

# Course descriptions for the fourth stage Course description template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. :Course name                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
| Sports management                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
| 2. :Course code                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
| 3. Semester/Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| 2026–Fourth / 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |
| 4. Date this description was prepared                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |
| 2025/9/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| 5. Available forms of attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| mandatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| 6. (Number of study hours (total) / Number of units (total                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
| 60hours academic units 4 /                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
| 7. Name of the course coordinator (if there is more than one, .(please mention it                                                                                                                                                                                                                                                                                                                                                                                               |                   |
| Name: M.M. Abdullah Abdul Razzaq                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| 8. Course objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |
| <ul style="list-style-type: none"> <li>• Analysis of the psychological, motor, and physiological characteristics of different types of sports management sensory, physical, mental) and ) their direct impact on physical .activity</li> <li>• Evaluating and classifying players according to systems international ranking Sports .(list–such as the A) management for athletes in sports for people with .disabilities</li> <li>• Analyzing the role of sports in</li> </ul> | Course objectives |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |
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| the process of social integration<br>and psychosocial empowerment<br>in sports management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| <b>9. Teaching and learning strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| <p>Project-based learning .1</p> <ul style="list-style-type: none"> <li>• A project-based learning approach is a complete training program for a sports season for a person or team from the sports administration, including goals, training plans, evaluation mechanisms, and follow-up.</li> <li>• Benefits: develops planning and research skills.</li> </ul> <p>Case study .2</p> <ul style="list-style-type: none"> <li>• A case study approach involves presenting students with real-world problems and characteristics, and sports administration with different cases, asking students to analyze the case, diagnose the needs, and suggest appropriate sports solutions and programs.</li> <li>• Benefits: develops critical thinking and problem-solving skills.</li> </ul> <p>Cooperative learning .3</p> <ul style="list-style-type: none"> <li>• A cooperative learning approach involves students working together in small groups to complete complex tasks, such as preparing a research paper on weightlifting, or organizing a mini sports day.</li> <li>• Benefits: develops communication and teamwork skills.</li> </ul> <p>Simulation and practical representation .4</p> <p>Application: Simulating conditions for practicing a physical activity, which helps students understand the challenges faced by fencers.</p> <ul style="list-style-type: none"> <li>• Benefits: develops practical skills and understanding of the sport.</li> </ul> | strategy |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
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| <p>.teaching and training strategies</p> <p>:Hosting experts and visiting centers .5</p> <p>strops eht morf setelhta ro sehcaoc gnitivnI :noitacilppA •<br/>         ectures or administration or rehabilitation specialists to give l<br/>         workshops. Also, organizing field visits to rehabilitation centers or<br/>         .private weightlifting clubs<br/>         sedivorp dna ytilaer laticarp eht ot tneduts eht stcennoc tI :tifeneB •<br/>         .opportunities for professional networking</p> <p>:Leveraging technology .6</p> <p>plication: Using videos to analyze athletic performance, using Ap<br/>         applications and programs for designing training programs, or<br/>         .viewing videos of international competitions<br/>         setatilicaf dna evitcartta erom ssecorp gninrael eht sekam tI :tifeneB •<br/>         .g complex conceptsunderstandin</p> |  |
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## 10. Course structure

| Evaluation Method         | Learning method                                       | Unit or topic name            | Required learning outcomes                                                                                               | Hou rs | Week      |
|---------------------------|-------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------|-----------|
| Testing and Participation | Lecture, discussion, playing, –role and brainstorming | Administration and management | Titles Topics Administration Sports                                                                                      | 2      | the first |
| Testing and Participation | ‘ , Lectu discussions, -and r playing                 | Administration and management | Meeting Introduction Definition In vocabulary Curriculum Administration and management Sports and guidelines educational | 2      | The seco  |

|                               |                                                       |                               |                                                                                                                                                          |   |           |
|-------------------------------|-------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------|
| Testing and Participation     | Lecture, discussion, playing, -role and brainstorming | Administration and management | development concept<br>Administration Sports-<br>Overview on to organize<br>Games Sports– Importance<br>Administration Sports–<br>Concept Administration | 2 | the third |
| Testing and Participation     | Lectures , discussions, -and role playing             | Administration and management | job Planning– Principles<br>Planning Administrative–<br>Importance Planning                                                                              | 2 | Fourth    |
| Testing and Participa<br>tion | Lecture, discussion, playing, -role and brainstorming | Administration and management | job Organization– Types<br>Organization– Principles<br>Organization– Organization in<br>Field The athlete                                                | 2 | Fifth     |
| Testing and Participa<br>tion | Lectures , discussions, -and role playing             | Administration and management | job Taking Decisions–<br>Issuance Orders– Foundations<br>decision The healthy– factors<br>that Affect in Taking Decision<br>– Steps Taking decision      | 2 | Sixth     |
| Testing and Participation     | Lecture, discussion, playing, -role and brainstorming | Administration and management | job Control– Concept<br>censorship Its importance–<br>types censorship in Field The<br>athlete                                                           | 2 | Seventh   |

