions, -and role playing	fencing	Review and revisit all topics covered in the material previous	2	eleventh
			First semester exam	2	twelfth
Testing and Participation	Lectures , discussions, -and role playing	fencing	Counterattack (stop time)	2	thirteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	based exercises in -and skill fencing, including controlling manipulating distance (the -fencer's distance) to execute .offensive movements	2	fourteenth
Testing and Participation	Lectures , discussions, -role and playing	fencing	the vocabulary of Revi the first chapter comparison between types of weapons in terms of the application of basic skills (readiness position and in terms of mission difference in clothing and tools used .(competition	2	fifteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Types of fencing competitions + refereeing arena And its legal . measurements	2	Sixteenth
		year -Mid break			
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Sizing indicators	2	seventeenth
Testing and Participation	Lectures , discussions, -and role playing	fencing	Forms for individual competitions	2	eighteenth
Testing and Participation	Lecture, discussion, playing, -role and	fencing	the form and Review its practical application	2	nineteenth

	brainstorming				
Testing and Participation	Lectures , discussions, -and role playing	fencing	Playing and judging groups (5 or 7 students (each group	2	Twenty
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Team registration form	2	first-Twen
Testing and Participation	Lectures , discussions, -role and playing	fencing	Practical applications of the registration form	2	-Twenty second
a test Participa tion	Lecture, discussion, playing, -role and brainstorming	fencing	Lecture to review t vocabulary of the seco semester	2	third-Twer

			Second semester practic exams and theoretical	2	four-Twen
Testing and Participation	Lectures , discussions -and role playing	fencing	Review of errors a penalties The tourname formats , types individual and tea competitions, refereei signals , and basic ski in preparation for t final exams + the fir practical exam	2	fifth-Twen
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	fencing	Final theory exam practical exam	2	-Twenty sixth

107. Course evaluation

tasks assigned to the student, such as daily The grade out of 100 is distributed according to the .preparation, daily, oral, monthly, and written exams, reports, etc

108. Learning and teaching resources	
	(Required textbooks (methodology, if applicable
	(Main references (sources
	and Recommended supporting books (...references (scientific journals, reports
All websites	Electronic references, websites