
I. Course Information**Subject:***

PE

Course Number:* 140**Descriptive Title:*** Intercollegiate Beach Volleyball Team**Division:** Health Sciences and Athletics**Department:***

Physical Education

Course Disciplines: Physical Education**Catalog Description:***

This course provides instruction, training and practice in the advanced techniques of beach volleyball and the opportunity for intercollegiate competition. Student athletes will compete against member schools in their designated conference and against other colleges.

Note: This course is offered in the spring semester only.

Conditions of Enrollment:**Prerequisite:****Co-requisite:****Recommended Preparation:** High school varsity experience or equivalent skill**Enrollment Limitation:****Course Length:** Full Term**Hours Lecture (per week):** 0**Hours Laboratory (per week):** 10**Outside Study Hours:*** 0**Total Hours:*** 180**Course Units:*** 3**Grading Method:** Letter Grade only**Credit Status:** Credit, degree applicable

Transfer UC: Yes

Effective Date:

General Education:
ECC Area 5 - Health and Physical Education

Term:

Other:

CSU GE: Area E - Lifelong Understanding and Self-Development

Term:

Other:

IGETC:

Term:

Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

- Student Learning Outcomes:**
- SLO #1 Sportsmanship**
The student athlete will utilize appropriate sportsmanship during practices and competition.
 - SLO #2 Basic Fundamentals**
Student will demonstrate and explain the basic fundamentals of a hitting approach.
 - SLO #3 Cardio Respiratory Endurance**
Students will demonstrate improvement in the cardio respiratory endurance component of fitness.

B. Course Objectives (The major learning objective for in this course are listed below)

Course Objectives:

1. Evaluate advanced defensive tactics to neutralize a strong hitter.
Analyze the effectiveness of a block and a digger versus two diggers against that hitter.
2. Demonstrate knowledge of National Collegiate Athletic Association Sand Volleyball rules in match play.
3. Demonstrate offensive and defensive systems during competition.
4. Demonstrate the skill of passing initiated from a serve using the correct body and arm positioning.
5. Demonstrate three offensive techniques an attacker would use against an opponent. For example: Hitting, cut shot, and roll shot.
6. Discuss knowledge of physical training and how it can improve skill performance in a match.
7. Modeling sportsmanship and teamwork will be demonstrated in every practice and match.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics

I. Eligibility requirements (2 hours, lab)

1. Unit requirements per semester and before the next season of competition
2. 2. Grade Point Average standard

II. Physical training 24 hours, lab)

1. Jump training
2. Agility training
3. Strength training
4. Speed training
5. Flexibility training
6. Cardiorespiratory endurance training

III. Safety procedures and equipment maintenance (12 hours, lab)

1. Clean playing surface
2. Care of equipment; balls, nets, lines, training equipment
3. Maintenance of sand courts

IV. Rules and regulations for Sand Volleyball (2 hours, lab)

1. California Community College Athletic Association rules and regulations for Sand Volleyball
2. NCAA rules and regulations for Sand Volleyball

V. Environmental consideration for outdoor sport (2 hours, lab)

1. Dealing with the elements; wind, rain, heat, cold
2. Recognizing heatstroke

VI. Proper nutrition and hydration for optimal performance (2 hours, lab)

1. Foods to maximize performance
2. Hydration basics
3. Sunblock and sun protection

VII. Skills practice offense (20 hours, lab)

1. Serving
 1. Mechanics of the jump serve, float serve, jump float, standing top spin
 2. Serving into the wind or sun
2. Blocking
 1. Mechanics of blocking
 2. Defining the blocking area
 3. Defending the court behind the block

3. Spiking

- 1. Mechanics of the approach
- 2. Mechanics of the arm swing
- 3. Approaching and swing for line or cross court attack

VII. Skill practice defense (24 hours, lab)

- 1. Underhand dig
 - 1. Mechanics of underhand dig
 - 2. Body positioning for a dig
- 2. Overhand dig
 - 1. Openhand digging mechanics
 - 2. Body position for overhand dig
- 3. Passing
 - 1. Passing mechanics
 - 2. Body position for passing

IX. Team drills (30 hours, lab)

- 1. Offensive drills
- 2. Defensive drills
- 3. Game strategies
- 4. Counter attacks

X. Scrimmage and game simulation (50 hours, lab)

- 1. Situational scrimmage
- 2. Repetitive serve receive and transition
- 3. Down ball reception and transition
- 4. Free ball reception and transition
- 5. Attack versus a non blocking team
- 6. Attack versus a blocking team

XI. Review of performance (12 hours, lab)

- 1. Statistics
- 2. Game film
- 3. Game plan

Total Lecture Hours: 0

Total Laboratory Hours: 180

Total Hours: 180

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: The student will demonstrate to the instructor essential knowledge of beach volleyball rules by officiating in practice, scrimmages and/or competitions.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Compare and contrast various offensive tactics during game play.
A. Describe to instructor the various offensive techniques a team is using.
B. Identify to the instructor three weaknesses a team exhibits and strategize ways for improvement.

Critical Thinking Assignment 2: Identify the strengths and weaknesses of an opponent. Develop and implement a strategy for use in competition. Discuss with the instructor how you will integrate the information into competition.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

V. Instructional Methods

Instructional Methods:

If other: Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Work Outside of Class:* Course is lab only - minimum required hours satisfied by scheduled lab time

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Up-To-Date
Representative
Textbooks:

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials:

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Category:

Requisite course(s):
List both
prerequisites and
corequisites in this
box.

Requisite and
Matching skill(s):**Bold**
the requisite skill.
List the
corresponding course
objective under each
skill(s)

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching Skill(s):
Bold the requisite skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill.
List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite: High school varsity experience or equivalent skill

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

Students who have demonstrated the skills and abilities for enrollment in the athletic development course will have a greater ability to succeed based on the following areas. Student will have a comprehensive understanding of the rules and regulations of the athletic sport. The student will understand tactics, alignments and strategies of play. This individual will also be aware of phases of conditioning, and proper implementation of health and safety requirements.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: LeValley Pattison

Date: 04/13/2015

**Original Board
Approval Date:** 04/13/2015

**Last Reviewed and/or
Revised by:** Le Valley Pattison

Date: 09/24/2014

**Last Board Approval
Date:**