|                           |                                                       |                               |                                                                                                                                |   |            |
|---------------------------|-------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---|------------|
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | The exam First/ Chapter the first                                                                                              | 2 | Eighth     |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | job Coordination– Foundations/ Principles Coordination Effective coordination in Field The athlete                             | 2 | Ninth      |
| Testing and Participation | ‘ Lectures discussions, -and role playing             | Administration and management | Leadership and leadership Mathematics– Theories Leadership– Traits Situational Leadership Effective                            | 2 | tenth      |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | Patterns Leadership( (Leadership ‘Democracy ‘Individual Anarchy) – The official The leader– qualities The leader The effective | 2 | eleventh   |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Administration School Administration lesson Education Sports                                                                   | 2 | twelfth    |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Goals lesson Education Athletic– Qualities teacher Education Sports Successful– Supervision The athlete                        | 2 | thirteenth |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Activities Extracurricular activity The athlete Interior– Activity The athlete External                                        | 2 | fourteenth |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | The exam Second/ Chapter the first                                                                                             | 2 | fifteenth  |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | discussion and calendar Reports Scientific and duties Administrative                                                           | 2 | Sixteenth  |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | the school Management lesson Education Sports and activities Extracurricular activities– supervision Educational               | 2 | seventeen  |

|                           |                                                       |                               |                                                                                                      |   |                              |
|---------------------------|-------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------|---|------------------------------|
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | Skills Administrative– Concept And the importance– types Skills Administrative                       | 2 | seventeenth                  |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Titles Topics Administration Sports                                                                  | 2 | eighteenth                   |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Responsibilities Administrative duties For responsibilities Administrative                           | 2 | Ninth ten                    |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | Skills Administrative teacher Education Sports– Skills Technical Skills Humanity                     | 2 | Twenty                       |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Skills Administrative teacher Education Sports– Skills Photography– a skill Contact                  | 2 | One And the twentieth        |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | importance Skills Administrative in the job The athlete                                              | 2 | the second And the twentieth |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | The exam First/ Chapter the second                                                                   | 2 | the third And the twentieth  |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | administration and organization Matches And championships Sports- Types races in to organize Matches | 2 | Fourth And the twentieth     |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | to organize Matches Sports- Records Activity Individual                                              | 2 | Fifth And the twentieth      |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | Applications theory and process in to organize Records Individual                                    | 2 | Sixth And the twentieth      |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | to organize Matches Sports- Records Activity The pair                                                | 2 | Seventh And the twentieth    |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | Applications theory and process in to organize Records Marriage                                      | 2 | Eighth And the twentieth     |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | to organize Matches Sports- Records League                                                           | 2 | Ninth And the twentieth      |

|                           |                                                       |                               |                                                                      |   |             |
|---------------------------|-------------------------------------------------------|-------------------------------|----------------------------------------------------------------------|---|-------------|
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Administration and management | The exam Second/ Chapter the second                                  | 2 | thirty      |
| Testing and Participation | Lectures , discussions, -and role playing             | Administration and management | discussion and calendar Reports Scientific and duties Administrative | 2 | -Thirty one |

### 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

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

## Course description template

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|-----------------|
| 13. Course Name |
| basketball      |

|                                                                                                                                                                                                                                  |                         |                                  |                            |         |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------|----------------------------|---------|-----------|
| 14. :Course code                                                                                                                                                                                                                 |                         |                                  |                            |         |           |
|                                                                                                                                                                                                                                  |                         |                                  |                            |         |           |
| 15. /Semester/Year                                                                                                                                                                                                               |                         |                                  |                            |         |           |
| 2026–Fourth stage 2025                                                                                                                                                                                                           |                         |                                  |                            |         |           |
| 16. Date this description was prepared                                                                                                                                                                                           |                         |                                  |                            |         |           |
| 2025/9/21                                                                                                                                                                                                                        |                         |                                  |                            |         |           |
| 17. Available forms of attendance                                                                                                                                                                                                |                         |                                  |                            |         |           |
| weekly                                                                                                                                                                                                                           |                         |                                  |                            |         |           |
| 18. (Number of study hours (total) / Number of units (total                                                                                                                                                                      |                         |                                  |                            |         |           |
| hours 60                                                                                                                                                                                                                         |                         |                                  |                            |         |           |
| 19. Name of the course coordinator (if there is more than one, .(please mention it                                                                                                                                               |                         |                                  |                            |         |           |
| : Name: M. Salah Ali Awad Emailsalah.sport91@gmail.com                                                                                                                                                                           |                         |                                  |                            |         |           |
| 20. Course objectives                                                                                                                                                                                                            |                         |                                  |                            |         |           |
| <ul style="list-style-type: none"> <li>• Teaching refereeing skills for basketball</li> <li>• Developing the practical aspect of arbitration among students</li> <li>• Developing a sense of community and commitment</li> </ul> |                         |                                  | Course objectives          |         |           |
| 21. Teaching and learning strategies                                                                                                                                                                                             |                         |                                  |                            |         |           |
| Developing students' abilities by enhancing the practical and theoretical aspects of the basketball course, especially in the field of .refereeing                                                                               |                         |                                  |                            |         | strategy  |
| 22. Course structure                                                                                                                                                                                                             |                         |                                  |                            |         |           |
| Evaluation Method                                                                                                                                                                                                                | Learning method         | Unit or topic name               | Required learning outcomes | Hours   | Week      |
| Practical tests                                                                                                                                                                                                                  | Theoretical explanation | Explanation of the business plan | Game information           | hours 2 | the first |

|                              |                                  |                                 |                                                      |         |            |
|------------------------------|----------------------------------|---------------------------------|------------------------------------------------------|---------|------------|
| Practical tests              | Practical training               | Physical development            | Knowing the basics of the law                        | hours 2 | the second |
| Skill performance assessment | Learning by trial<br>The mistake | Developing game skills          | Knowledge of skills<br>Basic                         | hours 2 | the third  |
| Skill performance assessment | learning-self                    | Various skill exercises         | Understanding how to fill out a form<br>Registration | hours 2 | Fourth     |
| -Self assessment             | Skills learning                  | Exercises on defense formations | Defense Explanation                                  | hours 2 | Fifth      |
| Skill performance assessment | collaborative learning           | offensive exercises             | A man's defense explained<br>For a man               | hours 2 | Sixth      |
| -Self assessment             | Cooperative learning             | Types of attack versus defense  | Explanation of types of defense                      | hours 2 | Seventh    |
| Skill                        | Visual education                 | Methods of using attack         | Explaining importance of defense                     | hours 2 | Eighth     |

|                                            |                               |                                      |                                          |         |                      |
|--------------------------------------------|-------------------------------|--------------------------------------|------------------------------------------|---------|----------------------|
| perform<br>ance<br>assessm<br>ent          |                               |                                      |                                          |         |                      |
| Skill<br>perform<br>ance<br>assessm<br>ent | Mastery learn                 | Multiple attack positions            | Defense application                      | hours 2 | Ninth                |
| Practical<br>tests                         | Cooperative<br>learning       | Rapid attack position                | The importance of t<br>attack            | hours 2 | tenth                |
| Practical<br>tests                         | Learning is t<br>way<br>peers | Arbitration Mechanism                | Understanding<br>rapid attack            | hours 2 | atheist<br>ic<br>ten |
| Practical<br>tests                         | learning-self                 | A comprehensive revi<br>of Chapter 1 | Fast<br>performance                      | hours 2 | the<br>second<br>ten |
| Practical<br>tests                         | Trial and error               | semester exams                       | Understanding<br>violations              | hours 2 | the<br>third<br>ten  |
| Practical<br>tests                         | learning-self                 | man defense-to-Man                   | Understanding<br>errors in<br>basketball | hours 2 | Fourth<br>ten        |
| Skill                                      | Visual learnin                | Playing and refereeing               | Learn how to break t<br>law              | hours 2 | Fifth<br>ten         |

|                                   |                                       |                                           |                                         |         |                       |
|-----------------------------------|---------------------------------------|-------------------------------------------|-----------------------------------------|---------|-----------------------|
| perform<br>ance<br>assessm<br>ent |                                       |                                           |                                         |         |                       |
| Practical<br>tests                | Practical training<br>in basic skills | Methods of using defense                  | Understanding<br>arbitration method     | hours 2 | Sixteen<br>th         |
| Practical<br>tests                | Practical training<br>in basic skills | Registration form                         | Collective<br>performance<br>refereeing | hours 2 | sevent<br>eenth       |
| Practical<br>tests                | Practical training<br>in basic skills | Coach qualifications                      | Capacity development                    | hours 2 | eighte<br>enth        |
| Practical<br>tests                | Practical training<br>in basic skills | Playing and refereeing                    | Table development<br>Registration       | hours 2 | ninete<br>enth        |
| Practical<br>tests                | Practical training<br>in basic skills | The difference between<br>defense methods | Referees' capabilities                  | hours 2 | Twent<br>y            |
| Practical<br>tests                | Practical training<br>in basic skills | Types of rapid attack                     | Mixed defense                           | hours 2 | Twent<br>first-y      |
| Practical<br>tests                | Practical training<br>in basic skills | Organizing preparati<br>periods           | Rapid Defense                           | hours 2 | Twent<br>-y<br>second |

|                 |                                    |                                   |                                     |         |                |
|-----------------|------------------------------------|-----------------------------------|-------------------------------------|---------|----------------|
| Practical tests | Practical training in basic skills | Playing and refereeing            | Rapid attack<br>Combined attack     | hours 2 | Twenty-third-y |
| Practical tests | Practical training in basic skills | Training planning                 | Quick action                        | hours 2 | Twenty-fourth  |
| Practical tests | Practical training in basic skills | Exploration and Modeling          | The importance of combined defense  | hours 2 | Twenty-fifth-y |
| Practical tests | Practical training in basic skills | A comprehensive review of the law | Formal defense                      | hours 2 | Twenty-sixth-y |
| Practical tests | Practical training in basic skills | organized attack                  | personal mistakes                   | hours 2 | Twenty-seventh |
| Practical tests | Practical training in basic skills | Playing and refereeing            | Understanding calculation           | hours 2 | Twenty-eighth  |
| Practical tests | Practical training in basic skills | Training Notes                    | Understanding terminology the law   | hours 2 | Twenty-ninth   |
| Practical tests | Practical training in basic skills | Match and player analysis         | Understanding evaluation of the law | hours 2 | thirty         |

## 23. 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

|                                       |                                                                                  |
|---------------------------------------|----------------------------------------------------------------------------------|
| 24. Learning and teaching resources   |                                                                                  |
| International Basketball Laws of 2022 | (Required textbooks (methodology, if applicable                                  |
|                                       | (Main references (sources                                                        |
|                                       | Recommended supporting books and<br>(...references (scientific journals, reports |
|                                       | Electronic references, websites                                                  |

### Course description template

|                                                  |
|--------------------------------------------------|
| 25. Volleyball :Course Name                      |
|                                                  |
| 26. :Course code                                 |
|                                                  |
| 27. 2026–Semester/Year 2025                      |
|                                                  |
| 28. This description was prepared on 8/10/2025   |
|                                                  |
| 29. Available attendance formats: Weekly lecture |

30. Total study hours / Total unit count: 60

31. Name of the course coordinator (if there is more than one, please mention it

: Name: Dr. Karrar Haider Taher Emailkarrar337@gmail.com

32. Course objectives

|                                                                                                                                                                                                    |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none"> <li>• <b>Learning about the history of volleyball</b></li> <li>• <b>Learning volleyball skills</b></li> <li>• <b>Volleyball formations explained</b></li> </ul> | Course objectives |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

33. Teaching and learning strategies

|                                                                                                       |          |
|-------------------------------------------------------------------------------------------------------|----------|
| The explanation is provided using modern methods such as videos and scientific and educational images | strategy |
|-------------------------------------------------------------------------------------------------------|----------|

34. Course structure

| Evaluation Method            | Learning method   | Unit or topic name                                                              | Required learning outcomes | Hours   | Week   |
|------------------------------|-------------------|---------------------------------------------------------------------------------|----------------------------|---------|--------|
| Participating in the lecture | a lecture         | History of volleyball                                                           | History of volleyball      | hours 2 | Week 1 |
| Participating in the lecture | Practical lecture | Game plans, their importance, factors affecting plans, and the concept of plans | Game plans                 | 2 hours | Week 2 |
| Participating in the lecture | Practical lecture | Definition, types of offensive plans, and the dual approach                     | offensive plans            | 2 hours | Week 3 |
| Performing the formation     | Practical lecture | Explanation of the formatting in case of transmission                           | formation 2-4              | 2 hours | Week 4 |

|                                             |                                           |                                                          |                            |         |         |
|---------------------------------------------|-------------------------------------------|----------------------------------------------------------|----------------------------|---------|---------|
| in a practical way                          |                                           |                                                          |                            |         |         |
| Performing the formation in a practical way | Practical lecture                         | Explanation of the diacritics in the case of reception   | formation 2-4              | 2 hours | Week 5  |
| Performing the formation in a practical way | Practical lecture                         | Explanation of the formatting in case of transmission    | formation 3-3              | 2 hours | Week 6  |
| Performing the formation in a practical way | Practical lecture                         | Explanation of the formation in the reception case       | formation 3-3              | 2 hours | Week 7  |
| practical participation                     | Practical lecture                         | Explanation of the formatting in case of transmission    | 4-Formation 2              | 2 hours | Week 8  |
| practical participation                     | Practical lecture                         | Explanation of the diacritics in the case of reception   | 4-Formation 2              | 2 hours | Week 9  |
| practical participation                     | Practical lecture                         | Definition of the running method and its characteristics | Individual method (runner) | 2 hours | Week 10 |
| practical participation                     | Practical lecture and visual presentation | Explanation of the formatting in case of transmission    | 5-Formation 1              | 2 hours | Week 11 |
| practical participation                     | Practical lecture                         | Explanation of the diacritics in the case of reception   | 5-Formation 1              | 2 hours | Week 12 |
| practical participation                     | Practical lecture                         | Explanation of the formatting in case of transmission    | 6-Formation 0              | 2 hours | Week 13 |

|                                       |                   |                                                                 |                                                        |         |                        |
|---------------------------------------|-------------------|-----------------------------------------------------------------|--------------------------------------------------------|---------|------------------------|
| practical participation               | Practical lecture | Explanation of the diacritics in the case of reception          | 6-Formation 0                                          | 2 hours | Week 14                |
| practical participation               | Practical lecture | Similarities and differences between the two formations         | The difference between formation and 5-1 6-formation 0 | 2 hours | Week 15                |
| <b>Practical and theoretical test</b> |                   |                                                                 |                                                        |         | <b>exam Chapter On</b> |
| practical participation               | Practical lecture | Explanation of the formatting in case of transmission           | 2-Formation 6                                          | 2 hours | Week 16                |
| practical participation               | Practical lecture | Explanation of the diacritics in the case of reception          | 2-Formation 6                                          | 2 hours | Week 16                |
| practical participation               | Practical lecture | Receiving formations, defensive wall, and covering the attacker | defensive plans                                        | 2 hours | Week 17                |
| practical participation               | Practical lecture | Receiving the serve with five players                           | Receiving the serve with five players                  | hours 2 | Week 18                |
| practical participation               | Practical lecture | Receiving the serve with four players                           | Receiving the serve: four players                      | hours 2 | Week 19                |
| practical participation               | Practical lecture | Receiving the serve with three players                          | Receiving the serve: three players                     | hours 2 | Week 20                |
| practical participation               | Practical lecture | Receiving the serve with two players                            | Receiving the serve with two players                   | hours 2 | Week 21                |
| practical participation               | Practical lecture | Types and formations of the barrier wall                        | barrier                                                | hours 2 | Week 22                |
| practical participation               | Practical lecture | Single defensive -2-wall formation 1 3                          | Single defensive wall 3-2-formation 1                  | hours 2 | Week 23                |
| practical                             | Practical         | Single defensive                                                | Single                                                 | hours 2 | Week                   |

|                         |                   |                                              |                                          |         |         |
|-------------------------|-------------------|----------------------------------------------|------------------------------------------|---------|---------|
| participation           | lecture           | -3-wall formation 1<br>2                     | defensive wall<br>2-3-formation 1        |         | 24      |
| practical participation | Practical lecture | Double defensive<br>-2-wall formation 2<br>2 | Double defensive wall<br>2-2-formation 2 | hours 2 | Week 25 |
| practical participation | Practical lecture | Double defensive<br>-1-wall formation 2<br>3 | Double defensive wall<br>3-1-formation 2 | hours 2 | Week 26 |
| practical participation | Practical lecture | Double defensive<br>-3-wall formation 2<br>1 | Double defensive wall<br>1-3-formation 2 | hours 2 | Week 27 |
| practical participation | Practical lecture | Double defensive<br>-0-wall formation 2<br>4 | Double defensive wall<br>4-0-formation 2 | hours 2 | Week 28 |
| practical participation | Practical lecture | Double defensive<br>-2-wall formation 3<br>1 | Triple defensive wall<br>1-2-formation 3 | hours 2 | Week 29 |
| practical participation | Practical lecture | Double defensive<br>-1-wall formation 3<br>2 | Triple defensive wall<br>2-1-formation 3 | hours 2 | Week 30 |

### 35. 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

### 36. Learning and teaching resources

|                                                                                                                                   |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Volleyball training rules and plans</b>                                                                                        | (Required textbooks (methodology, if applicable)                              |
| Volleyball rules                                                                                                                  | (Main references (sources                                                     |
| <b>Books approved by the International Continental and Local Volleyball Federations</b>                                           | Recommended supporting books and (...references (scientific journals, reports |
| <b>The Iraqi Sports Academy's website on the Google search engine<br/>FIVB website<br/>Asian Volleyball Confederation website</b> | Electronic references, websites                                               |

## Course description template

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 37. :Course name                                                                                                                                                                                                                      |                   |
| Futsal                                                                                                                                                                                                                                |                   |
| 38. :Course code                                                                                                                                                                                                                      |                   |
|                                                                                                                                                                                                                                       |                   |
| 39. Semester/Year                                                                                                                                                                                                                     |                   |
| 2026–Phase Four / 2025                                                                                                                                                                                                                |                   |
| 40. Date this description was prepared                                                                                                                                                                                                |                   |
| 2025/9/28                                                                                                                                                                                                                             |                   |
| 41. Available forms of attendance                                                                                                                                                                                                     |                   |
| .Weekly attendance is recorded according to the lecture schedule                                                                                                                                                                      |                   |
| 42. (Number of study hours (total) / Number of units (total                                                                                                                                                                           |                   |
| hours / Number of units: 2 per unit of study 60                                                                                                                                                                                       |                   |
| 43. Name of the course coordinator (if there is more than one, .(please mention it                                                                                                                                                    |                   |
| : Name: M.M. Zainab Nabil Lafteh Email nabeelzainab401@gmail.com                                                                                                                                                                      |                   |
| 44. Course objectives                                                                                                                                                                                                                 |                   |
| <ul style="list-style-type: none"> <li>Futsal –1</li> <li>The history of the –2<br/>emergence of futsal</li> <li>Fundamentals of Futsal–3</li> <li>Indoor football player –4</li> <li>Basic skills in futsal –5</li> <li> </li> </ul> | Course objectives |
| 45. Teaching and learning strategies                                                                                                                                                                                                  |                   |
| Cognitive objectives -A<br>Introduction to the history of futsal -A1<br>The qualities that must be present in a futsal player -A2<br>Handling-A3<br>Rolling the ball -A4<br>Scoring -A5<br>Evasion -A6                                | strategy          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                       |                               |       |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|-------------------------------|-------|------|
| .related objectives of the course -The skills -B<br>Explanation using signs –B1<br>Performing and applying formations through play –B2<br><br>Teaching and learning methods<br><br>.Explanation and understanding, using different display methods<br><br>Assessment methods<br>Daily and monthly exams, attendance and participation<br><br>objectives based-Affective and value -C<br>Assessing the student's emotional state during the practical exam -1<br>Developing teamwork -2<br><br>Teaching and learning methods<br><br>Explanation, understanding, and presentation methods; questionnaire<br><br>Assessment methods<br><br>onthly examsDaily quizzes, attendance, and m<br><br>General and transferable skills (other skills related to -D<br>.(employability and personal development<br>Seminars -D1<br>Scientific Workshops -D2<br>Homework -D3 |                    |                       |                               |       |      |
| 46. Course structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                       |                               |       |      |
| Evaluation<br>Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning<br>method | Unit or topic<br>name | Required learning<br>outcomes | Hours | Week |

|                                    |                                                            |        |                                          |         |        |
|------------------------------------|------------------------------------------------------------|--------|------------------------------------------|---------|--------|
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | History of Futsal                        | hours 2 | Week 1 |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | duty that This player in Availabil Halls | hours 2 | Week 2 |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | Handling                                 | hours 2 | Week 3 |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | Proper handling specifications           | hours 2 | Week 4 |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | Rolling                                  | hours 2 | Week 5 |
| Daily participation and daily quiz | Explanation, application, participation, and               | Futsal | scoring                                  | hours 2 | Week 6 |

|                                    |                                                            |        |                                          |         |             |
|------------------------------------|------------------------------------------------------------|--------|------------------------------------------|---------|-------------|
|                                    | brainstorming                                              |        |                                          |         |             |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | Scoring requirements                     | hours 2 | Week 7      |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | He that Foundation scoring attic depends | hours 2 | Week 8      |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | The influential Factor scoring on        | hours 2 | Week 9      |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | Evasion                                  | hours 2 | Week 10     |
| Daily participation and daily quiz | Explanation, application, participation, and brainstorming | Futsal | To And exercises Road Evasion learn      | hours 2 | Week Eleven |
| Daily participation                | Explanation, application,                                  | Futsal | The ball on control                      | hours 2 | Week Twelve |

|                                          |                                                                            |        |                                       |         |                  |
|------------------------------------------|----------------------------------------------------------------------------|--------|---------------------------------------|---------|------------------|
| and daily quiz                           | participation,<br>and<br>brainstormin<br>g                                 |        |                                       |         |                  |
| Daily<br>participation<br>and daily quiz | Explanation,<br>application,<br>participation,<br>and<br>brainstormin<br>g | Futsal | Restricted area traini<br>method      | hours 2 | Week 1           |
| Daily<br>participation<br>and daily quiz | Explanation,<br>application,<br>participation,<br>and<br>brainstormin<br>g | Futsal | Educational match                     | hours 2 | Week<br>Fourteen |
| Daily<br>participation<br>and daily quiz | Explanation,<br>application,<br>participation,<br>and<br>brainstormin<br>g | Futsal | Psychological a<br>mental preparation | hours 2 | Week<br>fifteen  |
| Daily<br>participation<br>and daily quiz | Explanation,<br>application,<br>participation,<br>and<br>brainstormin<br>g | Futsal | practical exam                        | hours 2 | Week 1           |
| Daily<br>participation<br>and daily quiz | Explanation,<br>application,<br>participation,<br>and<br>brainstormin<br>g | Futsal | Theory exam                           | hours 2 | Week 1           |

|                                                                                                                                                                      |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                                                                                                                                                      |                                                                               |
| 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. Learning and teaching resources                                                                                                                                  |                                                                               |
| Textbooks                                                                                                                                                            | (Required textbooks (methodology, if applicable                               |
| For halls foot Ball - Saleh Vertebral W 2015 – Training – Education                                                                                                  | (Main references (sources                                                     |
| 2005 Foot ball Quintet - Kazem Jawad                                                                                                                                 | Recommended supporting books and (...references (scientific journals, reports |
| All international websites                                                                                                                                           | Electronic references, websites                                               |

### Course description template

|                                                                                    |
|------------------------------------------------------------------------------------|
| 49. :Course name                                                                   |
| Handball                                                                           |
| 50. :Course code                                                                   |
|                                                                                    |
| 51. Semester/Year                                                                  |
| 2026 –Phase Four 2025                                                              |
| 52. Date this description was prepared                                             |
| 2025/9/28                                                                          |
| 53. Available forms of attendance                                                  |
| weekly                                                                             |
| 54. (Number of study hours (total) / Number of units (total                        |
| Hours 2 / Units 2                                                                  |
| 55. Name of the course coordinator (if there is more than one, .(please mention it |
| : Name: M.M. Amjad Hussein Hamed Emailamjedhamed31@gmail.com                       |

| 56. Course objectives                                                                                                                                                           |                               |                                                                              |                                                                            |       |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------|----------|
| <ul style="list-style-type: none"><li>Identifying types of effective attacks</li><li>Understanding the rules of handball</li><li>Practical application of arbitration</li></ul> |                               |                                                                              | Course objectives                                                          |       |          |
|                                                                                                                                                                                 |                               |                                                                              |                                                                            |       |          |
| 57. Teaching and learning strategies                                                                                                                                            |                               |                                                                              |                                                                            |       |          |
| <ul style="list-style-type: none"><li>&amp; Presentations</li><li>Field Training &amp; Practicum</li></ul>                                                                      |                               |                                                                              |                                                                            |       | strategy |
|                                                                                                                                                                                 |                               |                                                                              |                                                                            |       |          |
| 58. Course structure                                                                                                                                                            |                               |                                                                              |                                                                            |       |          |
| Evaluation Method                                                                                                                                                               | Learning method               | Unit or topic name                                                           | Required learning outcomes                                                 | Hours | Week     |
| Observation                                                                                                                                                                     | Participation and interaction | Team attack + rules of handball                                              | Approved drawing symbols + group attack plans                              | 2     | 1        |
| Attendance and interaction                                                                                                                                                      | applied                       | My attacking plan involves crossing and changing positions, .plus refereeing | Division of duties of rulers                                               | 2     | 2        |
| active participation                                                                                                                                                            | practical application         | Practical application of attack plans + practical refereeing                 | Frontline defense attack plans                                             | 2     | 3        |
| Participation and attendance                                                                                                                                                    | active participation          | Two teams played with referee                                                | establishing –Re and confirming previous plans in practice                 | 2     | 4        |
|                                                                                                                                                                                 | practical application         | Integrating attack plans                                                     | Explanation of the plans + practical application of the recorder and timer | 2     | 5        |

|                              |                           |                                                                     |                                                                 |   |    |
|------------------------------|---------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------|---|----|
| Attendance and interaction   | My theory and observation | Theoretical observation of the referees' movements and attack plans | A video clip of a handball match .was shown                     | 2 | 6  |
|                              |                           |                                                                     | First month exam                                                | 2 | 7  |
| Attendance and participation | Oral questions            | Advantages and disadvantages of defending the area                  | Defensive (0-formations (6 (1-2-3)(2-4) (1-5)                   | 2 | 8  |
| active participation         |                           | Normalization based on a systematic approach to attack .and defense | organized attack                                                | 2 | 9  |
| Attendance and participation | Learning from mistakes    | Two teams played with alternating .defensive tactics                | -to-close man man defense                                       | 2 | 10 |
|                              | Viewing and applying      | practical application                                               | A quick recap of the defense and attack plans                   | 2 | 11 |
| Observation                  | applied                   | My system played with refereeing                                    | Handball match management                                       | 2 | 12 |
| Attendance and interaction   | practical application     | Practical application of match management and refereeing            | Division of administrative duties                               | 2 | 13 |
| active participation         |                           | Regular match with recording                                        | Clarifying the roles of the coach, administrator, and assistant | 2 | 14 |
|                              |                           |                                                                     | Second month exam                                               | 2 | 15 |
|                              |                           | Second semester                                                     |                                                                 |   |    |
| Observation                  | applied                   | Match with refereeing                                               | Selection in handball                                           | 2 | 1  |
| Attendance and               | practical application     | Practical application of arbitration                                | Teaching young players football                                 | 2 | 2  |

|                              |                                    |                                            |                                                                         |   |    |
|------------------------------|------------------------------------|--------------------------------------------|-------------------------------------------------------------------------|---|----|
| interaction                  |                                    |                                            |                                                                         |   |    |
| active participation         |                                    | Match + Refereeing                         | Types of learning for beginners to learn game skills                    | 2 | 3  |
| Participation and attendance | practical application              | View and share                             | A video of a handball match was shown to learn the referees' .movements | 2 | 4  |
|                              | My theory and observation          | Match + Refereeing                         | Stages of preparation in handball                                       | 2 | 5  |
| Attendance and interaction   | applied                            | Match + Refereeing                         | and skill tests in handball                                             | 2 | 6  |
|                              |                                    |                                            | First month exam                                                        | 2 | 7  |
| Attendance and participation |                                    | Practical application of handball training | Video presentation about handball training                              | 2 | 8  |
| active participation         | practical application              | Match + Refereeing                         | Review of legal provisions                                              | 2 | 9  |
|                              | My theory and observation          | Played with referee                        | Review of legal provisions                                              | 2 | 10 |
|                              | <b>Learning from participation</b> | Played with referee                        | Review of legal provisions                                              | 2 | 11 |
| Observation                  | <b>Learning from participation</b> | Played with referee                        | Review of legal provisions                                              | 2 | 12 |
| Attendance and interaction   | <b>Learning from participation</b> | Played with referee                        | Review of legal provisions                                              | 2 | 13 |
| active participation         | <b>Learning from participation</b> | Played with referee                        | Review of legal provisions                                              | 2 | 14 |
|                              |                                    |                                            | Second month                                                            | 2 | 15 |

|                                                                                                                                                                      |  |  |                                                                               |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-------------------------------------------------------------------------------|--|--|
|                                                                                                                                                                      |  |  | exam                                                                          |  |  |
| 59. 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 |  |  |                                                                               |  |  |
| 60. Learning and teaching resources                                                                                                                                  |  |  |                                                                               |  |  |
| International Handball Rules 2022                                                                                                                                    |  |  | (Required textbooks (methodology, if applicable                               |  |  |
|                                                                                                                                                                      |  |  | (Main references (sources                                                     |  |  |
|                                                                                                                                                                      |  |  | Recommended supporting books and (...references (scientific journals, reports |  |  |
|                                                                                                                                                                      |  |  | Electronic references, websites                                               |  |  |

### Course description template

|     |                                                            |
|-----|------------------------------------------------------------|
| 61. | :Course name                                               |
|     | Elite sport                                                |
| 62. | :Course code                                               |
|     |                                                            |
| 63. | Semester/Year                                              |
|     | 2026–Phase Four / 2025                                     |
| 64. | Date this description was prepared                         |
|     | 2025/9/25                                                  |
| 65. | Available forms of attendance                              |
|     | mandatory                                                  |
| 66. | (Number of study hours (total) / Number of units (total    |
|     | 60hours academic units 4 /                                 |
| 67. | Name of the course coordinator (if there is more than one, |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|
| .(please mention it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |          |
| : Name: M.M. Samer Sattar Jabbar Daif<br>Samergolden9013@gmail.com                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   | Em       |
| 68. Course objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |          |
| <ul style="list-style-type: none"><li>• Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical .activity</li><li>• Evaluate and classify athletes with disabilities according to tional classification interna systems (such as classifying athletes in sports for people with physical or visual .(disabilities</li><li>• Analyzing the role of sports in the process of social integration and psychological and social empowerment of people with .disabilities</li></ul> | Course objectives |          |
| 69. Teaching and learning strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |          |
| :based learning-Project .1<br><br>ngised ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA •<br>a complete training program for a sports season for a person or team with a disability, including goals, training plans, evaluation, and .up mechanisms-follow<br>e theoretical and practical aspects and ht senibmoc tI :tifeneB •<br>.develops planning and research skills                                                                                                                                                                                                             |                   | strategy |

## :Case study .2

htiw elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA •  
disabilities with different problems and characteristics, and asking  
students to analyze the case, diagnose the needs, and suggest  
.appropriate sports solutions and programs  
-develops critical analysis and professional decision 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 the  
or organizing a mini sports ‘classification of a particular disability  
.day  
egdelwonk dna ‘noitacinummoc ‘krowmaet secnahnE :tifeneB •  
.sharing skills

## :Simulation and practical representation .4

sa hcus) snoitidnoc ytilibasid cificeps gnitalumiS :noitacilppA •  
airment, or using a wheelchair) to blindfolding to simulate visual imp  
engage in physical activity, helping students understand the  
.challenges faced by people with disabilities  
evitceffe erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB •  
.teaching and training strategies

## :erts and visiting centersHosting exp .5

ro ‘seitilibasid htiw setelhta ‘sehcaoc gnitivnI :noitacilppA •  
rehabilitation specialists to give lectures or workshops. Also,  
organizing field visits to rehabilitation centers or sports clubs for  
.people with disabilities  
nefit: It connects the student to the practical reality and provides eB •  
.opportunities for professional networking

## :Leveraging technology .6

|                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| gnisu ro ‘ecnamrofrepcitelhta ezylyana ot soediv gnisU :noitacilppA •<br>ng programs, or applications and programs for designing traini<br>showing videos of international competitions (such as the Paralympic<br>.( Games<br>setatilicaf dna evitcartta erom ssecorp gninrael eht sekam tI :tifeneB •<br>.understanding complex concepts |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

70. Course structure

| Evaluation Method         | Learning method                                       | Unit or topic name                  | Required learning outcomes                                                                               | Hours | Week       |
|---------------------------|-------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------|-------|------------|
| Testing and Participation | Lecture, discussion, playing, –role and brainstorming | Sports for people with disabilities | A historical introduction to sports for people with disabilities in ancient, medieval, and modern .times | 2     | the first  |
| Testing and Participation | Lectures discussions, -and r playing                  | Sports for people w disabilities    | The concept –disability classification –disability selection of sport                                    | 2     | the second |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Modified spo activities                                                                                  | 2     | the thi    |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Blindness Sports training f the blind Sports activiti suitable for bli people Goalball for t blind       | 2     | Fourth     |

|                           |                                                       |                                     |                                                                                                            |   |        |
|---------------------------|-------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------|---|--------|
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Goalball for blind                                                                                         | 2 | Fifth  |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Goalball for blind: practical application                                                                  | 2 | sixth  |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Sensory impairment Deaf and mute disability Sports activities suitable for the deaf and mute               | 2 | Seven  |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Physical disabilities Neurological –disorders Cerebral palsy(CP) Epilepsy                                  | 2 | Eighth |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Physical disabilities Musculoskeletal disorders, spinal cord injuries Quadriplegia, hemiplegia, paraplegia | 2 | Ninth  |

|                           |                                                       |                                     |                                                                            |   |             |
|---------------------------|-------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------|---|-------------|
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Sports activities for those with spinal cord and spinal injuries           | 2 | tenth       |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Amputation hindered (causes classification) sports activities for amputees | 2 | eleventh    |
| Testing and Participation | Lectures discussions, -and role playing               | Sports for people with disabilities | –Polio (Concept Suitable –Cause (Sports Activities                         | 2 | twelfth     |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Sitting volleyball application                                             | 2 | thirteenth  |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Sitting volleyball application                                             | 2 | fourteenth  |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Suitable sports activities for patients with heart disease or diabetes     | 2 | fifteenth   |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | exam                                                                       | 2 | Sixteenth   |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Muscle atrophy and muscle malnutrition                                     | 2 | seventeenth |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Wheelchair basketball application                                          | 2 | eighteenth  |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Wheelchair basketball application                                          | 2 | nineteenth  |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Rehabilitation: Concept, Type Stages                                       | 2 | Twentieth   |

|                                                      |                                                       |                                     |                                                                                                                  |   |                 |
|------------------------------------------------------|-------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------|---|-----------------|
| Testing and Participation                            | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Physical Rehabilitation Programs for the disabled (Part 1)                                                       | 2 | -Twenty first   |
| Testing and Participation                            | Lectures , discussions, -and role playing             | Sports for people with disabilities | Physical Rehabilitation Programs for the disabled (Part 2)                                                       | 2 | -Twenty second  |
| Testing and Participation                            | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Walking education programs for the disabled using assistive devices<br><br>Theoretical aspects and application + | 2 | -Twenty third   |
| Testing and Participation<br>a test<br>Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Walking education programs for the disabled using assistive devices                                              | 2 | -Twenty fourth  |
|                                                      | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Types of wheelchairs for people with disabilities<br>Assistive devices and their role in reducing disabilities   | 2 | -Twenty fifth   |
| Testing and Participation                            | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Down syndrome -causes -concept (classification)<br>-Autism (concept and causes)                                  | 2 | -Twenty seventh |
| Testing and Participation                            | Lectures , discussions, -and role playing             | Sports for people with disabilities | exam                                                                                                             | 2 | -Twenty eighth  |

|                           |                                                       |                                     |                    |   |               |
|---------------------------|-------------------------------------------------------|-------------------------------------|--------------------|---|---------------|
|                           | playing                                               |                                     |                    |   |               |
| Testing and Participation | Lecture, discussion, playing, -role and brainstorming | Sports for people with disabilities | Discussion reports | 2 | -Twenty ninth |
| Testing and Participation | Lectures , discussions, -and role playing             | Sports for people with disabilities | Discussion reports | 2 | thirty        |

#### 71. 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

#### 72. Learning and teaching resources

|                                                                                                               |                                                                               |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Books on sports for people with disabilities                                                                  | (Required textbooks (methodology, if applicable                               |
| Prof. Dr. –Prof. Dr. Qusay Abdul Abbas Falah Hassan Jassim                                                    | (Main references (sources                                                     |
| Physical education for people with special needs<br>Foundations of sports for people –needs with disabilities | Recommended supporting books and (...references (scientific journals, reports |
| All websites                                                                                                  | Electronic references, websites                                               |
|                                                                                                               |                                                                               |